CHAPTER – I

Introduction

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Changing Scenario of our nation:

The past two decades is marked as a period of rapid change in our country, owing to globalization, liberalization and privatization. Change obviously, is associated with challenges, new demands and possible threats. Change inevitably brings contradictory values, those that are a conglomeration of old and new ethics, causing confusion and identity crisis.

The thrust for soaring high to avail status and comfort, is indeed alluring society. Teachers and parents as well as children and youths are confronted with unrealistic apprehension and aspiration, consequently leading to anxiety and stress and strain in varied forms.

Thus, stress is a part and parcel of change to-day. At least three-quarters of those who visit the doctor, have stress-related complaint that is manifested physiologically and or through the behaviour. Excessive stress and strain, or prolonged stress lowers the self confidence, causing break down or deviance or somatic illness.

Education and Contemporary India

The 'drop-out' rates at middle school and high school level is still high, whereby, female dropout rate is greater.

There is yet controversy in approach and attitude towards female education, especially higher education depending on individual situation and support system.

There is an increased drive for 'mass literacy' rendering bulk of students securing high academic percentage, by hook or by crook, in order to push their way to institutions for higher education, so as to build a stable, lucrative and prestigious career.

Unwieldy class-rooms, exhaustive unplanned teaching curriculum and inadequate assessment system rendering several students reaming as unemployed, or, underemployed, is another major issue.

As global meltdown squeezes the job market dry, students often land up in psychiatric clinics with 'stress blues', beyond their coping means. This is more so in the male students.

Government policy has its our repercussion on students, aspiring, pursue higher education.

Thus adolescent students in modern times, has to face a three edged dragger: pressure from parents, pressure from teachers and pressure from peer.

The situation is worse if, the student is gifted, or is disabled, or is suffering from learning disability or, is suffering from specific disease, or, malnutrition.

Definition of Stress

The Oxford Dictionary defines stress as: "Physical strain and / or overstretched pressure, a push to the limit and / or anxiety – worry – distress due to difficulty / hardship".

Most people describe stress as an unpleasant experience, under a situation, that is not under control. This phenomenon can be termed as distress that lowers performance and give rise to somatic symptoms.

On the other hand, some describe stress as an exciting and stimulating experience that can be termed as eustress. Eustress is productive thus, stress is an experience, which is unique to each and everyone of us deliberately putting ourselves into challenging situations can be distressful, or, eustressful.

Stress may be defined as a mismatch between perceived demands[1] and perceived ability to cope with. "It is the balance between how we view demands

and how we think we can cope with those demands that determines whether we feel no stress, distressed or eustressed according to Professor Terry Looker, Honorary Vice President and Fellow of the International Stress Management Association (2007).

As per WHO (2001) study, every 4th person in the world suffers from high distress.

- Clegg (2000) states that stress is the impact of demand on human being. The source can be internal or external. The demand can be positive or negative. Negative demand leads to distress.

- M.R. Spence (1999)[2] says: "Stress depends on individual's cognition of events: external demands and personal coping mechanism.

- According to Bartlett (1998) "stress arises partly from the increasingly fast pace of modern life, where by the individual under time pressure, is unable to keep pace with the changing social attitudes.

- According to Pramod Batra (1995)[3] : "Stress is the psychological pressure and frustration due to conflict, guild and anxiety, calling forth extra energy, exhaustion, anguish J.B.Lohen (1994) defines : "Stress is a cumulative impact of live events, manifested through enervation, social dysfunction, or, psychopathology.

- Patel (1992) explains stress refers to the pressure on the individual, that are in some way perceived as excessive or intolerable, which brings about psychological and physical changes as a response.

- Lazarous and Folkmen (1984)[4] say "Stress that is distress is a phenomenon endangering to the well being of the individual".

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- Seyle (1974) quotes, "stress is the non-specific response of a body, to any demand made upon it. It is a particular relation between the person and his / her environment that is appraisal as taxing, exceeding his / her resources.

Concept of stress based on diverse disciplinary perspective

- **Stimulus Based Definition**

Stress is an aspect of environment, (stimulus) that causes strained reaction of the individual, exposed to the stressful stimulus. This type of definition is identified with the engineering approach, relating to the concept of elasticity, as in physics.

- **Response Based Definition**

Hanse Seyle defines stress, as the reaction of the organisation to a given stimulus, that is stressor. The response is viewed as physiological response, leading to disruption of homeostatic functioning, as in biology (reflex).

- **Interactional Definition**

The most popular connotation focuses on the degree of mismatch between person and environment that is a mutually interactive phenomenon, as in psychology, sociology and social work.

Types of Stress

- Acute Stress – e.g. Traumatic Response
- Episodic Acute Stress – e.g. Reactive Behaviour
- Chronic Stress – e.g. Distorted Personality Disorder
- Post Traumatic Stress

- **Acute Stress**

It is the most common and most recognizable form of stress, the kind in which one knows exactly why one is stressed. It is the sudden jolt that triggers the

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hormonal and physiological effects along with obvious dangers and threats. Common causes of acute stressors include scary but thrilling event / situation, odd or intense noise, isolation, over crowding, excessive hunger.

Normally the body rests, when these types of stressful events cease and life gets back to normal. The effects are short term. Hence, acute stress usually does not cause severe or, permanent damage to the body.

Episode Acute Stress

Some people experience acute stress frequently, their lives are chaotic, out of control and they often seem to be facing multiple stressful situation. They are most often in a hurry, taking too many projects, handling too many demands, only to feel battered and exhausted. Unlike people for whom stress is a once in a while spike, these folks experience episodic acute stress. People who are hard charging or impulsive, often termed as worrywarts, tend to fall under this category. Such people are anxious about the next disaster they are sure to encounter. There are two kinds of manifestations while one type tends to be angry and hostile; the other tends to get depressed. Both are frequently over – aroused and tense and are susceptible to the physical manifestation of extended stress, headaches, stomach aches, chest aches, heart diseases and hypertension.

Persons prone to episodic acute stress may or may not know it or admit to it as the phenomenon is a part and parcel of the life style. "I have million things going on right now", or, "Things are always crazy here", or, "It's a part of living, can't help it", or, "I have a lot of nervous energy, I suppose". Such people tend to pass on the blame onto other people or outside events and may have a poor judgement. Inspite of all they weirdness, they may view the situation entirely normal and unexceptional or may attribute to 'luck'.

Unfortunately, these people may have found it so very habitual, that, they resist changing their lifestyles, until they suffer severe physical syndromes causing handicap or barrier to healthy functioning.

Chronic Stress

It is the consequence of "unrelenting demands and pressures for seemingly interminable periods of time. Such stress wears down the victim, both mentally and physically leading to neurotic or even psychotic breakdown, or even death, or getting inflicted by fatal illness like cancer.

Post Traumatic Stress

This is a special kind of stress experienced by victims of sudden accident or natural / man-made disaster

Some customary widely prevalent pretext of stress

- Long term unemployment
- Acute poverty and associated financial worries.
- Dysfunctional family relationship
- Feeling trapped in unhealthy relation
- Improper or deceptive career choice
- Caring for a chronically ill family member
- Living in war besieged, terrorist, ethnic rivalry zone.
- Constant harassment over prolonged time span
- Urge for perfection and par excellence
- Accident / hospitalization involving loss of organ or perpetual dysfunction.
- Natural disaster of large magnitude

Categories of stress (components)

- Frustrations
- Conflicts
- Pressures
- Guilt

Frustrations:

These are obstacles that prevent the individual from achieving the personal goal and are mutually reinforcing, only to worsen the situation.

Frustrations can be external such as .discrimination or overpowering situations, unsatisfying peer group relation or, job, divorce, or death of a loved one. They can be internal such as physical handicaps or chronic illness, lack of a desired ability, or trait, other real or perceived personal limitation.

Conflicts

Stressors involving two, or, more incompatible needs or goals are known as conflicts for example a working mother might feel torn over a job offer that would enhance her professional career, but takes time away from her family. At times the conflict involves a choice between two desirable options, such as, deciding between two equally appealing job offers, while at other times; the decision involves two disagreeable alternatives like

The priority and clarity of goal helps to reduce conflict.

Pressures

Stress can stem from the expectations of others, that put demands on the person, or it could be the perceived for achieving perfection, for example become a perfect mother, score high grade for pleasing parents or getting into marriage for pleasing with and kin or getting married or, becoming a parent without much thought.

Guilt

When dogmatic norms or authoritarian parenting styles induces internalized 'remorse' of not adhering to the rules or norms, the individual gets shattered down with guilt for example becoming and addict or getting into illicit relationship.

General Adaption Syndrome of Stress

The general adaption syndrome (GAS) describes an individual's general response to stress[5].

- In the first stage (alarm) the body enters a temporary state of shock a time when resistance to stress is below normal.

- Then a rebound called 'counter shock occurs, in which resistance to stress being to pick up.

- Not much later the individual moves into the second state (resistance), during which resistance to stress is intensified in an all out effort to combat stress.

- If the effort fails and stress persists the individual moves into the third and final stage (exhaustion, when wear and tear on the body worsens.

