



PSYCHOLOGICAL WELL-BEING AMONG ADOLESCENTS IN RELATION TO STRESS

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ABSTRACT

The present study was conducted on a sample of 400 adolescents studying in 11th and 12th class of senior secondary schools of Distt. Punjab. Data was collected with the help of Stress Scale by Lakshmi and Narain (2014) and Psychological Well-being developed by the investigator. The results indicates a negative and significant relationship between psychological well-being and stress of all categories of adolescent i.e. adolescent male, adolescent female, rural adolescents, urban adolescents, adolescents studying in government schools and adolescents studying in private schools.



KEYWORDS : Psychological Well-Being, Stress, Adolescents.

INTRODUCTION

Adolescence is the period in which the foundation for future education, major life roles, relationships and working towards long terms productive goals is established. In general, adolescence is considered as a period of high risk and for a long time, many people including scientists, philosophers, clinicians and literally all observers of human behavior have noticed that adolescence is a period which is specially significant for the occurrence or intensification of different forms of behavioral and emotional disorders like many internalizing problems (depression, bipolar illness, eating disorder) externalizing problems (delinquency, violence) and addictive disorder (alcohol abuse and dependency, drug abuse and dependency) (Hosaini et al. 2010.) Thus adolescents engage in activities that pose real threat to their psychological well-being.

WHO report shows that approximately one in five young people under the age of 18 experiences some or the other form of developmental, emotional or behavioral problem and one in eight experiences a mental disorder (Currie et.al. 2009/2010) and it is also reported that by 2020, mental illness is going to share the 15% of the global burden of disease (Biddle & Mutrie, 2008). Some of the leading mental health problems are depression, anxiety and eating disorders especially among the young individuals (Viner &Booy, 2005; Ayub et.al. 2012) which are the outcome of poor psychological well-being. Thus, the concern for psychological well-being especially of adolescents is increasing at global level to the extent that the measurement and promotion of adolescent well-being is a desirable social and political objective (Diener & Schimmack, 2009, Van, Park & Jones, 2001).

PSYCHOLOGICAL WELLBEING

Psychological wellbeing of adolescents is also linked to academic function and achievement, social skills and physical health as well as the formulation of life goals, values, direction and purpose in life (Berman, Weems & Stickle, 2006, Savage, 2011). Thus the promotion of psychological wellbeing of

adolescents is a socio-psychological necessity. A growing number of longitudinal studies confirm that psychological well-being scales to predict outcomes, for example, longevity, physical health, quality of life, criminality, drug and alcohol use, employment, earnings and pro-social behavior (e.g. volunteering) (WHO, 2010).

Psychological well-being is viewed as a harmonious satisfaction of one's wishes and goals (Chekola, 1975). According to Campbell and others (1970), the quality of life is a composite measure of physical, mental and social well-being. However the subjective well-being or psychological well-being is a very important aspect of quality of life. Levi (1987) outlined well-being as a dynamic state of mind characterized by an inexpensive quantity of harmony between a personal skills, needs, expectations, environmental demands and opportunities. Cutter (1985) stated that quality of life is broadly defined as an individual's happiness or satisfaction with life including needs, desires, aspiration, life styles preference, and other tangible and intangible factors that determine over all well-being.

STRESS

Stress as an unpleasant emotional state. It is a body's reaction to an amendment, a subjective feeling or tension experienced within the physical, mental and emotional realms and response to environmental events that are perceived and threatening (Selye, 1977; Kyriacau, 1984)

Brown and McGill (1989) outlined stress as the response to events that threaten and challenge an individual. Herbert and Cohen (1996) described stress as a process in which external or internal demands are interpreted by persons in relation to their own resources, values and goals. It occurs if demands are appraised as taxing or exceeding the person's abilities or resources to cope with those demands.

