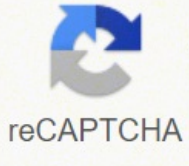




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Article

## Effect of Levels of Self-Regulation and Situational Stress on Achievement Emotions in Undergraduate Students: Class, Study and Testing

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**Abstract:** Achievement emotions constitute one important variable among the many variables of students' learning. The aim of this research was to analyze the differential effect of university students' levels of self-regulation (1 = low, 2 = medium and 3 = high), and of their level of perceived stress in three academic situations (1 = class, 2 = study time and 3 = testing), on the type of achievement emotionality they experience (positive and negative emotions). The following hypotheses were established: (1) a higher level of student self-regulation would be accompanied by higher levels of positive emotionality and lower levels of negative emotionality and (2) a higher level of situational stress would predispose higher levels of negative emotionality and lower levels of positive emotionality. A total of 520 university students completed three self-reports with validated inventories. Descriptive, correlational, and structural prediction analyses (SEM) were performed, as well as 3 × 3 ANOVAs, under an ex post facto design by selection. The results showed overall fulfillment of the hypotheses, except for a few specific emotions. Implications for prevention and psychoeducational guidance in the sphere of university education are discussed.

**Keywords:** achievement emotions; self-regulation behavior; academic stress situations; undergraduate students; emotional well-being

### 1. Introduction

University, or higher education, seeks to offer adequate scientific and vocational preparation. This objective, however, has been expanded to include elements of emotional well-being. Increasingly, assessment of university quality incorporates satisfaction with the university experience, and how it provides for psychological well-being [1,2]. To better understand this reality, recent research has taken a shift towards analyzing and understanding individual differences, in interaction with different academic situations. The objective is to delimit the type of emotional experiences that such situations provide, and to understand how these experiences act as an indicator of students' emotional well-being [3]. The present research study, therefore, is situated at the molar level of psychoeducational analysis [4]. This means that the research problem centers on the person × context level of analysis, in a

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BRIEF REPORT | SEPTEMBER 2020

## COVID-19-RELATED STRESS AMONG LGBTQ+ UNIVERSITY STUDENTS: RESULTS OF A U.S. NATIONAL SURVEY

JOHN P. SALERNO, MPH, M PEASE, JACKSON DEVADAS, BRYANNA NKETIA, JESSICA N. FISH, PHD

### EXECUTIVE SUMMARY (N=565 LGBTQ Students)

Online survey results reveal that high proportions of LGBTQ+ students in the U.S. are facing basic needs, academic, and financial-related challenges during COVID-19. They are also facing high levels of substance use, psychological distress, and social isolation, and receiving little emotional support during COVID-19. As a result of COVID-19, high proportions are enduring LGBTQ+-related stressors, such as being rejected by family members for being LGBTQ+. LGBTQ+ students of color bear the added burden of racial oppression amid COVID-19. Urgently recommended actions for university administrators/leaders are found on page 2.

### 1. Pandemic-Related Stress: Academic, Financial, and Basic Needs

- **62% said their living arrangements changed as a result of COVID-19;** 82% of these moved back home with their parents after the COVID-19 outbreak
  - 88% of those displaced said their living arrangements have not gone back to normal.
- 43% lost their job; 26% had a job offer rescinded.
- 37% reported an increase in coursework; 25% said their grades suffered; 10% dropped a class.

*"After losing my job... it has been increasingly difficult to find another one... because of my gender identity and presentation... this has in turn put me under a lot of strain financially..."*

### 2. Psychological Distress, Social Isolation and Support, and Substance Use

- **65% met the clinical criteria for moderate or severe psychological distress.**
- 17% had issues accessing medical/mental health care; 18% had issues obtaining prescription meds.
- 40% often felt very isolated from others; 26% received no social/emotional support.
- 32% were drinking more alcohol since COVID-19; 22% reported more recreational cannabis use.

*"Cut off from all the queer support groups and friends that I had. I was very alone and had to basically go back to the closet when I went to my parents."*

### 3. Sexual and Gender Minority-Related Stress

Compared to before the start of the COVID-19 pandemic...

- **30% heard their family make negative comments about LGBTQ+ people more often.**
- 36% were cautious about their actions around heterosexual/straight people more often.
- 44% hid their LGBTQ+ identity from other people more often.
- 32% of transgender/nonbinary students reported disrespect of their gender identities more often.

