

# **Stress among Adolescents**

**Fenny Leferty Kharपुरi**

**(15PHD001)**

**A Thesis Submitted to**

**Avinashilingam Institute for Home Science and**

**Higher Education for Women,**

**Coimbatore- 641043**

**In Partial Fulfillment of the Requirements for the  
Degree of Master of Science in Human Development**

**April, 2017**

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**Certified as Bonafide Research Work**

  
**Signature of the Supervisor**

  
**Signature of the Head of the  
Department**

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## **I. INTRODUCTION**

**Times of stress and difficulty are reasons of opportunity when the seeds of progress are sown- Thomas F. Woodlock.**

The word adolescence is Latin in origin, derived from the verb **adolescere**, which means “to grow into adulthood”. Adolescence is a time of moving from the immaturity of childhood into the maturity of adulthood. Though there is no single event or boundary line that denotes the end of childhood or the beginning of adolescence yet experts think of the passage from childhood into and through adolescence as composed of a set of transitions. These transitions are biological, cognitive, social and emotional which can be turbulent time for them. (Hasmi, 2013)

Adolescence has been considered as a period of heightened stress (Spear, 2000) due to the many changes experienced concomitantly, including physical maturation, drive for independence, increased salience of social and peer interactions and brain development (Blakemore, 2008)

Adolescence is marked by intensive changes which includes -physically, physiologically, psychologically and sociologically. Society, particularly Indian society, enforces them to act in a particular manner through code of conduct. Arnett (1999) pointed out that adolescents experience stress and disturbance more than any other age group.

College life is one of the most scintillating and memorable experiences in an adolescent’s life. It is in college that an adolescent enjoys the vibrant environment, the company of friends and the various academic and co-curricular activities, which enriches, nurtures and henceforth prepares the adolescent for adulthood. Looking from a closer perspective, the college students encounters a number of challenges in his day to day life, therefore the whole idea of an exciting and vibrant college life is unveiled by these challenges which in turn contribute to stress and if not dealt with can only escalate and hamper their academic performance, emotional and social well-being.(Pariat, 2014)

Stress is a feeling of strain and pressure. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. It also plays a factor in motivation, adaptation, and reaction to the environment. Excessive amounts of stress, however, may lead to bodily harm. Stress can increase the risk of strokes, heart attacks, ulcers, dwarfism, and mental illnesses such as depression. (Sapolsky, 2004).

College students constantly have more multifaceted inconvenience due to academic pressure, adaption to new environment, fear of failure, struggle to create uniqueness, inferiority, attaining social familiarity etc., As a matter of fact the stress is rated as the world's second deadliest destroyer. Further there is numerous other reasons that basis for stress in students both positively and negatively. The occurrences of the situation from the stress are labelled as stressors. (Baskar, 2015)

A stressor is any event, experience, or environmental stimulus that causes stress in an individual. These events or experiences are perceived as threats or challenges to the individual and can be either physical or psychological. Researchers have found that stressors can make individuals more prone to both physical and psychological problems, including heart disease and anxiety.

Stressors are more likely to affect an individual's health when they are "chronic, highly disruptive, or perceived as uncontrollable".In psychology, researchers generally classify the different types of stressors into four categories: 1) crises/catastrophes, 2) major life events, 3) daily hassles/microstressors, and 4) ambient stressors (Pastorino and Doyle-Portillo, 2009).

Life for many young people is a painful tug of war filled with mixed messages and conflicting demands from parents, teachers, coaches, employers, friends and oneself. Growing up—negotiating a path between independence and reliance on others—is a tough business. It creates stress and also creates serious depression for young people ill-equipped to cope, communicate and solve problems.

Stress has generally been viewed as a set of neurological and physiological reactions that serves an adaptive function (Franken, 1994). Psychological sources of stress not only diminish our capacity for adjustment, but also may adversely affect our health. Many visits to physicians, perhaps even most, can be traced to stress-related illness.

In India, the factors responsible for the outcomes such as emotional stress and internalized problems are due to elevated levels of academic and social stress. (Krishnakumar et al. 2005,). While students' stress has often been linked in the literature to family problems, similar results were found in studies by other researchers that students learning ability and academic accomplishments were affected by family problems (Chew et al, 2003)

A moderate level of stress may be required and even advantageous in order to encourage an individual to succeed. However, an excessive amount may overwhelm an individual and lead to anxiety, depression, physical illness, and long-term physical and psychological health problems (Larson, 2006).

Young people form precious human resources in every country. The present era is well known as age of stress and anxiety. Stress is affecting almost each and every individual irrespective of age, class, sex, race, caste, religion, etc.

With this background the investigator undertook a study on "Stress among adolescents". The study aimed at analyzing the level of stress among college going adolescents and the difference in the stress experienced in the specified areas of stressors with reference to their gender and stream of education.

### **Objectives**

- ❖ To assess the levels of stress experienced by the selected adolescents
- ❖ To appraise the difference in the stress experienced in the specified areas of stress based on their gender
- ❖ To conceptualize the difference in the specified areas of stress based on their academic stream

Any research would not be complete without setting and relevant hypothesis. A hypothesis is a testable relationship between two or more variables. (Singh, 2013)

Thus the hypotheses put forth for the study are as follows

### **Hypothesis**

- There is no significant difference in the stress experienced in the specified areas of stress among selected adolescents based on their gender
- There is no significant difference in the stress experienced in the specified areas of stress among selected adolescents with reference to their stream of education
- Over all stress experienced by the selected adolescents will be similar regardless of their gender and stream of education

## II REVIEW OF LITERATURE

A literature review discusses published information in a particular subject area, within a certain time period to formulate the study. It also gives the researcher an understanding of research methodology which refers to the way the study to be conducted and to know about the tool and instruments.

Thus, the literature related to the “Stress among adolescents” was reviewed and the relevant studies were documented under the following titles.

- G. Concept of adolescence.
- H. Characteristics of Adolescence.
- I. Problems of Adolescence.
- J. Concept of stress.
  - ✓ Types of stress among adolescents.
  - ✓ Causes of teen stress.
  - ✓ Signs and symptoms of teen stress.
  - ✓ Impact of stress on adolescents.
- K. Student and stress
- L. Studies related to stress among adolescents.

### A. CONCEPT OF ADOLESCENCE

**Adolescence** (from Latin *adolescere*, meaning 'to grow up') is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (age of majority), (Macmillan Dictionary for Students, 2010 )

Arnett (2007) defines adolescence biologically, as the physical transition marked by the onset of puberty and the termination of physical growth; cognitively, as changes in the ability to think abstractly and multi-dimensionally; or socially, as a period of preparation for adult roles.

Although there is no internationally accepted definition of adolescence, the United Nations defines adolescents as individuals aged 10–19: in effect,

those in the second decade of their lives. (Defence for Children International (2005)

“Adolescence” is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014). The most commonly used chronologic definition of adolescence includes the ages of 10-18, but may incorporate a span of 9 to 26 years depending on the source (American Psychological Association, 2002).

According to Kalpan (2004), the concept of adolescence and the term Teenagers seem to have originated within Western culture and this transitional period, varies by society and culture.

Adolescence is the transitional phase of growth and development between childhood and adulthood. The World Health Organization (WHO) defines an adolescent as any person between ages 10 and 19. This age range falls within WHO’s definition of *young people*, which refers to individuals between ages 10 and 24. Adolescence is a distinct phase of the developmental life cycle in humans and other animal species (Spear, 2000).

Hopkins (1993), defines adolescence as the period between childhood and adulthood with much personal growth- physical, psychological and social— that gives the period its special place within the field of developmental psychology. Santrock(1993)defines adolescence as, the developmental period of transition between childhood and adulthood that involves biological, cognitive and social changes.

Consequently, perturbations of the maturing adolescent brain may contribute to the increase in stress- related psychological dysfunctions, such as anxiety, depression and drug abuse often observed during this stage of development. Adolescence typically describes the years between ages 13 and 19 and can be considered the transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "tween" years (ages 9

through 12). Adolescence can be a time of both disorientation and discovery. This transitional period can bring up issues of independence and self-identity; many adolescents and their peers face tough choices regarding schoolwork, sexuality, drugs, alcohol, and social life. Peer groups, romantic interests, and appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood.

## **B. CHARACTERISTICS OF ADOLESCENCE**

Adolescence is the period of transition between childhood to adulthood. It is a period when rapid physiological changes and demands for new social roles take place. The adolescents, due to these changes often face a number of crises and dilemmas. Adolescence is the period of development from pubescence of adulthood. It is the period when the child moves from dependency to autonomy. It is a period demanding significant adjustment to the physical and social changes which distinguish childhood behaviour from adult behaviour

Jodi B. Dworkin et al (2003) stated that little theory and research exist on the developmental processes that occur during adolescence and conducted study on high school students which revealed that the students across domains adolescents described themselves as agents of their own development and change.

- **Rapid Physical Development:**

Berezine (1987) affirmed that adolescence is that period of rapid growth. People grow at a fairly steady pace – about 5–10 cm and 2–3 kg per annum. But with the beginnings of adolescence, most individuals undergo another radical change, often called a growth spurt. In girls, this typically occurs at around age 10 to 13; in boys, it occurs between 12 and 15.

Peterson (1988) described adolescence as a phase of life beginning in biology and ending in society.

According to Sunmola (2002), the transition is characterized by an increase in personal control, responsibilities and independence.

During a one-year growth spurt, boys and girls can gain an average of 4.1 inches and 3.5 inches in height respectively (Steinberg, 2007)

Physical change is a primary characteristic of adolescents. Preteens will experience growth spurts, changes in skeletal structure, muscle and brain development, as well as sexual and hormonal development. Gender differences play a role in when these changes occur.

- **Mental Development:**

Less immediately visible is an intellectual growth spurt during this period (Andrichand Styles, 1994). The young person is becoming capable of thinking about the world, and dealing with the challenges it presents in new and more powerful ways.

Although the most rapid cognitive changes occur during childhood, the brain continues to develop throughout adolescence, and even into the 20s (Weinberger, et al, 2005). During adolescence, the brain continues to form new neural connections, but also casts off unused neurons and connections (Blakemore, 2008).

Preteens experience higher thinking, reasoning and abstract thought. Preteens develop more advanced language skills and verbalization, allowing for more advanced communication. Cognitive processes are affected by overall socialization, meaning that adolescents will develop differently during this stage based on the individual factors

- **Emotional immaturity :**

Adolescence is a time when emotions begin to run high. Parents and Teachers may begin to notice argumentative and aggressive behaviors due to sudden and intense emotions. Adolescents can shift moods rapidly, vacillating between happiness and distress and self-confidence and worry. Some of these mood changes stem from biological sources.

Jersild (1963) says, 'Emotional maturity means the degree to which person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his

capacity for whole hearted sorrow, when an occasion arises and his capacity to show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage, such as must be assumed by persons afraid to admit that they are afraid'.

According to Crow and Crow (1962), "The emotionally mature or stable individual regardless of his age, is the one who has the ability to overcome tension to disregard certain emotion stimulators that effect the young and view himself objectively, as he evaluates his assets and liabilities and strive towards an improved integration of his thought, his emotional attitude and his overt behavior.

AlkaMankad (1999) observed that personality of emotionally matured and unmatured adolescents differ significantly. Hiremani, et al, (1994), indicated that destitute girls were emotionally unstable due to socio-cultural deprivation and parental deprivation.

- **Personal Identity:**

SuvarnaSen (2006) has touched upon every aspect of the adolescence phase. Through review of research she has put forth the important aspects of adolescence. And they are: a) the role confusion among adolescents b) encouraging adolescents to explore opportunities c) Helping the adolescents with Identity crisis d) Influence on adolescents of family e) the attitude of parents towards and vice-versa.

Erikson's (1968) theory of adolescent identity development, for example, once a dominant force in adolescence research endures in undergraduate textbooks but has all but disappeared from the empirical landscape. A strong ethnic identity is associated with higher self-esteem and self- efficacy among minority adolescents (Phinney et al,1997).

Adolescent experiences allow the young adult to try out different identities, and these groups provide a sense of belonging and acceptance (Rubin, et al, 2006).

According to Erikson, the main social task of the adolescent is the search for a unique identity—the ability to answer the question, “Who am I?” In the search for identity, the adolescent may experience role confusion in which he or she is balancing or choosing among identities, taking on negative or undesirable identities, or temporarily giving up looking for an identity altogether if things are not going well..

- **Social Consciousness**

The structure of peer groups seems to change over the course of adolescence. Adolescents move from small unisex groups to large groups and later develop contact with opposite sex. Dominance hierarchy is the leadership quality that is developed during adolescence (Hartup, 1983).

Socialization is another characteristic of adolescence, as they begin to socialize more with their peers and separate themselves from their family. For adolescents, self-esteem is largely dependent on their social lives. The important attachments of adolescents move increasingly away from parents and increasingly toward peers (Harris, 1998).

