

## STRESS AND ADJUSTMENT IN 9<sup>TH</sup> TO 12<sup>TH</sup> CLASS STUDENTS

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### ABSTRACT

*The issues like independence and self-identity are from threw the transitional period. During the peer influence the adolescents may be experimenting some factor like drug, alcohol, weeds or sexuality etc. and their external appearance have great importance for them during the preteen or teen (ages 9-12).*

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**Keywords:** Stress, Self-Identity, Adolescents, Mental Maturity, Social Skills.

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### Introduction

There are physical and psychological changes that occurs in their body. During this age adolescence can be a time of both dis orientation and discovery. Adolescents often exhibit immature behavior due to lagging behind their physical and mental maturity, their social skills. At this age adolescences react or over react to some situation. At the time when deal with ridiculous rejection or embarrassment Adolescents may crave for recognition from their peer group for their efforts and achievement.

Adolescents often exhibit immature behavior due to lagging behind their physical and mental maturity, their social skills. They often over-react to situations. That deal with ridicule, rejection or embarrassment. Adolescents crave recognition from their peer group for their efforts and achievements. "They try out new fads, especially fads that are shunned by adults. Adolescence is a time when teenagers, come across the media and negative experiences with adults and peers, which may compromise their values and beliefs (Bishop et al., 1995)."

Clinical accounts have described adolescence as a period of turmoil, identity confusion, and stress (Erikson, 1950; Freud, 1958). In contrast, empirical studies by Weiner (1985) have cast doubt on the notion that adolescence is inevitably stormy and, instead, have emphasized the continuity of development from childhood through adulthood. These approaches converge, however, in their recognition that adolescence is a period of great physical, cognitive, and social change. Early adolescence, in particular, has been characterized as a developmental transition because of the significant changes that occur in several aspects of development (Peterson, 1986).

A cross-sectional study (Swearingen & Cohen, 1985) of adolescents showed that negative life events most strongly affect health status in the relative absence of positive life events. Prior studies on adolescent mental health have indicated that distress predicts subsequent life events, rather than events predicting psychological distress (Compas, Wagner, Slavin, & Varnatta, 1986; Swearingen & Cohen, 1985).

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"Studies of negative circumstances and grade-level comparison of type of interaction revealed that the effect of negative circumstances on depressed mood is primarily seen among the younger adolescents. Thus, as suggested by developmental research, early adolescence appears to be a time of relatively greater vulnerability to stressors than middle or late adolescence. Circumstances rated positively did not directly influence physical or mental health (Siegel & Brown 1988)."

"The life-events approach has been used as one framework for studying adolescent stress. Similar to research with adults, cross-sectional studies of adolescents show that the accumulation of life events is related to a variety of measures of psychological and somatic health. The greater impact of negative events than that of positive events is also consistent with the adult literature. Thus, adolescent change perceived as negative may be more related to dysfunction rather than to adolescent change through emotional development (Siegel & Brown, 1988)."

Stress is a reaction to any internal or external stimulus that create disturbance in once physical or mental balance, so it's an omnipresent part of life. A stressful event can trigger the "fight-or-flight" response, causing hormones such as adrenaline and cortisol to surge through the body. A little bit of stress, known as "acute stress", can be motivating—it keeps one's active and alert. On other hand long-term, or "chronic stress," can have detrimental effects on health. One may not be able to control the stressors in world, but one can alter one's reaction to them.

### Stress's Theories

"Canon (1914) and Selye (1965) were the earliest theorists to offer physiological base for stress. Their model suggests that our SNS and hypothalamus coordinate a physiological stress response that involves the pituitary and adrenal glands and the secretion of catecholamine's and corticosteroids. Later stress researchers expanded and modified the early ideas, for example, in contrast to Selye's theory of general adaptation, Mason (1971) argued that stress response are based on the type of stressor that we are dealing with. In all of three theories, psychological aspects did not play major roles. Cannon suggested that organisms had threshold levels and that if stressor were below these limits, the fight-or-flight response did not activate. He also discussed emotional stressors, suggesting that mental processes played some role. Likewise, both Cannon and Selye believed that events had to be responded. However, even scientist did not explain how this happened."

