IMPACT OF ANXIETY AND STRESS ON LONELINESS AMONG MALE ADOLESCENT STUDENTS OF MANIPUR

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Introduction

Manipur is a state in the North-East of India; it is one of the seven sister's state. JawaharLal Nehru once called it the 'Jewel of India' (Joshi, 2002) and Lord Irwin named it the 'Switzerland in India' (Sharma & Sharma, 2005). However, after four decades of insurgency problems leading to military operations, raid, political turmoil and violence it has become the 'Kashmir in the North-East'. Armed Forces Special Power Act; the very act enacted and adopted to control the insurgency and separatist movement in the whole of North-East State has done more harm than good. Numerous reports of Human Rights violation, extra judicial killings, disappearance, kidnapping, extortion are the first news that comes out of this state now. The civilians are caught in the cross fire between the insurgencies and numerous Indian security forces resulting in many innocent civilians dead or harmed (SATP, 2014). With the state government doing nothing or very less to intervene the civilians are left on their own.

School Students are the most affected ones due to this unsettlement. The frequent general strikes, curfew and boycotts shuts down schools for most part of the academic year. This affects the academic career of most students especiallythose students in the tenth and twelfth standard facing crisis of board exams. Many dilemmas and confusion associated with being an adolescent(Coleman, 1998) mixed with the violent environment and the never-ending disturbance in their academic life gives rise to stress, anxiety and loneliness among these students.

'Adolescence' is the period known for the shape of personal and social identity, and thepersonality development. Adolescence generally refers to the transitional time of development when a child moves into adulthood. Adolescence involves psychological, social and biological changes. Adolescence is the period of transition from childhood to adulthood; although sometimes described as beginning in parallel with fertility or puberty and ending with maturity and independence. Adolescence cannot be pinpointed in physiological terms, although it is influenced by the same sex hormones and refers to the same general period as physical sexual development. It represents a complex and sometimes distributing psychological transition, accompanying the requirement for the accepted social behaviourof the particular adult culture (Judge, 2009). Adolescence is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence (Steinberg, 2014). The most commonly used chronologic definition ofadolescence includes the ages of 10-18, but may incorporate a span of 9 to 26 years depending on the source (APA, 2002).

Significance of the study

Children are the future of a state; they are the architects of a society. The current study is mainly concerned to examine the effect of anxiety and stress on loneliness among adolescents. The findings of this study will be helpful to suggest solutions during the proximity of examination with regard to coping with anxiety, stress and feeling of loneliness.

Research Objectives

1.To examine difference between the mean scores of different levels of stresson the measure of loneliness among male adolescents.

2. To examine difference between the mean scores of different levels of anxiety on the measure of loneliness among male adolescents.

Hypotheses

H1. There would be significant difference in the mean scores of different levels of stress on the measure of loneliness among male adolescents.

H2. There would be significant difference in the mean scores of different levels of anxiety on the measure of loneliness among male adolescents.

METHODOLOGY

Subjects

The sample of the study comprised of 120 male adolescent students whose age lies between 17 to 19 years. They were selected through random sampling technique of Manipur region. On the basis of scores obtained on stress and anxiety the subjects were further divided into 5 categories; namely normal, mild, moderate, severe and extreme.

Tools

1.*UCLA Loneliness Scale (UCLA-LS)*

UCLA Loneliness Scale was developed by Russell, Peplau and Cutrona (1980). The validity and reliability of this scale was determined by Demir (1989). The 20 item scale measures the overall feelings of loneliness in individuals through a self-report Likert-type scale.Out of 20 items there are 10 positive statements and the rest are negative statements. The scale reports range from 20 to 80 where higher scores mean a higher degree of feelings of loneliness. Reliability of the scale is reported as 0.96.

2. *Depression, Anxiety and Stress Scale - 21 Items (DASS-21)*

Developed by Lovibond&Lovibond(1995). It is a set of three self-report scales designed to measure the emotional states of depression, anxiety and stress. The reliabilities (internal consistencies) of the DASS-21 Depression, Anxiety, Stress, and total scales were estimated using Cronbach's alpha α. was 0.88 for the Depression scale, 0.82 for the Anxiety scale, and 0.90 for the Stress scale.

Statistical Analysis

Data was analyzed by using the StatisticalPackage for Social Sciences (version 20.0). Inferential statistic One-way ANOVA was run to examine the difference between the mean scores among different levels of anxiety and stress separately on feelings of loneliness among male adolescents.

