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To Study the Life Stress Among Rural and Urban Students

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The aim of the study is to see the effect of gender and inhabitation on life stress. The sample of 120 rural & urban students from Uduppur city was taken randomly. Life stress scale is developed by Dr. Rekha Paliwal and Krui Sanadhya.

In this present study it has been found that there is a significant difference in life stress of rural/urban and boys-girls. "Urban students" have significantly low level of life stress than rural students, and girl's students are having more stress as compared to boys' students.

Stress is an everyday fact of life. We can't avoid it. Stress is a common experience. We may feel stress when we are very busy, have important deadline to meet, or have too little time to finish all of our tasks.

If not managed appropriately, stress can lead to serious problems. Exposure to chronic stress can contribute to both physical illness such as heart disease, and mental illnesses, such as anxiety disorders.

Stress can be classified into three general categories:

1. Catastrophic events
2. Major life changes
3. Daily hassles

1. Catastrophic events:

A Catastrophic is a sudden, often life threatening calamity or disaster that pushes people to the outer limits of their coping capability.

Catastrophes include natural disasters- such as earthquakes, tornadoes, fires, flood and hurricanes, as well as wars, torture, automobile accidents, violent physical attacks and sexual assaults.

The Bhopal gas tragedy the devastating earthquake in the Gujarat, the floods in the Orissa, the cyclone Michelle that hit Cuba, recent incidences of the London Bomb blast, the rain in the Maharashtra etc. are some examples of Catastrophic which have affected thousand of human lives.

2. Major-Life changes:

The most stressful events for adults involve major life changes. Imprisonment, losing one's job and major personal disability or illness for adolescents, death of a parent or a close family member, divorce of parents, imprisonment of mother or father and major personal disability or illness. Some times apparently positive events can have stressful components.

3. Daily hassles:

Daily hassles are a prominent cause of stress. It not only deals with a big problem of our life but it may also include a many small hassles of our life to which we may face in our daily routine

Following Are Some Daily Hassles:

- (a) Environmental hassles: It includes excess sound, noise, crime and all other that are related to the cause of destroying our relationship with neighbors and peers.

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- (b) Household hassles: In it we can include a factor like preparation of food, washing of utensils, cleaning of home and buying the things.
- (c) Inner concern hassles. It include feeling of loneliness and distributing relationship with other,
- (d) Hassles due to back of time: In it we include time limitation factors.
- (e) Hassle: arising due to financial responsibility: It includes many financial problems e.g. earning and saving of money and source of income, repayment of loans, realization factors.
- (f) Work hassles: It includes job dissatisfaction lack III promotion opportunities and insecure feeling about the job disrelationship with boss and colleague etc.

Arthur H. Brand and Suzanne B. Johnson (2006) investigated the relationship between life stress, defined as undesirable life change, and multiple indices of diabetic control in children and adolescents. Subject were 141 children and adolescents, the results indicated that life stress was positively associated with urine ketenes and that this relationship varied a function of locus of control, sex and age.

Joanne Davila, Rebecca J. Cobb (2013) compared to a life stress model, which states that change occurs as an adaptation to new interpersonally relevant life circumstances. Changes in self-reported and interviewer-assessed attachment were examined among 94 young adults who were followed over 1 year. Analyses yielded support for the individual difference model was supported for change in interviewer-assessed attachment. The life stress model for change in interviewer-assessed attachment only. Implications for differential change processes for self-reported versus interviewer assessed aspects of adult attachment are discussed.

B. W.K. Lau (2010) researched stress is a normal part of a child's or adolescent's life and encompasses common; developmental stressors of daily life and those arising from unusual or traumatic experiences. A part from more well known stress from family instability, poverty and life transitions, it is easy to forget or ignore the many school pressure and increasingly common social phenomenon of the 'hurried child' in modern life. We can make plans of intervention and prevention only when the condition is recognized by the health care professionals.

Objectives :

- (A) To study and compare the life stress among boys & girls.
- (B) To study and compare the life stress among rural and urban subjects.

Methodology : A sample of 120 respondents from Udaipur city was taken randomly 30 boys and 30 girls from rural and urban area. Thus, there were 60 respondents from rural area and 60 from urban area. In the present study 2x2 factorial design was used. This scale was developed by the investigator itself, using Likert technique with a view to measure life stress. The scale contains 25 statements in all-one statement in the positive format. It can be administered on 13 to 25 years of age. This LIFE STRESS SCALE was given to 7 judge (psychologists and educationists) to select the statements, which measured emotional expressions. The judge's response sheet was then prepared. Only those statements were approved which were given consents by at least 5 judge.

Thus final scale was prepared. This was the This LIFE STRESS SCALE. It consisted of 25 statements, two point, i.e. yes or no type.

One mark is awarded for every yes response and zero for no response. High scores obtained on the scale are indicative of high degree of life stress.

The reliability was calculated in two ways- on 11 through items and the other through test-retest method and it was found to be 0.48 and 0.55 respectively.

This scale has content validity as it was given to different judge and it contains only those statements, which measures stress.

Result Table-I

LIFE STRESS SCORES

	Mean	SD	SE	CV
Rural	11.35	5.0220	0.4584	44.2471
Urban	9.8416	4.5540	0.4157	46.2735
Boys	9.9416	5.0647	0.4623	50.9450
Girls	11.25	4.537	0.4142	40.3367

Z Table

	Z- Value
Rural/Urban	2.4372*
Boys/Girls	2.1075*

Significant at .05%

Results and Discussion : Rural ($M = 11.35$) as compared to urban ($M=9.8416$) as also girls ($M=11.25$) as compared to boys ($M=9.9416$) indicated greater life stress.

I hate my hair; I look fat in these jeans ! This class sucks! I won't make the basketball team this year. Is that guy checking me out? I am afraid to ask her out.

Sound familiar: these are stressful situations for anyone, especially for a teenager. This is a very stressful time of your life: and we live in a world full of all kinds of stress. Adolescence is a transitional stage. They have more responsibility and freedom than they did as children. But they have less responsibility and freedom than adults do. Their thoughts, behavior and social relations are all changing radically. The rate of change varies from person to person.

There are a number of reasons for an adolescent to feel stress. These include; problems with peers, family issues or problems with parents. school-related problems or pressures death of a loved one, move to a new home, injuries or severe illness, child abuse or sexual abuse, family or community violence, natural disaster.

Denson (2002) in his study on "The relationship between stress, coping resources and academic achievement in African American urban youth" found that seven percent of reading achievement was predicated by the academic confidence coping resource scale and developmental stage. Both were significant at the 01 level. Sixth graders scored higher in math achievement than fourth graders indicating that academic confidence was a significant predictor for both reading and math achievement.

Dickson (2009) in his study observed that African-American adolescent girls' perceptions of their family environment were negatively correlated with problem-focused coping strategies. Results revealed no statistical difference between African and European-American adolescent girls and the relationship between coping strategies and family environment perception.

43 (F)

(52) E

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