

Self-esteem: Predictor of Perceived Stress and Life Satisfaction in Students of Co-ed and Uni-gender Institutions

Abstract

The aim of the current study is to determine the relationship between self-esteem, perceived stress and life satisfaction of students of co-ed and uni-gender institutions. The sample size of the research was 200 female students, of which 100 were from uni-gender institutions and 100 from co-educational institutions. Convenience and purposive sampling strategy was used to collect the data. A Standardized psychological Urdu version of Perceived Stress Scale, Satisfaction with Life Scale and Self-esteem scale was used to collect the responses of the students. SPSS 21st version was used to analyze the results. Findings showed that women students studying in uni-gender have more stress as compared to the students of co-ed institution but their self-esteem and life satisfaction was not affected. The results show significant relationships between perceived stress, life satisfaction and self-esteem. It also revealed that self-esteem would predict positive life satisfaction and perceived stress would predict negative life satisfaction in students. Results also indicated that there is a significant difference between perceived stress, life satisfaction and self-esteem among women students. The study will be helpful in improving the educational systems, so that students get a better environment to boost their confidence and self-concepts.

Keywords: *Perceived Stress, Life satisfaction, Self-esteem*

INTRODUCTION

Students are the essential part of institutions, and the development of an institution depends on them. In the current scenario, increasing work load and scientific progress are causing many psychological as well as academic problems for students (Shah, Jaffari, Aziz, Ejaz, Haq & Raza, 2011). University life is considered to be a transitional period in a student's life and demands adjustment on the part of students

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in this new environment. University life is different from school and college, as students have to jump from their dependent life into an independent one. In this transition period they have to meet many challenges and demands due to which they may suffer from personal, social and interpersonal problems like academic, career selection, increased independency, peer rejection and many more, which are responsible for shaping their self-concept or self-esteem (Levin, 2000). There are two types of institutions that is co-ed and uni-gender. Self-esteem is defined as an individual's own beliefs about him, which might be positive or negative, good or bad, right or wrong (Rosenberg, 1965). Lazarus and Folkman (1984) state that self-esteem could be a source of coping with stress, a person's own beliefs about their self, moderates ones level of stress and life satisfaction is the individual's cognitive evaluation in which life events are being compared to the person's self-made standards (Diener & Emmons, 1985; Shin & Johnson, 1978). Morganett (2005) defined self-esteem as a form of accepting oneself, acknowledging his value and objective respect. It is the discrepancy between how the individual sees himself and what is the ideal version of himself (Piskin, 20014).

Students' self-esteem is one of the main concerns of parents, teachers and administrators of universities. Its essence is being linked to something virtuous or moral whereas low self-esteem is linked with something wrong or immoral (Manning, Bear & Minke, 2006). In Maslow's famous hierarchy model it is important to satisfy one stage before reaching the next level and self-actualization comes after self-esteem. A person has to fulfill the requirement of self-esteem before they are able to reach self-actualization (Maslow, 1943). Through the work of Maslow and Roger it is clear that without satisfying the level of self-esteem one cannot reach the self-actualization level which very few reach. Self-esteem is something that may change with a person's experiences and growing age. The greater the motivation level for achievement the more chances for a person to gain a high level of self-esteem and happiness (Hill, 2015).

Stress is a common problem that effects all of us at some point in our lives. Stress can be defined as an uncomfortable mental condition in which a person suffers from worry and tension caused by problems in daily life, work or strong feelings of anxiety and worry which effect both our physical and psychological health (Webster, 2015). The key stance of this new definition lays stress on how a person perceives himself. The term Perceived Stress means individual emotional arousal, feelings of uneasiness or distress and behavioral or physical changes that one experiences when exposed to the circumstances that one perceives as alarming or dangerous (Auerbach, 1998). Stress is of two types. Stress that you can endure is helpful in keeping you energetic, focused and alert. But when it becomes unbearable it can effect mood, health, relationships, quality of life and so on (Segal, Smith, Segal & Robinson, 2015). Selye

(1956) in his research found that stress is not something that is necessarily bad. It depends on how people take it. For instance the stress of doing something creative is beneficial, whereas stress of a failure, insult or disease is harmful. There are different types of stress which are different from each other and have different traits, time span, symptoms and treatment processes e.g. acute stress, episodic acute stress and chronic stress. A type of stress that occurs due to specific situations and events that include novelty, unpredictability, an ego threat and give us a worse sense of control, is an immediate type of stress in which the stress hormones that are released, help your body and mind to overcome the situation. The examples of acute stress are: a car accident, speaking in front of a class, having difficulty or problems in doing work etc. In such condition a person suffers from rapid heartbeat, becomes over conscious about everything around him/her, feeling overwhelmed, agitation and muscular tension, emotional distress etc. This type of stress fades away when the situation is resolved and does not do long term damage since it occurs for a short term (Universitaire, 2010; 16).

