Indonesian Journal of Community and Special Needs Education

Journal homepage: http://ejournal.upi.edu/index.php/IJCSNE/

Psychological Study of Stress Levels among Secondary School Students with Albinism in Tanzania

George Mwala[1,], Suitbert Lyakurwa[2]*

[1]Department of Educational Pyschology and Counselling, School of Education, Sokoine University of Agriculture, Tanzania

[2]Department of Educational Psychology and Curricuum Studies, School of Education, University of Dar es Salaam, Tanzania

Correspondence: E-mail: mwala2015@gmail.com

ABSTRACT

This study investigated the psychological situation of secondary school students with albinism in Tanzania. Particularly, the study focuses on the levels of stress among students with albinism. The study was approached quantitatively and a sample of 80 students with albinism in the Shinyanga region in Tanzania was surveyed. Data were collected using questionnaires and analyzed by frequencies and percentages. Further, a t-test was used to test the hypothesis. The results indicated that 52.6% had the highest, 37.53% had moderate and 21.48% had the lowest level of stress. However, in terms of sex, male students demonstrated a bit higher level of stress than female students and differed significantly. It is concluded that in general, secondary school students with albinism had a moderate level of stress. The findings inform education stakeholders to incorporate training and counseling services to assist students in addressing the levels of stress.

ARTICLE INFO

Article History:
Submitted/Received 25 Jul 2022
First revised 13 Aug 2022
Accepted 27 Aug 2022
First available online 28 Aug 2022
Publication date 01 Sep 2022

Keyword:
Affective domain,
Stress levels,
Stress,
Stressful situation,
Stressors,
Students with albinism.

1. INTRODUCTION

There has been a discussion on how emotions affect the process of learning among students. In the learning process, three domains framed the learning goals: cognitive, psychomotor, and affective. However, the affective domain is perceived to be an essential and influential domain in the learning process. Consequently, students face and deal with different stressful situations for their well-being (Jones, 2018; Mishra, 2012). Such stressful situations can be internally and externally oriented. Despite its role, studies still identified stress as the pervasive problem of the modern education process (Sharma & Narwal, 2018). The term stress is defined as the body's physical, chemical, and mental reactions to circumstances that endanger or irritate individuals (Kauts, 2016). Stress occurs when the stressors exceed students' ability in handling different situations in the school context regardless of their nature and background.

Moreover, stress reveals itself in four stages; alarm, reaction, adaptation, and exhaustion or burnout (Butto, 2019). The first stage of stress which is alarm entails initial reactions to the stressors and usually does not last long. The second stage is reactions which are when the body starts to repair itself and it continues for a long time than the initial stage. The third stage is adaptation which is characterized by an extended period of suffering, fatigue, poor concentration, and irritability. The last stage is exhaustion which occurs when the stressor environment is chronic and struggles with the stress (Butto, 2019). It is in this situation of burnout when the persistence of stress results in the inability to fight the stress cognitively, emotionally, and physically. Consequently, the possible symptoms of the burnout stage are depression, anxiety, decreased stress tolerance, and sometimes death (Butto, 2019).

Moreover, stress is considered the part and parcel of life for any human being as it originates from different circumstances. The stress may be positive or negative. Positive stress is the lowest level of stress that motivates students in learning and negative stress implies the highest level of stress that affect students negatively cognitively, emotionally, and physically (Desamparado *et a*l., 2019). Therefore, stress can be categorized as positive or negative to an individual depending on the intensity of the body's reactions to stressors.

Regarding secondary schools, regardless of the nature and backgrounds of students, many students are in a critical period of transition from childhood to adulthood and experience incompatibility of their mental development with body changes and social environment (Kai-wen, 2010). These complications may further cause psychological problems and divergent behaviors among secondary school students. Also, Kauts (2018) indicated stressors that are common to secondary school students that are tougher competition, and higher expectations of the students, parents, and teachers. It is claimed that the highest expectations facilitate the development of emotional disorders as students struggle to meet their expectations and that of others. Moreover, Kauts (2016) indicated that stress is a product of an individual's perception, fear of academic matters, relationship problems, misunderstanding, personal frustration, and academic pressure. Furthermore, stress is the result of challenges in academic progress, fear of answering questions in the classroom context, competition with others, and struggling to fulfill teachers' and parents' academic expectations. Based on matters that surround students, studies have identified different categories of stressors that students encounter at school. The identified categories are related to the social group, interpersonal, intrapersonal, academic, teachers, teaching, and learning (Akande *et al*., 2014; Yusoff, 2014). Therefore, the well-being of students in the school context is likely to be disturbed by the collection of stressors.

