

Study of Relationship between Tension and Social Support among Adolescent Students

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Abstract

Adolescents are worried about their academic performance. Many students are under great parental pressure to get high marks. Tension is the subjective sensation that accompanies the body's response to real or perceived threat. In this case social support plays the important role of giving a powerful signal to the individual. This study aimed to assess the Tension in Relation to their Social Support among Adolescent Students. The study was carried on 300 adolescent students. All of them were given a structured questionnaire to find out social support profile and State Trait Anxiety Test to find out Tension. Association of various supports with presence of Tension symptoms was assessed. Statistics was analyzed with SPSS. findings reveal that the percentage of Family Support is higher than Teacher Support, Peer Support, and Online Support. It has been found that family Support is more important than others to reduce tension. Students having positive relationship with their parents are less problematic. In present scenario students are more close to their peers which is lowest in rank to reduce tension and most probably very sensitive about apps in their mobiles. So pleasant and healthy atmosphere in home and Congenial environment in the classroom with respect to teachers and guidance and information provided them will be helpful in their reduction of tension. Also Teachers who communicates a deep regard for students' lives, a regard infused with unblinking attention, and begins with the belief that each student is unique, Love for students just as they are—without any drive or advance toward a future help the students to reduce the feeling that is produced in a situation when people are anxious and do not trust each other, and when there is a possibility of sudden violence or conflict

. *Keywords: Tension, Social Support (Family Support, Teacher Support, Peer Support, On-line Support) Adolescent Students*

INTRODUCTION

The world is becoming more and more competitive. Diversity in education and the workplace has become a major factor in personal progress leading to panic, fear, anxiety and worry.

Anxiety is a state of fear or of actual or imagined fear, caused by the prediction of a threatening event or situation. It is a chronic state of anxiety and panic aided by instability or depression. **Kaplan, H. And Sadock, B. (1996)** affirmed that anxiety is described by a dispersed, unpleasant, indistinct sense of tension, commonly escorted by autonomic signs, such as headache, sweating, trembling, tightness in the chest, and light stomachache^[16] Bouras, N.; Holt, G. (2007) studied that anxiety is a feeling of discomfort and anxiety, which is often expressed and do not focus too much on the condition that is considered frightening^[5]. Davison, Gerald C. (2008) explained that negative emotions associated with fear of events are expected, such as a near-death experience^[8] **American Psychiatric Association (2013)** stated that anxiety is not the same as fear, which is a response to a real or perceived immediate threat, whereas anxiety is the expectation of future threat^[1]. Anxiety is a feeling manifested by feelings of tension, anxious thoughts and physical changes such as an increase in blood pressure.

Tensions are the state of being unable to fulfill a particular desire or inclination. Marriam Webster's Dictionary defines tensions as internal struggles, tensions, or imbalances that are often accompanied by emotional orientation.

Tensions have become a part of students' learning lives due to the various internal and external expectations placed on their shoulders. Young people are at greater risk of problems related to academic stress as changes occur at the individual and social level. Therefore, it is important to understand the sources and impact of educational stress in order to find effective and efficient intervention strategies. The effects of the conflict can be temporary or long-lasting. A person affected by obesity shows a growing disturbance and a decrease in concentration in any activity. The person exhibits symptoms of memory loss, sleep disturbances, and stressful mental disorders

The relationships between people, the heart and soul of human experience, fulfill a human need, maintain faith and confidence and promote cooperation. 'Community Support' is provided by these relationships, which provide assistance; help, assistance and motivation so that people can better deal with physical and mental conflict. Community Support has also been acknowledged to have a significant impact on student achievement. Since family and friends are the first source of individual reference, support from both sources has been found to contribute significantly to academic achievement. House (1981) distinguishes between four types of support: emotional (referring to the provision of trust, empathy and love), practical giving a person time and skill), informed support (refers to guidance) and judicial support (refers to test response).^[14] Shaw, Krause, etc. al. (2004) defines parental support as "an act or practice of care, acceptance, and support expressed by a parent in a child [23]". LaCoursiète (2001) explained that the theory of Online Social Support (OSS) was designed to understand the larger picture of social support in order to facilitate Internet^[17] f. Hartup & Stevens (1997) reported that teens with friends were more likely to be found. self-confidence, personality and less hate, and showing greater involvement in school activities^[12]. Pianta (1999) suggested that school-related

