

**STRESS AMONG YOUTH  
IN  
RAMRIKAWN, PANGZAWL**

*Submitted in partial fulfilment of Bachelor of Social Work, 2023*

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## CERTIFICATE

This is to certify that the research in ‘**Stress among youth in Ramrikawn, Pangzawl**’ submitted by H.Vanlalruatfela for the partial fulfilment of the Bachelor of Social Work is carried out under my guidance and incorporates the student's bonafide research and this has not been submitted for any award for any degree in this or any other university or institution of learning.

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## **ABBREVIATIONS**

PSTD	- Post Traumatic Stress Disorder
ACS	- Adolescent Coping Scale
PSS	- Perceived Stress Scale
WHO	- World Health Organization
SPSS	- Statistical Package for Social Sciences
YMA	- Young Mizo Association
ATM	- Automated Teller Machine
APL	- Above Poverty Line
BPL	- Below Poverty Line
AAY	- Antyodaya Anna Yojana
HSLC	- High School Leaving Certificate
HSSLC	- Higher Secondary School Leaving Certificate

# Chapter 1

## INTRODUCTION

### I. Introduction:

Stress is how we react when we feel under pressure or threatened. It usually happens when we are in a situation that we don't feel we can manage or control. Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. Everyone experiences stress to some degree. The way we respond to stress, however, makes a big difference to our overall well-being.

Stress can be experienced if we:

- Feel under lots of pressure
- Face big changes in your life
- Are worried about something
- Don't have much or any control over the outcome of a situation
- Have responsibilities that you find overwhelming
- Don't have enough work, activities or change in your life
- Experience discrimination, hate or abuse
- Are going through a period of uncertainty

Stress can play or effect a part in problems such as headaches, insomnia ,high blood pressure, heart problems, diabetes, skin conditions, asthma, arthritis, depression, and anxiety. Academic stress has been identified as the primary cause of these alarming figures. Lee & Larson (2000) explain this stress as an interaction between environmental stressors, student's appraisal and reactions for the same. It has now become a grave reality that is termed as a "career stopper" (Kadapatti & Vijayalaxmi, 2012). It therefore, becomes a significant cause of concern as it is symptomatic of rising mental health concerns in India ( Nadamuri & Ch,2011).

Academic stress can reduce motivation, hinder academic achievement, and lead to increased college dropout rates (Pascoe et al., 2020). Academic stress has also been shown to negatively impact mental health in students (Li and Lin, 2003; Eisenberg et al., 2009; Green et al., 2021).

### I.1.Types of Stress

**1.Acute Stress:** Acute stress is a relatively common occurrence and can be caused by many things (e.g., being in a car accident, losing a loved one, witnessing or being the victim of an attack, being diagnosed with a chronic illness). It's important to remember that acute stress occurs just as often from witnessing a disturbing event as it does from experiencing one first-hand.

Acute stress disorder symptoms can resemble those of PTSD as they share many of the same characteristics. The main difference is duration of symptoms.

Some symptoms of acute stress include:

- Faster heart rate and breathing rate
- Increased perspiration
- Increased irritability
- Having no or reduced memory of a traumatic event
- Avoiding people, places or things that remind you of the traumatic event

**2. Episodic stress:** Episodic stress refers to frequent, consistent periods of stress where the stressful experience occurs on an intermittent or regular basis. This type of stress can also occur when you're impacted by consecutive stressors, or often worried about a negative experience or event that could happen in the future.

Signs and symptoms of episodic stress include the following:

- Feeling irritable and angry
- Increased heart rate
- Panic attacks
- Heartburn and indigestion
- Muscle pain and tightness
- Heart disease
- High blood pressure
- Frequent headaches

**3.Chronic Stress :** Chronic Stress is described as ongoing and constant stress with no (or limited) relief. It can be common for people dealing with prolonged health issues or disabilities, or those who are caring for someone with prolonged health issues or disabilities.

Signs and symptoms of chronic stress include:

- High blood pressure
- Higher risk of stroke and heart attack



- Cardiovascular disease
- Type 2 Diabetes
- Headaches
- Insomnia and fatigue

## **I.2 .Causes of Stress:**

Many things can cause stress. You might feel stressed because of one big event or situation in your life. Or it might be a build-up of lots of smaller things. This might make it harder for you to identify what's making you feel stressed, or to explain it to other people.

Stress can be experience if we:

- Feel under lots of pressure
- Face big changes in your life
- Are worried about something
- Don't have much or any control over the outcome of a situation
- Have responsibilities that you find overwhelming
- Don't have enough work, activities or change in your life
- Experience discrimination, hate or abuse
- Are going through a period of uncertainty

## **I.3. Effect of Stress:**

Stress has a psychological impact that can manifest as irritability or aggression, a feeling of loss of control, insomnia, fatigue or exhaustion, sadness or tears, concentration or memory problems, or more. Continued stress can lead to other problems, such as depression, anxiety or burnout. Long-term stress increases the risk of mental health problems such as anxiety and depression, substance use problems, sleep problems, pain and bodily complaints such as muscle tension.

## **I.4.Symptoms of Stress:**

When a person has long-term (chronic) stress, continued activation of the stress response causes wear and tear on the body. Physical, emotional and behavioural symptoms develop.

Physical symptoms of stress include:

- Aches and pains.
- Chest pain or a feeling like your heart is racing.
- Exhaustion or trouble sleeping.
- Headaches, dizziness or shaking.
- High blood pressure.
- Muscle tension or jaw clenching.
- Stomach or digestive problems.
- Trouble having sex.
- Weak immune system.

## **II. Operational Definition**

### **II.1.**

Stress A Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives.

