



STRESS AMONG THE ADOLESCENT STUDENTS

Psychology

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ABSTRACT

An attempt was made in the present investigation to study the impact of gender and locality on stress among the adolescent students. Sample of the present study consists of 120 students in Chittoor District of Andhra Pradesh State. Perceived Stress scale was developed by Sheldon Cohen (1994) was used to collect the data. A 2X2 factorial design was employed. ANOVA was used to analyse the data. Findings of the study revealed that gender and locality have significant impact on stress among the adolescent students.

KEYWORDS

Stress, Gender and Locality.

INTRODUCTION

Stress is a normal part of life. It can come from any situation or thought that makes you feel frustrated, angry or anxious. A low level of stress could be good. It can motivate you and help you become more productive. It provides the means to express talents and energies and pursue happiness. However, too much stress or a strong response to stress can be harmful. A high level of stress may have negative effect on cognitive functioning and learning of students. It can affect student's grades, health and personal adjustment.

Stress is the body's natural response to challenges. When a student experiences high levels of stress or chronic stress, regardless of his/her age or grade, it can interfere with his/her ability to learn, memorize and earn good grades as well as lead to poor physical, emotional and mental health.

According to Lazarus and Folkman (1984) stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment. The existence of stress depends on the existence of the stressor. .

The Oxford Dictionary (2002) identified stress as "physical and psychological strain or tension generated by physical, emotional, social, economic, or occupational circumstances, events or experiences that are difficult to manage or endure".

Sulaiman et al., (2009) determined the relationships between stress level and academic achievement among students in urban and rural areas. The findings of the study indicated that there are significant differences in level of stress between students in rural and urban areas. Shaher Hamaideh (2010) examined that there were statistical differences between male and female students regarding their perception and reactions to stressors. Female students reported a higher perception of stressors in frustrations, conflict, pressures and changes, as well as emotional reactions to stressors. Male students reported higher behavioural and cognitive reactions to stressors than female students.

Akande, Olowonirejuaro and Okwara-Kalu (2014) investigated level and sources of stress among students. The results indicated that students had a medium level of stress and some of the significant sources of stress include: academic, intra-personal and environmental. There was a significant gender difference in the level of stress and also some sources of stress among students.

Indira Dhull, Sunita Kumari (2015) found that results indicated there is significant difference between academic stress of male and female adolescents. Female subjects were found to be under more academic stress as compared to their male counterparts.

Michelle Calvarese (2015) examined the relationship between gender and reactions to stress among students. There were significant differences between males and females concerning their reactions to stress. Overall, more females experienced higher levels of depression, frustration, and anxiety than their male counterparts when reacting to stress. Males also tended to have other psychological reactions different from those listed on the survey. In addition, while the stress

reaction of anger was barely statistically insignificant, more females expressed anger than males as a reaction to stress.

Biplob Kumar Dey et al., (2019) studied the relationship between stress and anger of rural and urban adolescents of Chittagong district in Bangladesh. Results revealed that the stress of urban adolescents was greater than rural; the anger of urban adolescents was more than the rural; the stress of female adolescents was more than the male and the anger of female adolescents were more than male.

OBJECTIVE

1. To find out the impact of gender and locality on stress among the adolescent students.

Hypotheses

1. There would be significant impact of gender on stress among the adolescent students.
2. There would be significant impact of locality on stress among the adolescent students.

Sample

A sample of 120 adolescent students was selected randomly and administered "Perceived Stress Scale". The subjects were in the age group of 15-21 years and using purposive random sampling method.

Variables Studied

In the light of the hypotheses formulated, the following variables are studied.

Dependent Variable

1. Stress

Independent Variables

1. Gender
2. Locality

Tool

1. Assessment of Perceived Stress scale:

Perceived Stress scale was developed by developed by Sheldon Cohen (1994) which consists of 10 items was used in the present study.

Research Design

As there are two independent variables i.e., Gender (boys and Girls), Locality (Rural and Urban) each variable is divided in to two categories, a 2×2 factorial design was employed in the present study.

Statistical Analysis

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table-1: Means and SDs for scores on stress among the adolescent students.

Locality		Gender	
		Boys	Girls
Rural	Mean	32.06	23.50
	SD	8.51	7.14

Urban	Mean	25.36	18.45
	SD	7.92	8.45
Boys = (M:28.71)		Rural = (M :27.78)	
Girls = (M:20.97)		Urban = (M :21.90)	

Grand Means

A close observation of table-I shows that the girls students studying in rural areas obtained a high score of 32.06 indicates that their high stress compared to other groups. Boys students studying in urban areas obtained a low score of 18.45 indicates that their low stress compared to other groups.

In terms of gender, boys (M=28.71) have high stress than the girls (M=20.97). In terms of locality, subjects of rural areas (M=27.78) have high stress than the subjects of urban areas (M=21.90).

As there are differences in the mean scores with regard to the stress among the adolescent students, the data were further subjected to analysis of variance to find out the differences between the groups are significant or not, and the results are presented in table-II.

Table-II: Summary of ANOVA for scores on stress among the adolescent students.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	172.120	1	172.120	8.54**
Locality (B)	95.100	1	95.100	5.27**
(A x B)	86.200	1	86.200	4.78*
Within	621.050	116	18.025	--
Total	974.470	119	--	--

**-Significant-0.01 level

*-Significant-0.05 level

Hypothesis-1: There would be significant impact of gender on stress among the adolescent students.

It is evident from table-II that the obtained 'F' value of 8.54 is significant at 0.05 level indicates that gender has significant impact on stress among the adolescent students. As the 'F' value is significant, the hypothesis-1, which stated that gender has significant impact on stress among the adolescent students is accepted as warranted by the results.

The results of the present study contradict with the earlier findings of Shafer Hamaideh (2010), Akande Olowonirejuaro and Okwara-Kalu (2014), Michelle Calvarese (2015) and Indira Dhull and Sunita Kumari (2015) who stated that gender has negatively and not significantly related to stress.

Hypothesis-2: There would be significant impact of locality on stress among the adolescent students.

As shown in table-II that the obtained 'F' value of 5.27 is significant at 0.01 level indicates that locality has significant impact on stress among the adolescent students. As the 'F' value is significant, the hypothesis-2, which stated that locality has significant impact on stress among the adolescent students, is accepted as warranted by the results.

The results of the present study corroborate with the earlier findings of Sulaiman et al., (2009) who stated that locality has positively and significantly related to stress.

The results of the present study contradict with the earlier findings of Biplob Kumar Dey et al., (2019) who stated that locality has negatively and not significantly related to stress.

Table-II clearly indicates that the 'F' value of 4.78 gender and locality (AXB) is significant. As the 'F' value is significant, this stated that there is significant interaction between gender and locality (AXB) with regard to stress among the adolescent students.

CONCLUSIONS

1. There is significant impact of gender on stress among the adolescent students. Boys have experienced more stress than girls.
2. There is significant impact of locality on stress among the adolescent students. Students studying in rural areas have experienced more stress than students studying in urban areas.

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