

Well - being of Adolescent : A Review on their Adolescent Stress, Adjustment Pattern and Coping Strategies

Preeti Yadav¹, Dr. Suvidha²

¹Research Scholar, Department of Home Science, Human Development Banasthali Vidyapith, Rajasthan, India

²Associate Professor, Department of Home Science, Human Development Banasthali Vidyapith, Rajasthan, India

ABSTRACT

Through reviewing about 15 modern studies conducted both in India as well as Abroad related to the evaluation of stress, adjustment pattern and coping strategies among adolescent, it was found that stress has bad effect only but stress can have both positive as well as negative effects. Gender wise it was found that females having a higher level of perceived stress in comparison of males. Studies have revealed that major stressors included academic problem or pressures, their own thought or feelings, romantic relationships, social life, family issues or problem with parents, financial hardship, behavioral disengagement, environmental stress, and problem with peers, intrapersonal and interpersonal related stressor. Stressed children commonly show characters of emotional inability, aggressive behavior, shyness, social phobia and lack of interest in entertaining activities. Stresses can have considerable outcome on adolescent's long term physical as well as mental goodness and also effect on adjustment pattern. The study concludes among the most frequent coping strategies, guidance, parental care in time of need benefit and ensure adolescent healthy development.

Keywords : Stress, Adjustment Pattern, Coping Strategies

I. INTRODUCTION

Adolescence is a phase of human maturation and growth which come to pass after childhood and before adulthood. It is considered to be the span of 10 to 19 years of age. Adolescents take into account of almost 21% of India's population and 17% of the world's population. Biological, social and psychological development occur throughout this crucial stage. The changes and challenges that come during this stage results in some common issues, such as stress and anxiety and have a deep effect throughout adulthood.

Adolescence is a developmental phase described by virtual transformations in each aspect of an individuals' living, and demand for new

psychological adjustment. Stressful life incidents obtain from both normative as well as non-normative. Normative experiences of development involve developmental challenges such as school transitions, puberty, increased scholastic requirements and non-normative stressful life incidents like moving to a new place, divorce, everyday trouble e.g. parent-child conflict and peer group pressure. The experience of stress is extremely independent; it is evident in various severities and for different periods within the age group.

Stresses are the crucial contributor to psychological problems namely suicide, depression and substance abuse as well as physical problems like cardiovascular diseases and weakened immune system functioning. Stressors, conditions of perceived threat and

structural constraints, strain the operating integrity of persons by affecting their capacity to respond in any conscious or implicit manner and triggering the fight, flight, or freeze response. For adolescents, stress comes mostly in the course of common life incidents and natural developmental processes like the death of parent which is natural life incident requires lifestyle transformations as minor as adjustments in regular routine and as major as transformations in economic situation, social relationships, kinship and living arrangements.

Adjustment potentials enable the students to deal better with peer pressures, school life and academic challenges. School adjustment is the degree of school acculturation that is needed to optimize the educational fit between students' exclusive characteristics and the distinctive nature of learning environments. It is a procedure of introducing an individual's behavior in conformity with the norms of the school setting. It contains several different aspects like school satisfaction, academic achievement, school engagement and can also be envisaged as social-emotional developments touching on attention, stress, activity level, conduct problems and learning.

Coping is the process of managing demands that are appraised as taxing. It is not a one-time action that someone takes. It "How a person can cope to a duration and frequency of a stressful event. There is some ways stress management among the student. i.e. family which brings great support during problem. Coping is defined as a process of change to manage specific demands that are appraised as exceeding the resources of the person. There are two forms of coping: problem-focused coping, which are used when an individual feel that he or she has control of the situation and can manage the source of the problems. The second is emotional-focused coping,

which is used when the emotional reaction to the problem is controlled; as opposed to the problem itself. Stated that using effective ways to cope with a problem makes it easier to return to a stable state, leading to decrease in the negative consequences of the stress. In contrast, coping mechanisms which are seen to be ineffective can potentially increase the negative consequences of stress.

Objectives of the study

Study was conducted to find out the following objectives:

1. To review the published literature related to stress, adjustment pattern and coping strategies among adolescent.
2. To compare the stress level, adjustment pattern and coping strategies of adolescent.

II. METHODS AND MATERIALS

This study comprised of researchers taken up at national and international level, published various online and offline journals.

Review of Literature

Dr. Lindiwe Magaya et al, (2005) " reported the coping strategies of Zimbabwean adolescents and highlights some major stressors they face. The interplay among stress, social support and the coping strategies of Zimbabwean adolescents. Sample consisted of 101 Zimbabwean students (ages 17–19). Result revealed that Zimbabwean adolescents experienced slight stress as measured by the Perceived Stress Scale. Major stressors included schoolwork, relationships, social life and financial hardship. Females reported a higher level of perceived stress than males. Zimbabwean adolescents

reported having fewer social provisions than the norm group. Results from the Ways of Coping Scale indicated that Zimbabwean adolescents used emotion-focused strategies more frequently than problem-solving strategies.”

