



Psychosocial Catalyst of Stress Experience of Youth in Early Adulthood Stage

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ABSTRACT: Early adulthood stage refers to a time of life that is neither childhood nor adulthood but rather somewhere in between. A young man in his early adulthood stage may feel stressed due to various instances in his/her transitional phase of life into adulthood. Life today is becoming increasingly complex, tension-ridden and a great source of stress. To successfully manage stress in everyday lives, individuals must learn to use various techniques of coping.

In the present study, through a qualitative inquiry the investigators tried to explore in-depth about the psychosocial catalysts of stress experience of the youth population. That is, through the present study investigators tried to identify the factors which accelerate and decelerate stress of youth in early adulthood stage. The sample consisted of 150 males and females, age ranging from 20-40 years, from various districts of Kerala State, India. Data was collected using semi-structured interview technique, and analysis was done using content analysis technique.

Five major psychosocial catalysts which increase the stress level of the participants were identified. This includes stress due to situational factors, personal factors, social factors, Emotional factors and Health Factors. Four main factors evolved as reducing the stress of participants. They include cognitive factors, personal factors, social factors and other factors. Results of the study indicated that catalysts might be utilized in stress management techniques.

Keywords: Youth, Early Adults, Stress, Psychosocial catalysts



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1. INTRODUCTION

Stress is inevitable and unavoidable part of an individual's life. Everyone experience stress in various forms. A situation which is stressful for a particular individual may not be stressful for another person. Hans Selye was the first scientist to define stress. He defined stress as "the non-specific response of the body to any demand placed upon it" (Hans, 1956). Stress disturbs the equilibrium/balance of the body. It affects not only our physical health, but it also affects our emotional and mental wellbeing also.

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Stress occurs as a result of the mismatch between demands of a given situation and the individual's perceived ability to deal with those demands (Mattews, Deary & Witeman, 2003). According to Lazarus and Folkman, 1984, the stressor is defined as any threat to one's physical or psychological well-being. This shows that stressor affects one's overall well-being indicating that stress is something which needs special attention and stress should be handled effectively. There is ample of studies on the stress of children and adolescents as this group face lot of issues due to the transitional stage (McNamara, 2000). But the age after adolescents also is problematic as individuals have to face a lot of crisis as they also have to adjust to the changes of youthhood stage.

India is a young nation where in the majority of the population comes under the productive age group of 35. Hindustan Times (2014) reported that by 2020 the average age of an Indian would be 29 years. Many scholars have done extensive work on youth. The life stage of adulthood involves major changes which include playing different social roles. Finishing education, leaving parent home, establishing an independent household, financial independence, development of sense of efficacy, entering into labor force, marriage and parenthood are some of milestones linked to achieving adulthood (Zarrett & Eccles, 2006, Furstenberg, Rumbaut & Settersten, 2005, Jones, 1995, cited in King, 2013). Studies by scholars like Arnett 2007 & Smith 2003 also reported that youth have to achieve certain milestones on their route to adulthood. This shows that the youth is a period where the individual has to face a lot of stressors.

Using review of literature, it was found that there are numerous factors which act as psychosocial catalysts which can increase and decrease the stress of each. As per Collins English dictionary (2012), a person or a thing that causes change is known as a catalyst. According to studies, exercise reduces anxiety, mental stress and depression (Salmon 2001, Khabiri, 2009), as cited in Azizi, 2011). Studies conducted on the role of humor found that humor helped in relief of pressure and helps in stress management (Bochantin, 2010, Bippus, Young & Dunbar, 2011). The study by Michel, Kotrba, Mitchelson, Clark & Baltes (2011) also indicated that home or work social support reduces stress in all domains.

All the studies mentioned here are conducted in a diverse group of the population and in a western context. Through the present study, using a qualitative inquiry researchers are trying to explore in-depth about factors which increase stress and decreases the stress of Indian youth in early adulthood stage. Identifying the various catalysts would help trainers and social workers working with youth to come up with activities that would accelerate factors which decrease stress and decelerate factors which increase the stress of youth in early adulthood stage.

