

# ABSTRACTS



## MEDICINE



General Sir John Kotelawala Defence University  
Sri Lanka

# 10<sup>TH</sup> INTERNATIONAL RESEARCH CONFERENCE

3<sup>rd</sup> - 4<sup>th</sup> August 2017

'Changing Dynamics in the Global Environment: Challenges and Opportunities'



# KDU IRC

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Ratmalana 10390  
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## FACTORS CONTRIBUTING TO THE STRESS IN SCHOOL ENVIRONMENT AMONG ADOLESCENTS IN COLOMBO DISTRICT SRI LANKA

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Adolescents are often subjected to stress associated with psychosocial adversities at home and at school. The Adolescent Stress Questionnaire (ASQ; Byrne et al., 2007) has been used to assess the stress level in adolescents in many countries in the world. For the first time, this tool was used in government schools in Colombo District in this study to determine the stress among adolescents in school environment. A descriptive cross-sectional study was conducted on students aged 14 to 16 years (n=104; mean age 15.3 years  $\pm$  0.50 SD; 53% female). ASQ was validated into Sinhala Language using the Delphi technique. Baseline data was obtained and ASQ was self-administered. Stress related to school performance was assessed by assessing the perception of having to study things that adolescent does not understand, expectations of teachers from adolescents, having to keep up with school work, difficulty of some subjects, having to concentrate for long during school hours, having to study of things that adolescents not interested in and the pressure of study. Stress due to school attendance was assessed with factors

related to waking up early morning, compulsory school attendance and stress of going to school. Subjects were divided into stressed (ASQ $\geq$ 150) and non-stressed (ASQ<150) groups. Case control comparisons were made between the groups to determine stress factors. Factors relating to school performance; having to study things that adolescent does not understand (p=0.007), expectations of teachers (p=0.000), difficulty of some subjects (p=0.000), having to concentrate for long during school hours (p=0.000), having to study of things that adolescents not interested in (p=0.000) and the pressure of study (p=0.000) showed significant association. Waking up early morning (p = 0.021) showed a significance association to stress. Nearly 37 % was stressed in relation to school performance and school attendance. School performance and school attendance significantly contributed to stress among adolescents at school. It is recommended that the implementation of intervention is timely to address the identified stress factors.

Key words: adolescent, school performance, school attendance, stress