

Career Related Stress Among Adolescents

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ABSTRACT

Adolescence is a transitional stage of physical and mental development that occurs between childhood and adulthood. This transitional involves biological, social and psychological change. Choosing a right career during adolescence is very important. Career development and career plans in adolescence are related to both mental and physical health and can have long-term outcomes. The study *Career Related Stress among Adolescent* was undertaken purposively in Faizabad city of Uttar Pradesh state. The study was conducted on a sample of 100 adolescent, which are randomly selected for the study. The major objectives were :-

- To Check and analyze level of career related stress among adolescent.
- To Check and analyze the factors responsible for career related stress among adolescent.
- To analyze various stress reducing strategies adapted by adolescent.

In the process of investigation, a Scale of Vocational Stress(SVC, from Bisht Battery of Stress Scale), and a stress coping strategy scale were used. Results highlight that most of the adolescent respondents experienced moderate stress followed by low level of stress and high level of stress. Most of the adolescents adopted moderate to low level of negative coping styles and moderate to high levels of positive coping strategies.

Keywords: Adolescents , career, stress, depression ,Parents , teacher.

INTRODUCTION

(a) DEFINATION OF STRESS

It seems as if everyone knows what stress is, but there are varying definition of stress for the most part of research agree that stress is a transactional process between person and environment that include stressors, stress mediators and stress outcomes (Pearlin 1989). Stress is also understood as the result of an imbalance between demands and the adaptive capacities of the mind and body (Abouserie 1994). A stressed individual has physical, mental and or emotional reactions resulting from the subjects response to environmental tensions conflicts and pressure (Abouserie, 1994). Some confect stress reaction include fatigue, negative thoughts and anxiety (Hinds & Burroghs,1997).

Various symptoms and reaction associated with stress

Physical

(a)Fatigue, (b) Nausea (c) Muscle tremors (d) Headache (e) Clenching teeth (f) Weakens

Emotional :

(a)Anxiety (b) Guilt (c) Grief (d) Denial (e) Fear (f) Sense of uncertainty

Depression:

(a)Apprehension (b) Feeling overwhelmed (c) Intense anger (d) Irritability (e) Aggravation

Cognitive:

(a) Blame others (b) Confusion (c) Poor attention (d) Poor decision making (e) Increase/ decrease alertness (f) Poor concentration (g) Memory problem (h) Poor problem solving

Behavioral:

(a) Change in activity (b) Withdrawal (c) Emotional out bursts (d) Suspiciousness (e) Increase / decrease appetite (f) Body complaints (g) Hyper alert

Adolescence is a transitional stage of physical and mental development that occurs between childhood and adulthood of this transitional involves biological, social and psychological changes. Choosing a right career during adolescence is very important Career development and career plans in adolescence are related to both mental and physical health and can have long –term outcomes (DeGoede, Spruijt ledema, & Meeus 1999). Several factors have been shown to be related to career development in adolescence. These influences include factors within the individual and factors within the family . Regarding individual factors career aspirations in adolescence have consistently been found to be associated with high socioeconomic status, internal locus of control, self-esteem . high education aspirations , academic achievement (Mau, Domnick & Ellsworth , 1995; McDonald & Jessell, 1992; Rojewski & Yobg, 1997) , and intact families (Van Tassel-Baska, 1989), while career maturity and stress are inversely related (Meeus ,Dekovic, & ledema ,1997).

Studies have also explored the relationship between part-time work and career development but findings have been inconsistent . In their review of the effects of part-time employment on adolescents, Kablaoui and Pautler (1991), for example, found that although in several studies employment has a negative impact on grades, homework, extracurricular activities, and academic relationships, in other studies, it was associated with increased personal responsibility and earning power, the development of social skills, improved grades and participation in school- related activities, lower unemployment rate after high school graduation , and better jobs after graduation.

More recently , Skorikow and Vondracek (1997) showed that in their adolescent sample , peripheral work aspects were less valued because the adolescents were involved in part –time work . On the other hand, the role of family as a fundamental influence in the career development of adolescent has been stressed by some classic theories of career development and choice(Santos & Coimbra, 2000). Although parents do not necessarily attempt to influence their children’s particular occupational choices, they are active agents in influencing their children in a board range of areas in career development (Young & Friesen, 1992).

