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INTRODUCTION

1.1 Introduction:

Adolescence can be a stressful time for children, parents and adults who work with teens. Children are dealing with the challenges of going through puberty, meetings changing expectations and coping with new feelings. Many also worry about moving from an elementary to a middle or junior high school. And some kids may have to deal with things that their peers don't have to face such as the death of a family member or moving to a new town. Most children meet these challenges successfully and grow into healthy adults while others have a harder time coping with their problems.

During adolescence, the onset of psychological disorders may be fast (days of week) or slow (months or years) depending in part on the nature of social adversities. What the exact negative Psychological effects are and why the time of onset varies following exposure to negative circumstances, remain almost entirely unknown. An important assumption is that events and difficulties carry a latent and undesirable psychological construct (such as personal threat or negative impact to the self) that can be inferred from a detailed recall of the social characteristics of the experience. Recent advances in neurosciences have opened up possibilities of characterizing in a more direct way the intermediate mental and neural processes responsible for organizing behavioural responses to different forms of adversity.

Life events are defined as discrete experiences that disrupt an individual's usual activities, causing a substantial change and readjustment. Examples of life events include marriage, divorce, illness or injury and changing or losing a Job. In the literature on Stress, Life events have been traditionally considered as are type of Stressor along with chronic strain consoling stressful circumstances such as living with disability or poverty). Since the pioneering work of Tom Halmes and Richard Rahe in 1967, an enormous body of literature has developed on the topic of life events and illness.
1.2 What is Stress?

Stress is an inferred internal state. Because no single biological parameter can adequately inform on a stressful condition and no single stress response is present in all stress related situations, there are many definitions of stress. A general distillation of the literature suggests that stress denotes a real or perceived perturbation to an organism's psychological homeostasis or psychological well-being. In its stress response the body uses a constellation of behavioural or physiological mechanism to counter the perturbation and return to normalcy. Events that precipitate stress (called stressors) elicit any of a number of coping mechanism or adaptive changes, including behavioural reactions, activation of the sympathetic nervous system and adrenal medulla secretions of stress hormones (e.g. Glucocorticoids and Prolactin ), and mobilization of the immune system. Stress responses may involve at least one and perhaps several of the above systems, although none of them is by itself necessary or sufficient to denote stress. Furthermore, the absence or presence of any of these responses does not include or preclude the identification of stressful state (For a comprehensive review see Moberg 2000). Stress responses have several key attribute.

They serve to promote psychological and psychological adaptation and are, therefore, beneficial and desirable. For example, activation of the sympathoadrenomedullar (SAM) system rapidly increases blood flow to the musculature and raises circulating glucose levels, resulting in an enhanced capacity to Flee or Fight (the "Fight or Flight" response), over a longer time frame, glucocorticoid production in response to infection helps restrict the immune system, thus preventing deleterious effects of inflammatory factors on tissues (Gillis et al. 1979: Munck et al. 1984).

1.2.1 Definitions of Stress :

- "Stress is a pressure or demand on the system where available resources are not adequate to cope with."

- General Definition (1999)
• "Stress as the state in which an individual well-being is perceived to be endangered and they think it necessary to divert all their energies to protect themselves."
  - Coffer and Appley (1964).

• "Stress is conditioned feeling experienced when a person perceives that demand exceeds the personal and social resources the individual is able to mobilize."
  - Rechard Lazorus (1966)

Stress is a part of day-to-day living. It is a common human phenomenon and part of life as a college student. As college student you may experience stress meeting academic demands adjustment to a new living environment or developing Friendships. The stress you experience is not necessarily harmful. Mild forms of stress can act as a motivator and energizer. However, if your stress level is too high, medical and social problems can result.

1.2.2 What Causes Stress:

Although we tend to think of stress as caused by external events, it is the way in which we interpret and react to events that makes them stressful people differs dramatically in the types of events they interpret as stressful and the way in which they respond to such stress. For example, speaking in public can be stressful for some people and not for others.

1.2.3 Symptoms of Stress:

There are several signs and symptoms that you may notice when you are experiencing stress. These symptoms fall into four categories: Feelings, Thoughts, Behaviour and physiology when you are under stress, you may experience one or more of the following.