"Richard Lazarus (1966) argued that the role of stress differed significantly across individuals, depending on how they interpreted the event and outcome of specific sequence of thinking patterns called appraisals when one face any potentially stressful event. During primary appraisal, one ascertains whether the event is positive/negative, or neutral, and if negative, if it is harmful, threatening, or challenging. A harm (or harmless) appraisal is made when one expects to lose or actually relationship and confidence. After one make primary appraisal, one assesses whether or not one has the necessary resources to cope with the event. During secondary appraisal, one essentially determines whether one can deal with the event and how one cope."

Research from early use of the Youth Adaptation Rating Scale (YARS) (Beall & Schmidt, 1984) showed that the combination of many negatively rated, and a few positively rated, circumstances was most predictive of subsequent distress. Lazarus, Kanner, and Folkman (1980) hypothesized that positive feeling states may improve the individual's ability to cope by providing a "breather" from negative experiences. Selye (1974), who first coined the expression "eustress," believed that the stress from positive experiences was the "kind of stress that makes you come alive."

### Types of Stress

- **Survival Stress:** When we are afraid as know that someone or something may hurt us our body naturally responds with energy burst that so we all to survive better in dangerous situation this is called survival stress.
- **Internal Stress:** The situation in which people make themselves stressed. This type of situation generally occurs in person when we worried about things which can't the control or put ourselves in situation and we all know that it will cause us stressed.
- **Environmental Stress:** This type of stress is response to the things around it cause stress, such or noise, crowding and pressure from work as family. These stresses of environmental and learning avoid them or deal with them to reduce stress.
- **Fatigue and Overwork:** These types of stress build up over a long time and causes a hard troll on your body. This majorly caused by warning to munch on at job or school, home work load.

## Adjustment

Early individual has an inner motivation to accomplish many task simultaneously because everybody wants to become successful in every sphere of life they want to happy and contained not only at home, with life partner, rearing children or in chosen vocation but in altogether, for this the adjustment is needed between in wishes and environmental demands and pressures.

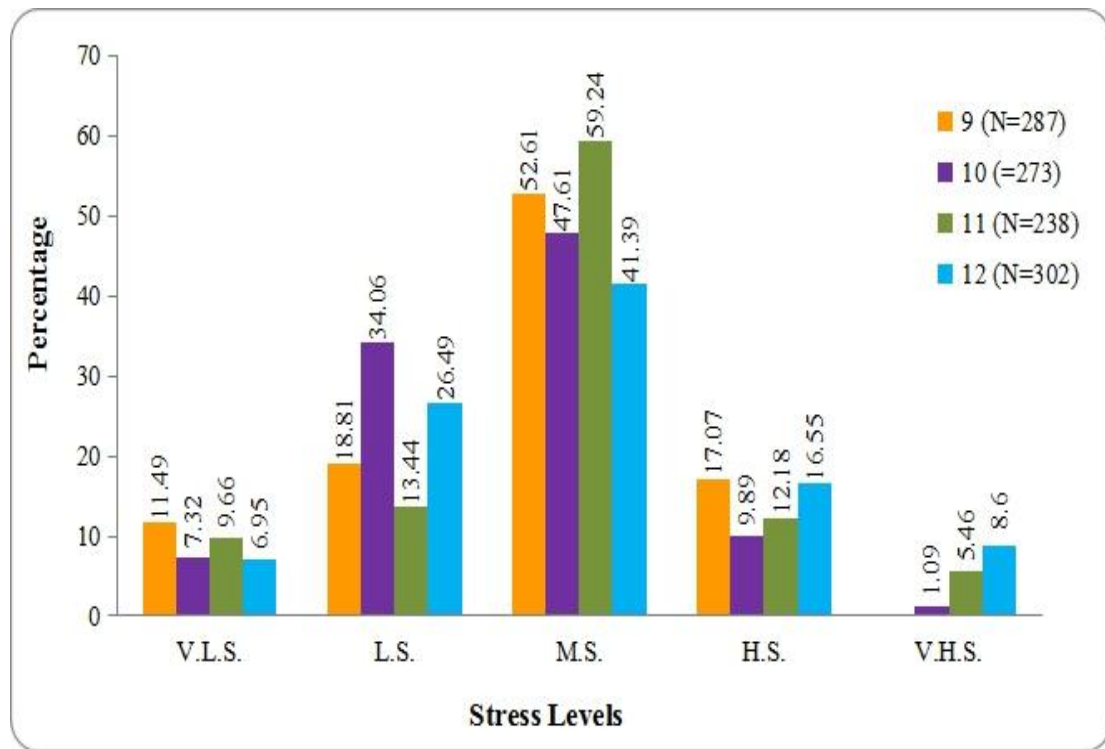
- **Social Adjustment:** "Social adjustment means the success with which people adjust to other people in general and to the group with which they are identified in particular. Well-adjusted people have learned such social skills as the ability to deal diplomatically with others –both friends and strangers-so that others attitudes toward them will be favorable. People who make good social adjustments usually develop favorable social attitudes, such as willingness to help others, even if they are personally inconvenienced. They are not self-bond. From Campbell, psychiatric dictionary - 1996, "Adaptation of the person to the social environment". An adjustment may take place by adapting the self to the self to the environment or by changing the environment."
- **Emotional Adjustment:** Process of maintaining emotional balance in the form of internal and internal stress for this good level of EQ and ability of adaptation and acceptance individual is required.
- **Educational Adjustment:** Education adjustment something that the school does specifically to help a child to learn for the aims of the education adjustment programmers the school records a sample of adjustments they are making for the child in the following area on an EAP profile;
  - Syllabus
  - Presentation
  - Social interaction and emotional stability
  - Personal and health care
  - Learning process.

