

A Study on Mental Stress Among Adolescent Students

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Abstract: Mental stress among adolescent students has emerged as a significant concern in contemporary education systems. The transitional phase of adolescence, coupled with academic pressure, social expectations, and career uncertainties, contributes to increased stress levels. This study aims to explore the causes, effects, and coping mechanisms associated with mental stress among adolescent students. Using a mixed-method approach, data were collected through survey from adolescent students aged 15–18 years. Randomly 305 adolescents were selected for present study. It is clear from the result that boys were more sensitive to mental stress than girls. At the same time urban adolescents were more sensitive to mental stress than rural adolescents. Further, all the groups of adolescent falls under the category of severe stress. Therefore, building more emotional support, recognize feelings and good relationship should be suggested. Extra care from teachers, parents may also need. The study concludes with recommendations for educators, parents, and policymakers to address student mental well-being effectively.

Keywords: Mental Stress, Adolescent Students, Academic Pressure.

I. INTRODUCTION

Adolescence is the period of development and physical change. This is a time of the dreaming about the future when the adolescents aspired to reach the moon and confidently expects to do so. So parents play an important role in this period. In this period adolescent child face stress and this stress may be due to many causes like physical development, educational problems or family environment. Family environment plays an important role in the better development of a child. Adolescent is the age, which is counted as the age of “Stress and strain, Storm and Strife” as it is mentioned by (Stanley Hall, 1904) Mental stress, if not addressed properly, can adversely affect students’ academic performance, health, and overall well-being. It is the period which refers to the development and

adjustment during the transition period between childhood and adulthood. If the adolescent get the right path and right guidance they can be proved good citizens. In recent years, there has been a noticeable increase in stress-related issues among students. Factors such as competitive examinations, career uncertainty, and the influence of digital media have intensified this problem. This study seeks to understand the underlying causes of mental stress among adolescent students and examine its impact.

II. OBJECTIVES OF THE STUDY

- * To find out the different levels of mental stress among adolescent students
- * To find out the difference in mental stress among adolescent students with respect to their gender.
- * To find out the difference in mental stress among adolescent students with respect to their locale.
- * To find out the difference in mental stress among adolescent students with respect to type of the management.

Hypotheses:

- There is a significant difference in the level of mental stress among Adolescent Students.
- There is no significant difference in mental stress between Boys and Girls Adolescent Students.
- There is no significant difference in mental stress between Urban and Rural Adolescent Students.
- There is no significant difference in mental stress between Private and Government institution Adolescent Students.

REVIEW OF LITERATURE

Previous studies have highlighted that academic pressure is one of the leading causes of stress among adolescents. Researchers have found that excessive workload, fear of failure, and parental expectations

significantly contribute to anxiety and depression. Studies also indicate that social factors, such as peer comparison and social media influence, play a crucial role in increasing mental stress levels. Moreover, lack of proper guidance and emotional support can further aggravate the situation. However, some research suggests that moderate stress can be beneficial, as it motivates students to perform better. The key lies in maintaining a balance between positive and negative stress is very important for a better academic achievement.

III.METHODOLOGY

Research method is an important way to conduct the research work. The nature of present study was descriptive, therefore keeping this in mind the researcher employed survey method of descriptive research approach to collect the data from selected sample.

Sample and Sampling Technique: Stratified Simple Random Sampling technique was used to select the sample for the present study. A total sample of 305 adolescent students was selected from the whole

population of higher secondary level of Davangere district from Karnataka State.

Tools Used: The Researcher used a self prepared and Standardised Mental Stress Scale to collect the data from selected adolescent students. The scale consists of 30 items which includes main components like, academic pressure, parental expectations, peer competition, time management issues, and fear of failure. The reliability of the tool was calculated by test-retest method and it was found that the tool is significantly reliable to collect the data for present study.

Delimitation of the Study: The study was delimited to Davangere district of Karnataka State. Further this study was delimited to the students who were studying at higher secondary level in government and private higher secondary institutions located in Davangere district.

Statistical Techniques Used: The Percentage analysis, Means and Standard Deviation statistical techniques were employed to analyze the obtained data:

IV.ANALYSIS AND INTERPRETATION

Hypothesis 1: There is a significant difference in level of mental stress among Adolescent Students.

