

Study of Stress with Reference to the Gender, Faculty and Year of Study in Medical and Engineering Student

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ABSTRACT

The aim of the present study was to find out the effect on stress in boys and girls students studying in medical and engineering, whether there is a difference between girls and boys students? And does the faculty as well as the year of the study have an effect on all these three things? The aim was to study whether these three groups are different. The participants were 120 students selected from different colleges in the Rajkot city in Gujarat. To measure the stress of the students, Dr. M. Singh (2002) prepared its standardization in Gujarati language questionnaire conducted by dr. Bhut in 2012 was used. It was observed that the stress of the students studying in the medical and engineering faculties, it seems that due to the gender of the students (male/female), the study faculty of the students (medical/engineering) and the year of study of the students, (first year/final year), there is a significant effect in their stress.

Keywords: *Stress, Gender, Faculty, Medical and Engineering Student*

In life, one's desire to become richer immediately, the tendency to look richer than others, the blind eye towards the material mirage, all of this is not going to be successful. It is not for those who believe in climbing dadar slowly to reach the present era, now everyone has to reach the top without any effort by just stepping on the feet of the escalator. If there is electricity while climbing the steps, your ascent will be tea and having electricity in the escalator is the primary condition to reach the top. The suicider destroys not only himself but all the possibilities that come from him. One who instills faith in his personality can never take such a step. There is no course to develop some understanding, it has to be learned on its own. In a long life that has become easier than ever before, more and more longing brings a man to such a mode that there is no option left in front of him. The duty of a parent is not fulfilled by giving birth to a child alone, they should plan their own business, their own business and think that it will never put their children in trouble. The parents who have become the medium to give the life of the child do not have the right to be able to live the life of the children.

Stress

Stress is the extreme emotion caused by the new one, suffering from a depressed or situational situation, due to which a person feels uneasy. According to Canadian

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psychologist Hans Seilly, stress is an uncertain type of physical functional response of the human body to the situation.

Stress is an internal reaction to an environmental event. Which results in a kind of response and results in a series of uncertain types of physical and mental changes due to the threat of a person's balance, both if repeatedly and for a long time, it is possible that an unexplained physical disease appears. The response to the psyche is a structural technique that nature has given to mankind since it came into existence. In the form of an environmental stimulus, stress swings a response in the person, which results in the pressure of coping and ultimately in pain and physical-mental exhaustion. Hans Seilly describes this response in detail and has been named "the commonanukula community" which can be described in three steps.

1. Warning response
2. Resistance
3. Secrete energy

It is not so easy to give the most general meaning of stress in a situation where everyone interprets the stress in different ways. Some people view stress as an external stimulus situation, resulting in anxiety and grief, which puts pressure on our actions. Competitive pressures, family difficulties, uncertain powers of modern life, occupational insecurity, nuclear war epidemics, economic problems, unemployment, all these elements make our lives more and more ful. In the same way it is both difficult to make the same meaning of stress when different individuals respond in different ways to the same stressy situation. For example, a person looking for a job always feels more pressure than a person who takes it for granted. In the same way it depends more on how we respond to the event than on the occurrence of the stress. Due to such situations, we carry the burden of on ourselves.

The word is used in the sense of mental, burnout, strain conflict, etc, as well as words like pressure, anxiety are also used in this sense.

The mindful experience involves both stimulus and reaction changes. We always define stress in terms of our reaction to the event. Zimbardo (1988) While defining the stress, it states that "stress is the pattern of specific and unique responses of the nervous system to stimulus events that stimulate the event and jeopardize balance as well as increase the ability to adjust to the situation. When events hinder our daily activities and we have to put in too much effort to keep pace with it, we experience a sense of y is".

Reactions to harmony in a ful situation may also include specific physical reactions. At this time, there is an increase in adrenal secretion. Which motivates us to make more efforts.

Care must be taken before equating stress with di. stress has various aspects, which can also have beneficial effects. Well-known psychopathologist Hans Selye (1980) has described four main differences in stress, each of which has its own significance, when the effect of the event is harmful, it is referred to as 'di'. Most of the stress in modern life is catastrophic. However, stress can also have beneficial effects. Exciting games like starting a new business job, approaching exams, starting a married life or first-time space flight add to our personal growth. Selye calls such a stress a 'good stress'. He has shown two more differences in stress.

