

COMPARATIVE STUDY OF THE STRESS MANAGEMENT SKILLS AMONG ADOLESCENT STUDENTS

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Abstract

Adolescent experiences deeply influence a young person and profoundly affect emotional and Physical health later in life. The existing investigation explored to compare stress management skills among different board of Education system adolescent students. A descriptive survey method was used to attain the desired results of the survey. An assessment of 200 students of class 9th (age group 14-16) of both boards (CBSE & UP BOARD) affiliated schools selected through purposive method of sampling. To assess the results researcher used cope inventory (stress management scale for adolescent) made by Carver C.S. (2013), Statistical techniques like Mean, Standard Deviation and T-test were used to analyse the data. The result of the research uncovered ICSE board students. The findings of the study reflected that there was no significant difference in stress management skills on adolescent students of CBSE and UP Board.

Keywords- Stress, Stress Management Skills, Adolescent Students.



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Introduction

Adolescence is the transitional age between childhood and adulthood in this period they faced many physical and psychological changes. It is the period of sexual maturity (puberty) to completion of physical growth. The development and unwanted changes can impose stress on them. Some part of these pressures and stresses are due to normal variation in normal growth such as hormonal change and puberty and some occurs due to environmental generated such as family conflicts, community, society, academic, social media and school environment.

These physiological, psychological and sociological aspects can affect the development and behaviour of adolescent. These all aspects can play vital role in student's life many times. It's negative seems that these aspect distract student from their goals it also reflects on their emotional maturity. As we know the period of adolescent is full of hopes and ambitions about

the future therefore it is the age of stress and storm (Hall Stanley, 1893), if adolescent could not achieve their goals they became depressed.

In coping with stress, there are two major ways first they should concentrate on the problem .in this way the subject looks at stress as an unsolved problem as main target. Second way they should concentrate on emotions. Here subject does not solve the problem but try to reduce its emotional consequences. The problem arise when the adolescent are unable to cope with stressful situation and heal up. In the distressed situation they indulge themselves in antisocial and self-destructive activities (walker S 2009). Stress management skills help students to cope with stress and also helpful for future related problems.

Coping with stress and manage their emotions two factors are very important first is mental state of individual and second is environmental aspects such as parents support, peer support social support and school environment. In Indian education system different types of Education is popular such as ICSE CBSE and state board. In present time we focused overall development of child school play important role to enhance captivity and abilities of students. Schools provide resource and facilities to build perfect personality of students. In Uttar Pradesh different types of board education popular such as ICSE, CBSE and UP Board. In ICSE boards Students study of mostly higher income group of society while CBSE students consist mostly upper middle class and few from middle class of society. In UP Board mostly student belongs from rural areas and lower income group of society. Resources and environment of school may help students to manage stress and cope with distressed situations.

Rationale of the Study

Stress is the part of everyone's life. Adolescent experience stress deeply influence on individual and profoundly affect emotional and physical health changes later in life. It is learnt that adolescent adversities and the associated stress are very common and early trauma and stress leads to predictable patterns of brain development, traits and behaviour (Domodaran D.K, 2015). Adolescent is the transitional period between childhood and adulthood, it is the period of stress and strain (Byre, Davenport & Mazanov, 2007). There are many stressors (biological and environmental) include physiological, psychological and adversaries like family conflicts, responsibilities and uncertain future can emotional problems risk in adolescent (Lamb,Puskar,sereika & Cocoran 1998). The impact of unresolved stress may be manifested many disorder such as depression, eating patterns eliminations, musical behaviour and dissociative disorders such as anxiety ,aggression, poor concentration, physical illness,

substance abuse etc. (Bhola and Kapur, 2000). It is very important to identify the stress causing elements and coping abilities of adolescent to overcome the stress. Teaching and schooling may prepare students to enhance the abilities to cope with stress and develops self-confidence, self-esteem in adolescent. These coping strategies may prevent depressive symptoms (Pamela & Martin, 2009). School's environment also key element to build self-esteem and self-confidence among students. Schools are affiliated different types of board education such as CBSE, ICSE and state boards, so the process, syllabus pattern and instruction followed by the board. While studying the researches based to compare level of stress management skills among different board student is limited, so the question arises in the mind of researcher to find the relationship and comparison of stress management skills among different board adolescent students on the basis gender. The present study focused adolescent's level of stress management skill on the basis of board they opted to complete their education and compare the result CBSE and UP board adolescent students.