Adolescent can make good adjustment in school, home and community in following ways:

- Treat them with sympathetic behavior, and scolding and beating is to be strictly avoided while dealing with adolescents as they better understand language of love.
- Required freedom is to be given. They should not be bothered while maintaining relationship with opposite sex members.
- To help the adolescent to decide whether or not he should try for particular occupational level.
- To encourage certain individuals their aspiration and selection of job.
- To encourage them to understand home and community's responsibilities and expectations from them to avoid malice about opposite sex.
- Sex education should be imparted to them to avoid malice about opposite sex
- Problems related to adolescent should be discussed and cured within the home atmosphere only.
- For better understanding of life concepts, the adolescent should be trained in proper way and for mistake committed by him he should not be punished. Rather handling of adolescent needs careful guidance.

## Justification of the Study

Stress is a reaction to any internal or external stimulus that creates disturbance in once physical or mental equilibrium. As we know adolescence is a transitional stage in which children face many changes namely physiological, social as well as psychological and hence in this stage many problems occur and are faced by the adolescents. One way or the other, directly or indirectly these aspects create stress in this period so ultimately adolescence is a period of extreme mixture of delightedness, excitements, pressures, stress. Enormous hopes aspirations enthusiasm etc. Prevalent in adolescents can be attributed to several factors including stress.



It can be concluded that the 11-12 class students experience more stress in comparison to 10 class students. The prominent reasons for anxiety among high school students may be their appearance at the board examination for the selection collage & for marks scored rank in class, homework, syllabus completion, preparation of exams and class tests, revision of work and personal and social aspects throughout their academic year and are also in great need of some professional help to overcome their stress and solve problems causing stress as compare to the 10 class students who go through high and moderate stress.

This is supported by studies by Bhansali Reena & Trivedi Kunjan (2008); Taragar Shilpa (2009) who found that 11-12 class students experienced more stress in comparison to students belonging to other standards. A study by Rao Subha Adha (2008) also reported that academic stress was prevalent academic aspects. Similarly, Vijayalakshmi G. Lavanya P. (2006) findings also showed that senior intermediate students were stressed than the juniors.

#### Academic Workload

Heavy syllabus, frequent tests, and the pressure to maintain good grades, especially in core subjects like science and math.

#### Board Exams

The high stakes nature of 10th and 12th board exams can cause significant stress due to their impact on future education and career choices.

- **Peer Pressure**

Comparing oneself to peers regarding academic performance, social popularity, and extracurricular activities can add to stress levels.

- **College Admissions**

The process of applying to colleges, including entrance exams and maintaining good grades, can be stressful, especially for students aiming for competitive institutions.

- **Healthy Study Habits:** Create a consistent study schedule, set realistic goals, and use effective study techniques like spaced repetition.
- **Time Management:** Prioritize tasks, allocate time for breaks, and avoid cramming.

- **Seek Support:** Talk to parents, teachers, counselors, or friends about concerns and challenges.
- **Relaxation Techniques:** Practice mindfulness, deep breathing exercises, meditation, or yoga to manage stress.
- **Physical Activity:** Regular cycling, exercise, running can help reduce stress and improve focus.
- **Balance and Healthy Lifestyle:** Ensure adequate sleep, balanced diet, and limit caffeine intake.
- **Seek Professional Help:** If stress becomes overwhelming or impacts daily functioning, consult a mental health professional.

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