Physical Factors: Seyle's General Adaption Syndrome (GAS)

Shock	Counter shock		Normal level of resistance to stress
Stage 1	Stage 2		Stage 3
Alarm stage	Resistance		Exhaustion

TIME
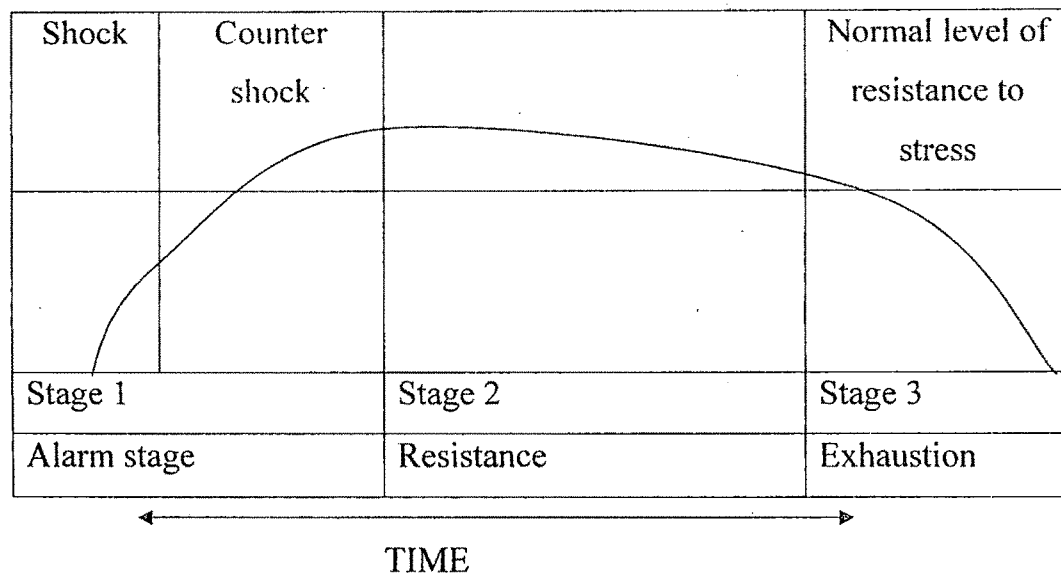
Source : Terry Looker and Olga Gregson

The Stress Balance

In the pan on one side of the balance is what we see as the demands around us. In the other pan is what we see as our ability to cope or deal with those demands. When we feel able to handle our demands then C will balance D. This does not mean, however, that the scales are necessarily perfectly horizontal. Because we are dealing with a psychological phenomenon, we do not know how much of C is needed to be in total balance with D. We do not necessarily have to have equal weights in each pan in order to be in balance. Rather, the scales should be seen as fluctuating up and down to some degree through a 'zone' of balance, which we will refer to as the 'normal zone'. The extent of this zone will be different for every individual and indicates that the body is operating in a normal and healthy way. In this zone we would not say·we are experiencing stress. The

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normal zone can be regarded as our everyday living zone, or normal situations zone, in which we are dealing with familiar and routine daily changes in our environment.

There will be times when small changes in D and C will occur, perhaps as a result of inevitable daily hassles and not feeling too well, so the balance will tip one way and then the other. As long as these fluctuations are within the normal zone of balance then we would not say we are distressed or eustressed but perhaps we would say we felt a little niggled or stimulated at times. It is when the balance tips outside the normal zone that we experience stress as distress or eustress and clearly the greater the imbalance the stronger these feelings will be

Distress

When we face an increased number of demands or view the demands that confront us as difficult or threatening, we need to make a judgement about our ability to cope. If that judgement is, 'No, I can't cope then the stress balance can tip into the distress zone. Having too much to do in too little time, dealing with complex tasks without adequate training, promotion into a job for which we are not suited, having too many bills to pay and not enough income, worrying how we will manage if we lose our job, having domestic problems at the same time as changes at work. These are just a few examples of the kinds of demands that can lead to distress.

Distress can also arise from having too·few demands to stimulate you, resulting in boredom and frustration. Having too little to do or too few demanding tasks can be just as distressful as having too much to do or tackling complex jobs. This situation commonly arises when people retire or are given jobs which do not match their abilities.
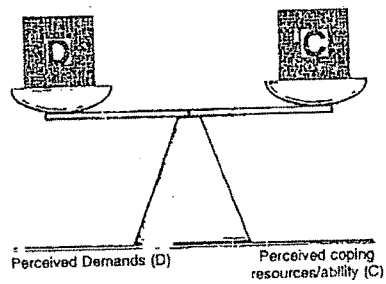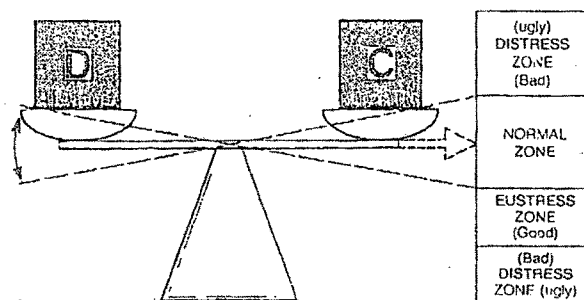
Perceived Demands (D)   Perceived coping
                         resources/ability (C)

Figure 1 the stress balance .

| (ugly) DISTRESS ZONE (Bad) |
| NORMAL ZONE |
| EUSTRESS ZONE (Good) |
| (Bad) DISTRESS ZONE (ugly) |

Situation: fluctuations in perceived demands and perceived coping resources but
balance remains in the normal stress zone.

Figure 2 the normal zone

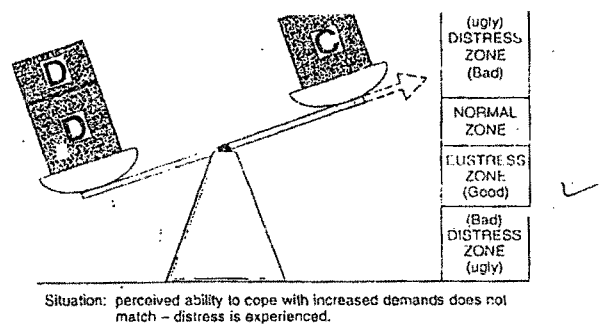Source : Terry Looker and Olga Gregson

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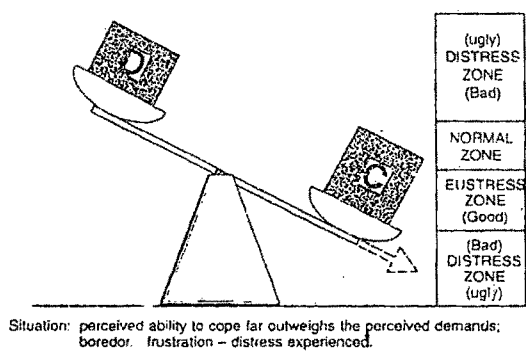Situation: perceived ability to cope with increased demands does not match – distress is experienced.

Figure 3 the distress zone I

Situation: perceived ability to cope far outweighs the perceived demands; boredor. frustration – distress experienced.

Figure 4 the distress z ie II

Situation: perceived ability to cope far outweighs the perceived demands; boredom, frustration – distress experienced.
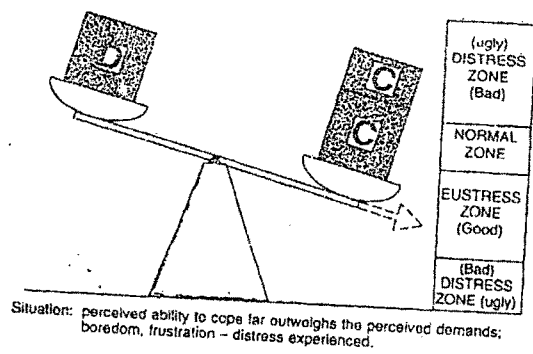
Figure 5 the eustress zone

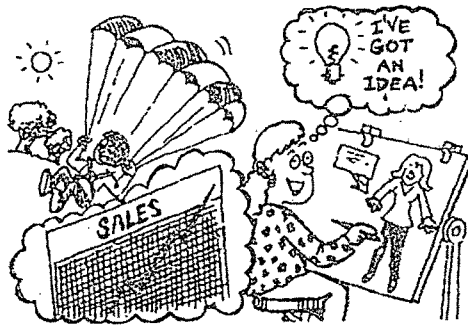Source : Terry Looker and Olga Gregson

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Eustress

Eustress can be experienced when our perceived ability to cope outweighs our perceived demands. Although we have an imbalance here, clearly this is a desirable one. In this respect eustress can be regarded as an extension of the normal zone of the stress balance.

The eustress situation gives rise to a feeling of confidence of being in control and able to tackle and handle tasks, challenges and demands. The stress response is activated by just the right amount to provide the alertness, the mental and physical performance required to be productive and creative.
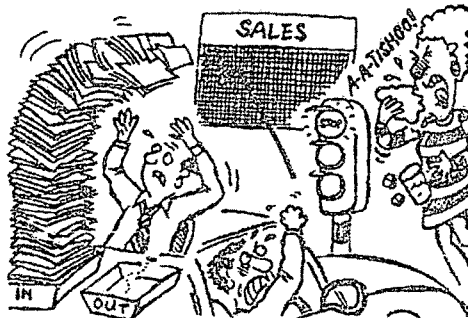
It refers to any degree of activation of the stress response outside the normal zone, be it either distress or eustress. The activity of the stress response in the normal zone should be considered as an inevitable part of our lives and when in this zone we do not experience stress.