Objectives of the Study

1. To study the Stress Management Skills of Adolescent Students of CBSE and UP Board.
2. To compare the Stress Management Skills of Adolescent Students of CBSE Board on the basis of Gender.
3. To compare the Stress Management Skills of Adolescent Students of UP Board on the basis of Gender.
3. To compare the Stress Management Skills among Adolescent Students of CBSE and UP Board.

Hypotheses of the Study

1. There is no significant difference of Stress Management Skills on Adolescent Students of CBSE Board on the basis of Gender.
2. There is no significant difference of Stress Management Skills on Adolescent Students of UP Board on the basis of Gender.
3. There is no significant difference in the Stress Management Skills among Adolescent Students of UP Board and CBSE Board.

Delimitation of the Study

The present study is delimited to only one school of each CBSE and UP Board of Dayalbagh region in Agra city. Researcher select only 14-16 age group student of class 9th (N=200). Researcher exclude ICSE board Adolescent Students.

Methodology of Research

Methodology of this paper is Descriptive Survey in quantitative approach was used. All the student at Adolescent from different Board education. The selection of sample of investigation was 200 students (100 from CBSE and 100 from UP board) of class 9th adolescent age group (14-16) by Purposive Sampling method. To collect relevant data for the fulfilment of the proposed objective, Stress Management Scale (Cope Inventory) by Carver C.S. (2013) was used to test the level of Stress Management Skills among Adolescent Students. To analyse the data of present investigation researcher used Mean, Standard Deviation and T-test as statistical techniques were used.

Data Analyses and Finding

Study the Stress Management Skills of Adolescent Students of CBSE board on the basis of Gender.

In order to study the stress management skills of adolescent students of CBSE board on the basis of gender, data was analysed using mean and SD calculated for descriptive survey as represented here:

Table 1: Frequency distributions of the Stress Management Skills score CBSE board on the basis of Gender.

Class Interval	Midpoint of the C.I.	Boys		Girls	
		F	SMf	F	SMf
250-275	262	0	0	0	0
225-249	237	0	1.67	1	2.67
200-224	212	5	4.67	7	5.67
175-199	187	9	8.67	9	10.33
150-174	162	12	9.67	15	10.67
125-149	137	8	9.67	8	9.67
100-124	112	9	7.33	6	6
75-99	87	5	5.33	4	3.33
50-74	62	2	0	0	0

The perusal of the table 1 indicates that a greater magnitude of frequencies of Stress Management skills of Adolescents students of CBSE board concentrated almost in the Centre of the distribution and most of the frequencies are within the range 68 to 226. To amount of a variation existing between two groups and dispersion within the groups, is of great importance. Hence as regards the present study, the Mean and SD were computed for the entire sample and likewise for Boys and Girls.

Table 2: Exhibiting the difference between the mean values of Boys and Girls of CBSE board.

Statistics Group	Mean	S.D.	$M_1 \sim M_2$	t-test	Significant level
Boys	143.82	40.57	10.14	1.28	Significant at 0.01 and 0.05
Girls	153.96	38.68			

Table 2. Reveals the difference of mean source of boys and girls on descriptive survey. The difference between the means of boys and girls are 10.14. The calculated critical ratio test value 1.28 is less than the tabulated value at 0.05 levels of significance at 98 degree of freedom. Therefore, it can be concluded that no significant difference is found in the mean scores of boys and girls of CBSE board. Thus, the directional hypothesis, “There is no significant difference of stress management skills of adolescent students of CBSE board on the basis of gender” is accepted.

Study the Stress Management Skills of Adolescent Students of UP board on the basis of Gender

In order to study the stress management skills of adolescent students of CBSE board on the basis of gender, data was analysed using mean and SD calculated for descriptive survey as represented here:

Table 3: Frequency distributions of stress management skill’s score UP board on the basis of Gender.

