



The Impact of Stress On School Going Adolescence in Mandi

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ABSTRACT

Stress is the state of psychological upset or disequilibrium in human beings caused by frustration, conflicts, and other internal as well as external strains and pressures. The present study is conducted on a sample of 110 adolescent students (12 to 14 years). The main objective of the current study is to find the gender differences in pressure, physical stress, anxiety, frustration, and Overall stress score among school students. The results show that Girls are having more stress than Boys.

Key Words: pressure, physical stress, anxiety, frustration, stress.

INTRODUCTION

India is the second largest populated country in the world. The modern world, which is said to be a world of achievements, is also a world of stress. One finds stress everywhere, whether he goes within the family, business organization, enterprise, or social and economic environment. An individual is invariably exposed to various stressful situations throughout his life. Adolescence is said to be, "The age of great ideals and the beginning of theories as well as the time of simple adaptation to reality" -Jean Piaget (1954). Thus it is not surprising that interest in the issue has been rising with the advancement of the present century which has been called the "Age of Anxiety and Stress". Stress can either be positive or negative. Within today's society, adolescents face an abundance of stressors. Stress is defined as "the imprecise response of the body to any demand for change". Adolescents group experience includes financial difficulties, academic performance, social status, opinions of peers, romantic relationships, and relationships with parents. Adolescence has been defined as life spanning between 10-19 years by the World Health Organization(WHO).

Hans's Selye in 1936 first introduced the concept of stress. He defined Stress as the state of psychological upset or disequilibrium in human beings caused by frustration, conflicts, and other internal as well as external strains and pressures. Mangal (1984) defined stress as "A state of psychological upset or disequilibrium emerged in the human beings that causes frustration, conflict and other internal as well as external strains and pressures."

Characteristics of Adolescence

- A. Adolescence is an important period.
- B. Adolescence is a transitional period.
- C. Adolescence is a period of change.
- D. Adolescence is a problem age.
- E. Adolescence is a time of search for identity.

F. Adolescence is the threshold of Adulthood.

STATEMENT OF THE PROBLEM

“To study the Overall stress on the school-going adolescent student.”

NEED AND IMPORTANCE OF THE STUDY

The present study shows that Stress is an important factor to study in School. Stress is also another psychological factor to increases or decreases the result of academics. In various studies, researchers found High stress is harmful to health. If the students take more stress from studying, then the students need counseling and Therapy. High stress is harming the mental health of students, it is better not to force the student either motivate them to daily practice good study habits and practice stress-removing therapy.

Based on the review of related literature, this study is aimed to measure the effect of stress on adolescent students.

REVIEW OF RELATED LITERATURE

1. Vijay C. (2020) did a study to assess the prevalence of stress among school-going adolescents and to assess the influence of parental factors like education, socioeconomic status, occupation, and substance use. Results: The study included 228 males and 217 females. The result of the study shows that Stress levels were higher among school-going adolescent males when compared to females. Stress levels were higher among adolescents whose parents belonged to low socioeconomic status and with low skill levels, and substance abuse.

2. Kumar (2018) attempted to study stress among students of higher education. The main objective of the present study was to find the gender differences in pressure, physical stress, anxiety, frustration, and total stress scores among college students. A sample of 1000 students (500 males and 500 females) have been selected. A stress scale developed by Dr. Vijaya Lakshmi and Dr. Shruti Narayan was used to collect the data. The results of the study reported no significant differences in pressure, anxiety, and frustration among male and female college students while significant differences were found in physical stress and total stress scores among male and female college students.

3. Watode B. K. et al. (2016) aimed this study to assess the prevalence of stress and stress-causing factors among school adolescents in Delhi. A sample of 397 adolescent students has been chosen. A pretested self-administered questionnaire was used for the data collection. Conclusion: School-going adolescents are exposed to stress. Females are particularly at higher risk. Academic pressure is one of the major precursors of stress. The introduction of stress management techniques in the school curriculum can be helpful.

4. Deb (2015) investigated the academic stress and mental health of Indian high school students and the associations between various psychosocial factors and academic stress. A total of 190 students from grades 11 and 12 from three government-aided and three private schools from Kolkata, India have been selected as samples. The result shows that Academic stress was positively correlated with parental pressure and psychiatric problems, while examination-related anxiety also was positively related to psychiatric problems. Academic stress is a serious issue that affects nearly two-thirds of senior high school students.

5. Khan et al. (2015) aimed their study to measure the level of stress in male and female school students. For the purpose of the study, a sample of 64 school students aged between 14-18 years have been randomly selected. To collect the data a student's stress scale (SSS) developed by Dr. Zaki Akhtar (2011) is used. The result of the study shows that boys are having much more stress in comparison to girls. The study concluded that male students are more stressed than female students.

6. Prabhu (2015) aimed this study to find out the level of academic stress among higher secondary students. The sample consists of 250 XI standard students studying in higher secondary schools situated in the Namakkal District of Tamil Nadu, India. The result of the study reveals that the students are having moderate levels of academic stress. The male students academic stress is higher than female students. The urban students academic stress is higher than rural students. The Government school students academic stress is less than private school students.