• Feelings :

  (1) Feeling anxious

  (2) Feeling Scared
(3) Feeling irritable
(4) Feeling moody

- **Thoughts** :

  (1) Low Self-esteem
  (2) Fear or Failure
  (3) Inability to concentrate
  (4) Easily embarrassed
  (5) Worrying about the future
  (6) Pre-occupation with thoughts / tasks
  (7) Forgetfulness.

- **Behaviour** :

  (1) Stuttering and other speech difficulties
  (2) Crying for no apparent reason
  (3) Acting impulsively
  (4) Starting easily
  (5) Laughing in a high pitch and nervous tone of voice
  (6) Grinding your teeth
  (7) Increased in smoking
  (8) Increased use of alcohol and / or other drugs
  (9) Being accident prone
  (10) Losing your appetite or over-eating

- **Physiology** :

  (1) Perspiration / Sweaty hands
  (2) Increased heart beat
  (3) Trembling
  (4) Nervous ticks
  (5) Dryness of throat and mouth
  (6) Tiring easily
  (7) Urinating Frequently
(8) Sleeping problems
(9) Diarrhea / indigestion / Vomiting
(10) Butterflies in Stomach
(11) Headaches
(12) Premenstrual tension
(13) Pain in the neck and / or lower back
(14) Loss of appetite or over eating
(15) Susceptibility to illness

1.3 What is Psychological Distress?

Psychological distress is a major problem of present era especially for adolescent. It is true to emphasize that with advancement of science and technology everyone wants to move forward and reach on the peak of his / her success, complete others and live more luxurious life for which they struggle round o'clock. As a result they experienced high level of stress which may have adverse impact on their emotional, psychological cognitive and behavioural state. Individuals want to grow or develop and want to become perfect, their set goals about the future and face a number of problems like academic, financial, interpersonal, and parental pressure etc. in fulfilling their goals. Therefore is a need to increase level of self-efficacy, enhance perfection in work and develop positive attitudes for better fulfillment of goal and achievement. When individual fail to achieve their goals due to low level of self-efficacy, maladaptive perfectionisms or pessimistic attribution style, and or either curb by family or society, they experience high level of stress which lead to psychological distress and play an important role in development of different type of psychological disorder. Such as anxiety, depression, mood disorders or various physical problems like cancer, heart attack and migraines etc. Therefore, the present research is aimed to investigate the role of perfectionism, attribution styles and self-efficacy in experiences of psychological distress among adolescents.

Understanding of psychological distress has been controversial for many years. The major dispute among students of psychological distress has been over the meaning of the concept, and about what actually is meant by the assertion that a person is psychologically distressed (Torkington, 1997).
1.3.1 Definitions of Psychological Distress:

Decker (1997) and Burnette and Mui (1997), conceptualized psychological distress as a lack of enthusiasm, problems with sleep (trouble falling asleep or staying asleep), Feeling downhearted or blue, Feeling hopeless about the future, feeling emotionally bored (For example, crying easily or feeling like crying) or losing interest in things and thoughts of suicide (Weaver, 1995).

Leputla (2000) defined psychological distress as the emotional condition that one feels when it is necessary to cope with upsetting, frustrating or harmful situations.

Mirowsky and Ross (1989) add that psychological distress is the unpleasant subjective state of depression and anxiety (being tense, restless, worried irritable and afraid), which has both emotional and psychological manifestations. They further added that there is a wide range of psychological distress, ranging from mild to extreme with extreme levels being considered as mental illness such as schizoaffective disorder.

Chalfant et al. (1990), Psychological distress is defined as a continuous experience of unhappiness, nervousness, irritability and problematic interpersonal relationships.

1.3.2 Difference between Stress, Eustress and Distress:

Stress is a normal part of life and most people experience stress at one time or the other. It is an individual physical and mental reaction to environmental demands.

Stress is sometimes conceptualized as environmental stimulus or life events that impinge on individuals (Halmes & Rahe, 1967, Life events model). Sometimes as particular reactions to stressful events (Selye's model), or a mismatch between demands placed on the individual and the perceive ability to cope with the demands (Lazarus, 1966).

Pestonjee's (1997) Four Dimensional Model of Stress:

A certain amount of stress is necessary for survival and a moderate / optimal level of stress is normal and in many cases it is useful. And optimal level of stress is required for success in Job, achievement higher productivity and effectiveness (Pestonjee, 1987). When stress level is extreme, and unchecked and unmanaged, can create problems in performance and can be detrimental to health and well-being of the individual. Seley (1974) also differentiated between positive and negative stress. He called these positive reactions to stress as eustress. Eustress can enhance longevity, productivity and life satisfaction.

