

A Study of Stress among Adolescent students in relation to their Emotional Maturity and Family Climate

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Abstract- The present research study has been intended to know the level of stress among adolescent students in relation to their emotional maturity and family climate. For this purpose, a sample of 200 students of IX grade of different schools of Amritsar city was taken. Results had shown that stress had a significant and negative correlation with emotional maturity of adolescent students. Adolescents who were emotionally mature were less stressed as compared to emotionally immature adolescents. Also, there exists significant correlation between stress and family climate of adolescent students. Adolescent students belonging to unfavorable family climate were more stressed as compared to the adolescent students belonging to favorable family climate.

Keywords: - Adolescent Students, Emotional Maturity, Family Climate, Stress

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Introduction

“The greatest weapon against stress is our ability to choose one thought over another.”

~ William James

Stanley Hall has rightly remarked adolescence as a period of stress and strain, storm and strife. When an adolescent faces a difficult situation in life, his mental balance gets disturbed, a state of conflict comes and he is not able to adjust in that situation. He experiences frustration and becomes stressed when he is restricted or compelled to do a particular task. Stress is not only caused by internal factors as the physical changes take place in the body of the adolescents but also by external factors such as social barriers, family climate and environmental circumstances which ultimately lead an individual to frustration. Due to high expectations of parents, adolescents get stressed. Due to stress, whatever the constructive and meaningful efforts they can make becomes less effective and irrelevant. They act less intelligently and their performance starts declining. As a result, they become emotionally imbalanced. Different psychologists have emphasized on the individual differences. The differences are there in every aspect of individual that is in personality characteristics and traits. It is the human personality in general and behavior in particular which plays an important role in one's life. The behavior is a key to success or failure in life. The behavior development is affected by both heredity as well as environmental factors. Heredity factors are not under our control but environment can be modified to improve the behavior of an individual. Family is one of the important environment factor which affects emotional maturity of adolescents. In old times, there was existence of joint family system but in modern times, this is replaced by single family system. In single family system, parents work outside the home. Family provides less opportunity to the children for the development of emotional maturity. There are many conditions in family life that affect family relationships and in turn, the child's emotional development. Children who are deprived of a normal home life are affected physically, intellectually and emotionally.

So, in nutshell, it can be said that the sympathetic attitude of parents and teachers towards adolescents is helpful for their balanced development. If adolescents are able to analyze the situation with maturity and act in an intelligent manner, then they will be able to adjust in a better manner. So, stress and emotional balance are important factors which can help the adolescents in their proper adjustment and help them to come out of stressed situations. Keeping in mind all the above mentioned aspects, the present study has been taken and stated as “A study of Stress among Adolescent students in relation to their Emotional Maturity and Family Climate”.

2. Objectives of the study

1. To study the relationship between stress and emotional maturity of adolescent students.
2. To study the relationship between stress and family climate of adolescent students.
3. To study whether the students belonging to different type of family climate differ in their level of stress.
4. To study the level of stress among adolescent students in relation to their emotional maturity.

3. Hypotheses

1. There is no significant relationship between stress and emotional maturity of adolescent students.

2. There is no significant relationship between stress and family climate of adolescent students.
3. Adolescent students belonging to different type of family climate do not differ in their level of stress.
4. Adolescent students with different level of emotional maturity do not differ in their level of stress.

4. Research Design

The present study falls under the domain of Descriptive Research as it intends to study the impact of stress on emotional maturity and family climate of adolescent students.

4.1 Sample

200 students both (boys and girls) from urban area of Amritsar city were selected. Purposive random sampling technique was used for collecting the sample. The distribution of the sample is presented in the following chart:

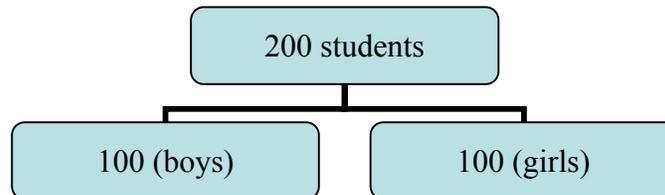


Fig. 1: Showing the total sample (N=200) of the study

4.2 Tools

The following tools were used to collect the data for the present study: -

1. Stress Scale by Abha Rani Bisht (1987).
2. Family Climate Scale by Beena Shah (1990).
3. Emotional Maturity Scale by Yashvir Singh and Mahesh Bhargava (1991).

