

## A Comparative Study of Stress and Adjustment among Adolescence Zaki Akhtar\*, and Anila Tudu\*\*

### Abstract

The present study attempts to understand the relationship between stress and adjustment levels of adolescents. The study's goals 1) To investigate and contrast how stress affects boys' and girls' adolescence. 2) To investigate and contrast how boys' and girls' adolescence differ with adjustment. 3) To ascertain how stress and adjustment are related. For the study, 100 teenagers between the ages of 14 and 17—50 boys and 50 girls—were selected at randomly. Teenagers' levels of stress and adjustment were measured using the Student Stress Scale and the Hindi Adaptation of Bell's Adjustment Inventory, which were created by Mohsin and Shamshad, respectively. The "t-value" and correlation were the statistical methods employed for the data analysis. The mean adjustment and stress scores of high school boys and girls did not differ significantly, according to the result.

**Keywords:** Stress, Adjustment, Adolescence, Boy, Girl

### Introduction

In daily life, the term "stress" is frequently used to refer to a variety of unpleasant emotional states, such as hurry, tiredness, or frustration. Stress is a person's physical and emotional response to pressure or demands from their surroundings. Humans experience stress as a result of interactions between their environment and themselves. They are seen as endangering their wellbeing and taxing or surpassing their adaptive abilities. The perception component suggests that variations in personality, athletic prowess, or overall health are reflected in human stress reactions.

According to McGrath (1976), stress occurs when an individual perceives that a need is being presented that is beyond their resources and capabilities to meet, and when they anticipate a significant difference in the costs and benefits of meeting the need compared to not meeting it.

According to Paranmeswaran and Beena (2004), adjustment is the process by which a living thing either adopts a new method of acting or behaving or modifies an existing behaviour or activity. Adjustment, then, can be characterized as a process that explains and characterizes how a person adapts to himself and his surroundings, regardless of the success or failure of the adjustment or its quality. It only demonstrates how a person handles a changing environment. Beginning from infancy and continuing through life, it is a constant endeavour. It's a two-way process that involves the individual, his wants, desires, and competencies on the one hand, and the circumstances and demands of that position on the other.

Girls are more stressed than boys, according to Jamwal (2024), and internet addiction was found to be adversely connected with adjustment and positively connected with academic procrastination by Srivastava and Kumar (2024). According to Gajjar (2024), high school pupils showed modest degrees of adjustment. There were no discernible gender variations in acclimation. Akhtar (2023) found that self-esteem and adaptability had very little in common. According to studies on adjustments by

Patil and Patil (2023), there were no appreciable differences between the various comparison groups. Kaur and Dhillon (2023) are researching the effects of school kinds, gender and academic performance of high school students. Adjustment and self-esteem are negatively correlated, according to Sarver et al. (2022). Sajeev and Jose (2021) found no difference in adjustment between tribal and non-tribal students. According to Banerjee (2020), there is no discernible variation in stress levels between male and female pupils in higher secondary. According to research by Vijay (2020), young people from low-income and socioeconomic backgrounds who also used mental health medications had significant stress levels.

### Objectives

- 1) To investigate and contrast how stress affects boys' and girls' adolescence.
- 2) To investigate and contrast how boys' and girls' adolescence differ with adjustment.
- 3) To ascertain how stress and adjustment are related.

### Hypotheses

- HO1-** Adolescent boys and girls would not significantly differ in their levels of Stress.  
**HO2-** Adolescent boys and girls would not significantly differ in their levels of Adjustment.  
**HO3-** Adolescent boys and girls would not exhibit a correlation between stress and adjustment.

### Method

#### Sample

This research selected a purposive sample of 100 adolescent boys and girls, including 50 boys and 50 girls. The stress and adjustment of both of these groups were examined.

#### Inclusion Criteria

- 1) The age span is from 14 to 17 years.
- 2) Both boys and girls are part of the student body.
- 3) Every student will come from the CBSE board.
- 4) Every participant is able to read and write in both English and Hindi.

#### Exclusion Criteria

- 1) Students who are older than 17 will not be accepted.
- 2) Transgender people will not be represented.

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- 3) The ICSE and JAC boards will not be covered.
- 4) Individuals who are not proficient in Hindi and English will not be admitted.

**Tools Used**

The following instruments were employed to gather data:

1) Dr. Zaki Akhtar created the Student’s Stress Scale (2011). Dr. Zaki Akhtar developed this scale in 2011. It contains 51 statements that gauge students’ stress levels, 41 of which are positive and 10 of which are negative. The scale’s validity and reliability are 0.72 and 0.71, respectively.

2) Mohsin and Shamshad’s 1968 Hindi adaptation of Bell’s Adjustment Inventory H.M. Bell created this inventory, and Mohsin Shamshad adapted it for Indian use in 1968. It contains 124 statements that are separated into four categories: emotional, social, health, and home. The home dimension contains three negative statements, while the social dimension contains thirteen. In this case, the responses to the questions were yes, no, and? This scale has a validity range of 0.58 to 0.89 and a reliability range of 0.75 to 0.89.

In the study, 100 adolescent students were taken, 50 of whom were boys and 50 of whom were girls. After selection, a Stress and Adjustment questionnaire was given to the students. After the data were collected, scoring was done.

**Procedure**

In the study, 100 adolescent students were taken of which 50 are boys and 50 are girls. After selection, a Stress and Adjustment questionnaire was given to the students. After the collection of the data, scoring was done.

**Results and Discussion**

The obtained data were analyzed using descriptive statistics( Mean and SD) and t test and the results are given in tables .

**Table 1 shows the Mean, S.D., SED, and t-value for both boys and girls according to their stress level(N-100)**

Groups	Mean	S.D.	SED	t-value
Boys	142.06	19.51	4.10	0.79 <sup>ns</sup>
Girls	145.3	21.45		

Ns- Non- significant

Table 1 Boys' and girls' mean scores have been determined to be 145.3 and 142.06, respectively. For boys, the S.D. is 19.51, while for girls, it is 21.45. The t-test result, which is 0.79, is not significant. According to the calculated data above, there are no appreciable differences in stress levels between students who are boys and those who are girls. Therefore, it is not necessary to reject the null hypothesis, which states that "Adolescent boys and girls would not significantly differ in their levels of Stress.”

**Table 2 shows the Mean, S.D., SED, and t-value for both boys and girls according to their adjustment levels( N-100)**

Groups	Mean	S.D.	SED	t-value
Boys	36.84	16.17	3.38	1.65 <sup>ns</sup>
Girls	42.44	17.60		

Ns-Non- significant

Table 2. The mean scores for both male and female students have been determined to be 36.84 and 42.44, respectively. For boys, the S.D. is 16.17, while for girls, it is 17.60. The t-test result, which is 1.65, is not significant. According to the calculated data above, there are no appreciable variations in adjustment between students who are boys and those who are girls. Therefore, it is not necessary to reject the null hypothesis, which states that "Adolescent boys and girls would not significantly differ in their levels of Adjustment." The relationship between stress and adjustment in both male and female students between stress and adjustment is -0.049, which is non - significant at .05 level of confidence for the entire sample (N=100) . Thus the null hypothesis, "There would be no significant relationship in the Stress and Adjustment of adolescent boys and girls," is retained.

**Conclusion**

Thus, it will be concluded that there are no significant differences among boys and girls in terms of stress both experiencing stress equally. As per as adjustment among boys and girls is concerned there is no significant difference. Both the groups did not differ significantly.

The correlation coefficient between stress and anxiety is concerned, we find that there is a negative correlation between stress & adjustment.

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