Latha KS et al, (2006) “conducted the study on nature of stress, social support systems and coping styles among adolescents. Sample involved 100 students in Pre University College (II year) of both genders in the age range of 16-19 years. Result showed that the main sources of stress in both genders were getting up early in the morning, pressure to study, having to concentrate for too long during college hours, not having enough money to buy things, and long college hours. Prayer was the main coping strategy used by both genders. Males had larger social network than females.”

PetraHampel et al, (2006) “examined perceived stress and coping with adjustment .The sample included 286 Austrian adolescents aged 10 to 14 years who attended fifth to seventh grade. Result revealed that Fifth graders scored lower on maladaptive coping strategies and externalizing problems and reported more adaptive coping strategies than sixth and seventh graders. Compared with boys, girls evaluated a higher amount of perceived interpersonal stress and used more social support. Additionally, girls scored higher on maladaptive coping strategies and emotional distress and scored lower on distraction than boys. Problem-focused and emotion-focused coping were negatively related to emotional and behavioral problems, whereas perceived stress and maladaptive coping was positively associated with adjustment problems. These relations were stronger in female than in male adolescents.”

Al-Gelban KS (2007) “studied the prevalence rates and severity of depression, anxiety and stress among

Saudi adolescent boys. Sample consisted of 1723 male students. Result revealed that 1723 male students recruited to this study, 59.4% had at least one of the three disorders, 40.7% had at least two and 22.6% had all the three disorders. More than one third of the participants (38.2%) had depression, while 48.9% had anxiety and 35.5% had stress. Depression, anxiety and stress were strongly, positively, and significantly correlated.”

Akbar Hussain et al, (2008) “studied academic stress and overall adjustment among Public and Government high school students along with the relationship between the two variables (academic stress and adjustment). Sample consisted of 100 students of class IX randomly drawn from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school. Result revealed that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment was found for both the groups of students and for each type of school.”

Sanjiv K Bhasin et al, (2010) “studied the depression, anxiety and stress among adolescent. Sample consisted of 242 adolescent students belonging to class 9-12th. Result revealed that depression was significantly more among the females (mean rank 132.5) than the males (mean rank 113.2), $p=0.03$. Depression ($p=0.025$), Anxiety (0.005) and Stress ($p<0.001$) was all significantly higher among the ‘board classes’ i.e., 10th and 12th as compared to the classes 9th and 11th. All the three (DAS) was found to have an inverse relationship with the academic performance of the students. Depression and Stress was found to be significantly associated with the

number of adverse events in the student's life that occurred in last one year."

Muhamad Saiful Bahri Yusof et al, (2011) "studied the prevalence of stress, stressors and coping strategies among secondary school students in Kota Bharu, Kelantan, Malaysia. A cross sectional study included 505 students. Result revealed that Out of 505 selected participants, 421 (83.36%) responded to this survey. the prevalence of distressed secondary school students was 32.8%. The major stressors for all types of schools were academic-related issues. This study showed that the students in technical school were more distressed than students elsewhere. Among the most frequent coping strategies used by the students were religion, positive reinterpretation, use of instrumental support, active coping and planning. There was relationship between intrapersonal and interpersonal related stressor, academic achievements, level of school and academic related stressor, attention from parent, behavioral disengagement, self-blame and planning coping strategies with stress level of the students."

Schraml K et al, (2011) "studied the stress-related problems among Swedish adolescents females. Sample consisted of 304 first-year high school students. Result revealed that more than 30% of the high school students reported serious stress symptoms. Almost every second girl and every fifth boy reported that they felt stressed to a high degree. 8.2% was found to had severe stress symptoms."

Dr. Asha Menon (2013) "conducted a study on early adolescent's perception of personal, parents related, school related and teacher related Stress. The findings in response to personal stress indicated that homework is the greatest stressor and participation in extra-curricular activity was the least stressor according to adolescents. The adolescents perceived

that comparison by parents with peers in academics was stressful and comparison with peers in extracurricular activities was the least stressful. The adolescents also perceived that in appropriate feedback on school work, was a source of stress to them and participation in extracurricular activities is least stressful. When the teacher did not listen to them was the greatest stress and was least stressed when teacher expresses concern about their future goals. There was significant difference in the mean stress scores of grade VIII and IX adolescents. There is no significant difference in the mean stress between boys and girls."

