

**PERCEIVED DIFFICULTIES STUDENTS ARE FACED WITH WHILE READING  
AND THE EFFECTS IT HAS IN THEIR ACADEMIC PERFORMANCE**



**DINESH KUMAR**

*M.Phil., Roll No.: 140628 Session-2014-15*

*Department of Education, B.R.A. Bihar University, Muzaffarpur, India*

*E-mail: dk6834207@gmail.com*

**ABSTRACT**

Language is what distinguishes human societies from other types of civilizations; in these societies, language is considered as a tool for communication between people and helps preserve social cohesion. Language is what distinguishes human societies from other kinds of civilizations. As a direct consequence of this, educational authorities place a high priority on the teaching of Arabic to students. On the other hand, in recent years there has been a greater emphasis placed on the education of English speakers due to the fact that English is the language of both the contemporary world and the scientific community. Reading is a mentally taxing performance that, when

combined with other linguistic abilities such as listening, speaking, and writing, forms a language system that is regarded as one of the most prominent and important language systems, and an individual is dependent on this language system to acquire language proficiency for use in educational settings and in everyday life. Reading is a mental challenge that, when combined with other linguistic abilities such as listening, speaking, and writing, forms a language system that is regarded as one of the most prominent and important language systems (Ruddell, 1992). There are a lot of different schools of thought on what the point of reading is and how it comes across to different people depending on who you ask.

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**Keyword:** scientific community, taxing performance, civilizations,

## INTRODUCTION

As a result of the fact that this linguistic skill is one of the most important life skills in this day and age, which is described as the era of information technology and the era of communication, differences in the nature of reading and how it occurs are reflected in some way or another on the student, the teacher, and the author of the curriculum. This is because reading is one of the most important life skills in this day and age, which is described as the era of information technology and the era of communication. This is the situation due to the fact that reading is one of the most crucial life skills in today's society (Nasr 0.2003). Reading is a subskill that overlaps with other language skills, which makes it challenging to teach and acquire reading on its own without the assistance of other language abilities. As a consequence of this, many professionals who specialise in the development of reading instruction curricula are met with significant obstacles and serious problems in their efforts to teach reading skills to children using increasingly advanced technology. This is due to the fact that reading is challenging to both instruct and acquire when it is done so in isolation from other language abilities. The situation gets more complicated when the educational setting necessitates that the language instructor work in an environment with variable linguistic conditions. This results in the social dynamics and reading varieties within a single class creating an environment that is unique and distinctive. It is a topic that gets more challenging when the educational circumstance needs the language instructor to function in an atmosphere with varying levels of linguistic diversity. The decision-making process for reading instruction in the classroom may be especially difficult due to the fact that the reading teacher bears direct responsibility for the administration of the various reading styles.

As a consequence of increased interest in the instruction of English, it has become clear that the use of innovative instructional methods is of critical significance. These innovative approaches to education provide an emphasis on the students' overall knowledge and comprehension of the material being taught. This is done in order to have a better understanding for the reader, as well as to increase his or her level by teaching them on reading comprehension practices, which will help them better grasp what they are reading. In

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light of this, a study was conducted to investigate the challenges that students in the seventh grade in the Governorate of Ma'an encounter while developing their comprehensive reading skills in preparation for the English curriculum. This study was carried out in the context of the Ma'an Governorate.

It not only keeps us abreast of contemporary writing but also heightens our awareness of issues that are relevant to individuals in different parts of the globe (Van, 2009). "Reading is perhaps one of the most important learning skills that kids may acquire, and it is also one of the most pleasurable learning abilities that kids can gain. In today's culture, especially in industrialised nations and parts of the world, many people see it as an ability that must be had in order to achieve success. The process of learning to read is, unfortunately, one of the most difficult things that many children who struggle with reading will ever have to undertake in their whole lives. This is one of the unfortunate realities of the situation. All too often, the obstacles individuals face outweigh their desire to read; without the necessary guidance, they never succeed in overcoming these obstacles and will never fulfil their potential as readers."