The negative feelings and reactions that a complete threatening and challenging situation are termed by Seley as distress. When this unpleasant and harmful stress becomes too great and lasts too long, we may experience distress is a state in which our coping abilities begin to breakdown.

A three dimensional model was presented by Hariharan and Rath (2008) to show the cyclic nature of stress, which signify that the three different angles or dimensions of stress one triangle represents the initial experience of stress as presented by external factors and translated into primary appraisal. They are the situations of change, conflict, criticism, ambiguity, imbalance, timeliness, unexpectedness or discomfort.
The second angle indicates the "distress factor of stress." If we examined this angle, it is very obvious that each one of the expressions under distress-such as tension, anxiety, frustration, strain, trauma fear. Pressure and hatred – Connotes something unpleasant something unpleasant.

The third triangle is eustress which consists of expressions such as challenge opportunity, progress, success, achievement excitement that are the pleasant. When an individual experiences 'stress', whether he would move to 'distress or 'eustress' from that point depend on various factors such as the general personality disposition and past experience. Whether a stress situation is considered positive or negative depends upon the interpretations attached to the situation. This happen through cognitive mediation of appraisal.

Stress becomes distress when it is unwanted, unexpected, ongoing, due to serious life changing events or situations (e.g. Family violence, death of a family member, divorce, separation, a jail term, etc.) when we experience distress, we are out of balance. In this case, our bodies and minds cry out for some kind of help. This call for help may take many forms such as moodiness, irritability, depression, anxiety, insomnia, or physical symptoms such as stomach upset or headache.

1.3.3 Distress Vs. Eustress:

Stress can be either positive (eustress) or negative (distress). Importantly, the body itself cannot physically discern between distress or eustress; the distinctions is dependent on the experience of the individual experiencing the stress, distress or negative stress, has negative implications and usually perceived to be potentially overwhelming and out of a person's control, illness and accidents tend to be the focus of negative stress. Eustress or positive stress, on the other hand, is the positive emotional or cognitive response to stress that is healthy; it gives a feeling of fulfillment or happiness Eustress has a positive correlation with life satisfaction and hope because it Fosters challenge and motivational toward a goal. Any event can cause either distress or Eustress, depending on how the individual interprets the information. For example traumatic social events may cause great distress, but also eustress in the form of resilience, coping and fostering a sense of community.
1.3.4 Signs of Distress:

We all have bad days, times when we are anxious or feel sad or isolated. If these feelings persist for more than a week or two, or if they are so intense that they interfere significantly with the student's ability to work, then it makes sense to seek help.

(1) Impaired concentration.
(2) Sleep disturbance (Sleeping too much or too little)
(3) Change in appetite.
(4) Increased isolation.
(5) Self-injury, such as cutting.
(6) Panic (Heart racing, shortness of breath, Fear of dying)
(7) Unusual suspiciousness.
(8) Deterioration in physical hygiene.
(9) Unprovoked anger or hostility.
(10) Frequent tearfulness.
(11) Expressions of hopelessness.
(12) Talk about suicide as a personal option.
(13) Poor decision making.
(14) Avoiding contact with advisor.

1.4 What is Life Events?

Events which occur during the life cycle which either can be age related in which case involve events such as retirement or not age related in which case they may be serious accidents.

- **Life events**: "Life events are significant events which occur throughout an individual's life, these can be the birth of a child, marriage or getting a new job to even losing a close family member."
• **Lazarus's approach**: was also used to develop a life span. Such a model considers life events in their life stage or socio-historical context. Death of a spouse, for example, may have a devastating effect at age thirty five than at eighty five. The change in the meaning of a life event, according to its position in the life span, has prompted the **gerontologist B.L. Neugarten** to distinguish between "on time" ad "Off time" events.

The life span perspective has encouraged a consideration on life events within the general concept of a life story. Individuals create comprehensive life stories. The life story is recreated and revised in an effort to provide life "with a sense of unity and purpose." (McAdams 1992, p. 334). According to the life-span Psychologist **D.P. McAdams**, particular life events – "nuclear episodes" – show either continuity or change over time. In addition to their conceptualization within a life story, life events can be considered in relation to one's identity. Thus, life span psychologist **S.K. Whitbourne** describes experienced events as being either assimilated into one's identity or accommodated by changing to fit the event. An individual who uses assimilation frequently might deny the Significant of an age-related sign or a life-threatening disorder. An "accommodative" type, on the other hand, might over reacts to such signs, perceiving himself or herself as an old person.