Ramya Bhaskar et al, (2014) "studied the influence of Environmental factor (Socio Economic Status) on the Stress of adolescents. Sample consisted of 600 adolescents in the age group of 15 – 16 years, selected from various colleges. Results revealed that the lower class adolescent boys and girls exhibited comparatively high degree of environmental stress ranging from severe to moderate levels as compared to middle and upper class adolescent boys and girls and adolescent boys have experienced high degree of stress ranging from severe to moderate levels as compared to the adolescent girls. A highly significant difference was noted between the environmental factor and stress of adolescents. Parental care, involvement, guidance and immense support in time of need benefit and ensure adolescents healthy development."

Biplob Kumar Dey et al, (2014) "examined relationship between stress and anger of rural and urban adolescents. Sample consisted of 120 respondents of whom 60 was male (30 rural and 30 urban) and 60 was female (30 rural and 30 urban) in the age group of 13 – 19 years. Result showed 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 was more than male. Adolescents' stress was positively correlated ($r = .86$, $p < .01$) with their anger."

P JAYANTHI et al, (2015) "examined the relationship between academic stress and depression among adolescents. A cross-sectional study included 1120 adolescents from higher secondary schools. Result revealed that adolescents who had academic stress was at 2.4 times (95% CI=0.9-2.4) ($P < 0.001$) higher risk of depression than adolescents without academic stress."

Roy K et al, (2015) "studied the prevalence and determinants of stress and its tolerance levels among high school boys. Sample consisted of 1153 high school boys. Result revealed that prevalence of stress and its tolerance levels was found to be 55% and 33.7%, respectively. Also correlations suggest that parental education and occupational status play a significant role in adolescent stress. The proportion of stressed adolescent boys (55.5%) reported to had poor stress tolerance (41%). Studies addressing stress among high school adolescents remain unexplored. The basic determinants of stress are not researched upon these age groups. The prevalence of stress to be 55% among high school boys."

Rajkumar G et al, (2016) "conducted a study to assess the mental health in adolescents and their adjustment. A cross sectional descriptive study included 175 school students of both genders, age ranging from 14 to 17. Result revealed that there was significant increase in social dysfunction ($p = 0.03$) and poor adjustment in all categories ($p < 0.05$) as age advanced. Government school students showed more somatic symptoms ($p = 0.03$) than the private schools, while private school students showed poor educational adjustment ($p = 0.01$). Students from English medium

had significant social dysfunction when compared to those from Tamil medium ($p = 0.03$). Day scholars showed poor social dysfunction, while hostellers showed poor social and overall adjustment. There was correlation between mental health and adjustment with poor mental health leading to poor adjustment."

K Sathish Kumar and Brogen Singh Akoijam (2017) "studied the prevalence of depression, anxiety, and stress among higher secondary school students. Sample consisted of 750 students. Result revealed that prevalence of depression, anxiety, and stress among 830 valid respondents was 19.5%, 24.4%, and 21.1%, respectively. In total, 81.6% of the respondents had at least one of the studied disorders and 34.7% of the respondents had all the three negative states. The prevalence of depression, anxiety, and stress was high among females and was significant for anxiety ($P = 0.00$) and stress ($P = 0.04$). The prevalence of depression and stress was significantly higher among 12th standard students with P-values of 0.00 and 0.02. Depression, anxiety, and stress was high with anxiety and stress significantly higher among females whereas, prevalence of depression and stress was significantly higher among 12th standard students."

III. CONCLUSION

After profoundly reviewing of several studies it is precisely to be concluded that stress is a serious symptoms in adolescent. Every second girl and every fifth boy reported that they felt stress to a high degree. Stress has come on experiencing some of the positive effects of stress which is widely called as Eustress, a kind of stress which serves as a motivating factor for achievements. But when stress level increase than person feel psychological disturbance. Stress can have considerable effect on an adolescents long term physical and mental well-being.

Major stressors included school work, relationship, social life, financial hardship and pressure to study. These are main sources of stress and significantly relationships between stress and adjustment have found in both groups of students.

For the coping adolescent use emotional focused strategies more frequently than problem- solving strategies and use of instrumental support. These are help in cop-up to the stress and adjustment problem.