DOI: http://dx.doi.org/10. 17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857

Studies have demonstrated that students who experienced a single stressor face multiple challenges in their learning which impairs their psychological well-being (Mohamed *et al*., 2017). As a result, the experienced challenges cause detrimental effects on the development of physical, emotional, cognitive, and psychological domains. Similarly, Kauts (2016) argues that stress influences academic performance and mental health. In addition, studies have indicated that antisocial behaviors like bullying among students, were a result of experiencing high-stress levels which cause difficulties in social interactions with others (Mavroveli *et al*., 2011). Therefore, stresses in schools do affect the development and learning of the students in different aspects.

Due to the effects of stress on students, Hassan *et al*. (2017) examined the levels of stress among secondary school students aged between 15-17 years and the results indicated that 77.2% of the students got the normal level of stress, 19.7% of the students scored medium while 3% of the students had a high-stress level. This means that the majority of students 77.2% scored the lowest level that is a required standard of stress, 19.7%, and (3%) of the students who had moderate and highest levels of stress need support to standardize the level of stress. Also, Godati *et al*. (2015) assessed the levels of academic stress between adolescent boys and girls. The results indicated that 50% of boys had mild stress while 42% had moderate levels of stress and 60% of girls had mild stress and 40% had moderate stress levels.

With regards to students with disabilities, studies have indicated that students with disabilities face more challenges in the learning environment. For example, it has been reported that students with visual impairment and those with physical impairment experience more difficulties in the learning environment and navigating the world than other students with different types of disability or those with no disabilities (Vásquez & Torres, 2020; Sharma & Narwal, 2018). Students with disabilities are stressed because of community misbelieves and missing or impaired body organ functions that could help them to access the world. Moreover, students having multiple disabilities like students with albinism (SWA) who have low vision and skin color that is sensitive to sun rays are more prone to encounter more stressors than any other group of students. These stressors can be stigmatization, discrimination, and misbeliefs due to genetic makeup associated with low vision, grey hair, and skin color that are sensitive to sun rays. From these stressors, students with albinism become more vulnerable to stress as are overwhelmed with more encountered challenges than any other group of students due to stressors associated with albinism conditions.

In the context of Tanzania, the Ministry of Education Science and Technology in their guideline manual for teachers teaching students with albinism shows challenges experienced by SWA at different education levels. As made clear, an unfriendly environment, lack of acceptance, name-calling, and being inappropriately positioned in the learning contexts have been identified as challenges students with albinism face in Tanzania. Moreover, misbelieving in the magic power associated with body organs of people with albinism sets students with albinism at risk of being attacked or killed. Such erroneous beliefs or misconceptions increased the challenges students with albinism face. In regards to secondary schools, Ndomondo (2015) explored the situation of educating students with albinism in secondary schools. Students with albinism experience a lot of challenges comprising lack of support from teachers, administrators, and colleagues, lacking optical devices, enlarged prints of textbooks, examination, and other learning material that are necessary for learning, especially for those with mostly partial vision. Moreover, Stein *et al*., (2019) in their paper report on implementing a new inclusive and violence-free secondary school, particularly for students with albinism in Mwanza and Shinyanga portrayed challenges like discrimination, violence by teachers, and harassment done by colleagues. The existing secondary school does not recognize and treat

DOI: http://dx.doi.org/10.17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857

students equally, hence there is a need for establishing a new school that will regard individual differences. The nature of the challenges SWA encounters is likely to disturb their psychological well-being, particularly the intensity of the stress. Therefore, there was a need to investigate the levels of stress among students with albinism in secondary schools in Tanzania.

