

IMRAD Assignment: Comparative source report (APA Citation System)--3 sources required

Charts are excellent ways to familiarize yourself with your sources, compare your sources, and organize information before you start wiring your paper.

Full Citation: Huang, Y., Yang, L., Liu, Y., & Zhang, S. (2024). Effects of perceived stress on college students' sleep quality: A moderated chain mediation model. BMC Psychology, 12(1). https://doi.org/10.1186/s40359-024-01976-3	
Reflective Annotation	Connect this text to at least one other text on your chart. Connecting sources here could help with synthesis in your op-ed response.
<p>This research examines how stress impacts students ' sleep quality and how it is caused by depression and “ meaning in life.” The research showed that students with higher stress levels were more likely to experience poor quality of sleep and struggle with depressive symptoms which negatively affected their academic performance and mental well-being.</p> <p>The source is useful because it is based on a large sample and it is also peer-reviewed providing strong empirical evidence. It also utilized a validated scale providing a strong perceived stress scale which made the results relevant and credible and can be employed for my research.</p> <p>There is a limitation which is that it focuses more on sleep instead of direct academics. So while sleep does affect academic performance it doesn't measure the GPA or grades directly but it is too valuable because it supports the fact that stress impacts academic performance.</p>	<p>This connects with Atif et al. (2025) by examining how stress impacts the psychological health and well-being of students and the strategies used to cope with stress. However while this source focuses more on sleep patterns , the both still effectively address issues that inflate stress and connect it to academic performance.</p>
Full Citation: Mirabelli, J. F., Johnson, E. M., Vohra, S. R., Sanders, J. L., & Jensen, K. J. (2025). Stressors and normalized stress in undergraduate engineering education culture: Development of the Engineering Stress Culture Scale and Undergraduate Engineering Stressors Questionnaire. International Journal of STEM Education, 12(1). https://doi.org/10.1186/s40594-025-00540-8	
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This article examines the stress levels undergraduate invest higher stress levels eased in academic culture. The researchers of this study created two new instruments: the engineering stress culture scale and the undergraduate engineering stressors questionnaire. Two measure the patterns of stress and sources of stress. This article is valuable since it utilised original survey tools. It also criticises both qualitative and quantitative data. The results displayed how competition and pressure amongst students, and less self-care practices contributed to stress levels and how this is often ignored in STEM related fields.

One limitation of this research was that it specified engineering students and its findings were only related to the engineering students. It cannot be generalised to other majors outside of STEM- related fields. Regardless, it is still valuable because it reflects how college and academic culture affects stress levels and mental health.

This article is well connected with Huang et al. (2024), because both articles discuss stress levels related to academic culture and academic environment. Huan et al. (2024) displayed the psychological influences of poor sleep practices and depression, even though this research focused more on internal consequences of stress it still highlights external causes and academic culture which will help me include a broader perspective in my paper. Both sources support the notion that stress is a critical and complex issue that impacts academic performance and mental health of students.

Full Citation:Atif, S., Mustafa, N., & Ghafoor, S. (2025). Perceived stress and coping strategies used by undergraduate dental students: An observational study. PLOS ONE, 20(1). <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0318152>

Reflective Annotation

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This article explores the type of stress and associated levels experienced by undergraduate dental students in pakistan. It also discusses the strategies used to manage these stress levels. The research highlighted that students experienced moderate to high levels of stress due to academic workload and exceeding expectations. Subsequently, females reported higher stress levels compared to males. The research highlighted that final year students experience the highest pressure and stress levels overall compared to others. This study also showed that there was a difference in coping mechanisms which included self blame, behavioural disengagement and active coping.

This source connects well with Mirabelli et al. (2025) because they bbth expand research on specific fields of science students. By including findings and research on stress levels experienced by science students both studies explain how stress negatively impacts academic performance and experiences of students.

This source is useful because it presents stress experienced by students related to the medical field since it is well known that students in health and medical fields experience higher stress levels. It also highlights how poor stress coping strategies can impact overall well-being and emotional stability. It directly connects psychological theories with real academic performance and experience. A limitation of the study is that it focuses on a completely different country and region and only specifies dental students so the results are not applicable to all college students.

Full Citation:Castillo-Navarrete, J. L., Guzmán-Castillo, A., & Bustos, C. (2024). Longitudinal analysis of academic stress and its effects on salivary cortisol, alpha-amylase, and academic outcomes: Study protocol. PLOS ONE, 19(12).<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0315650>

Reflective Annotation

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This research is a longitude study, it explores how academic stress impacts biological indicators such as cortisol levels as well as academic performance amongst university students. It highlights the connection between psychological responses to psychological stress and how academic performance is influenced. The study measures the academic performance over a period of one semester utilising a variety of surveys as well as saliva tests.

The source is very useful since it connects stress to academic performance directly highlighting the consequences of stress in academic performance. It strongly supports my hypothesis that higher stress levels lead to poor academic outcomes. This source is also useful since it incorporates biological data such as heart rate and cortisone levels to link it to psychological stress levels.

One limitation is that the research has not been completed yet and the results have not been recorded. Regardless the design of this study is very useful and provides a framework that I can build on for my own research

This research connects with Huang et al. (2024) and Atif et al. (2025) because they both highlight how stress impacts mental and emotional well-being. It also connects to Mirabelli et al. (2025) by connecting the concept of academic stress and relating to biological stressors and connecting that to academic performance.

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