**Holmes and Rahe** (1967) developed a questionnaire called the social Readjustment Rating scale (SRRS) for identifying major stressful life events.

**1.4.1 Individual difference in response to Life Events :**

Contrary to the assumption that life events have uniform effects that can be measured by life change units, later studies have shown that the consequences of life events depend on the nature of the events (e.g., whether they are undesirable, unpredictable, on uncontrollable). Growing attention has been paid to subjective meaning of the events to the particular individuals who experience them, rather than the objective occurrence of the events. Since the occurrence of the same event can yield different meanings in each individual subjective appraisal has been identified as a critical part of the effect life events have on well-being (see Lazarus and Folkman). For example, people generally think that divorce is a stressful experience
however, for some individuals, such as those who have gone through a long-term problematic marriage, divorce can be a resolution of stress and even a relief.

The consequences of life events on physical and psychological well-being are influenced by individual differences in coping resources. When life events occur, individuals' coping resources can buffer the negative consequences of life events and facilitate adjustment coping resources may include physical resources (e.g. health and function), psychological resources (e.g. personality traits, values, goals, religious beliefs self-concept and self control), and social resources (social network and social support). One of the most frequently researched psychological resources is mastery, which refers to the extent to when a person feels that he or she has control over his or her life and environment. Individuals with high mastery tend to have positive perspective on the social environment and believe that they can control or alter their environment. Therefore, those with high mastery are more likely to protect themselves from negative consequences when they face stressful life events.

The impact of social networks and social support has also been widely studied, and there exists a general consensus on their beneficial roles in dealing with stressful life events, higher levels of perceived stress, and greater risk of recurrent depression (see Redinbaugh, MacKullum and kiecal-Glaser). An examination of individuals' personal and social resources is important in understanding individual valances in responding and adapting to stressful life events and also serves as an important basis for developing effective intervention programs.

1.4.2 Types of Life Events:

Criticisms have been raised concerning the tactic of aggregating total life events to generate an overall score. Many studies on life events have turned the total number of events into a single score by aggregating all life events experienced within a given time frame. This approach treats all events the same, without taking into account the subjectively perceived importance, of each event. Since life event inventories cover a variety of events of different importance, equating those events may be insensitive in capturing the significant of different life events, and it may fail to detect the effects of specific events that generate a great deal of stress. Some researchers have suggested the use of a more dimension-specific approach, focusing
on specific kinds of events by dividing scales into categories, such as health related events and loss events.

1.4.2.1 Retrospective bias in reporting Life Events:

Conventional life event inventories usually ask respondents to read a list of events and report those that occurred to them over a specific time period. The time frames vary from six to eighteen months. Some researchers have raised questions on the accuracy of individual's memories for life events. In general, people tend to report fewer events for a more distant time period. In addition, a retrospective approach is vulnerable to biasing effects such as selective memory, denial, and over-reporting. For example, depressed people are likely to report more negative events because they tend to focus on the adverse sides of life and to search for events to justify their current moods.

Given this dissatisfaction with the checklist method, researchers have attempted innovative ways to assess life events. Some studies have used combined methods of self-reporting on checklists and interviews. Karen Raphel and Colleagues (1991) assessed the occurrence of life events every month for ten months using a checklist and at the end of the study they did detailed interviews on experience with life events for the studied period. They found that more events were reported on a concurrent monthly basis than were reported on a retrospective interview for the same period. As an alternative to retrospective report over long periods, some researchers have conducted multiple follow ups for the occurrence of life events, with a very short interval between interviews, in order to detect the onset of events. This approach solves some problems associated with the retrospective report using a checklist method; however, it requires a large sample and longitudinal follow up.

1.4.2.2 Life Events are not uniform across populations:

Some researchers have called into questions where scale items contain relevant and representative life events for target populations. Since scales are rarely generated on the basis of large and well-developed sampling frames, it is hard to judge, if the items cover a sufficiently wide range of possible events. More importantly, exposure to life events varies in terms of age, gender and social roles for example, retired individuals cannot be promoted, men cannot be pregnant and
unmarried individuals cannot experience marital conflict or divorce. Inclusion of irrelevant. Items for the target population may result in misclassifying individuals as having fewer numbers of life events.

