



## To Study the Factors causing Stress among Urban Adolescents of Shillong

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**Abstract:** *The present study focuses on factors leading to stress among urban adolescents of Shillong, Meghalaya, India. The sample of the study consisted of 172 participants from Shillong city, Meghalaya, where 87 male and 85 female adolescents and the participants between the age group of 10-19 years. The data was collected using structured and standardized questionnaire using Purposive Sampling. The Objectives of the study were, to study the demographic details of the urban adolescents, to identify the factors causing stress among the urban adolescents, to compare male and female adolescents with regards to effect of stress. The Tools used were demographic details, Adolescent Stress Questionnaire (ASQ). The collected data were analysed using Statistical Package for social sciences (SPSS) 17.0 version. The results shows that all the factors have significantly high scores in Pretest than the Post test score. There was significant difference in male and female urban adolescents on their total scores on ASQ and female urban adolescents have scored higher on total scores. Significant differences were found among Urban Adolescents with regards to impact of stress.*

**Keywords:** *Stress, Factors of Stress, Urban, Adolescents, Gender Differences, Shillong, Meghalaya*

### I. Introduction

Adolescence has been defined by World Health Organization (WHO) as the age group of 10-19 years. As a process of transition from childhood to adulthood adolescence goes through a period of storm and stress (Hall, 1904). Adolescence faces many challenges and competencies at this stage which creates progress for them as well as risk for their health and also for their well-being. Adolescence not only faces problem from their transition periods but also faces other psychological, biological, social, cognitive and emotional changes. Adolescence experiences interpersonal, academic, relationship, family, physical changes, role confusion and career decision making problems leading them to critical stage and ultimately causing stress. Adolescence requires special attention and proper guidance as this stage. Hashmi (2013), in her study highlighted that family plays an important role in developmental context where adolescence faces identity role in the society. Adolescence often results conflict demand from parents, teacher, friends, family and oneself. Behavioural problems also increases and they are likely to be involved with violence either at home or outside of school. Substance abuse and drugs intake is common during this stage which can be due to problems at home, school failure, peer pressure and poor judgment which then increased the risk for accidents, violence, unplanned and unsafe sex, crime and suicide. Author also highlighted that children staying with single parents or broken family are at high risk of facing stress and depression. So author outlined that adolescence is a phase of developmental period and a roller coaster of adjustment during adult life at the same time their opportunities are marked by gender inequalities based on socioeconomic status, ethnicity, and social characteristics. Zarrett & Eccles (2006) discussed that late adolescence referred as emerging adulthood goes through phase of changes in their lives from completion of schools to search of jobs, building new relationships, new roles and responsibility, marriage and later parenthood. Kumar & Talwar (2014) outlined the determinants of psychological stress and suicidal behavior in Indian adolescents and psychosocial adjustments adopted by adolescents. The study indicated that school students in India have a high stress level and higher rate of self-harm which could be due to mental disorders, other problems like lack of family support, poverty, peer rejection, social exclusion, isolation and violence. Stress also results in increased intake of substance abuse.

### II. Literature Review

Aswathy, Kasturi & Maxie (2015) investigated on stress among early adolescents and also involved mothers and teachers to check their role perception in addressing stress to adolescents. Total sample size of 959 adolescent's

age group of 10 to 14 years studying in 5th-9th standard, 61 teachers, and 136 mothers were taken where descriptive survey method was done. 97 (10.1%) adolescents reported having severe stress; other factors reported were lack of parenting role, heavy work load assigning too much homework, academic stress, parental conflict, high expectations from parents also sometimes from teachers, economic factors all these factors leads to severe stress. Parpio (2013) examined on prevalence and associated factors of perceived stress among adolescent girls. Cross –sectional survey was used where 474 female adolescents was taken the findings showed that 58% perceived stress due to father's unemployment where it leads to hardship, behavioural problem, stress and depression among adolescents reasons were they have less access to basic need and psychological resources, also parental quarrel, number of room are associated reasons leading to stress. Sharma & Sidhu (2011) conducted a study on sources of stress among 300 adolescents, the findings showed that an adolescent entering a new academic which is highly competitive faces many problems which academic work load could be one factor along with self-inflicted stress, parent inflicted stress and peer inflicted stress reported the higher frequency of stresses among adolescents. Parents and peers play an important role in influencing adolescent's stress. Alifanovienè.et.al (2016) found in their study that senior age adolescents experiences more anxiety, tension, than junior age adolescents, with regards to gender girls experiences more anxiety and stress as compared to boys, place of residence does not affect much while social environment like school, home, circle of friends and unfamiliar people adds up to more stress for adolescents.

