

STRESS COPING OF ADOLESCENTS IN KANYAKUMARI DISTRICT

By

Jaba Singh, J.

Assistant Professor, Bethlahem College of Education, Karungal, Kanyakumari District, Tamil Nadu, India.

Abstract

Childhood involvements extremely influence a young person and deeply affect emotional and physical health later in life. The main objectives of the study are to know the level of Stress Coping of Adolescents and to find out the significant difference between male and female Adolescents in their Stress Coping. The sample for the present study comprises of 300 Adolescents studying in higher secondary schools at Kanyakumari district. The findings revealed that there is significant difference between Male and Female Adolescents in their Stress Coping. Male students are better female students in Stress Coping.

Keywords: *stress coping, adolescents.*

Introduction

Adolescent is reflected as a bridging period from childhood to adulthood. Biological, cognitive, moral, as well as social development happens during this period. It can be recognized as one the vulnerable period of life when the several mental and physical health problems may be seen which may lead to stress. The term stress, as it is presently used was coined by Hans Selye in 1936, who defined it as the non-specific response of the body to any demand for change. More specifically it has been defined as,

“state of psychological and / or physiological imbalance resulting from disparity between situational demands and individual’s ability and / or motivation to meet those demands”. (Shah and Kanwar, 1999).

In modern society, young and old experience the emotion of being stressed. For the period of adolescence, 11-19 years of age, the levels of stress increase significantly (Hampel, Meier, & Klimmel, 2008). Stress is the feeling of mental, physical, or emotional straining or tension. Students are being worried frequently by a variety of

aspects which cause them to have stress in one or more ways (Strong, De Vault & Cohen, 2008). Stress processes include three components, an internal state of the organism, an external event and an experience that rises from a transaction between a person and the environment. Strain refers to physiological, emotional and cellular responses. For example, emotional responses include negative affect, emotional numbing and lower positive affect. Stressor refers to trauma, life events, aversive physical environment, chronic role strain, and cumulative difficulty. The third component focuses on how stress is perceived, including threat, harm, loss, challenge, and the severity of the stress (Aldwin, 2007).

Need and Significance of the Study

Adolescents often have a lot of external pressure from several combinations of stress related to school, sports, clubs, work, religious, friends, and family. Some adolescents choose harmful options to deal with stress and may smoke or use drugs, self-harm, become depressed, or give up on life altogether. Hence, the problem becomes how can adolescents recognize what is initiating them stress, and how can they manage

their stress loads in a healthy and creative manner. Students need to be conscious that there are positive ways to cope with the stressors in their lives. Being able to help students manage their stress and cope with stressors may not only benefit the students, but may also help their academic performance too. Teachers, who have more relations with students, are more likely to build trust and rapport. Reducing stress may ultimately increase student achievement as well. Teaching stress management and coping programs in schools may develop the school as a whole, and help make students with the tools needed to recognize and manage stress in an effective and positive manner. So the investigator attempted a study on stress coping of adolescents in Kanyakumari district.

Review of Related Studies

Coyle and Vera (2013) conducted a study on uncontrollable stress, coping, and subjective well-being in urban adolescents. The purpose of this study was to determine whether uncontrollable stress related to levels of subjective well-being (SWB) in a group of ethnically diverse urban

adolescents. Additionally, the researchers examined what types of coping skills were utilized in the face of high levels of uncontrollable stress. A group of 147 diverse, urban adolescents were surveyed. Data were analyzed using correlational analysis, hierarchical multiple regression, and stepwise multiple regression. Results revealed that uncontrollable stress was significantly related to negative affect (NA) and active coping strategies were associated with positive affect (PA) and NA. Active coping did serve as a moderator of the relationship between NA and uncontrollable stress, but in an unpredicted direction. Higher levels of uncontrollable stress were related to higher levels of NA and the use of active coping strategies was associated with higher levels of PA. The finding that active coping did not exacerbate the relationship between NA and uncontrollable stress suggests that adolescents may benefit psychologically from exercising agency over stressors in their lives.

Zhang, Wang, Xia, Liu, and Jung (2012) conducted a study on Stress, coping and suicide ideation in Chinese college students. The study was to examine whether stress and coping

styles could significantly predict the probability of suicide ideation and whether coping styles were mediators or moderators on the association between life stress and suicide ideation. The survey was conducted in a sample of 671 Chinese college students. Approximately twenty percent students reported having suicide ideation. Life stress, active coping styles, and passive coping styles all had independent effect on the probability of suicide ideation. Passive coping styles, especially fantasizing, mediated the relation between life stress and suicide ideation. Moderation hypotheses were not supported. Implications of the findings and future directions were discussed.

