Gender and Faculty difference on personal stress among married research students

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Abstract

The aim of the research was to study gender and faculty difference on personal stress among married research students. The total sample consisting 60 individual subjects those are male and females and this sample taken from social science and Science Department from Dr.Babasaheb Ambedkar Marathwada University, Aurangabad in Maharashtra. There are two groups (30 Social Science faculty and 30 Science faculty) ranging age between 22 to 55 years. The Tools used Sing personal stress source inventory developed by A.K.Singh. For this study statistical techniques were used, Mean, S.D., t-test. The major causes of stress were found to be research workload and time Management. The findings of the study Science faculties' Married research students are significantly high personal stress than Social-science faculties, Married research students and Married female research students are significantly high personal stress than male married research students.

Keywords: *Personal stress, married research students.*

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Stress is a part of life. It is a necessary and unavoidable concomitant of daily living – necessary because without some stress we would be apathetic creatures, and unavoidable because it relates to any external event is it pleasurable or anxiety – producing. In truth, however, stress can also motivate and invigorate and enable people to achieve far more than they thought themselves capable of doing. But at the same time, the prolonged stress is likely to reduce the efficiency of a person. Stress can affect both your body and your mind. People under large amounts of stress can become tired, sick, and unable to concentrate or think clearly. Sometimes, they even suffer mental breakdowns. "Stress is a condition that is often characterized by symptoms of physical or emotional tension. It is a reaction to a situation where a person feels threatened or anxious. Stress can be positive (eg. preparing for a wedding) or negative (eg.dealing with a natural disaster)." Stress is our body's way of responding to any kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger, But this can also be a bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength. This class will discuss different causes of stress, how stress affects you, the difference between 'good' or 'positive' stress and 'bad' or 'negative' stress, and some common facts about how stress affects people today. There are varieties of sources of stress. Pestonjee (1992) has outlined three important sectors of life from which stress may arise: Job and organization, social sector and intrapsychic sectore. Many different things can cause stress – from physical (such as fear of something's dangerous) to emotional (such as worry over your family or job.) Identifying what may be causing you stress is often the first step in learning how to better deal with your stress. Some of the common sources of stress are: Survival Stress, Internal Stress, Environmental Stress, Fatigue and Overwork.

Coping Style : There are many ways of coping with stress. Their effectiveness depends on the type of stressor, the particular individual, and the circumstances.

- Obtaining instrumental social support
- Time management
- Take care of yourself
- Talk to others. Share your problems and how you are feeling and coping with a parent, friend, counselor, doctor, or pastor.
- Avoid drugs and alcohol.
- Take a break. If your stress is caused by a national or local event, take breaks from listening to the news stories, which can increase your stress.
- Meditation, eg., mindfulness.

Deberard, Spielmans and julka (2004) emphasize that the potential buffer for stress the transition into university life is social support from friends, peers, and religious peers that provide insulation from the harmful impact of stress. In the academic environment, high Competitiveness are some of the common sources of stress that create tension, fear, and anxiety in student. Sinha, U. K., Sharma, V., & Nepal M. K. (2001). Course load versus time available has

also been cited to be a stressful factor in the academic environment (Zeidner, M.,1992) When students do not have adequate personal resources like finances to deal with the stressful evnt, they may experience heightened distress Bang, (2009), Research also shows that several students deal with the pressure of finding a part-time job to meet their financial demands and create a bridge to professional life after their studies. In addition to the academic hardships, the students are faced with stressors arising from their part-time jobs (Ross et al., 1999). According to Robotham, D. (2008),p.736),30% of working students, missed lectures and 20% failed to had in course work on time due to work commitments. Such an imbalance can be quite stressful and may lead to poor academic performance in the struggle to maintain one's job. The environment in which students live contributes to the levels of academic stress because of negative appraisals of the stressful event and focus on the emotional challenges in the wake of the stressful event. Male students are trained to display strength and machismo in the face of challenges right form their young age Misra, R., & McKean, M. (2000).

Gladys Nakalema, Joseph Ssenyonga (2013) (You have not mentioned this reference in the reference section, mention this reference in the reference section) Study examined academic stress, Study habits and academic performance of 196 (113 males and 83 females) undergraduates of Maraca University of Science and Technology I Uganda using a cross-sectional survey research design. Findings showed that daily academic hassles were found to be the most stressful (M = 3.11; SD = 0.96) while personal problems were reported as the least stressful (M = 2.27; SD = 0.86). First year students experienced greater academic stress financial hardships ($x2$ = 10.71; p = 0.03), academic overload/time ($x2$ = 10.23; p = 0.04), and social expectations ($x2$ = 10.79; p = 0.01), than the continuing students. Motivations was the most used study habit (M = 6.52; SD = 1.18) among the respondent, while studying a chapter was the least common study habit (M = 3.86; SD 1.35) among the students. Faculty of Development studies student had better study habit ($x2$ = 8.75; p = 0.03), than other faculties/institute based on grade performance. The GPA/CGPA 4.40 – 5.00 category had superior study habits ($x2$ = 11.47; p =.01), than the other GPA/CGPA categories. Age (OR = .88) was a significant predictor of having supplementary exams. Our results highlight the need for strategic interventions focusing on reducing academic stressors and improving the study habits of the undergraduates considering the uniqueness of the different faculties and year of study for improved academic performance.