In response to this concern, a number of life event inventories have been developed for various populations, including the Psychiatric Epidemiological Research interview (PERI) for general populations: the Life Experiences Survey (LES) for adult age groups; the college students Life Events Schedule (CSLES) for college students and the Louisville older persons Events Scale (LOPES) for the elderly population.

1.4.3 Life Events and Out-comes:

Confounding is a particularly important issue in the examination of life events. Many items in life event inventories are closely related to health (e.g. illness, injury, and hospitalization), so they can be easily confounded with physical and mental health outcome. Due to concerns about the confounding of health and life events, some researchers recommend separating health related life events from non-health related items. Some studies have selected only healthy elderly individuals in examining the impacts of life events in order to exclude confounding of health variables (Willis, Thomas, Garry and Goodwin).

1.4.4 Recent Findings on Life Events and Well-being:

Numerous studies have examined the consequences of life events on a variety of physical and psychological outcomes. In general populations, life events have been shown to be associated with a variety of physical problems and indicators of psychological distress. Researchers have suggested several ways to explain the low associations found in such studies, including methodological issues and individual differences in coping resources.

One fruitful strategy in the study of the effects of life events is longitudinal study of individuals with psychological or physical disorders that tend to have periods of remission and recurrence for example, it is extremely difficult to demonstrate conclusively that life events provoke the initial onset of depressive disorders, but longitudinal research on individuals with a history of depression
provides convincing evidence that life events can lead to recurrence of difference of depressive episodes. Sophisticated longitudinal studies even support the contention that major life events play important roles in onset and recovery from episodes of bipolar disorder and multiple sclerosis-disorders that are commonly viewed as entirely biomedical. Research on life events in these clinical populations has also led to increasing recognition that some life events are caused by the disorders studied; for example, loss of job may be precipitated by early symptoms of a mental disorder.

Finally, life events have been demonstrated to be potent factors affecting physiological processes, in particular the immune and endocrine systems with implicates for health and recovery from illness for example, studies on individuals undergoing stressful life events ranging from taking final examinations to experiencing bereavement demonstrate a slowing of wound healing a finding with clear implications for practical problems such as recovery from surgery.

1.5 What is Social Skill?

Social skill is any skill facilitating interaction and communication with others social rules and relations are created, communicated, and changed in verbal and non-verbal ways. The process of learning these skills is called socialization.

**Interpersonal skills** are sometimes also referred to as people skills or communication skills. Interpersonal skills are the skill a person uses to communicate and interact with others. They include persuasion, active listening delegation and leadership.

The term "Interpersonal skills" is used often in business contexts to refer to the measure of a person's ability to operate within business organizations through social communication and interactions. Interpersonal skills are how people relate to one another.

Social psychology is an academic discipline that does research related to social skills or interpersonal skills. The discipline studies how skills are learned by an individual through changes in attitude, thinking and behavior.
Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally through gestures, body language and our personal appearance.

Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others.

Social skills are ways of dealing with others that create healthy and positive interactions. Children who have social skills can communicate clearly, calmly and respectfully. They show consideration for the feelings and interests of their peers. They take responsibility for their actions are able to control themselves and are able to assert themselves when children learn social skills through experiences with peers, examples and instructions from their parents and time with adults.

It is vital for children to use social skills because they are the route to creating and developing relationships. They are needed for enriching social experiences and they lessen the chance for negative interactions being the building blocks for friendships, social skills give children the chance to learn from their peers and learn how to be considerate with those they meet in the future. By having a positive impact on life experiences, social skills also give children a sense of confidence and mastery over their environment.

Social skills, broadly defined, are those learned behaviours that grease the wheels of social interactions they vary from culture to culture, but in United States and other "First World" nations, they typically include the ability to make eye contact, offer a firm handshake ask and answer questions without grilling another person or standing awkwardly silent show the right emotion at the right time (Somber at a funeral, joyful at a wedding, for example), sit still in a theater, and so forth.

These are all skills that can be taught as behavior – though some may be extremely difficult to master, as people with autism often have a very tough time with sensory challenges including eye contact, hugs, sitting still etc.
1.5.1 Definition of social Skill:

To define what socially skilled behavior is, we can base it on:

- "Interpersonal behavior that implies the honest and relatively direct expression of feelings."
  