4.3 Procedure

A sample of 200 students was involved in the present investigation. Authority letter was obtained from the principal of the college. Private schools of Amritsar city were taken for the collection of desired data. The school-wise and sex-wise break of this sample is being presented in Table 1. The X grade students were selected purposively from the focused secondary schools and they were seated in a separate room. It was ensured that there was no outside distraction. The purpose of bringing them in a separate room was clearly explained and they were acquainted with the tests. Necessary instructions as given in the manual were read out to them. Ensuring that students have followed the instructions and were ready to give the test, the test was administered on the sample one by one.

Table 1: Showing the school-wise and sex-wise break-up of the sample

S. No.	Name of the School	Boys	Girls	Total
1.	Khalsa Senior Secondary School for Boys, G.T. Road, Amritsar	50	-	50
2.	Khalsa Senior Secondary School for Girls, G.T. Road, Amritsar	-	50	50
3.	Jagat Jyoti Senior Secondary School, Amritsar	20	30	50
4.	Atam Public School, Islamabad, Amritsar	30	20	50
5.	Total	100	100	200

4.4 Analysis and Interpretation

Hypothesis-I

First hypothesis was framed to find out the relationship between stress level and emotional maturity of adolescent students.

The hypothesis is “There is no significant relationship between stress and emotional maturity of adolescent students”.

This hypothesis was tested by calculating pearson product moment correlation between two variables. The results of the analysis are being reported in Table 2.

Table 2: Relationship between Dimensions of Stress & Emotional Maturity of Adolescent Students (Total N=200)

Dimensions of Stress	Emotional Maturity	r	Inference
Academic Stress	Emotional Maturity	-0.224	Significant at 0.01 level
Social Stress	Emotional Maturity	-0.221	Significant at 0.01 level
Family Stress	Emotional Maturity	-0.282	Significant at 0.01 level
Vocational Stress	Emotional Maturity	-0.245	Significant at 0.01 level

A close examination of Table 2 shows that there is correlation of emotional maturity with different dimensions of stress. The values of co-efficient of correlation between emotional maturity and dimension I (Academic Stress), dimension II (Social Stress), dimension III (Family Stress), dimension IV (Vocational Stress) are -0.224, -0.221, -0.282 and -0.245 respectively. The values of co-efficient of correlation are significant at 0.01 level. It depicts that emotional maturity for various dimensions of academic stress, social stress, family stress, vocational stress shows significant and negative correlation at 0.01 level of confidence.

Thus, the hypothesis “There is no significant relationship between stress and emotional maturity of adolescent students” is not accepted.

Hypothesis-II

Second hypothesis was framed to analyze the correlation between stress and family climate of adolescent students.

The hypothesis is “There is no significant relationship between stress and family climate of adolescent students”.

In order to test this hypothesis, pearson product moment correlation between two variables was calculated. The results of the analysis are being reported in Table 3.

Table 3: Showing Relationship between Stress and Family Climate of Adolescent Students (N=200)

Dimensions of Stress	Family Climate	r	Inference
Academic Stress	Family climate	-0.217	Significant at 0.01 level
Social Stress	Family climate	-0.181	Significant at 0.05 level
Family Stress	Family climate	-0.197	Significant at 0.01 level
Vocational Stress	Family climate	-0.224	Significant at 0.01 level

It reveals that there is correlation of family climate with different dimensions of stress. The values of co-efficient of correlation between family climate and dimension I (Academic Stress), dimension II (Social Stress), dimension III (Family Stress) and dimension IV (Vocational Stress) are -0.217, -0.181, -0.197 and 0.224 respectively. The values of co-efficient of correlation are significant at 0.01 level for all the dimensions of stress except dimension II (social stress) which is significant at 0.05 level. It depicts that family climate for various dimensions of academic stress, social stress, family stress, vocational stress shows significant and negative correlation at 0.01 level of confidence for all the dimensions of stress except dimension II (social stress) which is significant at 0.05 level.