No matter who teaches them to read, pupils can recognise good reading teaching when they see it. Several of them mentioned this fact throughout the course of their conversation on reading; they said that some teachers at schools force the whole class to repeat after them, and then they go student by student and sound out words. On other occasions, they will read aloud to the class, and then they will call on certain students to each take a turn reading aloud. There are times when children focus their attention on each and every word, paying close attention to both the way it is uttered and the meaning it conveys. They are the authority that steps in to provide quick correction when necessary. Because of how many students see it, student interaction is almost always perceived as a source of noise, confusion, and disturbance by many of the students themselves, as well as by the other students' ability to comprehend what is being taught. If you are able to read swiftly while preserving correct pronunciation, then you are currently reading at a competent level. On the basis of this knowledge, one ought to arrive at the conclusion that there is a misunderstanding about the nature of reading as well as what the act of reading comprises in its whole as a whole. As a direct result of this, children will have the misconception that reading English is an exceptionally challenging skill, and as a direct result of this, they will have a great deal of difficulty with it. Students who are not great readers ultimately come to grips with this truth

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when they enter university and are presented with hefty reading obligations (Younis, 2005). In point of fact, the widespread occurrence of cases of reading problems in educational institutions is a substantial obstacle at every level of the academic hierarchy. The necessity for remedial work, once it has been detected, may be such an urgent matter that it typically tends to attract more attention than preventive initiatives. This is one possibility. It is very uncommon to hear school administrators boasting about the effectiveness of their remedial programmes, while at the same time focusing limited effort on avoiding reading challenges before they occur. This is especially common in elementary and middle schools (Al-Kilani and Maqutash, .

### LITERATURE REVIEW

Wanjiku Karanja (2020) The purpose of the study was to determine the extent to which reading difficulties have an impact on the academic achievement of students enrolled in secondary schools. This study's objective was to discover comprehension errors that have an effect on students' overall academic performance and to investigate the factors that contribute to such errors. Piaget's (1983) theory of cognitive development served as the foundation for this line of inquiry. The study was carried out with his theory in mind. This study looks at both teachers and students, and it collects its data using quantitative approaches. It also takes a quantitative approach to the analysis of the data. The research was carried out using a technique known as descriptive survey design. The cloze test, reading passage, and questionnaires that were sent to English teachers were used in the process of data collection. The students were required to read the reading passage and complete the cloze exam. The actual procedure of gathering the data took a total of one month to complete. The results of the reading passage, the cloze test, and the questionnaires were analysed after first being compiled, edited, and organised in accordance with the many aspects of the study that were investigated. When conducting a study of quantitative data, specialised statistical software developed for use in the social sciences was used (SPSS). In addition, the chi-square test and the Likert Scale were used in order to evaluate the level of significance associated with the connection that was found to exist between the many different variables. The population that was investigated included 500 pupils, 10 principals and deputy principals, 22 English language teachers, and 22 English language teachers from 10 public mixed day secondary schools in Kiambu District, which is situated in Kiambu County. The sample for the research

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project consisted of ten teachers of English and one hundred students in form three from each of the five schools that were investigated. A technique of deliberate sampling was used so that schools, teachers of English, boys and girls from form three class, and English instructors could be selected. Students who had fewer problems with word replacement, omission, mispronunciation, and addition performed well (B+ - C+) on the exam at the conclusion of the term, and a significant association between these and academic achievement was established ( $p>0.05$ ). The results of the reading test showed this association. A cloze test performance in which five percent of the students scored below average and a student end-of-term one exam in which all of the selected schools had a mean grade lower than five are both indicators of poor academic achievement as a consequence of reading issues. The pupils were given both of these examinations to complete. According to the instructors, there are absentees, repeat students, and dropouts that make up forty percent of the student body (40 percent). It was shown that ninety percent of English teachers had difficulties in the course of teaching reading to their pupils at some time. Sixty percent of the lecturers did not teach any library-related courses at all since there were not sufficient library resources. Another prevalent problem that the great majority of teachers had to deal with was that pupils would overlook or misinterpret punctuation while they were reading. This was a common occurrence. According to the findings of the study, English teachers should take part in ongoing professional development, and school administrations should work closely with the Ministry of Education to ensure that their libraries have access to resources and reference materials. Both of these recommendations were made in light of the findings of the study. The government and the administration of public mixed-day secondary schools should collaborate on the development of certain remedies in order to cut down on the amount of chronic absenteeism that is caused by a lack of money to pay for school fees. This problem is prevalent in public schools.