We cannot live a life devoid of distress so the important thing is not to allow our stress balance to remain permanently in the distress zone and not to stray into this zone too far and too often. Instead we should aim to use stress response to improve our lives and performance by keeping balance in the normal and eustress zones.

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becoming *Stresswise* is the way to maximize your own natural resources to reduce the bad and avoid the ugly sides of stress and at the same time take advantage of the good side of stress

Source : Terry Looker and Olga Gregson

FACTORS INFLUENCING STRESS

Physical factors (Body's response to stress)   Cultural + socio-economic factors

Biological make up or disability 1   4 Environmental factors life events

Stress

5 personality factors

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Coping   Cognitive factors

mechanism

- Personality
- Inheri'·d factors
- State of health

Coping

- Educati
- Experie
- Beliefs
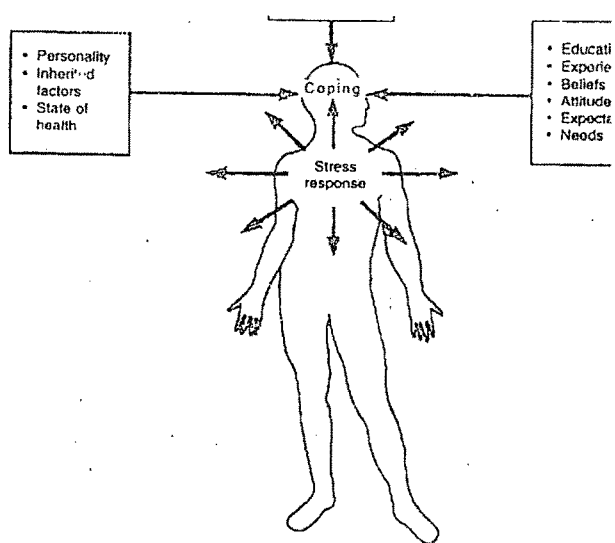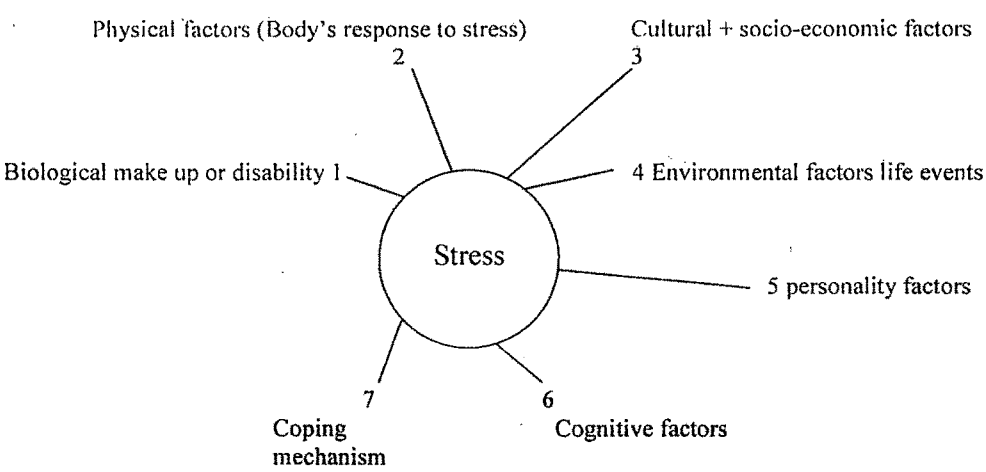- Attitude
- Expecti
- Needs

Stress response

Figure 6 factors affecting coping ability

source : Alison Thomas and Cottingham

Factors Influencing Stress [5]

Environmental factors

It includes overload, conflict, frustration and guilt.

Sometimes the circumstances become so intense that, individual no longer can cope, thus, when subjected for a prolonged period of time, the individual adaptability becomes overloaded at some point and time.

Stimuli not only overload an individual, but, they can also become a source of conflict and guilt, causing reduced self esteem at times.

Frustration is another circumstance that produces stress for individuals. It refers to any situation, in which the individual can not reach the desired target, leading to frustration and low self confidence in turn.

Personality factors

'Type A' Behaviour pattern represents a cluster of characteristics excessively competitive, hard drive, impatient, irritable, hostile and is often associated with coronary problems, that can have impact even in children and adolescents. Muscle tension eating disturbance sleep disturbance and respiratory problems are not uncommon in such cases.

Cognitive Factors:

There are some common ways that adolescents and adults experience stress, not everyone perceives the same events as stressful. To some degrees stress depends on how they perceive or, cognitively appraise and interpret events / situations.

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Socio Cultural Factors

Among the socio cultural factors involved in stress is acculturative stress and socio economic status.

Acculturation refers to cultural change that results from continuous first hand contact between two distinctive cultural groups. For example, members of ethnic minority groups encounter hostility, prejudice and lack of support during crisis. This in turn contributes to alienation, social isolation and heightened stress.

Life Events and Daily Hassles

Individuals can experience a spectrum of stress, ranging from ordinary to severe, due to certain life events and daily hassles.

Stress and anxiety in children and teenagers

Stress and anxiety in children and teenagers are just as prevalent as in adults. Stressed out / negligent parent, push from parental expectation, abused or deprived childhood, demand for shouldering pre-mature family responsibility, family conflict often leads to stressed child and later on a stressed teenager. Parents who are emotionally unavailable for their children, or, parents who lack positive coping mechanism themselves, spur stress in their offspring.

Such children, or, adolescent's exhibit signs of emotional disabilities, aggression, shyness, social phobia, lack of interest in otherwise enjoyable activities. It is commonly observed that, forced to live pre-maturely adult levels, or, dogmatic and punitive parenting style causes oppositional / rebellious attitude. Such children respond to stressors with indignation.

Many of them become deviants like resorting to substance abuse, or getting seduced to sexual exploitation such nonconformists, however, fall prey to

depression, insecurity and growing anxiety and guilt. All these in turns affect their performances of various levels in diverse areas.

According to a high school psychology textbook, "stress in adolescent, is a particular pattern of disturbing psychological and physiological reaction, that occurs when on environment threatens important motives of the child and taxes the ability to cope with".

Mental symptoms of stress

- Tension and irritability
- Inability to concentrate or memorize
- Feeling excessively tired
- Sleep disorder or eating disorder

Physical symptoms of stress

- Dry mouth
- Pounding heart or difficult in breathing
- Stomach upset / frequent urination
- Sweating palms
- Tight muscles causing pain and trembling

Long – term effects of stress and functions of stress

The stress response of the body is meant to protect and support the human being. When faced with a threat, whether, physical safety, or, high gear, in a process known as 'The fight or flight" response. The sympathetic nervous system pumps out adrenaline, preparing for emergency action. The heart rate and blood flow to large muscles increase, the blood vessels under the skin constrict, to prevent blood loss in case of injury, the pupils dilate for better vision and the blood sugar rises, giving energy boost.

Whenever something upsets, or, scares, or, frustrates, or, angers, a part of the brain shoots stress hormones into the body. These hormones warn and prepare the body to face danger and the mind gets the extra energy to be highly motivated.

Modern World and New Type of Threat

The current living style is complex with rapid rate of change and type of change. Having activated the body for an immediate adaptive physical response, there is often no need, or, opportunity for any physical action. One can not hurry the queue in the super market, one cannot shrink from running several errands on the way back home, and neither can one fight the traffic jam nor, run away. Sadly, into day's society one inevitably gets pulled along in a tide of emotional and social demands and at the same earns a living in context to the 'rate race', or, face redundancy.

Quite often, one is in a state of high alertness but, without appropriate outlets for physical expression. One may feel angry, but cannot hit out, or, engage in physical contact. As a consequence, one fumes inside, hits something or, vents anger on others. Various coping mechanism are used, some may be positive and many may be negative. Activation of stress response without the physical activity is potentially harmful to health. To quote professor Terry Looker "Modern living triggers stress that lowers the immune system and 90% of illness is stress related for example stroke, thyroid problems, infertility, memory loss, ulcer and so on.

Impact of modernization on families and individuals

Industrialization and migration has created higher aspiration amongst families and individuals as against limited scope owing to population explosion.

Globalization has induced keen competition for survival and security, causing hedonism and individualism.

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With liberalization and women's liberalization movement picking up, more women tend to work hand-in-hand with man, at the cost of traditional values. Marital infidelity, lack of quality time for child rearing is not uncommon. Marriages based on romantic love with colleagues often get shattered against the rock realities, leading to conflicts to the extent of getting divorced.

Besides a combined impact of LPG (Liberalization privatization – globalization) pushes individuals to deviate from traditional occupation to resorting to white collar jobs by hook or by crook. As a result forms of family, role of family members, family ties are in a rapid process of change spreading confusion.

In a nutshell, civilization has no doubt given comforts and apparent prosperity, but it has no doubt given comforts and apparent prosperity, but it has yet to combat with the crystallization of stable human values and health hazards, both mental and physical. A chaotic, hard pressed family with inadequate often the breeding ground of stressed children, adolescent and youth.