The purpose of this study was to investigate the levels of stress experienced by students with albinism in secondary schools in Tanzania. In this study, two research objectives have been addressed: first, to measure the levels of stress among secondary school students with albinism in Tanzania. And second, to assess the levels of stress between male and female students with albinism in Tanzania. This study was guided by two hypotheses. The study hypothesized that students with albinism would yield a higher level of stress and there would not be differences in the levels of stress between male and female secondary school students with albinism in Tanzania.

Moreover, the transactional model of stress and coping guided this study. The model is using cognitive appraisal to explain the responses to a stressful situation. Furthermore, the same model is used to explain the perception and evaluation of the relationship between personal and environmental stimuli (Shahsavarani *et al*., 2015). It means that the model describes the way an individual interprets surrounding stimuli and judges whether can cope or meet the needs. Individuals are likely to be tensed when realizing that a particular stimulus exceeds their ability. The stress experienced can be in the form of thoughts, feelings, emotions, and behavior (Shahsavarani *et al*., 2015). Therefore, the intensity of the stress depends on the nature of the stimuli individuals face and judgment of a particular situation. Also, after realizing that some of the environmental stimuli exceed an individual ability, then the model emphasizes assessment, intervention, and evaluation of human stress resulting from frustrating events, circumstances, disasters, and crises (Matthieu & Ivanoff, 2006). The measurement of the stress levels provides an opportunity in understanding the impacts, threats as well as challenges resulting from stress. In the present study, the transactional model was used to assess the stress levels among students with albinism from both internal and external stimuli within their learning environment.

The internal stressor involved the assessment of students with albinism stress levels caused by their perceptions during schooling. On the other hand, external stressors focused on assessing students with albinism stress levels from the external environment. Stressors that can be assessed are interpersonal-related, academic-related stressors, and social group-related stressors. As emphasized in the transactional model of stress and coping understanding the threats and impacts of the stress for proper intervention. Also, the present study intended to assess the extent to which SWA is affected. This provided a chance of suggesting possible intervention measures depending on the level of the impacts observed. Moreover, the levels of stress relied on psychological and physiological impacts.

2. METHODS

This study employed a quantitative and survey research design to collect numerical data that determine the levels of stress and their differences for male and female students with albinism. Data for this study were collected from the Shinyanga region in Kahama town council, Kishapu district, and Shinyanga municipal council (see **Tables 1** and **2**). Shinyanga region was selected because it was the region in Tanzania with the highest number of students with albinism about 91 enrolled in secondary schools compared to other regions consecutively for three years (PO-RALG, 2016; 2017; 2018). Therefore, the selected area ensured the accessibility of respondents as per the target of the study.

DOI: http://dx.doi.org/10. 17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857

Table 1. Number of SWA in secondary schools in regions with high rate of enrolment**.**

REGIONS	YEAR AND NUMBER of SWA			TOTAL
	2016	2017	2018	
Mwanza	59	79	39	177
Shinyanga	47	52	91	190
Dar es Salaam	47	45	49	141
Tanga	52	52	8	112
Tabora	33	40	53	126

Table 2. Number of SWA in secondary schools per district in shinyanga region.

Region	Council/ District	Number of SWA		
		M	F	T
SHINYANGA	Kahama MC	21	14	35
	Kishapu	41	0	41
	Msalala	0	1	01
	ShinyangaVijijini	0	0	0
	Shinyanga MC	8	6	14
	Ushetu	0	0	0
	Subtotal	70	21	91

In this study, the population comprised students with albinism in secondary schools in the Shinyanga region, Tanzania. The sample size from four schools was 80 SWA obtained through the Yamane formula. Also, this study employed stratified sampling techniques to obtain categories of male and female students with albinism in selected schools. Moreover, a single-stage cluster sampling was used in selecting districts and schools. The technique was used as it allows access to and tests all identified elements. A secondary school stress questionnaire containing 40 items adopted from Yusoff based on the Likert scale was used (Yusoff, 2014).