### III. Objective

To Study the demographic details of the Urban Adolescents  
To identify the factors causing Stress among the Urban Adolescents  
To compare male and female Adolescents with regards to effect of Stress

### IV. Hypothesis

**H<sub>0</sub>:** There will be significant differences among urban adolescents in the Impact of Stress **H<sub>1</sub>:** There will be no significant differences among urban adolescents in the Impact of Stress.

### V. Methodology

#### Procedure

The data collection began with the researcher obtaining permission from seven different schools from Shillong, and when the permission was granted the researcher met each participant individually, explained about the research and gave them the copies of questionnaires. Researcher also maintained the ethics of research. Researcher began with a brief introduction about the whole study prior to signing of the informed consent form. Researcher also briefed them that if they choose to participate, they will be given a standardized questionnaire, which will take maximum 25-30 minutes to fill up. The participants also informed that their responses would be kept confidential and would be used purely for research purposes and no names will be revealed. The researcher requested them to answer all the questions and respond spontaneously. The Head of the Department was requested to return the Questionnaire duly filled in by students within a period of one week for Pretest and for Posttest another one month. Only those participants who met the inclusion criteria were taken for the study.

#### Sampling Method

The Universe of this Study includes the Urban Adolescents from Shillong, who fall under the age group of 10 to 19 years. The sample size for this Study consists of 172 participants who met the inclusion criteria for the study. The sample for the study was collected from adolescents who are studying in classes 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup>. Others were excluded due to upcoming of the board examination in Shillong. Purposive sampling design was selected based on the knowledge of a population and for the purpose of the study. The researcher has selected a descriptive research design to identify the demographic characteristics of the participants and also for identification of the factors causing stress faced by the adolescents. The collected data were coded, classified and analyzed using statistical package for social sciences (SPSS) 17.0 version. The obtained data were analyzed using descriptive statistics like frequency and percentage, mean and standard deviation, and Parametric test like Paired t-test and Non-Parametric test like Anova.

### DESCRIPTION OF ASSESSMENT TOOLS

#### 1. Demographic data sheet

The demographic profile consists of name, age, gender, education qualification, family type, parent's occupation, caste, religion and name of the school.

#### 2. Adolescent Stress Questionnaires (ASQ)

Adolescent Stress Questionnaire (ASQ), was developed and validated by Byrne et al. ASQ in this study was taken from European study, ASQ is an instrument that assesses subjective stressor load, covering the broad domains of adolescent stressor exposure. The 56 items on this checklist are grouped into 10 stress component scales. The

range of the scores was 56 to 280. Reliabilities for the Adolescents Stress Questionnaire as a whole were found to be 0.95.

## VI. Results and Discussion

Table: 1.1.1

Title: Demographic details of the participants

Personal profile	Variable	Frequency	Percentage	Personal profile	Variable	Frequency	Percentage
1.Age	12-13	34	19.8	2. Gender	Male	87	50.6
	14-15	97	56.4		Female	85	49.4
	16-18	41	23.8	4.Family Type	Joint Family	84	48.8
3.Education Qualification	Class 9	84	48.8		Nuclear	88	51.2
	Class 8	58	33.8		Family		
	Class 7	21	12.2		6. Caste	Scheduled Tribe	79
Class 6	09	5.2	General	37		21.5	
5.Parent's Occupation	Government Employee	35	20.3	Other		36	20.9
	Accountant	07	4.1	Backward Classes			
	Banker	11	6.4	Scheduled Caste		20	11.7
	Business Man	42	24.4				
	Daily Labour	29	16.9				
	Shopkeeper	13	7.6				
	Teachers in Private Institution	24	13.9				
	Social Worker	07	4.1				
	Freelancer	04	2.3				
7. Religion	Christian	81	47.1				
	Hindu	58	33.7				
	Muslim	33	19.2				

The above table 1.1.1 presents the distribution of participants in relation to their personal information that is age, Gender, educational qualification, family type, parent's occupation, caste and religion.