IV. REFERENCES

- [1]. Magaya, L., Asner, K.K., & Schreiber, J.B. (2005). Stress and coping strategies among Zimbabwean adolescents. *British Journal Educational Psychology*, 75(4), 661–671. doi: 10.1348/000709905X25508
- [2]. KS, L., & Reddy, H. (2006). Patterns of Stress, Coping Styles and Social Supports among adolescents. *Indian Association Child Adolesc. Mental Health*, 3(1), 5-10.
- [3]. Hampel, P., & Petermann, F. (2006). Perceived stress, coping, and adjustment in adolescents. *Journal of Adolescent Health*, 38, 409 – 415. doi:10.1016/j.jadohealth.2005.02.014
- [4]. Al-Gelban, KS. (2007). Depression, anxiety and stress among Saudi adolescent school boys. *J R Soc Promot Health*, 127(1), 33-7.
- [5]. Hussain, A., Kumar, A., & Husain, A. (2008). Academic stress and adjustment among high school students. *Journal of the Indian Academy of Applied Psychology*, 34, 70-73.
- [6]. Bhasin, K. S., Sharma, R., & Saini, K.N. (2010). depression, anxiety and stress among adolescent students belonging to affluent families: A school-based study. *Indian Journal of Pediatrics*, 77, doi:10.1007/s12098-009-0260-5
- [7]. Yusoff, B. S. M., Ahmad Hamid, H. A., Rosli, R. N., Zakaria, A. N., CheRameli, A. N., Abdul Rahman, S.N., Abdul Rahim, F. A., & Abdul Rahim, A. (2011). Prevalence of stress, stressors and coping strategies among secondary school students in Kota Bharu, Kelantan, Malaysia. *International Journal of StudentS'research*, 1(1), 23-8.
- [8]. Schraml, K., Perski, A., Grossi, G., & Simonsson-Sarnecki M. (2011). Stress symptoms among adolescents: The role of subjective psychosocial conditions, lifestyle, and self-esteem. *Journal of Adolescence*, 34(5), 987-96. doi: 10.1016/j.adolescence.2010.11.010.
- [9]. Menon, A. (2013). Early adolescent perception of personal, parents related, school related and teacher related stress. *International Journal of Scientific and Research Publications*, 3(8),
- [10]. Bhaskar, R., Rudramma., & Komala, M. (2014). Study on relationship between stress and adjustment among adolescents. *International Journal of Interdisciplinary and Multidisciplinary Studies (IJIMS)*, 2(1), 62-67.
- [11]. Dey, B. K., Rahman, A., Bairagi, A., & Roy, K. (2014). Stress and anger of rural and urban adolescents. *Psychology*, 5, 177-184. <http://dx.doi.org/10.4236/psych.2014.53028>
- [12]. Jayanthi, P., Thirunavukarasu, M., & Rajkumar, R. (2015). Academic stress and depression among adolescents: A cross-sectional study. *Indian Pediatrics*, 52(3), 217–219.
- [13]. Roy, K., Kamath, V.G., Kamath, A., Alex, J., & Hegde, A. (2015). Prevalence of stress and stress tolerance levels among adolescent boys - a district level cross sectional study in South India. *Int J Adolesc Med Health*, 29(4), doi: 10.1515/ijamh-2015-0054
- [14]. Rajkumar, G., Saravanan, M., & Anbarasi, M. (2016). Effect of academic-related factors on

adjustment problems in adolescents. Int. J Pediatr, 3(9), 683-688.

- [15]. Kumar, S. K., & Akoijam, S. B. (2017). Depression, anxiety and stress among higher secondary school students of Imphal, Manipur. Indian Journal of Community Medicine, 42(2), 94-96. doi: 10.4103/ijcm.IJCM_266_15
- [16]. Moksnes, K. U., Byrne, G. D., Mazanov, J., & Espnes, A. G. (2010). Adolescent stress: Evaluation of the factor structure of the Adolescent Stress Questionnaire (ASQ-N). Scandinavian Journal of Psychology, 51, 203-209. doi: 10.1111/j.1467-9450.2009.00803.x
- [17]. Kaur, H., & Chawla, A. (2018). A Study of Academic Anxiety and School Adjustment among Adolescents. Indian Journal of Psychiatric Social Work, 9(2), 106-110. doi: 10.29120/IJPSW.2018.v9.i2.118
- [18]. Magaya, L., Asner-Self, K. K., & Schreiber, B. J. (2005). Stress and coping strategies among Zimbabwean adolescents. British Journal of Educational Psychology, 75, 661-671. doi:10.1348/000709905X25508
- [19]. Vajrала, B., & Debora, J. S. (2018). Level of Stress and Coping Strategies among B. Sc. Nursing. The International Journal of Indian Psychology, 6(3), doi:10.25215/0603.70
- [20]. Al-Gamal, E., Alhosain, A., & Alsunaye, K. (2018). Stress and coping strategies among Saudi nursing students during clinical education. Perspect Psychiatr Care, 54(2), 198-205. doi: 10.1111/ppc.12223

Cite this article as :

Preeti Yadav, Dr. Suvidha, "Well - being of Adolescent : A Review on their Adolescent Stress, Adjustment Pattern and Coping Strategies", International Journal of Scientific Research in Science and Technology (IJSRST), Online ISSN : 2395-602X, Print ISSN : 2395-6011, Volume 6 Issue 2, pp. 804-810, March-April 2019.

Journal URL : <http://ijsrst.com/IJSRST196529>