The instrument was adopted because of its highest Cronbach's alpha coefficient of 0.93 and was designed purposely for secondary school students. Moreover, the instrument had a wide range of stressors to be measured as per the target of the study. The response keys were *Slight stress=1*, *Moderate stress=2*, *High stress=3*, and *Extreme stress=4*. The scores for general stress levels were categorized as the *lowest level*, *moderate stress,* and *highest stress*. The findings were interpreted as follows: 1-1.99 considered as the lowest level of stress, 2-2.99 moderate level of stress, and 3-4 regarded as the highest level of stress. To ensure the reliability of the instruments a Cronbach alpha coefficient was calculated based on the dimensions of stress levels for the 3SQ scale (**Table 3**).

The overall Cronbach's Alpha for the secondary school stress questionnaire was 0.77. This implies that the questionnaire used was reliable to test stress levels in all dimensions for students with albinism (**Table 3**).

Table 3. Cronbach's alpha coefficient for stress level in its dimensions.

Secondary School Stressor Questionnaires Dimensions	Cronbach's Alpha	Number of Items
ARS	.80	10
InterRS	.89	12
IntraRS	.62	6
LTRS	.83	4
TRS	.85	3
SGRS	.65	5

DOI: http://dx.doi.org/10.17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857

Statistical Package for Social Sciences (SPSS) Version 24 served for analyzing data descriptively and inferentially. In the descriptive analysis, data were analyzed by calculating the mean, frequency, and percentages. The descriptive analysis was suggested to measure the levels of stress of the students with albinism. Inferential statistics served in relating the scores of male and female secondary school students with albinism in Tanzania.

3. RESULTS AND DISCUSSION

3.1. Demographic Information

Data were collected from four secondary schools in Kahama Town Council, Shinyanga Municipal Council, and Kishapu District Council located in the Shinyanga region. A sample of 80 respondents was drawn from government and private boarding secondary schools. The distribution of respondents from one class and school to another was unequal because some schools had a low population of SWA due to the nature of the respondents and the dropout rate in schools. Moreover, the representation of girls in this study was small compared to boys due to the low enrolment of females in respective schools. **Table 4** presents the number of secondary school students with albinism engaged in this study.

Table 4. Distribution of respondents by school and sex.

School	Number of SWA		
	Boys	Girls	Total
A	19	17	36
B	5	3	8
C	6	8	14
D	22	0	22
Grand-total	**52**	**28**	**80**

3.2. Levels of Stress among Secondary School Students with Albinism in Tanzania

The first research hypothesis was students with albinism in Tanzania would yield a higher level of stress. This hypothesis was answered using the secondary school stressor questionnaire comprising 40 items. Therefore, the results of the analyzed data are presented in **Tables 5, 6, and 7**.

The overall score in stress level among SWA was moderate with a mean of 2.6, this implies that the hypothesis stated that SWA would yield the highest level of stress was rejected. Moreover, in terms of levels, 28(34.6%) of the respondents scored the highest level, 42(52.6%) moderate level and 10(12.8 %) had a low level of stress. This implies that respondents with the highest level of stress about 28(34.6%) were overwhelmed with stressors hence they failed to control themselves. But 42(52.6%) of students with moderate ability had a medium ability to deal with stressors and can cope. Last, 10(12.8%) of the SWA with a low level of stress implied that could address stressors from different sources. The majority of the respondents scored the highest levels of stress in dimensions of teacher-related stress 45(56.25%), interpersonal-related stress 31(38.75), and teaching and learning-related stress 45(56.25). Also, the majority of respondents had a moderate level of stress in domains of academic-related stress 44(55%), social-group-related stress 37(46.25%), and intrapersonal-related stress 45(56.25%).

However, all dimensions had respondents with a low level of stress with minimal percentages; academic-related stress 11(13.8%), interpersonal-related stress 25(31.3%), intrapersonal stress scores 5(6.3%), learning-related stress score 20(25%), teacher-related stress 20(25%) and group social-related stress 22(27.5%) (**Table 5**).

DOI: http://dx.doi.org/10. 17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857

Table 5. Stress levels among students with Albinism.

