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To Determine the Stress Management Skills of young adults.

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ABSTRACT

Any change that creates physical, emotional, or psychological discomfort is referred to as **stress**. The psychological impression of pressure, on the one hand, and the body's response to it, on the other, which involves various systems ranging from metabolism to muscles to memory, are both referred to as stress. Psychological stress is described as a specific interaction between a person and their environment that the person perceives as exhausting or exceeding his or her resources and putting his or her well-being in jeopardy.

Stress management refers to a set of practices that a person might use to develop efficient coping mechanisms for dealing with psychological stress. Stress management is the use of psychological techniques to lessen physical reactions to stressful environmental events (such as muscle tension, high blood pressure, sleeplessness, and stomach discomfort). These uneasy feelings could be linked to unpleasant emotions including worry, despair, rage, pain, or sickness.

It was found that the impact of stress management resulted in reduction in BMI, stress and greater satisfaction in sexual life among young adults Dimou, P. A. et.al. (2013). It was found that stress management may enhance the cystic fibrosis patient's perceived control of his/her situation, reduce the level of pain and anxiety, and enhance the quality of life Spirito, A. et.al. (1984).

In the present study, an attempt has been made to determine the stress management skills of young adults aged between 20 to 30 years. The subject has been taken from the students of UG and PG level of Lovely Professional University. Stress Management Scale of Dr. Vandana Kaushik and Dr. Namrata Arora have been used for the present study.

Results of the study indicate that both male and female subjects belong to "Group D" category which means they have shown moderate stress management with respect to stress. In comparison of the scores, it has found that female subjects mean score is higher than the mean scores of the male subjects (male = 111.1, female = 119.2). From the standard deviation score, in comparison between male and female subject, it has found (male = 23.51, female = 23.11) indicates that male subjects have shown slightly greater variability of scores compared to the female subjects. t- value indicates (1.10 with $df = 38$) that the mean scores of both the groups are statistically significant at 0.05 level. Therefore it may be said that the difference of scores of both the groups are statistically significant.

Hence, it may be concluded that both the groups have shown moderate amount of stress management skills and females have shown greater skills in stress management compared to males.

Introduction

Stress may be a motivator, and in a few cases, it is even essential for survival. The fight-or-flight response system in the body tells a person when and how to respond to danger. When the body is triggered too readily or when there are a lot of stressors at once, it can jeopardize a person's mental and physical health and can be hazardous. Stress is a natural reaction to the inability to cope with particular demands and situations. If a person does not take actions to manage stress, it might become a chronic condition.

This is why stress management plays an important role in everybody's life. Effective stress management enables you to set yourself free from the grip that stress has on your life, allowing you to be healthier, more productive and happier. The ultimate goal is to live a balanced life, with time for work, relationships, fun, and relaxation—as well as the resilience to keep going when things will become tough.

In this study, the aim is to determine the stress management skills of young adults. This will help to find out current status of stress management skills in youth.

It was found that watching T.V/Movies, listening to music or taking part in other leisure time activities helped young adults to reduce stress Bukhsh, Q. et.al. (2011).

Providing stress management and problem-solving training to students can help them behave properly and, as a coping strategy, prevent them from becoming addicted Abdi, M., & Sharyati, A. (2019).

Problem-focused coping, emotion-focused coping, and meaning-making were identified as three main coping strategies of students in the qualitative findings and also found innate sense of hope in managing stressors Mason, H. (2017).

These findings provide preliminary support for the practicality of self-administered manual-based therapies, as well as some indication that they can improve health in people with asthma and possibly other chronic diseases Hockemeyer, J., & Smyth, J. (2002).

Findings suggest that online stress management programming for college students may have some positive impacts and were more likely to increase their weekly physical activity and have less anxiety and family problems Lord, S. et.al. (2008).

Even short-term stress management methods may be beneficial in lowering acute distress and buffering physiological responses during social stress in young adults Cruess, D. G. (2015).

Female students were more stressed about their academic performance. In terms of coping strategies, females used more instrumental support seeking (problem-focused) and emotional support seeking (emotion-focused) than males Madhyastha, S., Latha, K. S., & Kamath, A. (2014). So, an attempt has been made to determine the stress management skills of young adults.