*"I don't have the same support system for that part of my life. I don't get to express myself that way. It's like before college when I just decided it was easier and safer to just "be straight"."*

### 4. Intersectional Racial Oppression Among LGBTQ+ Students of Color

Compared to before the start of the COVID-19 pandemic...

- **37% experienced an increase in white LGBTQ+ people saying things that were racist.**
- 38% reported an increase in mistrust of white LGBTQ+ people.
- 38% felt misunderstood by white LGBTQ+ people more often.
- 43% were spending more time educating white LGBTQ+ people about race.

*"The rise in xenophobia, white terrorism... policing... COVID panic, and... brutal and unrelenting oppression has absolutely affected my life and... loved ones. The constant threat of death is a suffocating shadow."*

# Social support for academic entrepreneurship: definition and conceptual framework

Social support  
for academic  
entrepreneurship

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## Abstract

**Purpose** – The purpose of this paper is to draw on literature underpinning social support to explore individual level considerations when designing social support systems for academic entrepreneurs.

**Design/methodology/approach** – The paper draws from literature in the fields of entrepreneurship, organisational support, stress and coping, and conservation of resources theory to conceptualise social support in an academic entrepreneurship setting.

**Findings** – Provides an expanded definition and a framework of social support. The definition signals the complex nature of delivering social support by considering mechanisms through which the concept is operationalised. These include the content of social support, relationships it occurs within, mode of delivery of support and finally outcomes of such support. A social support influencer pentagram is presented of elements that, together, or separately may affect how individuals seek, receive or perceive support in the academic entrepreneurship context. The framework may also have implications for organisations in other contexts.

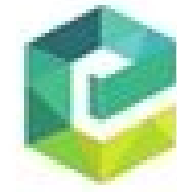
**Research limitations/implications** – Future research should explore the content, delivery mode and timing of support sought and/or received and perceived as helpful and the types of relationships within which these might occur. The impact of this on academic entrepreneurship and variation of these inputs and outputs with respect to the types of actors involved should be considered. It underscores the need, in empirical research, for in-depth understanding of the context of each incident of support regardless of organisational context.

**Practical implications** – This paper illustrates the challenges of designing a supportive culture and the conceptual contribution forewarns policy makers of the need to design multi-faceted, flexible and adaptive social support systems.

**Originality/value** – This paper seeks to establish the value and complex nature of social support as a medium to encourage academic entrepreneurship by providing a broader definition of social support and a framework of elements that may affect whether individuals seek, receive or perceive support within the academic entrepreneurship setting. To our knowledge, it is one of the first papers in an academic entrepreneurship setting which recognises the dual separate paths (based on stress and coping theory (Lazarus and Folkman, 1984) and conservation of resources theory (Hobfoll, 1989)) from the perception of support and the objective support itself to entrepreneurial outcomes. The proposed framework also seeks to contribute to a greater understanding of the ways in which social systems might influence the success of an individual academic's entrepreneurial endeavours and those of others with whom they interact. It also contributes to the wider social support literature by providing a better understanding of how individuals might break resource loss spirals (Hobfoll et al., 2018).

**Keywords** Academic entrepreneurship, Social support, Supportive culture, Organisational change

**Paper type** Conceptual paper



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## Introduction

This conceptual paper seeks to deepen existing research on the value of individual level considerations when designing social support systems for academic entrepreneurs. Our work is motivated by the fact that existing research examining the relationship between social

## Exam Anxiety in Professional Medical Students

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### Abstract

**Background:** A professional student of any medical college in his/her life undergoes various stresses. The stress related to academics is one of them. For any student examination is often a tiresome and stressful experience. These students mostly suffer from exam anxiety.

**Aims and Objectives:** This study was undertaken to assess the level of exam anxiety and methods used for its alleviation by professional medical students before examination.

**Methods:** This study was carried out in 387 MBBS students of Government Medical College, Chandrapur. Based on the scale suggested by Nist and Diehl, a pre-validated questionnaire consisting of ten questions was asked with five possible options ranging from never (1) to always(5). The level of exam anxiety was categorized depending on score of 10 to 19 as no anxiety, 20 to 35 as healthy anxiety and above 35 as unhealthy anxiety. The questionnaire also stated how exam anxiety affected the performance of the student. It also included various relieving methods used by them, how frequently they used these methods and how these methods affected their performance. This questionnaire was given individually to all medical students after taking their informed consent. The data was collected from them and data analysis was done by using appropriate statistics.