Domains of the stress	Stress Level			Total
	Low	Moderate	High	
Academic-related stress	11(13.75%)	44(55%)	25(31.25%)	80(100%)
Interpersonal-related stress	25(31.25%)	24(30%)	31(38.75%)	80(100%)
Intrapersonal-related stress	5(6.25%)	45(56.25%)	30(37.50%)	80(100%)
Learning and Teaching stress	20(25%)	15(18.75%)	45(56.25%)	80(100%)
Teacher related stress	20(25%)	15(18.75%)	45(56.25%)	80(100%)
Social-group related stress	22(27.50%)	37(46.25%)	21(26.25%)	80(100%)

The findings on stress levels in academic-related stressors revealed that 25(31.25%) of the respondents had a high-stress level, 44(55%) scored moderate level, and 11(13.75%) had a low level of stress. Generally, in this category, most respondents had moderate levels while a few scored low and high. This implies that SWA was stressed moderately with stressors originating from an academic domain like too much content.

On the interpersonal-related stressors, 31(38.75%) of respondents had the highest level of stress, 24(30%) had moderate stress and 25(31.25%) scored a low level of stress. The implication is that most students with albinism were stressed more in their schools by the stressors resulting from interaction with other people which may be students, teachers, matrons, and patrons.

Similarly, findings on intrapersonal-related stress indicated that 5(37.5%) of the respondents had the highest level of stress, 45(56.25%) manifested moderate level of stress and 5(6.25%) scored the lowest level of stress. To sum up, in this category, most of the respondents had a moderate level of stress with 56.25% and a few in the lowest and higher levels respectively. The moderate level of stress may be due to a good understanding of themselves, their value, and the ability to be independent. Those with the highest level of stress may be a result of self-punishing thinking and low self-esteem.

On learning and teaching-related levels of stress, 20(25%) of the respondents had a low level of stress, 15(18.75%) scored a moderate level of stress and 45(56. 25%) had the highest level of stress. Therefore, in this category, SWA demonstrated the highest level of stress due to challenges experienced in the learning process. The problems may involve inappropriate inclusive teaching methodology and learning materials that do not accommodate the needs of SWA.

With regards to the teacher-related stress level, the overall scores were: 45(56.25%) manifested the highest level of stress, 15(18.75%) had a moderate level of stress and 20 (25%) of the respondents had the lowest level of stress. Generally, in this domain, most SWA attained the highest level of stress that originated from teachers. It may be a result of the failure of the teachers in providing constructive feedback in the classroom and accommodating the needs of SWA.

In the last dimension, social-group-related stress, the findings revealed that most of the respondents 21(26.25%) had the highest level of stress, 37(46.25%) had a moderate level of stress, and 22 (27.5%) scored low levels of stress. The implication of these results is that majority of SWA experienced a low level of stress when they engaged in activities that require groups of people such as discussions and presentations in classes.

3.3. Levels of Stress by Sex among Secondary School Students with Albinism in Tanzania

The second research objective was about the level of stress between male and female students with albinism in Tanzania. The results are as indicated in **Table 6**.

DOI: http://dx.doi.org/10.17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857

Table 6. Levels of stress among students with albinism by sex.

Dimension		Sex	
		Male	**Female**
Academic-related stress	Low	6(11.5%)	5(17.9%)
	Moderate	28(53.8%)	16(57.1%)
	High	18(34.6%)	7(25.0%)
Interpersonal-related stress	Low	9(17.3%)	16(57.1%)
	Moderate	19(36.5%)	5(17.9%)
	High	24(46.2%)	7(25.0%)
Intrapersonal-related stress	Low	1(1.9%)	4(14.3%)
	Moderate	28(53.8%)	17(60.7%)
	High	23(44.2%)	7(25.0%)
Learning and Teaching Related Stress	Low	7(13.5%)	13(46.4%)
	Moderate	9(17.3%)	6(21.4%)
	High	36(69.2%)	9(32.1%)
Teacher Related Stress	Low	7(13.5%)	13(46.4%)
	Moderate	9(17.3%)	6(21.4%)
	High	36(69.2%)	9(32.1%)
Social Group Related Stress	Low	11(21.2%)	11(39.3%)
	Moderate	27(51.9%)	10(35.7%)
	High	14(26.9%)	7(25.0%)

