

A Study on Coping with Stress in Adolescents

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Abstract:

Stress is defined as burdens, pressures, anxieties, and worries. Everyone has had it or has it in one point in their lives. Intelligent individuals are the ones that carry stress with them in their daily lives as students the most. Stress or Adjust demands may be classified as frustrations, conflicts, and pressures. Stress is a routine part of our lives. Certain amounts of stress are beneficial sometimes the levels of stress can become burdensome. Excessive stress usually develops over a period of time and often goes unnoticed by the individual until a physical or emotional toll has been exacted. One can learn to manage and maintain stress at relatively healthy levels. So there is a need to teach stress management skills to students. The present paper deals with measuring the stress management skills among intermediate students. It was aimed to formulations of objectives to measuring the stress management skills. In a view of these objectives we had been formulated hypotheses, to test these hypotheses certain statistical procedures are applied. The type of different management stated that the calculated 't' value is 0.2 is less than the table value 1.98 for 148 df

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at 0.05 levels. It is not significant at 0.05 levels. Hence the locality clearly stated that there is significant difference between I year intermediate rural and urban college students' towards learning stress management skills. All the intermediate students are suffered from stress and the students are interested in learning stress management skills.

Key words: Stress, Gender, Locality, Significant and Rating scale

1. Introduction

Stress management refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning. Stress produces numerous physical and mental symptoms which vary according to each individual's situational factors. These can include physical health decline as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Although life provides numerous demands that can prove difficult to handle, stress management provides a number of ways to manage anxiety and maintain overall well-being. In order to develop an effective stress management programme it is first necessary to identify the factors that are central to a person controlling his/her stress, and to identify the intervention methods which effectively target these factors

Stress is the body's general response to any intense physical, emotional, or mental demand placed on it by oneself or others. While racing to meet a deadline, dealing with a difficult person, or earning a poor grade are all stressful, so are the excitement of playing a lively game of tennis, falling in love, and being selected to join a special program for gifted students and normal students.

Stress is the “wear and tear” our bodies experience as we adjust to our continually changing environment; it has physical and emotional effects on us and can create positive or negative feelings. As a positive influence, stress can help compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke. With the death of a loved one, the birth of a child, a job promotion, or a new relationship, we experience stress as we readjust our lives. In so adjusting to different circumstances, stress will help or hinder us depending on how we react to it.

Stress is a routine part of our lives. Certain amounts of stress are beneficial; however, sometimes the levels of stress can become burdensome. Stress management can be taught on a personal as well as a professional basis. Most of this stress is actually positive serving to motivate us. However, like most things in excess, too much stress is negative.

Excessive stress usually develops over a period of time and often goes unnoticed by the individual until a physical or emotional toll has been exacted. One can learn to manage and maintain stress at relatively healthy levels. The onset of unhealthy stress is similar to blowing air into a balloon. If you blow and blow more air into the balloon without any controlled outlet, eventually the balloon explodes in an unpredictable and destructive fashion. However, if you blow air in, stopping periodically to let some air out, and blowing more air in, you can repeat the process indefinitely without any negative consequences. Managing stress is a similar process. Throughout life you will experience stress. Changes in stress perception and coping during adolescence were studied by Krenkeseiffge *et al.*, (2009). Stress, stressors and coping among high school students was studied by Anda *et al.*, (2000). Stress and Coping among Urban African American Adolescents was explained by

Anitachandra and Ameenabatada (2006). Adjustment problems of Junior College students was studied by Govindareddy, (2011). Chronic Stress and Its Consequences on Subsequent Academic Achievement among Adolescents was explained by Karinschraml *et al.*,(2012).The teachers and students on sources of adolescent stress, effects of stress and how stress can be managed studied by Simuforosa., (2013). Stressful events and depression among Chinese adolescents was studied by Wenxinzhang., (2013). Adolescence problems of intermediate Students and Their guidance needs explained by Govindareddy and Venkatasubbaiah., (2014). Academic Stress of School Going Adolescents was studied by Rameshsingh and Ramindersingh. (2014).

2. Methodology

The present paper is dealing with measuring the stress management skills among Intermediate (Adolescents) students. We prepared 40 items based on Robert (2003). Each of the items in the inventory was arranged on the unipolar 2 points scale with responses **Yes and No**. after each statement, there were 2 column and the subjects were instructed to put a tick mark in the column which they felt most nearly described their habits.