A Snehaja, Vijayamani (2016) Study Academic Stress among college students has been a topic of interest for ages. College student experience high level of stress due to various stressors. The cross-sectional research aims to determine the prevalence and the factor associated with stress among undergraduate medical students. A survey of randomly selected students of a Medical College in Nepal was conducted based on a questionnaire. The sample consisted of 150 students drawn through simple random sampling method the questionnaire had item categorized under academic and non-academic issue. The overall stress mean level was found to be 2.89. Overall Stress level Mann-Whitney U of 3660 are < 0.020 means the difference is significant and females experience more stress than males. Urban students had a significantly lower distress rate than those residing in a rural area. The Results showed that among the academic sources of stress, fear

of failure factor was found to be the major contributor to stress and limited time for recreation and homesickness were found to be the major non academic sources of stress.

Objective

1. To study the personal stress of among science and social science married research students.
2. To find out the personal stress among male and female married research students

Objective

1. There will be significance different between science and social science married research Students on personal stress.
2. There will be significance different between male female married research students on Personal stress.

Method

Participant

This study adopted simple random sampling. The total sample consisting 60 individual subjects those are male and female and this sample taken from social science Department from Dr.Babasaheb Ambedkar Marathwade University, Aurangabad in Maharashtra. There are two groups (30) social science faulty and 30 science faulty) ranging age between 22 to 55 years.

Variable

   A. **Independent variable**
      1) Stream (Science and social science)
      2) Gender (Male and female)
   B. **Dependent   Variable**

Singh Personal Stress Source inventory.

Materials:

Singh Personal stress source inventory developed by A.K. Singh In this test 35 items are available. The test-retest reliability was found to be.79 which was not only high but also statistically significant. Likewise internal consistency reliability by odd-even method was found to be.78 which has highly significant. Thus SPSSI possessed a sufficient degree of reliability. SPSSI also yielded satisfactory validity. It has sufficient degree of content validity and concurrent validity. The coefficient of concordance among the ranking of 10 judge's was.62 which, in terms of chi-square test of significant, the PSSI also possessed a sufficient degree of content validity.

Procedure

For the collect the date researcher was goes to the science and social science Department in Dr.Babasaheb Ambedkar Marathwade University, Aurangabad. The researcher first explained to the lecturers the purpose of the study and all the relevant details concerning the study. The researchers also answered any concerns related to the study. The researcher was present during the data collection process to rectify any concerns raised by the respondents. Completed questionnaires were collected from the respondent with his/her signed consent form. The researcher rescreened the questionnaires for any unanswered items. Only 60 completed questionnaires were used for analysis.   In the present study Descriptive Means, SD, and 't' Value used for statically analyses of the data.

Result and Discussion

The data was collected and scores according to the manual. Then the raw data taken for further analysis.

Table I : Mean level of Personal Stress among Social Science and Science faculties Married research students.

Faculties	N	Mean	SD	Std error mean	t	Sign
Science	30	5.86	13.94	2.54		
Social-Science	30	81.03	7.87	1.43	1.76	0.05

This table shows that the mean and SD of personal stress among social science and science faculties married research student's. The Mean and SD score of the Science faculties married research students are 81.03 and 7.87, the Mean and SD score of the Social-Science faculties married research students are 75.86 and 13.94. This clearly show that there is significant different between personal stress among social science and science faculties married research students. Hence, this hypothesis is accepted, because the result showed that academic overloads, course awkward, inadequate time to study, workload, result output awkward, low motivation, and high family expectations were drive moderately stress among students.

Table II : Mean level of Personal Stress among Male and Female Married research students.

Students	N	Mean	SD	Std error mean	't'test	sign
Male	30	76.80	11.20	2.04		
Female	30	80.06	11.77	2.14	1.10	0.05

This table shows that the Mean and SD of personal stress among male and female married research student's. The Mean and SD score of the male married research students are 76.80 and 11.20, the Mean and SD score of the female married research students are 80.06 and 11.17. This clearly Show that there is significant different between personal Stresses among male and female married research students, Hence, this hypothesis is accepted, because another research indicate that Females experienced higher levels of academic stress because of negative appraisals of the stressful event and focus on the emotional challenges in the wake of the stressful event. Male students are trained to display strength and machismo in the face of challenges right from their young age (Misra, R., & McKean, M. 2000).overall stress mean level was found to be 2.89. Overall Stress level mean for female medical students was found to be slightly above the male students. (A.Snehaja, Vijayamani, 2016)

Conclusion

Science faculties' Marred research students are significantly high personal stress than Social-Science faculties' married research students. Married female research students are significantly high personal stress than male married research students.

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