With regards to sex, both dimensions of the stress were scored by male and female students with albinism as follows: 23(44.2%) of male respondents had the highest level, 27(51.9 %) moderate, and 2(3.8%) scored the lowest level of stress while 5(17.9%) of the females had the highest level of stress, 15(53.6%) had moderate level and 8(28.6 %) had a low level of stress. The mean score for males was 2.8 and for females was 2.3. Therefore, on sex, males were more stressed than females. The variation may be due to the biological nature of males taking issues more personally than females who tend to share their feelings with others. The scores of male and female SWA in stress dimensions were as follows. For male students with albinism, scores were: academic-related stress had the highest level 18(34.6%), moderate level 28(53.8%), and 6(11.5%) of the respondent had the lowest level of stress in academic-related matters. Then, for female students with albinism, 7(25%) had the highest, 16(57.1%) moderate and 5(17.9%) scored the lowest level of stress. On academic-related stress, the majority of male and female students with albinism had a moderate level of stress related to the academic matter. Moreover, a male student with albinism was tenser in academic matters than female students with albinism.

On interpersonal-related stress, 24(46.2%) male students with albinism had the highest level, 19(36.5%) moderate and 9(17. 3%) scored the lowest level of stress. About female SWA, 7(25.0%) scored the highest level, 5(17.9%) moderate and 16(57.1%) scored the lowest level of stress caused by the relationship with others. In this category, the majority of male SWA pertained to the highest level of stress resulting from interactions with other people, and the majority of female students with albinism experienced the lowest level of stress.

On intrapersonal-related stress, 23(44.2%) of male SWA had the highest stress, 28(53.8%) scored moderate and 1(1.9%) had the lowest level of stress resulting from oneself. In the case of female SWA, 7(25.0%) had the highest score, 17(60.7%) had moderate and 4(14.3%) had the lowest stress. The majority of male and female SWA in this category had a moderate level of stress that implied that they were tensed on average level from their perceptions, attitudes, and feelings.

DOI: http://dx.doi.org/10. 17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857

Regarding learning and teaching-related stress, 36(69.2%) of male SWA scored the highest level, 9(17.3%) moderate, and 7(13.5%) had the lowest level of stress. In the case, of female students with albinism, 9(32.1%) had the highest level, 6(21.4%) had moderate and 13(46.4%) had the lowest level. In this dimension, the majority of male students with albinism were tenser with stressors related to the teaching and learning process different from female students with albinism who majority had the lowest level of stress. This implies that stressors that originated from teaching and learning-related process to female students with albinism were not great challenges to them like the male.

Regarding teacher-related stress, 36(69.2%) of male students with albinism had the highest level, 9(17.3%) scored moderate level and 7(13.5%) had the lowest level of stress while 9(32.1%) of female students with albinism had the highest level, 6(21.4%) had moderate and 13(46.4%) had the lowest level of stress. In this domain, male students with albinism were tenser with teachers as the source of stressors than female students with albinism who had a low percentage in a higher level of stress.

In social-group-related stress, 14(26.9%) of the male students with albinism had the highest level, 27(51.9%) moderate and 11(21.2%) scored the lowest level of stress while 7(25%) of female students with albinism had the highest, 10(35.7%) moderate and 11(39.3%) had the lowest level of stress resulted from the social group. The majority of male students with albinism had a moderate level of stress which implied that they were tense at a moderate level with stressors like involving in group discussions and presentations in front of others while the majority of female students with albinism had the moderate and lowest levels.

Moreover, the difference in stress levels between males and females as measured by Secondary School Stressor Questionnaire scores was investigated. The overall mean score of stress level between males and female students with albinism was calculated and the results indicated that the mean score for males was 2.8294 and that of female students with albinism was 2.3133. The independent sample t-test was used to compare the overall mean score between male and female SWA. The null hypothesis of interest was that there is no difference in stress levels between male and female students with albinism.

Since the p-value was 0.000 ≤ 0.05 as indicated in **Table 7**, the decision was to reject the null hypothesis. Therefore, there were significant differences in stress levels between male and female secondary school students with albinism at a 5% level of significance that is equal to a 95% confidence level.

Table 7. The difference in levels of Stress by Sex.