anxiety, stress can be reduced with the support of teachers [22]. Ladd & Burgess (2001) found that a good relationship between teacher and student serves as a resource for children at risk of failing in school., while in conflict, bad relationships exacerbate that risk. [18] Hall & Brassard (2008) found that in young children, the family (parents, in particular) is their most important and powerful source of support [11]. As people move from infancy to childhood later and into adolescence, they often spend more time outside the living space communicating and maintaining relationships with others, including classmates and / or peers.

Research also tells us that social support does a much better job of protecting us from the effects of depression when we believe that emotional support is easy to come by, and there should be one person we can be happy with.

METHODOLOGY

Objectives:

The present study was designed to attain the following objective:

To study the Tension in Relation to their Social Support (Family Support, Teachers Support, Peers Support and Online Support) among Adolescent Students

Hypotheses:

The proposed hypotheses were

- H1:** There exists no significant relationship between Tension and Family Support (DI of social support) among Adolescent Students
- H2:** There exists no significant relationship between Tension and Teachers Support (DII of social support) among Adolescent Students
- H3:** There exists no significant relationship between Tension and Peers Support (DIII of social support) among Adolescent Students
- H4:** There exists no significant relationship between Tension and Online Support (DIV of social support) among Adolescent Students
- H5:** There exists no significant relationship between Tension and Total Social Support among Adolescent Students

Research Design:

The investigator was used survey method for studying the problem. Furthermore, quantitative research is about identifying relationships between variables through the use of data collection and analysis.

Identification and Recruitment of Participants:

In order to conduct the present study, six Government and Aided schools from Hoshiarpur district were selected. For their selection Sample Random Technique was employed. Out of the selected schools, investigation was carried out on 300 students of Government and Aided Schools.

Measures: The two instruments were used to collect data from the respondents. They include

Trait Anxiety Test (Stat) (Psy-Com Services, 1991):

The State Trait Anxiety Test (STAT) is based upon the MAP series which measures 20 personality dimensions. Tension play a dominant role in the anxiety pattern The split half reliability for calculating total score is 0.88 and test retest for calculating total score is 0.82 as given in the manual. Content validity values for tension are.73**State**

Social Support Scale {Prof. (Mrs.) Indira Dhull & Ms. Sangeeta Godara, 2016}.

The social support scale 40 items (35 Positive and 05 Negative). Each Support has 10 items. The participants rated on 3-point scale i.e., Always, Often, never ranging from 3 to 1. The maximum score for a positive item to be awarded is 3 and least is 1. In case of negative items, the scoring procedure is to be reversed. The test re test reliability was found to be 0.751. The validity of the constructed scale of 'Social Support Scale' was tested on the basis of face validity and content validity.

Procedure:

In order to conduct the study, 300 adolescent students of Jalandhar District were selected as sample. Social Support Scale by Prof. Indira Dell and Sangeeta Godava (2016) and State Trait Anxiety Test (Stat) (Psy-Com Services, 1991) was administered to selected students. The scores of social support and Tension (dimension of anxiety) had been taken. Further, the data was given statistical treatment.

Statistical Technique:

Multiple regression and linear regression were used to know the strength of the predictors. With the help of Pearson product moment correlation, the researcher was able to determine the relationship between dependent and independent variables. Mean and standard deviation of various subgroups will be computed to understand the nature of data

The Data Obtained was analyzed under the following headings:

RESULTS AND DISCUSSION

This portion of the study presents the results of the data gathered by the researcher.