Variations in family structure[7]

Parental power structure

To a considerable extent, parental behaviour will be determined by the type of power structure that characterizes the family. Elder (1962) has classified child rearing practices into seven categories (1) Autocratic, in which children are not allowed to express their views or participate in any decisions affecting them; (2) authoritarian, in which adolescents may contribute to the solution of a problem but must always yield to their parents' final decision and judgment; (3) democratic in which youth is encouraged to participate actively in family decision making, although final approval rests with the parents (4) equalitarian, in which there are minimal role differences between parents and offspring, with both generations

having equal say in family matters; (5) permissive, in which young people are given greater responsibility than their parents for making decisions affecting them, (6) laissez faire, in which adolescents have the choice of following or disregarding parental wishes in their decision making, and finally (7) ignoring, in which the parents divorce themselves from their adolescents behaviour and allow them to go their own way without question.

According to one study conducted by Elder (1962), about one third of all adolescents in the United States reported that their families possessed a democratic structure. However, they often perceived their fathers as being more autocratic or authoritarian than their mothers, whom they more frequently described as permissive or equalitarian.

Despite Elder's conclusions regarding the widespread existence of the democratic or equalitarian family pattern, a later study (Kandel & Lesser, 1969) comparing the parental power structures of adolescents in the United States with those in Denmark noted that authoritarian patterns are still the most prevalent in the United States yet very infrequent in Denmark, where the typical family structure is democratic. It was also observed that U.S. parents establish more parents. Kandel and lesser concluded that the prevalence of authoritarian attitudes among many parents in the United States reflects a tendency in our culture to treat adolescents as children longer than is usual in Denmark. They believe this situation is an outgrowth of the fact that, in the United States, youths remain in school longer than do Danish children and are therefore not expected to make adult decisions as early. It is possible that this delay in the acquisition of autonomy by adolescents in the United States may reflect either a lack of parental discipline or, perhaps, inconsistent parental control when their children were very young. The more firm but democratic discipline of younger children in Denmark may very

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well contribute to the development of self discipline in adolescence, which in turn encourages Danish parents to allow their adolescent children greater freedom.

Regardless of one's conclusions about the prevalence of one power structure or another, it is evident that there are numerous factors affecting what type of family structure emerges. For family the age of family structure emerges. For example the age of the individual appears to have some impact on family attitudes, for both parents are more likely to treat older adolescents more permissively than those still in their early teens. The sex of the child also influences parental practices, for although there is some evidence of change; boys still tend to be given more freedom and independence earlier than girls (Douvan & Adelson, 1966). Family size is another variable affecting the family structure. Parents of large families have been noted to be more authoritarian and less equalitarian than those of small families. Other factors that influence family structure include the socioeconomic class, ethnic background, and level of education reached by the parents. Those from the lower social classes often have had less formal education and a more limited knowledge of the developmental needs of adolescents than do those from other social levels. As a consequence, they are more likely to adopt autocratic or authoritarian attitudes and practices. On the other hand, middle class parents tend to be more permissive and more relaxed in the discipline of their children as well as more open in their expression of affection.

Within the framework of the family power structure there are other elements that have an impact on the adolescent. For instance, the consistency or inconsistency of parental discipline can have a marked effect on the child's behaviour. There may also be discrepancies in parental power. The father may be more dominant than the mother, creating a patriarchal family structure, the mother may be more dominant than the father, contributing to a matriarchal pattern, or conceivably the parents individual influence may be equal, and they may follow

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equalitarian child rearing practices. It should be noted, however, that dominance is not synonymous with autocratic or authoritarian control. It should also be pointed out that adolescent's report that their parent of the same sex tends to be more powerful and less permissive with them than their parent of the opposite sex.

The type of parental power structure determines, to a considerable extent, the kind of discipline generally used by the parents, although no parent is likely to rely solely on one kind of reinforcement, sanction, or punishment. Douvan and Adelson (1966) divide sanctions into three categories: physical punishment, a deprivation of privileges, or psychological punishment. Parents who resort to physical punishment can usually be described a authoritarian or autocratic in their approach to child rearing. The form of punishment they choose may be partly motivated by their need to vent their own turmoil or anger and their focus on immediate results rather than on the long range goal of encouraging the development of self discipline in their children. Those who resort to a deprivation of privileges tend to stress the need for youths to pay for their misdeeds. On the other hand, parents who rely on psychological punishment, such as statements that they are disappointed by certain behaviors, are usually attempting to encourage the child's development of his or her own inner controls and conscience. Parents who employ this means of discipline would generally be termed equalitarian or democratic. It should be pointed out, however, that not all parents who resort to physical punishment are being autocratic or excessively punitive. Some children actually respond more positively and prefer fairly administered physical methods, which may serve to release tension and diminish anxiety and produce a feeling in the mis-doers that they have paid for their errant ways. Conversely, some types of psychological punishment may actually be more vindictive and cruel than certain physical methods. For example, parents who tell their children they don't love

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them because of certain behaviors can cause the youngsters to feel, if only temporarily, that they are not individuals of worth and value.

The effects of parental practices and attitudes

Adolescent behaviour is strongly influenced by the kinds of practices and attitudes that grow out of the family power structure. Adolescents subject to coercive parental rules are much less likely to adhere to these rules when their parents are absent than are young people subject to democratic practices. On the other hand, those with democratic parents who explain the reasoning behind their restraints and restrictions tend to maintain conformity with those rules. It is quite possible that an autocratic family structure contributes to a greater dependency on others in decision making a result that can carry over to low educational goals and to low levels of aspiration. Youth's autonomy in making decisions and their level of motivation are strongly dependent on the nature of the parent / child relationship.

Sex – Role Identification

As you may recall, Havighurst (1972) described the acquisition and acceptance of a masculine or feminine role as one of the most important developmental task of adolescence.

Influences of siblings and sibling position / family sizes

In addition to parental practices and attitudes, the adolescent's behaviour is also affected by other familial factors, including siblings and their sex, size of family, and ordinal position (birth order) within the family constellation.

It has been said that the relationships between and among brothers and sisters in most homes are second only to the parent / child relationships.

Much emphasis has been placed on the effects of sibling rivalry in human development, but there has been little empirical research into the effects of other kinds of interactions between brothers and sisters..

Siblings, especially the older ones, can act as surrogate parents to the younger members of the family.

Certain negative aspects are possible in sibling associations. In a family with many children with varying needs. In the clamor for the satisfaction of these needs, the less assertive, less outgoing members of the family may often be overlooked, or the talents of some may be sacrificed to satisfy the need of others.

The sex of siblings also appears to have considerable influence, particularly on the sex-role behaviour of each youngster in the family. Sutton smith and his colleagues noted that in a family of two boys, the male twosome usually develop traditionally masculine qualities, such as dominance and independence and a strong motivation toward economic and financial activities. In the case of a female twosome, it was observed that the girls appeared to exhibit traditionally "feminine" vocations, such as nursing or teaching. If two siblings are of different sexes, they tend to show more expressive creativity than does either of the other two sibling patterns.

Family size

The number of siblings within a family constellation also appears to have an impact on the development of the children. According to Douvan and Adelson (1966), adolescents from small families seem to possess greater poise and self confidence in their relationships with adults than do those from larger families.

Adolescents from larger families report that there is a greater distance between their interests and those of their parents. Such young people from large

families tend to be more peer oriented and rely more on the advice of their contemporaries than on that of their parents.

Zajon has reported that the fewer the numbers of progeny in a family constellation, the brighter its children will be. He hypothesizes that with each additional member, the family's intellectual environment declines and suggests that not only size but also spacing is important.

Birth Order

Although the influence of birth order is affected by other factors such as family size, chronological age differences, and the sex of other siblings, research indicates that the role of any individual in the family group is at least partly determined by his or her ordinal rank within the family structure that is, whether the child was the first born, second born, or last born will affect his or her development.

According to Bossard and Boll (1955), '...in a large family each child's drive for recognition is expressed in a specialized role related to the roles already pre-empted. In addition each family member is confronted with different patterns of expectations. The eldest child faces only the expectations of his or her parents, whereas the second born in confronted with the expectations of both the parents and the older sibling, and so on. It has been suggested by these investigators that, with the passage of time, sibling expectations based on their own roles and experiences may accumulate and ultimately outweigh the expectations of parents.

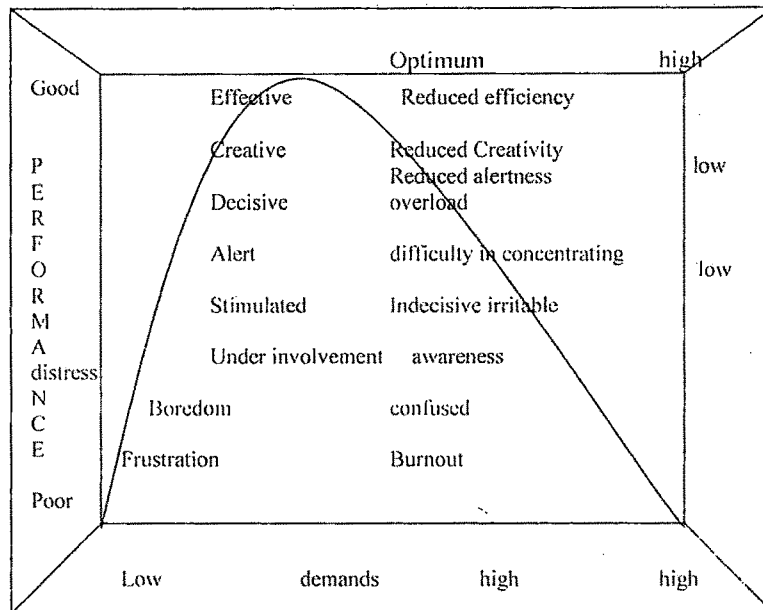Parsons and Bales, 1955 have noted that balance in the family structure demands that all roles within the nuclear family (the family unit consisting of parents and their children living at home) must be filled, meaning that one child may assume several roles. For example, in smaller families of two or three children it seems plausible that one child may possess the traits of several roles. The elder

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of two children might be not only the responsible child but also the studious one and the social isolate, whereas the younger child might be not only spoiled but also sociable and irresponsible.