In episodic acute stress the person may suffer from long term over stimulation, continuous tension, hypertension, headaches or migraines and chest pains (Kelly and Associates, 2015). Another type of stress that occurs due to emotional pressure suffered for a long period of time in which a person feels overwhelmed and loses control over him/her self and fails to make a way out of it (Kelly and Associates, 2015). Life satisfaction is defined as a person's inner happiness, feeling of completeness, feeling that he/she is something and can have their own ideas, having good relations with others and know how to overcome daily hazards. It is when a person is overall happy with his life not just at some situations (Hayborn, 1982). Life satisfaction is an individual's own thinking about their lives and it indicates whether an individual is adjusted or not, which could be effected by perceived stress taken by the students in their college lives (Diener and Suh, 2000). According to the results of one of the studies, women students who have a positive feeling about themselves are socially accepted, are not ignored and always include having a high level of life satisfaction and low level of stress as compared to those who have negative feelings about themselves. The study also revealed that extracurricular activities have no effect on students' life satisfaction and perceived stress (Civitci, 2015).

For this study, it was of interest to investigate the correlation between self-esteem, perceived stress and life satisfaction and the effect of self-esteem on perceived stress and life satisfaction of women studying at co-ed and uni gender institutions.

Aims and Objectives

- The aim of the research is to find out the relationship between Perceived Stress, Life Satisfaction and Self-esteem of students studying in co-ed and uni-gender institution.
- To determine the impact of self-esteem on life satisfaction of students studying in co-ed and uni-gender institutions.
- To find out the effect of stress on life satisfaction of university students.

Operational Definitions of Key Variables

Perceived Stress. Stress is a two way process, which involves environmental stressors and the response of an individual to these stressors. In short, it's what we feel when we think we have lost control of events (Lazarus, (1984).

Life satisfaction. Life satisfaction is a person's inner happiness, feeling of completeness, feeling that they are something and can have their own ideas, having good relations with others and know how to overcome daily hazards. (Hayborn, (1982)

Self-esteem. Self-esteem is a person's overall perception of self-worth or personal beliefs (Blascovich & Tomaka, 1993).

LITERATURE REVIEW

One of the research studies investigated the associations between perceived stress and life satisfaction of Turkish college students by accessing data on 235 students and discovered significant negative correlation of life satisfaction with perceived stress suggesting that students' life satisfaction was effected by college stress. The study found that female students had high life satisfaction than male students (Kaya, Cahit, Tansey, Timothy, Melenkoglu, Macid, Caklroglu & Orhan, 2015). Another study, conducted by Khatib (2013) revealed that there was positive correlation between self-esteem and life satisfaction of students. Students who had low self-esteem also had a low level of satisfaction with their lives. Whereas female students had low life satisfaction and low level of self-esteem as compared to the male students. Baumeister (2003) stated that self-esteem is the outcome of the individual's adjustment in his society not a reason for their adjustment. Different studies show that emotions have some effect on a person's life satisfaction. Negative and positive emotions effect life satisfaction differently. Positive emotions have a positive effect on human life satisfaction and negative emotions negatively affect their life satisfaction (Kuppens, Realo & Diener, 2008).