REVIEW OF LITERATURE

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Previous studies have included B Manjula G. Kadapatti, A.H.M. Vijayalaxmi (2012); A study was conducted on alumni in the context of the factors that generate academic stress. Narasappa Kumaraswamy (2013) was a brief review on the topic of academic stress, anxiety and depression among college students. Marwan Zaid Bataineh (2013) studied academic stress among undergraduate students studying in the medical and engineering faculty at the university. Cheng Kai-Wen (2011) A study on the source of stress among college students in Taiwan. D.V.V. Sambasiva Rao (2012); The study of stress in students studying in a professional course.

Objective

To study the main and internal effect of gender, faculty, and year of study on the stress of medical and engineering students.

Hypothesis

- **HO1** There will be no significant effect on the stress scores of boys and girls studying in medical and engineering faculties.
- **HO2** There will be no significant effect on the stress score of Medical and Engineering faculty students.
- **HO3** There will be no significant effect on the stress scores of studying in the first year and studying in the final year of medical and engineering students.
- **HO4** There will be no significant interaction effect on the means of the stress scores of gender and faculties of students.
- **HO5** There will be no significant interaction effect on the means of the stress scores of gender and years of studying of students.
- **HO6** There will be no significant interaction effect on the means of the stress scores of faculties and years of studying of students.
- **HO7** There will be no significant joint interaction effect on the means of the stress scores of gender, faculties and years of studying of students.

Independent Variables

1. Gender : A1-Male A2-Female
2. Faculty : B1-Medical B2-Engineering
3. Studing Years: C1-Studding in First Years C2-Studding in Finale Years

Dependent Variables: Stress

Research design

The purpose of the research presented is to study whether there is any difference in terms of stress with respect to the gender (male/female) of the students studying in the medical and engineering faculties, the study faculty of the students (medical/ engineering) and the year of study of the students (first year/ final year). The 2x2x2 factorial plan has been selected for this.

Research Sample

Out of a total of 240 medical and engineering faculty students, 120 male and 120 female students were selected to ensure that The degree of exhibitors in all the groups was maintained the same as per the scheme . In these two groups, 60 were selected in medical. Students were selected to study in B.E. and B. Tech Faculty in Engineering. Out of 60

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students in these four groups, 30 students were studying in studding in first year and 30 students in the final year. (Studding in Last Year's) The students who studied were included in the sample. The students included in the demonstration were in the age group of 18 to 22 years.

Stress Scale

The stress inventory presented was used to find out the mood quotient and median of the students of the medical and engineering faculty. This is the original Dr. M. It was prepared by Singh. Dr. M. Singh was in the Department of Senior Psychologist, Institute of Research Test Development in Mumbai. During his work, stress scale was developed in 2002. It has been certified in Gujarati language. Dr. N. N. It was done by dr. Bhoot in 2012. stress scale is made up of a total of 40 statements. In response to each of these statements, options are given in three options according to "always" "sometimes" and "never".

RESULTS

Table No. 1 *The result of analysis of the gender of the students the study faculty and the stress in terms of the year of study*

Source of Variance	Sum of Square	df	Mean Sum of Square	F-Value	Sig. Level
Main effect					
gender Ass	832.538	1	832.538	14.702	.01**
Faculty Bss	1237.604	1	1237.604	21.855	.01**
Study Year Css	292.604	1	292.604	5.167	.05*
Interaction effect					
ABss	555.104	1	555.104	9.802	.01**
ACss	362.604	1	362.604	6.403	.05*
BCss	683.438	1	683.438	12.069	.01**
ABCss	333.704	1	333.704	5.893	.05*
Within Error	13137.900	232	56.629		
Total SS	1913317.000	240			
Corrected Total	17435.490	239			

Significance levels df1 0.05 = 3.89 & 0.01= 6.76

*** p < .01, * p < .05, NS Not Significant*

Table No.1 it appears that the F value for the stress in terms of the gender of the students has been obtained at 14.70. The degree of freedoms in the Significance levels indicates a value of 3.89 at the .05 level and 6.76 at the 0.01 level when the degree of freedoms is df1 and 232. The 'F' value found here is much higher than the level value of freedom. The value found for is Significant at the level of 0.01. The F value for the stress in terms of the study faculty of the students has been obtained at 21.85. The degree of freedoms in the Significance levels indicates a value of 3.89 at the .05 level and 6.76 at the 0.01 level when the degree of freedoms is df1 and 232. The 'F' value found here is much higher than the level value of freedom. The value found for is Significant at the level of 0.01. The F value for stress in terms of duration of study among the students has been obtained at 5.16. The degree of freedoms in the Significance levels shows a value of 3.89 at the .05 level and 6.76 at the 0.01 level when the degree of freedoms is df1 and 232. The 'F' value found here is much higher than the level value of freedom. The value found for is Significant at the level of 0.01.