### **II.2. Youth**

Youth is the time of life when one is young. The word, youth, can also mean the time between childhood and adulthood, but it can also refer to one's peak, in terms of health or the period of life known as being a young adult.

### **Statement of the problems.**

The study mainly focuses on youth with stress that effect their daily life and what exactly effect their educational career. Stress among youth is quite common in the world many of them are not aware that they are affected by stress. Stress in academic institutions is now a day's higher as they may create negative and positive impact if it is not treated properly. Especially in academic institutions the working and organizational setup is entirely different when compared with non-academic institutions where the stress level of the students would also differ.

Most of the students who enter into the undergraduate levels have more stress as the entire subjects are different. Meanwhile the students who have even scored good marks in their board exams in 12th exams also feel the difficulty to score good marks. Likewise, there are lots of pressures for the present generation especially to learn more and more than the past generations for their better future. The present study aims to explore the perceived stress of youth and causes and effect as there because committed suicide among youth were common in this community. Also, many of youths drop education because of stressing on their study.

### **Objective of the study:**

- To study different stressors and level of stress among the youth.
- To study the level of awareness on stress
- To study the effect of stress on daily life of youth.

## **V. Chapter Scheme**

1. Introduction
2. Review of Literature
3. Methodology
4. Results and Discussion
5. Conclusion

## CHAPTER 2

### REVIEW OF LITERATURE

1. **Bhargava D et al (2018)**, in their research, Stress is a condition of mental pressure for particular individual facing problems from environmental and social well-being which leads to so many diseases. Young age is the critical period because at this time youth faces lots of changes in his/her life. They are expected to be the elites in the society. Thus, they should enhance their stress management abilities so as to live a healthy life after entering the society. When a child enters into the youth age, they need to not only adapt themselves to the new life and new environment but also be familiar with many new people, events, and things. The life stress on them is considerable. Therefore, understanding the sources of stress among them and how they can cope with the stress is very important. The researcher found that the stress mainly comes from academic tests, interpersonal relations, relationship problems, life changes, and career exploration. Such stress may usually cause psychological, physical, and behavioural problems. This study finds the causes of stress among youth. So after identifying causes the researcher suggests that more emphasis can be given to development stage of child into adolescence. They should be brought up in the positive environment. More emphasis should be given to the outdoor activities and create hostile learning environment by minimizing the negative impact of stressors. The findings will help the individual students, scholars, lecturers, career and counselling centres.
2. **Dunkel-Schetter C et al (1990)**, in their research ,the College students today experience high levels of stress in many areas of life. This is an important realm for further research and a potent avenue of intervention for college mental health professionals.
3. **Pariat L et al (2014)**, in their research college life is one of the most scintillating and memorable experiences in an adolescent's life. It is in college that an adolescent enjoys the vibrant environment, the company of friends and the various academic and co-curricular activities, which enriches nurtures and henceforth prepares the adolescent for adulthood. Looking from a closer perspective, the college student's encounters a number of challenges in his day to day life, therefore the whole idea of an exciting and vibrant college life is unveiled by these challenges which in turn contribute to stress and if not dealt with can only escalate and hamper their academic performance, emotional and social well-being. College students are exposed to a considerable amount of stress, which necessitate successful and constantly changing coping strategy. These stressors include internal and external pressures exerted by the environment to thrive and succeed, overcome economic hardships, worries about vague futures, societal problems and opportunities. College students often meet their future partners in college, hand in hand they also require preparation and focus to perform well in home works and tests in various subjects and disciplines, consequently they very often face inconsistent outcomes. Therefore ineffective coping can lead to anxiety, drinking problems, depression and a multitude of other mental health problems amongst college students. The issue of stress among college and university students has been in focus

for several years. Elevated stress levels amongst students can result in a decline in the academic accomplishments, and can affect both the physical and mental health of students. Therefore, studies on coping with stress will have a significant impact in higher education. (Scott, 2009)

4. **Lal K (2014)** in his research the modern world, which is said to be a world of achievements, is also a world of stress. One finds stress everywhere, whether it be within the family, business organization/enterprise or any other social or economic activity. Stress is a subject which is hard to avoid. The term is discussed not only in our conversations but has become enough of a public issue to attract widespread media attention. Stress is defined as burdens, pressures, anxieties and worries. Everyone has had it or has it in one point in their high school life. The importance of the students in the education process is unquestionable. This is because of all the human factors in the educational system, the students occupy the key position and it is only through them that the ultimate process of education takes place. The students today are facing with new challenges in education calling for greater effort from students. In addition there are heavy demands made by the society on students to perform various roles, many of which are undefined, inconsistent and unachievable in the present socio-cultural, economic and bureaucratic contexts of our society, causing heavy stress on students mainly high school students. Unfortunately stress is a common part of life as we begin the new millennium, something few of us can avoid altogether. Partly for this reason and partly for both physical health and psychological well being, stress has become an important topic of research in psychology. Stress exists from the change in an individual's thinking and their lifestyle nowadays. Now, individuals have changed in their perceptions and the way they interpret this life. Students in their teens are the ones who are going through the transitional phase, which is an intermediate of childhood and adulthood. Stress is believed to be caused by the various problems that exist such as problems at school, financial problems, family problems and problems in their surroundings. Teenagers also experience stress because they are sometimes trapped between making decisions which is to follow rules and orders or to be free and discover the world like they should. Teenagers in the previous days were trained for things that were suitable with their age so that they can use it to manage their lives. But now teenagers have to follow their parents' desires which are preparing them to compete in the social system where the society is scrambling towards modernization so that they are not left behind. If it is not managed well, stress can ignite psychological disturbances among them when they are grown up. These disturbances will cause stress to the teenagers in the future if they are not overcome now.
  