A study by Cohen (2009) claimed that positive emotions are strong predictors in increasing the level of life satisfaction. Beutell (2009) concluded that people's life satisfaction has positive relation with self-esteem. Another study was conducted by Bibi, Chaudhary and Awan (2015) in which student's level of life satisfaction was explored. The study also explored that culture and age have an effect on the student's life satisfaction and that male and female students have the same level of life satisfaction with there being no significant difference. Kenchappanavr's (2012) research on women students revealed a high level of self-esteem among women studying inco-ed as compared to single sex institutions. Maryam and Tariq (2014) investigated life satisfaction and psychological well-being among adult female university students ranging from ages 18-24 and used simple random sampling technique to fill their data from different educational institutes in Karachi, Islamabad and Multan. They concluded that self-esteem and depression were predictors of life satisfaction and observed no difference in life satisfaction. Thawabieh & Qaisy (2012) conducted a survey in Tafila Technical University on 471 students. The focus of the study was to analyze the students' level of stress in their university environment and to find out how the stress of getting low grades or uncomfortable university environment has an effect on their academics. The results revealed that female students have more stress as compared to male students because female students come more under community pressures and cultural restrictions. One more important research done in Jordan by Hussien & Hussien (2006) explored that there are so many uni-gender and co-ed institutions in Pakistan, so the students studying in co-educational institutions have direct interaction with their opposite sex students, so they face different stressor's that may effect their mental, social and their academic achievement. They called this era an age of stress because there are so many stressors in student's daily life. Such as study stress, over work load, homework's and so many other school requirements which may give them mental and emotional stress. Hence every person has different stressors which may effect their life satisfaction. Behavior Plasticity theory of Brockner (1984) explains the individuals outcomes of behaviors are due to the moderating effects of self-esteem (Campbell, 1990; Ganster and Schaubroeck, 1991). The effect of external stimulus such as stress on individual is behavioral plasticity. The theory poists that individuals having low self-esteem are more prone to be effected by the external stimulus because they are easy to get distracted by the external world whereas individuals with high self-esteem are less vulnerable to get effected because they the less cares about the external world (Baumeister, 1982). Therefore individuals with having high self-esteem are less prone to get stressed and individuals with low self-worth more prone to get stressed and may seek more ways to cope from the stress (Wu, Li and Johnsen, 2011).

A study in Canada was conducted by Chow, (2002) aiming to discover the level of life satisfaction in students at different domains. He found that there were many

aspects of life like parental relations, interpersonal relationships, family environment and family relationships in which students were very satisfied. The results of his study also revealed that students with a low socioeconomic status had a low level of self-esteem and low level of life satisfaction whereas students with higher status were completely satisfied with their lives. Another study conducted in UAE on university students aimed to find out the effects of life satisfaction, self-esteem and marital status on the depressive symptoms of students. The results of the study explored that married students had low levels of depressive symptoms than unmarried students; the research also revealed that life satisfaction and self-esteem was negatively correlated with the depressive symptoms of students (Saleh and Khatib, 2013).

Rational

Education has been an important factor of all of our lives and education system is quietly debated topic due to various needs of improvement of educational system in Pakistan for women. Coeducation is an educational system where girls and boys study together in the same environment whereas uni-gender institutions are made separately for both girls and boys. The current study emphasis exploring whether attending a single-sex or co-educational institution made any difference for women in a range of social or personal outcomes. As our culture is a male dominant culture and women do not get the opportunity to study in a coeducational environment to explore their abilities on equal grounds with male students. In our country very few uni-gender institutions offer high level of education due to which women students lack the opportunity to complete their education and fulfill their dream. The basic concern of this study was to find out the contributing factor that make the students dissatisfied with their lives.

Research Question

What is the relationship between self-esteem, perceived stress and life satisfaction?

Hypothesis

H1 There is likely to be a significant relationship between self-esteem, perceived stress and life satisfaction.

H2 Self-esteem would positively predict life satisfaction of women studying at co-ed and uni-gender institutions.

H3 Perceived stress would negatively predict life satisfaction of women studying at co-ed and uni-gender institutions.

H4 There would be a significant difference between self-esteem, perceived stress and life satisfaction of women studying at co-ed and uni-gender institutions.

Implications

The current findings will be helpful to promote awareness and draw the attention of the families having limited mindset to give female students freedom of choice according to their comfort level. It will also bring attention towards basic women's rights so that they may achieve their goals and contribute positively in society. It will also brighten the issue of cultural and religious adherents, whether Muslims, Catholics, or from other religions, who are only bothered about the purity of women and connect this insecurity of immorality and teenage pregnancy to coeducational system or women going out for work. The present study will help women students to gain insight about their problems and get timely help from professionals and concerned authorities. It will emphasize the need for the improvement of educational systems that give women students' equal opportunities and facilities so that they can become the primary source for development.

