

OPINION ON STRESS AND SUICIDAL TENDENCY AMONG IXTH CLASS TEENAGERS IN CHINAGADILI MANDAL OF VISAKHAPATNAM DISTRICT

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ABSTRACT

The study was carried out to evaluate the stress and suicidal tendency of IX class students in Chinagadili mandal of Visakhapatnam district. The investigator followed the survey method of the descriptive research. The study was Since the present investigation is related to the collection of information from the students regarding the Stress and Suicidal Tendency, an 'opinionnaire' was constructed and administered and to find out the opinion students towards Stress and Suicidal Tendency among IX class students in Chinagadili Mandal of Visakhapatnam District. The data was collected from 100 IX class students from secondary schools of Chinagadili mandal of Visakhapatnam district drawn through simple random sampling technique. From the results of the study, it was found that students showed average response towards Stress and "Suicidal tendency" among IX std Teenagers in Chinagadili mandal of Visakhapatnam District. The study also revealed that there is a significant difference between Government and Private school student's perceptions towards Stress and "Suicidal tendency" among IX standard students.

Key words: Teenagers, Stress, Suicide, Education, School Students.

Introduction

In education, the main agency is the school. The school is only a selected and controlled environment in which teachers and pupils waiting place. A student is a part of the society, he lives he has a responsibility to serve it in some capacity or other. Students should know that service to man is service to god. They have to be taught the sense of social service. The idea of social service should be cultivated right from the school days. Students should be taught the values of selflessness and scarifies. A student has a lot of energy in him. A part of this should be spent in helping others. He should go to the help of his fellow men in times of distress. Students are those whose main aim is to get education. Education seeks to develop among student's education of initiative leadership and a spirit of service to the community, with the 18 year old becoming voters; they have become active participants in our political life. It is necessary that this participation is conditioned by maturity of outlook, capacity for good judgments and sensibility that discerns values students should play a loading role in the organization of corporate life, cultural activities, games, sports, academic societies, hostel committees etc., Students have also expressed their reactions. This students favour the teacher being courteous friendly and approachable; recognizing students and speaking an meeting; really linking the students possessing a sense of humour being willing to smile laugh and enjoy a good jokes. Showing interest in all students appreciating and being sympathetic with their study efforts. Giving help kindly, sincerely, and patiently keeping good order most of this behaviour is manifest in whole some friendly personality. Personality has its root in physical health, emotions, intelligence knowledge and ideals. His out school life also contributors to this personal and professional development.

Pupil or student life

Student life is a sequence of acts a learning and unlearning of feelings, ideas, actions, attitudes. Learning is to know about something and learning is a process of modification of behaviour also learning is an active process that is purposeful and goal directed and learning is adjustment to situation. No good

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learning case takes place unless the “stress” either physical or mental this stress is very common in Teenagers or adolescents.

Dignity of Adolescence/Teenage

Human life consists of definite stages of growth and each stage is marked by distinctive psychology like infancy, pre-school age, and school age, adolescence adult age and old age (or) second childhood. Between 13 to 19 years age is called teenage (or) adolescence. Adolescence or teenage is a turbulent period dangerous age. This is a period of rosy dreams adventurer love and romance. The teenager strives for independence. He dislikes parental authority. He becomes fully aware of social values and norms. There is rapid physical growth. The person in this age is immature and imbalanced. The physical and mental characteristics are not well developed. It is difficult to draw a line when adolescence ceases, and adulthood begins.

Stress

Human lives become happy and comfortable when needs are satisfied. But there are many impediments with need gratification, some of those obstacles can easily be relinquished and others distributor modes of behaviour and objective capacities. Normally if anything blocks our desire towards a goal, we experience “stress”. In the light of above facts, Coleman (1970) defined stress as an adjective demand placed on the organism. The conviction or force giving raise to this demand may be internal an external and its designated as the “stress” stress is an extreme tension. It is commonly interpreted by string emotional feelings caused due to strong blocking of impulses. General causes for the stress are prolonging illness, brain injury, feminine, poverty and accidents. In the conscious level of an individual some of these “maladjustments”, “conflict” “strains and “frustrations with to a period of times examinations results and some failures environments peer groups, age, personal problems, financial problems social restrictions, schooling, workload, attractions, restlessness, over thinking drug addictions and less parental care.