During adolescence, relationships with peers begin to take precedence over relationships with the family. Although family interactions are still important and essential for a teen’s development, adolescents often place a stronger emphasis on their friends’ perceptions and values.

- **Self-centered attitudes:**

Adolescents evaluate themselves both globally and along several distinct dimensions—academics, athletics, appearance, social relations, and moral conduct (Masten et al 1995)—and that the link between specific dimensions of the self-concept and global self-worth varies across domains.

Adolescents’ self-conceptions differ across contexts, and that teenagers see themselves differently when they are with peers compared with parents and teachers (Harter et al 1998).

It is often difficult for adolescents to look at circumstances from other people’s perspectives. This is due, in part, to their still-developing brain

structures. Thus, adolescents might come off as self-centered and focused on their own needs without considering how those needs affect others. They are preoccupied with themselves because they are beginning to develop a sense of self, but they are also scrutinizing their own thought processes and personalities.

- **Moral Consciousness:**

B. F. Skinner (1971) saw moral development from the standpoint of a behaviorist in that moral behavior reflected the child's past conditioning: the child learns morality through social reinforcement (rewards and punishments) in response to his or her actions.

There is little evidence that boys and girls score differently on Kohlberg's stages of moral development (Turiel, 1998), it is true that girls and women tend to focus more on issues of caring, helping, and connecting with others than do boys and men (Jaffee and Hyde, 2000).

The development of morality contributes a great deal to the general development of personality. Family is the main place where the adolescent receives the moral training and which exerts influence on his attitudes and behavior. As the child grows older his capacity for independent thinking develops. He can distinguish between right and wrong, true and false, virtue and vice and the desirable and the undesirable. Adolescents in general, cannot tolerate immoral or illegal activities. Interest in their own religion also develops.

- **Hero-worshipping:**

Hero-worshipping is a tendency of the adolescent stage. It means that the adolescents start to identify themselves with an ideal hero, whom they obey and follow. They admire and respect him. They organize their thoughts and activities in conformity with the ideal of the hero. The hero becomes the source of inspiration for the adolescents to aim for their future.

- **Hetero-sexuality:**

Hetero-sexuality is another important characteristic of the adolescents. It means the attraction for the opposite sex. Both the sexes develop greater

interest for the opposite sex. Adolescents become very much eager to know about the opposite sex.

Understanding these subjective dimensions is key to developing effective interventions to reduce risky sexual behavior; it is also critical for grasping the meaning young people ascribe to their experiences, and the ways in which sexuality is integrated into their identities and intimate relationships ( Brooks-Gunn and Paikoff, 1997).

Both sexual ideation and activity increase over the adolescent period. Teenagers engage in a spectrum of sexual behaviors ranging from fantasy and self-stimulation to various forms of intercourse. (Halpern et al., 1993).

Erotic fantasies serve several important functions for adolescents: along with creating pleasant sexual arousal and expressing sexual needs, they provide insight into sexual desires and preferences and are an opportunity to “rehearse” sexual encounters (Katchadourian, 1990).

- **Creative imagination:**

During adolescence the imaginative faculty of an individual undergoes considerable development. Imagination added with intellectual elements become artistic and creative and finds expression in literature, art, poetry, fiction and even musical and artistic creations, indicating the power of their creative imagination.

“Images, eidetic pictures, and visual representation begin to play the same role in imagination which a doll representing a child or a stool representing a locomotive, fulfill in children's play.” (Vygotsky, 1931,)

## **C. PROBLEMS OF ADOLESCENTS**

### **i) Physical Problems:**

Adolescence is the period between the ages of 10 and 19 years old (World Health Organization (WHO, 2008).

Entering middle school coincides with changes taking place in terms of physical, social and cognitive development (Burke et al, 2010).

Evolutionary changes represent both a stimulus and a challenge for the development of human beings, as well as a source of difficulties (Schulenberg, Maggs, and Hurrelmann, 1997).

Pamela Martyn-Nemeth et al (2009) indicated that stress and low self-esteem were to avoid coping were related to unhealthy, eating behavior. Results also suggest that teaching adolescent's skills to reduce stress, build self-esteem and use more positive approach to coping may prevent unhealthy eating and subsequent obesity and lower risk of depressive symptoms.

## **ii) Cognitive Problems:**

Although cognitive control abilities continue to develop throughout the adolescent period, especially in terms of the consistent execution of cognitive control (Velanova et al., 2009), adolescents are remarkably efficient and often demonstrate near-adult levels of performance on cognitive control tasks.

Furthermore, researchers highlight the incongruity of the linear development of cognitive control from childhood through adolescence into adulthood, and the curvilinear development of risk-taking behavior - low in childhood, peaking in adolescence, and decreasing in adulthood (Casey and Caudle, 2013). As such, we argue that the role of immaturities in cognitive control for risky behavior provides an incomplete understanding of this phenomenon; limited cognitive control must be considered in the context of the heightened incentive motivation observed during this period (Luciana and Collins, 2012).

In line with these neurobiological findings, behavioral findings suggest that cognitive control abilities continue to develop through the adolescent period (Luna et al., 2004)

The performance-enhancing effects of incentives have also been observed in adolescents during cognitive control tasks (Hardin et al., 2007) with adolescents reaching adult-like levels of performance under incentivized conditions (Jazbec et al., 2006). Enhanced activity in task-related brain regions was observed in adolescents during rewarded anti-saccade trials

(Padmanabhan et al., 2011), further evidence of the ability of incentives to modulate cognitive control.

### **iii) Emotional Problems:**

Emotional problems” is a higher-order construct related to the more general concept of psychopathology in childhood and adolescence (Kovacs and Devlin, 1998)

Emotional maladjustment is a problem that has worsened in recent decades with chronic and severe consequences. There seems to be a relationship between health problems during adolescence and behavioral problems (Costello et al., 2006).

A study conducted by Raymond Montemayor (1986) elicits that parents and adolescents who have good communication between them and when parenting style is helping the adolescents to communicate their stress have better relationship. And parents also facilitate the adolescents to combat stress.

When you feel unable to relate to someone or you need to express your emotions but can't, it can weigh you down with additional stress. Mental health disorders, including depression and anxiety, only add to the emotional strain. Positive outlets for emotional release and treatment for mental health disorders are important parts of effective stress management.

Results from epidemiological studies indicate that depression and anxiety disorders are the most common disorders in childhood and adolescence (Costello, 2003). Emotional problems in childhood have a strong predictive value for problems in late adolescence ( Stoolmiller, Kim, andCapaldi, 2005), and sub-threshold levels of emotional problems in early adolescence put the youth at heightened risk for psychiatric disorders later in life (Stansfeld, 2007).

A study conducted by Rex Forehand et al (1991) on adolescents and their parent's stress reported that the stress in the family like divorce, intrapersonal conflict and maternal depression leads to stress in the adolescents which deteriorates functioning. Further a positive parent adolescent relationship as

perceived by the adolescents was associated with less deterioration in all areas of functioning.

Symptoms of mental health problems in childhood and adolescence are usually classified into two broadband categories, emotional (internalizing) and behavioral (externalizing) problems (Kovacs and Devlin, 1998). When comparing research on subclinical levels of emotional symptoms and clinically significant disorders, both domains are found to have comparable correlates and consequences (Grant et al., 2003).

**iv) Social Problems:**

Behaviors that negatively affect social relationships are more evident at the beginning and at the midway point of adolescence, between 11 and 16 years old (Pacheco, 2005).

**v) Religious and Cultural Problems:**

Values and religion are assumed to be important in adolescent development as part of the formation of a meaningful view of the self and the world (Trommsdorff, 2012). The construction of self- and world-views is often motivated by identity development, one of the main developmental tasks in adolescence (Erikson, 1968).

Arguments about personal, religious, or political beliefs can challenge you, especially in situations where you can't remove yourself from the conflict. Major life events that cause you to question your own beliefs can also cause stress. This is especially true if your beliefs are different from those of the people closest to you.

Feeling discriminated against can cause long-term stress. For example, you may experience discrimination on the basis of your race, ethnicity, gender, or sexual orientation. Some people face discrimination and the stress it causes nearly every day.

An extension of the social and cultural boundaries and contexts because of an increasing globalization has given rise to multiple choices in identity development (Radmacher, 2008).

Colby et al (1983) studied the development of moral reasoning by asking people of various age to resolve moral dilemmas. Kohlberg argued that moral reasoning passes through three levels as we grow. They are pre conventional level, Conventional, and Post Conventional level. Most theorists agree that as a both males and females move from childhood into adolescence they rely mostly entirely on abstract moral principles to make decisions.

**vi) Adolescent suicide:**

Youth suicide is one of the leading causes of death, having increased markedly from the 1960s through the early 1990s (Gould, Greenberg, Velting, and Shaffer, 2003; World Health Organization, 2002).

Progress has been made in our understanding of the phenomenology and risk factors of adolescent suicide and suicidal behavior (Beautrais, 2000; Evans, Hawton, and Rodham, 2004).

Factors associated with para-suicide will not be reviewed, although often, non-suicidal self-harm and suicidal behavior co-occur (Welch, 2001.)

The point prevalence of suicidal ideation in adolescence is approximately 15–25%, ranging in severity from thoughts of death and passive ideation to specific suicidal ideation with intent or plan (Grunbaum et al., 2004). The latter is much less frequent, with incidence rates of 6.0% and 2.3% in adolescent girls and boys, respectively (Lewinsohn et al., 1996).

**vii) Substance related problems:**

Adolescence is widely recognized as a time of increased risk-taking compared to other age groups (Arnett, 1992; Spear, 2000). We broadly define risk-taking as engaging in behaviors high in subjective desirability but which also expose the individual to possible loss or harm (See Geier et al., 2010). The negative consequences of risk-taking, including vehicular accidents and substance abuse, are the major sources of death and disability during adolescence (Eaton et al., 2012).

Poorly managed changes may lead to increased tension between parents and children, mental health issues, and the adoption of risk-taking

behaviors such as 316 *Paidéia*, 22 (53), 315-323 as the consumption of alcohol and other drugs (Costello, Foley, and Angold, 2006; Dallo and Martins, 2011).

Teicher M. H. (2006) Studies reveal that recent studies have reported an association between exposure to childhood abuse or neglect and alteration in brain structure or function. Exposure to early abuse and early stress has been associated with the emergence of epileptic form electroencephalogram (EEG) abnormalities, alterations in corpus callosum area and reduced volume or synaptic density of the hippocampus. Further there is evidence that different brain regions have unique periods when they are maximally sensitive to the effects of early stress. To date preclinical studies have guided clinical investigation and will continue to provide insights.

Smoking remains a leading cause of morbidity and mortality worldwide (American Cancer Society, 2010). The life expectancy for smokers is at least one decade shorter than for those who have never smoked (Jha et al., 2013) and for every smoker that dies from a smoking-related disease, another twenty Americans continue to live with a smoking-related disease.

A number of studies indicate that smoking initiation is most likely to occur during adolescence (Chen and Kandel, 1995; Lantz, 2003). Indeed, the majority of adults who smoke daily start smoking by the age of 18 (USDHHS, 2012).

Statistics are particularly troubling given that early use of cigarettes during adolescence has been associated with heightened risk for later dependence (Kendler et al., 2013; Klein et al., 2013). Remarkably, even relatively low rates of cigarette consumption during adolescence (e.g., two to four cigarettes per week) increases the risk of becoming nicotine dependent in early adulthood (Riggs et al., 2007).

### **viii) Traumatic events**

People who've experienced a traumatic event or life-threatening situation often live with long-term stress. For example, you may experience long-term stress after surviving a robbery, rape, natural disaster, or war. In many cases, you may actually have post-traumatic stress disorder (PTSD).

PTSD is a chronic anxiety disorder brought on by a traumatic event or series of traumatic events. According to the United States Department of Veterans Affairs' National Center for PTSD, the estimated lifetime prevalence of PTSD among Americans is about 7 percent. The disorder is more common among women, as well as veterans and survivors of abuse.

#### **D. CONCEPT OF STRESS**

Stress is a feeling of strain and pressure. Small amounts of stress may be desired, beneficial, and even healthy. Positive stress helps improve athletic performance. It also plays a factor in motivation, adaptation, and reaction to the environment. Excessive amounts of stress, however, may lead to bodily harm. Stress can increase the risk of strokes, heart attacks, ulcers, dwarfism, and mental illnesses such as depression (Sapolsky, 2004).

Stress can be external and related to the environment, but may also be created by internal perceptions that cause an individual to experience anxiety or other negative emotions surrounding a situation, such as pressure, discomfort, etc., which they then deem stressful.(Jones et al,2001)

Hans Selye's defined stress as the nonspecific response of the body to any demand. The demands, Hans Selye(1978) held, can be positive ones (Eustress) or negative ones (Distress).

BJ Cassey, Rebecca M. Jones et al (2010) indicated that the adolescence is the time of storm and stress. In spite of intense and frequent negative affect this period has been hypothesized to explain increased rates of affective disorders, suicide and accidental death. Yet some teens emerge from adolescence with minimal turmoil. It provides neurobiological model for adolescence which proposes that an imbalance in the development of sub cortical limbic (eg amygdala) relative to prefrontal cortical regions as a potential mechanism for heightened emotionality during this period.