  - Rimm (1974)

- "Behaviour which allows a person to act according to his most important interests, to defend himself without inappropriate anxiety to comfortably express honest feelings or exercise the personal rights without denying other's their rights."

  - Alberti and Emmons (1978)

- "Expression manifests from preferences (through words or actions) in a way which makes others realize."

  - Mc Donald (1978)

- "Mixture of identifiable and learned behavior which individuals use in interpersonal situations to obtain or maintain the reinforcement of their environment."

  - Kelly (1982)

- "Mixed behavior emitted by an individual in an interpersonal context that expresses feelings, attitudes, desire, opinions or rights of this individual in an adequate way to the situation, respecting other people's behavior and who generally resolves problems immediately, whilst they minimize the probability of future problems."

  - Coballo (1986)
1.5.2 Nature of Social Skill:

Early social skills interventions targeted simple, prerequisite behaviours such as orienting toward another person and making eye contact (Lovaas, 1977). Although the concept of social skill is not new, organizational behavior scholars have just recently started to study the role of social skill in career success (Hocharter, et al. 2006).

Social skill can be defined as the set of skills people use to interact and communicate with one another. They are based on the social norms of our society and they tell us what attitudes and behaviours are considered to be normal, acceptable and expected in a particular social situation (Patrika, 2008). Libet and Lewinson (1973) defined social skill as a complex ability that produces behaviours that will be positively reinforced and not produce behaviours that will be punished by others.

Social skills are important because they allow us to interact with each other with predictability, so that we can more readily understand each other and be understood. Without an agreed upon social way of interacting, it is very hard to prevent misunderstandings. It is important for us to be able to interact with clarity (Patrick, 2008).

1.5.3 Outcomes of Social Skill:

Strong social skill can facilitate interpersonal interactions, which can in turn lead to effective job outcomes.

Social skills are encouraged positive interactions with others, avoided or terminated negative social interactions with others (Flowers, 2008). There are many benefits of social interaction. Social activities can help you to make friends, feel good about yourself and do many things that you could not do on your own such as win a team. Sport or complete a major project (Pettry, 2006).

Social skills also allow an individual the opportunity to express both positive and negative feelings in interpersonal situations without losing social reinforcement (Hersen & Bellack, 1977).
Kuhn and Weinberge (2005) find positive return to occupying leadership positions in high school, especially in managerial occupations. Caprara, Barbaranelli, Pastorelli, Bandura & Zimbardo (2000) found that pro-social skills (Cooperating, helping, sharing and consoling) in 3rd grade was a better predictor of 8th grade academic achievement than 3rd grade academic achievement (Flowers, 2008).

More recently, however, social skill has been theorized as a moderating variable that enhances people's performance (Hogan & Shelton, 1998). In particular, Witt and Ferris, (2003). Found that social skill moderates the relationship between conscientiousness and job performance, such that the relationship was stronger for individuals with higher social skill (Okumura & Usui, (2010). Similarly, Ferris, Witt ad Hochwarter, (2001), found that social skill moderates the relationship between general mental ability and job performance and salary, such that the performance rating and salary were highest for individuals with both high social skill and general mental ability (Ocumura & Usai, 2010).

1.5.4 Types of Social Skill in Adolescents:

- Interaction skills – smiling, making eye contact.
- Approach skills – how to approach another person or a group.
- Engaging skills – how to share, take turns, wait follow rules etc.
- Friendship skills – how to include others, show appropriate affection, etc.
- Empathy – how to relate to others and care for them.
- Communication skills – how to express oneself and listen.
- Sense of humour – how to have a laugh!
- Conflict resolution – how to manage disagreements in socially acceptable manner.
- Assertiveness – how to say no, how to stand up for oneself etc.
1.6 **What is Student Problems:**

Here are some of the problems that students they are commonly faced with.

An adolescent boy or girl who has good adjustment at school, home and to self will be happy and successful. The importance of good adjustment in adolescence has been stressed by Jersfield, "The adolescent who is realistically adjusted to himself and his environment, has a treasure within his World. He feels that the ideas are his own and according to his abilities and capabilities. He has inner harmony and enjoys life and environment. Such a person is happy and makes other happy and loves his life and the World in which he lives." Such a person makes rapid progress and high achievement in all the areas.