Waddah Mahmoud ALBDOUR (2015) (2015) The purpose of the study is to determine the challenges that students face in the area of reading comprehension skill in English language curricula and to measure the differences in the attitudes of English language teachers regarding the challenges that seventh grade students face in reading comprehension skill for English language based on personal variables. The study will also measure the similarities in the attitudes of English language teachers regarding the challenges that students face in the

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area of reading comprehension skill for English language based on personal variables. The researcher decided to utilise a descriptive method to carry out this investigation because they believed it was the approach that would be most beneficial to achieving the goals of the study. The researcher has chosen a sample at random that is representative of at least 66% of the study population (the target group), and the sample includes a total of 85 male and female English language teachers working for AL Karak departments of education. The results of the study indicate that students who are in the seventh grade have a high degree of difficulty with a scale that measures the level of difficulty of reading comprehension abilities that are needed by English language curricula. According to the standard deviation of all degrees, the answer is (3.74). At the level of the scale areas, we can observe that three of the scale areas have a high degree, however only one of the scale areas has a medium degree. The region of issues and challenges that hinder the effectiveness of the process of understanding has the greatest averages, with an average of 4.00 and a standard deviation of 0.57 points. The area of reading comprehension skills has the lowest averages, with an average of 3.66 and a standard deviation of 0.57. This area also has the lowest number of students that score above or below the norm. The areas with the highest averages are those that suffer from issues and challenges that hinder the effectiveness of the understanding process (0.65). According to the findings of the study, there is not a statistically significant difference between the genders in terms of the difficulties that seventh-grade students face when it comes to acquiring the reading comprehension skills that are necessary for English language curricula. This was determined by comparing the performance of boys and girls in the same reading comprehension test. According on the results of this study, the researcher recommends that the following steps be taken: Hold training courses for teachers of the seventh grade and provide them with contemporary trends in teaching the English language and Reading Comprehension to students; provide linguistic laboratories that will allow students to practically apply English as it is the language of communication and contact; and encourage students to use English as a means of communication among each other and between countries.

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## RESEARCH MYTHOLOGY

A total of 717 students were included in the research project. These students were from three different departments at Pondicherry University (A Central University), which is situated in Puducherry, India. The Humanities and Social Sciences, Science, and Management departments were represented. When assessing the academic accomplishments of its students during each semester, Pondicherry University uses the CBCS grading system. The first stage of the multistage cluster sampling method entailed compiling a list of the departments that fall under the purview of the following three schools: the School of Physical, Chemical and Applied Science; the School of Management, Humanities and Social Sciences; and the School of Management, Humanities and Social Sciences. – In the second stage, we chose four departments from each school to take part in the research based on the criteria of their desire to do so. – In the last stage, data were gathered from each and every student who was present in the department throughout the time that the researcher was there.

## DATA ANALYSIS

There were 402 male students and 315 female students among the total student body. There were three age groups that they belonged to: 60.8% belonged to the age group of 21-22 year olds, 30.8% belonged to the age group of 23-24 year olds, and the remaining 8.4% belonged to the age group of 25-26 year olds. Approximately 44.6% of the pupils had two or more siblings, whereas 45% of the students had just one sibling. There were around ten percent (10%) of the pupils who were the only child in their families. By the way, almost the same percentage of students were protected from the second to the third semester (48.1% for the second semester and 51.9% for the third semester). The percentage of students from from each of these three fields was almost equivalent, with 33.5% of students hailing from the humanities, 31.2% from science, and 35.4% from management. It is very close to being equal in terms of the representation of students from different semesters, with 48.7% of students coming from the second semester and 51.3% coming from the third semester.