Havighurst (1952) suggested that two important areas of focus for adolescents included work and relationships. Levinson (1978) suggested that two important areas of focus for Adolescents includes changing relationships

and on exploration. Erikson (1968) commented on adolescent intimacy and commitment to goals.

Super (1963) indicated that exploring and crystallizing vocational choice are important to older adolescents and young adults. Comprehending what the psychologists have observed about adolescents is that, the adolescents are focused on making their personal life better and also to have good education and then career. Their world revolves around these things and they want to have control over things.

Today, widely accepted ideas about stress are challenged by new research, and conclusions once firmly established may be turned completely around, some stress is necessary to the well being and a lack can be harmful. Stress definitely causes some serious ailments. Severe stress makes people accident-prone. (Tanner,1979).

Among humans, adolescence is a complex, multi- System transitional process involving progression from the immaturity and social dependency of childhood into adult life with the goal and expectation of fulfilled developmental potential, personal agency, and social accountability (Greenfield, 2003).

#### **E. STUDENTS AND STRESS:**

According to study conducted by Manjula (2014), the current adolescent generation is bothered by stress due to academics, relationship with parents, peer groups and romantic relationships.

Adolescence is an age of opportunity for children, and a pivotal time for us to build on their development in the first decade of life, to help them navigate risks and vulnerabilities, and to set them on the path to fulfilling their potential (The State of The World's Children,2011).

## **TYPES OF STRESS**

The stress may be distinguished as:

### **1. Acute stress**

Acute stress is usually for short time and may be due to work pressure, meeting deadlines pressure or minor accident, over exertion, increased physical activity, searching something but you misplaced it, or similar things. Acute stress is common in people who take too many responsibilities and are overloaded or overworked, disorganized, always in a hurry and never in time

Because it is short term, acute stress doesn't have enough time to do the extensive damage associated with long-term stress. The most common symptoms are:

- Emotional distress — some combination of anger or irritability, anxiety and depression, the three stress emotions.
- Muscular problems including tension headache, back pain, jaw pain and the muscular tensions that lead to pulled muscles and tendon and ligament problems.
- Stomach, gut and bowel problems such as heartburn, acid stomach, flatulence, diarrhea, constipation and irritable bowel syndrome.

Transient overarousal leads to elevation in blood pressure, rapid heartbeat, sweaty palms, heart palpitations, dizziness, migraine headaches, cold hands or feet, shortness of breath and chest pain.

### **2. Chronic Stress**

In addition, individuals with diagnosed affective disorders as well as those exposed

To low socioeconomic status, a significant chronic life stressor, have altered biological responses, including heart rate, galvanic skin response, immunologic, and salivary cortisol responses, when presented with a laboratory-based stressor (Pace et al., 2006).

This type of stress is the most serious of all the 3 stress types. Chronic stress is a prolonged stress that exists for weeks, months, or even years. This stress is due to poverty, broken or stressed families and marriages, chronic illness and successive failures in life. People suffering from this type of stress get used to it and may even not realize that they are under chronic stress. It is very harmful to their health.

**Table I**

**Signs and symptoms of stress**

<b>Preschool and toddlers</b>	<b>Elementary-age children</b>	<b>Preteens and teens</b>
<ul style="list-style-type: none"> <li>• <b>Anger</b></li> <li>• <b>Anxiety</b></li> <li>• <b>Eating and sleeping problems, including nightmares</b></li> <li>• <b>Fear of being alone</b></li> <li>• <b>Irritability</b></li> <li>• <b>Regressing to infant behaviors</b></li> <li>• <b>Trembling with fright</b></li> <li>• <b>Uncontrollable crying</b></li> <li>• <b>Withdrawal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Being distrustful</li> <li>• Complaining of headaches or stomachaches</li> <li>• Feeling unloved</li> <li>• Having no appetite</li> <li>• Having trouble sleeping</li> <li>• Needing to urinate frequently</li> <li>• Bed-wetting</li> <li>• Not caring about school or friendship</li> <li>• Acting withdrawn</li> <li>• Worrying about the future</li> </ul>	<ul style="list-style-type: none"> <li>• Anger</li> <li>• Disillusionment</li> <li>• Distrust of the world</li> <li>• Low self-esteem</li> <li>• Stomachaches and headaches</li> <li>• Panic attacks</li> <li>• Rebellion</li> </ul>

**I. Causes of teen stress**

Teen stress is not uncommon. A survey by the American Psychological Association in 2014 revealed that teenagers are more stressed than adults,

which is quite alarming for parents. But it can and should be dealt with before it worsens. Even though there may be many causes of stress in adolescence, they can be dealt with a little patience from parents.

## **1. Academic Stress**

The pressure to perform academically and better is one of the most common causes of high school stress. Teenagers often worry about a lot of things like completing school work, projects and reports, studying for an exam, and about the colleges to apply to. This kind of pressure is good when it encourages your teenager to get better grades at school. But if it is affecting their cognitive abilities and taking a toll on their health, it is a concern.

Ramamalini(1993) in her study on academic stress and quality of family support and intelligence in a selected group of high school girl students reported no significant relationship between them. But a significant correlation was found between academic stress and family support.

Vyas(2006) showed that age of the student- teachers of Teacher Training Institutes (TTIs) have significant in their level of academic stress. The higher the age of the student-teachers, the stress is lowered. The study conducted by Jigisha Gala and SangeetaChaudhary (2004) revealed that academics is the major stressor.

Chakrabarthy(2007) observed that educational level of the family influenced the academic stress of the female students compared to the male students. Jayachandra Naidu (2007) investigated that fathers' occupations is not significantly influencing the level of the academic stress of the students of non-formal learning. Mahapatra(2007) concluded in a study that the regional background of the B.Ed. students did not have any significant effect on the academic stress and teaching success.

Naresh Kumar (2008) investigated in a study on the sources of academic stress and their influence on the scholastic achievement that – (i) the urban students were higher in their level of stress as compared to the rural area students. (ii) the overall achievement is positively and significantly associated with the level of scholastic achievement.

Sharma (2007) in a study on achievement of rural girls found that poor study habits were highly associated with higher stress. The level of stress also leads to low academic success.

Dharma Raja (2008) investigated that there was a significant difference in the computer course achievement and the level of stress between rural and urban higher secondary school students. He also found that the rural students had exhibited higher level of stress in the course compared to the urban locality students. He further found that extensive use of the laboratory in the computers have lowered the level of academic stress in a moderate way.

## **2. Physical Stress**

Physical changes can also be a cause of stress among teenagers. Adolescents go through some emotional and physical changes which can leave them confused and stressed. Not knowing what is happening to their body and why they feel a certain way during puberty is usually the cause of such tension. Also, excessive strain on the body can leave your child tired and mentally stressed.

## **3. Social Stress**

Social life is paramount for teenagers, and they could have a persistent need to be accepted by their peers by being in the popular 'groups', attending parties and hanging out with their friends. They could give more importance to friends than family. They are under constant pressure to dress in a certain way, speak the teen lingo and be 'cool'. More often than not, all this implies that the teenager has to put aside her true self and pretend to be someone she is not, which can be a very stressful experience. In addition to the above, problems with friends, being bullied, and romantic relationships can also be a cause of stress among teenagers.

## **4. Family related stress**

Anything that affects the family impacts the teenager directly. Unreasonable expectations by parents, marital discord between parents, sickness of a family member, or strained relationship between siblings are all the

factors that can affect a teenage boy or girl. If your family is going through a financial problem, that can also be a stressor for your teenager.

Rex Forehand et al (1991) indicated that the stress in the family like divorce, intrapersonal conflict and maternal depression leads to stress in the adolescents which deteriorates functioning. Further a positive Parent-Adolescent relationship as perceived by the adolescents was associated with less deterioration in all areas of functioning.

Crociter and Mathew (2001) revealed that the effects of parental work stress on Adolescents Adjustment appear to be indirect .Work stress is linked to parents feelings of overload and strain, which in turn are related to less positive adjustment of adolescents. In the face of high work stress withdrawing from family involvement may be adaptive in the short run but ultimately problematic. The strength of those associations depends on parent's personality, coping styles, work and family circumstances.

## **5. Financial Stress**

Money isn't something that worries only the adults. Teenagers are more stressed about finances because they cannot do much about it. Studies show that kids from low-income families deal with poverty-related stress almost all the time and become troubled teens and adults .Teenagers may worry about college tuition and scholarships, which can be very stressful. While it is okay to let your teen know if you are trying to make both ends meet, do not burden them with too many details.

Reddy and Nagarathnamma(2001) showed that parental variables like the education and occupational level of father and mother and family income have an influence on mental health of the high school students.

Chaudhary and Joseph (2010) concluded that, adolescents perceive parental support for their adaptive coping styles, and adolescent girls have perceived parents to be stricter with boys especially in academics and boys have perceived parents to be more concerned for girls in heterosexual relationships and physical appearance. Academics were found to be major stressor.

Big stressors include money troubles, job issues, relationship conflicts, and major life changes, such as the loss of a loved one. Smaller stressors, such as long daily commutes and rushed mornings, can also add up over time. Learning how to recognize sources of stress in your life is the first step in managing them.

## **6. Traumatic Events**

Dealing with traumatic events like accidents, sickness or death of a close family member or a friend, instances of physical or mental abuse can have a very severe impact on children. Death can create a sense of loss and fear of losing everyone and everything, adding stress to the pain. Sometimes, breaking up with a romantic partner can also be traumatic for young adults. It is always a good idea to keep an eye on your teenager in the wake of any such events.

BJ Cassey, Rebecca M. Jones et al (2010) indicate that the adolescence is the time of storm and stress. In spite of intense and frequent negative affect, this period has been hypothesized to explain increased rates of affective disorders, suicide and accidental death. Yet some teens emerge from adolescence with minimal turmoil. It provides neurobiological model for adolescence which proposes that an imbalance in the development of subcortical limbic (eg amygdala) relative to prefrontal cortical regions as a potential mechanism for heightened emotionality during this period. The presence of environmental factors may exacerbate the turmoil of adolescents

## **7. Drastic Changes In life**

Adolescents may not embrace change as quickly as adults do. Drastic changes like moving to a new school or city, addition of new members to the family such as a step-parent, step-siblings, etc., can make the teenager uncomfortable. Not knowing how to deal with changes and the way to meet the expectations of parents or teachers can make life very stressful for the teenager.

## **8. Romantic Relationships**

Boys and girls in high school often worry about not having a boyfriend or girlfriend, when all their friends do. In the middle of academic and social

pressures, adolescents indulge in romantic relationships that add to their stress. Expectations from the partner, getting too little or too much attention from the partner and the confusion caused due to budding sexual feelings are just a few things about romantic relationships that can get them stressed.

### **9. Poor Self-Esteem**

Teenagers have a lot of questions and doubts about the different emotions and physical changes they go through. Self-doubt or poor self-esteem is the worst among them. How you treat your child can also give rise to self-doubt and poor perception of self.

### **10. Peer Pressure**

Children start to socialize more during adolescence and try to navigate through the complex world of relationships at this stage. The need to be accepted by their peers motivates them to try new things including drinking, smoking, and drugs. As adolescents are at a vulnerable age, they try to find an identity. In that process, they create an accepted social image and are under constant pressure to maintain it. Trying to strike a balance between their image and a created one, is not an easy task and can be very stressful.

### **11. Unhealthy Competition**

Competition amongst peers in school is common. Students usually indulge in healthy competition in academics, sports and extracurricular activities. Competition is good and healthy as long as it only encourages them to perform better and improve their grades. But if it gives rise to negative feelings like jealousy and resentment, it only adds to the current academic stress.

### **12. Sibling Rivalry**

Differences between siblings are normal, but if it goes up a few notches and turns into war, it can be stressful for both the parties involved. Teenagers may develop feelings of jealousy and hatred for their younger siblings who get more attention from the parents. Also, the way you treat your teenager and the younger child, if any, can make a teen feel bad about himself.

### **13. Poor Time Management**

A common complaint that your teens make is that they “don’t have time” for anything. There is never enough time for breakfast, for school work, or household chores. Poor time management is yet another cause of stress among teens. They get easily distracted by technology and media, which eats up most of their time. Before they realize, they are left with little time to finish what needs to be done.

## **II. Effects of stress:**

Stress can manifest itself in different ways, mostly emotional and physical. You can also tell that someone is stressed by the way they are behaving. The effects of stress on teens can be many; some of them are listed below.

### **1. Emotional Signs**

People who are stressed aren’t the most excited lot. They are evidently unhappy and may seem depressed. Stressed teens may also seem agitated, anxious, aloof, and irritable. They get angry and overwhelmed easily by simple things. The next time your teenager snaps at you for no reason, you could know that he is stressed.

