

The Effect of Stress on Adolescents Early Life

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ABSTRACT

The aim of the present study is to assess the stress and its four sub scale i.e. academic stress, social stress, family stress and financial stress of deprived (male and female) and Non-deprived (male and female) adolescent. The present study was carried out on 200 adolescents 100 deprived (male and female) and 100 Non deprived (male and female) with age range of 16 to 18 years. Results revealed that the Non deprived adolescents have higher level of total stress, academic stress and social stress than deprived adolescent students. The girls adolescent have higher level of total stress and academic stress than boys adolescents. There is no significant difference between deprived (male and female) and non deprived (male and female) adolescents with respect to family stress and financial stress. Regarding to social stress, there is no significant difference between male and female adolescents.

Keywords: *The Effect, Stress, Adolescents, Early Life*

India is the second largest populated country in the world with a total population of over 1220 million and adolescents form a large section of the population at the rate of 22.5% that is about 275 million as per the census data (Swaminathan, N.2013). Adolescence has been defined by world health organization of life spanning between 10-19 years and the youth as between 15-24 years.

Dorothy Roger (1950), defines adolescence as, "a process rather than a period, process of achieving the attitudes and beliefs needed for effective participation in the society."

Jean piaget (1954), defined adolescences as, "The age of great ideals and the beginning of theories as well as the time of simple adaptation to reality."

According to Dr. Jone (1965) Adolescence is the recollection of infancy. The entire definitions sum up that adolescence means a state of mind, an attitude, a style of existence that begins with puberty, and ends when one is relatively independent of parental control. Along with biological maturity, social, emotional and intellectual maturation takes place during this period. An adolescent who has matured biologically and psychologically, has a

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smooth transition to adulthood. Chronologically, adolescence come roughly in between the years from 14 to 18.

Characteristics of Adolescence

1. Adolescence is an important period
2. Adolescence is a transitional period
3. Adolescence is a period of change
4. Adolescence is a problem age
5. Adolescence is a time of search for identity
6. Adolescence is the threshold of Adulthood

Stress concept

The modern world, which is said to be a world of achievements, is also a world of stress. One find stress everywhere, whether it be within the family, business organization enterprise or any other social and economic activity. Right from the time of birth till the last breath drawn, an individual is invariably exposed to various stressful situations. Thus it is not surprising that interest in the issue has been rising with the Advancement of the preset century which has been called the 'Age of Anxiety and Stress.'

The concept of stress was first introduced in the life sciences by Hans's selye in 1936. Stress is an emotional, intellectual or physical reaction to change or demand. Stress is defined as the state of psychological upset or disequilibrium in the human beings caused by frustration, conflicts and other internal as well as external strains and pressures. (Mangal, 1984)

Hanse Selye (1980), the grand master of stress research and theory said that, stress is a scientific concept which has suffered from the mixed blessing of being too well known and too little understood.

Stress in Adolescents

Adolescents are a period of life, characterized by rapid physiological, social and cognitive changes that may generate stress in adolescents. According to Nielsen (1987), the adolescent is faced with numerous demands (e.g. family, school, peer groups) and 'miscoping' responses to these demands (e.g. truncy, drug abuse isolation) can intensity the stressful transition to adulthood. One recent study found that adolescents who engaged in suicide ideation were more likely to have experience negative life events in the past year than adolescent who did not engage in suicide ideation. (Liv & Tein 2005). One study showed that the most frequent daily hassles of college students were wasting time, being lonely, and worrying about meeting high achievement standards. (Kanner & other 1981). Research indicates that higher levels of stress can predict later academic failure which has serious implications on several levels. (Needham, Crosnoe & Muller, 2004). If a student is unable to cope effectively with academic stress, then serious psychosocial-emotional health consequences may result (Arthur, 1998; Mac George, Samter & Gillihan 2005, Tennat, 2002). These include academic failure, social misbehavior, interpersonal problems, depression and psychological distress

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(Steinhardt & Dolbier, 2008). Socio cultural factors helps to datamine which stressors individuals are likely to encounters, whether they are likely to perceive events as stressful or not and how they believe stressors should be confronted. (Berry, 2007, Berry & others 2006). Poverty can cause considerable stress for individuals and families (Compass 2004; Fairbrother & other 2005; Mebyd Aikens, & Burton 2006).