Key Causes of Stresses

1. Stress may be caused by minor obstacles in ones daily life.
2. Their desires may be contrary to own desires.
3. Stress or frustrations caused by environmental situation or conditions.
4. Economic deprivation may also cause frustration or stress in some cases.
5. The social customs, traditions, restrictions and chairs and tables may allow the stress.
6. Even the realization of personal deficiencies like intelligence, physical weakness, unattractiveness may produce a sense of stress and frustration.
7. The state of confusion may also lead to conflicts and stress.
8. Unhealthy and illness or prolonged disease may be caused the stress and frustration.
9. Age and hormones and glands also may cause the stress.
10. Bad company, regular temptations, attractions drug addiction also allowed the stress.
11. Too sensitiveness of an individual also lead to psychological stress.
12. Lack of personal guidance and proper counselling cause the stress and frustration.

Common Causes of Stress

1. Long study hours
2. Excessive workload
3. Unwanted syllabus

4. Poor management of the schools
5. Unhygienic school environment
6. Non co-operation of parents and teachers.
7. Mental ill-health of the students
8. Gratifying of the family background.
9. Too much interference of parents and teachers
10. Higher memorization for marks only.
11. Unnecessary bureaucracy of family and schools.
12. Criticism by teachers and peer groups
13. Fewer Acceptances of the pupil's ambitions and tastes.
14. Poor entertainment programmes.
15. Avoidance of games and sports and cultural activities.
16. High competition among schools.
17. Lack of library facility
18. Distant care of Kagaroo (parents)
19. high ness of the elders and teachers
20. Habits and luxurious life of students.

Types of Stress

There are four main types of stress that teenage personal experience they are:

1. Distress
 2. Edu-stress
 3. Hyper Stress
 4. Hypo Stress
1. **Distress:** Distress is a negative stress brought by constant readjustments or alternations in a routine. Distress creates feelings of discomfort and in familiarity. There are two types of distress.
 2. Acute Stress is an intense stress that arrives and disappears quickly.
 3. Chronic stress is a prolonged stress that exists for weeks, months or even year.
 4. **Edu-stress:** Edu-stress is a type of short term that provides immediate strength. It rises at points of increased physical activities, enthusiasm and creativity. A gymnast experiences unstressed before a competition.
 5. **Hyper-stress:** Hyper-stress occurs when an individual is pushed beyond what he (or) she can handle. Hyper-stress results from being overloaded work, stress trader will face.
 6. **Hypo-stress:** Hypo stress is the opposite of hyper stress hypo stress occurs when an individual is bored or unchallenged people who experience hypo stress are after and unispired. A factors worker performs.

Adolescent and Stress Impact

Stress can come from painful experience as well as from pleasure no one is immune from stress and therefore so few people have really deep sound sleep. Stress raises the blood pressure and clogs the vessels right under the skin. The stomach and intestines stop proper digestion. Suffers take to smoking, alcohol, and drugs in the false hope of feeling better. Stress creates headache, backache leg pains, phobias, depression insomnia fatigue and bruxism (cleching of jaw and teeth) and septic-cleans, sexual inabilities

poor attention and less concentration on studies etc. Due to immaturity of teenager is stress leads to suicidal tendency sometimes also.

Suicide

People always put suicide with violence and injurious act. Historically, this English word 'suicide' came from *sui* (self) and *caedere* (kill) in Latin. However, people has undergone long period of exploration in order to clearly understand what suicide is. In the early centuries, the speculation and superstition with the moral, religious, philosophical fallacies occupied studies of suicide. Until the 19th century, a relatively precise definition of suicide emerged after French sociologist Emile Durkheim published his work *Le suicide*. Durkheim (1952) explained 'suicide is applied to all cases of death resulting directly and indirectly from a positive or negative act of the victim himself, which he knows will produce this result'. This publication provides a theoretical basis for subsequent suicide researches, and is also considered as the beginning of modern suicidology (Hatton & Valente, 1984). During the next century, researchers from different disciplines such as philosophy, sociology, psychology, and medicine continued to study suicide, and explored diverse definitions of suicide. For instance, American psychologist Shneidman (1971) defines suicide as 'the human act of self-inflicted, self-intended cessation'; O'Carroll (1996) regards suicide as 'a death by self-inflicted means where there is evidence that the intent was to cause death'; According to 12 American Psychiatric Association (2003), suicide is defined as a self death with evidence (either explicit or implicit) that the person intent to die; The definition of suicide from World Health Organization (2004) emphasizes any deliberate action that has a life-threatening consequences, and the result of action can be entirely predictable. This study employs last definition, because it is comprehensive that stresses both the self-destructive outcome and the predictable precondition.

