

Stress level of college students in relation to their gender

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Abstract

The present investigation in to find out the Stress level of college Students in Relation to their gender boys and girls. The sample consisted of 120 college students out of which 60 where boys and 60 where girls. For this purpose of investigation “Anxiety, Depression and Stress Scale” by Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhya and Amitabh was used. The obtained data were analyzed through ‘t’ test to know the mean difference between college students in relation to their gender. The result shows that there is no significant difference in stress level of boys and girls, but a significant different boys & girls and urban and rural area students.

Key Words: stress, Boys, Girls, urban and rural

Stress is an unpleasant state of emotional arousal that people experience in situations that they perceive as dangerous or threatening. It is accompanied by physiological, behavioral and cognitive changes. Due to its multifaceted nature, the concept of stress has proved to be an imprecise term for the purpose of scientific investigation. Stress has been operationalised in many ways; and as such, it is often confounded with depression, anxiety, lack of social support, Type A behaviour, hostility, and anger. Although no consensus has been achieved regarding the definition of stress, one generally accepted conceptualization of stress is that it is a response to a threat or environmental challenge that exists on a continuum between excitement and anxiety and is normally experienced as tension or negative effect. Defining stress is a very complex matter, which is the subject of different analyses and continuous debate among experts. Beyond the details of this debate, a general consensus can be reached about the definition of stress, which is centered on the idea of a perceived imbalance in the interface between an individual, the environment and other individuals. When people are faced with demands from others or demands from the physical or psychosocial environment to which they feel unable to adequately respond, a reaction is activated to cope with the situation. The nature of this response depends upon a combination of different elements, including the extent of the demand, the personal characteristics and coping resources of the person, the constraints on the person in trying to cope and the support received from others. Stress can be explained basically as pressure upon a person's psychological system which arises out of complexity or intensity of one's work life. Though stress is basically upon a person's psychological set up. It also in turn affects his or her physical and behavioral systems the sources of stress can be individual organizational and social. Stress is the physical and mental response of the body to demands made upon it. It is the result of our reaction to outside events, not necessarily the events themselves.

According to Beehr and Newman." Stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force to deviate from their normal functioning." According to Fred Luthans." Stress is an adaptive response to an external situation that results in physical, psychological and behavioral deviations for organization participants." Academic problems have been reported to be the most common source of stress for students (Akgun,S.,&Ciarrochi, J.(2003).) observed that the most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, writing term papers, taking tests, future plans, and boring instructors. Stress associated with academic activities has been linked to various negative outcomes, such as poor health (Lesko & Summerfield, 1989), (Robot ham, D., & Julian, C. (2006). Lesko and Summerfield (1989) found a significant positive correlation between the incidence of illness and the number of exams and assignments. Similarly observed that perceived academic stress was related to anxiety and depression in college students. A number of studies have explored a relationship between stress and poor academic performance (Robot ham, D., & Julian, C. (2006) found a significant negative correlation between the stress levels of college students and their academic performance. Similarly, in a study, Blumberg and Flaherty (1985) found an inverse relationship between self-reported stress level and academic performance. Struthers et al. (2000) also reported that a high level of academic stress was associated with lower course grades. Students experience a high level of academic stress due to exams, assignments, time pressure, grade pressure, and uncertainty. In summary, this stress has a detrimental effect on their academic performance. Sarmany (1994) studied the load and stress among students. Results showed that students with low Grade Point Average (GPA) used less effective stress coping strategies and assumed test situation as being significantly more stressful girls showed higher level of stress than boys. A significant negative correlation between GPA and

