

**Role Of Personality Factors And Gender In Dealing With Academic Stress  
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**Abstract**

*The current study aims at to explore the role of personality factors and gender in dealing with academic stress among the higher secondary students. It was also intended to assess the relationship between academic stress and personality factors. The purposive sample of this study comprised of 60 students including 30 male and 30 female of higher secondary level. The sample was studied by using Academic Stress Scale (Kamble, Vikas 2015), and NEO-Five Factor Inventory-3 (Costa & McCrae, 2004). The student t test revealed no significant gender differences in academic stress, total personality factors as well as in dimension of personality factors. Pearson's correlation showed significant and positive association between academic stress and neuroticism whereas extraversion, openness to experience, agreeableness, conscientiousness and total personality factors are significantly and negatively correlated with each other.*

**Keywords:**Academic Stress, Personality Factors, Higher Secondary students and Gender**Introduction**

Do you think human life without stressors? Obviously not, today we are living in the world which is full of stressors. These stressors are affecting our everyday life. From childhood to late adulthood every one encounters various stressors. It means now a day's stress is playing an important role in human life.

Today's competitive world demand a little bit more from student if they want to survive. These extra demands are affecting either positively or negatively on student behaviour. A calculative amount of stress is useful in students' academic progression where as an excessive amount of stress will adversely affect academic performance. Hence, it becomes essential to study the academic stress among the students.

As we know stress is showing its powerful impact on human behavior. But question remains what is stress. According to Lazarus and Folkman (1984) Stress arises when individuals perceive that they cannot adequately cope with the demands being made on them or with threats to their well being'. When we consider that we are unable to control and deal effectively with the situation we become panic, helpless. It means that incidence which is taken place does not build stress but our personality attributes, thoughts and belief system which we acquire play a crucial role in building stress among us.

College days are considered as golden days of life. The day's which are full of excitement, unforgettable memories and bonding with friends. On the contrary this is the period of learning, acquiring new skills, knowledge which shapes our future. Higher

secondary period is one of the stressful periods which students' face during their academic life.

Academic stress is mental and emotional pressure or tension that occurs due to the demands of college life (De Deyan Rachel, 2008). During the college life students' encounter with social demands like healthy social interaction, peer pressure, psychological demands like positive self image, personal adequacy etc, and emotional demands like self acceptance, liking by others. If they succeeded in the accomplishment of these demands in given period of time they feel relax and if they are unable to fulfil these demands they may feel pressure, tension. In other word they may suffer from academic stress.

Interestingly not everyone feels the same pressure and tension. Very few are prone to being victim of academic stressful situations. Now the question is that what made them different from others? One possible answer may be their personality attributes that differentiate them from another. It leads us to act consistently in different situation even they are pressure situations. Hence to study the role of personality factors in dealing with academic stress among higher secondary students becomes necessary.

### **Review of Literature**

Sachdeva Kiran (2017) studied the effect of academic stress on personality among adolescent girls. The main purpose of the study was to assess the effect of academic stress on personality among adolescent girls. For this study consists 360 adolescent girls. The data collected through Academic Stress Scale and Sixteen Personality Factors Inventory. Data analyzed by 't' test and pearson product moment correlation. The main finding of this research was there is no significant relationship between academic stress and personality among adolescents.

Bhatti Mansoor Nazir et. al., (2017) assessed the study of relationship between personality traits and academic stress among postgraduate students in Pakistan. The aim of the present research study was found the relationship between personality traits and academic stress among postgraduate students in Pakistan. They found that the personality traits lead the important role in academic stress among students and stress affected the personality of post graduate students when they alter their behaviour.

Mihai H. Bob et. al., examine the personality factors associated with academic stress in first year medical students. The main purpose of the study was found out the relationship between personality factors and academic stress among medical students. There are 267 students included for this research work who studied in first semester of medicine and pharmacy college in Iuliu Hațieganu University of Medicine and Pharmacy, Cluj-Napoca, Romania. Data collected trough Medical Student Stressor Questionnaire (MSSQ), Big Five Personality Inventory (NEO-FFI) and State-Trait Anxiety Inventory (STAI). Major finding of this research study was Personality traits are influence on reactions to stressful environment. The some personality traits of medical student's such as neuroticism and conscientiousness are correlated to academic stress.

**Aim:**

To find out the gender differences and relationship between academic stress and personality factors among higher secondary students.

**Objectives:**

1. To find out the gender difference in students with respect to academic stress and personality factors.
2. To explore the relationship between academic stress and personality factors among students.

