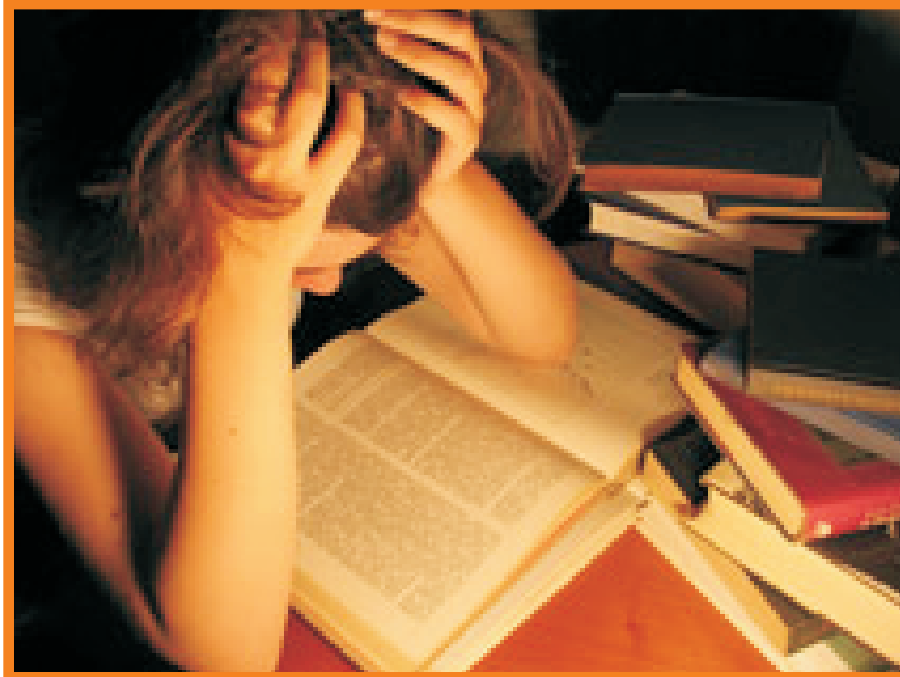


Abstract:-

The role of stress among professional students in India has not been well examined. This study explores the extent and types of role stresses present among the adolescents/school students in India. The findings reveal that students are experiencing role overload, role stagnation and self-role distance. Male students experience higher levels of role stagnation than female students. The results are indicative of the social and educational environment prevailing in the country.



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THE ROLE OF STRESS AMONG ADOLESCENTS/ SCHOOL STUDENTS IN INDIA

**Keywords:**

Role Stress, School Students, Adolescents, Male And Female Students, Technical Educational, India.

INTRODUCTION

Stress is inevitable in life, and with increasing complexities, aspirations and uncertainties associated with socio-economic, political and cultural upheavals, stress is only likely to increase. In work situations, organizational stress due to longer working hours, greater workloads, multitasking, lack of job stability and a host of other factors has motivated researchers to explore the causes and consequences of stress and the possible remedial measures (Pestonjee et al., 1999; Robbins, 2003). Stress may be defined as a response brought about by various external events (Selye, 1976) and can be viewed as a positive or negative experience. Defines stress as a demand made upon the adaptive capacities of the mind and the body. It is natural and healthy to maintain optimal levels of stress. Success, achievement and effectiveness can be enhanced in the presence of an optimal stress level. However, when stresses are left unchecked and unmanaged, they can create problems in performance and affect the health and well-being of the organism (Pareek, 1997). Studies have shown that stress may result in problems such as hyper-irritability, sleep disturbances and a wide range of somatic and psychological patterns detrimental to the individual, and even have negative economic implications (Hafner, 1968; Strange & Brown, 1970; Cooper & Marshall, 1976). Stressors for adolescents are compounded because they are fast developing the skills to deal with life stresses and are going through many physical, emotional and social changes. As the adolescent matures, peer-related issues begin to grow in importance. Teens have a strong need to fit in with their peer group. At the same time, the youth is gaining independence, his or her thought process is changing and they are beginning to develop their values. Along with these changes, it is common for adolescents to experience crises, which may affect the teen's physical, social, emotional and psychological development (Elkind, 1986). In the present era the phenomenon of stress is not confined to adults alone but also affects children and adolescents (Katyal & Vasudeva, 1998). Although these survey researchers provide a global context, they do not identify specific everyday circumstances where subjective stress is most likely to be experienced and therefore do not pin point areas for intervention.

REVIEW OF LITERATURE:

A brief review of some studies highlighting the importance and working of the role of stress among adolescents/school students in India has been presented in the following pages.

Vijayalakshmi and Lavanya (2006) conducted a study on "Relationship between Stress and Mathematics Achievement among Intermediate Students", A sample of 180 intermediate students was selected and survey method was adopted. The findings showed that male students had more stress when compared to female students.