**Table 1(A)
Regression Analysis of Family Support as Predictors to Ease Tension among Students**

R = 0.843 R Square = .710 Adjusted R Square = 0.71 Standard Error = 2.977						
Analysis of variance						
Source	Sum of square	df	Mean Square	F	P	Remark
Regression	6517.2017	1	6517.2017	732.91	<.0001	Significant
Residual	2649.8783	298	8.8922	-----	-----	-----
Total	9167.08	299	-----	-----	-----	-----

In the table 1(A) Family support account for 71% of the total variance to Ease Tension among Students (R square = 0.710 p<.0001). This percentage is significant. Thus, the data provide sufficient evidence to reject the hypothesis namely H₁ viz. “There exists no significant relationship between Tension and Family Support (DI of social support) among Adolescent Students

There is large, Negative and significant relationship between family support and tension. It means more family support a reduced amount of tension and less family support added tension.

**Table 1(B):
Teacher Support as Predictors to Ease Tension among Students**

R = -0.7905 R Square = 0.6249 Adjusted R Square = 0.6237 Standard Error = 3.9719						
Analysis of variance						
Source	Sum of square	df	Mean Square	F	P	Remark
Regression	7859.6352	1	7859.6352	496.53	<.0001	Significant
Residual	4717.0315	298	15.829	-----	-----	-----
Total	12576.6667	299	-----	-----	-----	-----

In the table 1(B) Teacher support account for 62.49 % of the total variance to Ease Tension among Students (R square = 0.6249 p<.0001). This percentage is significant. Thus, the data provide sufficient evidence to reject the hypothesis namely H₂ viz. “There exists no significant relationship between Tension and Teachers Support (DII of social support) among Adolescent Students”

There is large, Negative and significant relationship between teacher support and tension. It means more teacher support students will be sedate, relaxed, tranquil, composed and satisfied and with less Teacher support students will be tense, excitable, frustrated, drives, restless, fretful and impatient

Table 1(C):

Peer Support as Predictors to Ease Tension among Students

R = -0.7802 R Square = 0.6087 Adjusted R Square = 0.6074 Standard Error = 4.1411						
Analysis of variance						
Source	Sum of square	df	Mean Square	F	P	Remark
Regression	7976.4938	1	7976.4938	463.58	<.0001	Significant
Residual	5127.4362	298	17.2062	-----	-----	-----
Total	13103.93	299	-----	-----	-----	-----

In the table 1(C) Peer support account for 60.87 % of the total variance to Ease Tension among Students (R square = 0.6087p<.0001). This percentage is significant. Thus, the data provide sufficient evidence to reject the hypothesis namely H₂viz. “There exists no significant relationship between Tension and Peers Support (DIII of social support) among Adolescent Students”

There is large, Negative and significant relationship between Peer support and tension. Peer social support seems important since it creates the individual feels comfort, caring, and supportive. Bernardon et al, (2011) found that for university students living away from home, social support from peers may be more important than from family members^[4].

Table 1 (D):

On Line support as Predictors to Ease Tension among Students

R = - 0.8137; R Square = 0.6621; Adjusted R Square 0.661; Standard Error = 4.8549						
Analysis of variance						
Source	Sum of square	df	Mean Square	F	P	Remark
Regression	13809.0514	1	13809.0514	583.92	<.0001	Significant
Residual	7047.3853	298	23.6489	-----	-----	-----
Total	20856.4367	299	-----	-----	-----	-----

In the table 1(D) On Line support account for 66.21 % of the total variance to Ease Tension among Students (R square = 0.6621p<.0001). This percentage is significant. Thus, the data provide sufficient evidence to reject the hypothesis namely H₂viz. “There exists no significant relationship between Tension and Online Support (DIV of social support) among Adolescent Students.

There is large, Negative and significant relationship between On line support and tension. Portable devices, such as smart phones and tablets, are offering an ideal platform for stress relief. There are apps now for almost any kind of stress therapy, be it meditation, mindfulness breathing, cognitive behavior therapy, relaxation techniques, coloring in, or online therapy chat service

Table -1

Regression Analysis of social Support as Predictors to Ease Tension among Students

R = 0.859 R Square = . 0.7379 Adjusted R Square =0 .737 Standard Error = 12.985						
Analysis of variance						
Source	Sum of square	df	Mean Square	F	P	Remark
Regression	141920.4435	1	141920.4435	838.89	<.0001	Significant
Residual	50414.5565	298	169.1764	-----	-----	-----
Total	192335	299	-----	-----	-----	-----

In the table 1 Social support account for 73% of the total variance to Ease Tension among Students (R square = 0.737p<.0001). This percentage is significant. There is large, negative and significant relationship between social support and tension. Thus, the data provide sufficient evidence to reject the hypothesis namely H₅ viz. “: There exists no significant relationship between Tension and Total Social Support among Adolescent Students. There is large, Negative and significant relationship between social support and tension. it means one increases other decreases and visa versa.