Parameswari (2011) studied Self-esteem and stress coping among adolescents. The present study focuses on relationship between self-esteem and stress coping strategies among adolescents. To study the above problem, Rosenberg Self-esteem scale and Cognitive emotion regulation questionnaire were administered to 72 adolescents who were randomly selected from two different courses—Integrated Geology and Integrated Journalism and mass communication

departments of Periyar University, Salem. The collected data were analyzed using bivariate correlation, mean and t-test. The result shows that there is a relationship between self-esteem and stress coping strategies, there is no significant gender difference in self-esteem but there is a significant gender difference in certain coping strategies—positive refocusing, refocus on planning and positive reappraisal.

Hampel and Petermann (2006) conducted a study on Perceived stress, coping, and adjustment in adolescents. The aim of the study is to investigate age and gender effects on perceived interpersonal stress, coping with interpersonal stressors, and psychological adjustment among early and middle adolescents. Furthermore, the associations of perceived stress and coping with adjustment were examined. The sample included 286 Austrian adolescents aged 10 to 14 years who attended the fifth to seventh grade. Self-report data on perceived stress, coping, as well as emotional and behavioral problems, were assessed. 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.

Sung, Puskar and Sereika (2006) conducted a study on psychosocial factors and coping strategies of adolescents in a rural Pennsylvania high school. Coping strategies and psychological factors that were influenced by anger, anxiety, depression, and self-esteem also contributed to stress. Adolescents with healthy coping strategies were compared to adolescents who had more difficulty coping, and results indicated those who struggled with stress were found to have a higher risk of health problems and related

behaviors. For example, students may have issues with depression, anxiety, stress overload, and social conflicts. Students who learn to identify and manage stress may be in a better position to deal with the issues than the students who don't have good coping and management skills. Depending on the psychological health of the individual, each adolescent may need different strategies for identifying, handling, and understanding stress and conflicts; therefore, school-based programs might be one option needed to teach these strategies to students to manage their emotional and psychological health.

Objectives of the Study

- To know the level of Stress Coping of Adolescents
- To find out whether there is any significant difference between male and female Adolescents in their Stress Coping.
- To find out whether there is any significant difference between Tamil and English medium Adolescents in their Stress coping.

- To find out whether there is any significant difference among Type of Management of Adolescents in their Stress Coping.
- To find out whether there is any significant difference among Locality of Residence of Adolescents in their Stress Coping.

Hypotheses Formulated

- There is no significant difference between male and female Adolescents in their Stress Coping.
- There is no significant difference between Tamil and English medium Adolescents in their Stress coping.
- There is no significant difference among Type of Management of Adolescents in their Stress Coping.
- There is no significant difference among Locality of Residence of Adolescents in their Stress Coping.

Design of the Study

The present study attempts to explore the study on Stress coping of Adolescents studying in higher secondary schools of Kanyakumari District. As for the problem and objectives of the study, the investigator

selected the survey method for conducting study.

Method

Population and Sample

A population is any group of individual that has one or more characteristics in common and that are of interest to the researcher. The population for the present study is the Adolescents of Kanyakumari district. The sample for the present study comprises of 300 Adolescents studying in higher secondary schools at Kanyakumari

district. The investigator used random sampling technique to collect data.

Tools Used for the Study

The tool used in the present study is stress coping scale by J. Vijila and Mr. J. Jaba Singh (2015)

Analysis of Data

Hypothesis: 1

There is no significant difference between male and female Adolescents in their Stress Coping.

Table1. Difference between male and female Adolescents in their Stress Coping.

	Gender	N	Mean	Standard Deviation	Calculated t-value	Remarks
Stress Coping	Male	170	45.49	3.974	4.607	S
	Female	130	43.21	4.466		

The table value "t' at 5% level of significance is 1.97.

It is inferred from the above table that the calculated value is greater than the table value at 5% level of significance for stress coping of Adolescents. There is significant difference between Male and Female Adolescents in their Stress

Coping. Hence the null hypothesis is rejected.

Hypothesis: 2

There is no significant difference between Tamil and English medium Adolescents in their Stress coping.