Classification of Suicide

Similar to the definition of suicide, there are many different classifications of suicide. Traditionally, suicide is one of the four patterns of death (NASH), and the other three types are natural death, accident and homicide, but this classification reflects a mechanical world view of death, which ignores individuals' psychological factors (Shneidman, 1971). Therefore, Shneidman(1971) proposes that the NASH classification need to be added three conscious states, namely, intentional, unintentional and subconscious. From the perspective of social integration, Durkheim (1952) classifies three categories of suicide: firstly, egoistic suicide, people who commits suicide results from lack of integration into the society. Individual loses constraints and contacts with the society, and indifference towards community and society, which will raise a sense of loneliness and then commit suicide. Egoistic suicide is also to be considered, according to Durkheim (1952), 'the stronger the force throwing the individual onto his own resources, the greater the suicide-rate in the society in which this occurs'. Secondly, altruistic suicide, people who commit suicide governed by social custom, habit or group pressure, that is, it results from individual pursuit higher commandments, such as religious sacrifice or unthinking political allegiance. Thirdly, anomie suicides, people who live in a modern society, commit suicide because of lack of regulation of the individual by society. More specifically, individuals lose an inherent relationship with the society and experience a sudden change in their societal status (e.g., unemployment, divorce, death of family or friend). In addition to the above three types, the fourth group which would be opposite to anomic suicide, mentioned by Durkheim in a footnote of his chapter 'anomic suicide', namely, fatalistic suicide, people who commit suicide due to excessive control from outside world, individuals found their future were blocked and unpredictable.

Review of Related Literature

Keeping the above points in mind, the present study found that a careful study and exploration of the related literature to the present study is essential to have right insight into the work that is already done in the field. There are very few studies on Stress and Suicidal tendency among IX class students. The investigator has taken keen interest in the previous studies related to Stress and Suicidal tendency of students and has gained valuable information from their procedures and findings which are of great aid in developing the present research work. A brief review of the related literature and related studies are classified in chronological order under different heads. Safer, Daniel J. (1986) studied on "The Stress of Secondary School for Vulnerable Students.", *Journal of Youth and Adolescence*, vol. 5, no. 5, Pp., 405-17 Oct 1986. This review summarizes pertinent literature on the differential impact of primary versus secondary public education on students. Data show that junior high/middle school students with prominent elementary school maladjustments have a 5-13-fold greater rate of grade failure, suspension, and undue absenteeism than do students without such difficulties. Padmasri, (1992) in her study 'stressful life events in school systems and educational development in children' attempted to study the interrelationship among the variables of educational status, general health, family report, and intellectual achievements. The sample consisted of 125 boys and 125 girls of VIII and IX classes selected from five English medium schools in Tirupathi. The sampling was purposive. The tools used were general information schedule, Family support system Questionnaire (FSSQ). Health Questionnaire (HQ), and intellectual Achievements Responsibility (IAR) scale. The data were analyzed using mean, ANOVA, and the correlation techniques. The major findings of the study were 1. Stress among boys and girls differed significantly, boys being higher on mean stress scores. 2. The factors which yielded significant correlation were sex and Family support. stress and family support, stress and general health, stress and locus of control, family stress and locus of control, stress and academic achievement, locus of control and academic achievement. The other correlation was not found to be significant 3. In a three way ANOVA on the general health status scores, the main effects of family support scores and locus of control were found to be significant. In a three way ANOVA on the academic scores, the main effect of family support scores was found to be significant. Manjula and lata (2003) studies the "Effect of study Habits on Academic stress among Rural and urban Adolescents'. The objectives of the study were (i) To study the academic stress among rural and urban students; (ii). To know the effect of study habits on Academic stress. The sample selected for the study was 60. The tool used for the study was Academic stress technique developed by Bhogwatar (1995) and study habit schedule developed by Bhatnagar (1994). The results of the present study were students of rural area had high academic stress and medium level of study habits, where urban students had high level of study habits i.e, >50%. While less than that has medium level of academic stress i.e 46.7% in urban area. Influence of study habits on academic stress was found to be negatively significant.