Wang X: He F, Guan H, Kong Y, Cao R, Peng J: (2014) reported that Social support is the care or help from others that an individual can feel, notice, or accept^[26,13]. Peng J, Miao D, Xiao W, Thoits PA (2013) remarked that as an important environmental resource in an individual's social life, social support affects a person's physical and mental health and behavior patterns, and has a very close relationship with the generation, development, control, and prevention of depression^[21,25]. Maulik PK, Eaton WW, Bradshaw CP (2011) suggested that A good social support can provide protection for an individual under stress and has common gaining function on maintaining an individual's good emotional experience^[20].

So above tables and findings reveal that the percentage of Family Support is higher than Teacher Support, Peer Support, and Online Support. It has been found that family Support is more important than others to reduce tension. Students having positive relationship with their parents are less problematic. In present scenario students are more close to their peers which is lowest in rank to reduce tension and most probably very sensitive about apps in their mobiles. So pleasant and healthy atmosphere in home and Congenial environment in the classroom with respect to teachers and guidance and information provided them will be helpful in their reduction of tension. Also Teachers who communicates a deep regard for students' lives, a regard infused with unblinking attention, and begins with the belief that each student is unique, Love for students just as they are—without any drive or advance toward a future help the students to reduce the feeling that is produced in a situation when people are anxious and do not trust each other, and when there is a possibility of sudden violence or conflict.

The same has been depicted in the graph in Fig. 1.

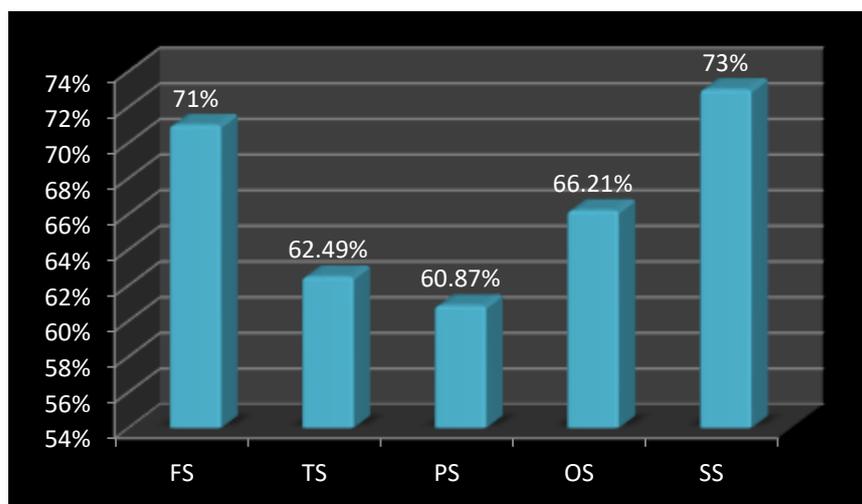


Fig. 1: Graphical representation Relationship between Social Support and its various dimensions with Tension

The results are in tune with the findings of

Crockenburg (1987) found that teenagers who receive more social support are less likely to exhibit angry and hostile behaviors throughout adolescence and have a decreased probability of exhibiting such behaviors in adulthood^[7]. Cobb, 1976; DeGarmo et al., 2008; Treharne et al., (2007) examined that the ability of social support mechanisms to moderate or “buffer” the impact of psychosocial stress on physical and mental health has been well documented throughout the literature^[6]. M. M. Alsubaie, H. J. Stain, L. A. D. Webster & R. Wadman (2019) found that Social support from family, and friends was a significant predictor of depressive symptoms ($p = 0.000^*$). Quality of life (psychological) was significantly predicted by social support from family and friends. Quality of life (social relationships) was predicted by social support from significant others and friends. Sources of social support represent a valuable resource for universities in protecting the mental health of students^[19]. Jung Sonja, Sindermann Cornelia, Li Mei, Wernicke Jennifer, Quan Ling, Ko Huei-Chen, Montag Christian (2019) concluded that The current study not only yields support for the hypothesis that the size of one's own social network as well as the perceived quality of social support received in everyday life present putative resilience factors against developing IUD. It also supports the approach that special coping styles are needed to make use of the social support offered^[15].