Sex	N	Mean	Sig. (2-tailed)
Male	52	2.8294	
Female	28	2.3133	.000

**Significant level set at p ≤ 0.05*

The findings implied that SWA studying in secondary schools experienced similar stressors but differ in terms of intensity. Variation of stress intensity among SWA may be a result of school context, awareness of teachers on inclusive teaching pedagogies, and a general understanding of albinism that ensure the accommodation of their needs. Moreover, stress intensity among SWA may be a result of personal life background, self-negative thoughts, lacking support from family members as well as verbal and physical abuse from teachers and peer groups.

The findings of this study are comparable to previous studies conducted with a similar research approach and design. For instance, Akande *et al*. (2014) employed a quantitative

DOI: http://dx.doi.org/10.17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857

approach to determining levels of stress among secondary school students. The findings portrayed that the overall score of students was at a medium level of stress which was equal to 45.5% which is similar to the findings of the current study.

Moreover, within secondary school, literature portrayed that both levels of stress consist of low, moderate, and highest regardless of the nature of the students researched (Akande *et al*., 2014; Hassan *et al*., 2017). However, in other studies that focused on secondary school students, the findings manifested only in two levels of stress scores that are, mild stress (59%) and moderate (41%) (Godati *et al*., 2015). The findings obtained in ordinary secondary schools differed from the findings obtained in higher learning institutions which showed that the majority of the students (94.7%) experienced the highest level of stress and only 5.7% experienced the lowest level (Oduwaiye *et al*., 2017). The variation in scores in stress at different education levels may be a result of the intensity of the nature of the stressors encountered by students in colleges and schools.

Concerning sex, the findings of this study indicated that the majority of male respondents scored the highest level of stress (44.2%) than females who had only 17.9%. The finding is in tune with previous literature that showed that females were less stressed than males (Bryant & Malone, 2015; Godati *et al*. 2015). In literature and this study implied that males were more tensed in the schools' context in comparison with females which may be due to the biological nature and personalization of stressors. Females portrayed the lowest level of stress than males because of their tendency of sharing their feelings and emotions with others easily. Moreover, literature portrayed that male students feel stronger stress due to family demands, which is likely to increase as their grade increases (Kai-wen, 2010). But the findings differed from the results that showed that girls had the highest level of stress than boys in secondary school (Kauts, 2018). Generally, the findings regarding stress levels by sex were inconsistent from one study to another depending on the context, level of education, and methodology applied.

4. CONCLUSION

Stress intensity is the most important aspect of effective learning among students in the school context as linked to their success. Thus, students with albinism require a certain level of stress for their academic satisfaction. Based on the results, students with albinism showed the highest level of stress in the domain of teacher-related stress, interpersonal-related stress, and teaching and related stress. While, the majority of the students with albinism had a moderate level of stress in academic-related stress, social-group-related stress, and intrapersonal-related stress. Concerning sex males showed the highest level of stress than females hence, gender affects the level of stress among students with albinism. Therefore, since the highest and moderate levels of stress are noticed in different sources of stress, then it has many implications that require deliberate efforts or measures to mitigate or reduce stressors. Therefore, it is recommended that there is a need of education stakeholders like non-government organizations, the President's Office of Regional Administration and Local Government (PO-RALG), and the Ministry of Education, Science and Technology to initiate training programs validated by the Tanzania Institute of Education on stress management in school settings. The program would equip students with stress management skills that will help them in understanding different stressors and skills in dealing with stress. Based on the findings, the training should be prioritized in dimensions where students with albinism scored the highest and moderate levels of stress. Moreover, there is a need of strengthening counseling programs in inclusive education settings to assist students with albinism who experiences the highest level of stress. The counselor will help SWA through individual

DOI: http://dx.doi.org/10. 17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857

sessions, consulting education stakeholders who are part of stressors, and preparing a program that helps in moderating levels of stress among students like relaxation progressive skills and meditations.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

6. REFERENCES

Akande, J. A., Olowonirejuaro, D. A. O., and Okwara-Kalu, D. C. E. (2014). A study of level and sources of stress among secondary school students. *IOSR Journal of Research and Method in Education*, *4*(5), 32–36.