**Hypothesis:**

1. There will be no significant gender differences among students with respect to academic stress and personality factors.
2. Academic Stress and total Personality Factors will be negatively and significantly associated with each other.
  - i. Academic Stress and Neuroticism (N) will be positively and significantly related to each other.
  - ii. Academic Stress and Extraversion (E) will be negatively and significantly correlated to each other.
  - iii. Academic Stress and Openness to Experience (O) will not significantly associate with each other.
  - iv. Academic Stress and Agreeableness (A) will be negatively and significantly correlated to each other.
  - v. Academic Stress and Conscientiousness (C) will be negatively and significantly related to each other.

**Method:*****Sample -***

The present study comprised of 60 college going students from various junior colleges in Sangli city (Maharashtra, India). The purposive sampling method was used. The sample consist of 30 male and 30 female students studying 12<sup>th</sup> science stream with an age range of 17 to 19 years.

***Tools -******i) Academic Stress Scale for College Students (ASSCS) (2015) :***

This Scale developed by Dr. Vikas S. Kamble. This scale consists 66 items divided in 5 sub scales i.e. (i) Personal Inadequacy, (ii) Interaction with Peers and Teachers, (iii) Fear of Examination, (iv) Inadequate Facilities at College and (v) Parents Expectations and SES. This is a Likert type scale offering five responses i.e. strongly agree (5) to strongly disagree (1) and it's range from 66 to 330. High score indicate high academic stress whereas low score indicate low academic stress among subjects. The test-retest reliability of the scale is 0.73 and split-half reliability is 0.88. And the validity score is 0.76.

**ii) NEO – Five Factor Inventory-3 (NEO-FFI-3) (2004) :**

The NEO Five Factor Inventory -3 developed by Paul T. Costa and Robert R. McCrae. The original inventory is in English which suitably translated in Marathi. NEO-FFI-3 comprised of 60 items assessing five personality domains i.e. neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. Each personality domain consists of 12 items each with five alternatives ranging from strongly disagree to strongly agree with score range of 60 to 300. The test retest reliability is N = 0.79, E = 0.17, O = 0.80, C = 0.75 and A = 0.83 and validity is for N = 0.92, E = 0.90, O = 0.91, C = 0.87 and A = 0.77. It is useful to 12 to 99 years of people. Obtained raw scores converts into T-scores, where scores below 45 are considered low, 45-55 are average, and above 56 are high.

**Procedure of Data Collection -**

Before applying the psychological tests on students the researcher taking a prior permission on respective junior college’s Principal. The administrating the tools taking a various ways i.e. rapport establish, giving the proper instruction to students etc. After that the completion of the administration researcher acknowledge to all participants.

**Statistical Techniques -**

After collected the data researcher used the Mean, SD, Student ‘t’ test and Person Product Moment Correlation Coefficient statistical techniques for analysis.

**Results and Discussion:**

**Table 1 shows the difference of Academic Stress and Personality Factors among Male and Female Students**

Variables	Type of sex	N	Mean	SD	df	t value	Significance Level
<b>Academic Stress</b>	Male	30	169.93	39.367	58	0.607	N.S.
	Female	30	176.17	40.193			
<b>Neuroticism (N)</b>	Male	30	31.03	8.156	58	0.731	N.S.
	Female	30	32.50	7.366			
<b>Extraversion (E)</b>	Male	30	39.67	5.281	58	0.425	N.S.
	Female	30	39.07	4.891			
<b>Openness to Experience (O)</b>	Male	30	36.93	5.483	58	1.279	N.S.
	Female	30	38.60	4.568			
<b>Agreeableness (A)</b>	Male	30	43.57	4.939	58	1.285	N.S.
	Female	30	41.77	5.870			
<b>Conscientiousness</b>	Male	30	45.70	10.066	58	0.189	N.S.

(C)	Female	30	45.27	7.547			
<b>Total Personality</b>	Male	30	196.90	17.253	58	0.073	N.S.
	Female	30	197.20	14.423			

Table 1 shows the difference on Academic Stress and Personality Factors among male and female students. For Academic Stress male adolescent’s mean and SD is 169.93 and 39.367 respectively and female adolescent’s mean and SD is 176.17 and 40.193 respectively. The t value of academic stress is 0.607 which is not significant on both levels indicating that there is no significant difference of academic stress on the base of gender.

As per personality factors are concern, for Neuroticism (N), male and female adolescent’s mean value is 31.03 and 32.50 with SD 8.156 and 7.366 respectively. The obtained t value is 0.731 which is not significant on both significance levels. It means there is no significant difference on Neuroticism (N) among male and female students.