P. Viswanath Reddy and Dr.V. Srikanth Reddy (2004) studied on 'Stress and coping strategies in children'. The objectives of the present study were to identify the sources and intensity of stress in children. Does the level of the school in which the child studies influence the intensity of the stress? To identify the coping strategies used by the children. The sample selected for the present study was 400. Out of 400 205 students were selected from primary level and 195 from high school level. The results of the present study were children at primary level face more stress in educational and social areas. Children at high school level face more stress in psychological and physical area. Appraisal focused coping is used more by high school children than children at primary level. High school children use problem focused – coping more than primary level children. Sibnath Deb, Pooja Chatterjee and Kerryann Walsh (2010) reviewed on

“Anxiety among high school students in India: Comparisons across gender, school type, social strata and perceptions of quality time with parents”, The broad objective of the study was to understand better anxiety among adolescents in Kolkata city, India. Specifically, the study compared anxiety across gender, school type, socio-economic background and mothers’ employment status. The study also examined adolescents’ perceptions of quality time with their parents. A group of 460 adolescents (220 boys and 240 girls), aged 13-17 years were recruited to participate in the study via a multi-stage sampling technique. The data were collected using a self-report semistructured questionnaire and a standardized psychological test, the State-Trait Anxiety Inventory. Results show that anxiety was prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering from high anxiety. More boys were anxious than girls ($p < 0.01$). Adolescents from Bengali medium schools were more anxious than adolescents from English medium schools ($p < 0.01$). Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socioeconomic groups ($p < 0.01$). Adolescents with working mothers were found to be more anxious ($p < 0.01$). Results also show that a substantial proportion of the adolescents perceived they did not receive quality time from fathers (32.1%) and mothers (21.3%). A large number of them also did not feel comfortable to share their personal issues with their parents (60.0% for fathers and 40.0% for mothers).

Zafar Zaheer, BBA. Sayed Muhammad Fawad Sharif (2011) studied on “Post Traumatic Stress Disorder (PTSD): Suggestive Signals among School Going Children in Swat Vall”. This research paper focuses on the level of PTSD in school going children caused by war against terror in district Swat. Taliban illegitimately governed district Swat during mid 2007 to mid 2009 and it has psychologically damaged the residence of Swat. The Study is an attempt to reveal the gender-based and economic-based impact of PTSD. Comparative observations were taken on school going children of public and private schools soon after the army took control of the valley. Three indicators reported in literature for PTSD have been analyzed; those are “Fear for Reoccurrence, Being High Alert, and Feelings of Isolations”. Our findings suggest that the war had drastic impacts upon the psychological development of children. There are some mild signals found in children, however it was observed that female students were cooperatively more at risk. On the other side economically poor students had a higher ratio of PTSD in contrast to families having sound financial status.

Significance of the Study

The word stress has been derived from the taken word “Stringere” which means hardship, strains, adversity or application. It is commonly used to denote Pressure force, strain, or string effects with reference to an object or persons. Selye (1974) defined stress as arising from psychological, psychological and environmental demands. It may be stated in terms of its physical and physiological effects on a person, and can be mental physical or emotional strain. It can also be a tension or a situation or factor that can cause stress. When confronted with the stressors, the body creates extra energy and stress occurs because out body does not use up all the energy it has created stress is experienced in terms of cognitive, psychological an behavioral signs. It is the response f the body to demands made upon it. Stress could simply be defined as unpleasant emotion. This arises when people worry that they could not cope with excessive pressures or other types of demand places upon them. Psychological and academic changes resulting from aspects of the students, and mediated by the perception that the demands made by the teacher constitute a threat to his or her self – esteem or well – being and by copying mechanisms activated to reduce the perceived threat. Stress up to moderate level is inevitable and leads to level is inevitable and leads to motivation but prolonged academic stress has been found to result in both physiological and

psychological ailments, which ultimately result in deleterious effects on student's academic achievement. The researcher taken up study to know the perceptions of IX class students towards Stress and Suicidal tendency at Secondary level.

Certain strong stress is a specific, something that we don't experience in daily life. So, when our body feels something wrong, in other word, when our body accept the stimulus as a stressor, the homeostasis is disturbed. Then, our body copes with the stressor and secrete hormone through hypothalamus, hypophysis, and adrenal cortex system. Hormones have influence on internal body organization. At this time, it also influences on the blood system and give effect on the immune system through white blood cell. Also, it adjusts the works of organs through hypothalamus to autonomic nerve system. The change in the body is called "stress" scientifically. What's important is that the hypothalamus gives order according to the stressor. And that the order is given to put the body back to its normal condition according to the stressor. No matter how much various stimulation is given to the body, there is no different to that hypothalamus works according to adjust the body. This general movement is called "unpeculiar" movement. The defensive system given out by the hypothalamus to adjust the body is called "General Adaptation Syndrome, (GAS)" and GAS appears at our body when your body is under stress. When the adjustment order is given out, the effect on the body is called "stress response." Which mean, stress response is the evidence that your brain and your body is moving according to the strong stimulus? By presenting stress response and being under stress condition, your body fights against the stressor. It is something like getting a fever in order to make the defensive system in your body work easily to fight against the virus. Stress reaction is something that needs to happen.