Bryant, S. E., and Malone, T. I. (2015). An empirical study of emotional intelligence and stress in college students. *Business Education and Accreditation*, *7*(1), 1–11.

Butto, N. (2019). Four phases of life and four stages of stress: A new stress theory and health concept. *International Journal of Psychiatry Research*, *2*(6), 1–7.

Desamparado, C. G., Mendoza, S. J., Minguito, T. K., and Moneva, J. C. (2019). Stress levels among the senior high school students in practical. *International Journal of Scientific and Research Publications (IJSRP)*, *9*(1), 463-475.

Godati, M., Bhagyalakshmi, M., and Hemalatha, M. (2015). Emotional intelligence and academic stress among adolescent boys and girls. *Eastern Academic Journal, 3*, 46-51.

Hassan, A. A., Jantan, R., Redza, M. A., and Fauzi, M. (2017). Level of stress and anxiety and sources of stress among secondary school students. *Science International (Lahore)*, *29*(4), 959–963.

Jones, E. (2018). Making practice more affective: Emotional intelligence as a legal meta-competency. *European Journal of Current Legal Issues*, *24*(1), 1-17

Kai-wen, C. (2010). A study of stress among college students in Taiwan. Journal of *Academic and Business Ethics*, *2*, 1–8.

Kauts, D. S. (2016). Emotional intelligence and academic stress among college students. *Educational Quest- An International Journal of Education and Applied Social Sciences*, *7*(3), 149-157.

Kauts, D. S. (2018). Emotional intelligence in relation to stress. *MIER Journal of Educational Studies, Trends and Practices*, *8*(1), 1–16.

Matthieu, M. M., and Ivanoff, A. (2006). Using stress, appraisal, and coping theories in clinical practice: Assessments of coping strategies after disasters. *Brief Treatment and Crisis Intervention*, *6*(4), 337–348.

Mavroveli, S., Jose, M., and Ruiz, S. (2011). Trait emotional intelligence influences on academic achievement and school behavior. *British Journal of Educational Psychology*, *81*(1), 112–134.

DOI: http://dx.doi.org/10.17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857

Mishra, P. (2012). A Study of the effect of emotional intelligence on academic achievement of Jaipur senior secondary students. *International Journal of Educational Research and Technology*, *3*(4), 25–28.

Mohamed, S., Baqutayan, S., Wahidah, S., Ghafar, A., and Gul, M. (2017). The relationship between stress and emotional intelligence among postgraduate students: The case study at Perdana school, University Technology Malaysia. *International Journal of Behavioral Sciences*, *11*(2), 74–81.

Ndomondo, E. (2015). Educating children with albinism in Tanzanian regular secondary schools: challenges and opportunities. *International Journal of Education and Research*, *3*(6), 389–400.

Oduwaiye, R. O., Yahaya, L. A., Amadi, E. C., and Tiamiyu, K. A. (2017). Stress level and academic performance of university students in Kwara State, Nigeria. *Makerere Journal of Higher Education*, *9*(1), 103-112.

Shahsavarani, A. M., Azad, E., Abadi, M., and Kalkhoran, M. H. (2015). Stress: Facts and theories through literature review. *International Journal of Medical Reviews*, *2*(2), 230-241.

Sharma, S., and Narwal, K. (2018). A study of relationship between emotional intelligence and academic stress of visually disabled students. *MIER Journal of Educational Studies, Trends and Practices A*, *8*(2), 190–196.

Stein, M., Steenkamp, D., and Tangi, S. D. F. (2019). On the way to child rights focused schools–establishing a new inclusive and violence free secondary school in Tanzania. *International Journal of Education and Research*, *7*(11), 71-92.

Vásquez, A. N. V., and Torres, M. P. P. (2020). Internal consistency and validity of the instrument Attachment between parents and newborn children. *Enfermería Global*, *19*(3), 271-285.

Yusoff, M. S. B. (2014). Psychometric properties of the secondary school stressor questionnaire among adolescents at five secondary schools. *Journal of Taibah University Medical Sciences*, *10*(2), 159–168.

DOI: http://dx.doi.org/10. 17509/xxxx.xxxx
p- ISSN 2775-8400 e- ISSN 2775-9857