Thus, the hypothesis “There is no significant relationship between stress and family climate of adolescent students” is not accepted.

Hypothesis-III

Third hypothesis was framed to find out the difference between stress level of adolescent students and their family climate. It comprised of 200 students including 50 having favorable family climate and 150 having unfavorable family climate. This hypothesis has been tested by applying ‘t-test’ to the mean scores of adolescent students with favorable family climate and unfavorable family climate.

The hypothesis is “Adolescent students belonging to different type of family climate do not differ in their level of stress”.

The results of analysis are being reported in Table 4.

Table 4: Showing Difference between Stress and Family Climate (Favorable and Unfavorable) of Adolescent students (N=200)

Level of Stress	Level of Family Climate	N	Mean	S.D	t-value	df	Level of Significance
Academic Stress	Unfavorable	150	140.21	26.151	2.411	198	Significant at 0.05 level
	Favorable	50	129.52	29.969			
Social Stress	Unfavorable	150	143.36	32.142	2.362	198	Significant at 0.05 level
	Favorable	50	131.10	29.805			
Family Stress	Unfavorable	150	133.86	32.876	2.499	198	Significant at 0.05 level
	Favorable	50	119.82	33.878			
Vocational Stress	Unfavorable	150	129.64	27.484	2.372	198	Significant at 0.05 level
	Favorable	50	119.95	21.715			

- **Academic Stress-** It is found that the mean scores of both favorable & unfavorable family climate are 140.21 and 129.52 respectively. When the t-test was applied to the mean scores on academic stress level of students having favorable and unfavorable family climate, the calculated value is 2.411 which is significant at 0.05 level of confidence. This means that the mean difference is significant. Hence, hypothesis III is not accepted on academic stress.

- **Social Stress-** It is found that the mean scores of both favorable & unfavorable family climate are 143.36 and 131.10 respectively. When the t-test was applied to the mean scores on academic stress level of students having favorable and unfavorable family climate, the calculated value is 2.362 which is significant at 0.05 level of confidence. This means that the mean difference is significant. Hence, hypothesis III is not accepted on social stress.
- **Family Stress-** It is found that the mean scores of both favorable and unfavorable family climate are 133.86 and 119.82 respectively. When the t-test was applied to the mean scores on family stress level of students having favorable and unfavorable family climate, the calculated value is 2.499 which is significant at 0.05 level of confidence. This means that the mean difference is significant. Hence, hypothesis III is not accepted on family stress.
- **Vocational Stress-** It is found that the mean scores of both favorable & unfavorable family climate are 129.64 and 119.95 respectively. When the t-test was applied to the mean scores on vocational stress level of students having favorable and unfavorable family climate, the calculated value is 2.372 which is significant at 0.05 level of confidence. This means that the mean difference is significant. Hence, hypothesis III is not accepted on vocational stress.

So, the hypothesis “Adolescent students belonging to different type of family climate do not differ in their level of stress” is not accepted.