2.1. Validity

The validity of an instrument is defined by Guilford as the amount of true in the obtained scores. This is given by the square root of the reliability. The reliability of the rating scale was 0.95. Thus, the validity of the instrument was 0.95-0.975.

2.2. Reliability

The reliability of the rating scale was established by split half method by correlating the scores obtained on the odd items with those obtained on the even items.

The reliability thus obtained was 0.95. This gives the reliability for half test. This was correlated for full length by Spearman-Brown Prophecy formula. The reliability of the full test thus obtained was 0.95.

2.3. Sample

This present study is proximate time specific and context specific in nature. It will be very difficult for the investigators to take entire population of intermediate students in all existing intermediate students. Hence, we decided to take random sample to pursue my work keeping the various variables like sex, group, locality, etc.

Sample Distribution according to Variables

Sl. No.	Variables	Number
1.	Intermediate I year students	150
2.	Intermediate II year students	250

2.4. Collection of Data

With the help of Rating Scale we collected the data from various Intermediate Colleges in Ananthapuramu District of Andhra Pradesh, India.

2.5. Statistical Analysis

The data relating to the scores of intermediate students regarding stress management skills has been summarized in a data sheet for 400 persons according to variables. Appropriate coding was given to facilitate statistical calculations. The data is entered in excel work sheet and the analysis is done by using S.P.S.S. software.

2.6. Objectives of the Study

1. Is there any difference between girls and boys with regard to their attitude towards stress management?

2. Is there any relationship between government and private management college students and their attitude towards stress management?
3. Do students belonging to different areas like rural and urban differ their attitude towards stress management?
4. Do students belonging to different areas like rural and urban and semi urban differ their attitude towards stress management?
5. Is there any difference between girls and boys belonging to different groups with regard to their attitude towards stress management skills?

2.7. Formulation of Hypotheses

In the light of the above objectives the hypotheses is formulated for the investigation.

1. There would be no significant difference between I year boys and girls attitude towards learning stress management skills.
2. There is no significant difference between I year government and private college adolescence towards learning stress management.
3. There is no significant difference between I year rural and urban boys and girls towards learning stress management.
4. There is no significant difference between I year urban and semi urban boys and girls towards learning stress management.
5. There is no significant difference between I year Science students and Arts students in learning stress management skills.

3. Results and Discussion

The present paper was aimed to study stress management skills among intermediate students. The null hypothesis was tested and the results are presented in tables concerned.

Hypothesis-1: There would be no significant difference between I year Boys and Girls attitude towards learning stress management skills.

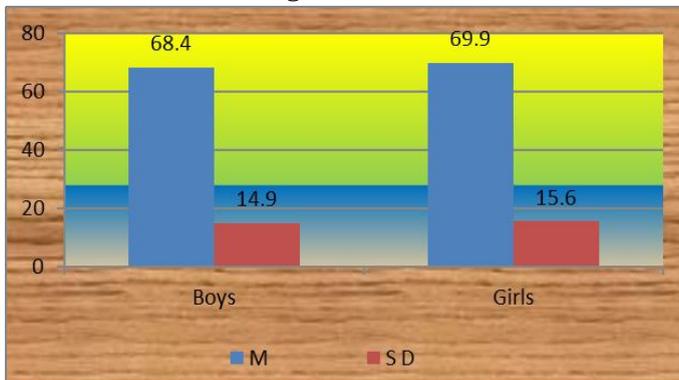
By employing ‘t’ test the above hypothesis and the results are shown hereunder.

Table-1: Means and SDs of Scores of I year Intermediate Students with reference to Stress Management Skills under the variable Sex.

Sex	N	M	SD	‘t’ value
Boys	75	68.4	14.9	0.6@
Girls	75	69.9	15.6	

@: t’ value not significant at 0.05 levels.

Graph-1: Means and SDs of Scores of I year Intermediate Students with reference to Stress Management Skills under the variable Sex



It is clear from the above table that the calculated ‘t’ value is 0.6 is less than the table value 1.98 for 148 df at 0.05 levels. It is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference

between I year intermediate students' boys and girls towards learning stress management skills.

Hypothesis-2: There is no significant different between I year Government and Private College adolescent students towards stress management skills.

By employing 't' test the above hypothesis and the results are presented in Table-2.

