



# Psychological Well-Being, Academic Stress and Coping Strategies Among Adolescent Students.

Najmah Peerzada\*

\*Associate Professor, Department of Education, University of Kashmir, (J&K) India

**Citation:** Najmah Peerzada (2024). Psychological Well-Being, Academic Stress and Coping Strategies Among Adolescent Students., *Educational Administration: Theory and Practice*, 30(3) 2878-2883  
Doi: 10.53555/kuey.v30i3.8596

## ARTICLE INFO

## ABSTRACT

The present study was conducted to assess the psychological well being, academic stress and coping strategies among adolescents. The sample comprising of 300 adolescents students (150 male and 150 female) were drawn from various government secondary school institutions of district Srinagar and Budgam. The data was collected by using Physiological Well being Scale by Sisoda & Chowhary (PWBS) Academic Stress by Neelam Dikshit and Coping Strategies by A.K Srivastava. The sample for the present study was selected randomly in such a way to ensure that every unit of the population could get equal chance to be selected. Mean S.D and test of significance were uses to analysis the data. The result of the study showed that there is a significant difference in Psychological Well- Being, Academic Stress and Coping Strategies of Adolescent Students.

**Keywords:** Psychological Well- Being; Academic Stress, Coping Strategies, Adolescents.

## Introduction

All the stage are very important in an individual's life -- whether it is babyhood, childhood, adolescent, youth or old age but adolescent is considered the most crucial/ sensitive stage of human life which starts from 13 years of age and ends approximately at 21 years of age. Adolescent is considered as problem age because of physical, neurological hormonal, psychological and social systems that undergo marked developmental changes during this period of life. Accompanied by various changes and challenges adolescent may also experience various types of physical, behavioural and emotional difficulties during this period. It is considered as an awkward phase of one's life due to dilemmas, uncertainties, physique disequilibrium, erratic behaviour, conflicts and risks. But at the same time adolescence is also recognised as an important period of development -- full of opportunities, hopes, aspirations, social commitment and decision making. So, adolescence is not only a period of vulnerability but it is also a period of opportunity - full of exuberance and rewards --if it is well organised and utilised. Adolescent period is best time --full of opportunities and challenges one faces. It ultimately moulds an individual's future. It is described as the shaping of life of human being and also an important era in the total life span. Adolescence is considered very important asset of any nation. The country's overall success in various fields of life depends on the proper development and guidance of adolescents.

The concept of well being is very important and commonly used in the field of human development. Well being means an integrated mental health and physical health. It is defined as main feature of mental health as well as the self -actualization. Well being is expected from both individual and environment-- during childhood and adolescent. Psychological well being refers to positive relationship with others--having satisfied high quality relationship. It is one's living the kind of one wants to live. It includes individual's emotional development, overall positive functioning and the development of capacities and virtues. It is defined as the establishment of close, trusting and meaningful bond with others. Psychological well-being is a positive outcome and people perceive that their lives are going well--good living conditions. It is an ability to manage one's life--personal growth. Individual should have positive attitude towards himself and towards his past life; should have goal in life; and ability to make his own decisions. Holding a positive attitude about one's own self, emerges as a main characteristic of positive psychological well being.

Many research studies have been carried out by various investigators on the areas of psychological well-being. Students with rural background are better in psychological well- being than urban students (Bhat, 2018). The

socio- demographic well- being variables do not influence adolescent psychological well –being and also gender and age are negatively related with psychological well- being (Pravitha, M, Sembayan, R.Dr. 2017). Relationships as a predictor of psychological well- being, have a positive link with interpersonal relationships and with life development ( Lopez, Viejo & Ruiz, 2019). High and positive thinking is significantly associated with high personal growth, self acceptance and purpose in life (Seymour, N, 2015). There is a significant impact of gender and age on both psychological and subjective well- being (Viejo. Lopez & Ruiz, 2018).The students who have high level of academic performance have high index of well- being, purpose of life and personal growth. (Punia & Malaviya,2005). Rahardjo,W (2014) found that psychological well being have significant influence on academic stress level of students. Glozah, F.N (2013) found that perceived social support reduces academic stress and improves psychological well being of the adolescents in Ghana. Siddiqui, S. (2015) found that male and female students differ significantly on psychological well – being. Moeini, B, et al (2008) the study indicates that low sense of self – efficacy increases high stress and decreases psychological well being of the students.