For Extraversion (E), the mean value of male adolescent’s is 39.67 with SD 5.281 and mean value of female adolescent’s is 39.07 with SD 4.891. The present t value is 0.425 and this value not significant on both significance level. This t value indicates that there is no significant difference on Extraversion (E) among male and female students. That mean hypothesis 2 “There will be no significant difference on Extraversion (E) among male and female students” was accepted.

For Openness to Experience (o), the mean value of male adolescent’s is 36.93 with SD 5.483 and mean value of female adolescent’s is 38.60 with SD 4.568. The present t value is 1.279 and this value is also not significant on both significance levels. This t value indicates that there is no significant difference on openness to experience (o) among male and female students.

About the Agreeableness (A), male and female adolescent’s mean value is 43.57 and 41.77 with SD 4.939 and 5.870 respectively. The t value is 1.285 which is not significant on both significance level. This t value indicates that there is no significant difference on Agreeableness (A) among male and female students

For openness to Conscientiousness (C), the mean value of male adolescent’s is 45.70 with SD 10.066 and mean value of female adolescent’s is 45.27 with SD 7.547. The present t value is 0.189 and this value not significant on both significance levels. This t value indicates that there is no significant difference on Conscientiousness (O) among male and female students.

About the total Personality Factors, male and female adolescent’s mean value is 196.90 and 197.20 with SD 17.253 and 14.423 respectively. The t value is 0.073 which is also not significant on both significance levels. It indicates that there is no significant gender difference on total personality factors among male and female students. That mean hypothesis 1 “There will be no significant gender differences among students with respect to academic stress and personality factors” is accepted.

It is directed that the personality factors in male and female students are same in level. The personality factor is a same thing in every child’s development. The gender factor is not

consequences on developing of personality. Vatan Bhosale and Vikas Minchekar (2017) studied that “Suicidal Ideation, Depression, Emotional Maturity, Personality and Parenting Style among Adolescents” and he found that there is no gender difference of all personality factors i.e. neuroticism, extraversion, openness to experience, agreeableness and conscientiousness and total personality factors.

**Table 2 shows the Correlation between Academic Stress and Personality Factors among Male and Female Students**

Variables	AS	N	E	O	A	C	Total PF
AS	1	0.397**	-0.284*	-0.198	-0.405**	-0.325**	-0.336**
N		1	0.099	0.016	-0.461**	-0.219*	-0.050
E			1	0.107	0.107	0.526**	0.145
O				1	-0.062	0.056	0.145
A					1	0.308**	0.417**
C						1	0.560**
<b>Total PF</b>							1

\*\* indicate that significance on 0.01 level

\* indicate that significance on 0.05 level

**AS – Academic stress, N – Neuroticism, E – Extraversion, O - Openness to Experience, A – Agreeableness, C – Conscientiousness, Total PF – Total Personality Factors**

Table 2 shows the correlation between Academic Stress and Personality Factors among male and female Students. The relationship between Academic Stress and Personality Factors is negatively and significantly correlated to each other ( $r = -0.336$ ,  $p < 0.01$ ). Academic Stress and Neuroticism (N) positively and significantly correlated to each other ( $r = 0.397$ ,  $p < 0.01$ ). It is seen that, significant and negatively correlation found between Academic Stress and Extraversion (E) ( $r = -0.284$ ,  $p < 0.05$ ), Academic Stress (A) ( $r = -0.405$ ,  $p < 0.01$ ), Conscientiousness (C) ( $r = -0.325$ ,  $p < 0.01$ ). But Academic Stress and Openness to experience are not correlated to each other ( $r = -0.198$ ,  $p \neq 0.01$ ). It indicates that hypothesis no. 2 “Academic Stress and Personality Factors will be negatively and significantly correlated to each other” is partially accepted. Similar study done by Bhatti Mansoor Nazir et. al., (2017) and they are stated that personality traits contribute the important role to produce the academic stress of students.

**Limitations**

The present study suffers from some limitations. The study is limited to only one city in western Maharashtra. The sample size of the study is small and limited up to the higher secondary students belonging from science stream.

**Conclusion**

From the trends of result revealed by the present study, it is concluded that there are no significant differences in academic stress and overall personality attributes of higher secondary student in relation to their gender. Furthermore, the study shows significant negative association between academic stress and personality attributes like extraversion, openness to experience, agreeableness, conscientiousness and total personality attributes. Neuroticism and academic stress is positively and significantly associated with each other.

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