



A Study on Impact of Academic Stress between Male and Female College Students

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ABSTRACT

The purpose of this study was to examine differences in stress experiences between male and female of different college students in Aligarh district. A student's transition from high school to university or college or college is a wonderful experience in their lives. Experience provides them with many opportunities for learning and psychological development. However, this transition also creates some stressful situations in your life. College students were asked how they typically react when under stress. The survey was conducted on her out of a sample of 142 college students. Of those, 71 were male and the remaining of his 71 respondents were female. Responses were obtained using the Singh Personal Stress Source Inventory. A statistical analysis of data showed that male students were more stressed than female students. The results were deliberate in the light of former studies.

KEY WORDS

Stress, Academic Stress, College Students, Gender.

INTRODUCTION

Stress is the perception of emotional or physical tension. There are many events that cause people to experience negative emotions such as anger, frustration, and tension that create additional stress in people. Stress is the body's reaction to challenges and demands. However, long-term stress can lead to serious health problems. The level of stress depends on how you react to certain

situations. Some don't care, some don't fear. They perceive stress as a minor tap and carry on with their daily routine. Some people worry more and it affects their health. Stress is viewed as a negative, active physiological process that occurs when a person attempts to adapt or compromise the stressor (Bernstein et al. 2008). Stressors have their personal "situations where they can confuse or confuse daily functions" and "people are forced to coordinate" (Auerbach and Grambling, 1998).

Malach, Pines and Keinan (2007) defined as unequal perceptions between the impact of the environment and the human abilities that satisfy these demands. Auerbach and Grambling (1998) believed that all stress could cause some threats or health dangers.

Mainspring of Academic Stress between Male and Female Students

Essel and Patrick listed the major academic stressors experienced by college students. H. Stress from teachers, stress from exams and tests, increased workload, long study hours, lectures, stress from colleagues, stress from parents and social issues, stress from time management and infrastructure, self-harm stress from factors. These can arise from various sources of college stress i.e Academics, Discipline, Classroom Procedures, Extracurricular Activities and Public Appearances.

Academic stress is an important factor responsible for differences in academic performance. Ghosh (2016) observed that private school students experienced more academic stress than their public school peers (Prabhu, 2015; Hussain, Kumar & Hussain, 2008), and male participants They also found that they experienced less academic stress than their participants (Mathew, 2006), but Prabhu (2015) found that female participants experienced less academic stress than male participants. We also found that the academic stress of urban participants was higher than that of rural participants. Barthwal and Raj (2014) did not examine significant differences between adolescent males and females regarding academic load (Busari, 2012). We also found no difference in educational burden between rural and urban youth. Lal (2014) found no difference in academic stress between public and private college students.

Literature Review

Perceptions of academic stress differ among groups of college students (Lee et al., 2021). For example, female college students report greater stress than male college students (Misra et al., 2000; Eisenberg et al., 2007; Evans et al., 2018; Lee et al., 2021). Boys and girls also respond differently to stressors (Misra et al., 2000; Verma et al., 2011). Additionally, nonbinary students report increased stressors and mental health issues compared to their cisgender peers (Budge et al., 2020). Academic stress is an important factor responsible for differences in academic performance.

Ghosh (2016) observed that private college students experienced more academic stress than their public school peers (Prabhu, 2015; Hussain, Kumar & Hussain, 2008), and male participants We also found that experienced less academic stress than women. (Mathew, 2006), Prabhu (2015) found that her academic stress was lower in female participants than in male participants.

Kaur (2014) acknowledged that adolescent mental health is adversely affected by academic stress. Girls with academic stress were found to have worse mental health than boys. Research explains that this can put pressure and stress on students, which can lead to poor mental health.

Academic stress has been identified as the main cause of these staggering figures. Lee & Larson (2000) describe this stress as an interplay between environmental stressors, student assessments, and responses to them. It is now a serious reality called "career stopper" (Kadapatti & Vijayalaxmi, 2012). It is therefore a cause for serious concern as it is a symptom of increasing mental health concerns in India (Nadamuri & Ch, 2011).

According to (Deb, Strodl & Sun, 2015; Verma, Sharma & Larson, 2002) Depression, anxiety, behavioral problems and irritability are just a few of the many problems reported in academically stressed students. Depression is also found among stressful adolescents, as it is associated with poor concentration, fear of failure, and negative evaluation of the future (Busari, 2014). They have also been reported to engage in a variety of risky behaviors. Increased junk food consumption, unsafe sex, less exercise, less mealtime, and sleep habits (American College Health Association, 2009; Bennet & Holloway, 2014; King, Vidourek & Singh, 2013).

Academic stress has also been shown to negatively affect students' mental health (Li and Lin, 2003; Eisenberg et al., 2009; Green et al., 2021). Mental or psychological well-being is one component of positive mental health and includes well-being, life satisfaction, stress management, and mental functioning (Ryan and Deci, 2001; Tennant et al. Galderisi et al., 2015; Trout and Alsandor, 2020; Defeyter et al., 2021; Green et al., 2021). Positive mental health is an understudied but important area that can help paint a more holistic picture of mental health in general (Tennant et al., 2007; Margraf et al., 2020). Moreover, positive mental health has been shown to predict both negative and positive indicators of mental health over time (Margraf et al., 2020).