Parental support and parental pressure (Liu.1998) as well as perceived parental expectations have been associated with career expectations in adolescence (Mau et al , 1995; Rojewski & Yang 1997). Parental involvement has also been negatively associated with career indecision (Murry & Mosidi, 1993) and positively associated with career exploration (Schmitt-Rodermund & Vondracek , 1999). Secure attachment relationships with parents have been shown to associated with greater environmental and self exploration (Ketterson & Blustein 1997).

Recent research on the role of family on career development has distinguished the effect of mothers from that of fathers. In a study of university students, Guarra and Braungart-Rieker(1999) showed that participants career indecision was predicted by less maternal but not by less paternal acceptance. This finding might reflect the different perceptions the participants has of their mothers and fathers ; although fathers were viewed as more encouraging of independence than mother, support by the mother may be particularly salient in decision making. Regarding the role of fathers, Chung, Baskin

and Case (1999) showed that the financial support and role modeling effects of a father or father figure strongly influenced the career development of some of their African American young men.

At the same time, the role of positive career models (Evans, Whigham & Wang, 1995; King & Multon, 1996 ; Pleiss & Feldhusen, 1995; Tjas Nelsen, & Taylor, 1997) and work-related skills (Bynner, 1997) on career development in adolescents has also been stressed. Pleiss and Feldhusen (1995) showed that children can benefit from relationships with adults who are successful in their areas of interest. These adults may be present in children's lives as mentors ,role models ,or heroes and heroines.

The relationships that develop range from close, interactive partnerships to admiration or imitation of public figures. Nauta and Kokaly(2001) showed that persons who are perceived as role models can facilitate academic and career development through their support and guidance as well as through the degree to which they provide inspiration and modeling.

PRACTICAL UTILITY OF THE STUDY

This study will help the readers in the following way:

- To understand the mental & physical needs of the adolescents.
- To identify the factors responsible career related stress among adolescents.
- To help the adolescents to overcome from stressed conditions.

LIMITATIONS OF THE STUDY

The study was limited to 100 adolescents of 11th and 12th standard of Army Public School Faizabad district of Uttar Pradesh.

METHODOLOGY USED

The methodology used for the present study entitled "Career Related Stress among adolescents" presents detailed account of research methodology perused in the course of investigation under the following headings:-

Locale Of The Study

The Researcher has purposively selected Faizabad, district of Uttar Pradesh to conduct the study on "Career Related Stress among adolescents".

Sampling Procedure

Selection Of Schools- The researches visited different Senior Secondary School and randomly selected Army Public School Faizabad. Researcher approached to the students and get their response Bisht Battery Stress scale was used on selected sample of students. Researchers also briefed that their responses would be kept confidential by the researchers

Selection Of Students

List of students was taken from the class teacher & randomly 50 from each class i.e. 11th & 12th were selected by "Chit fold method"

RESEARCH DESIGN AND DATA COLLECTION

Research Design

The Descriptive cum analytical Research Method was used to collect the information.

Data Collection

To study career related stress among adolescents survey method was used. Abquestionnaire was prepared

which was then distributed among the subject and was asked to answer. Total time given for answering the question was 3 hours.

TOOL AND TECHNIQUES:

SVS (Scale of Vocational Stress) of BBSS (Bisht Battery of Stress Scale) developed by ABHA RANI BISHT (ALMORA), was used to analyze Career related stress among adolescents. Table, Charts, Frequency, Percentage and mean weighted score were used to analyze and represent the data.

Bisht Battery of Stress Scale, this battery of stress scale was developed by Abha Rani Bisht (1987). It measure exclusive stress types having all the four components of stress i.e., Frustration, Conflicts, Precourse and anxiety in the students. This battery consists of 13 scales which measure 13 types of stresses as listed below.

1. Existential stress
2. Achievement stress
3. Academic stress
4. Self concept
5. Self actualization
6. Physical stress
7. Social stress
8. Rule stress
9. Institutional stress
10. Family stress
11. Financial stress
12. Vocational stress
13. Superstition stress

This 5 point scale for scoring as it takes into account the average category too. Two continua are located in terms of frequency i.e. Always often sometime rarely never. Other is of quantity i.e very much, so, so little and not at all.

In the frequency continues of positive times scoring will be from four to zero where is a negative items is will be zero to four.

DESCRIPTION OF THE QUESTIONNAIRE

The Questionnaire contains four sections, these were:-

Section A: Covers the question to collect general information of the respondent.

