



A Study On Academic Stress Between Male And Female College Students

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Abstract: Stress is an inevitable part of human life. It is also faced by the students in the studies which is called as Academic stress. There is a perception in today's society that female college students experience higher levels of stress than their male counterparts. The study investigates on academic stress between male and female undergraduate (UG) College students. The research assessing the level of academic stress faced by them in completion of syllabus at college and in other various works. A sample of 120 students (60 males & 60 females) was assessed using the Academic Stress Scale (ASS). The findings supported the null hypothesis, in which there is no significant difference in the academic stress of male and female college students but while assessing the various measures of academic stress there is a difference in calculated mean score

Index Terms - Academic stress, academic anxiety, academic frustration, academic pressure, academic conflict, Male & Female UG college students.

Introduction

Stress is the perception of emotional or physical tension. People can experience negative emotions like anger, frustration, and tension as a result of a variety of events, which can lead to further stress. Stress is the body's response to demands and challenges, but prolonged stress can develop into major health issues. Some people are fearless and indifferent. They continue with their usual activity, viewing tension as a tiny tap. Some people's health is impacted by their increased worry. According to Bernstein et al. (2008), stress is thought of as an adverse, active physiological process that happens when a person tries to adjust to or compromise the stressor. For stressors, "people are forced to coordinate" and "situations where they can confuse or confuse daily functions" are personal (Auerbach and Grambling, 1998). The influence of the environment and human capabilities to meet these demands are perceived differently, according to Malach, Pines, and Keinan (2007). According to Auerbach and Grambling (1998), stress in general may pose risks to one's health.

Stress, according to Hans Selye, is the body's known, particular reaction to any demand. It implies that the person will react with the same physiological pattern of reactions regardless of the source of the threat. According to Folkman (1984), stress arises when people believe they are unable to handle the demands of external circumstances. Lazarus and Folkman (1984) further explored the idea of interpretation in their model

of stress appraisal, which comprises primary, secondary, and reappraisal components, in their book *Psychological Stress and the Coping Process* (1966). Assessing the stressor's threat level is the first step in the evaluation process. In secondary assessment, the person assesses the tools or coping mechanisms available to him or her to deal with any identified dangers.

Literature Review

Different college student groups have different perspectives on academic stress (Lee et al., 2021). For instance, according to several studies (Misra et al., 2000; Eisenberg et al., 2007; Evans et al., 2018; Lee et al., 2021), female college students report higher levels of stress than their male counterparts. Additionally, the way that boys and girls react to stressors differs (Misra et al., 2000; Verma et al., 2011). Furthermore, compared to their cisgender peers, nonbinary students report higher levels of stress and mental health problems (Budge et al., 2020). One significant element causing variations in academic performance is academic stress.

Ghosh (2016) noted that male participants and students attending private colleges reported higher levels of academic stress than their counterparts attending public schools (Prabhu, 2015; Hussain, Kumar & Hussain, 2008). Additionally, we discovered that they were less stressed about school than women. Prabhu (2015) discovered that female participants experienced less academic stress than male ones (Mathew, 2006).

Academic stress has a negative impact on teenage mental health, according to Kaur (2014). It has been discovered that girls who experience academic stress have lower mental health than boys. According to research, this might cause kids to feel under pressure and stressed, which can result in poor mental health.

These startling numbers have been attributed primarily to academic stress. According to Lee and Larson (2000), this stress is a result of interactions between student assessments, environmental stressors, and responses to those stressors. The term "career stopper" is increasingly a serious reality (Kadapatti & Vijayalaxmi, 2012). As a result, it should be taken very seriously because it is a sign of growing mental health issues 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).

A recent survey from 2022 revealed that, in the current environment, academic stress is a major problem for students. Numerous stressors, such as a demanding curriculum and exam anxiety, as well as head-to-head competitions, have been imposed on pupils by our educational system. Their issues are exacerbated by parental and peer pressure. Doctors, psychotherapists, and child psychologists have found that high school

children in particular suffer from anxiety, stress, and depression due to the pressures of school, and that too much school pressure can result in suicide or purposeful self-harm. In order to uncover better answers, advice, and coping mechanisms for teachers, parents, and students dealing with academic stress, researchers decided to conduct this study.

OBJECTIVE

1. To measure the level of academic stress between male and female undergraduate college students. 2. To clarify the gender differences in Academic frustration, anxiety, pressure and conflict.

Methodology

Sample

The sample consisted of 120 college students studying in graduate classes in Ganjam District Odisha 60 of them are male and 60 are Female. Sample selection was based on a targeted sampling technique.

Tools Stress levels were assessed using the Academic Stress Scale prepared by R. Balaji Rao. It had 40 particulars in my force and rated on a 5- point Likert scale ranging from "No Stress" to "Extreme Stress". In the scale, there are 12 particulars to measure academic frustration, 8 particulars to measure academic conflict, 12 particulars to measure academic pressure and 8 particulars to measure academic anxiety. A pupil's academic stress score on each trait is set up by adding the scores in that trait and eventually, the total score is attained by adding the scores of the attributes. Advanced score implies advanced academic stress. Rao's has both test- retest reliability and internal consistency reliability

Analysis and interpretation

Gender	Total	Mean	SD	Mean Scores of Measures of Stress			
				Academic Frustration	Academic Pressure	Academic Conflict	Academic Anxiety
Male	3886	64.7	21.37	48	43.75	55.7	55.62
Female	3910	65.16	22.16	51.23	46.58	55.37	54.5
t = 0.1157, df=118							

Discussion & Conclusion

From the table we can find that the total scores of male college students is 3886 and the total score of female college student is 3910. We can also find that the means core of the male students is 64.7 and female student is 65.16. though the difference is quite small but still it shows that the female college students have slide more academic stress than the male college student. The scale has four measures of stress which are

academic frustration, academic pressure, academic conflict and academic anxiety. The mean value of all these 4 measures has also been calculated to show the difference of stress level between male and female students. The mean calculator from the academic frustration and academic pressure of male students and female students are 48; 43.75 and 51.25; 46.5 respectively, which shows that the female student have More academic frustration and pressure. The mean calculator from academic conflict and anxiety of male and female are 55.7; 55.62 and 55.73; 54.5 respectively. Do there is not much difference but here the male student showed more stress in academic conflict and anxiety.

Further to know the discrepancy between the male and female college students a statistical technique for used known as t-test. The 't' value is 0.1157. Then the 't' value is compared with the tabulated value at 0.5 level. It is observed that the obtained value is not significant at 0.5 level. Here the null hypothesis is accepted, which indicates that there is no significant difference.

Therefore, it is concluded that there is no significant difference between the male college student and the female college student's academic stress level. But they showed slight difference in the different measures of stress.

Indication/Suggestion

Students are national assets and the future. Results indicate that there are no difference between male and female students academic stress. But still we should discuss the academic stress related problems with both parents & teachers. 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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