RATIONALE OF THE STUDY

Robbins (2001) outline stress may be a dynamic condition within which an individual is confronted with a chance, constraint or demand associated with what he or she wishes and that the result is appeared to be each uncertain and vital. Smith & Yang (2017) investigated stress, resilience and psychological well-being in Chinese undergraduate nursing students in their final year. Stress scores were negatively correlated with psychological well-being ($r=-0.411$, $P<0.01$). Psychological well-being appears impaired in Chinese nursing students, particularly final year students, and prior to registration due to the stress. Clemente, Hezomi, Allahverdipour, Jafarabadi & Safaian (2016) conducted a cross-sectional study on stress and psychological well-being of the Iranian Female Adolescents. The study was carried out on a sample of 289 female students in the ninth grades randomly selected high school students in Tabriz, Iran. Results showed that an inversely significant relation exists between stress and psychological well-being ($r = -0.68$) and called for the need to develop effective strategies to promote psychological well-being and stress management, especially for female adolescence. Coyle & Vera (2013) studied uncontrollable stress, coping, and subjective well-being in urban adolescents. The purpose of this study was to determine whether uncontrollable stress related to levels of subjective well-being (SWB) in a group of ethnically diverse urban adolescents. A group of 147 diverse, urban adolescents were surveyed. Data were analyzed using correlation analysis, hierarchical multiple regression, and stepwise multiple regression. Results revealed that uncontrollable stress was significantly related to negative affect and psychological well-being.

The studies pertaining to the association between stress and well-being were quite less in number where as these two areas are depleting constantly in the modern era of development. Hence, investigator felt the urge to work on these areas. Due to the increasing maladjusted behavior manifested by more and more adolescents and against the proven empirical facts that adolescence is not necessarily inherently stressful, it is necessary to have a look at the factors that contribute to Psychological Well-being of adolescents, specifically the factor like Stress. Thus, the present study is likely to make a reasonable contribution as it aims at breaking new horizons in the field of Psychological Well-being and Stress of adolescents.

STATEMENT OF THE PROBLEM

The problem under investigation is stated as

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OPERATIONAL DEFINITIONS

- **Psychological Well-being:** The psychological well-being includes meaning of life, absence of somatic symptoms, self-esteem, positive affect, daily activities, satisfaction, absence of suicidal ideas, personal control, social support, absence of tension and general efficiency (Bhogal & Prakash, 1995).
- **Stress:** Stress could be a generalized response of body to demands placed on it, whether they are pleasant or unpleasant (Selye, 1977).
- **Adolescents:** The children between the age group of 13-19 years of age are taken as adolescents.

OBJECTIVE OF THE STUDY

To find out the relationship of psychological well-being among adolescents with stress

HYPOTHESIS OF THE STUDY

There is no significant relationship between psychological well-being and stress among adolescents.

METHOD AND PROCEDURE

Descriptive survey method was used to investigate the present study.

TOOLS USED

1. Stress Scale developed by Vijaya Lakshmi and ShrutiNarain (2014)
2. Psychological Well-being developed by the investigator.

SAMPLE

Multi-staged randomization technique of sampling was used in the present study. The sample of 400 adolescents studying in 11th and 12th class of senior secondary schools from the state of Punjab comprising 200 male and 200 female studying in rural schools (N=200) and in urban schools (N=200) as well as government schools (N=200) and non-government schools (N=200) was drawn from the twenty five schools of four districts – Hoshiarpur, Fatehgarh Sahib, Ludhiana and Jalandhar districts of the state of Punjab.

RESULTS AND DISCUSSION

To verify this hypothesis, the coefficient of correlation was calculated between scores of psychological well-being of adolescents and their stress using Pearson's Product Moment method. The coefficients of correlation i.e. 'r' are given in Table 1 and the pictorial form is shown in Fig.1

Table 1 Coefficient of Correlation between Psychological Well-being and Stress of Adolescents

Category	N	r
Total	400	-0.20**
Boys	200	-0.16*
Girls	200	-0.24**
Rural	200	-0.24**
Urban	200	-0.16*
Government	200	-0.21**
Private	200	-0.19**