Class Interval	Midpoint of the C.I.	Boys		Girls	Girls
		F	SMf	f	SMf
250-275	262	0	0	0	0
225-249	237	0	1	0	1.67
200-224	212	3	3.33	5	4.67
175-199	187	7	7.33	9	10.33
150-174	162	12	9.67	13	10.67
125-149	137	10	10.33	10	10
100-124	112	9	8.33	7	7
75-99	87	6	6	4	4.33
50-74	62	3	0	2	0

The perusal of the table 3 indicates that a greater magnitude of frequencies of Stress Management skills of Adolescents students of UP board concentrated almost in the Centre of the distribution and most of the frequencies are within the range 56 to 210.

To amount of a variation existing between two groups and dispersion within the groups, is of great importance. Hence as regards the present study, the Mean and SD were computed for the entire sample and likewise for Boys and Girls.

Table 4: Exhibiting the difference between the means values of Boys and Girls.

Statistics \ Group	Mean	S.D.	$M_1 \sim M_2$	t-test	Significant level
Boys	134.44	40.02	8.52	1.04	Significant at 0.01 and 0.05
Girls	142.96	41.40			

Table.4. reveals the difference of mean source of boys and girls on descriptive survey. The difference between the means of boys and girls are 8.52. The calculated critical ratio test value

1.04 is less than the tabulated value at 0.05 and 0.01 levels of significance at 98 degree of freedom. Therefore, it can be concluded that no significant difference is found in the mean scores of boys and girls of UP board. Thus, the directional hypothesis, “There is no significant difference of stress management skills on adolescent students of UP board on the basis of gender” is accepted.

Comparison of the stress management skills of adolescent students of CBSE and UP board. To amount of a variation existing between two groups and dispersion within the groups, is of great importance. Hence as regards the present study, the Mean and SD were computed for the entire sample and likewise for adolescent students of CBSE and UP board.

Table 5: Exhibiting Mean, SD and t-test value of Stress Management skills of adolescents students of CBSE board and UP board.

Test	N	M	S.D.	t-test	Level of significance
CBSE BOARD	100	148.89	39.76		0.05
UP BOARD	100	138.70	40.74	1.32	

From the above data in the above table5, the difference in the mean value of CBSE Board and UP Board students’ scores is 10.19. The calculated t-test value is 1.32 which is less than the table value at 0.05 and 0.01 levels of significance. Hence, there is no significant difference is found in Stress management skills on adolescents students of CBSE and UP Board. Thus, the null hypothesis, “there is no significant difference in the stress management skills on adolescents’ students of CBSE board and UP board” is ACCEPTED.

Conclusion

Stress is part and parcel of every one’s life. Stress among adolescents can create havoc in their life. But sometimes Stress can yield better results. It can make the Adolescents perform better at task and helps to become better and competitive person. Because of the biological, cognitive and social causes the adolescents go through a harsh period in their life. So the parents have to be alert in managing the stress during adolescence. Two common trends among adolescents being observed from the above literature are stress management skills will help in following way. Problem solving, cognitive interventions and relaxation techniques are widely used to combat stress among adolescents. The high level of stress during adolescence may cause dysfunctional personality like anti-social. The present day adolescents are extremely

vulnerable to various kinds of bad influences through various sources of communication. Adolescents can take wrong decisions under the influence of stress. Under stress the performance gets hindered. In order to overcome deviant behaviours the parents play a constructive role in channelizing energies of the adolescents. Proper care should to be taken in helping to take the right decisions which may affect their future.

The present study reveals that adolescents of both board students experience moderate stress management skills there is minor difference among boys and girls also there is positive effect of stress management skills among adolescent. On comparing stress management skills among adolescent students Researcher finds that there is no significant difference found among both Boards students. There is empirical evidence that stressful life experiences predict increases in psychological problems over time. Unresolved stress in childhood and adolescence leads to physical and psychological problems and risk taking behaviour and poor coping skills in adulthood. Thus, investigating more on the stress management and its outcomes are helpful for planning and implementing health promotion as well as preventive strategies during adolescence.

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