### **2. Physical Signs**

Physical signs of stress in teens include tiredness or fatigue, headaches, constipation, nausea and dizziness, palpitations, and loss of appetite. Your child may lose interest in sports and other physical activities as well.

### **3. Behavioral Changes**

Common symptoms of stress often include behavioral changes like eating or sleeping too little or too much. Your teen may also seem fidgety and display nervous habits like nail biting, restless pacing, moving around constantly and so on.

#### **4. Cognitive Symptoms**

Stress in teens can also impact their cognitive abilities like memory. You may think that your teen is neglecting his chores or being careless but for all you know, he may have been stressed and forgot about it. Other cognitive symptoms include the inability to focus, negative perspective, and poor judgment.

Other effects of stress on teens include

- Being irrational
- Drastic changes in weight
- Feeling 'hopeless' and 'helpless'
- Change in period cycle for girls
- No care for appearance

All children will experience stress, sometimes significant amounts of it, in their lives. Adults ordinarily fail to recognize the incidence and magnitude of stress in the lives of children. For example, studies have shown that "parents perceive children as having lower levels of stress than children perceive themselves as having." (Humphrey, *Helping Children Manage Stress*, 1998) This is confirmed by a nation-wide survey that concludes "parents underestimate how much children worry"

#### **F. Studies related to stress among adolescents.**

Vamadevappa(2009) in a study revealed that there is a positive and significant relationship between parental involvement and academic stress among the higher secondary students. Good parental involvement leads to higher academic stress. And the stress of girls is less than the boys among the higher parental involvement group.

AshaBatnagar(2007) observed 600 tenth class students of Delhi and found a positive and significant correlation between the academic stress factors and the academic achievement. He also found a significant negative correlation between study habits and academic stress.

James.D.A Parker et al (2008) examined the relationship between emotional intelligence (EI) and several addiction related behaviors like gambling, internet use and video games playing in two community based sample of adolescent 13-15 years old (N 209) and 16-18 years old (N= 458) both were measured using Emotional Intelligence was found to be moderate to strong predictor of addiction related behavior in both the groups

Mark Scott Smith and William Womack(1987) conducted study on selected adolescents who were suffering from Psychophysical Stress. After clinicians examined, the adolescents were taught relaxation techniques which included progressive muscular relaxation, Meditation, biofeedback and self-hypnosis. These techniques worked for the adolescents.

Nagaraju(2009) conducted a study on 224 students of class X and reported that (i) the correlation between academic stress and anxiety is positive and significant. (ii) the correlation between intelligence and stress is negative and significant and (iii) the correlation between achievement and stress is positive and significant.

Joseph (1994) explored the influence of motivation and gender on secondary school student's academic performance: the relationship between academic achievement motivation and English language proficiency was studied in a group of 160 Nigerian secondary students. Results showed that there were no significant gender differences between male and female students with regard to either academic motivation or language proficiency. However, mastery of English was found to be positively linked to student motivation levels. This was true for male and female students.

Leung, Yeung and Wong (2009) examined the role of paternal support in the relation between academic stress and the mental health of primary school children in Hong Kong. The participants of this cross-sectional study were 1,171 fifth and sixth graders. The results indicated that academic stress was a risk factor that heightened student anxiety levels and that parental emotional support was a protective factor that contributed to better mental health among children. However, parental informational support delivered to children during times of high academic stress appeared to heighten student anxiety levels.

Rajendrenand Kaliappan(1990) studied the efficacy of the behaviorprogramme in managing academic stress and improving academic performance. 285 students were administrated student academic stress scale (67items) which is primarily measures the four sources of stressors namely - personal inadequacy, fear of failure, interpersonal difficulties with teachers and parents and inadequate study facilities. The subjects under high stress on each factor received the behavioral package programme. The findings revealed that the behavioral package programme increased personal adequacy level and reduced fear of failure including interpersonal difficulties with teachers and parents. On the whole, the changes in stress levels led to improvement in the academic performance.

The reviewed literature clearly indicates that the adolescents undergo lot of stress which need to be addressed immediately. This will in turn help them to develop into healthy adult. Therefore it has become mandatory to investigate the stress among the adolescents.

### III. METHODOLOGY

The present study entitled “**Stress among adolescents**” was undertaken to investigate the stress level experienced by adolescents pertaining to the different areas of stress. The research design consisted of the following steps

8. Selection of area.
9. Selection of Sample.
10. Selection of Tools.
11. The purpose of the study.
12. Conduct of the study.
13. Analysis and Interpretation of the data.

#### **1. Selection of Area:**

Coimbatore city was chosen as the locale of the study. Coimbatore is called the “Education hub of South India” as it is well known throughout the country for its reputed educational institutions, schools, colleges and universities.

Although there are other states that have greater literacy rates (e.g., Kerala) or greater industrial development (e.g., Maharashtra), Tamil Nadu has a unique combination of structural factors (like high literacy, development, and urbanization) and cultural factors (valued modes of success, history of academic achievement), which makes the adolescents to experience the pressure to perform well in academics.

The sample was selected from the Rathnavel Subramaniam College of Arts and Science, located in Sulur, a suburban area of Coimbatore, Tamil Nadu.

#### **2. Selection of Sample:**

Youth - the critical phase of life is a period of major physical, physiological, psychological and behavioral changes with changing patterns of social interactions and relationships. So the period of adolescence calls for urgent need to deal with stress and as a consequence, the behavior of the teenager can have drastic change.

Sampling is the process of selecting units from a population of interest so that by studying the sample we may fairly generalize our results back to the population. Simple random sampling was used to select the sample from the population in which each and every individual gets equal chance of participation

Thus the investigator selected adolescents as her sample for the study. Altogether 91 undergraduate students of age 17- 22 years were randomly selected from two streams of education (Arts and Science). This sample population consisted of 56 female and 35 male students. Out of 91 students, 47 were taken from Science stream and the remaining 44 were taken from Arts stream.

### **3. Ethical clearance of the study:**

The institutional Human Ethics Committee has approved to carry on with the study research proposal No. IHEC/16-17/HD-05 based on the topic "Stress among adolescents" which has been submitted by the investigator. The Approval number for the same is AUW/IHEC/HD-16-17/XMT-05.

### **4. Selection of Tools:**

- **Tools used**

For this study the investigator administered two tools:

1. A questionnaire to elicit the general information of the selected respondents in accordance to their gender, age, stream of education, location, family type, etc.(Annexure III)
2. A modified version of student's stress scale developed by Dr. Zaki Akhtar, has been administered to assess the stress among the selected sample. This scale consists of items in five different areas namely home stress, academic stress, societal stress, situational stress and personal stress. There were 71 statements grouped under the five areas of stress. A five point rating scale was used to elucidate their responses.(Annexure IV)

- **Scoring:**

The stress scale used was a 5 point score rating scale where each statement was given points ranging from 5 to 1. All these stressors have a

negative marking as in 5- Never, 4-Rarely, 3-Sometimes, 2- Often and 1- Always. The total scoring was computed to have upper limit of 355 and lower limit of 71

Based on the scoring range the selected sample was categorized under a specific range of experiencing high, moderate and low stress level and given in table I

**TABLE II**  
**SCORING RANGE**

<b>S.No</b>	<b>Level of stress</b>	<b>Scoring Range</b>
<b>1</b>	LOW	71 – 165
<b>2</b>	MODERATE	166 – 260
<b>3</b>	HIGH	261 - 355

**5. The purpose of the study:**

The purpose of conducting this study was to explore the stress experienced by undergraduate students and their perception about major sources of stress. In the investigator's opinion, it is very important for undergraduate students to learn how to manage the stress even if it cannot be eliminated.

**6. Conduct of the study:**

After establishing the rapport between the students and investigator, a questionnaire to elicit the demographic profile and a student's stress scale were distributed to the selected samples. The filled questionnaire and rating scale were collected and subjected to further analysis

## **7. Analysis and interpretation of the collected data:**

The data collected were coded, tabulated and subjected to appropriate statistical analysis in accordance with the formulated hypotheses.

The investigator used the following statistical techniques:

- Percentage analysis to conceptualize the demographic profile of the selected adolescents.
- Percentage analysis to categorize the selected sample into categories based on the stress levels experienced by them
- T-test to compare the stress experienced by the adolescents in relation with their gender and academic stream.

# METHODOLOGY AT GLANCE

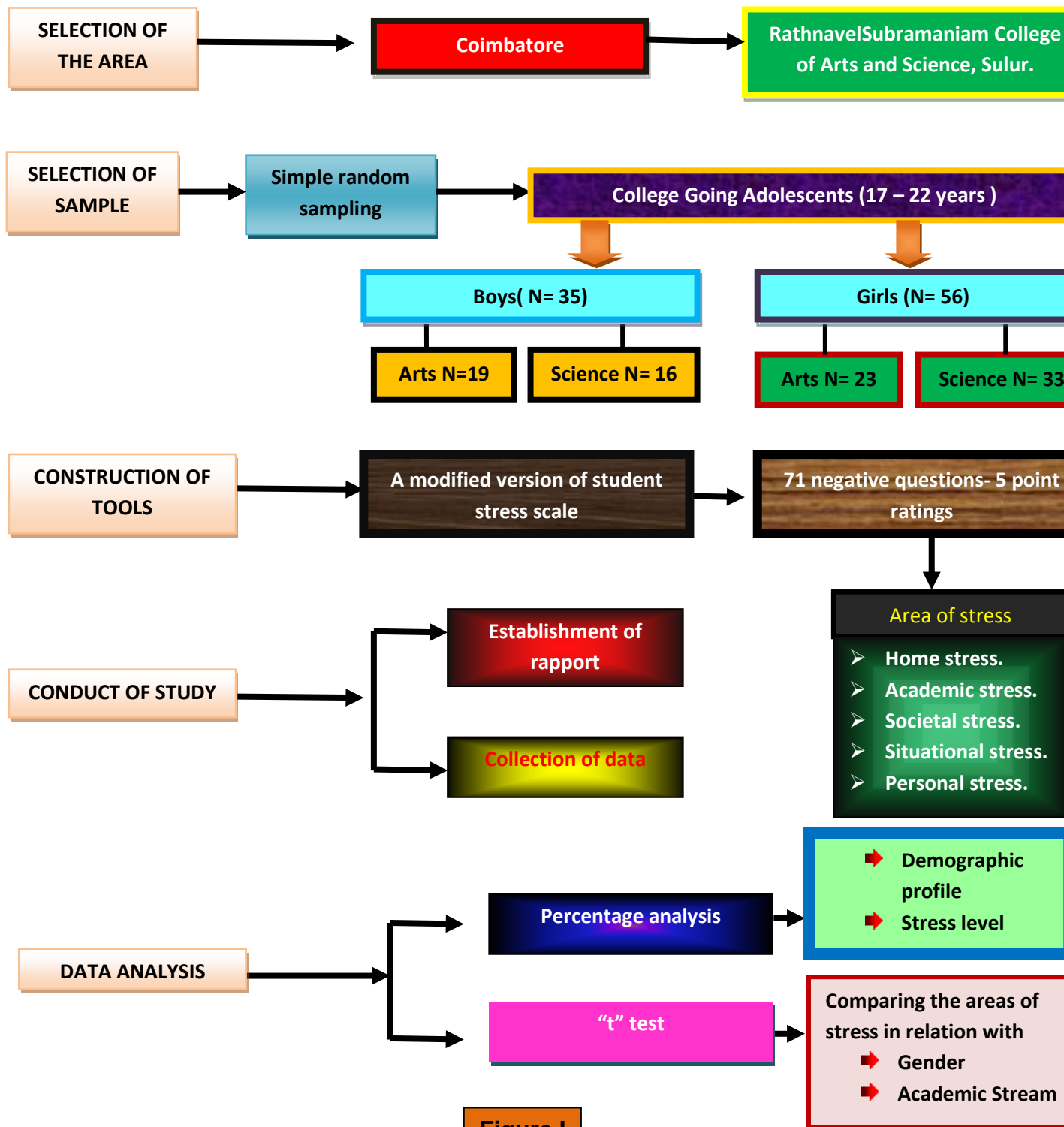


Figure I

# RESEARCH IN ACTION



PLATE I

## IV RESULT AND DISCUSSION

Stress is a part of everyday life that sometimes leads to feelings of anxiety. Stress is the body's reaction to various stimuli, including physical, chemical, emotional, or environmental factors.

