

## **Perceived Stress, Academic Workloads and Use of Coping Strategies by University Students**

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The present study aimed to examine perceived stress, academic workloads, and coping strategies used by the students studying under the semester system. It was hypothesized that: there is a positive relationship between academic workload and perceived stress among students; academic workload and perceived stress would predict the type of coping strategies used by the students. The sample included 150 masters' level science students. Perceived stress scale, a self designed academic workload scale and coping strategies questionnaire (CSQ, Kausar, 2005) were used for assessment. Students completed assessment measures in the presence of researcher. Correlation and regression analyses were used to analyze the data. Positive relationship was found between academic workloads and perceived stress. Academic workload showed positive relationship with active practical coping strategies and negative relationship with active distractive and avoidance coping. Perceived stress had negative relationship with practical coping and negative relationship with avoidance coping. Academic workloads predicted perceived stress among students. The findings have important implications for students in higher education and highlight the importance of counseling in the higher education institutions which in turn may help improve their academic performance.

**Key words:** Perceived Stress, Academic Workloads, Coping Strategies, University Students