RESEARCH METHODOLOGY**Research Design**

A descriptive study was carried out and correlational research design was used to examine the relationship between Self-esteem, Perceived Stress and Life Satisfaction. It is a type of research design where a researcher attempts to comprehend what sort of connections naturally occurring factors have with each other (Cheprasov, 2018).

Sample and Sampling Strategy

The sample size for the study comprised of 200 female students; 100 from co-ed and 100 from uni-gender institutions. The sample was taken from Defense Degree College for Girls, Kinnaird College, Government College University and Punjab University. The sample was chosen from the student's studying in graduation and post-graduation level. The age scope of chosen respondents was between 18-25 years and they all fit in with distinctive financial status. Convenience and purposive sampling was used to check the relationships between the variables. Convenience sampling is a type of non-probability sampling in which people are selected that are easily available whereas in purposive sampling people are selected for a specific purpose of the study.

Inclusion/exclusion criteria

- The study focuses on female students of masters and graduation level.
- Females from both co-education and uni-gender institutions were included.
- Male students were excluded.
- Students about to graduate and those who had completed masters were excluded.

Measures

For assessing the variable of this study the following questionnaires were used.

- Demographic Information Questionnaire
- Perceived Stress Scale (Cohen, 1983)
- Life Satisfaction Scale (Diener, Emmons, Larsen & Griffin, 1985)
- Self-esteem Scale (Rosenberg, 1965)

Demographic information. To obtain demographic information the self prepared demographic was used which includes age, institute, family system and degree.

Perceived Stress Scale. Cohen's (1983) Perceived stress scale is a 10 item Likert scale, with 5 possible responses. A few items are positively worded which contains reverse scoring. The total score can be obtained by summing up all the responses. Higher scores indicate higher stress level whereas lower scores are the indication of low level of stress.

Life Satisfaction Scale. Satisfaction with life scale by Diener, Emmons, Larsen and Griffin (1985) is a 7 point Likert scale comprising of 5 items which measure the cognitive judgments of life satisfaction of an individual in the global prospective.

Self-esteem Scale. The Rosenberg Self-esteem Scale (RSES;Rosenberg, 1965) is a Likert scale composed of 10 items which was basically designed for the measurement of adolescents and children in the world. The Likert scale has four possible responses. Half of the items are positive and half are negatively worded. The scale contains reverse scoring in some items. The total score of the scale ranges from 0-30 and total score can be obtained by adding the responses of all the items. Higher scores mean high self-esteem and low score means low self-esteem.

Ethical Considerations

- Permission from the authors was taken.
- Informed consent was given to the participants before gathering data.
- Right to withdraw
- Debriefing
- No physical or psychological harm

Procedure

At first the researcher selected the area of research that is Self-esteem as a Predictor of Perceived Stress and Life Satisfaction in Students Studying at Co-ed and Uni-gender Institutions. Stress has been a popular topic in the studies of students' academic performance. Next the researcher selected the scales which would be

appropriate for research. After that was selected the scale, the standardized Urdu versions of the SWLS Satisfaction with Life Scale and Self-Esteem Scale (Rosenberg, 1965) and the English version of Perceived Stress Scale (Cohen, 1983). Official permission and informed consent was sought to draw a sample from different universities of Lahore. The questionnaire was administered directly and individually. A few students hesitated in filling the questionnaire while others cooperated with the researcher by giving their responses willingly and with interest. Those respondents, who were interested to take part in the study, were briefed about the research purpose. Some instructions were given to the students to determine their true and actual responses. There was no time limit to fill up the questionnaires.

RESULTS & DISCUSSION

The purpose of the study was to explore the difference between the women studying in co-ed and uni-gender institutions. In order to determine stress, life satisfaction and self-esteem are interrelated with each other and effect each other. The relationships between the variables were also examined.

Table 4.1

Psychometric properties of perceived stress, life satisfaction and self-esteem.

Variables	k	M	S.D	α	Range	
					Potential	Actual
Perceived stress	10	19.09	6.74	.768	0-40	3-38
Life satisfaction	4	21.15	7.17	.784	4-28	5-35
Self-esteem	10	19.49	4.63	.497	0-30	8-51

Table 4.1 shows that reliability of perceived stress and life satisfaction was good but the reliability of self-esteem was average.

Table 4.2

Correlation between perceived stress, life satisfaction and self-esteem of students studying in coeducation and uni-gender institutions.