The results of the study entitled "Stress among adolescents" were analyzed under the following headings:

- A. General background of the selected sample.
- B. Level of stress among the selected adolescents.
  - I. General Stress level
  - II. Stress level and gender
  - III. Stress level and academic stream
- C. Areas of stress and gender.
- D. Areas of stress and stream of graduation.
- E. Stress among the selected arts graduates
- F. Stress among the selected science graduates

### **A. General background of the selected samples**

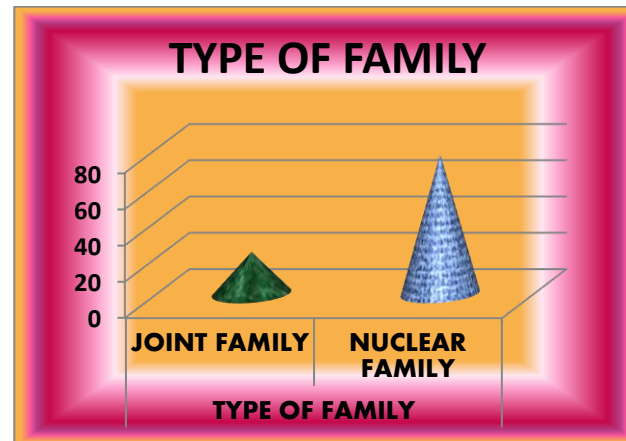
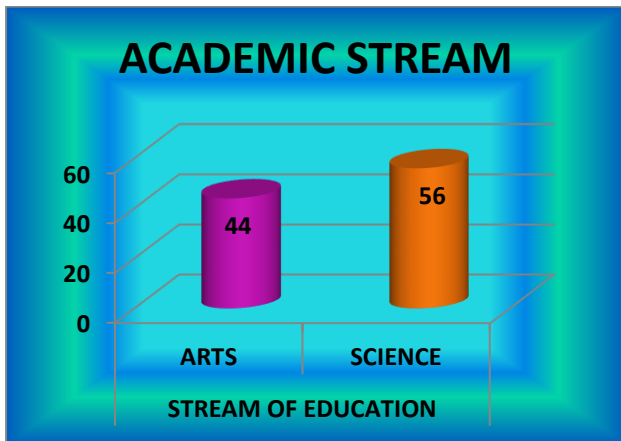
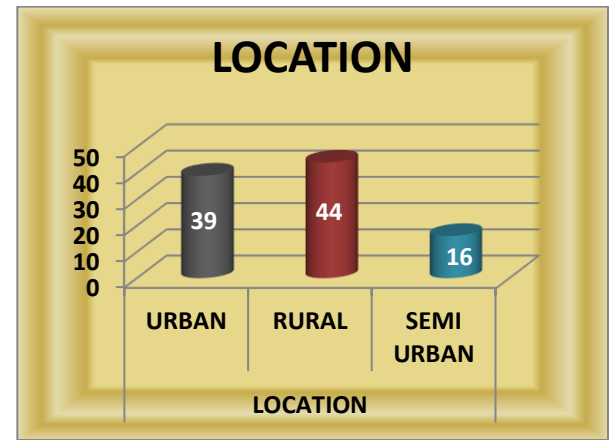
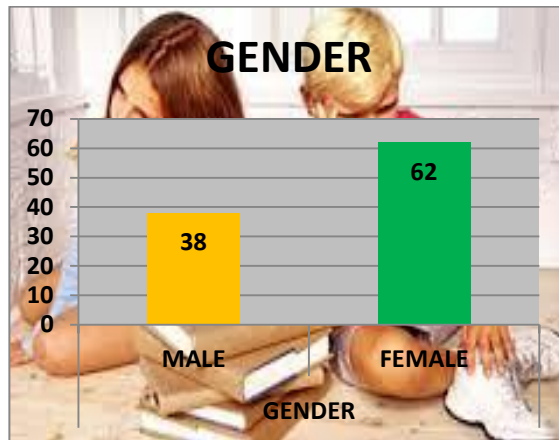
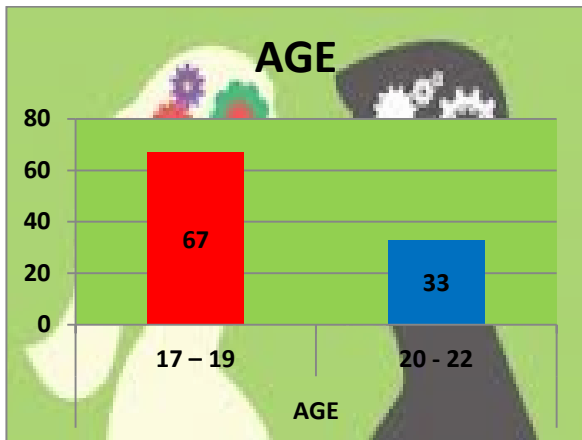
Demographic profile is characteristics of a selected sample which includes variables like gender, age, education, occupation, income level, marital status and family constellation. Collecting information on the selected sample is very important for effective research as it is way getting introduced to them.

The general demographic profile of the selected samples has been revealed in table III and figure II.

**Table III**

**Demographic profile of the selected adolescents**

<b>GENERAL PROFILE</b>	<b>PARTICULARS</b>	<b>N=91</b>	<b>%</b>
<b>AGE IN YEARS</b>	<b>17 – 19</b>	<b>61</b>	<b>67</b>
	<b>20 – 22</b>	<b>30</b>	<b>33</b>
<b>GENDER</b>	<b>MALE</b>	<b>35</b>	<b>38</b>
	<b>FEMALE</b>	<b>56</b>	<b>62</b>
<b>ACADEMIC STREAM</b>	<b>ARTS</b>	<b>40</b>	<b>44</b>
	<b>SCIENCE</b>	<b>51</b>	<b>56</b>
<b>LOCATION</b>	<b>URBAN</b>	<b>36</b>	<b>40</b>
	<b>RURAL</b>	<b>40</b>	<b>44</b>
	<b>SEMI URBAN</b>	<b>15</b>	<b>16</b>
<b>TYPE OF FAMILY</b>	<b>JOINT FAMILY</b>	<b>21</b>	<b>23</b>
	<b>NUCLEAR FAMILY</b>	<b>70</b>	<b>77</b>



**Figure II**  
**Demographic profile**

From the above table it was clear that the adolescents in the age group of 17-19 years (67%) were more compared to the 20-22years (33%).

Looking into the gender of the undergraduate students, females (62%) outnumbered the males (38 %).

The selected samples included more students belonging to science stream with (56%) than Arts stream (44%). This shows the recent trend of selecting science stream in view of more job opportunities.

Majority of the selected respondents (77%) belonged to nuclear families and only 23% belonged to joint family which showed the decline of traditional family system and increasing need for independence and privacy

Majority of the participants belonged to the rural area (44%) followed by the urban area (39%) and the least from the semi urban area (16%). It was evident that importance of getting graduation has reached the rural masses.

## **B. Level of stress among the selected adolescents**

Teen stress is an important health issue. The ways in which teens cope with these stressors can have significant short- and long-term consequences on their physical and emotional health. Difficulties in handling stress can lead to mental health problems.

### **I. General stress level among selected adolescents**

The teen years are marked by rapid changes—physical, cognitive, and emotional. Young people also face changing relationships with peers, new demands at schools and colleges, family tensions, and safety issues in their communities.

Table IV and figure III picturize the level of stress experienced by the selected adolescents

**Table IV**

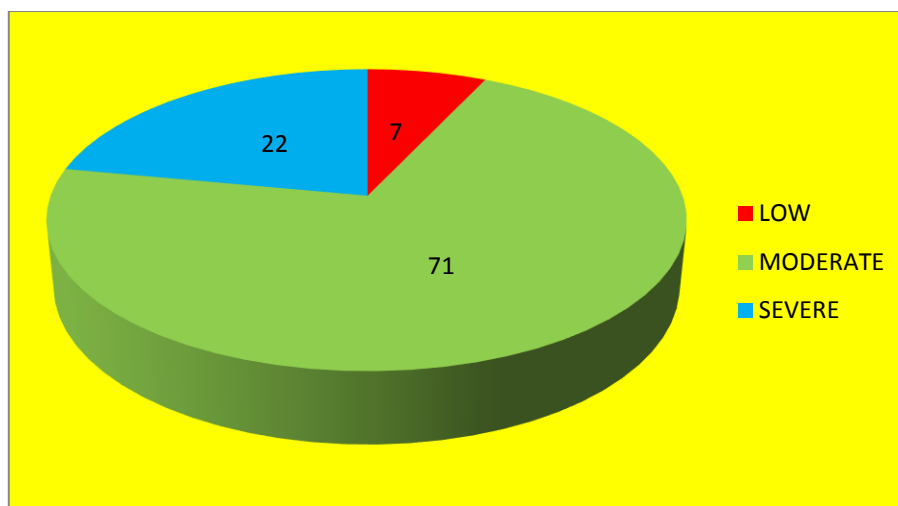
**LEVEL OF STRESS AMONG THE ADOLESCENTS**

<b>S.No</b>	<b>Stress level</b>	<b>N= 91</b>	<b>%</b>
<b>1</b>	<b>LOW</b>	<b>6</b>	<b>7</b>
<b>2</b>	<b>MODERATE</b>	<b>65</b>	<b>71</b>
<b>3</b>	<b>SEVERE</b>	<b>20</b>	<b>22</b>

Analysis of stress level among the adolescents pointed that almost all the selected adolescents experienced either moderate stress (71%) or severe stress (22%). The percentage of selected sample experienced low stress was very less (7%).

The scenario calls for an urgent need of addressing the issue because getting stressed will have a severe impact on their academic, social, emotional and inter personal development.

Some teens become overloaded with stress and inadequately managed stress can lead to anxiety, withdrawal, aggression, physical illness, or poor coping skills such as drug and/or alcohol use. (American Academy of Child and Adolescent Psychiatry, 2015)



**Figure III**  
**Overall stress level**

## II. Stress level and gender

There are differences in how males and females experience stress in various stages of their life.

Table V and figure IV show the comparison of stress level among the selected boys and girls.

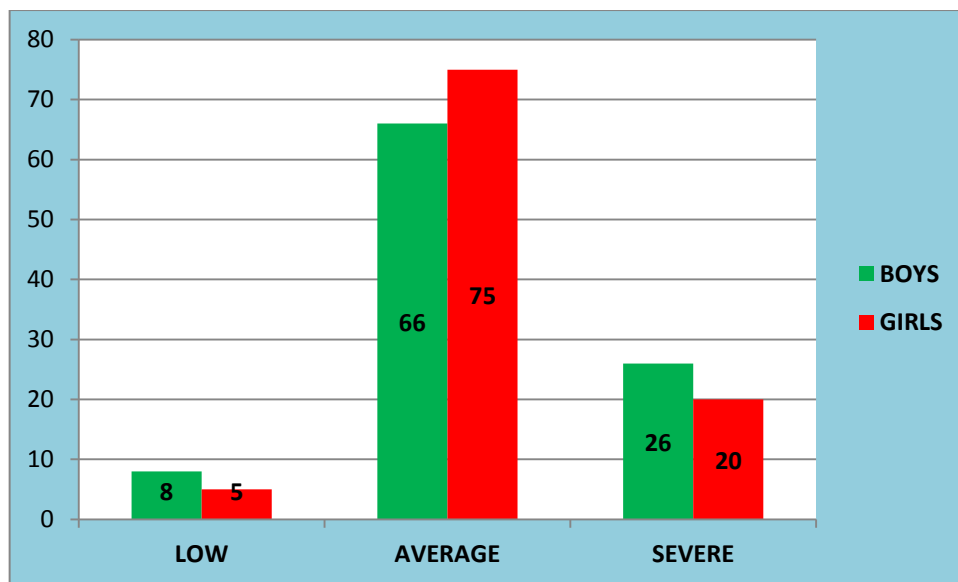
**Table V**  
**Gender and stress level**

**N=91**

S.NO	Level of Stress	Boys		Girls	
		N= 35	%	N=56	%
1	LOW	3	8	3	5
2	AVERAGE	23	66	42	75
3	SEVERE	9	26	11	20

From the above table it could be concluded that both the gender experienced same pattern of stress level. Average stress was reported by 66% of the selected boys, followed by severe stress by 26%. Only 8% came under the category of experiencing low stress.

Stress level reported by the selected adolescent girls also followed the same pattern as that of their male counterparts. Three - fourth of them had experienced average stress followed by severe stress (20%). Low stress was experienced by only 5% of the selected girls



**Figure IV**  
**Gender and stress level**

### **III. Academic stream and level of stress**

All students face the same dilemma of whether to choose for science stream or arts stream after all, this is the first major choice they have to make that has the potential of setting the course of the rest of their lives.

