

Stress Level in Male and Female School Students

Kulkarni Smita Ravindranath, Kulkarni Rashmi Ravindranth

^{1,2}Abasaheb Garware College, Modern college of Engineering, Pune, India

Abstract

Stress is an integral part of our life. Stress could be positive as well as negative. When we are doing our work properly and systematically then it is because of positive stress or eustress but when we lose our rhythm for same work, it is negative stress or distress. So, stress is good in one way and bad in other way. This study aimed at the level of stress in male and female school students. For the purpose of the study the researcher randomly selected 64 school students aged between 16-20 years. During collection of data researcher used means and method fit for this scale. The result of the study showed boys having much more stress in comparison to girls. The study concluded that school boys are more stressful than school girls..

Keywords

Academic Stress; Academic Anxiety; Adolescents; Stressors; Sources of Stress, male, female

I. Introduction

Stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders. Adolescents are particularly vulnerable to the problems associated with academic stress as transitions occur at an individual and social level. It therefore, becomes imperative to understand the sources and impact of academic stress in order to derive adequate and efficient intervention strategies.

The five dimensions of sources such as personal inadequacy, fear of failure, interpersonal difficulties with teachers, teacher pupil relationship and inadequate study facilities were further analysed and gender differences were also obtained. Understanding the sources of stress would facilitate the development of effective counselling modules and intervention strategies by school psychologists and counsellors in order to help students alleviate stress. So, stress is good in one way and bad in other way. Hans Selye (1956) first popularized the concept of "stress" in the 1950s. Selye theorized that all individuals respond to all types of threatening situations in the same manner, and he called this the General Adaptation Syndrome (GAS). Lazarus & Folkman (1984) defined that, stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment.

The existence of stress depends on the existence of the stressor. Chang's Dictionary of Psychology Terms, stress is "a state of physical or mental tension that causes emotional distress or even feeling of pains to an individual" (Lai et al., 1996). Vijaya and Karunakaran (2013) stated that stress is a complex phenomenon. It largely depends on one's temperaments, environmental conditions, experiences and situations. It is experienced by every individual in any one situations or the other. It is a part of life and it is generated by constant changing situations that one has to face. It refers to an internal state, which results from frustration or under dissatisfactory conditions. To a certain extent in every one's life it is unavoidable, because it is complex in nature. It is a part of fabric of life. But it can be managed to some extent.

Selye (1976) theories that focus on the specific relationship between external demands (stressors) and bodily processes (stress) can be grouped in two different categories: approaches to 'systemic stress' based in physiology and psychobiology (among others,) and approaches to psychological stress' developed within the field of cognitive psychology. McGrath (1982) said that the external forces that impinge on the body are called stressors. Feng (1992) and Volpe (2000) defined stressor as anything that challenges an

individual's adaptability or stimulates an individual's body or mentality.

Stress can be caused by environmental factors, psychological factors, biological factors, and social factors. It can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality, cognitive appraisal of the stress, and social support. Vijaya and Karunakaran (2013) in their study found that majority of boys expressed high level of stress and moderate stress compared to girls. Whereas majority of girl students exhibited low level of stress compared to Boys. Chiang (1995) proposed that school is one of the main sources of stress among adolescents. Such stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment. Generally, parents are very concerned about their children's academic achievement and moral behaviors. Parents expect their children not only to respect teachers and follow moral norms but also become elite in the future. Chang & Lu (2007) suggested that academic institutions have different work settings compared to nonacademic and therefore one would expect the difference in symptoms, causes, and consequences of stress. Stevenson & Harper (2006) pointed out that stress in academic institutions can have both positive and negative consequences if not well managed. Goodman (1993) revealed that students have different expectations, goals, and values that they want to fulfill, which is only possible if the students' expectations, goals, and values are integrated with that of the institution. Goodman (1993) stated that stressors affecting students can be categorized as academic, financial, time or health related, and self-imposed.

II. Methodology

The purpose of the study was to know the level of stress among college going children.

Sample

The sample of the present study was taken from Abasaheb Garware College. For the purpose of the study 50 male and 30 female students were randomly selected. Their age ranged between 16-20 years.