Stress and Performance

Life would be dull and uninteresting if one did not experience the stimulating feeling of eustress, associated with the challenge of physical performance, for testing the skills and mental ability. The effects of a challenge will not usually lead to ill health, provided, the energy generated by the stress response is used appropriately and one feels in control and able to cope. Too few demands or, excessive demands (either one major, or, several minor demands) can over tax the ability to cope effectively, even in those who have good coping ability. It is particularly so, if the demands occur frequently, or, are prolonged. Too little stimulation or no recognition can cause boredom and frustration. Such situation will tip the stress balance into the distress zone. Similarly, excessive demands can be distressful, for example, work overload, inescapable demands imposed, extreme time pressure, and repeated / for many stressful life events. Such demand builds self doubt with respect to the coping ability and lowers performance. Working at high pressure will obviously take its toll on the performance, productivity, relationship and health.

PERFORMANCE VS ACHIEVEMENT

	Optimum	high
Good	Effective	Reduced efficiency	
P	Creative	Reduced Creativity	low
E		Reduced alertness	
R	Decisive	overload	
F			
O	Alert	difficulty in concentrating	low
R	Stimulated	Indecisive irritable	
M			
A	Under involvement	awareness	
distress			
N	Boredom	confused	
C			
E	Frustration	Burnout	
Poor			
	Low	demands	high	high

Source : Terry Looker and Olga Gregson

Peak performance and slope to disaster

Maximum performance is achieved on the top part of the upward slope of the performance curve. Pressures continued beyond the optimal tolerance point, reduces steadily the performance, until there is burn out.

Adolescent

Unlike earlier times, behavioral scientists, parents, counselors and teachers are getting conscious about this phenomenon. Growing up' may be a difficult experience in a child's life due to the attitude of the people around and the circumstances.

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Identity crisis, perils of peer interaction, acceptance and rejections of situations, persons, ideas are constant sources of teen tress and depression / anxiety. "where do I stand" or "How do I compare with others" are key concerns. Choices about drinking, smoking, sex are some of the apprehensions inflicting fear, insecurity and stress. It is the threshold age full of anguish, unrealism and mood shift.

Problems:

The period of adolescence is not determined solely by chronological age or by physiological factors, rather. It is a transitional process involving a dynamic interaction of interpersonal and inter personal behaviour in a real and physical world.

However we have noted that, in striving towards these goals, adolescents encounter numerous problems and pitfalls that may prevent them from attaining maturity in all aspects of their lives.

These problems of adolescence do not seem to have changed much over the decades.

Status of child / adolescent in India:

As per the National Health Service Report 2007

- 1.5 million child marriage case are registered in rural areas and urban slums (below 15 years age)

- 4-86 million child marriage cases are prevalent under 18 years.

- Drop out rate at high school level is 11% drop out rate of girl child at high school level is 6.5%

Rising adolescent problems and its significance, 2007

Indian Journal of Psychiatry

Rise in juvenile delinquency 6%	6%
Incidence of suicide	4.5%
Obsession – compulsion neurosis	4%
Students indiscipline	3.5%
Students addiction	3%

According to Dr. Vijay Varma[8] a social psychiatrist "chronic adolescent / childhood reactive behaviours are precursors of inappropriate functional capabilities in adulthood. NIPCD report 2006-2007 reveals that the total child population in INDIA is 40% of which 155 suffer from mental disorders arising out of guilt, pressure and conflict.

Understanding the term Adolescent Growth and Development

It is indeed meaningless to associate growth and development with only childhood for, one develops cognitively / emotionally / socially apart from changing countenance.

Another common attribution about adolescence is that, it's a rebellions stage / a tumultuous and trying phase for parents / teachers / adults.

Examples of adolescent phase difficulties encountered by parents.

- The adolescent comments on your dress or compares you will
- Expensive new out-fits are outgrown within a short span of time.
- A fabulous costly attire presented to the adolescent is absolutely unappreciated.

- The adolescent reacts sharply to a comment by adults and locks himself up in a room.

- The adolescent boy / girl suddenly feels conscious of parents visiting school / going out for a movie with parents.

- The adolescent indulges in spending irrationally long hours for bathing / dressing and is fussy. At the same time it is a phase of delight and discovery for caring adults, for example.

- The adolescent saves pocket money to buy a surprise birthday gift for parent / admired teacher.

- The adolescent comes up with a novel solution to a problem that works brilliantly.

- The adolescent makes adult care gives proud of a latent potential.

- The adolescent critically appraises a politically leader / initiates a social or political activity.

Thus adolescence, the age between 10 years to the end of teenage, is a period full of surprises.

Some development factors during adolescence[9]

Adolescence is a period of primary and secondary sex characteristics development, due to hormonal secretions. In boys it leads to growth of beards and moustaches and voice change, in girls it leads to menarche. Koff and Rierdan has conducted a significant study with 'girls and mothers' while, Franked and Kornell has done a study with 'boys and fathers'. Both the study reveals that adults that is parents and teachers are unprepared and uncomfortable in dealing with the above mentioned biological phenomena, due to taboo. •

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Cognitive Development:

Jean Piaget describes this stage as a stage of formal operations, that is the age of hypothetical thinking (metacognition metamemory). This Process has implications for school achievement. Jeffrey Landine and John Stearat discovered a strong correlation between metacognition / metamemory and academic achievement. This is because of the ability to assess ones own strength and weakness.

David Elkind suggests another type of thinking during adolescence called, adolescent egocentrism. The teenager views himself / herself as different from others.

The teenager who thinks in term of his / her imaginary audience believes that others are watching him / her at all times. Besides, the teenager may think in terms of personal fables. This type of thinking may result into risky adolescent behaviours, owing to show off or pseudo confidence.

Theories of personality development and problems

Freudian Theory

The genital stage that is the age of 11 to 12 years through adulthood is marked by sexual maturation and interest in the opposite sex, that often can be beyond the limits of social obligation. Moreover, a person who has not worked through the oral and oval stage may persist satisfying his unmet needs through out adulthood for example smoking. These needs creates conflict at the unconscious level. In cases of too rigid discipline imposed by parents / teachers, the individual develops guilt leading to obsession or other manifestations.

Erik Eriksson's Theory of Psycho – Social Development.

As a neo-Freudian, Eriksson's theory focuses on the life span development, whereby the age 12 to 18 years, is the period of identity vs diffusion. According to Eriksson the adolescent ponders upon "who am I" known as adolescent moratorium. The adolescent struggles to develop a sense of self, whereby friends and peers are key supporters.

Definition of self include, establishing educational and occupational aspirations, religious and political affiliations, ethnic identity and sexual orientations. Sometimes, teens don't develop a sense of self and simply adopts a vague belief, lacking definition and clarity causing identity diffusion.

Further the unresolved earlier stages also influence the development.

Carl Jung's Theory

According to Jung, the collective unconsciousness, which is inherited from ancestors and the archetypes that is the opposing forces inherent influence. The personality and thinking cum decision making process of individual.

Ethnic Identity and Psycho-Social Development

A positive connection with one's ethnicity is linked to a positive sense of self Teens adopt four paths on their search for ethnic identity: assimilation, marginalization, separation and biculturalism.

Assimilation occurs when the teen rejects the minority group in favour of the majority group.

In marginalization, teens live with the majority culture but exists on the edge of society and is often rejected by both the groups e.g. gangsters often migrated families, especially those exposed to socio economic grilling are victims of marginalization.

In separation, the teens reject the mainstream culture and adopts the values of the minority culture, only to face greater resistance, making them hostile. Immigrants often fall a victim to the process unless they have a strong family and social support system.

In Biculturism, the teen adopts the blended identity of both the cultures with globalization, more and more teens belong to intra-caste married families, intra-religious married families. Such teens need guidance and support to establish their identity as a melting pot.

Sexual identity and ethnic values

The mechanization and adoption of modern technology has exposed teens to a chaotic double bind values. Homo sexuality, bisexuality, extra marital and pre-marital sex are some of the issues confronting the puberty and adolescent age. Unresolved emotional needs often push teen to take up drastic decisions.

Socio – Emotional Development

Several studies reveal the influence of peers and friends on adolescent behaviour.

Cheayl Alexander from John Hopkins, in a study done in 2001 brings out that students having best friends as smokers indulged two times more in smoking as compared to those having non-smoking friends.

Rick Kostermann's study on problem teens in 2000 reveal that addiction begins as early as eight to nine years and it reaches the peak by thirteen / fourteen years, in cases of poor peer group associates. Parents can prevent / delay / minimize the impact by being pro-active and friendly cum understanding.