Section B: SVS (Scale of Vocational Stress) of BBSS (Bisht Battery of Stress Scale) developed by ABHA RANI BISHT (ALMORA)

The section was used to analyze Career related stress among adolescents.

The scale comprised of different Level of types of Stress – Vocational conflict, Vocational frustration, Vocational anxiety and Vocational pressure.

Section C: SELF-CONSTRUCTED TOOL

The section was related to different factors responsible for career related stress. A 5 point scale checklist of various factors, was prepared and students were asked to rate the factors. These factors were :- Family factor, Personal Factors, Social factor and Peer factor.

Section D: SELF-CONSTRUCTED TOOL

Deals with the coping strategies adopted by adolescents to cope up with various career related stress. A5 point checklist of various factors, was prepared and students were asked to rate them.

PILOT STUDY

The pilot study was conducted to refine the students stress measures.

Pilot study was conducted on 20 students of 11th and 12th class of Army Public School Faizabad Cantt.

RESULT AND DISCUSSION

Result and discussion were formed into three sections :- Level of stress, Factor causing career related stress among adolescents, and stress coping strategies.

Major Finding Of Section A

Majority of boys were showing Vocational frustration followed by Vocational pressure and Vocational only a few were responding Vocational conflict.

Major Finding Of Section B

Majority of boys were highly affected by peer factors, followed social factors and personnel factors whereas only a few responding Family factors.

Personal Factors Include

Unemployment, Career and education, Choice of subject is not appropriate for a good job. Fear of facing interview, High competition Day dreaming, Lack of vocational guidance, Lack of mental preparation for job, Lack of concentration and over work load.

Family Factor Include

Family pressure for study and job, Over expectation and aspiration of parents, Fear of early responsibility of occupation, Unemployment of family members and Difference in self and thoughts about job.

Social Factors

A job depends up on source, Corruption Negative of others towards me, Lack of attention of parent and teachers regarding career and Noticing people with job dissatisfaction creates a fear of job dissatisfaction.

Peer Factors Include

Peer competition, Peer rejection and peer discussion about vocation.

Major Finding Of Section C

The top ten strategies most frequently used by adolescents were. Listening music, Involving oneself in activities of one interest Procrastinating, Zoning out for hours in front of television, Recalling sweet memories, Slanging on others, Avoiding stress producing situations, Doing Scintillating activities, Doing exercise Using work simplification techniques and Day dreaming /fantasizing.

CONCLUSION

Concluding all we can say that as most of the adolescents respondents moderate stress so, to overcome this problem we the parents the family and teachers must help these adolescents to overcome the stress as these adolescents are the building blocks of the nation so to build the healthy nation we need the healthy adolescents.

Here are some suggestions for parents the family and teachers

SUGGESTION FOR PARENTS

1. Stay in close communication with teachers.
2. Support for child efforts and give her positive feedback for trying. Don't give up
3. Help with accommodations to gain information.
4. Reinforce skills at home through fun activities such as cooking playing board games family outings.
5. Prepare your child for new challenges ahead of time.

SUGGESTIONS FOR FAMILY MEMBERS

1. Family member should resolve their intra familial conflicts.
2. Provide equal and unbiased attention towards every child.
3. Don't scold and criticize your child in front of any other person.
4. Provide equal opportunities to all children.
5. Always provide open communication with your child so that they may share their problems with family members.
6. Family member should provide social and emotional support to adolescents.
7. Don't unnecessarily compare adder ants with other siblings.

SUGGESTION FOR TEACHERS

1. Students should be taught anxiety-managing techniques.
2. Teachers should develop good study habits among students.
3. They should make available balanced curriculum for students.
4. They should teach them skill of time management.

SUGGESTIONS FOR FURTHER RESEARCH

Researcher could not study many of the variables like financial problems domestic violence, illness, tensed parents, death of loving person accident or miss happening, unable to take decisions, loss of things etc. So the study could be strengthening in future to the above mentioned variables.

1. Further research may be conducted on a large sample for more generalization of the result.
2. A similar study can be undertaken for graduate boys and girls.
3. Other factors which affect the Academic stress can also studied.
4. More study with cross sectional sample in respect of socioeconomic, community setting language and parental attitude archival position etc may be considered to cover the entire adolescent community.

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