Statement of the problem

To study the total stress and four scale stress i.e. academic, social, family, financial stress on Adolescents students.

Objectives

- To assess the amount of academic stress, social, family and financial stresses among deprived and none deprived (male+female) adolescent students.

Hypothesis

Keeping in view the nature of the study the following hypotheses are formed.

1. There is a significant difference between deprived and non-deprived students with respect to stress level.
2. There is a high level of stress among boys adolescents than girls adolescents.
3. There is significant difference between deprived and non-deprived adolescent with respect to academic stress.
4. There is a high level academic stress among girls adolescent than boys adolescents.
5. There is significant difference between deprived and non-deprived adolescent with respect to social stress.
6. There is a high level o social stress among girls adolescent than boys adolescents.
7. There is significant difference between deprived and non deprived with respect to family stress.
8. There is a high level of family stress among girls students than boys adolescents.
9. There is high level of financial stress among deprived students than Non deprived students.
10. There is high level of financial stress among boys adolescents than girls adolescents.

METHODOLOGY

Sample

The sample was drawn from the population of students taking collegiate education in the urban area of Aurangabad City. The sample size was 200. It was chosen from the students studying in XI and XII classes (Age between 16-18 years). Final sample was taken from Vivekanand College, Dr.Sow.I.B.P. College, Aurangabad and Jijamata College, Kingaon, R.B.Attal College, Georai.

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Distribution of subject, Table No.1

Status Gender	Deprived	Non deprived
Male	50	50
Female	50	50
	100	100
Total	200	

Operational definition of sample and terms

A) Deprived Adolescents

On the basis of Prolonged Deprivation Scale (PDS) an individual with high score namely above 50th percentile (Score 256 and above) was considered a deprived person.

B) Non-deprived adolescents

On the basis of Prolonged Deprivation Scale (PDS) an individual with a low score namely below the 50th percentile (Score below 256) were indicate people who are non-deprived.

C) Stress

According to Lazarus and Folkman (1984) stress is the process that occurs in response to the situation or events called stressors. It commonly refers to the general response to events that threaten or challenge a person.

1. Academic Stress : Stress related to Education.
2. Social Stress : Stress related to Society
3. Family Stress : Stress related to Family
4. Financial Stress : Stress related to finance.

Variables

Independent Variable (I.V.)

1. Status (Deprived and Non deprived)
2. Gender (Male and Female)

Dependent Variable

1. Stress
2. Academic stress
3. Social stress
4. Family stress
5. Financial stress

Research Design

2x2 (2 level of status (deprived and non deprived) 2 level of sex (male and female) between subject factorial design.

Tool : The Description of following tools will be given

1. **Prolonged Deprivation Scale (PDS):** Prolonged Deprivation Scale is developed by Dr.Girishwar Misra, Dr.L.B. Tripathi in 1971. The present scale can be used to measure

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the degree of deprivation in the experiential make up of an individual. The scale consists of 96 five point scale items found to be significant in indicating the degree of prolonged deprivation. The items cover a wide spectrum of the sources of deprivation and apparently specify its major important aspects.

2. **Bisht Battery of Stress Scales (BBSS):** In the present research work, to measure the amount of stress, BISHT Battery of stress scale developed by Dr.(Km). Abha Rani Bisht was used. This battery consist of 13 (Thirteen stress scale) in which four stress scaled are used. These stress scales are academic, social, family and financial. In this battery stress is conceptualized, frustration conflict, pressure and Anxiety components.

Procedure

The data was collected from the students on the various variable under the study. The college to be visited was decided in the sampling and then a written permission was sought out from the respective principals after discussing the purpose of the present study. Accordingly a schedule was fixed in each college and then students were approached. The researcher distributed the questionnaire to the students, instruction regarding how to fill up the questionnaire was given. All the students filling the questionnaire.

RESULTS AND DISCUSSION

Table No.2, showing mean and f ratios of various variables according to status and sex.