Variables	1	2	3
Perceived Stress		-.398**	-.202**
Life Satisfaction	-.398**		.211**
Self Esteem	-.202**	.211**	

Table 4.2 indicates that there is a significant relationship among stress, life satisfaction and self -esteem of women students.

Table 4.3

Linear regression analysis for perceived stress, life satisfaction and self-esteem among students.

Variables	B	β	96% CL
Life satisfaction	24.75		[19.49,30.01]
Perceived stress	-.39**	-.37	[-.53,-.25]
Self-esteem	.20*	.13	[.004,.409]
R ²	.17		
F	21.20		
ΔR^2	.17		
ΔF	21.20		

Table 4.4 shows that self-esteem has significant positive effect on life satisfaction and perceived stress has significantly negative effect on life satisfaction. Result also indicates that there is poor explanation of variables in relationships. As shows R²=17

Table 4.4

Difference between women studying in coeducation and uni-gender institution regarding perceived stress, life satisfaction and self-esteem.

Variables	Co-education female students		Uni-gender students		T	p	95% CI	
	M	S.D	M	S.D			LL	UL
Perceived Stress	18.24	6.31	20.26	7.16	-2.11	.040	-3.95	-.09
Life Satisfaction	21.01	7.40	21.34	6.87	-.32	.748	-2.33	1.68
Self Esteem	19.10	4.00	20.04	5.36	-1.35	.177	-2.32	.43

Table 4.4 indicates that there is a significant difference between perceived stress, life satisfaction and self-esteem but there is no significant difference between life satisfaction and self-esteem in co-ed and uni gender institutions whereas there is significant difference between stress in co-ed and uni-gender institution.

The present study was formulated to explore the relationship between the students of co-ed and uni-gender institutions. In other words to find out if self-esteem, perceived stress and life satisfaction are interrelated with each other. The results of the current research revealed that the level of perceived stress is high in students studying in uni-gender as compared to co-ed institutions but their life satisfaction and self-esteem is not affected. The previous researches also support the findings as Kranz, (2008) conducted a study on the university students of Pharmacy department to analyze the levels of stress that they experience in their daily lives. The results explored that the level of stress was average to above average in students.

It was hypothesized that there would be a significant relationship between perceived stress, life satisfaction and self-esteem among female students. Many studies were conducted to determine the relationships and whether increase in participation of extracurricular activities would also increase academic and psychological adjustment in students. From the studies it was concluded that student's life satisfaction would be high if they participated in extracurricular activities and stress would drop to low levels. (Bettencourt, Charlton, Eubanks, Kernahan and Fuller, 1999; Foubert and Grainger, 2006; Rubin, Bommer and Baldwin, 2002; Shiah, Huang, Chang, Chang and Yeh, 2013). A study conducted by Lee and Anthony Bryk, (1986) in which they investigated whether single sex secondary school education was beneficial for students. They found that single sex schools proved beneficial for students in improving their attitude towards academics because they were free from the social pressure of the opposite gender. This would positively affect their self-esteem because their self-image would not get affected by the opposite gender and they would be able to build a positive image about their self-worth. Bibi, Chaudary and Awan (2015) conducted a study to find out the impact of culture and age on life satisfaction of university students. The sample comprises of students of Muzaffarabad and Hazara University and thus of two different cultures and traditions. The results of the study explored that students from both areas had different levels of life satisfaction. The life satisfaction of Muzaffarabad university students was less than the students of Hazara University. The findings also showed that culture has an effect on life satisfaction of students and there was a positive relationship between life satisfaction and age.

Self-esteem affects life satisfaction in university students. The findings also supported the hypothesis. In the previous study conducted by Suldo and Huebner, (2006), the results showed that self-esteem positively predicts life satisfaction in students. Another study conducted by Mahmood and Shaukat, (2014) in Lahore in which they examine the life satisfaction and its relationship with self-esteem of the female university students. The results of the study explored that self-esteem would affect life satisfaction of women students. A study was conducted by Huerta, Cortina, Pang and Torges, (2006) on 1,455 female college going students to explore how sexual harassment has an impact on female students. The findings revealed that due to sexual harassment female students are more under psychological stress which negatively affects their studies, level of satisfaction with their academics, greater body illness and more eating problems. A study conducted by Temitope, (2015) to determine the relationships of stress, anxiety and life satisfaction, revealed that stress significantly predicts life satisfaction and also that both stress and anxiety would affect life satisfaction. Another study led by Abolghasemia and Varaniyaba, (2010) looked at the indicators of life satisfaction, the consequences of

the investigation uncovered that perceived stress would foresee life satisfaction, as stress would decrease and life satisfaction would increase.