Objectives of the Study

The objectives of the study can be stated as:

1. To study the Stress and Suicidal Tendency of IX class students Chinagadili mandal of Visakhapatnam district.
2. To study whether stress and Suicidal tendency are affected by variables such as type of school, gender, medium, locality, parental income and caste.
3. To study the difference between male and female students opinion towards Stress and Suicidal Tendency.
4. To study the difference between Government, Private and Municipality school students opinion towards Stress and Suicidal Tendency.
5. To study the difference between Telugu and English medium students opinion towards Stress and Suicidal Tendency.
6. To study the difference between OC, BC, SC and ST caste students opinion towards Stress and Suicidal Tendency.
7. To study the difference between students opinion according to their parental income towards Stress and Suicidal Tendency.
8. To study the difference between urban and rural area students opinion towards Stress and Suicidal Tendency.

Hypotheses

1. There is no significant difference between male and female students opinion towards Stress and Suicidal Tendency of IX class students Chinagadili mandal of Visakhapatnam district.
2. There is no significant difference between Government, Private and Municipality school student's opinion towards Stress and Suicidal Tendency.

3. There is no significant difference between Telugu and English medium students opinion towards Stress and Suicidal Tendency.
4. There is no significant difference between OC, BC, SC and ST caste students opinion towards Stress and Suicidal Tendency.
5. There is no significant difference between urban and rural area students opinion towards Stress and Suicidal Tendency.
6. There is no significant difference among students opinion basing on their parental income towards Stress and Suicidal Tendency.

Research Methodology and Instrumentation

The investigator followed the survey method of the descriptive research. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to the employed. Each data gathering device has both merits and limitation. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

The Research Tool

According to John W. Best Like the tools in the carpenter's box, each research tool is appropriate in a given situation to accomplish a particular purpose. Each data-gathering device has its own merits and hazards or limitations. The instruments that are employed to gather new facts or to explore new fields are called as 'tool'. It is of vital importance to select suitable instruments or tools. Different tools are suitable for selecting different types of data. The investigator may use any one or more of the tools in combination for this purpose, there are two types of tools called standardized tool and tool prepared by the investigator. The progress of mankind depends upon well-conducted research progress. Well-conducted research programmes postulate sufficient, reliable and valid facts. Such facts are obtained through a systematic procedure, which involves various devices. Each research tool is appropriate in a given situation to accomplish a particular purpose. Since the present investigation is related to the collection of information from the students regarding the Stress and Suicidal Tendency, an 'opinionnaire' was constructed and administered and to find out the opinion students towards Stress and Suicidal Tendency among IX class students in Chinagadili Mandal of Visakhapatnam District.

Opinionnaire

Generally, in Descriptive Survey, an 'Opinionnaire' is considered as a better research tool for collecting data. An information form that attempts to measure the attitude or belief of an individual is known as an opinionnaire. Though the terms, 'opinion' and 'attitude' appear to be synonymous, there is a clear distinction between the two. 'Attitude' is what a person feels or believes in. It is the inner feeling of an individual which is difficult, if not impossible, to describe and measure. On the other hand, 'Opinion' is what a person says or speaks out on certain aspects of the issue under consideration. It is the outward expression of an attitude held by an individual. The attitude of an individual can be inferred or estimated from his/her statements of opinions. An opinionnaire is defined as a special form of inquiry used by the educational researchers to collect the opinions of a sample of population on certain facts or factors relating to the problem under investigation. Researchers must depend on what people 'say', taking it granted that it is their belief or feeling. Through the use of questions or by getting their expressed reaction to statements on a given subject, a sample of their opinions can be obtained. From these statements of opinion, one may

infer or estimate their attitude – what they really believe in. The description and measurement of opinion may, in many instances, be closely related to people's real feelings or attitudes. Keeping these things in mind, Psychologists and Sociologists have explored an interesting area of research, basing their data on people's expressed opinions. Laboriously prepared, skillfully constructed, properly worded, politely foreworded, adequately publicized, neatly and clearly printed, scientifically classified and intelligently generalized opinionnaire serves as an important tool of research. Opinionnaire was constructed for the students to find out the Stress and Suicidal Tendency among IX class students in Chinagadili mandal of Visakhapatnam district. The tool was prepared to find out the preliminary information about the Stress and Suicidal Tendency among IX class students in Chinagadili mandal of Visakhapatnam district. Keeping in view the characteristics and guidelines for construction and also its advantages the investigator adopted the attitude scale and rating scale for finding out the opinions of students towards Stress and Suicidal Tendency among IX class students in Chinagadili mandal of Visakhapatnam district and for testing the hypothesis.