2. METHOD

2.1 OBJECTIVES

1. To explore various psychosocial catalysts which increase the stress of youth in early adulthood stage

2. To explore various psychosocial catalysts which decrease the stress of youth in early adulthood stage

2.2 RESEARCH PARADIGM

This present study was done on the basis of a phenomenological perspective. Here, researchers studied a particular phenomenon regarding individuals who have firsthand experiences in their particular field. The study aimed to identify psychosocial catalysts of stress experience of youth in early adulthood stage from their perspective.

2.3 RESEARCH DESIGN

To have an in-depth exploration of the concerned area, in the present session, investigators utilized a qualitative phase. Here, the researchers studied about the life experience of the participants who have in-depth knowledge about the phenomenon. The qualitative research design was used to attain a detailed investigation of the data.

2.4 PARTICIPANTS

Participants included 150 young males and females, age ranging from 20 to 40 years took part in the pilot study. Participants were selected purposefully from different places of Kerala State, India.

2.5 MEASURES

2.5.1 Semi-structured Interviewing Technique

The semi-structured interviewing technique was used to collect data. Researchers prepared open-ended questions and participants were given the opportunity to relate the questions to their personal life experiences. Based on the convenience, participants could give their responses either by writing on a piece of paper or in a face-to-face conversation or through an online chat. Data collected by the investigators were in a descriptive mode so that content analysis was done. Researchers looked for patterns that evolved from the descriptions given by the participants. These patterns gave rise to the structure of psychosocial catalysts of stress experience of youth in early adulthood stage.

2.5.2 Procedure

Using review of the literature, personal observations, the experience of researchers and discussions with experts in the field of psychology and social sciences, two major questions were developed. This includes identifying various psychosocial catalysts which increase and decrease the stress of participants. Instead of sticking to a particular group of youth, researchers included all the youth between the age group of 20 to 40 years. This was mainly done to understand the problem of youth in a holistic perspective.

Rapport was established before the interview by contacting the participants at regular interval. Date and time of the interview were fixed based on the convenience of participants and the researcher. Each participant was given a brief description of the whole process involved in the study. Data collection started by asking each participant to go through the informed consent form and by filling the personal data sheet. Only participants who expressed willingness were included in the study. The process of data collection was mainly through semi-structured interviewing techniques and was done either through a face-to-face conversation or an online chat, based on

the participant's convenience. For individuals who found it difficult to give their responses on the spot, papers were given to note down their experiences whenever they were comfortable.

After the interview got over the researchers transcribed the whole interviews to develop themes from each participant's description about their life experiences. Here, the researchers intended to have an objective relationship with the informants throughout the study. It was to avoid personal bias that might affect the result of the study. All the ethical issues were taken care throughout the research processes.

3. ANALYSIS OF DATA

Content analysis was used to analyze the transcriptions. Here, the focus was on the emerging contents and categories. The researchers first developed codes, and from the different codes, which were emerged from the data, the researchers developed sub-factors and factors. Five major psychosocial catalysts, which increase stress and four major psychosocial catalysts, which decrease the stress of participants were developed. Both increasing and decreasing factors contributed to the psychosocial catalysts of the stress of youth in early adulthood stage.

In the initial phase of the study, the sample size was fixed to 200 participants. However, in the course of data collection and data analysis, researchers attained a state of saturation. Here, researchers obtained similar kind of responses from all the participants. Hence, the sample size was reduced to 150 participants. Theoretical saturation is the point when no new categories, concepts, dimensions or incidents emerge during the theory development process. At the end of data analysis, the analysis can reach closure when all categories are theoretically saturated (Strauss & Corbin, 1998).

4. VALIDITY

The credibility of data was fixed by asking additional information from participants. Other than receiving reports and discussing, repeated questions were utilized to make sure of the credibility of data. Only participants and researchers could keep the originality of information. This helped to ensure internal validity. Dependability in data was fixed with the help of equally qualified experts in the field of psychology. Discussions among experts in psychology were also conducted.