5. **Ganesan Y et al (2020)**, in their research the feelings of stress are a part of university students' life. Stress is simply the body's response to changes that create taxing demands. There is a difference between eustress, which is a term for positive stress, and distress, which refers to negative stress. Coping mechanism plays a significant part to overcome or reduce the stress experienced by individuals. People use different types of coping strategies to overcome their stress. The purpose of the study was to study the relationship between stress and coping strategies among university students. Eighty-six university students participated in the study. A quantitative study utilizing a cross

sectional non-probability sampling research design was used to gather data. The data was collected using a questionnaire with the addition of Perceived Stress Scale (PSS) and the Adolescent Coping Scale (ACS) were administered. The result of this study indicated that majority of the university students have moderate level of stress. There was a significant inverse relationship between stress level and coping strategies among undergraduates. In conclusion, some levels of stress can be good, as the right kind of stress encourages them towards change and growth. However, when students are unable to cope with stress, they can become a burden. It is recommended that students should be encouraged to take part in extra-curricular activities such as sports to reduce stress.

6. **Subramani C (2017) et al**, in their research the background Today the entire world is witnessing stress and its consequences. Bernstein (2008) viewed stress as “a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors”. The effect of stress is understood in many walks of life with diverse population especially among students. Richlin-Klonsky (2003) reported that “stress has lessened academic performance, hinder with a student's capability to involve in and add to campus life, and raise the probability of substance abuse and other potentially destructive behaviours”. Rawson (1999) highlighted that “many students reported their experience of high academic stress at predictable times which have resulted from preparing and taking exams, class ranking competition, and mastering huge amount of syllabus in a comparatively very small amount of time”. Fairbrother (2003) recognized that “academic stress as stressors which occurred due to various reasons such as too many assignments, competitions with other students, failures and poor relationships with other students or teachers”. Erkutlu (2006) opined that “pressure to perform well in the examination or test and time allocated makes academic environment very stressful. One of the major impacts of stress is that it affects drastically the psychological functions in turn mental health of people”. According to World Health Organization (2014) mental health is viewed as “a state of well-being in which individuals realize their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and able to make a contribution to community”. Galde rise, et al (2015) defined “mental health as a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society. Basic cognitive and social skills; ability to recognize, express and modulate one's own emotions, as well as empathize with others; flexibility and ability to cope with adverse life events and function in social roles; and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium”. Being in a transitional stage between childhood and adulthood, adolescents have to confront with varied types of stressors. Kaur (2014) pointed out that “the rising expectations of the parents in terms of scores and academic performance sometimes put extra burden on children, which may sometimes cause many physical or mental ailments”. Madlan (2004) indicated that “mental health is a way of thinking, feeling and behaviour in a person's daily lives. People with a positive mental health can recognize themselves on their ability, willing to accept failure, able to control their emotions and appreciate.

7. **Premchand V (1991)** in his research The aim of the present study was to study and compare the level of stress among employed and unemployed Youth. Unemployment is a vital problem of the world today. A country like India with a greater population is likely to give a higher figure of this account. Unemployment denies the psychological benefits of work to the person and creates negative effects on the individual as well as society. For the present study the sample comprised of 200 youth with equal number of employed and unemployed. To measure the level of stress Personal Stress Source Inventory by AK Singh and A. Singh was used. The result of the present study showed that there is a significant difference between the level of stress of employed and unemployed youth.
8. **Sharma G (2011) in this research** ,Stress has become one of the biggest challenges of the world. In spite of million of the dollars being spent for development of management program to deals with stress, we are no towards solving even the pinch of the problem. If in early seventies stress used to be in the executive word only, today it has spread everywhere. Even small kids, small students, small children come and say oh maa I am so stressed up, I am so tensed up, I am so bored. In a multi ethnic society like India 30% of the youngsters, teenagers suffer from depression. We are very concerned. Why we have not been able to tackle the problem of stress? In this article we study how yoga can be very helpful tool in managing stress. It's practiced not only for stress management but also for good physical and mental health and to live in a more meaningful way.
9. **Kumar S et al (2013)**, in their research, the aim of this study was to investigate the stress levels and coping strategies of professional students belonging to Physical Education and Engineering professions. A sample of 60 subjects was randomly selected from the Physical Education and Engineering Institute, India. Each profession group had 30 subjects (15 boys and 15 girls) with age range of  $21 \pm 3$  years. Stress scores due to: 1) frustration and inhibition, 2) overload and 3) compulsive, time-urgent and aggressive behaviour were measured for the selected subjects using the questionnaire developed by Daniel et al.(1979). The second questionnaire developed by George and Everly and used by Heyward (1991) was also administered to the students to measure their coping strategy. Data were analysed using SPSS 17 version. Two way analysis of variance (ANOVA) showed that stress due to all the stimuli was significantly higher among girls in comparison to boys of their profession. Coping strategy was higher in boys than girls of their respective profession, but Physical Education girls had higher coping strategy than boys and girls of Engineering. Therefore, it can be concluded that Physical Education students had better coping strategy than engineering students.
10. **Jerabek I et al (2019)**, in their research ,the world is filled with a variety of distractions that can arguably be divided into “good” and “bad,” but they all serve the same purpose: To offer us a pleasurable diversion from the pressures of life. Too much distraction, however, is not a good thing. According to the latest research from Psychy Tests. com, distraction is the coping strategy most often used by young people, particularly Centennials and Millennials.