### Description Of Sample (N=717)

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<b>Demographic Variables</b>	<b>N (%)</b>	<b>Demographic Variables</b>	<b>N (%)</b>
<b>Age</b>		<b>Family Monthly Income</b>	
• 21-22	436 (60.8)	• Less than Rs.2500/	344 (48)
• 23-24	221 (30.8)	• Rs.25,001/ to Rs.50,000	202 (28.2)
• 25-26	60 (8.4)	• Rs.50,000/ and above	171 (23.8)
<b>Gender</b>		<b>Perceived Family Environment</b>	
• Male	402 (56.1)	• Congenial (Friendly)	634 (88.4)
• Female	315 (43.9)	• Not Congenial (Disturbed)	83 (11.6)
<b>Sibling</b>		<b>Father Occupation</b>	
• Only Child	72 (10)	• Service	309 (43.1)
• One Sibling	325 (45.3)	• Business	247 (34.4)
• Two and above	320 (44.6)	• Others	161 (22.5)
<b>Department</b>		<b>Relationship with Parents</b>	
• Humanities	224 (31.2)	• Very Good	624 (87)
• Science	210 (29.3)	• Not so Good	93 (13)
• Management	283 (39.5)		
<b>University Year Level</b>		<b>Relationship with Friends</b>	
• Semester II	345 (48.1)	• Very Good	603 (84.1)



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• Semester III	372 (51.9)	• Not so Good	114 (15.9)
<b>Academic Performance in the Last Semester</b>		<b>Mother Education</b>	
• Very good (CGPA 9-10)	100 (13.9)	• Illiterate	106 (14.8)
• Good (CGPA 7-8)	417 (58.2)	• Below Secondary Level	356 (49.7)
• Moderate (CGPA 5-6)	157 (21.9)	• Graduate	179 (25)
• Poor (CGPA below 5)	43 (6.0)	• Post Graduate	76 (10.6)
<b>Father Education</b>		<b>Mother Occupation</b>	
• Illiterate	66 (9.2)	• Service	118 (16.5)
• Below Secondary Level	306 (42.7)	• Business	30 (4.2)
• Graduate	218 (30.4)	• Housewife	517 (72.1)
• Post Graduate	127 (17.7)	• Others	52 (7.3)

**Contains Information That Pertains To Measures Of Central Tendency And Deviations Related To Three Psychological Variables. These Measurements And Deviations Are Reported In The Table.**

Variables	Central Tendency Measures			Deviations		
	Mean	Mode	Median	SD	Skewness	Kurtosis

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Academic Stress	17.63	18	17.00	4.16	.176	-.018
Depression	76.19	76	76.00	18.58	.348	-.076
Social Support	146.57	143	147.00	27.86	-.189	-.166

The following table presents the percentage of students who fall within each category of academic pressure based on the data from Table 4.2. It was found that 9.8% of the students were experiencing severe levels of academic stress while 67.8% were experiencing moderate levels of academic stress. Regarding both high and moderate levels of academic pressure, there was found to be no significant difference between the sexes (Table 4.2).

**Proportion Of Students Within Each Category Of The Academic Stress (N=717)**

Academic Stress	Male Students		Female Students		Total		Chi-square
	f.	%	f.	%	f.	%	
Low (SR: 6-14)	92	22.9	69	21.9	161	22.5	.112
Medium (SR: 15-23)	279	69.4	207	65.7	486	67.8	
High (SR: 24 +)	31	7.7	39	12.4	70	9.8	

According to the collected data, the percentage of students who fell into each category of depression was as follows: 2.4% of students, 13.1% of students, and 37.7% of students were suffering from very severe depression, severe depression, and moderate depression accordingly. In this regard as well, there was no discernible difference between the sexes in

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terms of the various types of depression, which means that an equal number of male and female students were susceptible to depression (Table 4.4).