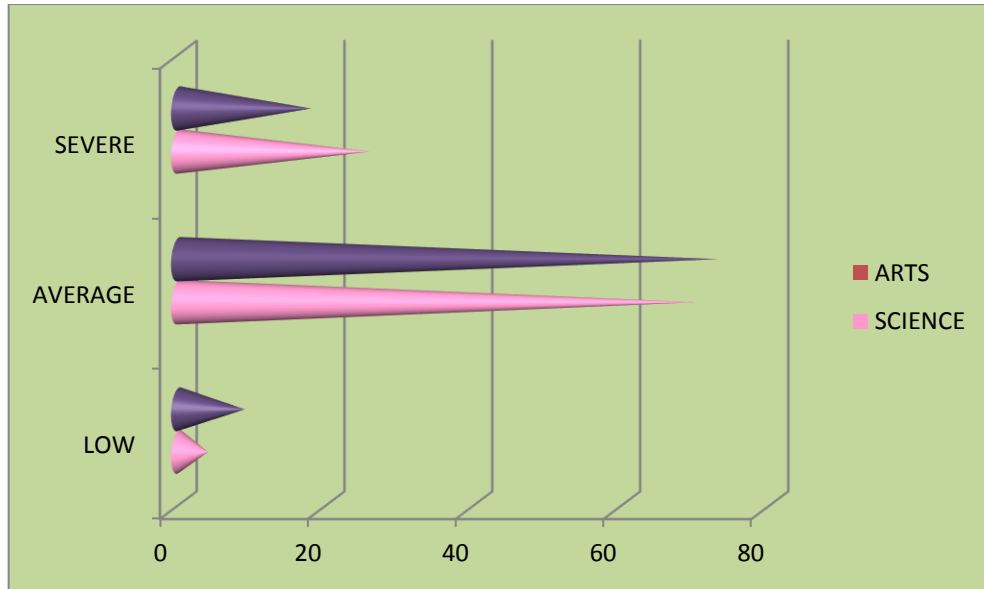
Students studying courses in science and arts stream of education reported their stress level and are recorded in table VI and figure V.

**Table VI**  
**Stress level based on Academic Stream**

S.No	Level of Stress	Science		Arts	
		N= 46	%	N=45	%
1	LOW	2	4	4	9
2	AVERAGE	32	70	33	73
3	SEVERE	12	26	8	18

Majority of the selected adolescents both from science (70%) and arts (73%) had experienced average stress. Severe stress was reported by 26% of the selected adolescents from science stream and by 18% of them from arts stream. Very few from science (4%) and arts (9%) experienced low stress.

The result was in contradiction to the popular belief that stress will be significantly high in the science students when compared to arts students. This may be related to the uncertainty regarding future work situation. Unfortunately art is still considered secondary to science which provides better employment opportunities.



**Figure V**  
**Stress level and academic stream**

**C. Areas of stress and gender**

Stress is a reality which we have to face in our everyday life. There are situations when we start to feel ourselves out of help and start to disturb emotionally and other stressors. Many people consider stress as an incident happen to them such as injury or job loss (Centre, 2010). Several studies have also linked university students, stress, and gender (Day and Holly,2003) and noted that female students had higher levels of depression than males.

Table VII and Figure VI indicate the level of significance between stress experienced by selected adolescents in relation to their gender.

**Table VII**  
**Gender specific stress**

S.No	Areas of stress	MEAN SCORES		“ t “
		BOYS N=35	GIRLS N=56	
1	Home stress	54.1143	55.5357	.479 <sup>NS</sup>
2	Academic stress	68.9714	68.0893	.659 <sup>NS</sup>
3	Societal stress	46.9429	45.1250	.810 <sup>NS</sup>
4	Situational stress	35.4286	37.2676	.124 <sup>NS</sup>
5	Personal stress	27.0857	29.2817	.620 <sup>NS</sup>
Total		232.543	235.299	2.692 <sup>NS</sup>

Each and every one of the selected sample had experienced stress at some point in their life, producing changes in the body systems. Stress experienced by the selected sample in the five areas of stress were analysed in relation with the gender. The results showed the following interpretations

Analysis of the home stress of students with relation to their gender showed that there was no significance difference in the stress experienced at home with mean scores for boys (**M=54.1143**) and for girls (**M=55.5357**).

The result was contradictory to the study conducted by Abdulghaniet *al.* (2011), where gender was found to be one of the most important factors in the development of stress, with the results indicating a female predominance

Academic stress is a significant source of stress for many students (Hashim, 2003). Over the past few years the burden of work and expectations on

the students has increased significantly. College students are a group particularly prone to stress due to the transitional nature of college life. The pressure to earn good marks (grades) is very high (Baviskar, et.al., 2013)

The present study showed that the comparison of mean values of academic stress among boys (**68.9714**) and girls (**68.0893**) had no significant difference regarding the stress experienced by them. This showed that both boys and girls experienced almost similar stress in relation to their academics

Life for many young people is a painful tug of war filled with mixed messages and conflicting demands from parents, teachers, coaches, employers, friends and oneself. Growing up—negotiating a path between independence and reliance on others—is a tough business. It creates stress, and it can create serious depression for young people ill-equipped to cope, communicate and solve problems.

The lack of an established network of family and friends predisposes a person to stress disorders and stress-related health problems. Assessment of societal stress experienced by the selected adolescents indicated that there was no significant difference between the boys (mean score - 46.9429) for boys and girls (mean score-45.1250). It implicates that society enforces equal stress on both genders conflicting with the popular belief that female are more stressed due to societal pressure

Living or working in an uncomfortable physical environment may be stress inducing. Virtually everyone will experience stressful events or situations that overwhelm their natural coping mechanisms. In accordance to the gender difference of the situational stress among adolescence it indicates a “t” value of **.124** which showed that there was no significance difference with mean scores of **M=35.4286** for boys and **M=37.2676** for girls.

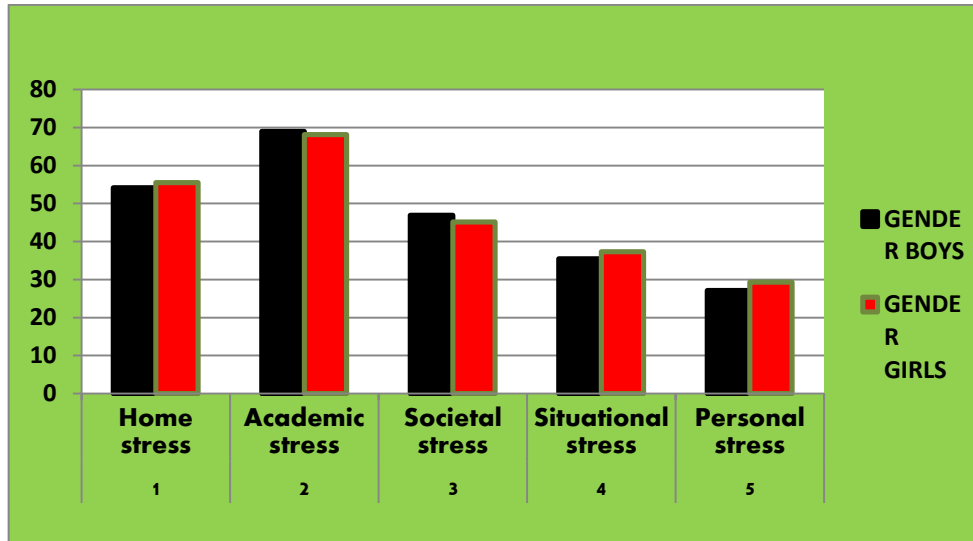
Certain people have personality traits that cause them to over-respond to stressful events. People who are less emotionally stable or who have high anxiety levels tend to experience specific events more stressfully than others. Even looking to the gender difference in personal stress among adolescence with means scores of **M=27.0857 for boys and M=29.2817 for**

girls, there was no significance difference indicated by “t” test value of **.620**. Stress is associated with impairment of health, and negative emotional experiences which is detrimental to quality of life and sense of well being (Sinha, 2000).

Stress impairs concentration, causes sleeplessness, and increases the risk for illness, back problems, accidents, and lost time from work. Work stress can lead to harassment or even violence on the job. At its most extreme, chronic stress places a burden on the heart and circulation that in some cases may be fatal.

Overall, comparing the different stressors in assessing the stress level among adolescence indicates by a “t” test of value **2.692** showed no significant difference with overall mean scores of **M=232.543**for boys and **M=235.299**for girls.

Thus the hypothesis stating that there was no significant difference in the specified areas of stress between boys and girls was accepted.



**Figure VI**  
**Areas of stress based on gender**

#### D. Areas of Stress and stream of education

The major stressors experienced by the adolescent boys and girls were found to be self-role distance, role stagnation and role overload. The investigator intended to bring out the stress experienced by adolescent boys and girls of both science and arts faculty.

Table VIII and figure VII disclose the level of significance in the stress level experienced by the selected sample based on their stream of education.

**Table VIII**

#### **Stress areas and academic stream**

S.No	Areas of stress	Mean of Academic stream		“ t ”
		Arts N=40	Science N=5	
1	Home stress	65.44	54.54	0.366 <sup>NS</sup>
2	Academic stress	66.82	70.00	0.992 <sup>NS</sup>
3	Societal stress	44.20	47.41	1.186 <sup>NS</sup>
4	Situational stress	34.96	35.09	0.085 <sup>NS</sup>
5	Personal stress	27.09	28.41	0.865 <sup>NS</sup>

NS- Not Significant

Stress experienced by the selected students from Arts and Science stream of graduation was found to be insignificant in the area of home stress with the mean score of 65.44 for Arts and 54.54 for science students. This result contradicts with most popular belief that students pursuing science stream are likely to experience more stress than arts students

Comparison of academic stress among the selected respondents from arts and science faculty proved that there was no significant difference in the stress with the mean scores of 66.82 for students of arts stream and 70.00 for science students. The mean scores indicated that arts students are less stressed academically than science students. This may be attributed to the heavy syllabus and laboratory practical's undergone by the science students

The study by Banu et al (2015) disclosed that students from humanities and social sciences experienced more academic stress, followed by students from science and management disciplines

Societal stress showed no significant difference in the stress undergone by the selected sample hailing from arts and science stream. The mean scores of arts students (44.20) was less in comparison with that of science graduates (47.41). The scenario put forth a conclusion that society expects a lot from science graduate than their arts counter parts.

Situational stressors put almost equal stress on students from arts and science stream. It was evident from the mean scores of 34.96 for arts students and 35.09 for science students. When analysed by t – test, there was no significant difference between the mean scores.

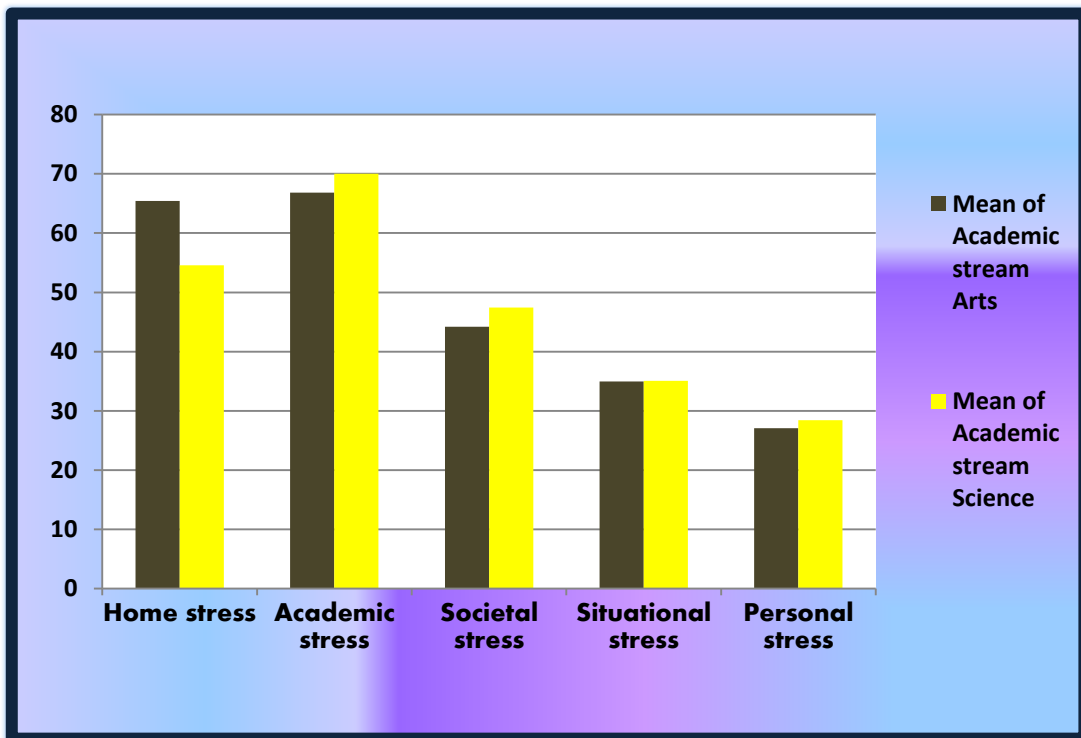
According to Feld (2011), the most important stressors encountered by students include high individual and external expectations, and stressful surroundings as well as academic motivators such as academic tasks, ranks and college recognition

Stress is a self-defense mechanism of the body caused by a perceived threat or an upset. Personal stress is caused by several different factors, can become long-term stress and has been known to lead to serious health problems.

The mean scores for personal stress of selected samples from arts stream (27.09) and that of selected adolescents from stream (28.41) were subjected to t – test to compute the level of significance. The result showed that there was no significant difference in this regard.

Computed statistics of mean scores for the stress experienced by the selected adolescents from arts stream and science stream showed that there was no significant stress level experienced by them in relation with the specific areas of stress.