7. Kaur (2014) conducted a study on a sample of 200 school-going adolescent students of Bathinda district. Data were collected with the help of the academic stress scale by Abha Bisht (1987) and the Mental Health Inventory developed by Srivastava and Jagdish Rai (1986). The findings of the study revealed that significant differences exist in the mental health of adolescents with regard to the level of academic stress they experience. Significant difference is found in the mental health of students with respect to their gender in terms of high and low levels of academic stress.

8. Akande (2014) did a descriptive survey to investigate the level and sources of stress among secondary school students in the Federal Capital Territory (FCT), Abuja. A sample of 18 secondary schools out of the 59 public senior secondary schools in the FCT was involved in the study with a total of 540 respondents made up of male and female students. The results indicated that secondary school students had a medium level of stress and some of the significant sources of stress include: academic, intra-personal, and environmental. There was a significant gender difference in the level of stress and also some sources of stress among secondary school students.

OBJECTIVES

- To assess the Total stress, Pressure, Physical stress, Anxiety, and Frustration among school-going (male and female) adolescent students.

HYPOTHESIS

- There would be no significant differences found in the pressure of boys and girls students.
- There would be no difference found in the physical stress of boys and girls students.
- There would be no difference found in the anxiety of boys and girls students.
- There would be no difference found in the frustration of boys and girls students.
- There would be no difference found in the overall stress of boys and girls students.

METHODOLOGY

The sample was drawn from the population of students taking school education in the urban area of Mandi City. The sample size is 110 (50 boys and 60 girls). The sample was chosen from the students studying in classes VIII to X (Aged between 12-14 years). The 't' test was used to analyze the data.

VARIABLES-

Independent Variable (I.V.)

1. Gender (Male and Female)

Dependent Variable (DV)

1. Pressure, 2. Physical stress, 3. Anxiety, 4. Frustration

RESEARCH TOOLS

A stress scale developed by Dr. Vijaya Lakshmi and Dr. Shruti Narain used. The scale consists of 40 items measuring four dimensions of stress i.e. pressure, physical stress, anxiety, and frustration.

TABLE AND INTERPRETATION**Table-1**

Variable	Gender	N	M	Sd	t
Pressure	Boys	50	6.58	2.39	3.58
	Girls	60	5.15	1.79	
	df=108 $p < .01$				

The t value at 0.01 df=108 is higher than the tabulated $t = 2.62$ hence it is significant at 0.01 level. It is observed that the pressure on boys' is higher than on Girls. There may be various reasons for it i.e. expectations of family, teachers, society, or policies of schools.

Table-2

Variable	Gender	N	M	Sd	t
Physical Stress	Boys	50	2.02	1.28	7.11
	Girls	60	3.41	.74	
	df=108 <i>p</i> <.01				

The t value at 0.01 df=108 is higher than the tabulated $t = 2.62$ hence it is significant at 0.01 level. It is observed that the Physical Stress on Girls' is higher than on Boys. Though girls and young women are more likely to suffer from mental health conditions, men are less likely to seek help for them. Rigid stereotypes of masculinity play a direct role in men's violence against women and gender-diverse people.

Table-3

Variable	Gender	N	M	Sd	t
Anxiety	Boys	50	6.10	3.63	7.62
	Girls	60	10.00	1.44	
	df=108 $p < .01$				

The t value at 0.01 df=108 is higher than the tabulated $t = 2.62$ hence it is significant at 0.01 level. It is observed that the anxiety of Girls' is higher than Boys. Pickering (2020) also findings showed that while low peer acceptance was significantly associated with increased social anxiety for boys and girls, limited close friendships, negative friendship experiences, and relational victimization were highlighted as risk factors specific to girls.

Table-4

Variable	Gender	N	M	Sd	t
Frustration	Boys	50	6.02	2.70	2.31
	Girls	60	4.88	2.43	
	df=108 <i>p</i> <.05				

The t value at 0.01 df=108 is higher than the tabulated $t = 1.98$ hence it is significant at the 0.05 level. It is observed that the Frustration of Boys is higher than Girls. The reasons may be the responsibility of the family, the responsibility to fulfill the tradition of society, Masculine negative views, Conflict between new and old generations, and Social evils, etc.

Table-5

Variable	Gender	N	M	Sd	t
Over All Stress	Boys	50	20.72	8.12	2.31
	Girls	60	23.45	3.81	
	df=108 $p < .05$				

The t value at 0.01 df=108 is higher than the tabulated $t = 1.98$ hence it is significant at the 0.05 level. It is observed that the Overall Stress on Girls is higher than on Boys. The reasons may be poorer adjustment in adulthood, lower life satisfaction, poor coping skills, high chronic stress, lower quality friendships than their non-anxious peers, and Social victimization. But Khan et al. (2015) found that boys are having much stress compared to girls.

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Gender inequality affects everyone, <https://www.vic.gov.au/gender-inequality-affects-everyone>