1.6.1 **Problems of Students:**

1. **Lack of guidance:**

   Our student is the most unguided student in the World. Neither the parent due to their ignorance nor the teachers due to lack of professionalism are able to guide them. Lack of guidance is very serious problem which student face in our country, maximum parents are uneducated so they can't guide their children. Due to which they can't chose proper subject and proper field as well as they can't get good marks because no can help them in home works, while on other side those students who have proper guidance they get good marks.

2. **Poverty and financial problem:**

   Majority of our people are living on the poverty line who can barely make their both ends meet. They cannot afford even the negligible fees being charged in the government institutions, let alone the books and uniforms for which they are to pay from their own pockets. Majority of our young ones are child labor, they indulge in child labour not only to feed themselves but to support their families too.

3. **Lack of trained teachers:**

   There are no trained teachers in our education system. The purpose of early primary education is to induce in to the students and interest of education but children
are exposed to untrained teachers in their early stage of education they lose interest in education and results in early dropouts.

4. Lack of proper learning aids and laborites:

Our colleges are devoid of proper laborites and learning aids. Due to this students are bombarded with theoretical a concept, which in the absence of the required audiovisual learning aids and laboratories confuses the students. As a result of this the students lose their interest in education after which either they drop out of rely on practices like cheating, bribing teachers etc.

5. Fear complex:

To camouflage their inability teachers grow a fence of fear around themselves. They resort to indiscriminate punishments resultantly some of the students run away from schools and the rest become docile with no interest in education but to spend time aimlessly.

6. Psychological problems:

Students due to high expectations of their families and absence of guidance for both the parents and students experience a lot of psychological stress, which has a retarding effect on their growth.

7. Transfer of teachers:

Frequent transfer of teachers leaves no room for the development of mutual understanding and respect for each other. The moment they start to understand each other, the teacher is transferred. Once this process is repeated a few times with a student the student closes himself to teachers in future.

8. Socio-economic condition:

Due to bad Socio-economic conditions of majority of our students they are not very attentive to what is being imparted to them and neither can they practice it at homes.
9. Biased and traditional measures for evolution of pupil:

Students are evaluated in our institutions not on the basis of their abilities but on the basis of their class. This disheartens students who have weak financial/social backgrounds. Also our examination system evaluates students not on the basis of their cognitive abilities but is more of a rate memory test. All this is simply due to the fact that modern evaluation techniques are not applied.

10. Absence of appropriate textbooks:

Students are subjected to in appropriate an textbook, which in the absence of appropriate reference books makes the situation worst. Schools libraries are filled with irrelevant books majority of which being story books, which too are kept under lock and key out of the reach of students.

11. Stress:

Students are physically stressed due to the fact that they start early in the morning and walk long distances to schools, on reaching schools they are subjected to physical punishments and when they return they are given substantial amount of homework for which they have no guidance. Ist addition to this they are short of time as they have to take care of different home related chores such as feeding cattle, bringing fodder etc.

12. Loneliness:

Due to mental stress and too much work students have no time to develop social relations and the feeling of loneliness overtakes them. This leads to depression and mental sickness, which is taken by society as being under the influence of spirits. To cure this they are taken to different shrines which majority of times results into partial mental disability.

13. Communication problems:

There exists a lot of communication gaps between students, teacher and parents. Due to this gap neither the teachers nor the parents come to understand the students, resultantly they enforce upon them their wishes. This enforcement develops a rebellious or a docile nature in the students, which retard the positive abilities.
14. **Medium of instruction:**

Our students are subjected to very frequent changes in the medium of instruction. In the process the best they can do is to learn to read one of the languages. Majority in unable to understand what is written in the text. They memorize the text and recopy it in examination, which kills the basic aim of education.

15. **Classroom environment:**

The classrooms are over-crowded due to which the students are unable to take personal attention of the teacher resultantly they are unable to communicate to the teacher their problems, resultantly their problems never get resolved.

16. **Lack of facilities for co-circular activities:**

There exist no facilities for co-curricular activities of the students. Very few schools have playing grounds, which due to wrong playing of the school management are very overcrowded in school breaks, provides no space for any kind of sport. Also there are no provisions for sport goods due to which children run aimlessly in school breaks.