5. ETHICAL ISSUES

Informed consent was taken from all the participants. Participants were assured about the confidentiality and anonymity of the whole process of research. Participants were informed that there would be no direct monetary or other benefits for participating in the study and they could withdraw from the study at any point of the research. Debriefing of the whole study was done at the completion of the session. Since the research focuses on the personal issues like stress and its related factors, the whole interview process was done in such a way that it will not create any physical or psychological harm to the participants. They were also assured that the identity of the individuals would not be revealed at any cost. And the participants were assured that the research finding of the study would be used only for the research purpose and it will not go beyond the research.

6. RESULTS AND DISCUSSION

The aim of the present study was to identify psychosocial catalysts of stress experience of youth in early adulthood stage. Hundred and fifty young males and females, age ranging from 20-40 years participated in the study. Data were collected using the technique of semi-structured interview and for people who were not willing for a face to face conversation a piece of paper was given where they could write their responses. Data was also collected using online chat. Later their responses were content analyzed, and this helped to come up with various factors and sub-factors which talked in depth about the present topic. Here the study was done in two phases. In the first phase of the study, various psychosocial catalysts which increase the stress of the participants were explored. In the second phase of the study, various psychosocial catalysts which decrease the stress of the participants were also explored. Details are given below.

Phase-I

In the phase-I, the discussion is made on various psychosocial catalysts, which accelerate the stress level of the participants. From the content analysis of data collected using semi-structured interviewing technique five major psychosocial catalysts which increase the stress level of the participants were identified. They are 1) Situational factors 2) Personal factors 3) Social Factors 4) Emotional factors 5) Health factors. Factors and sub-factors evolved from the discussion are presented in the table beneath.

Table 1: *Factors and sub-factors, which increase Stress of youth in early adulthood stage*

No	Factors		Sub-Factors
1	Situational Factors	a	Humiliating Experience
		b	Unexpected Events
2	Personal Factors	a	Unmet Expectations
		b	Unresolved Conflict
		c	Extreme Pressure to Achieve
		b	Helplessness
		b	Fear
		c	Jealousy
		d	Guilt
5	Health Factors	a	Illness
		b	Alcoholism

Detailed descriptions of data collected using semi-structured interviewing technique are discussed under five headings. They are given below.

6.1 Situational Factors

Each will be going through some tensions in life. When this is accompanied by situations which one don't like their stress increases. Using content analysis technique, humiliating experience and unexpected events evolve as factors which increase the stress of the group. In these two sub-factors, situational changes resulted in stress. Discussions with experts have opinioned that both the sub-factors mentioned here stand alone as a stressor. However, the participants have reported that they have increased their stress. Content analysis revealed that majority of the

items classified under situational factors were reported by unmarried males who are working. It was also identified that participants in this group were more concerned with unexpected events, which happen around them.

a. Humiliating Experience

According to Leask (2013), humiliation refers to the same as embarrassment or shame. Items classified under this sub-factor include humiliating experience due to misbehavior from others, performing alone on stage, scolding from others, hurting from others, when no one listens, blaming from loved ones, negative experience from others, use of bad words and use of insulting words from others. However, discussions with experts in the field of psychology pointed to the fact that humiliating experience itself is stress. But most of the participants mentioned humiliating experience as a catalyst, which increases their stress level. Content analysis revealed that maximum items in this sub-factor were reported by unmarried female students. Reports from unmarried female students showed that they are already under stress due to various life instances like being a student and not yet started to work and also it is time to get married, and they are being pressurized from all sides to get married, also being dependent on family for all the needs make them more stressful in this stage. When people start to humiliate in the name of above factors, their stress tends to increase. Hence, the role of life skill trainers who deals with this group should be to make them bold enough to face the life challenges and be assertive wherever is needed.

b. Unexpected events

This sub-factor covers items that happen all of a sudden and unexpectedly. According to expert's opinion, unexpected events also are a form of a stressor. However, for participants, this has increased their stress level. Items which are identified in unexpected events are seeing things which are not good, being with a stranger, financial problems, increasing living cost, debt, family problems, work overload at office, petrol price, lack of employees at office, problems in job, death issues, surrounding conditions and sudden visit of guests. Among this majority of the participants talked about debt/ financial issues and worked overload at the office as increasing their stress. When all the seven groups were compared on the sub-factor unexpected events, the majority of the items evolved from the discussion with unmarried males who are working. They were more worried about the unexpected events which happen at the office, home, and society. This indicated that being in a youth stage, male is moving towards a more matured state of being a breadwinner to their family. Hence, everything that affects the balance of their family increases their stress.