## CHAPTER 3

### Methodology

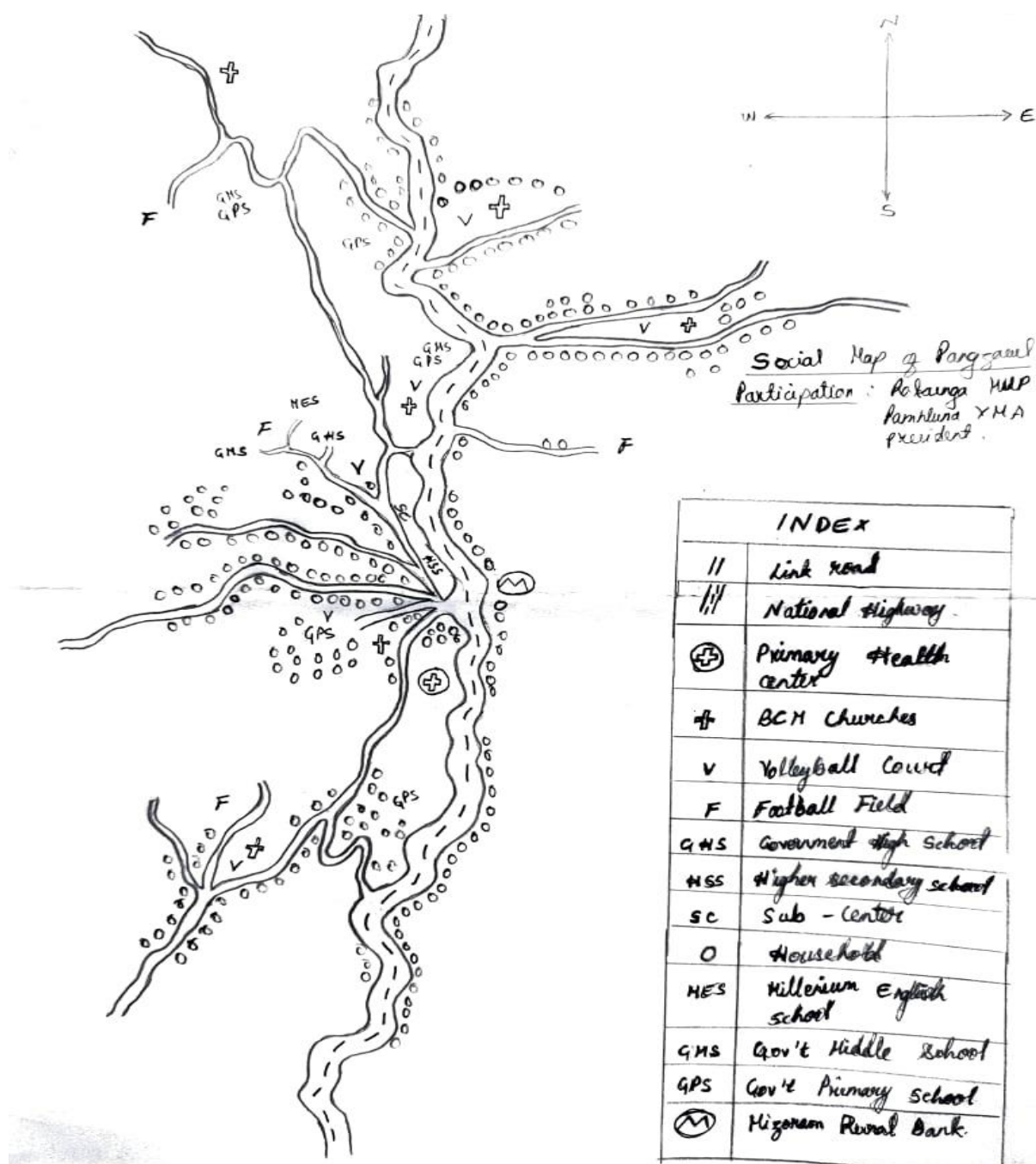
1. **Method:** The description of methodology is presented. The success of the study Depends upon the quality of methods and techniques applied in the study. The chapter deals With methodological aspects such as universe of the study, research design, sampling, tools and Method of data collection, data processing and analysis.
2. **Universe of the study:** The universe of the study is students in Ramrikawn community. The unit of the study is students with stress.
3. **Research Design:** The study of Exploratory design using quantitative method. Attempt is made to explore the stress and coping style of students.
4. **Sampling:** The respondents are mostly selected from Pangzawl, Ramrikawn community as it is where the researcher went for fieldwork. Disproportionate stratified sampling method is used to select Sample. The strata are the Two educational institution where 30 samples from each stratum are randomly selected. The total number Of sample collected is 60 respondents.
5. **Data Collection:** Primary data was collected by using quantitative methods. Quantitative data was collected through survey using a pre tested questionnaire As the information collected were about stress and coping style which is mostly not shared by students except to close friends and families.
6. **Data processing and Analysis:** The Quantitative data collected from the respondents is Processed using MS Excel and SPSS. Data is interpreted and presented in the form of simple Percentage and mean.
7. **Field settings:**
  - Name of the community: Ramrikawn, Pangzawl
  - Year of establishment: 1974
  - No. of population: 1311
  - No. of Households: 170
  - No. of Educational Institution: 5
  - No. of Government Office: 4
  - No. of Non-Governmental Organisations: 3
  - No. of Church Denomination: 6
  - No. of shops: 20
  - No. of Aganwadi : 2

Ramrikawn community is located in the Hnahthial District, Mizoram, India. It is placed at the middle area of Pangzawl village and it is the largest and populated community in Pangzawl. It is the largest community in Pangzawl which is famous for its commercial area as it is a

commercial centre for Pangzawl village. It consist various important governmental office as well as educational institution.

