

A Study On The Impact Of Youth Problems On Stress And Frustration In The Life Of High School Students

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Abstract

This research study was conducted on students in grades 9th and 10th at government high schools in the Surguja district. The study covers the Ambikapur and Mainpat blocks of the district, with data collected from a total of 600 students (300 boys and 300 girls).

'Youth-related issues' encompass social, psychological, economic, or political challenges that affect young people. As children transition toward youth, they pass through various developmental stages. Throughout this growth process, they undergo holistic development—a journey often influenced by the stress and frustration inherent in a student's life. This study examines the impact of youth-related issues on the stress and frustration experienced by high school students and proposes solutions. These insights aim to assist students in developing effective study strategies, strengthening motivational mechanisms, and improving time management, ultimately helping to prevent academic decline.

The study finds significant variations in the youth-related issues faced by high school students; however, no significant correlation was observed between these issues and the levels of stress and frustration in their lives. Consequently, effectively addressing these youth-related challenges could reduce or even eliminate the stress and frustration they experience. If parents, teachers, school administrators, peers, and society at large treat these students with empathy, maintain reasonable expectations, and provide appropriate guidance and direction, the students can certainly achieve their goals—free from the burden of stress and frustration.

Keywords: High school, youth-related issues, stress and frustration in life.

Introduction

Stress can be expressed as anxiety, worry, or pressure. It is a form of mental or physical strain that can leave an individual feeling unstable, uncomfortable, or overwhelmed. Sigmund Freud linked stress to a desire for significance—specifically, the urge to adapt to a given situation. Richard Lazarus described stress as the outcome of an individual's capacity to adapt to their circumstances, while Hans Selye defined stress in relation to time and resources, focusing on how one manages these factors over time.

Frustration is a psychological state marked by apathy or aversion toward activities. In this condition, an individual struggles to focus or find interest in tasks, frequently becoming isolated, irritable, despondent, and restless. George Kelly described frustration as the perceived inability to achieve expected outcomes or validate personal constructs. Dale Carnegie characterized frustration as discord with one's social standing, where an individual confronts negative emotions arising from failing to meet personal or societal benchmarks. Albert Ellis defined frustration as irrational beliefs disrupting belief in achievement and academic progress, wherein students grow disheartened due to rigid expectations. Carl Jung viewed

frustration as an internal imbalance where the conscious and unconscious minds fall out of equilibrium, inducing chronic anxiety. Abraham Maslow defined frustration as the thwarting of self-actualization needs and personal growth, stemming from unmet hierarchical desires.

Objectives of the Study

1. To assess youth problems among high school students.
2. To evaluate stress and frustration among high school students.
3. To examine the impact of youth problems on stress and frustration in the lives of high school students.

Hypotheses of the Study

H_{01} - There will be no statistically significant difference in the youth problems experienced by high school students.

H_{02} - There will be no statistically significant correlation between youth problems and their impact on stress and frustration among high school students.

Need and Significance of the Study

The outcomes of this research offer actionable insights for policy formulation and educational interventions. By contributing empirical evidence to the field of educational psychology, this work establishes baseline insights to direct future investigative research.

Delimitations of the Study

1. The study is confined geographically to Surguja district, Chhattisgarh.
2. The scope is limited strictly to high school students (Grades 9 and 10).
3. The sample size is delimited to 600 students (300 male and 300 female students).

Research Methodology

1. **Research Design & Data Collection:** Descriptive survey method utilizing structured questionnaire schedules, combined with stratified sampling techniques.
2. **Organization & Presentation of Data:** Structured via statistical tabulations and comparative graphical representations.
3. **Descriptive Statistics:** Measures of central tendency (Mean, Median, Mode) and variability (Standard Deviation).
4. **Inferential Statistics:** Independent samples t-test and Pearson product-moment correlation coefficient (r) for hypothesis testing.