Variable IV DV	Status			Sex		
	Deprived (Mean)	Non deprived (Mean)	F	Male	Female	F
Total Stress	213.93	255.64	9.775**	216.86	228.71	5.452*
Academic Stress SAS	30.21	32.38	8.501**	30.67	38.92	4.811*
Social Stress SSS	31.30	33.30	8.420**	32.05	32.55	0.526 NS
Family Stress SFS	31.70	31.49	.093 NS	31.61	31.58	.002 NS
Financial Stress FSS	31.99	32.52	.500 NS	32.09	32.43	0.204 NS

According to status, the first hypothesis is, there is significant difference between deprived and non-deprived students with respect to stress level. In the above table the value $f=9.775^{**}$ which is significant on both level i.e. 0.01 and 0.05. On the basis of Mean score of students, the mean score of Non deprived students ($M=255.64$) is higher than deprived ($M=213.93$) students. Hence its concluded that the level of stress is higher in Non deprived students than deprived students. The second hypothesis is that there is a high level of stress among boys adolescents than girls adolescents. According to Table No.2, $f=5.4529^*$ is significant at 0.05 level on the basic of Mean value, female (girls) adolescents have higher stress level ($M=228.71$) than male (boys) adolescent ($M=216.86$). Hence the second hypothesis is not accepted because girls have higher level of stress than boys.

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Stress is not what happens to us. It our response to what happens and response is something the individual can choose. Now-a-days education has become highly competitive and commercial on the basis of better academic achievement alone, students get selected for better course of the study and eventually for better jobs. The transition from junior college to degree college is essentially marks at the end of the year as an adventurous journey. Due to this reason, Academic stress indirectly on the adolescent.

Regarding the academic stress, it was concluded that there is significant difference between deprived and non deprived adolescents with respect to academic stress on the above table f value is 8.501** is significant at both level i.e. 0.01 and 0.05. On the basis of mean value we can concluded that Non deprive adolescent students have higher level of academic stress (**M=32.38**) than deprived adolescents (**M=31.30**). According to sex, on the basis of f value and mean value we can observed that $f=4.811^*$ is significant at 0.05 level. The girls adolescents have higher academic stress level (**M=38.92**) than boy adolescents (**M=30.67**). Here the fourth hypothesis that, there is a high level a of academic stress among girls adolescent than boys adolescents was accepted.

The stress and coping literature indicate that when children are exposed to similar family stressors, gender differences emerge in the type of stressors that bring about adverse reaction. When we found the social stress level, it was observed that f value is 8.420** is significant at both level, the Non deprived adolescent have higher level of social stress (**M=33.30**) than deprived adolescent (**M=31.30**) According to Table No.2, there is no significant difference between male and female with respect to social stress (**f=0.526 NS**), family stress (**F=.002 NS**) and financial stress (**0.0204 NS**) because f value is not significance both level.

According to status, it was concluded that there is no significant difference between deprived and Non deprived adolescent with respect to family and financial stress because f value is (0.09) and (.500) is not significant both level.

Table No.2 is a mirror of discussion on the basis of table No.2 according to status we can concluded that Non deprived adolescents have higher level of total stress, academic stress and social stress when we found that the causes of academic, social stress, it was observed that higher expectation of parents, teachers and students themselves often place enormous stress upon students. Deb (2010) stated that parent's high educational expectation and pressure for academic achiever has been considered as primary factor of greater anxiety among Indian students.

Gender is an important aspect for investigation, we can observed that female student have higher level of total stress and academic stress. After 10th and 12th exam of results, every year it was noticed that passing percentage and position in merit list of girls, is high than boys. Dr.D.Chayendra, Kumar (2013), reported that female student are better than male students in their academic achievement. The need of better performance, responsibility of family, house work as well as study, all these factors were lead to more stress of girls.

CONCLUSION

The non deprived adolescents have higher level of total stress, academic stress and social stress than deprived adolescent students. The girls adolescent have higher level of total stress and academic stress than boys adolescents. There is no significant difference between deprived (male and female) and Non deprived (male and female) adolescents with respect to family stress and financial stress. Regarding to social stress there is no significant difference between male and female adolescents.

Suggestions

There is a need of appointing qualified counselors in school and colleges who can identify their problem, like stress, health, emotions and behavioural problem and counsell them effectively. Parents should not impose their expectation on students. Avoid the unhealthy competition and inculcate healthy competitions amongst them. Good interpersonal relationship, Social support and thinking positively have been consistently proved beneficial to reduce stress.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

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How to cite this article: Senad R R (2017). The Effect of Stress on Adolescents Early Life. *International Journal of Indian Psychology*, Vol. 5, (1), DIP: 18.01.024/20170501, DOI: 10.25215/0501.024