CONCLUSION:

Some of the effects scholars frequently cite as causes of Pressure include tests., Last days., Back to school., The pressure to combine paid work with learning., Difficulty in planning a task., Managing time, leaving last- nanosecond assignments, and going out debt operation. Reminisce that the purpose of erecting support for your community is to reduce your conflict. Taking the time to make a social support network is a wise investment not only for your internal well- being but also for your physical health and longevity. Berkman LF. (1995) set up that social insulation and low situations of social support have been shown to be associated with an increase in morbidity and mortality performing from a variety of medical conditions. For illustration, in a well- known Alameda indigenous study, men and women who weren't in contact with other people were 1.9 to 3 times more likely to die from heart complaint, stroke, cancer, or a host of other conditions within time compared to most affected people^[3]. The main focus of this study was to assess the part of community support in order to reduce conflict and strategies to address it and scholars who reported less social support reported advanced Pressure. This is harmonious with other studies by Dumont M, Provost MA (1999) which set up that a lack of family support in nonage^[9]. it is often associated with increased stress, higher levels of behavioral problems, and lower satisfaction in health. Feiring C, Taska LS, Lewis M (1998) reported that teens who have a high opinion of receiving support from friends, however, reported more behaviors and emotional problems. A possible explanation for this effect could be that the group consists of

students who can rely less on family sources of love, nourishment and guidance. Based on 154 youth reports it was found that adolescents who view friends as their main source of support are particularly vulnerable to malpractice ^[10].

In particular, supportive Teachers show their care and concern for their students. so these students frequently repay this concern and respect for preceptors by sticking to classroom procedures. Wright et al,(2013) scholars also set up support on their social networking spots with family and friends through face- to- face contact and social media. These probative measures have been shown to reduce feelings of depression (27). Bernardon et al,(2011) in his research results indicated that participants with greater attachment security reported lower levels of all types of loneliness compared to those with less attachment security, and this was partially mediated by perceived social support but not the use of social support coping. When examining underlying attachment constructs, a more positive model of others was related to less family and social loneliness, and these associations were mediated by greater perceived social support ^[4].

The position of peer support is rehearsed at numerous universities, from officially trained counselors to informal community liaison. Although peer support styles have been espoused at numerous universities around the world, so their part as parents and preceptors in letting them know how to fete conflict will help them to manage better. Every pupil needs a mentor, they can trust and and rely on. Building good pupil/ schoolteacher connections is very important in reducing stress. Vulnerable children need a calm and compassionate person to whom they can turn, similar as parents, a friend, an academy psychologist, a academy nanny or a resource school teacher. Teachers should allow for social interaction in the classroom. Teachers should keep this in mind when conducting their assignment plans.

Bergland,(2013) explained that Feeling connected to the community, in a safe terrain, helps to make connections. “ Tende- and- friend ” is relatively different from “ fight- or- fly. ” Having good social connections increases oxytocin and actually lowers cortisol. Face- to- face connections are excellent; still," calls and Face book can lower cortisol if it promotes a sense of genuine communication". When people are organized, they've lower stress ^[2] Smith, (2013) suggested that Allow scholars to have applicable flexible dates in their assignments. This will reduce their stress on scheduled days and keep them active and on top of their work ^[24]. Depression kills the mind when it comes to literacy. thus, preceptors need to be apprehensive of the pressures their scholars are passing in the classroom and in their own lives. While we may not be suitable to control what happens outside of the classroom, we can give the support and backing that they may need in order to manage with these stressful times. By understanding how stress affects literacy, preceptors can help make their scholars' emotional adaptability and spark their advanced situations of mindfulness.

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