6.2 Personal Factors

Items in personal factors consisted of stressors that have to do with the person himself/ herself or his/her situations. Under personal factors, maximum items were reported by unmarried female students. This indicated that being single and unmarried females in youth stage are very much concerned about each and everything which disturbs their self. Discussion with unmarried female students found that they have a feeling of insecurity and always wish to fulfill their personal needs. However, on the other hand, married individuals are more concerned with issues related to the family. Mainly three sub-factors were grouped under personal factors. This includes unmet expectations, unresolved conflict and extreme pressure to achieve.

a. Unmet Expectations

From the content analysis of data collected using the semi-structured interviewing technique, the unmet expectation was reported as increasing stress of the participants. Unmet expectations include unfulfilled expectations, which increased the stress of youth. Items evolved from the discussion are stress when wishes are not fulfilled, when the task is not done on time, seeing carelessness of children, when life doesn't move according to own wishes when goals are not met and seeing the immature behavior of wife. Here, the majority of the items were given by unmarried female students and married males who are working.

b. Unresolved Conflict

As per the opinion of experts in the field of psychology and fellow research scholars' unresolved conflicts stands alone as a stressor. But unresolved conflict and fights were reported as accelerating stress of participants. Items evolved from the discussion were fought with a lover, issues with friends, issues at home, issues with in-laws, thinking about family problems, thought about various issues at night, problems in college, fights between husband and wife, proposals and pressure for marriage. Here, the majority reported fights/ issues at home increase stress. Unmarried female students reported the highest number of items in this sub-factor. For them fights with a lover, issues with friends and fights at home increase stress. This shows that female students especially those who are unmarried are always dependent on others. They wish to have a good bond with everyone. So, anything which disrupts their relationships disturbs them and increase stress. When it comes to married females, they are not much affected by issues outside the home. Their life revolves around family. That is, conflict in a family is something which increases their stress. For males issues due to financial crisis increases stress. This all shows the difference in thought processes of both males and females. Females are worried or concerned about everything around them, at the same time males see the wider world and only serious issues trouble them and they don't take minor life stressors to them.

c. Extreme Pressure to Achieve

Another personal factor observed which increased the stress of participants was extreme pressure to achieve. As per experts, extreme pressure to achieve itself is stress. Participants of the study misinterpreted it as a catalyst which increases their stress. Here, only unmarried female students talked about the extreme pressure to achieve as increasing their stress. For them, high expectation and pressure from family and teachers regarding exams increased their existing stress. This indicates that the female students are highly pressurized from external sources to achieve high even more than their capacity. For them, this increases their stress, and it affects the performance. Hence, female youth have to be trained to not to take up the pressure which is beyond their control and to take up life challenges in a positive note.

6.3 Social Factors

Social factor as a catalyst for stress talks about issues related to society which buffer the stress of individuals. This includes a feeling of insecurity and helplessness. Content analyses revealed that unmarried female students reported majority of the items in this factor.

a. Feeling of Insecurity

Items included in this sub-factor include insecurity of traveling alone, being alone at nights and lack of a permanent job. The majority reported going somewhere alone as causing increase

stress. Only three groups talked about insecurity feeling as increasing their stress. They are unmarried female students, married females who are working and married women who are not working. Only female participants reported that insecurity feeling acts as a catalyst for stress indicating that that female youth have a feeling of insecurity and hence they have to be taken care off. This indicates the wide scope of life skill trainers with females to equip them with positive strokes in life.