Thus the hypothesis stating that there will not be any difference in the stress level experienced by the arts and science graduates was accepted.



**Figure VII**

**Stress based on stream of education**

**E. Areas of stress among the selected arts graduates**

Stress is the pressure felt while at work and in private life. College requires significantly more effort from students than their schools (Sudha and Kumar, 2016).

The scores in the specified areas of stress of arts graduates were computed statistically and the results are given in Table IX and figure VIII

**Table IX**  
**Stress among the students of arts based on gender.**

S.No	Areas of stress	Mean of Gender		“ t”
		Male N=12	Female N=33	
1	Home stress	57.17	54.82	0.645 <sup>NS</sup>
2	Academic stress	68.25	66.30	0.333 <sup>NS</sup>
3	Societal stress	48.92	42.48	1.462 <sup>NS</sup>
4	Situational stress	34.67	35.06	0.179 <sup>NS</sup>
5	Personal stress	26.33	27.36	0.466 <sup>NS</sup>

NS- Not Significant

Stress poses a great threat to quality of life for students (Dyck, 2001). From table IX it was clear that there is no significant difference among the males and females based on their home stressors. Males with mean scores of 57.17, had a little extra stress with that of females with a mean score of 54.82 which proved opposite to the contradiction and beliefs of nature.

Analysis of academic stress analysis revealed no significant among the male and female. The male arts graduates secured a mean score of 68.25 and females a mean score of 66.30 with a “t” test value of 0.333.

Academic performance and fear of failing are other stressors that are of concern to the students’ health life. This is consistent to earlier studies (Topper, 2007) that identified fear of failing or poor performance as stressful.

Arts Students indicated that they had almost equal level of stress with respect to gender based societal stress, with mean scores of 48.92 and 42.48. It was also observed that of the little difference between males and females in

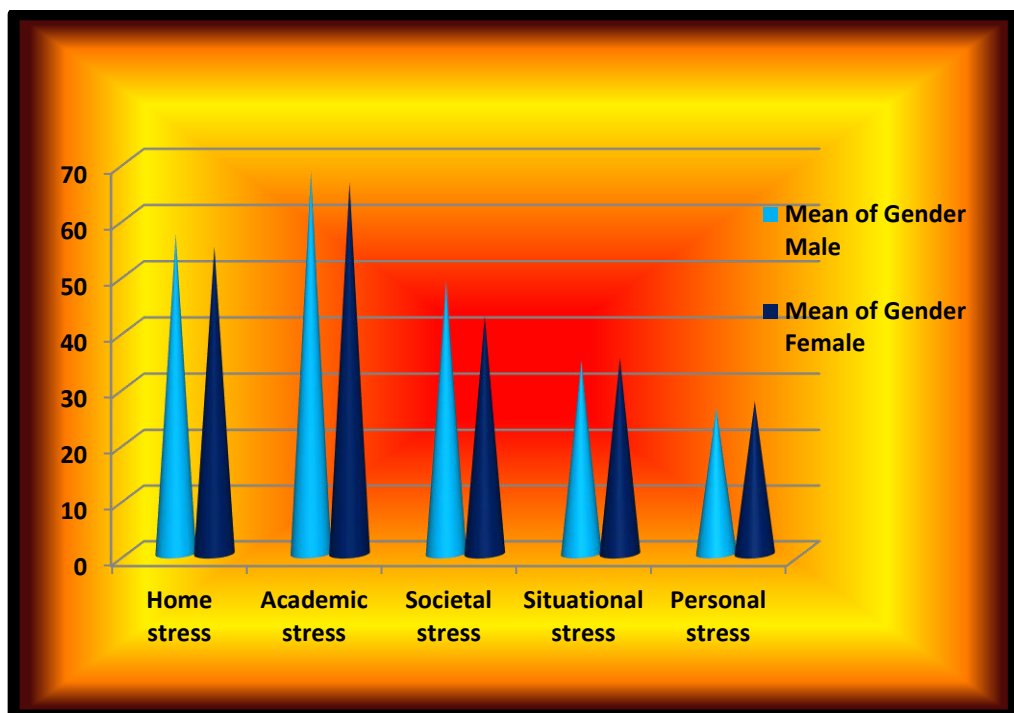
accordance to their experience of stress in the society, where males are of more stress as compared to females.

Our society is based on certain norms and rules and members of society have to work according to those norms and rules. But because of social situation he/she may not be able to be appreciated, loved and respected. If this desire for love and respect is not met, the result is stress and frustrating.

Environment is habitations in fullest sense. Not only our physical surroundings but also the people around social customs, traditions, cultural and our educational training all constitute our environment.

The table IX revealed that the arts group males and female had no significant difference between them with mean score of 34.67 for males and 35.06 for females.

Tripathi, (1978) in his study found that both boys and girls were frustrated and there was no significant sex difference..



**Figure VIII**

**Stress among Arts group**

## F. Areas of stress among the selected science graduates

The early teen years are marked by rapid changes—physical, cognitive, and emotional. Young people also face changing relationships with peers, new demands at school, family tensions, and safety issues in their communities. The ways in which teens cope with these stressors can have significant short- and long-term consequences on their physical and emotional health. Difficulties in handling stress can lead to mental health problems, such as depression and anxiety disorders.

Computed statistics for the comparison of stress among male and female college science students is presented in Table X and figure IX

**Table X**

**Stress among the science graduates based on gender.**

**N=46**

S.No	Areas of stress	Mean Scores		“ t ”
		Male N=23	Female N=23	
1	Home stress	52.52	56.57	1.086 <sup>NS</sup>
2	Academic stress	69.35	70.65	0.332 <sup>NS</sup>
3	Societal stress	45.91	48.91	0.803 <sup>NS</sup>
4	Situational stress	35.83	34.35	0.607 <sup>NS</sup>
5	Personal stress	27.48	29.35	0.788 <sup>NS</sup>

NS- Not Significant

From the above table it was observed that the students of both gender belonging to the science stream had no significant difference with the mean scores of 52.52 for males and 56.57 for females in the areas of home stress. This

contradicts with the study by (Calvarese, 2015) which stated that there were significant differences between males and females concerning their reactions to stress. Overall, females experienced higher levels of depression, frustration, and anxiety than their male counterparts when reacting to stress.

Comparison of mean scores of boys (69.35) and girls (70.65) showed that there was no significant difference in the academic stress. Both the gender were subjected almost equal stress in academics. Bjorkman (2008) concluded in his study on the academic stress that academic stress is the relevant construct to consider when examining the potential sources of stress that junior high students' experience and girls and boys report similar level of academic stress.

Social support from parents and classmates was related to lower level of stress, and support from parents, teachers, and classmates was related to fewer internalizing problems in the current study. From the table given above it was clear that females faced slightly higher level of societal stress when compared to males. But the computed  $t$  – test value showed no significant difference.

Table X clearly indicated that there was no significant difference in the level of situational stress of both males and females with mean scores of 35.83 for male samples and 34.35 for female samples. Since mean value of second group is lower than the mean value of first group. It may be concluded that Science Females based on the environmental stress had less stress than their counterparts i.e. Science Males students.

In the personal stress of the science students, the male students acquired mean score of 27.48 and females of 29.35. This showed that the females have more stress than males

Comparison of mean scores of stress in the specified areas of stressors proved that there was no significant difference among the science graduates based on their gender. Regardless of their gender all students of science group suffered equal level of stress in the specified areas.

Thus the hypothesis stating that there is no significant difference in the stress experienced by science graduates based on their gender

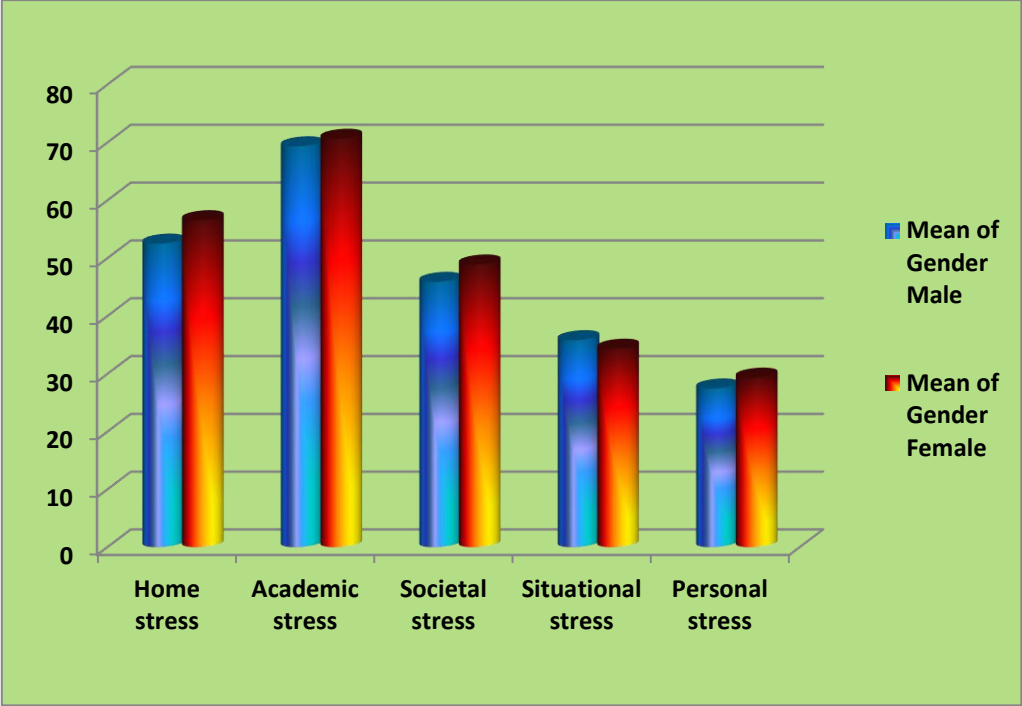


Figure IX

Stress among Science Group

## V. SUMMARY AND CONCLUSION

The word adolescence is Latin in origin, derived from the verb *adolescere*, which means “to grow into adulthood”. Adolescence is a time of moving from the immaturity of childhood into the maturity of adulthood. Though there is no single event or boundary line that denotes the end of childhood or the beginning of adolescence yet experts think of the passage from childhood into and through adolescence as composed of a set of transitions. These transitions are biological, cognitive, social and emotional which can be turbulent time for them. (Hasmi, 2013)

College life is one of the most scintillating and memorable experiences in an adolescent’s life. It is in college that an adolescent enjoys the vibrant environment, the company of friends and the various academic and co-curricular activities, which enriches nurtures and henceforth prepares the adolescent for adulthood. Looking from a closer perspective, the college student’s encounters a number of challenges in his day to day life, therefore the whole idea of an exciting and vibrant college life is unveiled by these challenges which in turn contribute to stress and if not dealt with can only escalate and hamper their academic performance, emotional and social well-being. (Pariat, 2014)

Stress has generally been viewed as a set of neurological and physiological reactions that serves an adaptive function (Franken, 1994). Psychological sources of stress not only diminish our capacity for adjustment, but also may adversely affect our health. Many visits to physicians, perhaps even most, can be traced to stress-related illness

In India, the factors responsible for the outcomes such as emotional stress and internalized problems are due to elevated levels of academic and social stress. (Krishna kumar et al.2005). Growing up—negotiating a path between independence and reliance on others—is a tough business. It creates stress and also serious depression for young people ill-equipped to cope, communicate and solve problems.

With this background the investigator undertook a study on “Stress among adolescents”. The study aimed at analyzing the level of stress among college going adolescents and the difference in the stress experienced in the specified areas of stressors with reference to their gender and stream of education.

Altogether 91 undergraduate students of age 17- 22 years were randomly selected from two streams of education (Arts and Science) from Rathnavel Subramaniam College, Sulur, Coimbatore. The sample consisted of 56 female and 35 male students. Out of 91 students, 47 were taken from Science stream and the remaining 44 were taken from Arts stream.

### **Objectives**

- ❖ To assess the levels of stress experienced by the selected adolescents
- ❖ To appraise the difference in the stress experienced in the specified areas based on their gender
- ❖ To conceptualize the difference in the stress experienced in the specified areas in relation with their academic stream

### **Hypotheses**

- There is no significant difference in the stress experienced in the specified areas of stress among selected adolescents based on their gender
- There is no significant difference in the stress experienced in the specified areas of stress among selected adolescents with reference to their stream of education
- Over all stress experienced by the selected adolescents will be similar regardless of their gender when compared within the academic stream.

### **Findings:**

- ❖ With reference to age, 67 percent was found to be in the age of 17-19 years and the remaining 33 percent were in the age group of 20-22 years.