Methods

Objectives:-

- To determine the stress management skills of young adult aged between 20 to 30 years.
- To see the comparison between the male and female subjects aged between 20 to 30 years in respect to stress management skills.

Hypothesis

- There will be no significant difference of stress management skills among young adults (H_0).
- There will be no significant relation in comparison with male and female subjects aged between 20 to 30 years in respect to stress management scale (H_0).

Samples

20 male and female subjects have been taken for the present study whose ages range from 20 to 30 years. All subjects belong to middle socio-economic status.

Inclusion criteria

- All the subjects aged between 20 to 30 years.
- All the subjects belong to middle socio-economic status.

Exclusion criteria

- No subject has been taken whose age is below 20 years and above 30 years.
- No subject has been taken who is either below or above middle socio economic status.

Tools

In present study, Stress Management scale by Dr. Vandana Kaushik and Dr. Namrata Arora has been used. The Stress Management Scale has 36 items. This Scale has Positive and Negative items. Each item has total 6 response points ranging from “Strongly Agree” to “Strongly Disagree”.

Procedure

In the present study, 20 male and 20 female subjects aged 20 to 30 years were taken. Stress Management Scale of Dr.Vandana Kaushik and Dr.Namrata Arora was applied for the present study in online version. Proper instructions to respond the scale were given to subjects carefully. Responses were taken and tabulated according to the scoring procedure. Statistical analysis was done and then discussions were made and conclusions were drawn.

Results and Discussion

Result Table 1:- Showing scores of male subjects in stress management skills.

Sr.No.	Score	Mean	S.D	Grade	Remarks
1.	118	111.1	23.51	D	Moderate Management
2.	84				
3.	114				
4.	152				
5.	100				
6.	84				
7.	86				
8.	75				
9.	85				
10.	155				
11.	111				
12.	142				
13.	122				
14.	124				
15.	86				
16.	135				
17.	102				
18.	95				
19.	124				
20.	128				

Result Table 2:- Showing scores of female subjects in stress management skills.

Sr.No.	Score	Mean	S.D	Grade	Remarks
1.	155	119.2	23.11	D	Moderate Management
2.	138				
3.	110				
4.	97				
5.	102				
6.	99				
7.	138				
8.	68				
9.	129				
10.	115				
11.	113				
12.	143				
13.	119				
14.	145				
15.	105				
16.	93				
17.	135				
18.	155				
19.	138				
20.	110				

Result Table 3:- Showing comparison of scores between Male and female subjects in stress management skills.

Particulars	Mean	S.D	t-value	P-value	Remarks
Male	111.1	23.51	1.09	0.27	Significant at 0.05 level
Female	119.2	23.11			

Discussion

From the above results, it has shown that both the groups have fallen in category “D” which indicates that they are moderate in managing stress. From the means of both the groups, it has found that the scores of female subjects are higher than that of male subjects. This reveals better management of stress has been observed among the female subjects. The S.D values show that the scores of the male subjects have shown slightly greater variability than the female subjects. t- value has been found significant at 0.05 level, which implies that the difference between two means is statistically significant.

It was found that watching T.V/Movies, listening to music or taking part in other leisure time activities helped young adults to reduce stress Bukhsh, Q. et.al. (2011). This study is matching with the finding of this study. Female students were more stressed about their academic performance. In terms of coping strategies, females used more instrumental support seeking (problem-focused) and emotional support seeking (emotion-focused) than males Madhyastha, S., Latha, K. S., & Kamath, A. (2014). And this study is contradictory to the findings of the present study where females are more seekers for Stress management skills as compared to males.

Therefore, it may be said that both the groups have shown moderate stress management skills and female subjects are more capable of showing coping strategies against stressful life events.

Conclusion

Results have shown that null hypothesis has been rejected and alternative hypothesis has been accepted which means there is a difference of scores between male and female subjects. So the stress management skills have been found among young adults which indicates moderate management skills on both the groups and females have shown more skills on stress management skills as compared to male subject in this study.

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