Participatory Rural Appraisal (PRA) was conducted using a tool of Social Mapping wherein the community leaders such as Lalrinawma (VCP Pangzawl South), Lalngaihawma (Secratary YMA), Lalzawmliana (President YMA), wherein the settlement area of the population were located as well as important government offices and educational institutions were marked in the map. ( See figure 1)

**Figure 1: Social Map of Ramrikawn, Pangzawl community**





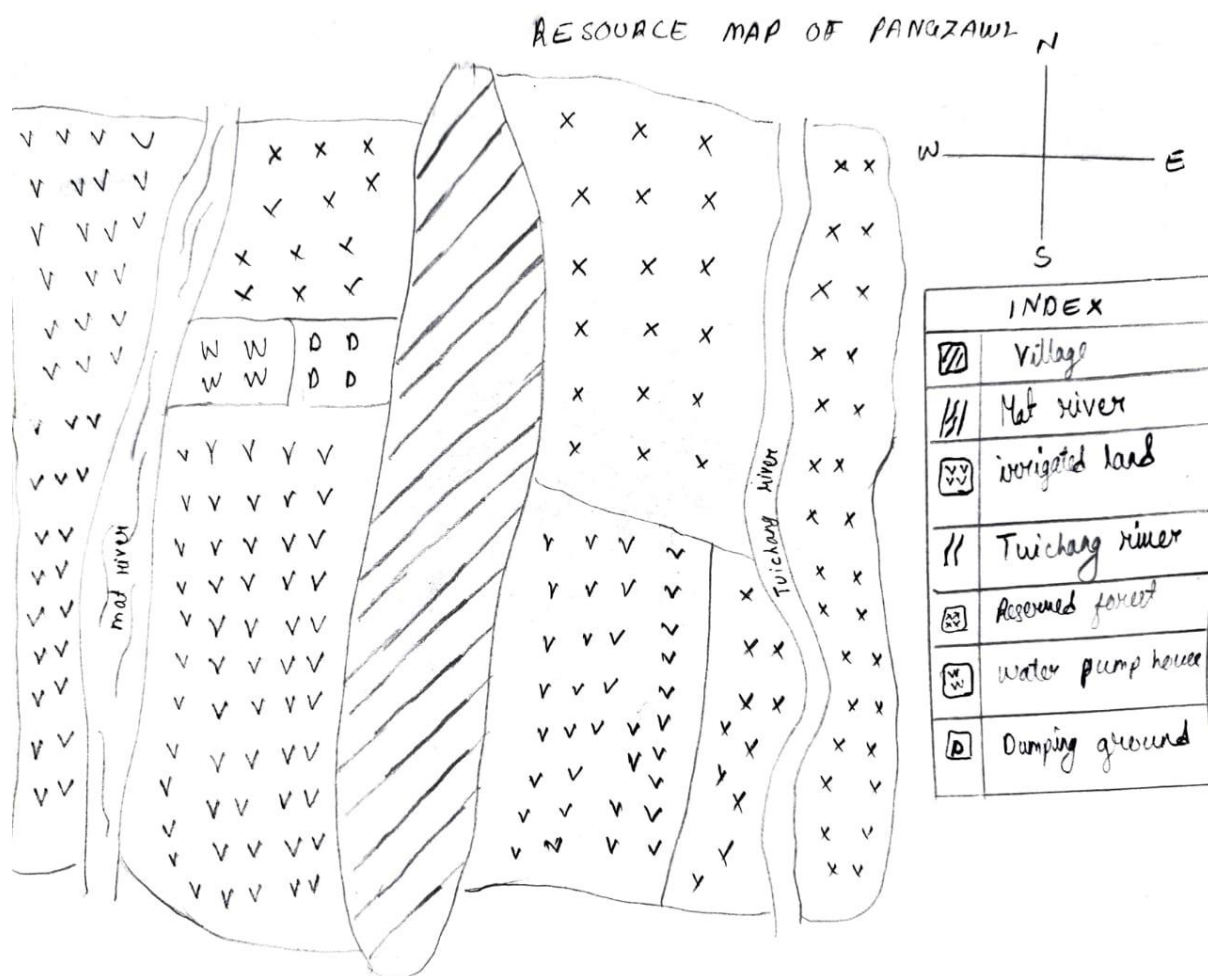
## History

Ramrikawn community was established in 1974. During the insurgency of Mizoram, some villages were forcibly moved in Pangzawl old village by the India army. After Mizoram and India sign a treaty some people were moved down to this area and the name Ramrikawn was born and become community. Young Mizo Association Venglai Branch was established in the year 1974. In the year 1975, Ramrikawn Sporting Club was establish and Mizo Upa Pawl was established in 1980 also Mizo Hmeichhe Insuihkhawm Pawl was established in the year 2000. The above mentioned civil society organisations and assets are one of the most important body in the functioning of the community. (See Figure 2)

TIMELINE OF PANGZAW, RAMRIKAWN	
Participator : Po Pakungo and Hmnanjoa MUP	
1974	Ramrikawn aum kum
1975	Ramrikawn sporting club din kum
1974	YMA din kum
1980	MUP din kum
2009	Higher Secondary School din kum
1976	Gov't High School din kum
2001	Millenium English School din kum
1974	Baptist Hakhwan din kum
2007	Mizoram Rural bank aum kum
1991	Primary Health center aum kum
1974	Gov't Middle School din kum
2000	MHIP din kum
1990	Angareuadi din kum

Resource Map was collected in order to study the resources available within the community such as agricultural land, forest reserve, rivers, national highway etc.(see figure:3)

**Figure 3: Resource Map of Ramrikawn Pangzawl**



The problems within the community were studied and analysed using Matrix Ranking in which road construction holds the 1st rank in the problems faced by the community followed by ATM booth and public urinal. (See Figure 4)

