A Gender wise study of Academic stress and it's source among Professional Students

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Abstract - Due to various expectations, stress has become part of the academic life of students. With changes at the personal and social levels, young people are particularly vulnerable to problems related to academic pressure. Therefore, understanding the source and impact of academic pressure is necessary to develop a fully effective intervention strategy. The main goal of this research is to understand if students are under academic pressure. Furthermore, this study also aims to understand if there are gender differences and stream differences in the academic pressure reported by the participants. The different dimensions of stress assessed by the measurement of academic stress also point to differences in gender and course. Assume that there are significant gender differences and mobility differences in academic pressure. It is also assumed that the dimension of stress will also vary significantly between gender and different streams. Researchers conducted online and offline surveys, Among the 200 students invited to participate in the survey (100% response rate), five-point Likert scale used for this study. The reliability of the questionnaire was calculated using chronback alpha (0.871).,the latest version of statistical software SPSS was used for the analysis part.

Index Terms - Academic Stress; Gender wise stress, stream wise, Anxiety; Sources of Stress.

INTRODUCTION

For sincere external and external expectations, stress is part of the student's academic life. As change occurs at personal and social levels, young people are especially vulnerable to problems related to academic stress. Therefore, it is necessary to understand the source of academic pressure and the impact on reaching a totally effective intervention strategy. This study adopts quantitative research designs that participants use academic stress scales (Rajendran and Kaliappan, 1991, four aspects. Business, management, humanities, five-dimensional source, such as science and basic capacity. The failure of fear and the interpersonal relationship has further analyzed the difficulties of teachers, teachers and deficits of learning facilities and obtain sexual differences. Understanding the cause of stress helps develop an advisory module that is a psychologist or school counsellor. (Bernstein et al., 2008). A stress factor is defined as a situation that prevents or prevents confusion, or threatens confusion. "Daily functions and people make adjustments (Auer Bach & Grambling 1998). Auerbach and Grambling (1998) has experienced an emotional and physiological awakening in situations where individuals experienced in danger or threats threaten. Stress as a state. However, the Stress is recognized in a variety. Of the forms and can mean different individuals. It is tension, pressure or negative that individuals include anxiety and anger. It is recognized as an event and a situation that feels excited. In addition, others define stress in response to existing situations, including physiological changes (increase in heart rate, muscle tone), emotional and behavioural changes (Bernstein et al., 2008). Stress is always considered a psychological process, including personal interpretation and response to threatening events. It is important to keep in mind that tensions can have both positive and negative effects. It means that tension can be a normal and adaptive reaction for threats. Its function is to point out and prepare individuals to take protection

STATEMENT OF THE STUDY

Academic pressure is very common among students, and student life at academic institution makes their life more memorable. But the ever-changing environment and fiercely competitive world of put even greater pressure on them. When they don't know what the future holds, many of their disciplines make them feel pressured. Similarly, there are many problems that make them a stressor, including fear of exams, poor communication, lack of leadership, and unhealthy relationships with faculty and staff, and institution. 200 participants responded the questionnaire, the random sampling procedure used to select samples, five point likert scale used for the survey, descriptive statistical analysis, chi-square test, test and ANOVA, correlation and regression modelling were used for the analysis

OBJECTIVE OF THE STUDY

1. Identify the various components of academic stress that students experience.
2. Investigate the relationship between student pressure and academic achievement.
3. Examine various causes of academic pressure

HYPOTHESIS

1. To test there is a significant gender difference in stress
2. To test there is a significant difference in academic pressure in various courses
3. The source of stress will also be significantly different due to gender and different stream

RESEARCH METHODOLOGY AND DATA ANALYSIS

The main idea of this research is to understand the level of academic stress that students face and the different sources of this stress. It also analysis gender differences and mobility differences in total academic pressure. The data comes from five academic courses, namely Engineering, Medicine, integrated courses, post graduate science courses and management. The participants joined for this study are doing their final year of study. Appropriate statistical analysis was performed on the data obtained, and the results were discussed Figures and Tables

Table 1: Demographic profile of students

	Frequency	Percentage
Male	73	36.50%
Female	125	62.50%
total	200	100.00%

From table1:The total number of participants who received the analysis program was 22.As shown in the table, among the 200 participants 36.5% were male and 62.5% were female.

Table 2: Demographic profile of students

		Frequency	Percentage
	Engineering	58	29.00%
	Medical Course	36	18.00%
Valid	Integrated Course	32	16.00%
	MSC	47	23.50%
	MBA	5	02.50%

From Table 2: Among the respondents 38% were doing engineering. 20 % medical field, 6% integrated courses, 23.5% science and 2% MBA stream.