Stress can be explained as any type of change in our body. It can be viewed as the body’s reaction both physiologically and neurologically to adapt to the new situation. Everyone experiences stress causes problems and discomfort. Stress has become an important issue in academic field. Academic stress can have both positive as well negative consequences on students if not properly managed. When stress become excessive, students experience physical and psychological impairment. All over the world academic stress is considered chronic faced by students and is very severe in Asian countries. Academic stress is caused due to heavy work load due to heavy work load, high expectations, low performance, poor study habits and inadequate time to manage. It has been observed that when academic stress is normal it helps the students to do their best but when stress is negative it tends to effect adversely on their health.

Many research studies have been carried out by various investigators on academic stress. Ranganatha P.R & Lancy, D.S (2018). The present study revealed that male students experienced significantly high level of stress than female students on pressure from examination students on pressure from examination and dimension of academic stress. Subraman, C & Kadhiraavan, S (2017) the study indicated that academic stress had a significant impact an academic achievement students. A significant difference was found between male and female students. Snehaja, A & Mani, V. (2016). The study revealed that female students experience more academic stress than the male students. Kants, D.S (2016) the result showed that students from science stream experience high academic stress than them humanities and commerce stream. Deb,S, et al (2015) found that due to academic pressure students encountered stress. Prabu, P.S (2015) found that urban students have high academic stress when compared with rural students. It was also found that male students have high academic stress than female students. Sibnath Deb et.al (2015) found that students reported stress due to academic pressure and also due to feeling pressure from parents. Porwal, K & Kumar, R (2014) revealed that a significant difference was found between boy and girls on academic stress boys have higher academic stress than girls.

Coping strategies play very important role in adolescent’s life as it helps him to manage stressors in everyday life. Webster’s dictionary meaning of coping denotes dealing with and overcoming the problems and difficulties. It is conscious or unconscious attempt used to reduce unpleasant emotions. Coping refers to actions, efforts, thoughts one use to deal with stressful situations. Recent studies of the coping strategies used by adolescents were problem solving, seeking support inside and outside the family, thinking about the positive aspects of situation etc. It is process of making efforts and energy to solve personal and interpersonal problem and difficulties. Effective coping strategies help the students to manipulate things during stressful or challenges situations. Coping is viewed as initiating the mobilization of attempts and efforts. The main purpose of the coping is to get relief from the pressure of the feeling of stress. How to cope with stressful situations is more important than the experiencing the severity of conquest strains.

Many research studies have been carried out by various investigators on coping strategies. Brary, R (2013) found that coping strategies have significant effect on academic stress of sample subjects. Kadapatt, M.G & Vijayalaxmi, A.H. M (2011) found that male students experience more academic stress than female students and it was further found that sample subjects utilize various types of coping strategies to deal with academic stress. Zhao, F.F et.al (2015) found that frequently used different coping strategies moderated the effect of stress on undergraduate nursing students. Madhyastha, S et al (2014) found that female students used more coping strategies as compared to male students.

#### **Objectives of study:**

- 1.To assess psychological well being academic stress and coping strategies of adolescent students.
- 2.To compare male and female adolescent students on various dimensions of psychological well- being.
- 3.To compare rural and urban adolescent students on various dimensions of psychological well- being.
- 4.To compare male and female adolescent students on Academic Stress.
- 5.To compare rural and urban adolescent students on Academic stress.

- 6.To compare male and female adolescent students on coping strategies.
- 7.To compare rural and urban adolescent students on coping strategies.