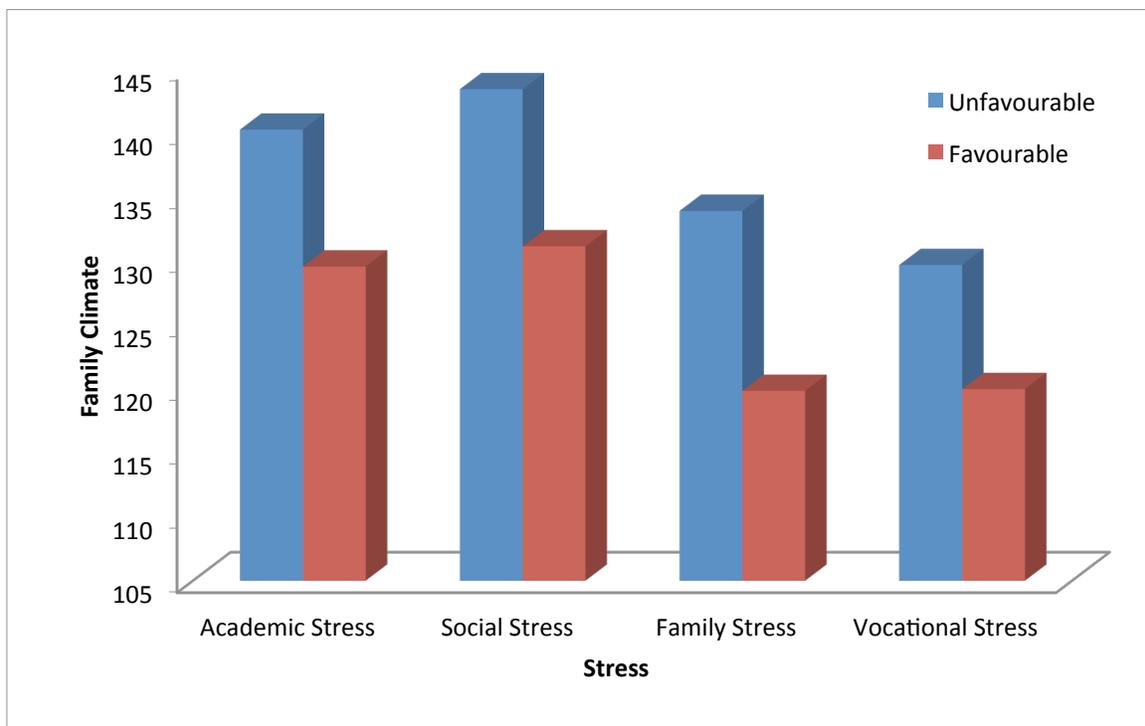


Figure 2: Difference between Stress and Family Climate (Favorable and Unfavorable) of Adolescent students (N=200)

Hypothesis-IV

Fourth hypothesis was framed to analyze the difference between the stress level of adolescent students and their emotional maturity. It comprised of 200 students having different level of emotional maturity. This hypothesis has been tested by applying ‘ANOVA’ to the mean scores on emotional maturity of adolescent students with different level of stress.

The hypothesis is “Adolescent students with different level of emotional maturity do not differ in their level of stress.”

This result or the analysis is shown in Table 5.

Table 5: Showing Difference between Stress level and Emotional Maturity of Adolescent students (N=200)

Stress Level	Level of Emotional Maturity	Mean	Standard Deviation	F	Inference
Academic Stress	50-80	145.89	23.783	2.841	Significant at 0.05 level
	81-88	122.15	25.467		
	89-106	133.68	28.682		
	107-240	139.55	27.268		
	Total	27.472	27.472		
Social Stress	50-80	111.11	29.910	3.121	Significant at 0.05 level
	81-88	136.40	30.684		
	89-106	147.48	35.332		
	107-240	141.65	31.122		
	Total	140.32	31.941		
Family Stress	50-80	107.78	7.023	3.198	Significant at 0.05 level
	81-88	116.90	35.871		
	89-106	124.63	32.478		
	107-240	133.66	31.785		
	Total	129.96	33.560		
Vocational Stress	50-80	116.67	19.144	3.114	Significant at 0.05 level
	81-88	112.20	24.395		
	89-106	128.26	12.771		
	107-240	129.54	27.724		
	Total	127.10	26.485		

- **Academic Stress-** It is found that the mean score of emotional maturity is 27.472. The f-value is 2.841 which is significant at 0.05 level of confidence. This means that the mean difference is significant. Hence, hypothesis IV is not accepted on academic stress.
- **Social Stress-** It is found that the mean score of emotional maturity is 140.32. The f-value is 3.121 which is significant at 0.05 level of confidence. This means the mean difference is significant. Hence, hypothesis IV is not accepted on social stress.
- **Family Stress-** It is found that the mean score of emotional maturity is 129.96. The f-value is 3.198 which is significant at 0.05 level of confidence. This means the mean difference is significant. Hence, hypothesis IV is not accepted on family stress.
- **Vocational Stress-** It is found that the mean score of emotional maturity is 127.10. The f-value is 3.114 which is significant at 0.05 level of confidence. This means the mean difference is significant. Hence, hypothesis IV is not accepted on vocational stress.