Nielsen et al. (2007) examined "Association between Adolescents, Health, Stress and Sense of Coherence". Sample consisted of 3258 adolescents. Self reported illness and symptoms and a questionnaire were used. The results revealed that the girls with a low sense of coherence who were exposed to stress reported recent illness twice as often as unstressed girls did. For the boys, there was no such significant interaction. For both the girls and the boys, there were no significant interactions on symptoms.

Nemeth et al. (2008) conducted a study on "The Relationships among Self-Esteem, Stress, Coping, Eating Behaviour and Depressive Mood in Adolescents" Samples consisted of 102 high school students. Results suggest that stress and low self-esteem were related to avoidant coping and depressive mood and that low self-esteem and avoidant coping were related to unhealthy eating behaviour.

OBJECTIVE:

The following objectives were formulated for the present investigation:

1. To study the role stress among school students in India.
2. To identify the level of stress among the adolescents/ school students.
3. To know the differential effect of gender on stress.
4. To compare male and female on the role stress among adolescents.

METHODOLOGY:

The data has been collected from secondary sources comprising of Government of India and annual reports, news papers, articles and books etc., the collected data has been classified and analyzed in a systematic manner. Annual reports are used to find out the objectives of the study.

Stress among School Students in India:

Leaving home for the first time and going away for school can be very difficult for some people. In

many cases for school freshman this is their first time being away from their home and parents. Many times they get home sick and want to isolate themselves. They have to get into a new routine of going to school, and change can be very difficult. It is definitely hard to get into the swing of school. They have to navigate through classes in a new format while living away from all the comforts of parents. A school student's life usually consists of attending classes, long hours of studying, working at a job (sometimes), and having a social life. Some students work at a job or study harder than others, but they are all trying to get degrees so maybe one day they will have meaningful and significant lives. It is a constant struggle for everyone who is trying desperately to make him or herself into a success. And every school student wants to be involved with something in order to further their education, or just have fun. There are lots of new opportunities out there. The struggle consists of demands on time, financial pressures, parental pressure and conflicts, interpersonal conflicts, managing freedom, peer and academic pressure and the transitional period to a new academic environment. All of these factors combined can cause emotional disturbances and one of the most common is stress. Stress is what you feel when you are worried or uncomfortable about something. This worry in your mind can make your body feel bad. You may feel angry, frustrated, scared, or afraid. These feelings can also lead to you having a stomach-ache or a headache. When you're stressed you may not feel like sleeping or eating.

Physical/mental factor

Adolescents are mostly concerned about their physical appearances than about other aspects. Many of them are even dissatisfied with their physical appearances (Siegel and Lane, 1982). Wang and Ko (1999) pointed out that girls feel upset more easily than boys, mainly because of their concerns about physical appearances. Girls may perceive themselves as "very ugly", feel that they are too fat, too short, too high, or dislike their hair color or skin color. Lan (2003) mentioned that some physiological symptoms such as headache were signals of a mental overload. Other signals included fatigue, depression, anxiety, dissatisfaction with certain interpersonal relations, change of the current sleeping habit, and a drastic gain/loss of body weight. Feng (1992) pointed out that setting high goals, being a perfectionist, and comparing the self with others, and self-degradation may all cause stress and result in depression.

Family factor

Families with constant conflicts are characterized by a lack of parent-child communication and in-depth understanding of each other's expectations (Liu and Chen 1997). Totalitarian parents seldom show their care about their children. The control or punishment they impose will only increase the psychological stress on their children (Liu and Chen, 1997).

School factor

Chiang (1995) proposed that school is one of the main sources of stress among adolescents. Such stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment. Generally, parents are very concerned about their children's academic achievement and moral behaviours. Parents expect their children not only to respect teachers and follow moral norms but also become elite in the future (Liu and Chen, 1997). The educationist Dewey once said "education is a pursuit of a perfect life". However, school teachers and parents in Taiwan usually use academic achievement as the sole criterion for evaluating a student's performance at school. This criterion causes double stress on adolescents. Stress from high expectations of teachers, parents, and self is usually an agony for students studying in schools (Cheng, 1999).

Relationship factor

Most adolescents are urgent to develop a relationship with the opposite sex. As there are no absolute ways for making friends with the opposite sex, many of them usually do not know what to do when in face of the opposite sex. Besides, adolescents often suffer stress induced by "a sense of insecurity" when they are dating someone. They are worried that they may lose their dates and their parents or friends may have negative views of their dates. Therefore, developing a heterosexual relationship is a challenge and also a stressor for adolescents (Wang and Ko, 1999).

Limitations:

Several limitations of the study should be noted.

This study is only exploratory in nature and has not considered the specific factors which could

possibly be generating role stresses. The explanations for the results are drawn from observations and statements of the school students, and no causal research has been attempted.

The sample has been drawn from only one educational institute and the results cannot be generalized. More studies the of role stresses prevalent amongst students of different institutes is warranted.

Future research can examine role stresses by developing a scale specifically for school students in India. However, in spite of its limitations, this study does make an important contribution in exploring the nature and level of role stresses among the school students of upcoming technical educational institutes in India.

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