Table 3: Stress and it's causes

		No Stress	Slight Stress	Moderate Stress	High Stress	Extreme Stress	Total
Stress due to poor interest in some subjects	Male	5(6.66%)	20(26.66%)	26(34.66%)	18(24%)	6(8%)	75(100%)
	Female	11(8.8%)	30(24%)	57(45.6%)	24(19.2%)	3(2.4%)	125(100%)
Stress due to lack of concentration	Male	5(6.66%)	19(25.34%)	15(20%)	25(33.33%)	11(14.66%)	75(100%)
	Female	5(4%)	28(24.4%)	47(37.6%)	36(28.8%)	11(8.8%)	125(100%)
Stress due to difficulty in remembering all that is studied	Male	4(5.47%)	14(19.17%)	23(31.5%)	21(28.76%)	11(15.06%)	73(100%)
	Female	4(3.14%)	24(18.89%)	30(23.62%)	47(37.007%)	22(17.32%)	127(100%)
Stress when doesn't know how to prepare for examination	Male	12(16.43%)	13(17.8%)	18(24.65%)	22(30.13%)	8(10.95%)	73(100%)
	Female	7(5.69%)	35(28.45%)	30(24.39%)	42(34.14%)	13(10.56%)	123(100%)
Stress when assignments are unable to complete in time	Male	10(13.69%)	16(21.91%)	23(31.5%)	18(24.65%)	6(8.21%)	73(100%)
	Female	6(4.87%)	39(30.7%)	43(34.95%)	24(18.89%)	15(11.81%)	127(100%)
Stress when having incomplete and confusing study materials	Male	6(8.21%)	15(20.54%)	16(21.91%)	30(41.09%)	7(9.58%)	73(100%)
	Female	6(4.72%)	34(26.77%)	37(29.13%)	38(29.92%)	11(8.66%)	127(100%)

In table3 : among the participants 15.46% responds to no stress, 50.66% responds to slight stress, 80.26% responds to moderate stress, 43.2% responds to high stress, 10.4% responds to extreme stress due to poor interest in some subject. Among the participants 10.66% responds to no stress, 49.74% responds to slight stress, 57.6% responds to moderate stress, 62.13% responds to high stress, 23.46% responds to extreme stress due to lack of concentration. Among the participants 8.61% responds to no stress, 38.06% responds to slight stress, 55.12% responds to moderate stress, 65.76% responds to high stress, 32.38% responds to extreme stress due to difficulty in remembering all that is studied. Among the participants 22.12% responds to no stress, 46.25% responds to slight stress, 49.04% responds to moderate stress, 64.27% responds to high stress, 21.51% responds to extreme stress when doesn't know how to prepare for examination. Among the respondent 18.56% responds to no stress, 52.61% responds to slight stress, 66.45% responds to moderate stress, 43.54% responds to high stress, 20.02% responds to extreme stress when assignments are not unable to complete in time. Among the participants 12.93% responds to no stress, 47.31% responds to slight stress, 51.04% responds to moderate stress, 71.01% responds to high stress, 18.24% responds to extreme stress when having incomplete and confusing study materials.

Table 4: Stress faced by students when deal with teachers

		No Stress	Slight Stress	Moderate Stress	High Stress	Extreme Stress	Total
Stress when there is lack of opportunities to meet the teachers	Male	14(19.17%)	19(26.02%)	30(41.09%)	5(6.84%)	5(6.84%)	73(100%)
	Female	29(22.83%)	40(31.49%)	32(25.19%)	22(17.32%)	4(3.14%)	127(100%)
Stress when teacher makes too much demands on students	Male	7(9.58%)	12(16.43%)	22(30.13%)	19(26.02%)	13(17.8%)	73(100%)
	Female	9(7.08%)	28(22.04%)	35(27.55%)	35(27.55%)	20(15.74%)	127(100%)
Stress when teacher gives more punishments in the class	Male	21(28.76%)	19(26.02%)	14(19.17%)	14(19.17%)	5(6.84%)	73(100%)
	Female	23(18.11%)	42(33.07%)	40(31.49%)	13(10.23%)	19(14.96%)	127(100%)
Stress while asking the teacher about detailed answer	Male	23(31.05%)	18(24.65%)	20(27.39%)	11(15.06%)	1(1.36%)	73(100%)
	Female	49(38.58%)	36(28.34%)	28(22.04%)	11(8.66%)	3(2.36%)	127(100%)
Stress due to the biased attitude of a teacher	Male	12(16.43%)	19(26.02%)	16(21.91%)	15(20.54%)	11(15.06%)	73(100%)
	Female	17(13.38%)	46(36.22%)	35(27.55%)	23(18.11%)	6(4.72%)	127(100%)

In table4: among the participants 42% responds to no stress, 57.51% responds to slight stress, 66.2% responds to moderate stress, 24.16% responds to high stress, 9.98% responds to extreme stress when there is lack of opportunities to meet the teacher. Among the participants 16.66% responds to no stress, 38.47% responds to slight stress, 57.65% responds to moderate stress, 53.57% responds to high stress, 33.54% responds to extreme stress when teachers makes too much demand on students. Among the participants 46.87% responds to no stress, 59.09% responds to slight stress, 50.66% responds to moderate stress, 29.5% responds to high stress, 21.8% responds to extreme stress when teachers gives more punishments to the class. Among the respondents 69.63% responds to no stress, 52.99% responds to slight stress, 49.43% responds to moderate stress, 23.72% responds to high stress, 3.72% responds to extreme stress while asking about detailed answers. Among the participants 29.82% responds to no stress, 62.24% responds to slight stress, 49.46% responds to moderate stress, 38.65% responds to high stress, 19.78 responds to extreme stress due to the biased attitude of a teacher.