**Proportion Of Students Within Each Category Of The University Students Depression  
Inventory (USDI) (N=717)**

USDI Category	Male Students		Female Students		Total		Chi square
	f.	%	f.	%	f.	%	
Low (SR: 30-73)	176	43.8	160	50.8	336	46.9	.311
Moderate (SR: 74-95)	159	39.6	111	35.2	270	37.7	
Severe (SR: 96-118)	57	14.2	37	11.7	94	13.1	
Extremely Severe (SR: 119-147)	10	2.5	7	2.2	17	2.4	

Even though there was no statistically significant difference found between the academic stress of students who perceived a congenial family environment (mean score 17.62) and those who perceived a non-congenial family environment (mean score 17.77), students who perceived a congenial family environment reported low academic stress. Students who reported having a healthy connection with their parents were shown to have lower levels of academic stress (mean score 17.58) when compared to students who reported having a troubled relationship with their parents (mean score 17.98). (Table 4.4). The third hypothesis, which stated that "academic stress of students who perceived family environment to be congenial and their relationships with parents positive and those who perceive family environment is not congenial and relationships with parents is not good significantly differs," has been disproved on the basis of the statistical findings.

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**Showing 'T'-Test Results Concerning Academic Stress Of The Students And Its  
Association With Gender, Semesters, Family Environment And Relationships With  
Parents**

Variables		N	Mean	SD	df	't'- test	Level of Sig.
Gender	Male	402	17.29	3.94	715	-2.476	.014*
	Female	315	18.07	4.39			
Semesters	Semester 2	345	18.09	4.42	715	2.823	.005**
	Semester 3	372	17.21	3.86			
Perceived Family environment	Congenial	634	17.62	4.08	715	-.321	.749 (NS)
	Not Congenial	83	17.77	4.75			
Relationship withParents	Very good	624	17.58	4.13	715	-.830	.407 (NS)
	Not So Good	93	17.97	4.36			

One-way The analysis of variance (ANOVA) was used to provide a comparison of the amount of academic stress experienced by more than two different groups of pupils. According to the data in Table 4.5, there is a discernible gap in the levels of academic pressure experienced by students coming from the three distinct academic tracks of Science,

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Management, and Humanities (including Social Sciences). It was shown that students with backgrounds in the humanities and social sciences have considerably greater levels of academic stress when compared to students with backgrounds in the other two academic streams, namely science and management [F-value: 10.394; p]. The fourth hypothesis, which states that "academic stress of students from humanities, science, and management, regardless of gender and semesters vary considerably," has been maintained in light of the statistical analysis of the data. In addition, an attempt was made to determine the level of academic pressure placed on students based on their overall academic performance in the test for the most recent semester. It has been discovered that students who performed well on the most recent test but not exceptionally well or extremely poorly had greater levels of academic stress than students who performed very well or very poorly. This is shown to have a major impact on the statistics. As a result, the fifth hypothesis, which states that "academic stress of pupils with past academic achievement varies greatly," has been allowed to stand. In terms of the family budget and how it relates to academic pressure, there was not found to be a significant correlation between academic pressure and the monthly income of the family (Table 6). The sixth hypothesis, which said that students from various economic origins experience considerably varied levels of academic stress, has been disproved as a result.

### **CONCLUSION**

One in ten students (9.8%) was found to have had severe academic stress, while seven in ten students (67.8%) were found to have suffered moderate academic stress. As far as gender is concerned, female students had higher levels of academic stress in comparison to male students. One possible explanation for this is that females are more focused on their academic careers than men are. Students majoring in the humanities were more susceptible to the effects of academic pressure than those majoring in management or science. Pupils in the second semester and students who had performed well academically had greater levels of academic stress. It was shown that having bad living circumstances, being unable to disclose personal difficulties with others, and being involved in love relationships were all factors that contributed to academic stress. According to the depression score, 2.4, 13.1 and 37.7% of the students attending the university were suffering from very severe, severe, and moderate depression respectively. Male students, students from semester II, students with backgrounds in the humanities and social sciences, and students with weak and average academic

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performance all suffered from depression at higher rates than their peers. There is no significant association between academic stress and depression, which suggests that students at Pondicherry University are able to manage their academic stress on their own and/or through discussion with their classmates and parents. Additionally, there is no significant association between academic stress and anxiety. On the other hand, the gender-specific analysis of the data shows that there is a strong link between academic stress and depression. To put it another way, one might say that female students' susceptibility to depression was created by the pressures of their academic careers. Depression was shown to be connected with students' unfavourable judgements about the academic atmosphere of the institution, housing situations, and personal difficulties.

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