**Results:** 36 (9%) students had unhealthy anxiety, 269 (70%) students had healthy anxiety and 82(21%) students had no anxiety. 123 (34%) perceived that stress didn't have any effect on their performance, in 82(21%) students, the performance was improved but 172(45%) students had their performance deteriorated due to stress. To alleviate exam stress, most common method used was contacting family and friends by 336(86.5%) students followed by listening music by 325(84.8%) students, followed by sleeping in 301(77.8%) students.

**Conclusion:** Most of the professional MBBS students experience some degree of anxiety during exams and used different relieving methods to cope up with it. Although some anxiety can be healthy as it keeps one alert, active and focused but excess anxiety may be harmful to one's physical, mental and/or social health.

**Keywords:** Medical Students, Exam Anxiety, Stress Level, Relieving Methods.

### 1. INTRODUCTION

Medical education is a noble profession that gives esteemed place in society and service to mankind. Medical students score excellent ranks in their entrance exam and start their professional career with strong aspiration and determination. In the overall growth of a medical student a growing concern nowadays is the students' mental health.

A professional medical student in his/her life undergoes various stresses. The stress related to academics is one of them.<sup>(1)</sup> Although an optimal level of stress can enhance learning ability, too much stress can cause physical and mental health problems<sup>(2)</sup>, reduce student self-esteem and may affect students academic achievement.<sup>(3,4)</sup>

Examinations are important and necessary part of any professional curriculum. For any student examination is often a tiresome and stressful experience. Many students find themselves weighed down by parental expectations, comparisons and peer pressure.<sup>(5)</sup>

Exam anxiety among medical professional is a problem of prime importance.<sup>(6)</sup> It manifests as various somatic, cognitive and behavioural symptoms before and during exams. Various factors like extensive curriculum, competitive environment, need to get good marks, huge syllabus and frequency of theoretical and practical evaluation that has to be grasped in short period of time, financial issues, high parental expectations, etc have been reported to put tremendous amount of stress among medical students during and before examination periods.<sup>(6,7)</sup>

Medical students have used various coping mechanisms to alleviate stress; the coping strategies applied by students may determine the effect of stress on mental and physical health and may determine whether stress has a positive or negative influence. The margin between healthy and unhealthy stress is very narrow and our strategies and resources should be aimed so that the students remain on the healthy side. The need of an hour is to understand the mental state of students and provide them with early guidance and support for them to realize their aims and achieve full potential in stress free healthy environment.



## Posttraumatic Stress Disorder and Standardized Test-Taking Ability

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Given the widespread use and high-stakes nature of educational standardized assessments, understanding factors that affect test-taking ability in young adults is vital. Although scholarly attention has often focused on demographic factors (e.g., gender and race), sufficiently prevalent acquired characteristics may also help explain widespread individual differences on standardized tests. In particular, this article focuses on the role that posttraumatic stress symptoms (PSS) potentially play in standardized academic assessments. Using a military sample measured before and after exposure to war-zone stressors, the authors sought to explain test-taking ability differences with respect to symptoms of PTSD on two cognitive tasks that closely match standardized test constructs. The primary method for this analysis is based on an item response theory with covariates approach. Findings suggest that the effect for PSS is significant on both tasks, particularly for those who experience the highest levels of PSS following war-zone exposure. Findings provide potentially valuable information regarding the nature of the relationship between PSS and verbal and logical reasoning test performance.

**Keywords:** standardized testing, posttraumatic stress disorder, test taking

As nearly every U.S. college applicant can attest, the majority of domestic colleges and universities require standardized tests for admission to undergraduate, graduate, and professional programs. Although controversial (Baron & Norman, 1992; FairTest, 2006), tests such as the Scholastic Aptitude Test (SAT), the Graduate Record Examination (GRE), and others are valued by higher educational institutions as predictors of first-year student grade point average (Bridgeman, McCamley-Jenkins, & Ervin, 2000) and graduate school success (Barton & Wang, 2005) and as an efficient measure of underlying traits such as math or reading ability. Given the widespread use and high-stakes nature of these assessments, understanding factors that affect test-taking ability in young adults is vital.