actual duration of sleep was observed. College students have a unique cluster of stressful experiences or stressors According to Ross, Neibling and Heckert (1999), there are several explanations for increased stress levels in college students. First, students have to make significant adjustments to college life. Second, because of the pressure of studies, there is strain placed on interpersonal relationships. Third, housing arrangements and changes in lifestyle contribute to stress experienced by college students. In addition, students in college experience stress related to academic requirements. Studies have investigated the relationship between coping resources and various outcomes among general samples of youth; no research has focused on adolescents who reported high personal standards in comparison to their peers. Research in this area is important considering that such youth often report high stress when attempting to meet their personal standards, particularly as these standards pertain to their academic environment. College students are very vulnerable group to experience stress, the latter of which is related to variety of outcomes, such as health and academic performance. Negga, Applewhit, & Livingston (2007) assessed the stress of African American college students. It was revealed that the top five reported sources of stress were: Death of a family member (Interpersonal stress) 82%; low grades (academic stress) 69%; time management (academic stress) 61%; boyfriend/girlfriend problems (Interpersonal stress) 57%; and missed classes (academic stress) 55%. Furthermore, significant correlation between self-esteem, social support and stress for all students was found. The study 59 pointed out the need for college and universities to develop stress intervention programs that address stress specifically based on race and school racial compositions. Misra, McKean, West, and Russo (2000) examined perceptions of academic stress among male and female college students, and compared faculty and student perceptions of students' academic stress. The sample consisted of 249 students and 67 faculty members from a midwestern University. Mean age of the students and faculty members were 21 years and 42 years respectively. Results indicated a considerable mismatch between faculty and students in their perceptions of students' stressors and reactions to stressors. The faculty members perceived the students to experience a higher level of stress and to display reactions to stressors more frequently than the students actually perceived. This could result simply from the faculty observing the students only during their moments of stress in the classroom. Results also supported the hypotheses that stress varied across year in school and by gender. Lightsey, Owen Richard, Jr. Hulsey & Duncan (2000) investigated whether coping styles moderated the relationship between (a) impulsivity and stress and, (b) stress and gambling behavior and tested whether impulsive persons who use avoidant or emotion focused coping under high stress conditions are most likely to gamble. Among 202 university student volunteers, 33% of men but only 3% of women reported problem or pathological gambling, and neither stress impulsiveness, nor coping predicted gambling among women. Among men, impulsiveness, task coping, and emotion coping accounted for significant and unique variance in gambling. For higher task coping and lower emotion focused coping, impulsiveness had a weaker relationship to gambling. Additionally, among non-impulsive men, emotion focused coping in high stress conditions was most likely to result in gambling.

Objective of the study:

To know is the difference of the Stress level of college students in relation to their gender.

Hypothesis:

1. There is no significant difference between Stress level of college students in relation to their gender.
2. There is no significant difference between Stress level of college students in relation to their urban and rural area

Method

Participants:

The present study was carried out on college students of Malwadi-Kotoli, Kolhapur district. Total 120 college students were randomly selected, out of which 60 were boys and 60 were girls college students.

Materials:

In the present investigation measure the anxiety and depression of college level students "Anxiety, Depression and Stress Scale" by Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhya and Amitabh was used. The Anxiety, Depression and Stress Scale for college students consists 48 and stress scale 14 items with "Yes" or "No" response pattern. The reliability factor is Cronbach's Alpha 0.61 and Spearman Brown Coefficient 0.76.

Procedure:

The boys and Girls who were studying in college students of different areas in Malwadi-Kotoli were randomly selected & Pallavi Bhatnagar, Megha Singh, Manoj Pandey, Sandhya and Amitabh's "Anxiety, Depression and Stress Scale" was given. Data was collected. The obtain data form 120 boys and girls was analyzed with the help of mean, SD and 't' test.

Results & Discussion:

Table 1: Mean, SD and 't' value of stress level of college students among boys and girls.

Variable	No.	Mean	SD	Mean diff	SED	t	Sig
Boys	60	6.35	2.43	1.25	0.38	3.264	0.01
Girls	60	5.10	1.70				

Significant at 0.01 level.

The above result table No. 1 we can see that 't' test was used to know the level of stress level college students among boys and girls. where boys mean was 6.35 & SD was 2.43 and girls mean was 5.10 & SD was 1.70 and difference between their 't' values was 3.264 it was a significance at 0.01 level. The result shows that there is significant mean difference stress level of college student in boys and girls. Thus the null hypothesis, 1 which states "there is no significant difference in the stress" Here null hypothesis was rejected and result shows that the stress level is high boys than girls. Because The reasons for girls student's are lower s as compared to boys ones may be due to the fact that girls students are more intelligent active alert and have more facilities for getting education at their disposal and hence react with all situations without being anxious.

Table 2 :Mean, SD and 't' value of stress of college students among urban and rural students.

Variable	No.	Mean	SD	Mean diff	SED	't'	Sig
Urban	60	6.12	2.19	1.05	0.35	2.965	0.05
Rural	60	5.07	1.66				

Significant at 0.05 level.

The above result table No.2 we can see that 't' test was used to know the level of Stress level of college students among urban and rural where urban mean was 6.12 & SD was 2.19 and

rural mean was 5.07 & SD was 1.66 and difference between their 't' values was 2.965 The result shows that there is significant mean difference stress level of college student in urban and rural. Thus the null hypothesis, 2 which states "there is no significant difference in the stress " Here null hypothesis was rejected and result shows that the stress level is high urban area students than rural area students. Because The reasons for Urban parents have high expectation to their children to get good grades. To fulfill their expectations, adolescents always remain in pressure and stress. Therefore, the peer pressure, the competitive environment in the college , busy work schedule of parents,

Conclusion :

We can conclude by data analysis as follows:

1. There is a significant mean difference in stress level boys and girls of college students in relation to their gender.
2. There is a significant mean difference in stress level of college students in relation to their area

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