### Hypotheses:

1. Male and female adolescent students differ significantly on various dimensions of psychological well - being.
2. Urban and Rural adolescent students differ significantly on various dimensions of psychological well – being.
3. Male and female adolescent students differ significantly on academic stress.
4. Urban and Rural adolescent students differ significantly on academic stress.
5. Male and female adolescent students differ significantly on coping strategies.
6. Rural and urban adolescent students differ significantly on coping strategies.

### Plan and Procedure:

#### Sample:

The sample for the present study comprises 300 adolescents in which 150 were rural (75 male and 75 female) and 150 were urban (75 male and 75 female) adolescent students. The sample was drawn randomly from various secondary school students of districts of Srinagar and Budgam of Jammu and Kashmir.

#### Tools used:

The following tools were used for the present study.

- 1.Psychological Well- Being Scale PWBS (2016), by Sisoda and Chowdhary was used to measure the psychological well- being of adolescents.
2. Academic Stress Scale (2016) by Dr. Poorva Jain Neelam Dikshit was used to measure the academic stress of adolescents.
3. Coping Strategies Scale by A.K Srivastava (2001) was used to measure the coping strategies of adolescents

#### Statistical treatment:

The collected data was subjected to statistical treatment by calculating Mean, S.D and test of Significance.

### Analysis and Interpretation

**Table 1.0: Showing the mean comparison of Male and Female adolescent students on various dimensions of psychological well being.**

(N=150 in each group)

Dimensions	Groups	Mean	S.D	t- value	Level of significance
Life Satisfaction	Male	40.35	8.12	1.33	Not significant
	Female	39.23	6.43		
Efficiency	Male	40.41	7.18	1.38	Significant at 0.01 level
	Female	37.00	7.45		
Sociability	Male	42.41	8.12	4.98	Significant at 0.01 level
	Female	33.22	6.33		
Mental health	Male	44.13	7.19	4.77	Significant at 0.01 level
	Female	41.36	5.97		
Interpersonal Relations	Male	39.54	8.13	4.10	Significant at 0.01 level
	Female	36.13	6.59		

The perusal of above table shows the mean difference between male and female adolescent students on various dimensions of psychological well being. The table indicates that the two groups differ significantly at 0.01 level on the dimensions of efficiency, sociability, mental health and interpersonal relations. Whereas the two groups do not differ significantly on the dimension of life satisfaction. The table further indicates that male adolescent students are higher on efficiency, sociability, interpersonal relations and mental health. Whereas, the male and female adolescent students are similar on their life satisfaction.

**Table 2.0: Showing the mean comparison of Urban and Rural adolescent students on various dimensions of psychological well-being.**  
(N=150 in each group)

Dimensions	Groups	Mean	S.D	t- value	Level of significance
Life Satisfaction	Urban	43.26	7.13	3.89	Significant at 0.01 level
	Rural	40.18.	6.53		
Efficiency	Urban	38.29	6.53	3.31	Significant at 0.01 level
	Rural	35.94	5.76		
Sociability	Urban	38.95	5.72	9.18	Significant at 0.01 level
	Rural	44.83	5.42		
Mental health	Urban	43.67	7.13	4.00	Significant at 0.01 level
	Rural	40.47	6.69		
Interpersonal Relations	Urban	35.67	7.43	4.58	Significant at 0.01 level
	Rural	39.43	6.96		

The perusal of the above table shows the mean comparison or urban and rural adolescents on various dimensions of psychological well being. The table indicates that the two groups of adolescent students differ significantly at 0.01 level on the dimensions of life satisfaction, efficiency, social ability, mental health and interpersonal relations. The table further indicates the urban adolescent students are better on their life satisfaction are efficient and better mental health then rural adolescent students.

The table further indicates that rural adolescents and more sociable and have better interpersonal relations than urban adolescents students satisfaction, are efficient and have better mental health than rural adolescent students. The table further indicates that rural adolescents are more sociable and have better interpersonal relations then urban adolescent students.