**Figure 4: Matrix Ranking of Ramrikawn Pangzawl**

MATRIX RANKING IN PANGZAW

Problems	Rank
Road Construction	5
Proper Water Supply	1
Public Urinal	3
Dumping Ground	2
ATM Booth	4

Participation :

1. Rampara	8. Lalzamluna
2. Lalhlhlim puia	9. Liankhiaisi
3. Ramauia	10. Pua Saito
4. Lailhuna	11. Pothangpuia
5. H. Huan-gava	
6. Kothanga	
7. Saitaia	

## CHAPTER 4

### RESULTS AND DISCUSSION

1. **Profile of the respondents:** To study the profile of the respondent , the variable taken are age, gender ,religion ,denomination ,educational qualification ,source of income and annual income.(see table)
  - 1.1. **Age:** The age group of the respondents in the present study is classified into 4 which are below 24 , 24-28,29-33 and above 34. Mostly the age group below 24 years constitute the highest respondents (56%) while the age group 29-33 constitute the lowest respondents (8%) and the mean age is 25 years.
  - 1.2. **Gender:** The gender of the respondents is divided into two categories; male and female. Male (24%) constitute the lower percentage compared to female (36%) that constitute the high percentage among the respondents.
  - 1.3. **Religion:** The present study analyse the religion Christianity (100%) holds majority in the community.
  - 1.4. **Denomination:** The religious denomination is classified into Baptist Church of Mizoram, Presbyterian Church of India, United Pentecostal Church (Mizoram), United Pentecostal Church (North East) and others. Among the respondents Baptist Church of Mizoram (86%) constitute the highest followed by United Pentecostal Church (North East) (6%), Presbyterian Church of India (1%),and United Pentecostal Church(Mizoram) (1%). BCM comprise the highest rate of 86% in the community.
  - 1.5. **Education Qualification:** The educational qualification of the respondents is classified into., high school, and higher secondary, undergraduate, postgraduate, others. In the community the educational qualification of the respondent are HSLC (15%), HSSLC (31%), Under graduate (31%), Post graduate (16%) and others (5%).
  - 1.6. **Source of Income:** Source of Income was divided into Government job, Daily job, Agricultural, Business and others. into Government job (13%), Daily job (18%), Agricultural (10%), Business (15%) and others (43%).
  - 1.7. **Annual Income of the Respondents:** The annual income of the respondents in the present study is classified into five i.e. Below 10000, 10001-27500, 27501-

45000, 45001- 62500 and Above 62501. In the present study the annual income of the respondents stated below 10000 (76%), 10001-27500(15%), 27501-45000 (3%), 45001- 62500 (3%) and Above 62501 (1%).

**Table 1.1. Profile of the respondent:**

<b>SL/NO</b>	<b>Particulars</b>	<b>f</b>	<b>Percentage</b>
<b>I</b>	<b>Age</b>		
	21-23	34	56
	24 - 28	11	18
	29 - 33	5	8
	Above 34	10	16
<b>II</b>	<b>Gender</b>		
	Male	24	40
	Female	36	60
<b>III</b>	<b>No. of Family</b>		
	1-4	14	23
	5-8	45	75
	9-12	1	1
<b>IV</b>	<b>Family status</b>		
	APL	32	53
	BPL	20	33
	AAY	8	13
<b>V</b>	<b>Religion</b>		
	Christian	60	100
<b>VI</b>	<b>Denomination</b>		
	BCM	52	86
	Presbyterian	1	1
	UPC(NEI)	4	6
	UPC(M)	1	1
	Others	2	3
<b>VII</b>	<b>Educational Qualification</b>		
	HSLC	9	15
	HSSLC	19	31
	Under-graduate	19	31
	Post-graduate	10	16
	Others	3	5
<b>VIII</b>	<b>Source of income</b>		
	Government job	8	13
	daily job	11	18
	Agriculture	6	10
	Business	9	15
	Others	26	43
<b>IX</b>	<b>Annual income</b>		

	1000-10000	46	76
	10001 - 27500	9	15
	27501 - 45000	2	3
	45001 - 62500	2	3
	Above 62501	1	1

(Source: Computed)

**Causes of Stress:** To understand the causes of stress, the perception of respondents in the present study are analysed through 8 statements which is rated by the respondents viz., when I had financial issues, when I faced problem in my family, when I faced difficulties in academic, when I got no job, when I had problem in my health, when I accidentally done wrong things, when I overthinking and when I had trouble in relationship (See Table No 2). The causes of stress are rated with a four point scale viz, never (1), sometimes(2), others(3) and always(4).

**Table 2: Causes of stress**

SL/No	Particular	Never	Sometimes	Others	Always	Mean
1	I had financial issues.	11(18.3)	38(63.3)	9(15)	2(3.3)	2.03
2	I faced problem in my family.	5(8.3)	35(58.3)	14(23.3)	6(10)	2.35
3	I faced difficulties in academic.	25(41.7)	22(36.7)	10(16.7)	3(5)	1.85
4	I got no job.	24(40)	24(40)	12(20)	0(0)	1.80
5	I had problem in my health.	20(33.3)	21(35)	16(26.7)	3(5)	2.03
6	I accidentally done wrong things.	9(15)	26(43.3)	16(26.7)	9(15)	2.42
7	I overthink.	11(18.3)	19(31.7)	24(40)	6(10)	2.42
8	I had trouble in relationships.	23(38.3)	18(30)	17(28.3)	2(3.3)	1.97

In the present study, the respondents sometimes faced problem in the family (2.35), accidentally done wrong things (2.42), they overthink (2.42) and had financial issues (2.03). They never faced difficulties in academic (1.85), had trouble in relationships (1.97), when they got no job or income (1.80) and financial issues (2.03)

**3.1 Types of stress:** To understand the type of stress acquired by the respondents in the present study, the type of stress are studied using perceived stress scale instrument which measures the stress levels of the respondents in order to determine how different situations affect the feelings and perceived stress of a person.