Factors that are largely determined by birth, such as gender and race, are important to any conversation about fair and equitable testing (for examples of these types of studies, see Arbutnot, 2005; Holland, Hoffman, & Thompson, 2002; Ramist, Lewis, & McCamley-Jenkins, 1994; Schmitt & Dorans, 1990). Although scholarly attention has often focused on these birth factors, sufficiently prevalent acquired characteristics may also help explain widespread individual differences on standardized tests. In particular, this article focuses on the role that symptoms of posttraumatic stress disorder (PTSD) potentially play in academic assessments. PTSD is associated with symptoms such as intrusive thoughts, poor concentration, and hypervigilance to threat in the environment that could be predicted to interfere with test taking. More-

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The content of this article does not necessarily reflect the position or policy of the U.S. government, and no official endorsement should be inferred. This work was supported by awards from the U.S. Army Medical Research and Materiel Command (DAMD 17-03-0028, H5RR01 Log No. A-11818) and VA Clinical Sciences Research and Development. The work was also supported in part by resources provided by the VA South Central Mental Illness Research, Education, and Clinical Center and the U.S. Army Research Institute for Environmental Medicine. The U.S. Army Medical

Research Acquisition Activity (Fort Detrick, Maryland) is the awarding and administering acquisition office for DAMD 17-03-0020. Some of the work was completed at the Southeast Louisiana Veterans Healthcare System, New Orleans, Louisiana; the Department of Psychiatry and Neurology, Tulane University School of Medicine; the Department of Psychology, Tulane University; and the International Association for the Evaluation of Educational Achievement, Hamburg, Germany. We are especially grateful to the soldiers who donated their time to participate in the study and the efforts of the key military personnel who facilitated conduct of the study for their units. We also thank Dan and Lynda King for their valuable and constructive feedback.

Correspondence concerning this article should be directed to Leslie Rutkowski, who is now at the International Association for the Evaluation of Educational Achievement, Data Processing and Research Center, Messelweg 37, 22297 Hamburg, Germany. E-mail: leslie.rutkowski@iea-dpe.de

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Academic stressors definition. What are the academic stress. Operational definition of academic stress. Academic definition of stress management. Definition of academic stress pdf. What is academic stress on students. Definition of academic stress in psychology.