b. Helplessness

Helplessness was found to be factors which evolved from the discussion. Items include lack of social support, lack of own house, low income, work overload at home, lack of support from family and friends, lack of job, dependency on the husband, lack of rest and lack of people to share. Here, the majority of the items were reported by married females who are not working. This shows that being only a homemaker, looking after husband, children and family most of them are stressed. This also indicated that they have to be considered and proper care and attention have to be given to females who spare their livings at home. As the family is the main source of support for this group, they have to listen and they have to be given entertainments like outings, movies, etc to reduce their stress level. They also wish to get motivating and supporting words from family and reports also shows that they want their family helps them with daily chores. Hence, the main agenda for people working with this group should be to come up with activities, which mothers can engage in apart from their daily household works. Forming small groups can be a motivating factor as well as income generation for females who are homemakers.

Content analysis also found that only female groups reported helplessness as a factor which increases their stress. This shows that females need to be made stronger both mentally and physically. They also required forming good friend circle whom they could share their issues.

6.4 Emotional Factors

Sub-factors classified under emotional factors include anger, fear, and jealousy. Content analysis revealed that for majority fear is something increase their stress.

a. Anger

According to Anger Resource consortium by American psychological association everyone experience anger and it can be healthy. It was also found to motivate people. That is when managed well anger was found to result in positive change in individual's life and situation. But, same time miss management of anger was found to be unhealthy. Using the technique of content analysis, it was found that anger increased stress for some of the participants. Items developed from the discussion are thinking about the lover and thinking about society. Only two groups reported this, and they are an unmarried male and unmarried female students. Rest of the participants didn't report anger as increasing their stress. According to Robinson (2014), excessive anger affects the wellbeing of oneself and others. Anger leads to headaches, migraines, chest pains, aches, hypertension, high blood pressure, heart diseases and the same time it can affect the wellbeing of others also. This indicates that trainers working with young adult population have to focus on controlling the impulsive behavior of the same.

b. Fear

According to Jim Folk, President of Anxiety Centre, fear always produces an associated stress

response. The greater the fear, the more dramatic the stress response. Items evolved from the discussion which was classified under 'fear' include fear of facing interviews, fear of exam results, small children, thinking about a career, running of age, education, future and parental health. This item shows that fear of a particular thing or an event will result in stress and also it also acts as a catalyst for stress. Here, the majority of the items were reported by unmarried males who are working. They are stressed due to various life instances like the thought about future, education, life, parental health, future of siblings, etc. This indicates that youth are seeing life more seriously and are always working for a good future. They are also giving importance to family and prosperity of family which is a different thing from adolescence stage. Adolescents focus more on the self on moving to youth their focus is shifted to family, life and in future endeavors. This shows an appropriate stage change in individuals. That is the reason why they fear thought about family and future. But fear is something increase stress and block our thinking capacity. Hence, youth should be trained to face the world without fear and with a positive outlook and clear vision.

c. Jealousy

Miller (2011) a stress relief expert describes jealousy as a "restless poison' that can steal your inner peace, create havoc physiologically and impair your ability to think and respond with any amount of clarity." When reports given by participants were analyzed, it was found that jealousy acted as a psychosocial catalyst for stress. Only unmarried male students reported this as increasing their stress. For them when siblings score more marks and thinking about friends increases stress. This indicates the role of psychologists in helping youth to deal with their unwanted emotions in the form of jealousy.

6.5 Health Issues

This factor talks about health-related issues which increase the stress of individuals. Two sub-factors were identified here. They are illness and Alcoholism.

a. Illness

The majority reported that anything which disturbs the health/balance of a person, increase stress. Items evolved from the discussions are health problems, lack of sleep, illness of children, health issues at home, lack of rest and lack of free time. Married females who are working reported the majority of items in this sub-factor. This indicates that this group is giving more importance to the health of an individual. Studies also reported that illness of any sort would increase stress (Schmitt & Ford, 2007).

b. Alcoholism

Content analysis revealed that alcoholism of their partner causes stress for the majority of female participants. Female youth, especially married females reported that alcoholism of husband increased their existing stress level. An Indian study by Sulekha, Dadwal, Bhatt, Bijalwan, and Sorte (2014), also reported that husband's alcoholism increased the stress level of wives. From the reports it could be interpreted as that youth in early adulthood stage should be trained to maintain a healthy body and mind which would help in making thinking clear and thereby findings solutions to life problems.