Another similar experiment was conducted on female students of co-ed and uni gender institutions in which they explored the self-perceptions of female students in both institutions, to find out the difference in five different domains regarding their self-esteem and in which domain they had a higher level of self-esteem. The variables they selected were girls' physical appearance, their behavior, competition in studies, athletics and social acceptance. The results of the study revealed that students of co-ed and uni-gender institutions were not significantly different from each other but significant difference was found between the selected variables. Students studying at co-ed institutions had higher level of self-esteem in physical appearance, athletics and social acceptance whereas students studying at uni-gender institutions had higher level of self-esteem regarding their academic performance and behavioral conduct. From this it was concluded that there was no significant difference of self-esteem found in both institutions (Granleese and Joseph, 1993). Mahanta and Aggarwal, (2013) in the study conducted in the University of Delhi on students represents that female college students have a higher satisfaction with life when contrasted with male college students. Serir, Serin and Ozbas, (2010) directed an investigation expected to discover the connection between perceived social support and life satisfaction of African American and Caucasian Americans. The results of the research were a critical positive connection between perceived social support and life satisfaction. Research also discovered that financial status, departmental fulfillment, tension, anxiety and depression would influence the life satisfaction of a person.

It was hypothesized that there would be a significant difference between students of co-ed and uni-gender institution in relation to stress and female students studying at co-ed would have more stress as compared to single-sex institutions. These findings tie well with previous researches wherein Malik (2013) explored the differences between both uni-gender and co-ed institutions in relation to personality development, cultural manifestations and psychological stress. The results of his study concluded that uni-gender institutions provide a more emotionally stable and encouraging learning environment to students bringing about increasingly constructive character attributes, whereas female students were found more unfavorably influenced in co-ed institutions as compared to uni-gender institutions in context of academic success, emotionality, perceived stress and compulsiveness. Further Datnow and Hubbard (2002) in their description concluded that uni-gender institutions give a distraction free atmosphere to the students resulting in academic success, high self-esteem and low level of stress in students.

Bibi, Chaudary and Awan (2015) conducted a study to discover the effect of culture contrasts and age on life satisfaction of college students. The sample comprises of Muzaffarabad and Hazara University of two distinct societies and customs. The consequences of the study revealed that both zones' understudies had diverse degree of life satisfaction. The life satisfaction of Muzaffarabad college students was not the same as the students of Hazara University. The research also demonstrated that culture has an effect on the life satisfaction of students and there was a positive connection between life satisfaction and age. Due to the cultural restrictions and pressures composed by the communities, female students were found to be more under stress as compared to male students (Thawabieh and Qaisy, 2012). In order to overcome the stress of the students it is important to spread awareness among students and communities by conducting seminars, workshops, conferences etc. to the people to give awareness and provide a sense of freedom in female students. Girls should be given equal opportunities as boys, so that they do not lag behind in any field. Universities should induct mental health professionals to enhance students' stress, to make them cope and fight with their daily stress. Like physical health, mental health is also very important to live a standard quality of life. At any stage of life a person might suffer from a physical problem and with that they might have mental health problems. Mental health professionals should also support students by timely intervention which is very important for quality of life (Bano, Deb, Vardan and Rao, 2015).

CONCLUSION

The conclusion of the current study is that students studying in co-education have more stress as compared to the students studying in uni-gender institutions, but their life satisfaction and self-esteem are the same. A significant correlation was found between perceived stress, life satisfaction and self-esteem of students of both institutions. The study also concluded that self-esteem would predict perceived stress and life satisfaction of students and that there is a significant difference between self-esteem, perceived stress and life satisfaction of women studying at co-ed and uni-gender institutions.

Limitations

- Limited sample size was used in the current research.
- Only four universities were used in this research.
- Gender differences were not explored in this study.

Recommendations

According to the results of the study some recommendations have been formulated that may be helpful in the future researches.

- Future research may focus on the relationship and difference of male students also.
- Future studies may be conducted on different universities of Pakistan.
- Further the research sample could be increased so that it could cover vast population.

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