Construction of the Tool

The present investigation is intended to study the opinion of students towards Stress and Suicidal Tendency in Secondary Schools of Chinagadili mandal of Visakhapatnam district. After going through various previous investigations and research articles in journals and periodicals and some of the research papers published on the subject matter, the investigator has present research problem into – Stress and Suicidal Tendency – opinions of IX class students at Intermediate level studying in Kottapalli mandal of East Godavari district. The investigator had developed and adopted the tool as given in the annexure to collect the opinions.

Standardization of the Tool

An opinionnaire was constructed for students. The pilot testing was done on 30 students randomly selected in Kothapalli mandal of East Godavari district. The data analyzed and the Reliability coefficient was calculated. Item Analysis was carried out to find out the Difficulty and Discrimination of each of the items. The Reliability Coefficient of the Tool was calculated using split half method and found to be 0.80. The items which are unanswered by all students and which are marked by undecided / blank by all are omitted. The items with poor discriminating value are also deleted. After deleting those items the research tool was validated by three subject experts for the content validity and the construct validity. The items which are identified as vague or unclear were removed. The final tool was comprises of an opinionnaire with a provision for finding out the personal data, school data and 45 statements relating to the Stress and Suicidal Tendency in IX class students at Chinagadili mandal of Visakhapatnam district. Each of the statement is followed by two options Yes and No. The items were arranged in according to each section and the tool was finalized for the collection of data.

Item Validity

All the responses made by the subject's significance of the items. Garrett says that "Chi-Square test provides a method of comparing the observed frequencies with the theoretical frequencies that are to be expected. The difference between the observed and expected frequencies are squared and divided by the expected number in each case and the sum of the equation χ^2 (Chi-square)". Item Analysis (chi-square test) for students' Tools Significant at 0.01 levels.

Reliability

Reliability Statistics	
Cronbach's Alpha	No. of Items
0.73	50.00

Population and Sampling: Data is collected by the census method or by the sample method. In the sample method the information is obtained only from a part of the population and based on this inference is drawn for the entire population. Sampling is thus a study of the part of the secondary schools in Chinagadili mandal of Visakhapatnam district.

Sampling: The scholar adopted simple random sampling technique to identify the schools, students for collecting the data. Schools were selected on the basis of simple random sampling procedure. Students were selected based on the step wise simple random sampling technique. 5 schools were randomly selected for the study.

Data Collection: A brief orientation is given before distributing the tool to the sample necessary instructions are provided to students. No time limit is kept for the answering of the tool but almost all students answered the tool within half an hour time. Hence 100 IX class students are selected from secondary schools of Chinagadili Mandal of Visakhapatnam district.

Table 3.3: Showing Variable Wise Details of the Students

S. No.	Name of the Variable	Category	Number	Total
01.	Management	Government	50	200
		Private	150	
02.	Gender	Boy	86	200
		Girl	114	
03.	Medium	Telugu	50	200
		English	150	
04.	Caste	OC	24	200
		BC	136	
		SC	36	
		ST	4	
05.	Parental Income	Below Rs. 50000/-	153	200
		Rs. 50000 to 100000	42	
		Above Rs. 100000	5	
06.	Locality	Rural	140	200
		Urban	60	

Statistical Techniques Used

As the present study is of more of qualitative in nature, collected data were analyzed using both qualitative and quantitative techniques. The data were coded and prepared for analysis using SPSS. (Statistical Package for Social Sciences).

Analysis and Interpretation of Data

Table 1: Showing the Overall Response of Students towards Stress and “Suicidal Tendency” among IX std Students

N	Min.	Max.	Mean	Mean Percent	S.D
200	5	41	24.56	54.58	8.43

Table-1, Observed that, students showed average response towards Stress and “Suicidal tendency” among IX std Teenagers in Chinagadili Mandal of Visakhapatnam District. The mean values of 24.56 which are 54.58% of their Total score respectively.