Table 2. Difference between Tamil and English medium Adolescents in their Stress coping

	Medium of Instruction	N	Mean	Standard Deviation	Calculated t-value	Remarks
Stress	Tamil	152	44.44	4.238	0.253	NS
Coping	English	148	44.57	4.453		

The table value "t' at 5% level of significance is 1.97.

It is inferred from the above table that the calculated value is less than the table value at 5% level of significance for stress coping of Adolescents. There is no significant difference between Tamil and English medium Adolescents

in their Stress Coping. Hence the null hypothesis is accepted.

Hypothesis: 3

There is no significant difference among Type of Management of Adolescents in their Stress Coping.

Table 3. Difference among Type of Management of Adolescents in their Stress Coping.

	Type of Management	Sum of Squares	df	Mean Square	Calculated F-value	Remarks
Stress Coping	Between Groups	107.962	2	53.981	2.905	NS
	Within Groups	5519.034	297	18.583		

The table value "F' at 5% level of significance is 3.03

It is inferred from the above table that the calculated value is less than the

table value at 5% level of significance for stress coping of Adolescents. There

is no significant difference among Type of Management of Adolescents in their Stress Coping. Hence the null hypothesis is accepted.

Hypothesis: 4

There is no significant difference among Locality of Residence of Adolescents in their Stress Coping.

Table 4. Difference among Locality of Residence of Adolescents in their Stress Coping.

	Locality of Residence	Sum of Squares	df	Mean Square	Calculated F-value	Remarks
Stress Coping	Between Groups	76.372	2	38.186	2.043	NS
	Within Groups	5550.624	297	18.689		

The table value "F" at 5% level of significance is 3.03

It is inferred from the above table that the calculated value is less than the table value at 5% level of significance for stress coping of Adolescents. There is no significant difference among Locality of Residence of Adolescents in their Stress Coping. Hence the null hypothesis is accepted.

medium Adolescents in their Stress Coping.

- There is no significant difference among Type of Management of Adolescents in their Stress Coping.
- There is no significant difference among Locality of Residence of Adolescents in their Stress Coping.

Major Findings

- There is significant difference between Male and Female Adolescents in their Stress Coping.
- There is no significant difference between Tamil and English

Interpretations

- Significant difference is revealed between male and female Adolescents in their Stress Coping. Female students have higher levels of stress than male students, and they also used more emotion-focused coping strategies, such as

seeking emotional or instrumental support, venting, or self-distraction. Male students, on the other hand, may use more problem-focused coping strategies, such as planning, active coping, or humor, which may help them deal with stress more effectively.

- No significant difference is revealed between Tamil and English medium Adolescents in their Stress. The medium of study did not affect the Stress Coping in students.
- No significant difference is revealed among type of management Adolescents in their Stress Coping. Though the students study the same syllabus in various educational Management, it did not affect their Stress Coping.
- No significant difference is revealed among locality of residence of Adolescents in their Stress Coping. Though the students reside in various localities the environmental situations did not affect their Stress Coping.

Recommendations

- The teacher should train the students to adopt various problems

solving technique which helps them to cope with the Stress in their day-to-day life.

- Provides opportunities to listen music relaxation and practice of Yoga and Meditation in order to manage their Stress.
- The school should conduct special training programmes for student to reduce their Stress.
- The school should increase the level of tolerance and self-esteem of the students.
- Getting regular exercise can help adolescents to cope with stress in a healthy manner. Encouraging teens to find a physical activity that they like, whether it be running, lifting weights, or playing basketball, can buffer the negative effects of stress.

Conclusion

Stress is a normal and unavoidable part of life, but it can also have harmful effects on physical and mental health if not managed well. There are many sources of stress for adolescents, such as school, family, peer pressure, social media, and future plans. Stress coping is a complex and multifaceted phenomenon that depends on many

factors, such as personality, environment, social support, coping style, and mental health status. Therefore, it is important to recognize that both male and female students

may experience different types and levels of stress, and they may need different types of support and intervention to cope with it effectively.

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ABOUT THE AUTHOR



Dr J. Jaba Singh is working as an Assistant Professor at Bethlahem College of Education, Karungal, Kanniyakumari District, Tamil Nadu. He has completed M.Sc Botany, M.Sc Psychology, M.Ed, M.Phil Education and Ph.D in Education. He also qualified SET in Education. He has published four articles in reputed journals and presented more than fifteen papers in national and international level seminars and conferences.