Photo courtesy of Davin G Photography / Getty Images No matter what stage of life you are or when your personal situation is, it's sure you experience yourself from time to time or even a little more often than that . Our lives can get stirred. There is always another emergency of work to juggle, further than to study and more childhood activities to organize in the schedule. But there are no more hours to take care of everything that is in our lists of tasks or things that happen in our personal lives. That can leave us stressed and looking for answers. While the stress can be a fight for all sometimes, treating it in a healthy way is the key to avoid working in your life. These useful tips can help you control and even decrease your striking levels to maintain control and enjoy a bit of relaxation. While everyone experiences sometimes, many people never stop to wonder why. We all have had those moments when we have returned to the cocakes, the drunkenness in television programs or fast food to stifle our feelings. The estrella is incomodible, and when we feel it for longer periods, it is tempting to ignore that sensation or reject it so that we can get some relief. But that does not reach the RaA of stress, which is what in the last instance can help us solve it. Photo courtesy of Nicola Katie / Getty Images So often we stop and we ask ourselves what exactly has been stressed us so much first? The stress tends to be a messenger, a noisy messenger sometimes, but a messenger, however. It is there to tell us that there is a problem with which we have to deal with or that we have taken too much and we need to take some time to unzip. The next time you feel a burst of stress, kill a few moments sit down with "and yourself" and ask what's going on and how you feel about it. Writing a diary tends to be a great way to get to the root of problems that are sometimes less than obvious. You can find out that the real problem is completely different from what you thought it was. If you have problems with A, you can also consider guided meditation. Answer instead of reacting Once you know why you are stressed, you'll be better equipped to deal with the problem that is at the root of your anxiety. Taking a few moments out of your agenda to look your problems straight in the eye is not the most attractive proposal. But it might be less painful in the long run. Photo Courtesy: Westend61/Getty Images Anxiety is nothing but a lingering emotion, and the more you try to ignore it, the stronger it will knock on your mind's door. It's when we start clicking on people and reacting to situations because we don't have the presence of the mind to respond. By identifying the problem behind your stress, you can begin to consciously plan how you are going to deal with it. At its root, stress is usually a fear of a problem that you are not sure how to handle. Once you've identified the problem and started figuring out the steps you need to take to manage it, your fear should naturally start to ease a little. And, all calm about having an action course. Sometimes, you may find that the problem is simply that you are trying to do too much. Between working, helping children with school work, managing chronic health problems, or dealing with other everyday tasks, life may seem like a constant list of to-do tasks. You may just need to work some time just for yourself. Photo courtesy: Momo Productions/Getty Images That might be easier said than done, though. Many people confuse self-care with selfishness, but nothing could be further from the truth. If you're constantly stressed out, the reality is that it's going to be much less enjoyable to be A all A naturally become mad, reactive and unhappy. Online SegAo Talkspace community, the results of a 2017 study show that "those who actively choose to have time alone experience stress relief and relaxation when they spend their time alone." Sometimes the most loving thing you can do around the world is to take some time to yourself. Set aside time to read, watch a fun movie, exercise, or do nothing at all. Just by giving yourself this little gift, you will reduce the chances of becoming subconsciously resentful of all the other things and people that require your time. Stay calm A When You Can There's an old prayer that asks for serenity to accept the things I can't change, the courage to change the things I can, and the wisdom to know the differenceA. Whether religious, spiritual or none at all, it still serves as a great reminder that we cannot control everything. Photo courtesy: Svetikd/Getty Images When you've identified the object of your stress and set out to make a plan to deal with it, it's important to separate the things you can't control from those you can't. Sometimes it will be easy to think of solid steps you can take to solve your problem. At other times, it may seem that there is virtually nothing you can do and the situation is totally out of your control. Remember, however, that this will never be the case. The truth is that none of us can control all the things that happen to us in our lives. But the only thing we can always control is how we decide to respond to things that happen to us. Decide what you can control, put your plan into action, and work consciously to let the rest go, knowing you've done what you can. Cultivate gratitude When you are walking around in a cloud of stress, being easy to feel like your problems are all there is to life. But... But... the problems are not the end of the whole world . . . . . Photo Courtesy: Carol Yepes/Getty Images Instead of giving them your focus and power, refocus on the things you have to do for you and for the ones that you are grateful. Maybe they're your kids, your character, your spouse or the roof over your head. Try to make a habit of enumerating at least three things that are grateful for every day; the benefits of doing so are clear. Showing gratitude can be a great way to change your perspective and remind you that life is much better enjoyed than supported. Vinculos

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Topic sentence gives a simple definition. Support sentences give more information through the use of examples, description or explanation. Jan 03, 2022 · Engineering stress involves internal particle reactions causing force and failure. Explore the definition, equation, and causes of stress ... 3 Introduction. In the late 19th century, post-mortem examinations demonstrated a possible relationship between thrombotic occlusion of a coronary artery and myocardial infarction (MI). 1 However, it was not until the beginning of the 20th century that the first clinical descriptions appeared describing a connection between the formation of a thrombus in a coronary artery ... Feb 14, 2019 · Being able to manage stress is crucial for your academic success and personal well-being in college. Luckily, this guide from Western Governors University will provide you with information about how to recognize different kinds of stress, various sources of stress for college students, as well as tips for coping in a healthy way. Academic Stress. Fundamentally, collegiate athletes have two major roles they must balance as part of their commitment to a university: being a college student and an athlete. Academic performance is a significant source of stress for most college students (Aquilina, 2013; López de Subijana et al., 2015; de Brandt et al., 2018; Davis et al. ... Shearing Stress is defined as: "A type of stress that acts coplanar with cross section of material." Shear stress arises due to shear forces. They are the pair of forces acting on opposite sides of a body with the same magnitude and opposite direction. Shear stress is a vector quantity. Which means, here the direction is also involved along ... 3 Introduction. In the late 19th century, post-mortem examinations demonstrated a possible relationship between thrombotic occlusion of a coronary artery and myocardial infarction (MI). 1 However, it was not until the beginning of the 20th century that the first clinical descriptions appeared describing a connection between the formation of a thrombus in a coronary artery ... The meaning of MANTRA is a sound, word, or phrase that is repeated by someone who is praying or meditating. See more meanings of mantra. How to use mantra in a sentence.

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