Phase-II

Phase -I discussed psychosocial catalysts which increase the stress of the participants. Phase- II talked about psychosocial catalysts which decrease the stress of the participants. Using the

content analysis, four main factors evolved as reducing the stress of participants. They include cognitive factors, personal factors, social factors and other factors. Details are presented in the table (2).

Table 2: *Factors and Sub-Factors which Decrease Stress of youth in early adulthood stage*

Sl. No	Factors	Sl. No	Sub-Factors
1	Cognitive Factors	a	Attention Diversion
		b	Reanalysis of Events
		c	Cognitive Restructuring
2	Personal Factors	a	Creating Personal Comfort
		b	Relaxation
		c	Energy Release
		d	Stay Calm
		e	Try to Self-Motivate
		f	Creative Work
3	Social Factors	a	Getting Reassurance from Others
		b	Social Interaction
		c	Pro-Social Behavior
		d	Get Social Support
4	Other Factors	a	Capacity to Enjoy Nature
		b	Receiving Achievements
		c	Remembering Proud Moments in Life

6.6 Cognitive Factors

Cognitive factors talk about the role of changing the thinking style in decreasing stress of youth in early adulthood stage. Participants of the study reported that when under stress they were able to alter their thinking style thereby, changing the belief systems and behavior which intern reduced their stress. As per the reports, given by the youth participants changing thinking style was made through attention diversion, reanalysis of events and cognitive restructuring.

a. Attention Diversion

When participants reported that attention diversion helped them in reducing stress, experts opined that attention diversion itself is a form of coping strategy. Items evolved from discussion classified under attention diversion are reading, watching television, films, comedy programs, using social medias, playing on computers, listening to music, listening to religious preaches walking at terrace, mobile games, avoiding strangers, liquor, attending functions, outing, playing with children, shopping, cooking, travelling and sleeping. Majority of the participants reported that watching television, films and reading reduced their stress. Here, unmarried males who are working followed by unmarried female students and married females who are not working gave maximum responses.

b. Reanalysis of Events

As per the reports were given by the group, 'reanalysis of events' helped in decreasing stress of participants. However, discussion with experts in the field of psychology suggested reanalysis is also a means of coping. Here, the participants have stated that writing a diary and writing out problems and their solutions was a way of decreasing stress for some. This was mainly reported by unmarried female students, unmarried males, and unmarried females who are working. This indicated that unmarried youth in early adulthood stage use more of these strategies to deal with their stress when compared to married youth in early adulthood stage.

c. Cognitive Restructuring

Participants of the study reported that restructuring of thinking pattern helps in reducing stress. According to the participants, when we change our attitude towards a particular event, it will decrease the stress. A married male participant who is working stated that *"When a thought appears in our mind and if we feel that it is moving in the negative direction we should stop thinking of that movement. Or else it will bring negative thoughts and thereby increase stress"*. Items evolved from the discussion include thought about happiest and exciting things in life, comparing one's problem with others, blocking negative thoughts, thinking positively and self-assurance. Only unmarried female students and married males who are working talked about the use of cognitive restructuring as a way of reducing stress.

