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## STRESS AMONG ADOLESCENT STUDENTS

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### ABSTRACT

Stress is the bane of twentieth century – an inevitable act of life, the world over. Compared to a generation or two ago, our life styles to-day may be richer in material terms, but whether this has meant a concomitant increase in happiness and well-being is a moot point.

Science and Technology bring improvement in the quality of human life in many ways, it also resulted in many new crises. Crowding, noise pollution, competition, social insecurity, unemployment, violence, loneliness etc., are all accompaniments of modern living. Stress is an integral part of our lives. While stress is considered a major cause of mental and physical health problems, its effect is not always undesirable. In fact, stress is a basic ingredient of life.

In this paper discuss **stress among adolescent students**

**Keywords:** Stress, Adolescent, Self - Actualization, Academic Stress.

### Introduction:

Stress is the bane of twentieth century – an inevitable act of life, the world over. Compared to a generation or two ago, our life styles to-day may be richer in material terms, but whether this has meant a concomitant increase in happiness and well-being is a moot point.

Science and Technology bring improvement in the quality of human life in many ways, it also resulted in many new crises. Crowding, noise pollution, competition, social insecurity, unemployment, violence, loneliness etc., are all accompaniments of modern living. Stress is an integral part of our lives. While stress is considered a major cause of mental and physical health problems, its effect is not always

undesirable. In fact, stress is a basic ingredient of life.

Increasing urbanization has been responsible for most stressful changes in recent years. Society, the working and academic world and daily life have changed almost beyond recognition. These changes have contributed to a major increase in stress. People have developed wrong habits and ways of reacting to adversities in life.

Stress can be described as the pattern or response an organism makes to stimulus event that disturbs the equilibrium and exceeds a person's ability to cope. The stimulus events include a large variety of external and internal conditions called stressors if they are perceived to threaten one's well- bring and demand some kind of adaptive response.

Stress is an emotional, intellectual or physical reaction to change or demands. The stress reacting prepares the mind and body to react to any situation that is new, threatening or exciting. The causes of stress are environmental, psychological, social, personal thoughts, conflicts, hassles, pressures, frustrations etc.

Adolescence is the period of considerable stress. While much of the stress can be minimized through support, persistence, active decision-making and planning, there still will be times when adolescents find themselves in difficult situations. Coping with stress is associated with various competences such as organizational adaptability, human relations, problem solving and self-confidence. Science and Arts are important courses that advance its students towards professional horizon; they are much in demand and are considered to be the significant area of study among the students. However students in these streams have to work hard for better prospects, which at times expose them to stress as well.

### Statement of the problem:

To assess the stress among Adolescent Students.

### Objectives of the Study:

1. To assess the frequency of academic, self-actualization, social, institutional, family, financial and vocational stresses among adolescent students.
2. To assess the amount of academic, self-actualization, social, institutional, family, financial and vocational stresses among adolescent students.

### METHODOLOGY:

#### Sample:

The study was intentionally done on second year degree students. The total sample size is 100 adolescent students, which consists of 50 boys and 50 girl students. Only the students studying in science and Arts streams were selected for the sample. The sample was randomly selected in equal number from two Govt. Degree Colleges in Tirupati City.

#### Tool:

Bisht Battery of Stress Scale (BBSS), by Bisht, Abha Rani (1987), was used to assess in the sample.

#### Statistics Used:

Mean, S.D, 'T' Test were employed.

#### Results and Discussion:

The collected data were analyzed to achieve the objective of the study and draw conclusions

#### Objective - 1:

The first objective of the study was to assess the frequency of stress among Science and Arts students. To achieve this objective, the scores obtained from the Bisht Battery of Stress Scale were used. The mean score obtained from each group was compared by calculating value, which is shown in Table 1.