Study Variables

- **Independent Variable:** High school students (Youth Problems across demographic groups)
- **Dependent Variable:** Stress and Frustration in student life

Hypothesis Testing

Hypothesis 1 (H_{01})

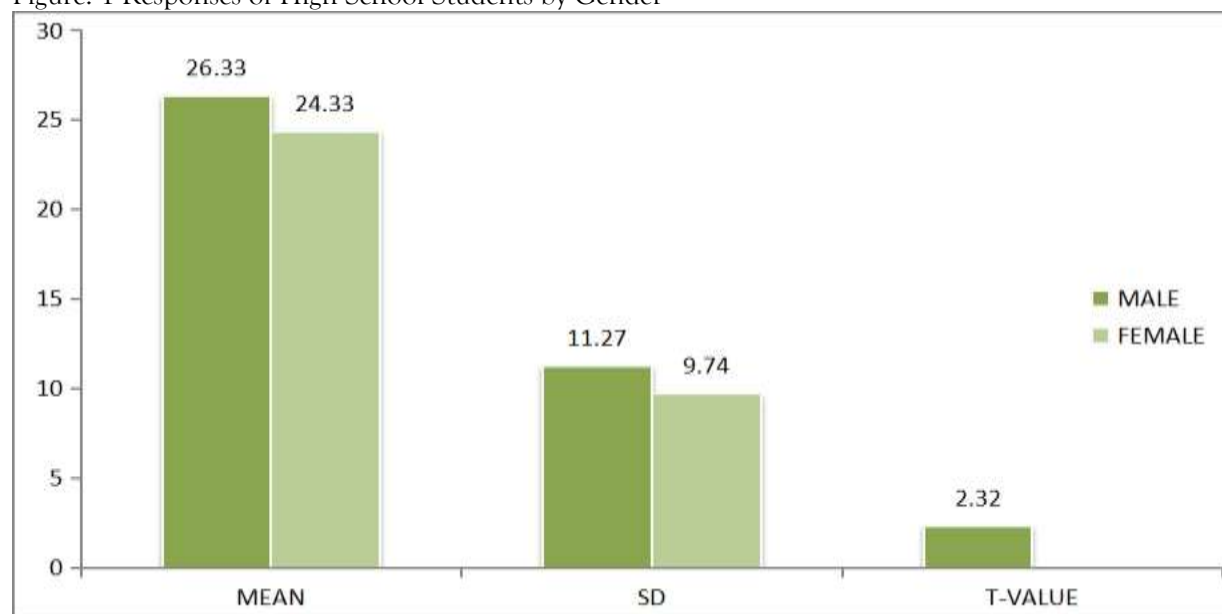
There will be no statistically significant difference in the youth problems experienced by high school students.

Table 1.1 Significance of Difference between Male and Female High School Students on Youth Problems

S. No.	Category	Sample (N)	Mean (M)	Standard Deviation (SD)	Critical Table Value (t _{at 0.05})	Calculated Value (t)	Degrees of Freedom (df)	Result
1	Male	300	26.33	11.27	1.96	2.32	598	Rejected
2	Female	300	24.33	9.74				

A statistically significant difference was observed at the 0.05 level.

Figure. 1 Responses of High School Students by Gender



Analysis & Interpretation

As depicted in Table 1.1 and Figure 1, the mean and standard deviation for male students regarding youth problems are 26.33 and 11.27, respectively. For female students, the mean is 24.33 with a standard deviation of 9.74. To determine the significance of the difference between both groups, an independent samples t-test was conducted. The calculated t-value is 2.32, which exceeds the critical table value of 1.96 at a 0.05 level of significance with 598 degrees of freedom (df). Because the calculated t-value exceeds the table value, a statistically significant difference exists between male and female students at the 0.05 level. Consequently, the null hypothesis (H_{01}) – "There will be no statistically significant difference in the youth problems experienced by high school students"—is rejected.

Hypothesis 2 (H_{02})