6.7 Personal Factors

Items in personal factors involve different ways, which brings a positive feeling to a person's body and mind. Sub-factors evolved from analyzing the contents given by participants include personal comfort, relaxation, energy releasers, staying calm, self-motivation and creative work.

a. Personal Comfort

Personal comfort is one way of reducing stress as per the reports were given by participants. Items that are put under personal comfort talks about doing things that each one loves, and thereby reducing stress. Items evolved from the discussion, which gives personal comfort for participants include, talking to lover, parents, and husband, sharing problems with mother, loving others and being in love and getting love from family and being with loved ones and parents. Items also include being in a peaceful atmosphere, talking class for students, sleeping, being alone at bed room, being alone, thinking about bachelor life, holidays and traveling, Here, the majority of the responses were given by unmarried female students followed by unmarried males who are working and married males who are working. This indicates that being in our comfort zone is a way to reduce stress.

b. Relaxation

Participants of the present study reported that various relaxation technique has reduced their stress. As per the discussion with experts in psychology, relaxation is also a form of coping. Using content analysis, it was found that use of techniques like breathing exercise, yoga, prayer, and meditation have reduced stress on the participants. Prayer was the most used relaxation technique by the majority of the participants. Most of the techniques evolved from the discussion with unmarried female students. Studies also found that use of relaxation technique helps in decreasing stress (Arch & Craske, 2006, 2010, Kaviani, Javaheri & Hatami, 2011, Erisman & Roemer, 2010, Goldin & Gross, 2010).

c. Energy Releasers

Content analysis revealed that participants of the present study engaged in various energy-releasing activities, which helped in decreasing stress. Energy releasing activities include walking, reducing weight, drinking coffee, playing, liquor, exercise, yoga and playing mobile games. Some of the responses that are included here can be included in attention diversion activities also. At times people use various energy releasers to divert their attention which decreases their stress. Here, unmarried male students, followed by unmarried female students, gave maximum

responses. Studies also found that energy release like aerobics exercise, jogging, and physical exercise reduces stress (Salman, 2001, Choi and Salmon 1995b, King and Brassington, 1997).

d. Staying Calm

Staying calm was also found to reduce the stress of youth participants. As per the reports, staying calm is achieved through ignoring tension creating things, not thinking about things, try being happy always, self-consolation, adjusting to situations, and keeping away from work when under stress. Almost all the participants have reported that staying calm through various means have reduced their stress.

e. Self-Motivation

According to Leary and Tangney (2003), motivation regarding a person's goals, belief system and emotions is called as Me-self or self- motivation (cited in Roeser & Peck, 2009). As per the reports were given by participants, self-motivation at times reduced stress. Only unmarried males who are working reported that self- motivation helped them in reducing stress.

f. Creative work

According to Ward, Finke, and Smith (1995), creativity is defined as the combining of responses or ideas in novel ways. Content analysis revealed that engaging in creative work decreased stress for the participants. Again, only unmarried males who are working reported that drawing artistic work helped them a lot. This shows that working class especially unmarried males are lacking time for social interaction due to their strenuous working schedules. Hence, they explore themselves more to reduce stress, which is the by-product of work and the environment in which we all live. When this group was compared with rest of the participants, it was observed that young males are more pressurized from all the sides. Most of them have to run their family also with their basic salary. Work overload made them aloof from friend circle also. Discussion with this group revealed that when they are unable to reach friends, they engage in individual activities that boost them up with positive energy. This could be through just thinking about things happened and how to tackle issues or watching intellectual discussions in television, browsing the internet or engaging in artistic work.

6.8 Social Factors

Social factors talk about how involvement with society helps a person reduce their stress. Using content analysis technique, it was found that social factors help youth to decrease their stress. When analyzing the reports, four sub-factors also evolved from the contents given by participants. They include getting reassurance from others, social interaction, pro-social behavior and reducing stress through a social support network.

a. Getting Reassurance from others

Reassurance from others identified as a psychosocial catalyst which decreases the stress of participants. Some of the participants stated that caring and loving words from partner and advice from good friends and well-wishers helped them in crisis situations. Items evolved from the discussion which is classified under this sub-factor are care from a partner, assurance /supportive words from family and friends, advice from good friends and well-wishers. When all the groups of participants were compared on the sub-factor reassurance from others, it was found that most of the group reported that reassurance from family helped them in decreasing stress. Married and unmarried females who are working reported the majority of items in this sub-category. This

indicated that when compared with other participants working females are the group which got more benefit from assurance from others in dealing with stress.