**Table No 3.1: Types of Stress**

SL/NO	Particulars	Never	Almost never	Sometimes	Fairly often	Very often	Mean
1	I have stress when something happened unexpectedly.	10(16.7)	11(18.3)	23(38.3)	14(23.3)	2(3.3)	1.78
2	I am able to control the important things in my life	1(1.7)	16(26.7)	27(45)	10(16.7)	6(10)	2.07
3	I feel nervous when I am in stress.	7(11.7)	21(35.0)	17(28.3)	11(18.3)	4(6.7)	1.73
4	I feel confident about my ability to handle all my problems.	1(1.7)	3(5.0)	23(38.3)	24(40.0)	9(15)	2.62
5	I feel that things are going my way.	10(16.7)	19(31.7)	23(38.3)	6(10.0)	2(3.3)	1.52
6	I cannot cope with all the things that I had to do.	0(0)	13(21.7)	35(58.3)	9(15.0)	3(5)	2.03
7	I am able to control irritations in my life.	5(8.3)	11(18.3)	17(28.3)	21(35.0)	6(10)	2.20
8	I feel that I am on the top of things.	15(25)	17(28.3)	22(36.7)	6(10.0)	0(0)	1.32
9	I am angered because of things that happened that were outside my control.	7(11.7)	14(23.3)	17(28.3)	19(31.7)	3(5)	1.95
10	Difficulties are piling up so high that I cannot overcome them.	7(11.7)	12(20)	27(45)	13(21.7)	1(1.7)	1.82

**Source computed****Figures in parentheses are percentage****Table No 3.2 : Perceived Level of Stress (Scale given in Cohen et.al., 1983)**

		<b>f60</b>	
SL/NO	Particulars	F	Percentage
1	Low stress	8	13
2	Moderate stress	49	72
3	High perceived stress	4	6

**Source computed**

The types of stress in the present study is analysed according to the perceived stress scale assessment instrument by Sheldon Cohen. The statement of the respondents in the present study is to know the feelings and hoe stress is perceived. The statement consist of positive and negative statement such as I am able to control the important things in my life, I feel confident about my ability to handle all my problems, I feel that things are going my way, I am able to

control irritations in my life and I feel that I am on the top of things are the positive statement whereas the negative statement are I have stress when something happened unexpectedly, I feel nervous when I am in stress, I cannot cope with all the things that I had to do, I am angered because of things that happened that were outside my control and Difficulties are piling up so high that I cannot overcome them (See Table No 3.1). The statement given to the respondents are rated in a five point scale viz., never (0), almost never (1), sometimes (2), fairly often (3) and very often (4).

From the table observed, the respondents fairly often confident about the ability to handle all their problems (2.62), able to control irritations in my life (2.20) and angered because of things that happened that were outside my control (1.95). They sometimes encounter stress when they feel nervous (1.73), cannot cope with all the things that they had to do (2.03) and when something happened unexpectedly (1.78).

In the present study, the perceived stress scale is measured in order to understand the type of stress the respondents are feeling or likely to have. The type of stress is classified into three levels viz., low stress level, moderate stress level and high stress level (See Table No 3.2). The perceived stress in the present study consist of moderate stress level (72%) which is the highest perceived stress among the respondents followed by low stress level (13%) and high stress level (6%). It is observed that the respondents in the present study are having moderate stress.

**Table 4: Effect of stress:** Stress has a psychological impact that can manifest as irritability or aggression, a feeling of loss of control, insomnia, fatigue or exhaustion, sadness or tears, concentration or memory problems, or more. Continued stress can lead to other problems, such as depression, anxiety or burnout.

**Table 4 effect of stress:**

SL/NO	Particular	Never	Sometimes	Often	Always	Mean
1	I lost my temper easily.	16(26.7)	30(50)	12(20)	2(3.3)	2.08
2	I used to skip eating food	37(61.7)	19(31.7)	3(5)	1(1.7)	1.97
3	I had trouble in sleeping	19(31.7)	27(45)	10(16.7)	4(6.7)	2.58
4	I tried to suicide	46(76.7)	8(13.3)	4(6.7)	2(3.3)	2.25
5	I wake up early	8(13.3)	33(55)	15(25)	4(6.7)	1.37
6	I had overthinking	4(6.7)	26(43.3)	21(35)	9(15)	1.98
7	I couldn't focus on academic	21(35)	21(35)	17(28.3)	1(1.7)	1.47
8	I felt tired during the day	14(23.3)	33(55)	7(11.7)	6(10)	2

Source computed.

It can be observed that the respondents sometimes lost their temper easily (2.08), had trouble in sleeping (2.58) and they felt tired during the day (2.0). They never used to skip eating food (1.97), they couldn't focus on academic (1.47) and tried to suicide (2.25).



## CHAPTER 5

### CONCLUSION

The conclusion chapter includes the summary findings and conclusion of the findings. A suggestion for improvement and development is also highlighted in this chapter.

**5.1. Major-findings:** The unit of study is youth with an average age of 25 years. The gender of the respondents is comparatively distributed between male and female. The highest educational qualification of the respondents is HSSLC and under graduate have same percentage i.e., 31%. Majority of the respondent source of income depends on others business.