Table 1: Level of Mental Stress among Adolescent Students

Variable	Level	Sample Size	Percentage
Mental Stress	Low	35	11.47
	Average	142	46.55
	High	128	41.96

The above table reveals that 11.47% of Adolescent Students possessed a low level of mental stress, 46.55% students possessed an average level of mental stress and 41.96% students possessed a high level of mental stress. Hence it is stated that the adolescent students differed in their mental stress.

Hypothesis 2: There is no significant difference in mental stress between Boys and Girls Adolescent Students.

Table 2: Difference in Mental Stress among Adolescent Students with respect to their gender.

Gender	N	Mean	SD	't' Value	Significance
Boys	149	79.94	4.34	3.06	S
Girls	156	81.55	4.84		

Significant at 0.05 level

It is revealed from the above table that the mean value of male is 79.94 and female is 81.55. The calculated 't' value is 3.06 which is significant at 0.05 level. This indicated that there is a significant difference existed in the mental stress between boys and girls adolescent students. Thus the null hypothesis is rejected. The mean score difference shows that the adolescent boys students had more mental stress than girls students.

Hypothesis 3: There is no significant difference in mental stress between Urban and Rural Adolescent Students.

Table 3: Difference in Mental Stress among Adolescent Students with respect to their locality.

Gender	N	Mean	SD	't' Value	Significance
Urban	165	81.55	4.83	3.02	S
Rural	140	80.09	4.32		

Significant at 0.05 level

It is revealed from the above table that the mean value of urban is 81.55 and rural is 80.09 The calculated 't' value is 3.02 which is significant at 0.05 level. This indicated that there is a significant difference existed in the mental stress between urban and rural of adolescent students. Thus the null hypothesis is rejected. The mean score difference shows that the urban adolescent students had more mental stress than rural adolescent students.

Hypothesis 4: There is no significant difference in mental stress between Private and Government institution Adolescent Students.

Table 4: Difference in Mental Stress among Adolescent Students with respect to their management.

Gender	N	Mean	SD	't' Value	Significance
Private	123	81.40	4.61	2.02	S
Government	182	80.14	4.77		

Significant at 0.05 level

It is revealed from the above table that the mean value of private is 81.40 and government is 80.14. The calculated 't' value is 2.02 which is significant at 0.05 level. This indicated that there is a significant difference existed in the mental stress between private and government institution adolescent student. Thus the null hypothesis is rejected. The mean score difference shows that the adolescent students studying in private institutions had more mental stress than adolescent students studying in government institutions.

V.THE FINDINGS OF THE STUDY

The findings of the study reveal that:

1. It was found that the adolescent students are differed in their mental stress.
2. It was found that the boys adolescent students had more mental stress than girls adolescent students.

3. It was found that the urban adolescent students had more mental stress than rural adolescent students.
4. It was found that the adolescent students studying in private institutions had more mental stress than adolescent students studying in government institutions.

RECOMMENDATIONS

In order to reduce the mental stress of students the following recommendations are made based on the present study.

- [1] Awareness programs on mental health should be conducted in educational institutions regularly.
- [2] Parents should adopt a supportive rather than pressurizing approach.
- [3] Students should be encouraged to maintain a healthy balance between academics and leisure activities

- [4] The counseling services are need to be introduced at higher secondary level.
- [5] The supportive environment is need to be provided in the institution.
- [6] Further research can be conducted on a larger scale, including different regions and educational systems, to gain deeper insights into student mental health.

VI.CONCLUSION

Mental stress among adolescent students is a growing concern that requires immediate attention. World is developing at a very rapid pace. In order to survive in this competitive world, every child must possess abilities to face the challenges of life. Stress is a problem that is encountered by every person in the world. It effects our lives dramatically, making us existed under certain circumstances, possibly tired under other circumstances or even sick. However perhaps the greatest problem with stress in fact that most people do not understand its far reaching implications and therefore, do not know how to manage their stress adequately. The present study highlights that academic pressure, parental expectations, and peer competition are the primary contributors to stress. It is essential for educational institutions to create a supportive environment that promotes mental well-being. Teachers and parents should encourage open communication and provide guidance to help students manage stress effectively.

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