- ❖ Fourty four percent of the selected sample was from rural areas followed by 39 from urban areas and only 16percent came from semi urban area.
- ❖ The majority of the selected samples belong to the nuclear family with 77 percent and the least to the joint family with 23 percent.
- ❖ Analysis of stress level among the adolescents pointed that almost all the selected adolescents experienced either moderate stress or severe stress. The percentage of selected sample experienced low stress was very less
- ❖ Comparison of stress level reported by both the gender showed that they experienced same level of stress.
- ❖ Average stress was reported by 66% of the selected boys, followed by severe stress by 26%. Only 8% came under the category of experiencing low stress.
- ❖ The selected adolescent girls also followed the same pattern as that of their male counterparts. Three - fourth of them had experienced average stress followed by severe stress. Low stress was experienced by only 5% of the selected girls
- ❖ Majority of the selected adolescents both from science and arts had experienced average stress. Severe stress was reported by 26% of the selected adolescents from science stream and by 18 % of them from arts stream. Very few from science and arts experienced low stress.
- ❖ Analysis of the home stress level of students with relation to their gender showed that there was no significance difference in the stress experienced at home with mean scores for boys ( $M=54.1143$ ) and for girls ( $M=55.5357$ ).
- ❖ The present study showed that the comparison of mean values of academic stress among boys (68.9714) and girls (68.0893) had no significant difference regarding the stress experienced by them. This

showed that both boys and girls experienced almost similar stress in relation to their academics

- ❖ In accordance to the gender difference of the situational stress among adolescence indicated by a “t” value of .124 showed that there was no significance difference with mean scores of (M=35.4286) for boys and (M=37.2676) for girls.
- ❖ Even looking to the gender difference in personal stress among adolescence with means scores of (M=27.0857) for boys and (M=29.2817) for girls, there was no significance difference indicates a “t” test value of .620
- ❖ Overall, comparing the different stressors in assessing the stress level among adolescence indicated by a “t” test value of 2.692 showed no significant difference with overall mean scores of (M=232.543) for boys and (M=235.299) for girls.
- ❖ Thus the hypothesis stating that there was no significant difference in the specified areas of stress between boys and girls was accepted
- ❖ Stress experienced by the selected students from Arts and Science stream of graduation was found to be insignificant in the area of home stress with the mean score of 65.44 for Arts and 54.54 for science students.
- ❖ Comparison of academic stress among the selected respondents from arts and science faculty proved that there was no significant difference in the stress with the mean scores of 66.82 for students of arts stream and 70.00 for science students. The mean scores indicated that arts students are less stressed academically than science students.
- ❖ Societal stress showed no significant difference in the stress undergone by the selected sample hailing from arts and science stream. The mean scores of arts students ((44.20) is less in comparison with that of science graduates (47.41).

- ❖ The mean scores for personal stress of selected samples from arts stream (27.09) and that of selected adolescents from stream (28.41) were subjected to t – test to compute the level of significance. The result showed that there was no significant difference in this regard.
- ❖ Computed statistics of mean scores for the stress experienced by the selected adolescents from arts stream and science stream showed that there was no significant stress level experienced by them in relation with the specific areas of stress.
- ❖ The hypothesis stating that there will not be any difference in the stress level experienced by the arts and science graduates was accepted.
- ❖ Analysis of gender based stress among arts students indicated that there was no significant difference among the males and females based on the specified areas of stress.
- ❖ Analysis of gender based stress among arts students indicated that there was no significant difference among the males and females based on the specified areas of stress.
- ❖ The hypothesis stating that there was no significant difference in the gender specific stress level experienced in specified areas of stress within the academic stream was accepted

## **Conclusion**

Adolescence is a time when youth face a variety of new potentially stressful situations. Puberty brings biological and neurological changes that can boost reactivity to stress and also interfere with rational problem – solving.

The study revealed that the selected adolescents underwent difficult situations irrespective of their gender and academic stream. The situation calls for effective intervention services arrived at helping adolescents cope with stress, change their attitudes, and locate supportive care and leading a healthy and happy life.

## **RECOMMENDATIONS:**

Stress is the trash of modern life- we all generate it but if you don't dispose of it properly, it will pile up and overtake your life"- Danzae Pace.

So the following recommendations are made to help adolescents to come out of the stressful situations they are in.

### **For students-**

- It is important that one should manage time wisely and get things well organized to avoid the stress in their daily life.
- Physical activity such as getting good sleep, having a balanced diet and exercising regularly can help adolescent reduce their stress.
- A regular stress management practice and seeking the support of friends and family when one needs can reduce overall stress level and help to be prepared for whatever comes.

### **For Parents-**

- The parents can also reduce the extent of stress by looking after child properly and satisfying their needs.
- Identify the signs and symptoms of stress in their children and keeping the lines of conversation open, having a good communication between them can help their children solve their problems quite easily and reduce their stress.
- Suggest ways to get the basics back in place and help them to determine what's within his control and what isn't. These healthy lifestyle habits can go a long way to help your teen's body handle stress more effectively and help take some of the pressure off.

**For the institution-**

- The teachers can help them to apply positive goals without making them submit to resistance mechanism and foster a supportive classroom.
- Organizing periodical Stress management programme.
- Providing professional counselors in every institution in order for them to be able to help their students who are undergoing various stresses.

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# ANNEXURE I



**RATHNAVEL SUBRAMANIAM COLLEGE OF ARTS & SCIENCE**  
(Autonomous)  
NAAC Re-accredited with "A" Grade  
Affiliated to Bharathiar University and approved by AICTE, New Delhi.



RVSCAS/stu.certi/2016

21.12.2016

## CERTIFICATE

This is to certify that Ms.Fenny Leferty Kharpuri, a II year PG student from Avinashilingam Institute for Home Science and Higher Education for Women is permitted to collect data from the students of Rathnavel Subramaniam College of Arts and Science, Sulur, Coimbatore to enable her to complete the Project work entitled "Assessing Stress among adolescents"





PRINCIPAL.

PRINCIPAL  
RATHNAVEL SUBRAMANIAM  
COLLEGE OF ARTS AND SCIENCE  
(Autonomous)  
Sulur, Coimbatore - 641 402.

242 - B, K.V.K. THOTTAM, TRICHY ROAD, SULUR, COIMBATORE - 641 402. PH : 2687421,2687480  
FAX : 0422-2687604 Ψ Web : [www.rvscas.ac.in](http://www.rvscas.ac.in) Ψ E-mail : [info@rvsgroup.com](mailto:info@rvsgroup.com)

## ANNEXURE II

### INSTITUTIONAL HUMAN ETHICS COMMITTEE



*Avinashilingam*

Institute for Home Science and Higher Education for Women

*University*

(Estd. u/s 3 of UGC Act 1956)

#### **Chairman**

Dr. S. Ramalingam  
Principal, PSG Institute  
of Medical Sciences  
& Research, Coimbatore

#### **Member Secretary**

Dr. P. R. Padma  
Professor, Department of  
Biochemistry, Biotechnology and  
Bioinformatics

#### **Members**

Dr. S. Premakumari  
Mr. K. Arulmoli (Legal Expert)  
Dr. A. Saraswathy  
Mrs. V. Mangayarkarasi  
Dr. S. Kowsalya  
Dr. N.S. Rohini  
Dr. Subhashini K. Sripathi  
Mrs. S. Radha Devi  
Mrs. Judith Justin

3<sup>rd</sup> February 2017

To  
Ms. Fenny Leferty Kharpuri  
Department of Human Development  
Avinashilingam Institute for Home Science and  
Higher Education for Women  
Coimbatore – 641 043


Dear Madam,

Ref: Your proposal No. IHEC/16-17/HD-05 entitled "A study on stress among adolescents" submitted for approval of the IHEC

The Institutional Human Ethics Committee of our University hereby grants approval to your research proposal No. IHEC/16-17/HD-05 entitled "A study on stress among adolescents" submitted by you. The Approval number for the same is AUW/IHEC/HD-16-17/XMT-05.

We wish you all the best in your research endeavours.

Regards,

  
Dr. P.R. Padma  
Member Secretary



### ANNEXURE III

## A study on stress among adolescents.

### Questionnaire to elicit general profile of the selected sample

1. Name-
2. Age-
3. Gender- Male  Female
4. Educational status -
5. Location- Rural  Urban  Semi-urban
6. Nationality-
7. Community- SC  ST  OBC  MBC  Others
8. Home Address-
9. Phone number-
10. Email address-
11. Type of family- Joint Family  Nuclear Family

**ANNEXURE IV**  
**STUDENT STRESS SCALE**

**I. Home Relationships stress:**

Sl No	STATEMENT	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER	SCORE
1	Does restrictions led down by parents cause anger in you?						
2	Does shortage of finance create so much of stress in your mind?						
3	Does the rude/ill behavior of your near and dear one's affect you?						
4	Does the frequent conflicts between your parents not create stress?						
5	Does the talk of separation/divorce affect you ?						
6	Does the pressure of your household work increase your stress level?						
7	Does not getting appropriate things at right time create stress in you?						
8	Does the arrival of guests at the time of exams cause stress in you?						
9	Does the change in sleeping habits/insufficient sleep not cause stress in you?						

10	Does the rivalry among siblings cause you stress?						
11	Does parents favoring other siblings increase your stress level?						
12	Does parents not trusting you at certain occasions create stress in your mind?						
13	Does any family member/close friend being imprisoned not create stress in you ?						
14	Does without any faults of yours, if you are alleged create stress in you?						
15	Does dishonor of your family/dear ones by others not increase your stress level?						
16	Does any family member developing physical/mental illness creates stress in you?						
17	I feel that I have disappointed my parents when my test/exam results are not ideal.						

## II. Academic Stress-

Sl No	STATEMENT	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER	SCORE
1	Does the choice of whether to study arts or science or commerce brings in mental conflict in you?						
2	Does the failure in the examination not cause frustration in you?						
3	Does the disturbances by naughty students in the class affect your concentration?						
4	Does the ragging by the seniors in the institution not increase your stress level?						
5	Does failure to get admission in your institution of choice affect your stress level?						
6	Does getting late during examination increase your tension?						
7	Does the arrival of guests at the time of exams cause stress in you?						
8	Does the progress of your rival students create stress in you?						
9	Do you experience stress f of facing examination without full						

	preparation?						
10	Does strained relationship with an authority create stress in you?						
11	Does the courses in classes not completed in time hamper your preparation?						
12	I feel a lot of pressure in my daily studying.						
13	There is too much competition among classmates which brings me a lot of academic pressure.						
14	Future education and employment brings me a lot of academic pressure						
15	My parent's care and concern about my academic grades too much brings me a lot of pressure.						
16	I feel there is too much tests/exams in school/college.						
17	I feel that I have disappointed my teachers when my test/exam results are poor.						
18	Academic grade is very important to my future and can even determine my whole life.						
19	I always lack confidence with						

	my academic scores.						
20	Changes to new school.						

### III. Social Stress

SI N o	STATEMENT	ALWAY S	OFTE N	SOMETIME S	RAREL Y	NEVE R	SCOR E
1	Does the betrayal by the girl friend/boy friend not cause stress in you?						
2	Does separation of the best friend not cause stress in you?						
3	Does indifferent behavior of people towards you increase mental conflict in you?						
4	Does misunderstanding by people/friends create stress in you?						
5	Does comparison between you and others make you feel inferior?						
6	Does a strained relationship with a freind/teacher cause stress in you?						
7	Does the sudden insult in any situation affect your						

	mental peace?						
8	Does sudden proposal of marriage has a negative impact on your study?						
9	Do the sudden disclosure of your affair among the family members not affect your stress level?						
10	Does the betrayal by the girl friend/boy friend not cause stress in you?						
11	Does separation of the best friend not cause stress in you ?						
12	Does indifferent behavior of people towards you increase mental conflict in you ?						
13	Does misunderstanding by people/friends create stress in you?						
14	Does comparison between you and others make you feel inferior?.						
15	Do you feel you are socially isolated?						

**IV. Situational Stress.**

Sl	STATEMENT	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER	SCORE
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No							
1	Do Traffic Jams in cities causes irritation in you?						
2	Does noise pollution near the house causes lack of concentration in you?						
3	Does the scorching heat of May disturb efficiency in your work?						
4	Does getting stuck on the roads due to heavy rains make you tensed?						
5	Does playing in a final match put you in a lot of pressure?						
6	Does any political tension in town such as Bandh or curfew cause stress in you?						
7	Does the extremes in the climates cause discomfort in you?						
8	Does the surprise checking of vehicles by cops create stress in you?						
9	Does load shedding during examinations cause stress in you?						
10	Does the change of school affect your performance?						

**V. Personal Stress-**

Sl No	STATEMENT	ALWAYS	OFTEN	SOMETIMES	RARELY	NEVER	SCORE
1	Does death of a very close person brings dismay to your mind?						
2	Does the routine maintenance of diet not create uneasiness?						
3	Does tension of completing a target in a short span of time causes stress in you?						
4	Do you experience stress due to personal loss or illness?						
5	Does the feeling of inferiority creates stress in you?						
6	Does the experience of chronic diseases such as asthma, cancer, T.B etc, cause stress in you?						
7	I feel stressed when I do not live up to my own standard.						
8	Im very much conscious about my figure.						
9	Does frequent physical health complaints cause stress in you?						