Table 2: Showing the Significant Difference between Government and Private school students opinion on Stress and “Suicidal tendency” among IX std students

Management	N	Mean	Std. Dev.	t-value	df
Government	50	18.30	8.18	6.69**	198
Private	150	26.64	7.44		

**Significant at 0.01 level

Table-2 observed that, the mean perceptions of Private school students (26.64) is significantly higher than the mean perceptions of Government school students (18.30). The ‘t’ value is found to be 6.69, which is significant at 0.01 level. This shows that there is a significant difference in between Government and Private school student’s perceptions towards Stress and “Suicidal tendency” among IX std students. Hence, the null hypothesis is rejected.

Table 3: Showing the Significant Difference between Boy and Girl Students Opinion on Stress and “Suicidal Tendency” among IX std Students

Gender	N	Mean	Std. Dev.	t-value	df
Boy	86	24.85	7.08	0.43 ^{NS}	198
Girl	114	24.33	9.34		

NS: Not Significant

Table-3 observed that, the mean perceptions of Boy students (24.85) is slightly higher than the mean perceptions of Girl students (24.33). The ‘t’ value is found to be 0.43, which is not significant. This shows that there is no significant difference in between Boy and Girl student’s perceptions towards Stress and “Suicidal tendency” among IX std students. Hence, the null hypothesis is accepted.

Table 4: Showing the Significant Difference between Telugu and English Medium Students Opinion on Stress and “Suicidal Tendency” among IX std Students

Medium	N	Mean	Std. Dev.	t-value	df
Telugu	50	20.34	9.48	4.26**	198
English	150	25.96	7.57		

**Significant at 0.01 level

Table 4, observed that, the mean perceptions of English medium students (25.96) is significantly higher than the mean perceptions of Telugu medium students (20.34). The 't' value is found to be 4.26, which is significant at 0.01 level. This shows that there is a significant difference in between Telugu and English medium student's perceptions towards Stress and "Suicidal tendency" among IX std students. Hence, the null hypothesis is rejected.

Table 5: Analysis of Variance (ANOVA) – Perceptions of Students Based on their Caste towards Stress and "Suicidal Tendency" among IX Students

Caste	N	Mean	Group	Sum of Squares	df	Mean Square	F-value	p-value
OC	24	21.71	Between Groups	268.31	3	89.44	1.26 ^{NS}	0.29
BC	136	24.71	Within Groups	13867.08	196	70.75		
SC	36	25.56	Total	14135.40	199			
ST	4	27.50						

NS: Not Significant

Table-5 observed that, the ANOVA results of students based on their caste , between groups and within groups, the df values are 3 and 196, sum of squares are 268.31 and 13867.08 and mean squares are 89.44 and 70.75 respectively. The F-value is found to be 1.26 and the p-value is 0.29, which is not significant. This shows that there is no significant difference among the students opinion on Stress and "Suicidal tendency" among IX std students. Hence, the null hypothesis is accepted.

Table 6: Showing the Significant Difference between Below Rs. 50000/- and Rs. 50000 to 100000 Parental Income Group of Students Opinion on Stress and "Suicidal Tendency" among IX std Students

Parental Income	N	Mean	Std. Dev.	t-value	df
Below Rs. 50000/-	153	24.54	8.76	0.67 ^{NS}	193
Rs. 50000 to 100000	42	25.52	6.85		

NS: Not Significant

Table-6 observed that, the mean perceptions of Rs. 50000 to 100000 parental income of students (25.52) is slightly higher than the below Rs. 50000 parental income group of students (24.54). The 't' value is found to be 0.67, which is not significant. This shows that there is no significant difference in between below Rs. 50000 and Rs. 50000 to 100000 parental income group of student's perceptions towards Stress and "Suicidal tendency" among IX std students. Hence, the null hypothesis is accepted.

Table 7: Showing the Significant difference between Below Rs. 50000/- and Above Rs. 100000 Parental Income Group of Students Opinion on Stress and “Suicidal tendency” among IX std Teenagers in Chinagadili Mandal of Visakhapatnam District.

Parental Income	N	Mean	Std. Dev.	t-value	df
Below Rs. 50000/-	153	24.54	8.76	1.95 ^{NS}	156
Above Rs. 100000	5	16.80	7.26		

NS: Not Significant

Table-7 observed that, the mean perceptions of Below Rs. 50000 parental income of students (24.54) is slightly higher than the above Rs. 100000 parental income group of students (16.80). The ‘t’ value is found to be 1.95, which is not significant. This shows that there is no significant difference in between below Rs. 50000 and above Rs. 100000 parental income group of students perceptions towards Stress and “Suicidal tendency” among IX std Teenagers in Chinagadili Mandal of Visakhapatnam District. Hence, the null hypothesis is accepted.