Table-2: Means and SDs of Scores of I year Intermediate Students with reference to Stress Management Skills under the variable Type of Management.

Type of Management	N	M	SD	't' value
Government College	70	72.0	15.0	0.2@
Private College	80	71.5	16.2	

@: t' value not significant at 0.05 levels.

It is clear from the above table that the calculated 't' value is 0.2 is less than the table value 1.98 for 148 df at 0.05 levels. It is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference between I year intermediate government and private college students' towards learning stress management skills.

Hypothesis-3: There is no significant different between I year Rural and Urban boys and girls towards learning stress management skills.

By employing 't' test the above hypothesis and the results are shown hereunder.

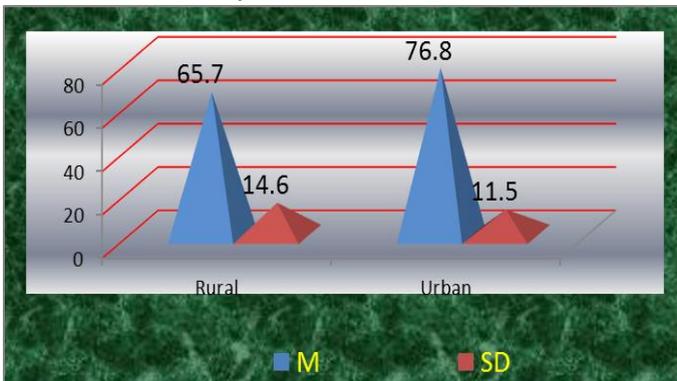
Table-3: Means and SDs of Scores of I year Intermediate Rural and Urban College Students with reference to Stress Management Skills under the variable Locality.

Locality	N	M	SD	't' value
Rural	50	65.7	14.6	4.4**
Urban	60	76.8	11.5	

** : t' value significant at 0.01 levels.

It is clear from the above table that the calculated 't' value is 4.4 is greater than the table value 2.63 for 108 df at 0.01 levels. It is significant at 0.01 levels. Hence, the null hypothesis is rejected. It is concluded that there is significant difference between I year intermediate rural and urban college students' towards learning stress management skills.

Graph-2: Means and SDs of Scores of I year Intermediate Rural and Urban College Students with reference to Stress Management Skills under the variable Locality.



Hypothesis-4 There is no significant difference between I year urban and Semi-urban boys and girls towards learning stress management skills.

By employing 't' test tests the above hypothesis and the results are shown hereunder.

Table-4: Means and SDs of Scores of I year Intermediate Urban and Semi-urban Students with reference to Stress Management Skills under the variable Locality.

Locality	N	M	SD	't' value
Urban	60	78.8	11.5	0.45@

Semi-urban	40	77.7	12.3	
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@: t' value not significant at 0.05 levels.

It is clear from the above table that the calculated 't' value is 0.45 is less than the table value 1.98 for 98 df at 0.05 levels. It is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is concluded that there is no significant difference between I year intermediate urban and semi-urban students' towards learning stress management skills.

Hypothesis-5: There is no significant difference between I year Science and Arts students in learning stress management skills.

By employing 't' test tests the above hypothesis and the results are shown in Table-5.

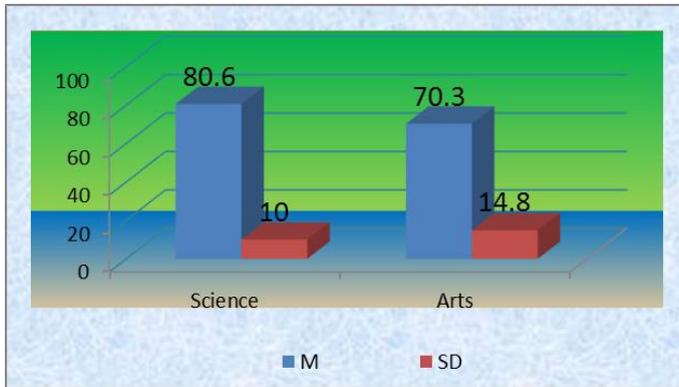
Table-5: Means and SDs of Scores of I year Intermediate Science and Arts Students with reference to Stress Management Skills under the variable Group.