According to recent study (2022), we found that the Academic stress is a key issue in student life in the current scenario. Our education system has put students under a variety of stresses, including: Heavy curriculum, anxiety about exams. such as head-to-head competitions. Peer and parental coercion compound their problems. Findings from doctors, psychotherapists, and child psychologists show that high school students in particular experience anxiety, stress, and depression as a result of school pressure, and that excessive school pressure can lead to intentional self-harm and even suicide. Therefore, researchers chose this study to find better solutions, provide guidance, and strategies for helping teachers, parents, and students cope with academic stress.

Statement of the Problem

A study on Impact of academic stress between male and female college students.

Purpose of Research

This research aims to achieve the following objectives:

1. To measure the level of academic load in college.
2. To clarify gender differences in the academic load of college students.
3. College students are streamed to find the difference between academic stress in science, arts and commerce.
4. To examine differences in academic stress between rural and urban students.

Methodology

Sample

The sample consisted of 142 college students studying in graduate classes in Aligarh district. 71 of them are male and 71 are Female. Sample selection was based on a targeted sampling technique.

Tools

Stress levels were assessed using the Singh Personal Stress Source Inventory (SPSSI) prepared by Arun Kumar Singh, Ashish Kumar Singh, and Arpana Singh. I had 35 items in my inventory and three options for him: Rare, Occasional, and Common. The scores were as follows: mild stress 0-30, moderate stress level 31-79, high stress level 80 and above. His English version of his SPSSI has both test-retest reliability and internal consistency reliability.

Analysis and Interpretation of Data

Table 1: Comparison of academic stress between male and female college students

| Classification | N | Mean | SD | t ratio |
|----------------|----|-------|-------|---------|
| Male | 71 | 48.49 | 8.156 | 4.14 |
| Female | 71 | 43.4 | 6.540 | |

(Source: Primary Data)

According to Table 1, shows the mean and standard deviation of stress levels for male and female students. From this table, we can see that the mean and SD for male students are 48.49 and 8.156 respectively, and the mean and SD for female students are 43.4 and 6.540. This result reflects the idea that male students are more stressed than female students. These results are consistent with previous studies showing that men reported higher levels of stress than women (Gilson, 2009). A study by Vijaya and Karunakaran (2013) also found that most boys showed high and moderate levels of stress compared to girls. Nielsen et al. (2008) reported that higher levels of stress were associated with mortality in men, whereas there was no relationship between perceived stress and mortality in women, and both women and men experienced less stress perception.

Table 2: Comparison of level of stress in urban and rural college students

| Classification | N | Mean | SD | t ratio |
|----------------|----|-------|-------|---------|
| Urban | 67 | 50.69 | 6.320 | 5.098 |
| Rural | 75 | 45.48 | 5.616 | |

(Source: Primary Data)

According to Table-2, shows that there is a significant difference between urban and rural students according to stress. The mean and SD score of students in an urban area is 50.69 and 6.320. On the other hand, the mean and SD score of students in the rural area is 45.48 and 5.616. The obtained t-ratio is 5.09 which is significant at .01 level. The findings show that urban students experience more stress than rural students.

The higher stress levels in the urban population reflect the view that rural students are less stressed than urban students, because rural communities are generally homogeneous. People in rural areas are close to each other and interact frequently. Together they share and solve problems. Another important reason is the low level of stress. Rural populations are even less competitive and have lower levels of aspirations.

Summary of Findings

The following was the main findings of the present study:

1. Male students experienced more academic stress than female students.
2. Science, arts, and commerce students did not differ in their academic load.
3. There was no difference in academic burden between rural and urban college students.

CONCLUSION

Academic stress is a serious and widespread problem in India. For teenage college students, it can lead to mental health problems and even suicide. In addition to time management, students also need parental, social support and cross-curricular activities to avoid and manage academic stress. The study revealed two key findings for her: Gender differences are reflected in stress perceptions and responses to stressors, b. Rural and urban students respond differently to stressful situations. From the above, we can conclude that there is an urgent need to build an educational culture that minimizes stress regardless of gender or location.

Indication/Suggestion

Students are national assets and the future. Results indicate that male participants experienced more academic stress than female participants. Her school problems should be discussed with both teachers and parents. Also, it should be properly guided to select a particular stream rather than being forced by the parent. Parents should have expectations of their children that are commensurate with their abilities. The study recommends that teachers should provide the healthy environment necessary to reduce academic stress for students. Teachers can help reduce academic stress for students by offering mentoring classes, planning activities, changing teaching methods, encouraging judicious use of social media, ensuring adequate sleep, and teaching mindfulness. should be focused. They should also offer extracurricular activities.

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