Table 5: Stress faced by students when deal with Examination

Source	gender	No Stress	Slight Stress	Moderate Stress	High Stress	Extreme Stress	Total
Stress when exams are near date	Male	13(17.8%)	20(27.39%)	15(20.5%)	13(17.8%)	12(16.43%)	73(100%)
	Female	5(3.93%)	21(16.53%)	40(31.49%)	45(35.43%)	16(12.59%)	127(100%)
Stress while facing academic failures	Male	4(5.47%)	14(19.17%)	19(26.02%)	21(28.76%)	15(20.54%)	73(100%)
	Female	6(4.72)	24(30.48)	28(35.56)	36(45.72)	33(25.98%)	127(100%)

In table5: among the participants 21.73% responds to no stress, 43.92% responds to slight stress, 51.99% responds to moderate stress, 53.23% responds to high stress, 29.02% responds to extreme stress when exams are near. Among the participants 10.19% responds to no stress, 49.65% responds to slight stress, 61.58% responds to moderate stress, 74.48% responds to high stress, 46.52% responds to extreme stress while facing academic failures.
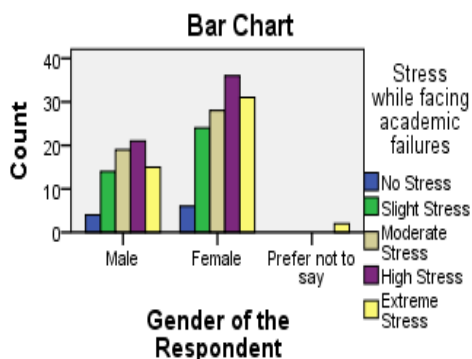

Table6:Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.045[a]	8	.532

Table6: Shows chi-square test conducted among gender of the respondent and stress while facing academic failures. Since p value greater than 0.05 implies statistically not significant so we accept the null hypothesis that is there is a significant difference in academic pressure and gender of the respondent's, female students showed more stress than male students while facing academic failures.
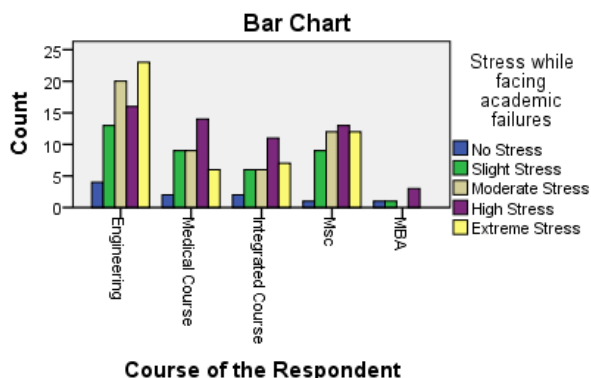

Table7:Chi-Square Tests

	value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.480[a]	8	0.637

Table7: The result of chi-square test conducted among course of the respondent and stress caused by academic failures, since p value greater than 0.05 indicates that the difference in academic pressure and course of respondent statistically significant so we accept the null hypothesis that there is a significant difference in academic pressure and course of the respondent. When students faced with academic failures in various courses, female student showed more stress than male students.
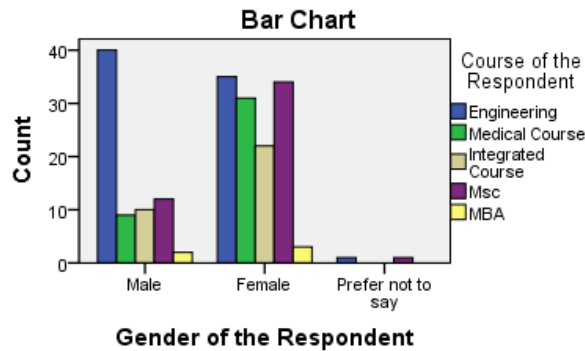
Bar Chart

Gender of the Respondent

Table8:Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.480ᵃ	8	0.036

Table8: The result of chi-square test showed that the respondent gender and stress level while taking the different courses, we reject the null hypothesis that there is significant difference in course and gender of respondent because p value less than 0.05 indicates significant differences.

CONCLUSION

This Study shows that academic pressure continues to be a destructive problem that affects the mental health and well-being of students. It also emphasizes the flow differences in the experience of stress. When students faced with academic failures in various courses, female student showed more stress than male students. The only way to deal with stress is to build strong relationships with students, teachers, parents and peers. This can help students resolve their problems with their parents, teachers, staff and others around the students

SUGGESTIONS

Techniques such as yoga, training in life skills, meditation, care and advice from parents and teachers have become more effective in reducing stress for students.

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