Group	N	M	SD	't' value
Science	90	80.6	10.0	4.9**
Arts	60	70.3	14.8	

** : t' value significant at 0.01 levels.

It is clear from the above table that the calculated 't' value is 4.9 is greater than the table value 2.61 for 148 df at 0.01 levels. It is significant at 0.01 levels. Hence, the null hypothesis is rejected. It is concluded that there is significant difference between I year intermediate Science and Arts students' towards learning stress management skills.

Graph-3: Means and SDs of Scores of I year Intermediate Science and Arts Students with reference to Stress Management Skills under the variable Group.



4. Summary and Conclusions

The term 'stress' refers to negative emotional experiences with associated behavioral, biochemical, and physiological changes that are related to perceived acute or chronic challenges. Stressors are the events that stimulate these changes. The hypothesis related to gender, calculated 't' value is 0.6 is less than the table value 1.98 for 148 df at 0.05 levels. It is not significant at 0.05 levels. The type of different management stated that the calculated 't' value is 0.2 is less than the table value 1.98 for 148 df at 0.05 levels. It is not significant at 0.05 levels. Hence the locality clearly stated that there is significant difference between I year intermediate rural and urban college students' towards learning stress management skills. The urban and semi-urban locality stated that the calculated 't' value is 0.45 is less than the table value 1.98 for 98 df at 0.05 levels. It is not significant at 0.05 levels. The group plays vital role to measuring stress is stated that the calculated 't' value is 4.9 is greater than the table value 2.61 for 148 df at 0.01 levels. It is significant at 0.01 levels. All the intermediate students are suffered from stress and anxiety; the students are interested in learning stress management skills of intermediate students'

needs proper guidance and counseling to cope up with the stress.

4.1. Educational Implications

The present paper, it was found that the intermediate students are suffered from stress and anxiety. So, to reduced stress, tension etc. it is necessary to teach the methods that how to reduce stress?

The following methods are very useful to reduce stress and also conducting in class room. So, all the teachers and parents are known about the stress management skills, and teach them to their students and children.

- **Exercise.** It's as simple as that. A 20-minute walk on a daily basis will help improve your cardiovascular health and make the weight of the world easier to bear. You may even try to squeeze it into your lunch break.
- **Relaxation.** A simple rest each day can help eliminate stress from your life. Try this: sit in a dark, quiet place for 5-10 minutes, getting as comfortable as you can. Close your eyes and think of something completely unrelated to work, like your dream vacation. After a few weeks you should begin to notice a difference.
- **Sleep.** Incredibly, Americans on the whole are vastly sleep-deprived. Try to get 8 or 9 hours per night, even if it means you have to go to bed at 9 or 10 pm. make sleep a habit, not something to make up on the weekends.
- **Talk.** Talk to friends, family, and medical professionals about what you're going through. Sometimes just getting things off your chest will make your mind more at ease.
 - Break major goals into sub-goals and Practice increasing your reading speed.
 - Learn to be assertive, Learn relaxation skills and Build supportive relationships.
 - Take control of your life decisions and Take risks.
 - Keep a time log to see how you spend your time.

- Break the stress cycle by identifying your stressors and change them.
- **Stress-Reducing Attitudes**

Foster a relaxed classroom environment. Provide humour as an outlet. Encourage one-thing-at-a-time thinking. Emphasize the importance of affirmative, positive thinking on performance. Have the child repeat such phrases as “I can do it,” “I am calm and I can remember the right answers,” “I have studied hard so I will do well.” Encourage the child to discuss his or her problems with counselling personnel and others.
- **Stress-Reducing Behaviours**

After about 10 relaxation training sessions (usually three 10- to 15-minute sessions per week) using such programs as QR, Centring Books, Biofeedback monitor, Stress Dots or Compute have the student practice relaxation while seated at a desk (with eyes open). Make certain the student "unlocks" arms and legs, breathes deeply and slowly, and relaxes muscles. If the child starts frowning or fidgeting during the task, remind him or her to relax. Sitting at a desk will become a cue for relaxation if the child is rewarded (saying thank you, etc.) for relaxing when seated. It may be helpful for a child to engage in some non-competitive aerobic exercise for a few minutes prior to being seated to help burn off energy.
- **Stress-Reducing Circumstances**

Provide work which is usually within the child's "comfort zone" in terms of success. Only after relaxation and test-taking skills have been mastered should be given to the adolescent child mildly challenging work to inoculate him or her against panic attacks.

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