So, the hypothesis “Adolescent students with different level of emotional maturity do not differ in their level of stress” is not accepted.

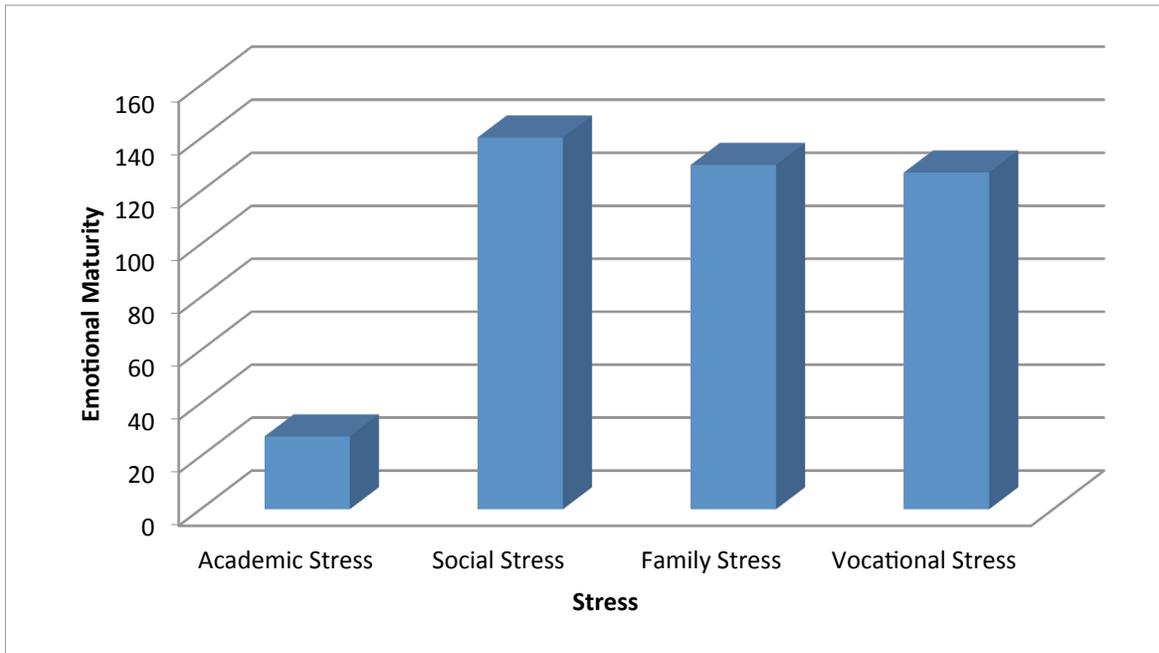


Figure 3: Difference between Stress level and Emotional Maturity of Adolescent students (N=200)

Conclusions of the study

The present descriptive study has helped in the realization of the objectives and the following conclusions are drawn on the basis of analysis of data:

- i. There exists significant correlation between stress and emotional maturity of adolescent students. Adolescents who were emotionally mature were less stressed as compared to emotionally immature adolescents.
- ii. There exists significant correlation between stress and family climate of adolescent students. Adolescent students belonging to unfavorable family climate are more stressed as compared to the adolescent students belonging to favorable family climate.

Educational Implications

After knowing the stress, family climate and emotional maturity of adolescent students, teachers and parents can help them in the following manner:

1. Teachers can help the adolescent students in making adjustment in their day-to-day life.
2. Teachers can guide the parents to provide healthy environment at home so as to promote the development of emotional maturity of their wards.
3. Teachers can guide the students to use their emotions in an appropriate manner at appropriate time.
4. Teacher can identify the causes of emotional problems, stress level of students and can suggest them suitable measures to overcome those problems.
5. From the results of the study, it has been observed that students having unfavorable family climate experience more stress. So, parents are suggested to spend quality time with their children and appreciate their needs, interests and desires. The conflicts in the

family should be resolved amicably to provide congenial and supportive environment to the children.

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