Based on the above table it is evident that out of 172 participants, 97(56.4%) participants belongs to the age group of 14-15 years, 87(50.6%) participants are male, 84(48.8%) participants are studying in class 9, 88(51.3%) participants belongs to nuclear family, 42(24.4%) participants parents were working as businessmen, 79(45.9%) participants falls in Scheduled tribe, 81(47.1%) participants belongs to Christian.

Table: 1.1.2

Title: To identify the factors causing Stress among the Urban Adolescents

Variables	Pre-test			Post-test		
	Low	Moderate	High	Low	Moderate	High
Home Life	34.3	46.6	59	24	36	48
School Performance	17	25	33	14	21	28
School Attendance	07	11	15	07	10	12
Romantic Relationship	11.67	18.33	25	11.67	15	15
Peer Pressure	18.33	24.66	31	18.33	23.99	24
Teacher Interaction	17.67	26.33	35	17.67	22.33	21
Future Uncertainty	07	11	15	07	9.33	10
School/Leisure Conflict	11.67	18.33	25	11.67	16.33	19
Financial Pressure	09	14	19	09	11.33	11
Emerging Adult Responsibility	8.33	11.66	15	8.33	9.33	06
Total Stress	169.66	196.33	223.00	76.33	96.66	117

The above table 1.1.2 represents the factors causing stress faced by adolescents.

From the above results, it can be seen that all the factors have significantly high scores. This means that all these factors are significant factors of stress in adolescents.

After the intervention programme, it can be seen than none of the factors are significantly higher than the mean. This means that the stress has reduced significantly after the intervention, thereby leading to low scores for all the factors. The intervention can, thus, be said to have highly significant effect on stress levels of adolescents.

**Table: 1.1.3**  
**Title: To compare male and female Urban Adolescents with regards to stress**

Variables	Male Mean	SD	t-value Male-1	P-value Male-1	Female Mean	SD	t-value Female-2	P-value Female-2
Home Life	38.3218	613130	-1.353	.178	39.6235	6.48804	-1.352	.178
School Performance	22.1034	4.14009	.631	.529	21.6706	4.83142	.630	.529
School Attendance	9.3448	2.49104	-.144	.886	9.4000	2.55044	-.143	.886
Romantic Relationships	16.2529	3.06601	-.711	.478	16.6353	3.94259	-.709	.479
Peer Pressure	22.6552	4.26949	.446	.656	22.3765	3.91267	.446	.656
Teacher Interaction	22.8851	4.69147	-.287	.775	23.0824	4.32658	-.287	.775
Future Uncertainty	9.7816	2.18571	-.250	.803	9.8706	2.47265	-.250	.803
School/Leisure Conflict	15.3448	3.31952	-2.498	.013*	16.6588	3.57755	-2.496	.014*
Financial Pressure	12.3333	3.03341	-2.778	.006**	13.5176	2.52894	-2.784	.006**
Emerging Adult Responsibility	9.2644	2.16451	-1.578	.117	9.8000	2.28765	1.577	.117
Total Stress	178.2874	15.42944	-1.809	.072*	182.6353	16.09632	-1.808	.072*

The above table 1.1.3 shows Comparison of genders among urban adolescents in terms of sources of stress. The table shows significant difference in male and female urban adolescents on their total scores on ASQ. Means of two groups indicate that female urban adolescents have scored higher on total scores. It is clearly evident that male and female urban adolescents have significant differences on some subscales that are school/leisure conflict and financial pressure where it showed the high mean scores of female urban adolescent on school/leisure conflict as compared to male urban adolescents.

