

**“Study of Academic stress among teenagers in relation to coping strategies”**

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**Abstract**

The study aimed at studying the relationship of coping strategies with Academic stress among teenagers of good and public schools studying in class X. Investigation finds significant relationship between coping strategies and academic stress of teenagers.

Key words:- Academic stress, Teenagers, coping strategies.

**Introduction:** -

The term stress has accompanied homosapians right from the time they have evolved. Although in the earlier times also it was part and parcel of their lives. With the changing era stress has empowered their whole being and capability. Stress is one of those peculiar term which when used in a general context can be understood by everyone as a synonym for tension, anxiety, conflict, ego involvement frustration, threat worry withdrawal etc. “Stress” means pressure, strain, force or emphasis in other words it can be said that an individual is under stress when he reaches a breaking point has weakness or reaches overload. Stress is one’s physical and mental response to change. Whether the change is positive or negative. It has also been defined as the extreme physiological and emotional arousal a person experience when confronted with threatening situation.

Stress is present at all stages of life but particularly more so at the teenage. Teenage is the period of rapid growth and changes in all aspects of the child’s physical, mental, social and emotional life. It is very crucial period of one’s life, as the growth achieved, the experiences gained and the relationship developed at this stage determine the future of the individual. Life for many teenagers is a painful tug of war filled with the mixed messages and conflicting demands from the parents, teachers, friends and one’s own self. Student life for teenager can be a rewarding experience as well as a time of considerable anxiety and stress. The combination of many stressors of student life such as planning for the future, struggling with exams and assignments meeting the demands of challenging teachers, deciding on a major and transitional into financial and emotional independence, can be an overwhelming experience for many of them. Further in addition to these

stressors, teenagers may wonder whether they will be able to meet their own expectations as well as those of their parents and friends. A multitude of variables such as frustration, conflict pressure and anxiety may be related to the academic related stress. These stressors have been appraised as taxing or as exceeding the resources that are available to an individual. In the present study attempts have been made to investigate the relationship among the academic related stress experienced by teenagers are likely to be relevant to their lives. Utilizing effective coping strategies can help alleviate the negative effects of stress.

Coping can be described as the cognitive and behavioural efforts an individual users to manage specific demands or stressors. Coping strategies can also be viewed as what an individual actually thinks and does in a particular stressful situation. When selecting the coping strategies one has many options available to him/her. In a seminal work in the stress and copying literature distinguished between two types of coping strategies, problem focused and emotional focused. Problem-focused coping strategies tend to be employed when an individual has determined that a harmful threatening or challenging situation amenable to change. Example of problem focused coping might be moving out of a stressful roommate situation or creating a study plan for an upcoming exam. Such strategies have been associated with improvement in functioning. In contrast Emotional-focused coping strategies focus on dealing with the negative emotions that are a product of the stressful situation. When the individual who is experiencing stress perceives the stressful situation to be outside of his/her control. Emotional – focused coping strategies may be employed. In other words- these types of strategies are used when an individual has judged that nothing can be done to modify a harmful, threatening or challenging environment. These types of coping strategies may include, distancing, escape avoidance, accepting responsibilities, self-controlling, seeking social support and positive reappraisal which may be used to maintain hope, deny or multiplication of stressors or acts as if the stressor did not matter. Specific examples of these types of strategies may include ignoring an obnoxious roommate, regulating emotions while studying for an exam or talking to family members during particular crises. Such strategies have been associated with maladaptive functioning and stram.

Among these differing coping strategies of stress managment some individual, may have a strong preference to use one particular coping strategy. Different coping strategies are generally not mutually exclusive. Thus, most individual tend to use different types of strategies so that the selected strategies coincide with the situational context. Further, different types of coping strategies may be advantages us depending on the specific situations to which they are applied. Coping strategies used by teenagers may prove to be an independent variable in predicting their perceived levels of academic-related stress. In particular the types of copings strategies teenagers ted to select and use may contribute to either increase or a decrease in their academic related stress.

- **Objective of the study:** -

To study the relationship of coping strategies with teenagers academic stress.

- **Hypothesis:-**

There exists a significant relationship between coping strategies and academic stress of teenagers.

- **Delimitation of the study:-**

The study was delimited only to teenagers studying in class X of Govt. and public schools of Karnal and Kurukshetra districts of Haryana state.

- **Sample:-**

Sample comprised of 700 students (350 boys and 350 girls) of X grade from seven Govt. schools and eight public schools of Karnal and Kurukshetra districts was selected by using stratified sampling technique.

- **Design of the study:-**

The study was advanced with the help of descriptive survey method by involving the description of academic stress as well as its relationship with the variables of coping strategies. In order to have the analytical picture of relationship product moment correlation was employed.

### **Interpretation, Analysis and conclusion**

After having examined the nature of distributions product moment correlation was worked out between academic stress and coping strategies.

The variables of coping strategies (i) confronting coping (CCV) (ii) planful problem solving (CPP) (iii) Distancing (CDG), (iv) self controlling (CSC) (v) Seeking social support (CSS) (vi) Accepting responsibility (CAR) (vii) Escape avoidance (CEA) and (viii) Positive reappraisal (CPR) are grouped into two types (PF) Problem focused and (EF) Emotional focused. To obtain an analytical picture of results each of these measures on coping strategies was correlated with total academic stress. Similar calculations were done for the emotional focused strategies and variable of academic stress. The result of the product moment correlation is between coping strategies and academic stress has been entered in table give below.

**Table**

Product moment correlation (rs) between coping strategies and Academic stress.

Coping strategies	Academic stress				
	AF	AC	AP	AA	ASTOT
CCV	.046	-.070	.120	-.073	.069
CPP	-.011	-.050	.002	-.175**	-.078*
PF	0.028	-.074	.081**	-.138**	-.004

CDG	.0298**	.267**	.382**	.212**	.419**
CSC	.279**	.264**	.358**	.515**	.391**
CSS	.277**	.298**	.401**	.279**	.478**
CAR	.214**	.304**	.401**	.279**	.478**
CEA	.248**	.352**	.347**	.219**	.444**
CPR	.249**	.209**	.292**	.078*	.323**
EF	.346**	.377**	.445**	.232**	.525**

\*\*- Significant at .01 level.

\*- Significant at .05 level.

**Result**

The results obtained through product movement correlations were used to examine the nature and degree of the relationship between academic stress and coping strategies. Problem focused coping strategies have as significant positive relationship with one area of Academic stress namely, academic pressure ( $r=.081$ ) has also a negative significant relationship with another areas of academic stress, namely academic anxiety ( $r=.138$ ) out of the two sub areas of problem focused coping strategy (a) confronting coping is significantly and positively related to one sub variable of academic stress. On the other hand planful problem solving another component of coping strategy is negatively and significantly correlated with academic stress.

There is consistently significant positive relationship focused strategies, namely distancing ( $r=.419$ ), Self controlling ( $r=.391$ ) seeking social support ( $r=.478$ ), Avoiding responsibility ( $r=.308$ ), Escape avoidance ( $r=.444$ ) and positive reappraisal ( $r=.323$ ) with total academic stress as well as with all its sub variables, academic frustration ( $r=.346$ ), academic conflict ( $r=.377$ ), academic pressure ( $r=.445$ ) and academic anxiety ( $r=.232$ ). In other words greater is the use of emotional focused coping strategies, more is the academic stress. So hypothesis, "There exist significant relationship between coping strategies and academic stress in teenagers" stands accepted.

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