Tools used

The scale consisted of 40 statements related to the major kind of stress prevalent in students at adolescent age, and all kinds of situations faced by students.

Statistical Technique Used

Descriptive statistical technique, Mean and Standard Deviation

were used for carry out survey.

Table. 1 :

	Mean	SD	N
Boys	140.21	10.32	50
Girls	176.10	4.21	30

Results

Table 2 :

Gender	Stress Levels					Total
	Very High Stress	High Stress	Moderate Stress	Low Stress	Very Low Stress	
Boys	10	14	14	06	06	50
Girls	01	05	05	12	07	30

From the table it is evident that most of the boys showing very high stress (Boys 19% and girls 0%) and high stress (boys 28.5% and girls 13.6%) as well as moderate stress where as girls are having 18.1% and boys 28.5%.

From the result we can find out that majority of girls have shown low stress and very low stress. This study resulted that boys are much more stressful than girls. There can be many reason for this, it may be their parents expectation from them or it may be boy's high goal and target for their bright and successful career. Teachers should take care of male students and try to resolve their problems which are responsible for their high stress. Parents also can play a vital role to reduce the stress of their children as they are more close to them. Parents expect their children not only to respect teachers and follow moral norms but also become elite in the future. College is also a best medium to work on the stress level of the students and treat them accordingly as it is revealed by the Goodman (1993) that students have different expectations, goals, and values that they want to fulfill, which is only possible if the students' expectations, goals, and values are integrated with that of the institution.

III. Conclusion

The researcher concluded that college going male students are more stressful in comparison to female students. Academic stress has become a pervasive problem across countries, cultures, and ethnic groups. The present study brought into light that academic stress still continues to be a devastating problem affecting a student's mental health and well-being. Stream wise differences in the experience of stress were also highlighted. Techniques like biofeedback, yoga, life-skills training, mindfulness meditation, psychotherapy will be effective in reducing stress among students. Understanding the source from the different spheres will enable professionals in the field to tailor-make intervention for students combining the most effective strategies. Improving the holistic well-being of the student would eventually be productive not only the individual but, for the overall productivity of the institutions as well.

References

[1] Chang K, & Lu L. (2007). *Characteristics of organisational culture, stressors and wellbeing: The case of Taiwanese organisations*, *Journal of Managerial Psychology*, 22 (6):549- 568.

[2] Chiang, C. X. (1995). *A Study of Stress Reactions among*

Adolescents. Chinese Journal of School Health, 26,

[3] Feng, G. F. (1992). *Management of Stress and Loss*. Taipei: Psychological Publishing Company, Ltd.

[4] Goodman, E.D. (1993). *How to handle the stress of being a student*. Imprint, 40:43

[5] Krohne and L Laux (Eds), (1982). *Achievement, Stress, and Anxiety* (pp. 19–48).

[6] Lazarus, R S, (1966). *Psychological Stress and the Coping Process*. New York: McGraw-Hill. Lazarus, R S, (1991). *Emotion and Adaptation*. New York: Oxford University Press.

[7] Lazarus, R S and Folkman, S, (1984). *Stress, Appraisal, and Coping*. New York: Springer.

[8] Lai, P. C., Chao, W. C., Chanf. Y. Y., and Chang, T. T. (1996). *Adolescent Psychology*. Taipei: National Open University.

[9] McGrath, J E, (1982). *Methodological problems in research on stress*. In H W Washington, DC.: Hemisphere.

[10] Piekarska, A. (2000). *School stress, teachers' abusive behaviors, and children's coping strategies*. *Child Abuse and Neglect*, 24, 11, 1443-1449 (2000)

[11] Selye, H. (1976). *The Stress of Life* (revised edition). New York: McGraw-Hill.

[12] Selye, H. (1956). *The Stress of Life*. New York: McGraw-Hill

[13] Stevenson, A & Harper S. (2006). *Workplace stress and the student learning experience*, *Quality Assurance in Education*, 14(2): 167-178.

[14] Volpe, J. F. (2000). *A guide to effective stress management*. *Career and Technical Education*, 48(10), 183-188.