** Significant at 0.01 level

* Significant at 0.05 level

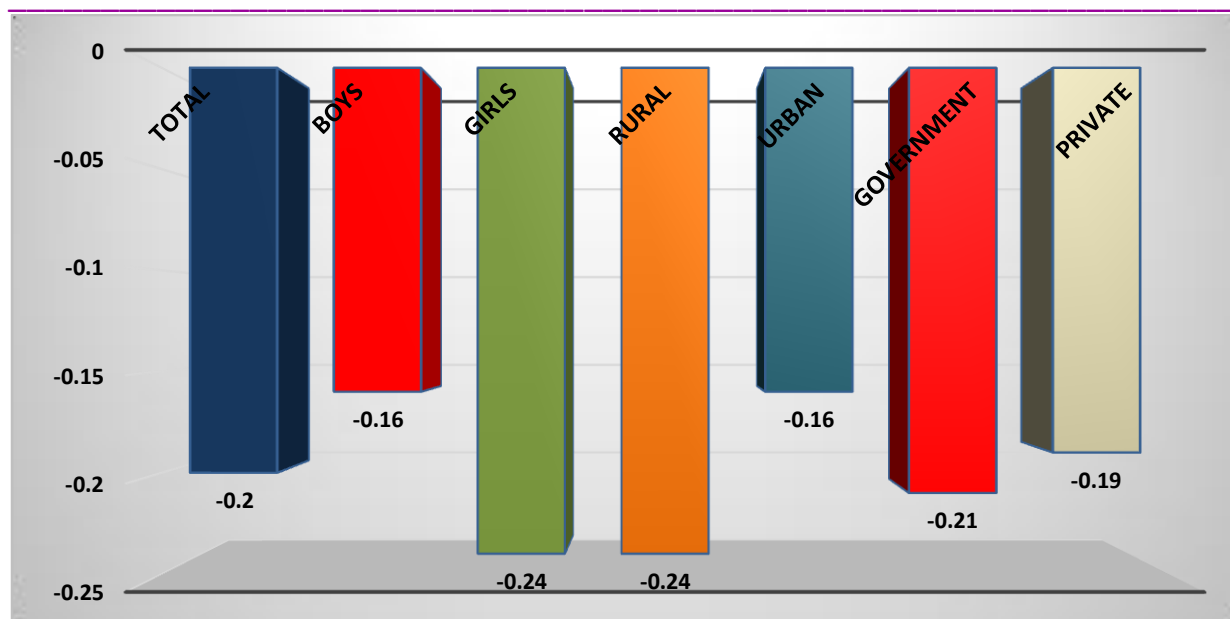


Figure 1 Coefficient of Correlation between Psychological Well-being and Stress of Adolescents

Table 1 and Fig. 1 show the coefficient of correlation between psychological well-being and stress of adolescents.

- The coefficient of correlation between psychological well-being and stress of adolescents was -0.20 respectively, which is negative and significant at 0.01 level of confidence. This shows that a negative and significant relationship exists between psychological well-being and stress of adolescents.
- The coefficient of correlation between psychological well-being and stress of adolescent boys was -0.16 respectively, which is negative and significant at 0.05 level of confidence. This shows that a negative and significant relationship exists between psychological well-being and stress of adolescent boys.
- The coefficient of correlation between psychological well-being and stress of adolescent girls was -0.24 respectively, which is negative and significant at 0.01 level of confidence. This shows that a negative and significant relationship exists between psychological well-being and stress of adolescent girls.
- The coefficient of correlation between psychological well-being and stress of rural adolescents was -0.24 respectively, which is negative and significant at 0.01 level of confidence. This shows that a negative and significant relationship exists between psychological well-being and stress of rural adolescents.
- The coefficient of correlation between psychological well-being and stress of urban adolescents was -0.16 respectively, which is negative and significant at 0.05 level of confidence. This shows that a negative and significant relationship exists between psychological well-being and stress of urban adolescents.
- The coefficient of correlation between psychological well-being and stress of adolescents studying in government schools was -0.21 respectively, which is negative and significant at 0.01 level of confidence. This shows that a negative and significant relationship exists between psychological well-being and stress of adolescents studying in government schools.
- The coefficient of correlation between psychological well-being and stress of adolescents studying in private schools was -0.19 respectively, which is negative and significant at 0.01 level of confidence. This shows that a negative and significant relationship exists between psychological well-being and stress of adolescents studying in private schools.

As the correlation between psychological well-being and stress of all categories of adolescents was found to be negative and significant, therefore above said hypothesis stating, “There is no significant relationship between psychological well-being and stress of adolescents,” stands rejected.

CONCLUSION OF THE STUDY

A negative and significant relationship was found between psychological well-being and stress of all categories of adolescent i.e. adolescent male, adolescent female, rural adolescents, urban adolescents, adolescents studying in government schools and adolescents studying in private schools.

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