**Table: 1.1.4**  
**Title: Ho: There will be significant differences among Urban Adolescents in the impact of Stress H<sub>1</sub>: There will be no significant differences among Urban Adolescents in the impact of Stress.**

Variables		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
					Pair1	HL_Pre - HL_Post			
Pair2	SP_Pre - SP_Post	12.24419	5.84185	.44544	11.36492	13.12345	27.488	171	.000**
Pair3	SA_Pre - SA_Post	5.37791	3.15342	.24045	4.90328	5.85253	22.366	171	.000**
Pair4	RR_Pre - RR_Post	9.94186	4.35784	.33228	9.28596	10.59776	29.920	171	.000**
Pair5	PP_Pre - PP_Post	12.69186	6.03918	.46048	11.78290	13.60082	27.562	171	.000**
Pair6	TI_Pre - TI_Post	13.30233	5.59149	.42635	12.46074	14.14391	31.201	171	.000**
Pair7	FU_Pre - FU_Post	5.77326	2.95795	.22554	5.32805	6.21846	25.597	171	.000**
Pair8	SL_Pre - SL_Post	9.09302	4.70070	.35842	8.38552	9.80053	25.369	171	.000**
Pair9	FP_Pre - FP_Post	7.65116	3.44130	.26240	7.13321	8.16912	29.159	171	.000**
Pair 10	EAR_Pre - EAR_Post	5.76744	2.50928	.19133	5.38977	6.14512	30.144	171	.000**
Pair 11	Total_Stress_Pre - Total_Stress_Post	102.18605	22.19162	1.69210	98.84596	105.52613	60.390	171	.000**

The above table 1.1.4 shows significant differences among Urban Adolescents with regards to stress. The Sig.2-tailed is .000 which shows that there are significant differences between Urban Adolescents with regards to impact of stress. The hypothesis that there will be significant a difference on impact of stress among urban adolescents was accepted.

### Discussion

The present study has provided ample information about factors which leads to stress among urban adolescents. The finding shows that out of 172 participants, 97(56.4%) participants belongs to the age group of 14-15 years, 87(50.6%) participants are male, 84(48.8%) participants are studying in class 9, 88(51.3%) participants belongs to Nuclear family, 42(24.4%) participants parents were working as businessmen, 79(45.9%) participants falls in Scheduled tribe, and 81(47.1%) participants belongs to Christian. It can be seen that all the factors have significantly high scores in Pretest than the Post test score. This means that all the factors are significant factors of stress in adolescents. The present finding is in support with Nirmala & Mary (2007), study where the findings showed that majority of the participants were facing high level of stress. The authors also outlined that adolescents at a transitional period could face stress due to lack of insight and support from parents and also lack of guidance and support from teachers, so also it can be seen in my study in pre- test that all the factors are significant factors of stress in adolescents. Significant difference in male and female urban adolescents on their total scores on ASQ was found. Means of two groups indicate that female urban adolescents have scored higher on total scores which support the study of Alifanovienè.et.al (2016) where it was found girls experiencing more anxiety and stress as compared to boys. The result of hypothesis shows that there is a significant difference on impact of stress among urban adolescents. The present findings is in support with Lal (2014), where the author pointed out that female faces more stress as compared to boys, and sources of stress faced during transitional phase by adolescents as reported by author were problems at school, at home with family members, financial problems, new challenges in education, parents expectations, new roles and responsibilities demanded by society, peer pressure.

### VII. Conclusion

Therefore this study brought out the point that adolescents indeed goes through a period of storm and stress. As a Social worker and a researcher, it is our prime responsibility to identify such risky children in schools and community and give support to those children's to overcome their problems. Family dysfunction during childhood can negatively influence the life experience and adjustment in children. The present study will bring forward awareness programmes for adolescents which will encourage them to take necessary steps, actions and interventions which will enhance the quality of adolescents life, highlighting the need to support adolescents through professional development in engaging with the complexities involved, improved better home environment, building and strengthening good parent-child relationships and provide good support system from professionals and peer groups. The government and private institutions should play the active role and give importance to reduce the stress and schools should provide stress-related courses.

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