Self Esteem Theories.

William James (1842-1910) and Charles Cooley (1864-1929) states that feelings of self are based on the discrepancies between the actual self and ideal self. The smaller the gap between these two, the better the self esteem.

Based on these theories Susan Harler studied children and adolescents in, 1987 at Denver, University on 'Self Perception. According to her amongst the 5 areas of self worth that is scholastic competence athletic competence, social competence, behaviorual conduct and physical appearance, physical attractiveness is the key to self-esteem while behavioural conduct has the least significance.

Adlerian Theory

According to Adler, parents are influential in the development of a child's feelings of being superior and inferior. Every child adolescent / adult strive for superiority, which is the ultimate goal of achievement in life.

He also stresses on birth order oldest children tend to be power-seeking, conscientious and organized.

The middle child, or, second child, looks to the older child, depending on the relationship for competition model, threat or companionship. These children are more competitive and hopeful about future.

The youngest child makes two routes / they may become dependent or may work tirelessly to gain the attention of others.

Only children are unique. They may become pre-matured, being with adults or they may not co-operate / share with others or, may like to live comfortably in the cocoon of their home to avoid struggle.

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Rogerian Humanistic Theory

Roger focuses on the need for unconditional positive regard, acceptance and warmth for developing self-esteem.

Maslow's Hierarchy Theory

This theory focuses on the fact that, a person cannot even begin to consider a need, if the needs, below it on the hierarchy have not been met with. This explains the significance of physiological needs and need for security. Being self actualized is the cup of tea of very few persons, having highest moral values like Gandhiji's, Mother Teresa.

Behavioral Theories

Skinner, Watson and Thorn like emphasize that positive and negative reinforcement moulds behaviour. Behaviour is learnt through conditioning or associating with pleasurable experience / situation.

Socio – Cognitive Theory

Bandur stresses that behaviour is based modeling after persons influencing during early childhood.

Theory of Locus of Control

Julian Rotter (1916-) believes that, personality is based on internal and external locus of control that moulds the behaviour and attitude.

Conclusion

The various theories explaining the development of personality enables to understand the diverse factors that contribute towards the relaxed functioning of an adolescent or, the dys-functioning, leading to stress amongst adolescence.

Systems Psychology and Behaviour[10]

Systems psychology, an applied branch of psychology studies human behaviour in context to the complex operant systems that is the poitico-economic system the ecological, the system incorporating various social institutions like community, family marriage, religion and education, the impact of the system on the existing values of an individual. Individuals need, ideology and aspiration, rewards, perception and expectation, attributes of people around who interact with the system, in order to create an effective system is the field of system psychology.

The term system was first coined by John Parry in 1958 in an industrial context. Ever since, systems psychology has emerged in multiple areas for instance in school psychology, family system theory, community, psychology and systematic therapy in psycho therapy. In systems psychology groups and individuals are considered as systems in Homeoslasis, for example a 'problem child 'who bed-wets may be a scapegoat for balancing marital conflict of parents. The approach has been applied in school and health care networks to analyse relations hips between systems and socio-ecological models of child development is for example the arising trend of NRIs keeping their under sixteen children back home for education. Family relationship is important in psychological / health.

Virginia Satir, Moay Bowe are some of the eminent therapist who have adopted systems psychology.

Theory of Structurism and impact on Individual.[11]

Anthony siddens holistic view of modern society is renowned. Giddens developed that there is a interaction between 'agency' and 'structure' in which primary is granted to neither. The impact of globalization and politics goes a long way to affect the social and personal life, although it is unintentional for example a woman may behave entirely efficient different at work, but at home she may be as docile as possible at home.

There is a duality of structure and do bring about social change and social order, equity, liberty, social action is essential because, any social practice has two components that is, structural and agency.

The structural environment constrains individual behaviour, but also make it possible, if planned. There is an existence of specific form of social cycle.

Giddens has stressed the importance of power, which is means to ends and hence is directly involved in the action of every person. Power, the transformative capacity of people to change the social and material world, is closed shaped by knowledge and space time.

The process of structuration involve an interplay of meaning, norms and power. The question arises whether it is individuals or, social forces that shape our social reality. Although people are not entirely free to choose their own actions, and their knowledge's limited, they nonetheless are the agency which reproduces the social structure and leads to social change for example 'casteism'.

Stress and achievement in adolescents

It is the acquired skill and knowledge content gathered over a period of time e.g. scholastic performance. Achievement can be measured and / or overtly observed. It is based on individual perception and motivation. Research states that stress and achievement has a curvilinear relation.

A person under stress needs to fight stress in order to survive. Adolescents, whose minds are full of apprehensions, are not free to use their energy and ability / potentials in achieving, unless the support system is strong. Adolescents have to spend a major part of their energy, in nullifying the effects of environmental stress.

The criteria and priorities set forth by individual like status, money, learning, confirming to parental decision and happiness varies, based on the past experience and immediate ecological environment and family environment.

The adolescent age, being a phase of transition and identity formulation, there is a constant dilemma amongst student achievers, in term of priorities to choose and goals to reach. In the absence of understanding support and appropriate guidance, adolescents become victims of distress that further vitiates the cycle to disaster.

Meaning and Definition of Adolescent

The term adolescent comes from the Latin word adolescence, meaning "to grow", or, to "grow to maturity".

Primitive people do not consider puberty and adolescence to be distinct periods in life span, however, today one finds a lot of research work, articles and discussions on adolescent issues.

According to Piaget: "Psychologically, adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights. This

integration into adult society has many effective aspects, more or less linked with puberty. It also includes very profound intellectual changes. These intellectual transformations, typical of the adolescent thinking enable him not only to achieve his integration into the social relationships of adult life, but also, it involves a period of multifaceted development.

Characteristics of Adolescent age

- It is the age of rapid development physically and spreads across age 11 to late teen years.

- It is the time, when he / she is unsure of the self, searching for answers to a lot of questions and is looking forward to a new role model.

- It is the time for being with peer groups, who are going through the same adjustment period. However, peer pressure at times may encourage bag habits.

- It is the time for searching one's own values and establishing independence.

- It is a period, when the individual focuses upon life beyond school years, it terms of future planning and selection of career.

Historial perspective of adolescence[12]

The concept of adolescence is a relatively recent one in the history of civilization. In fact, until the 18th century adolescence was confused with childhood, which was also of very short duration. During the middle ages children of the lower classes were apprenticed to adults and mixed with them as soon as they were capable of managing without their mothers or nannies, usually by the age of 7. At that time they entered the community of adults, sharing the work and

the play of companions, old and young alike. Formal education was almost unknown, except among the few aristocratic elite (ARIES, 1962).

Actually, the ancient Greeks had been aware of the differences and transition between childhood and adulthood, believing that this transition could be accomplished through an education, an idea that medieval civilization later failed to note.

With the beginning of modern times, in the 17th century, there was a revival of education and recognition that the child was not ready for adult life and required special treatment, a sort of isolation, before being permitted to join adult society. It was this trend that ultimately led to society's becoming aware of a transitional period between childhood and adulthood. But even at the beginning of this era, ambiguity existed between childhood and adolescence on the one hand and the category of youth on the other.

The concept of adolescence was initially introduced in America around 1880. It appears to have reflected the social changes that were occurring on this continent toward the latter part of the 19th century and the beginning of the 20th. It was promoted by three major social movements (1) compulsory and usually public education (2) child labour laws and (3) special legal procedures pertaining to juveniles.

Around 1900 adolescence also became a subject of concern for moralists and politicians, gradually people began to wonder what young people were thinking, and writers began to inquire about their ideas. With World War I youthful troops at the front became solidly opposed to the older generation behind the lines. Following combat, an awareness of the unique needs and problems of youth arose, based on a common feeling experienced by ex-servicemen throughout the nations that had participated in the war. From the point the concept of adolescence expanded. Henceforth marriage, which had ceased to be a settling down, would not

put an end to it: the married adolescent was to become one of the most prominent types of our time, dictating its values, its appetites, and its customs. Thus our society has passed from a period which was ignorant of adolescence to a period in which adolescence is the favorite age. We not want to come to it early and linger in it as long as possible.

It was once said that "The more things change, the more they remain the same." This statement made by Alphose Karr in 1849 seems to be true of the adolescent experience as far back as ancient Greece. In fact, it is nearly impossible to find a period in history during which the younger and older generations have not been at odds with each other over values, standards, morals, and the exercise of judgement and restraint. In order to give today's reader a sense of this continuity; we will present a brief description of what it has meant to be an adolescent in each of the decades of the 20th century. Each decade is marked by ambivalent strivings. On the one hand is a need to hold on to the security of childlike dependence on the other is the need to establish independence and autonomy.

The good old days

Often referred to as "The Good Old Days" the period from 1900 to 1920 was characterized by nostalgia and sentimentality reflected in the music of the times, which toward the end of that era picked up its tempo through the introduction of ragtime and the dancing that accompanied it. This was also the period of big time football and other college athletics, which, although frequently quite brutal, offered one possibility for democratic opportunity. Star football players were often first or second generation Americans (Lee, 1970).