**Table 1: Mean Score for Frequency of Stress according to Stream of Education**

Stress	Stream				Statistical Value t
	Science (n=50)		Arts (n=50)		
	Mean	S.D	Mean	S.D	
SAS (Academic)	2.01	0.30	2.90	0.23	2.690**
SSAS (Self – actuali- zation)	3.69	0.42	3.04	0.41	3.112**
SSS (Social)	3.79	0.56	2.36	0.36	3.278**
SIS (Institutional)	1.77	0.20	2.52	0.34	0.680
SFS (Family)	2.45	0.38	2.60	0.28	0.549
FSS (Financial)	2.13	0.33	2.42	0.48	2.085*

\*Indicates significant at 0.05 level.

\*\*Indicates significant at 0.01 level.

@ Indicates Not significant at 0.05 level.

In the above table SAS, SSAS and SSS were found to be significantly higher among the adolescents of science stream whereas FSS was found to be significantly higher among Arts students. SIS, SFS do not show significant difference between the two streams of students.

The higher academic stress among adolescents of science stream was probably due to

greater problems in admission, more difficult academic curriculum, additional burden for practical courses and higher perception of abilities as compared to Arts Students. Also, the students of science stream generally have a better academic record and therefore excelling among the top rankers is more difficult and stressful. This may be attributed to be the cause of higher stress in science stream generally have a better academic record and therefore excelling among the top rankers is more difficult and stressful. This may be attributed to be the cause of higher stress in science stream as compared to arts students may be attributed to higher parental expectations resulting from their better academic record. As a result, the aspirations become high and the student is not quite sure if he will be able to fulfill his dreams. Thus uncertainty of one's capability to be able to express in the way he wishes to results in an increase in self-actualization stress.

Higher targets and over enthusiasm among the science students as compared to the arts students and the dynamics of higher level of other stresses found in science students as compared to the arts students may also be the cause of higher level of self-actualization stress found in them. Adolescents of science stream as compared to arts students spend longer period of the day on academic work and probably have lesser energy and interest for social activities. The lower level of social interaction makes them less confident in social expressions resulting in higher social stress. The frequency of financial stress was found to be higher in arts students as compared to science students; perhaps the arts students are more ambitious and spend more money as compared to their science counterparts. Also due to lesser burden of studies of arts students they are more likely to indulge in money spending activities as compared to science students.

### Objective – 2:

To achieve the second objective the mean value of the six stresses obtained from adolescent students of two groups were compared by calculated 't', which is shown in Table 2.

**Table 2: Mean Score for Amount of Stress according to Stream of Education**

Stress	Stream				Statistical Value t
	Science (n=50)		Arts (n=50)		
	Mean	S.D	Mean	S.D	
SAS (Academic)	3.63	0.95	2.60	0.35	4.528**
SSAS (Self – actualization)	2.04	0.36	2.95	0.30	0.699
SSS (Social)	2.32	0.97	2.64	0.57	0.136
SIS (Institutional)	2.89	0.81	2.59	0.47	0.755
SFS (Family)	2.90	0.88	2.57	0.32	0.982
FSS (Financial)	2.44	0.65	2.48	0.58	0.487

\*Indicates significant at 0.05 level.

\*\*Indicates significant at 0.01 level.

@ Indicates Not significant at 0.05 level.

In the above table SAS were found to be significantly higher among the adolescents of science stream whereas SSAS, SSS, SIS, SFS and FSS do not show any significant difference between the two streams of students.

On the basis of the present study it was found that the amount of academic stress among adolescents of science stream was higher as compared to arts students probably because they have to be more punctual in attending lectures; small differences in the final merit list matter a lot for higher studies and job prospects; they take tuitions to learn the complex topics and usually remain in scholastic environment.

### MAJOR FINDINGS:

On the basis of the obtained results it is concluded that the adolescents of science stream show higher levels of both frequency and amount of stress as compared to their counterparts.

The adolescents of science and arts stream may be called the cream. The best performers of the academic world came to these streams. Yet their outputs is likely to be considerably reduced due to high stress levels. The potential and improving their performance they should be provided with a stress-free environment or perhaps should be equipped with effective coping strategies.

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