All of the respondent in the community are Christian. Among the Christian the largest denomination constitute-Baptist Church of Mizoram as the area taken for study is in the southern part of Mizoram dominated by Baptist Church of Mizoram. Other denomination like Presbyterian Church of India, UPC, were also observed. Majority of the respondents belong to Above Poverty Line (APL) in the socio-economic status 53% and the source of income of the respondent is others business 43% followed by daily job 18% and the annual income of the respondents is highest among income of 76% Below 10000.

The type of stress among youth is studied to understand the respondents acquired stress and the perceived stress level assessment to determine the stress level that is capable of showing the level of stress of respondents in the study. Through the study, it is observed that the respondents are having moderate stress as they are often able to control the irritations in their life and they feel confident in their ability to handle problems. Although the level of stress is not high and it does not have any chronic effect, there are times when stress is encountered that is difficult to cope with all the things needed to be done and bout of anger due to the things which are out of control towards the respondents.

The causes of stress are studied through the perception of the respondents in order to understand the factors that cause stress. The stressor mainly includes family problems. Stress can have different effect on each individual wherein they have trouble sleeping and they feel exhausted which affect the health and mental health of the respondents. Due to the effect of stress, various symptoms occur in the life of the respondents which does not occur on a regular basis but often at times which cause boredom, depression, anger and reluctant in performing

works. They sometimes have headache, tense muscles which cause tiredness and fatigue and they binge eat or lose their appetite.

## **5.2. Conclusion:**

The study of stress among youth causes and effect was conducted in Pangzawl, Hnahthial, District, Mizoram.

The present study reveals the stress, causes and effect of youth in Ramrikawn Community, Pangzawl. The findings of this study led to a conclusion that youth's perceived stress is moderate as majority of the respondents. Although the respondents' encountered stress in their daily life in terms of low self-esteem, incapable of controlling various situations, low performance in works or academics. Family pressure, financial issues and over thinking are known to be the major causes of stress which affects the respondents by disturbing their life by less sleeping, trying to suicide and lost temper easily. Most of the respondents have stress when they faced financial issues, overthinking and family problem and this effect their life and most of the respondent feel negative mindset and tried to commit suicide, insomnia and lose temper easily. To cope with stress, taking physical and mental exercise will relief stress and give them a healthy life , thinking everything in positive ways .

## **5.3. Suggestion:**

The present study has found that students who participate in regular physical activity report lower levels of perceived stress. While these students still grapple with the same social, academic, and life pressure as their less-active peers, these challenges feel's less stressful and are easier to manage. It is vital for schools to understand the various sources of stress among their students and this implies putting effective stress overcoming measures in place such as enabling counsellors to create awareness and tailor-made intervention programs that are relevant to students' academic success and general life. Students should get enough sleep so that they are in a good mood the following day which will also help improve their memory among other benefits. Adolescents can effectively manage stress by having outlets in a way that is appropriate to them when faced with a challenge. They should also be able discuss with their parents or peers about what troubles them or stresses them. They should plan a goal strategy for their lives on how they can successfully manage their time and academic work.

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## Appendices

### Questionnaire On Stress Among Youth in Pangzawl Ramrikawn

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(The statement given below are **confidential** and it will be used for research purpose only)

#### **Section 1.: Profile of the respondent:**

Sl.no		
a	Name	
b	Age	
c	Gender	a) Male                      b) Female
d	Locality	
e	No. of Family	
f	Socio economic status	a) APL                      b) BPL                      c) AAY
g	Religion	a) Christian              b) Hindu              c) Muslim              d) A dang te
h	Denomination	a) BCM                      b) Presbyterian              d) UPC (NEI) e) UPC (MZ)              f) Others
i	Edn, qualification	a) HSLC                      b) HSSLC                      c) Under- Graduate d) Post Graduate                      e) Others
j	Source of income	a) Govt servant              b) Labour              c) Agriculture d) Business                      e) others
k	Annual income	Rs.

### **Section 2: Level of Stress among Youth**

Sl.no	Statement	Never	Almost never	Sometimes	Fairly often	Very often
1	I have stress when something happened unexpectedly	0	1	2	3	4
2	I am able to control the important things in my life	0	1	2	3	4
3	I feel nervous when I am in stress	0	1	2	3	4
4	I feel confident about my ability to handle all my problems	0	1	2	3	4
5	I feel that things are going my way	0	1	2	3	4
6	I cannot cope with all the things that I had to do	0	1	2	3	4
7	I am able to control irritations in my life	0	1	2	3	4
8	I feel that I am on top of things	0	1	2	3	4
9	I am angered because of things that happened that were outside my control	0	1	2	3	4
10	Difficulties are piling up so high that I cannot overcome them	0	1	2	3	4

### **Section 3: Causes of stress:**

**Stress happened to me when:**

<b>Sl.no</b>	<b>Particular</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
1	I had financial issues	1	2	3	4
2	I faced problem in my family	1	2	3	4
3	I faced difficulties in academic	1	2	3	4
4	I got no job	1	2	3	
5	I had problem in my health	1	2	3	4
6	I accidentally done wrong things	1	2	3	4
7	I overthinking	1	2	3	4
8	I had trouble in relationship	1	2	3	4

### **Section 4. Effect of stress:**

**When I am stress:**

<b>Sl/no</b>	<b>Particular</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
<u>1</u>	I lost my temper easily	1	2	3	4
<u>2</u>	I used to skip eating food	1	2	3	4
<u>3</u>	I had trouble in sleeping	1	2	3	4
<u>4</u>	I tried to suicide	1	2	3	4
<u>5</u>	I wake up early	1	2	3	4
<u>6</u>	I had overthinking	1	2	3	4
<u>7</u>	I couldn't focu on academic	1	2	3	4
<u>8</u>	I felt tired during the day	1	2	3	4