Higher education for women had emerged only a few decades prior to 1900, and women who attended college were still being regarded with some suspicion. They were often called "Flappers," a term coined by H.L.Mencken. However, it

The Roaring Twenties

By the "Roaring Twenties," World War I, "the war to end all wars," had become only a memory for most adolescents and their parents. Yet, its influence could be seen in the job market as returning veterans competed with the rest of the population for jobs. Recently passed child labor laws began to have an effect on school attendance, since young adolescents could no longer find employment in the sweat shops that had exploited young workers during earlier decades. Among those 14 and 15 years of age, only 23% of the males and 12% of the females were reported to be employed − a decline of almost 50%. And, for the first time in the nation's history, more than one half of those between the ages of 5 and 18 (55%) were in daily attendance in the public schools.

The twenties was the decade of the young, as would be true of the sixties. Youths served as models for their middle aged parents. "If the daughter started the flapper style, it was her mother who kept it going" (Lee, 1970,p.23). The novels of F. Scott Fitzgerald set the tone for this decade an era characterized by much hedonism and living for the moment. The slogan of this period was "back to normalcy", a philosophy that reflected the desire to return to a stable era of peace.

In the political arena of the twenties, young women participated in suffrage demonstrations, which ultimately brought about the passage of the Nineteenth Amendment. At the same time, it was the era of "The Big Red Scare" with resultant intolerance and censorship on the college campuses, where there was little room for student radicalism (Lee, 1970). Politically, it was a time marred by the Teapot Dome Scandal and other questionable activities among public officials, particularly President Warren G. Harding. Some evidence of political revolt among students did begin to develop with a trend toward pacifism as reflected in the formation of the National Student Committee for the Limitation of Armaments in 1922.

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In the social sphere there was a revolt in manners and morals among students. Prohibition was in effect, but young people engaged in considerable illegal drinking. Control over sexual behaviors declined, and freer attitudes towards the opposite sex developed. There were petting parties (it was rumored that many girls and women carried contraceptives in their vanity cases), and the fashionable short skirts sparked a national campaign by the YMCA against this scandalous dress of the "flappers." Charles Lindbergh became the dashing hero of the decade for many young people when he made his solo transatlantic flight in 1927.

The great depression

The stock market crash in 1929 brought the "Roaring Twenties" to a close, and a much less exuberant decade followed. By 1932, 13 million Americans were unemployed, and wages were 60% lower than they had been in 1929 (Lee, 1970). As a consequence, school attendance against rose, by 1930, more than 66% of the children between the ages of 5 and 18 were attending school. Students became much more serious minded and concerned about economic and political problems. This was evident in the large number of young people who were participating in radical political activities, such as demonstrating, picketing, organizing the unemployed, signing the Oxford Pledge against bearing arms for their country, and holding army Day antiwar rallies and strikes. According to Lipset (1966), more than 100000 students were members of the American Student Union, an amalgamation of the most radical groups of that time. Other estimates have placed participation in antiwar parades as high as 200000.

Since economic hardship made it difficult for young people to marry, there was an extended increase in premarital sex (Allen, 1939). One survey of a group of young business class males revealed that 70% reported that they had experienced

sexual intercourse prior to marriage (Lynd & Lynd, 1937). And sales of contraceptives to single as well as to marriage and family life became more revered than it had been in the twenties. However, those who did marry found it extremely difficult to establish economic independence and often lived with their parents.

The repeal of prohibition in 1933 seemed to cut down on adolescent consumption of alcohol, possibly because the thrill of defying the law was absent.

World War II

By 1940, the hardship of the depression years was subsidizing, but a second world war appeared to be imminent. Although most young men were accepting their draft calls, it was apparent that some were skeptical about their country's entering another war. To morale officers in the Army, it appeared that the chief aim of eh servicemen in the 1940s was to return home as quickly as possible (Allen, 1952). Young women, as well as young men, shouldered much responsibility during World War II. Many joined armed forces auxiliaries such as the WACs or WAVES. Other volunteered to work in the United Services Organizations or for the Red Cross. And still others went to work in factories or civil service jobs, which had been vacated by men drafted into the service of their country.

Thus, the war gave many young people new ways of asserting their independence and new experiences through travel and news of other countries. These new factors showed up most strikingly in the number of GIs who went back to school (with the important help of the GI Bill of Rights) when they returned from the war. It was 1946 that became the year of change, and college life would never be the same again, as the GI Bill provided many with their first opportunity for a higher education. Most of the students were very mature and very serious about their studies. Many of them were married, and their lives were often difficult

financially and in many other ways (Despite the new availability of married students housing). However they demonstrated a type of camaraderie and spirit that has not since been duplicated, with a degree of cooperation, common purpose, and friendship far stronger than that found among fraternity or sorority members today. As Lee pointed out, "The students of the Forties became the parents of the college students of the late Sixties. Should it be surprising to find a generation gap?"

The Silent Generation

The focus on war and peace in the forties shifted to a focus on rapid scientific and technological advances in the fifties. The most influential of these advances was television, which made it possible for young people to see world events as they happened and opened their eyes to available materials goods through advertising.

The affluence brought on by technological advances also made have-nots more visible. The 1954 Supreme Court decision to abolish segregation in the public schools had a major influence on young people. Civil rights demonstrations, sit-ins, and rallies set the stage for the turmoil of the sixties. Ghettos and "Blackboard Jungles" (violence ridden inner city schools) also became more visible. Changing neighborhood began to result in rising juvenile delinquency rates and interracial gang wars and rumbles.

But in many ways the fifties was the decade of the silent generation, which evolved primarily from youths' lack of commitment or forcefulness in the political area. People didn't want to "rock the boat". The question has arisen about why this silence ensured after the boat." The question has arisen about why this silence ensured after World War II. Perhaps it reflected America's mood at that time: tired of war, fearful of inflation, and frightened by Communism (Lee, 1970).

The Sixties

Many parallels can be drawn between adolescents of the sixties and their counterparts in preceding decades. In the sixties, the trend toward increasing school attendance continued as employment opportunities for youth declined. It was a decade of tremendous technological and scientific progress dramatized by the space programs. Young people found their heroes among the astronauts. The distaste for war evidenced in the thirties and forties reasserted itself even more intensely in the sixties, as young people saw the grime of war on their television screens and failed to find meaningful reasons for American involvement in Vietnam. Racial hostilities broke into riots, and protest spread to the college campuses. It became the era of the "in" – the sit – in, the sleep – in, and the stand – in. radical organizations like the students for a democratic society and the Black Panthers attracted innumerous disillusioned adolescents into their membership. As Less has summarized this period so succinctly, it became a time of "confrontation, escalation, and protest" (1970, pp. 136-137).

The emancipation of women, which had begun with passage of the Nineteenth Amendment in 1920 and continued through female participation in the war effort during the 1940s, also grew and gained strength in the form of the Feminist movement.

While many were protesting, others were expressing private interests in improving society. Nationally, internationally, and locally, youth volunteered their services in social causes. Idealism also asserted itself, as some found answers in new religious movements, while others helped to promote an amendment to the United States Constitution that would give those between the ages of 18 and 21 the right to vote.

Drug use began to replace drinking as a form of adolescent rebellion, and sexual permissiveness became the rule rather than the exception. More and more young people were entering college and going on to acquire advanced degrees, extending their financial dependence on their families longer than their predecessors had. (It has been hypothesized that this sacrifice of economic independence may have been a partial explanation of the need for the young people in the sixties to assert themselves through political activity.) In any case, "a prophetic minority" offered a different perspective and radical remedies to serious problems of society and used radically new political techniques in doing so.

The Seventies

Although the seventies began with much adolescent rebellion and activism, this mood abruptly and pervasively turned to a state of silence and apathy rather reminiscent of the era of the 1950s. Bell (1976) has suggested that on the college campuses this sudden change reflected: (1) public hostility that arose toward the colleges and universities during the years of activism and rebellion (2) private disillusionment among youth over their inability to change the system. At the same time, there was a gradual decline in college enrollments, in part because economic inflation made it difficult to meet the costs of a higher education and in part because college graduates were discovering that a college degree was no longer an inevitable passport to a high level occupation.

The apathy also appeared to have reflected youthful disenchantment with a government that had witnessed political scandals reaching all the way to the presidency of the United States. Youths who had fought for the right to vote for citizens between the ages of 18 and 21 now failed to exercise their own right to vote. Students who had once marched into Mississippi to help Blacks gain their right to vote and obtain access to public facilities were now shrugging their

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shoulders over the Watergate scandal saying that it had always been that way. To many adults, such indifference was more disturbing than the activism of the sixties. They began to feel that, should such attitudes continue to prevail as today's youths enter adulthood, control of the government could readily pass into the hands of a very few power hungry leaders at the expense of democracy's erosion.

Alcohol had once again assumed first place over other mind altering substances, and there was a concurrent increase in alcoholism. The question arose whether this was another attempt by adolescents to combat the helplessness they were feeling over their inability to bring about, change and the hopelessness they were experiencing over their government's moral decline.

Thus, it can be seen that, from the era of the Wright Brothers to the era of moon and planet exploration, adolescents have tended to react against adult authority, power, and ineptitude. They have protested sometimes actively, sometimes passively against schools, government, wars, social injustices; in short, they have considered the older generation to have failed and have tended to look towards their assertion of independence as the beginning of new solutions.

Why IX Grade is so critical

- The early teenage years reflect the development of conceptual thinking and deductive reasoning

- Individuals are prone to 'experimentation' and exposing themselves to inadequate or inaccurate information.