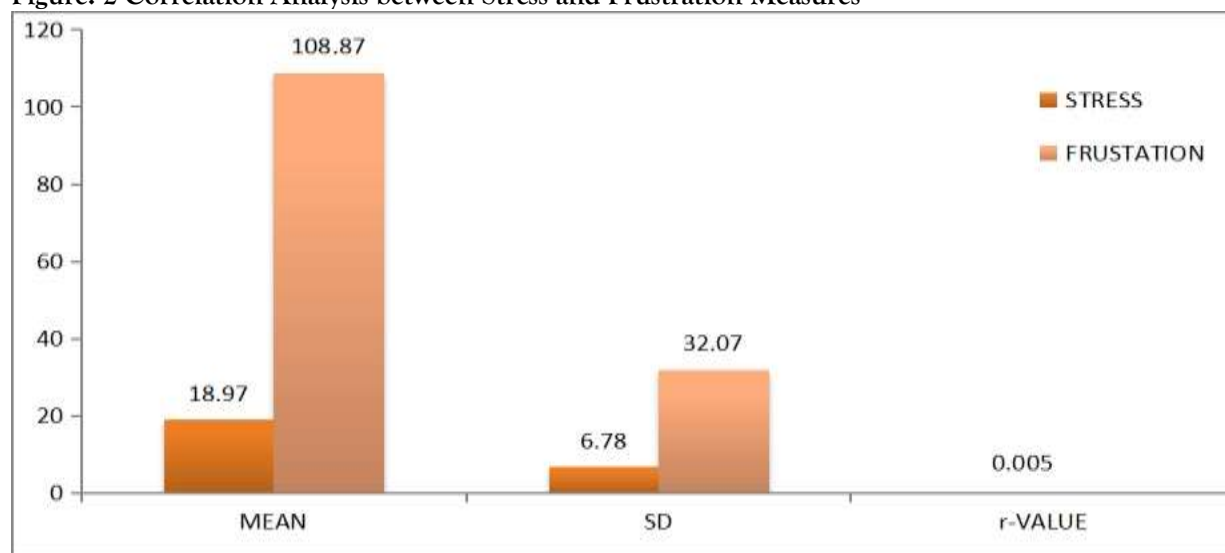
There will be no statistically significant correlation between youth problems and their impact on stress and frustration among high school students.

Table 1.2 Correlation Analysis between Stress and Frustration Measures

S. N.	Variable Category	Sample (N)	Mean (M)	Standard Deviation (SD)	Reference Table Value (r)	Calculated Value (r)	(df)	Result
1	Stress	600	18.97	6.78	00 & -20 (Negligible Correlation)	0.005	1198	Accepted
2	Frustration	600	108.87	32.07				

No statistically significant correlation was observed at the 0.05 level.

Figure. 2 Correlation Analysis between Stress and Frustration Measures



Analysis & Interpretation

As detailed in Table 1.2 and Figure 2, the mean and standard deviation for student stress scores are 18.97 and 6.78, respectively, while the mean and standard deviation for frustration scores are 108.87 and 32.07. Pearson's correlation coefficient (r) was applied to determine the degree of relationship. The computed r-value is 0.005, which falls within the 0.00 to 0.20 range denoting a negligible correlation. Since the empirical r-value is negligible and falls below the threshold of statistical significance, the correlation between the measures is negligible. Therefore, the null hypothesis (H_{02}) – "There will be no statistically significant correlation between youth problems and their impact on stress and frustration in the lives of high school students" – is accepted.

Conclusion

A statistically significant difference exists between male and female high school students with respect to youth problems. However, the correlation between youth problems and levels of stress and frustration remains statistically negligible. Thus, timely and empathetic resolution of students' developmental difficulties can mitigate or prevent heightened stress and frustration. When parents, teachers, school administrators, peers, and society offer empathetic support, accommodate reasonable expectations, and deliver constructive academic and personal counseling, adolescents can successfully realize their potential unencumbered by chronic psychological strain.

Recommendations

1. **Strengthening School Counseling & Mental Health Frameworks:** Systematically identify at-risk students, establish protective interventions, foster inclusive school climates, and institute mandatory guidance services to counter bullying, peer victimisation, and hyper-competitive academic pressure.
2. **Targeted Life Skills Workshops:** Organize routine institutional modules centering on emotional regulation, evidence-based stress reduction, interpersonal communication, and coping mechanisms.
3. **Teacher Training & Classroom Climate:** Sensitize pedagogical staff toward student mental health and equip teachers to foster encouraging, psychologically safe classroom environments.
4. **Parental Orientation & Positive Parenting:** Educate parents regarding developmental psychology, constructive communication styles, avoiding disproportionate parental expectations, mitigating punitive home dynamics, and managing adolescent screen/digital addiction.

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