RESULTS AND DISCUSSION

A one-way ANOVA research design was used to examine the differences in the mean scores of different levels of stress and anxiety of male students on loneliness.

Table1:*Showing the descriptive statistics of graphs formed on the basis of stress and anxiety scores.*

Groups		normal	mild	moderate	Severe	Extreme
Stress	Frequency	33	33	34	4	16
	Percentage	27.5	27.5	28.3	13.3	3.3
Anxiety	Frequency	7	6	18	28	61
	Percentage	5.8	5.0	15.0	23.3	50.8

The descriptive statistics for each group was obtained as all the students were divided into 5 groups according to their scores on anxiety and stress. There were 33, 33 and 34 male adolescents in the normal, mild and moderate group for stress respectively. A small percentage of adolescents were found for the group with severe stress level. The group sizes on the measure anxiety were found to be different from each other (Table1).

Table2:*Showing the Mean and SDoflevels of stress and anxietyon feelings of loneliness in male adolescents.*

	Groups	*M*	*SD*	*N*
	Normal	39.61	5.07	33
	Mild	43.15	7.77	33
Stress	Moderate	44.35	6.28	34
	Severe	45.25	7.37	16
	Extreme	51.00	3.46	4

	Total	43.06	6.91	120
	Normal	39.86	4.56	7
	Mild	41.67	5.16	6
Anxiety	Moderate	39.22	4.91	18
	Severe	43.79	9.02	28
	Extreme	44.36	6.26	61
	Total	43.06	6.91	120

Table3. *Showing One-Way Analysis of variance on loneliness among male adolescents.*

	Source	*df*	*SS*	*MS*	*F*	*p*
	Between groups	4	779.70	194.926	4.565	.002
Stress	Within groups	115	4910.88	42.703		
	Total	119	5690.59			
	Between groups	4	466.51	116.628	2.567	.042
Anxiety	Within groups	115	5224.08	45.427		
	Total	119	5690.59			

An analysis of variance (Table3.) showed a statistically significant difference in the mean scores of different severity levels of stress, $F(4,115) = 4.565$, $p <0.05$, on the measure of loneliness among male adolescents of Manipur region.There was a statistically significant difference, $F(4,115)=2.567$, $p<0.05$, among the adolescents with different anxiety levels on the measure of loneliness. Post hoc analyses using the Scheffé post hoc criterion for significance indicated that the male adolescents having normal (M=39.61, SD=5.07)and extreme (M=51.00, SD=3.46) level of stress differs significantly on the feelings of loneliness.

DISCUSSION

The present study was designed to test the hypotheses that there would bea significant difference in the mean scores of different severity levels of stress and anxiety on the measure of loneliness among male adolescents. The obtained results support both the hypotheses H1 and H2 that male adolescent students of Manipur region possessing different degrees of stress and anxiety (based on its severity) differs on the measure of loneliness. However, a slight difference exists in the mean score of male adolescents with different anxiety levels(normal, moderate, severe and extreme). Male students studying in 10th and 12th standard having somewhat similar apprehension due to the turmoil and other chaos stagnating in the affected area that may further leads to negative evaluation of the situation and a feeling of loneliness and helplessness among them. On the other hand, the mean scores for stress levels differ among male adolescents loneliness. Adolescence hood is identified as a transition of life when loneliness is particularly relevant, and that adolescent experience of loneliness may differ from that of children and adults, due to certain developmental changes and other factors like identity crises, autonomy, puberty and role confusion as well as social perspective (Heinrich &Gullone, 2006; Laursen&Hartl, 2013). Stressful events in the region may causes negativism and lessen the social connectedness among adolescents with their family members, teachers and significant others leading to adverse feelings of loneliness that may affect their overall well-being and personality development.Stress may also be due to destructive criticism, peer pressure, expectations held by the teachers and parents that may culminate into loneliness and social isolation.

It was found that male adolescents having mild, moderate and severe, extreme degrees of stress perceived feelings of loneliness differently. Students with moderate stress level experienced lesser feelings of loneliness as compared to adolescents with severe and extreme gradations of stress. The devastating scenario of Manipur region along with the problematic and burdened situations at school adds to the negative emotional states viz. anxiety and stress which affect their academic performance and increases the feelings of loneliness among male adolescent students.

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