- Being the first pre-board public exam year, adults place undue weight age on high academic performance.

- Research demonstrates that ninth graders face greater peer pressure, a sense of anonymity and more academic challenges than they did in the middle school.

- Many students lack the resiliency skills to bounce back the trilling failures and so they drop out, or, become victims of anti social / a-social behaviour.

Complex contribution of stress and concept of stress wise

Quite often, people suffering from stress, get used to it apparently, thereby making it difficult to accept and treat the problem.

What matters is the personality, the outlook or perception, the problem solving ability and the social support system.

Stress wise is the stress awareness and management programme, which tackles stress from its roots and enables the individual to develop skills for reducing the bad and undesirable aspects of stress, avoid the ugliness and look beyond to be beneficial side with alternative positive adaptive mechanism.

Socio economic status influence individual directly or indirectly. Poverty imposes certain deprivation like inadequate housing, improper neighborhood, added responsibility on the bread earner, or, couples heading the family, lack of access to modern sophisticated amenities and quality facilities and economic uncertainty. These in turn causes stress and affects the quality of family relationship too.

Concept of School Mental Health[13]

The practice of "School Mental Health" in recent years has taken on a much broader meaning, with an increasing emphasis on the host of possibilities that schools provide for clinicians, teachers, administrators, parents, students and community, to collaborate in promoting the overall well being of students and expanding the target of community mental health (ESMH).
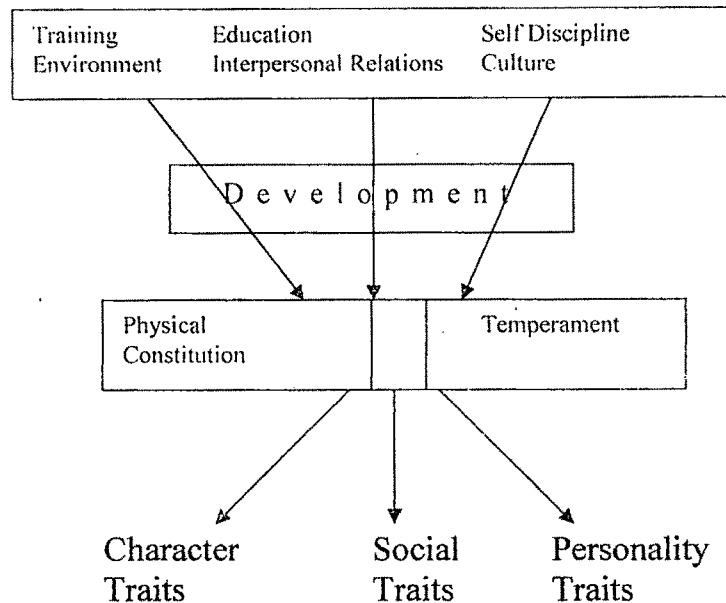
Determinants of Adjustment

1. Physical factors, including heredity, physical constitution, the nervous, glandular, and muscular systems, health and illness

2. Development and maturation, particularly intellectual, social, moral, and emotional maturation.

3. Psychological determinants, including experiences, learning, conditioning, self determination, frustration and conflict

4. Environmental conditions. Particularly the home, family, and school.

5. Cultural determinants, including such factors as tradition, ethnic practices etc.
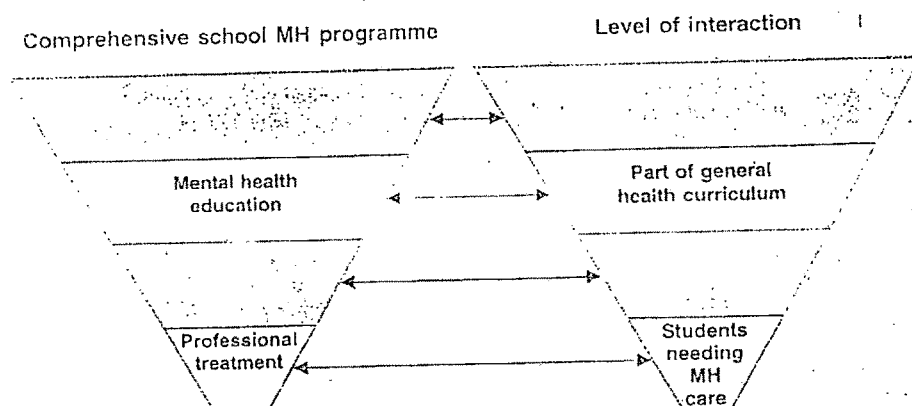
Groundwork of adjustment and mental health

The innate factors given above constitute the basic groundwork for adjustment and mental health and thus create a pattern for the influence of other determinants. It is easy to illustrate this fact.

Promoting Mental Health

Training	Education	Self Discipline
Environment	Interpersonal Relations	Culture

D e v e l o p m e n t

Physical Constitution	Temperament

Character Traits   Social Traits   Personality Traits

Source : Report made by IIM Ahmedabad in collaboration with Department of Health and Family Welfare, Govt. of Gujarat

Let us suppose that a person is born without the use of one of his senses, such as vision. The fact that lie cannot see will alter his adjustments to reality throughout the entire course of his life. Moreover, his blindness will set a limit to the effects of certain determinants like education, interpersonal relations, and self determination. The adjustments of the blind person, therefore, cannot ever parallel those of the sighted person, even though in any single instance he may be the better adjusted person. Similarly, variations in temperament, intelligence and imagination will condition adjustment and mental health in various ways.

Comprehensive school MH programme · Level of interaction

Mental health education · Part of general health curriculum

Professional treatment · Students needing MH care

Source : Report made by IIM Ahmedabad in collaboration with Department of Health and Family Welfare, Govt. of Gujarat

The Mental Health Approach[14]

Mental health principles emphasize the value of preventing the development of unwholesome attitudes and behaviour and of preserving desirable habits patterns, as well as of curing observable evidence of inner conflict and maladjustment. Prevention of mental disorder and preservation of emotional stability are socially and economically satisfying both to the individual and to the group. Even though therapeutic procedures may be costly and difficult to apply, they are needed to rehabilitate those young people who, through society's indifference or neglect, have become maladjusted or nonconforming members of their groups.

Many young people are confronted by relatively serious problems connected with their home life, their school experiences, their work activities, and their social relationships. The factors most commonly cited as those which are likely to predispose towards adolescent maladjustment include the following, economic instability, parental discord, inadequacy of school offerings, lack of understanding

of adolescent psychology on the part of parents and school faculties, unwholesome neighborhood or community conditions, inadequate recreational facilities, unpreparedness for vocational activities, and unintelligent job placement.

A study of individual maladjustment indicates that no one of these factors, in and of itself, is necessary a cause of a social behaviour. Sometimes the difficulty must be sought in a subtle blending of causes or in the interrelation that exists between the inherent nature of the individual and external factors. To one young person an economically underprivileged home may offer a challenge which will encourage him to develop within himself the power to improve these conditions. Another adolescent in a similar situation may become so discouraged by the apparent lack of opportunity to improve himself or his conditions that he will allow himself to be influenced toward undesirable ways of satisfying his natural longing for the comforts of life which are enjoyed by other young people.

Rationale for the research

Having experience of more than two decades in clinical practice, as well as in academics for 5 years, the researcher is motivated to understand the stressors effecting students.

Apart from the afore mentioned facts the investigator is moved by the perplexing socio-cultural environment where by, there is increasing cases of suicide or nervous breakdown, in the near by vicinity.

Social Work Relevance

A project conducted by Nimhans (1979-80) by Drs. R.M.Varma and other associates on School Mental Health Programme, reveals "10% of adolescents suffer from depression, obsession and attention problem. A greater population is

exposed to addiction and sexual entanglement, causing low academic performance. Sensitizing teachers and parents, is one of the best out reach strategy".

The investigator has developed modules and strategies for improving social relation and environment pertaining to school and family.

Significance of the study

- The study has helped to identify the frequency of high stressed students in the locality, which in turn will help to administer preventive counseling for 'at risk' students in rural and urban zone. The study has revealed that several background variables combine in acting as stressors like parent age, education, occupation, income and caste have impact, indicating need for micro and macro level intervention.

Conclusion:

A poem by Whiton Steward Paine explains the contribution of the study

"I have got the burnout blues

Feel too many stressors

And no one seem to care

As I sit in despair"

"If education manifest inherent perfection is our education value based and goal oriented? Pursuit of soaring unreasonable, height cause stress leading to negativity among students"

"Stress, is perhaps the number one problem bothering the younger generation, in the era of globalization and transition. It is spreading like an epidemic. Worry, fear, anxiety and helplessness is turning million of students towards collapse" – Lt. Gen Walia.

This highly materialistic environment especially with the double bind values in our country compels. Students to plunge into competition in every walk of life, without weighing the pros and cons, and even if it clumsily done, most of them aim to make quick buck at any cost, only to make them bite the dust. Incessant failure in adolescents and youths turn them as incompetent, inefficient, ineffective.

This trend needs to immediately intervene. Students, parents and teachers need guidelines to avoid and resolve stress.

Anandites direly need counseling help line after taking into consideration the ecological environment, that is discussed in the next chapter apart from the evidence provided in the subsequent chapter in findings and discussion.

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