Table 8: Showing the Significant difference between Rs. 50000/- to 100000 and Above Rs. 100000 Parental Income Group of Students Opinion on Stress and “Suicidal Tendency” among IX std Students

Parental Income	N	Mean	Std. Dev.	t-value	df
Rs. 50000 to 100000	42	25.52	6.85	2.68**	45
Above Rs. 100000	5	16.80	7.26		

**Significant at 0.01 level

Table-8 observed that, the mean perceptions of Rs. 50000 to 100000 parental income of students (25.52) is significantly higher than the Above Rs. 100000 parental income group of students (16.80). The ‘t’ value is found to be 2.68, which is significant at 0.01 level. This shows that there is a significant difference in between Rs. 50000 to 100000 and above Rs. 100000 parental income group of student’s perceptions towards Stress and “Suicidal tendency” among IX std students. Hence, the null hypothesis is rejected.

Table 9: Showing the Significant difference between Rural and Urban Students Opinion on Stress and “Suicidal Tendency” among IX std Students

Locality	N	Mean	Std. Dev.	t-value	df
Rural	140	23.54	8.39	2.65**	198
Urban	60	26.93	8.10		

**Significant at 0.01 level

Table 9 observed that, the mean perceptions of urban area students (26.93) is significantly higher than the rural area students (23.54). The ‘t’ value is found to be 2.65, which is significant at 0.01 level. This shows that there is a significant difference in between rural and urban area student’s perceptions towards Stress and “Suicidal tendency” among IX std students. Hence, the null hypothesis is rejected.

Summary, Conclusions and Suggestions**Major Findings**

1. Students showed average response towards Stress and “Suicidal tendency” among IX std Teenagers in Chinagadili Mandal of Visakhapatnam District.
2. There is a significant difference in between Government and Private school student’s perceptions towards Stress and “Suicidal tendency” among IX std students.
3. There is no significant difference in between Boy and Girl student’s perceptions towards Stress and “Suicidal tendency” among IX std students.
4. There is a significant difference in between Telugu and English medium student’s perceptions towards Stress and “Suicidal tendency” among IX std students.
5. There is no significant difference among the students opinion on Stress and “Suicidal tendency” among IX std students.
6. There is no significant difference among the students opinion on Stress and “Suicidal tendency” among IX std students.
7. There is no significant difference in between below Rs. 50000 and rs. 50000 to 100000 parental income group of students perceptions towards Stress and “Suicidal tendency” among IX std students.
8. There is no significant difference in between below Rs. 50000 and above Rs. 100000 parental income group of student’s perceptions towards Stress and “Suicidal tendency” among IX std students.
9. There is a significant difference in between Rs. 50000 to 100000 and above Rs. 100000 parental income group of student’s perceptions towards Stress and “Suicidal tendency” among IX std students.
10. There is a significant difference in between rural and urban area student’s perceptions towards Stress and “Suicidal tendency” among IX std students.

Conclusions**High Acceptance**

1. Excessive Workload
2. Poor counselling of parents and teachers
3. Poor co-curricular and extra-curricular activities
4. State of confusion
5. Poor IQ level
6. Negligence of personal guidance
7. Advancement of media and cinemas
8. Lack of library facilities
9. Lack of individual care and concern and passion in the class
10. No appreciation for innovate interests of student

Low Acceptance

1. Long study hours
2. Poor management of school
3. Unnecessary bureaucracy of family

4. Too much interference of parents and teachers
5. Non co-operation of parents and teachers
6. Less care of parents
7. Gratifying of the family background
8. Irresponsibility of the teachers
9. Mental ill health of the student
10. Habits and luxurious life of students

Implications of the Study

The study has a lot of practical and clinical implications on parental counseling and child rearing practices. Laissez-faire parenting dimension influences adolescent delinquency. Parental demand ness and responsiveness play crucial role in adequate parenting of adolescent. Sufficient time must be created by parents (especially mothers) to stay with children at home. Adequate monitoring, control, supervision irrespective of the gender, school location and age are paramount factors in positive and effective child rearing. Adequate parental love, warmth, care, attention are factors for Influence of Parenting Styles on Adolescent Delinquency in Delta Central Senatorial District Okorodudu, G. N. 82 effective parenting. Dialogue, communication, explanations and establishment of good and cordial relationships between parents and adolescents could enhance positive and effective parenting. Creation of suitable environment for child rearing and provision of the child needs may prevent adolescents' delinquency. Parental over reaction to issues, harsh environment and parental aggression may make adolescents take to the streets and prong adolescents into delinquent behaviours

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