

Effect of Existential Stress on Reasoning Ability Among Adolescent Girls

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ABSTRACT

In the new millennium, stress is a subject which is hard to avoid. Stress is defined as burdens, pressures, anxieties and worries. The present study examined the influence of existential stress on reasoning ability among adolescent girls. For the study, a sample of 1000 adolescent girls was selected by using stratified random sampling technique. For the collection of data Scale of Existential Stress and Reasoning Ability Test were used. The techniques of t-test and correlation were used for the analysis of data. Results of the study showed that there is no significant relationship between existential stress and reasoning ability among adolescent girls.

Keywords: Existential Stress, Reasoning Ability and Adolescent girls

Introduction

India is a heterogeneous country, both socially and culturally. The result is that women continue to be discriminated in all walks of life. It is much more among adolescents, an age of stress and strain. The life of adolescent girls is becoming more complex and mal-adjusted. The result is that they exist under violent conditions of stress, which damage them on all points. Being “under stress” is not like having a broken leg. Stress is more likely to be an accumulation of small, seemingly manageable, but nonetheless anxiety provoking, situations that gradually balloon. Social stressors are extremely induced and result from the interaction of the individual with his environment. Usually adolescent girls experience anxiety, stress, strife, worry, and even panic simply because we are alive. Being alive is certainly a wonderful thing, but existential stress can put a damper on it. It is often because it is the human way of wrestling with what’s important.

On the other hand, reasoning is recognized as the core element of human nature. The nature of reasoning skills and the reasoning skill improvement approaches are one of the major concerns among adolescents. Reasoning ability is referred to as specialized thinking involving well-organized systematic steps for mental exploration of a cause and effect relationship for the solution of a problem.

To review the literature, for conducting research, is must for every research worker, so as to build the background for the paper in hand. The study of Joshi and Gakhar (1979) go in similar findings where he conducted a study on students of Chandigarh concluded that variable of anxiety was not found to be significantly influencing acquisition of algebraic concepts.

Objective

1. To explore the relationship between existential stress and reasoning ability among adolescent girls.

Method

Descriptive method has been followed to study the existential stress at adolescent stage (age range 11 – 18 years).

Sample

In the present study, the sample consisted of 1000 adolescent girls studying in government senior secondary schools of three districts of Punjab namely Hoshiarpur, Ludhiana and Mansa by using stratified random sampling technique.

Tools

For the present study following tools were used:

1. Existential Stress Scale by Dr. Abha Rani Bisht (2005)
2. Reasoning Ability Test by L.N.Dubey (2006)

Hypothesis

1. There is no significant difference between existential stress (high vs. low) and reasoning ability of adolescent girls.
2. There is no significant relationship between existential stress and reasoning ability of adolescent girls.

Procedure

For the data collection a prior permission was taken from the school principals and investigator explained the purpose of present study of adolescent girls. The scales were administered to the subjects in the groups, in the regular classroom situation. The instructions were provided in the first page of the scale booklet. The answers of the subjects were recorded on the answer keys. Scoring was done according to the instructions given in the manuals.

Statistical Techniques

For the analysis of data, statistical techniques of t-test and correlation were used.

Results

After the collection of data, analysis and interpretation of data were performed in accordance with the objective of the study. The results of t-test and correlation are given as below:

Comparison of reasoning ability with existential stress of adolescent girls:

The reasoning ability scores for low and high groups of adolescent girls on existential stress were analysed and are given below in Table 1.

Table 1

Comparison of Reasoning Ability of High and Low Existential Stress Groups of Adolescent Girls

Stress Scale	Low Stress		High Stress		t- value
	M	SD	M	SD	
Existential Stress	51.42	13.13	53.9	14.56	0.07

The adolescent girls were divided into two groups into low and high levels of reasoning ability on the basis of M and SD. It is inferred from the table 1 that the mean value of reasoning ability for low existential stress among adolescent girls is 51.42 with SD 13.13 and high existential stress among adolescent girls is 53.90 with SD 14.56. The t-value is 0.07 that is non-significant at 0.05 level. It also shows that the t-value is not significant at 0.05 level of significance. The results are suggestive to the fact that existential stress does not significantly affecting the reasoning ability of the adolescent girls. Irrespective of their level of stress, adolescent girls do not significantly different in their reasoning ability. There exists no significant difference in existential stress and reasoning ability of adolescent girls. In this way Hypothesis 1st that is “there is no significant difference between existential stress (high vs. low) on reasoning ability of adolescent girls” is accepted.

Relationship of Existential Stress and Reasoning Ability

The co-efficient of correlation between existential stress and reasoning ability is computed and the results have been given hereunder:

Table 2

Relationship of Stress with Reasoning Ability

Stress Scale	Coefficient of Correlation	Significance
Existential Stress	0.05	Not Significant

The co-efficient of correlation between the scores of reasoning ability and existential stress of adolescent girls is .05 which is less than the table value of co-efficient of correlation (0.138) at 0.05 level of significance. It reveals that there does not exist significant correlation between existential stress and reasoning ability of adolescent girls. Hence the 2nd Hypothesis

that is “there is no significant relationship between existential stress and reasoning ability of adolescent girls” is accepted.

Conclusions and Educational Implications

The reasoning ability of adolescent girls do not differ significantly in relation to existential stress. The correlation between existential stress and reasoning ability of the adolescent girls is found to be not significant.

To manage the higher level of existential stress among adolescent girls, there should be identification of particular type of stress parents can help them to cope up and also make them aware with their own particular type of stress level to increase their level of performances.

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