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The F value for stress in terms of the gender of the students and the interactions between the study faculty has been obtained at 9.802. The degree of freedoms in the Significant ness cell indicates a value of 3.89 at the .05 level and 6.76 at the 0.01 level when the degree of freedoms is df1 and 232. In terms of the interaction between the gender of the students and the duration of the study, the F value for stress has been obtained at 6.403. The degree of freedoms in the Significant ness cell indicates a value of 3.89 at the .05 level and 6.76 at the 0.01 level when the degree of freedoms is df1 and 232. The 'F' value found here is greater than the level value of freedom. The value found for is Significant at the level of 0.01. In terms of the interaction between the students' study faculty and the duration of the study, the F value for the stress has been obtained at 12.069. When The degree of freedoms in the summary room is df1 and 232, the value is 3.89 at the .05 level and 6.76 at the 0.01 level Is. The 'F' value found here is greater than the level value of freedom. The value found for is Significant at the level of 0.01. In terms of the joint interaction effect between the gender of the students, the study faculty and the duration of the study, the F value for the stress has been obtained at 5.89 and 0.01 levels when The degree of freedoms in the Significance levels is df1 and 232. Shows the value of 6.76. The 'F' value found here is greater than the level value of freedom. The value found for 0.05 has relevance at the level.

DISCUSSION OF RESULTS

The Gender, study faculty and year of study have a significant impact on the stress of medical and engineering students in the presented study. As well as its interactive effect is also worthwhile. The findings of the research of Cheng Kai-Wenn (2011) in an earlier study suggest that male students experience a stronger stress than female students. Students who are in higher grades i.e. experience more physical/ mental in the year afterwards than in the year of commencement. The possible reason for this is the need for students to get more boats from school and emotional factors. Students are more ed out of school and more stress by students who have taken a loan for studies than emotional factors. The results of The Sambasiva Rao (2012) on faculty show that there was a significant effect among the age group of students studying in medical and engineering faculty, as well as between the urban and rural area groups. The results of the studies by Marwan Zaid Bataineh (2013) showed that students experienced a general stress due to extra academic stress, unfavorable and unfathomable courses, insufficient time, workstress in each session, difficulty at work during exams, low motivation, and high family expectations. The main source of is the fear of failure especially among undergraduate students . Dr. R. K. Jarsaniya (2008) results show that their area of residence had a significant effect on depression and stress. The results of the studies of A Singh & S Singh (2008) show that more was seen in professional students. Weaker emotionality was observed in professional students as compared to the non-professional group in terms of emotionality. It can be concluded that business students were more ed than non-professional students. It is also found in the students of the technical course here. Behere, Shashank P., Yadav Richa, Prakash B. The results of the studies of McCarthy et al. (2011) show that stress exists all-pervasively. No matter what age, gender, and other variables, as well as the universal presence is seen among the students of all three faculties. Among the students of all the three faculties, medical and engineering students have the maximum concentration. Because they do not deny the existence of problems. At the same time, different levels of medical and engineering students have also been found to have different levels of. The prevalence of stress was particularly high among medical students as the degree is of that kind. There is a kind of stress among students that closing the eyes removes the problems. But the reality is that the present is a serious problem of

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stress and it can cause serious psychological problems. The results of Vivek, Girish, Kadam, & Gore (2013) show that 299(24.4%) respondents feel ed. There were 115(38.5%), 102(34.1%) and 82(27.4%) dental, medical and engineering students, respectively. There was a statistically significant relationship between and education levels. In terms of gender, 187(27.7%) female and 112(20.4%) male students felt ed. Gender differences were obtained in terms of stress.

Findings

- Female students have a higher prevalence of stress than male students studying in medical and engineering faculties.
- Students studying in the medical faculty are found to have a higher degree of mental as compared to students studying in the engineering faculty.
- Students studying in the final year are found to have a higher level of stress than those studying in the first year of medical and engineering.
- One thing can also be said here that the amount of stress in female students increases more than in male students.
- Students of both genders have an increase in the amount of stress in the final year as compared to the first year, one thing can also be said here that the amount of stress increases more in female students than in male students.
- Students studying in the first year of medicine are more likely to have a higher prevalence of stress than students studying in the first year in the faculty of engineering .
- Female students studying in the first year of medicine have been found to have a higher prevalence of stress than male students studying in the first year of engineering. The degree of stress in the students depends on gender, the study faculty and the duration of the study.

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Conflict of Interest

The author(s) declared no conflict of interest.

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