b. Social Interaction

Content analysis revealed that social interaction and friendship helped participants to decrease their stress. Items evolved from the discussion are talking to friends, traveling with friends, sharing to close friends, outing with friends, interaction with friends, going to college, meeting friends, meeting cousins, friendship, visiting relatives, sharing problems to others. Here, the majority stated that friend circle had been a great motivating factor in their life. In the crisis, situation friends have supported to reduce stress. When all groups were compared, it was found that majority of the responses were given by unmarried males who are working and unmarried female students. Studies also have sited the importance of social interaction and friendship in reducing stress. A study by Tennant (2001) focused on symptoms of psychological distress showing elevated rates in workers who report high job demands, low job control, and insufficient work social support.

c. Pro-social Behavior

Pro-social behavior covers a broad range of actions intended to benefit other people (Penner, Dovidio, Piliavin & Schroeder, 2005). This includes behaviors such as helping, comforting, sharing and co-operation. When the reports given by the participants were content analyzed it was found that pro-social behavior also evolved as a catalyst which decreased the stress of participants. Here, only unmarried males who are working reported that helping others reduced their stress. This indicated that unmarried males who are working went in-depth in identifying factors, which others did not mention.

d. Get Social Support

The support which each one gets from society can play an important role in times of stress. This sub-factor talked about how various support systems like friends, family, and colleagues helped participants to decrease their stress. Items evolved from the discussion are support from partner and family, family-supporting in household chores, sharing to husband and friends. Most of the participants reported that support systems that they receive in their day-to-day life helped in reducing various stressors. A study by Michel, Kotrba, Mitchelson, Clark, and Baltes (2011) also indicated that home or work social support reduces stress in all domains.

6.9 Other Factors

This include item evolved from the discussion which could not be classified under cognitive, personal and social factors. Items in this factor include the capacity to enjoy nature, other kinds of achievements and remembering proud moments in life.

a. Capacity to Enjoy Nature

Using content analysis technique, it was found that capacity to enjoy nature was a way of reducing stress for the majority of the participants. Participants reported that enjoying the beauty of nature at night, outing with friends and family helped them a lot in decreasing stress.

b. Other Kinds of Achievements

One category evolved from content analysis is other kinds of achievements. Items included in this sub-factor are reducing weight, when the hair grows, when exam results are out, scoring well for exams, career growth, educational achievements and when assigned tasks are completed on time.

Here, the student population gave the majority of the responses. They reported that even a small achievement in life helped them to decrease the existing stress.

c. Remembering Proud Moments in Life

Remembering proud moments also was found to reduce stress for the participants. Participants reported that when they are under stress proud moments/some special moments in life acted as a psychosocial catalyst which decreased stress. Items included in this sub-factor were giving good care to husband and son, when the husband stops drinking, quit smoking and seeing children doing things independently. Married females talked in-depth about items, classified under this sub-factor. This indicated that married youth in early adulthood stage are giving more importance to family life and anything which disturbs balance of family increase their stress and happy incidents in family reduces their stress too.

7. CONCLUSION

Five major factors which increase stress of young adult were observed. Humiliating experience and unexpected event were the two situational factors that increase stress of participants. Under personal factors, unmet expectation, unresolved conflict and extreme pressure to achieve were found to be acting as catalysts which increase stress of participants. When it came to social factors, feeling of insecurity and helplessness disturbed participants. Emotional issues such as anger, fear and jealousy were reported as increasing stress. Illness and alcoholism were also reported under health factors.

Four factors were found to be acting as psychosocial catalysts which reduce stress of youth in early adulthood stage. They include cognitive factors, personal factors, social factors and other factors. Sub-factors mentioned under cognitive factors include attention diversion, reanalysis of events and cognitive restructuring. Creating personal comfort, relaxation, energy releasers, staying calm, self-motivation and creative work reduced stress of participants mentioned under personal factors. Social factors include getting reassurance from others, social interaction, pro-social behavior and getting social support. Capacity to enjoy nature, receiving achievements and remembering proud moments in life were grouped under other factors.

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