**Table 3.0: Showing the mean comparison of Male and Female adolescent students on Academic Stress.**

(N=150 in each group)

Group	N	Mean	S.D	t-value	Level of Significance
Male adolescent	150	34.14	5.79	5.71	Significant at 0.01 level.
Female adolescent	150	37.28	6.86		

A quick look of above table shows the mean comparison of male and female adolescents students on academic stress. The table reveals that two groups of adolescent students differ significantly on academic stress at 0.01 level as our calculated "t" value is 5.71 > than the tabulated "t" value at 0.01 level. The mean score favours male adolescent student which indicates that male adolescent student have less pressure of studies, positive feelings, share their work with others, positive attitude towards teacher and parents, a healthy balance between academic and social activities, well adjusted than female adolescent students.

Some of the studies complied and conducted by researches Ramli (2018) Ranganathan, (2018) Subramani (2017) Kapre (2017) Mishra (2017) Sneha (2016) Kauts (2016) Deb (2015), Prabu (2015), Sibnath (2015).

**Table 4.0: Showing the mean comparison of Urban and Rural adolescent students on Academic Stress.**

(N=150 in each group)

Group	N	Mean	S.D	t-value	Level of Significance
Male Adolescent	150	33.98	6.44	3.46	Significant at 0.01 level.
Female Adolescent	150	31.52	5.97		

The perusal of above table shows the mean comparison or rural and urban adolescent on academic stress. The table reveals that two groups of adolescent students differ significantly on academic stress at 0.01 level as our calculated "t" value is 3.46 is > than the tabulated "t" value at 0.01 level. The mean score favour urban adolescents students which indicates that urban adolescent students have less pressure of studies positive attitude towards parents and teachers.

**Table 5.0: Showing the mean comparison of Male and Female adolescent students on Coping Strategies.**

(N=150 in each group)

Group	N	Mean	S.D	t-value	Level of Significance
Male Adolescent	150	56.33	3.14	3.87	Significant at 0.01 level
Female Adolescent	150	54.74	3.99		

A quick look of the above table shows the mean comparison of male and female adolescents student on coping strategies. The table reveals that two groups of adolescent students differ significantly on coping strategies at 0.01 level as our calculated "t" value is 3.87 is > our calculated "t" value at 0.01 level. The mean score favours male adolescent students which indicates that male adolescent students are confronted, have better planning, self – controlled, takes decisions, seeks social support, positive reinterpretation than female adolescent students.

**Table 6.0: Showing the mean comparison of Urban and Rural adolescent students on Coping Strategies.**

(N=150 in each group)

Group	N	Mean	S.D	t-value	Level of Significance
Urban Adolescent	150	51.20	6.33	1.59	Not Significant
Rural Adolescent	150	50.10	5.74		

The perusal of above table shows the mean comparison of rural and urban adolescent secondary school students on coping strategies. The table reveals that two groups of adolescent secondary school adolescent students do not differ on coping strategies. This indicates that both the groups of adolescent students have similar coping strategies.

### Major conclusions:

On comparing male and female adolescent students on various dimensions of psychological well- being it was found that both male and female adolescent students show significant difference which determines that male adolescent students are highly sociable, possess good mental health and better interpersonal relationship as compared to female adolescent students. While it was also found that both male and female adolescents are similar on their life satisfaction and efficiency.

When compared rural and urban adolescent students on various dimensions of psychological well- being it was found that both urban and rural students show significant difference which determines that urban adolescent students have life satisfaction, efficiency and good mental health as compared to rural adolescent students. While it was also found that rural adolescent are highly sociable and better interpersonal relationship as compared to urban adolescent students.

On comparing male and female adolescent students on academic stress it was found that male adolescent have less pressure of studies, positive attitude towards teacher & parent, balanced academic and social activities share their work with others as compared to female adolescent students.

When compared rural and urban adolescent students on academic stress it was found that urban and rural adolescent students show significant difference which determines that urban adolescents students have less pressure of studies, less examination fair, sound relationship with parents and teachers, very sociable and good coordination between academic and social activities than rural adolescents.

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