17. **Drug addiction:**

Due to non-serious attitude of the teachers and school management students at a very early age get exposed to menaces like smoking and use of snuff, which according to psychologists are a gateway to more serious additions such as bash and heroin. It is also been observed that it is in fact the teachers and parents of the students who use these things openly in front of students and hence work as a role models for students on their way to getting into the habit of smoking and use of snuff.

1.6.2 **Personal Problems:**

Physical health, appearance, poor self adjustment, lack of confidence, fear of failure, feeling of loneliness, fatigue, poor abilities of the learner, stress and strain, anxiety of future uncertainty, lack of sociability are a few personal problems of the adolescent.
1.6.3 Family Problems:

Structure of the family, personality traits of the parents, attitudes towards education cooperation, facilities available for learning, relationship with the adolescent, need satisfaction of the adolescent, Psychological atmosphere of the home, rigidity and such other factors constitute family problems.

Families in the United States are experiencing significant stress and functional discourse marked by unparalleled changes in family structure. The home environment. For many young people represents a place of instability and emotional upheaval where security, caring and nurturing are depleted or nonexistent. Separation, divorce, death or abandonment removes one or both parents from the family. The lack of attention and affection that may accompany such change adversely impacts adolescent. Subsequent emotional and financial difficulties of a single parent household further strain the family dynamic.

Substance abuse; domestic violence emotional, physical and sexual abuse; and mental illness plague some families. At an alarming rate, young people enter higher education with dysfunctional family backgrounds that evoke stress and trepidation in students. For children of alcoholics, for example, the college social climate that is impressed by alcohol use produces significant anxiety as the student grapples with the personal and familial implications of watching and participating in drinking practices. It is imperative that schools recognize the existence and impact of family discourse and childhood trauma on students and provide them with the support necessary to enable them to cope with their situations and succeed within the collegiate environment.

1.7 Definition of Important Words:

1.7.1 Life events:

Life events are significant events which occur throughout an individual's life these can be the birth of a child, marriage or getting a new job to even losing a close family member.
1.7.2 Social skills:

Interpersonal behavior that implies the honest and relatively direct expression of feelings.

1.7.3 Student problems:

The adolescent who is realistically adjusted to himself and his environment has a treasure within his word. He feels that the ideas are his own and according to his abilities and capabilities. He has inner harmony and enjoy life and environment such a person is happy and makes other happy and loves his life and the World in which he lives.

1.7.4 Psychologically distress:

Lerulla (2000) defined psychological distress as the emotional condition that one feels when it is necessary to cope with upsetting, frustrating or harmful situations.

1.7.5 Sex:

Sex the social dimension of being male or female sex identity is the sense of being male or female. Boy that is male and Girl are female with psychologically distress and non-distress college students are selected for the study.

1.7.6 Birth order:

Birth order can be consider in which they are born in order to their brothers and sisters is called birth order.

- First birth order:

First birth order is given to the first child of their parents.

- Second birth order:

Second birth order is given to the second child of their parents.
1.8 Importance of the Study:

In the present decade demands for college students have been increasing. Therefore the need for being graduated and the importance of post graduation is also increasing. As a result many youngsters complete to get admitted in the top most colleges and universities. For many selected vocational areas the educational qualification is very specific. But generally, for most of the jobs the requirement is higher educational qualification. During college life the students pass through various good and awful experiences. For many of them this period brings a blessing as a result over all development happens during this 3-4 academic years. But this same blessing proves to be a dread. They become victim of many unwanted happenings and unexpected events. This affects their physical and mental health due to which the experiences stress.

This phase of their life is period of transaction for all of them. Many events that take places in numerous areas of their life during this time affect their health. The most significant area of their life as a student is education. And events related to this area like failure, lower grades, change of medium of education change of the instructor and even change of school or colleges affect them. College students apart from facing this type of problem also face various other types of problems in their college life. These problems are mainly emotional social and other problem. Some may have severe economic problems, personal problems, family problems social problems which may send in the way of their studies. Finally they become psychological problems.

The present study attempts to find out some questions:

1. Are students in certain groups prone to experience higher level of distress?

2. Is there a relationship between life events, social skill and a level of distress?

3. Do distressed students possess level of student problems or perceive themselves as less health?
The information about the present status of college students regarding their psychological distressed may prove vital and useful, not only college students but the parents and society also. The implications of these findings will be helpful for stress reduction programmes on college campus. The present study attempt in this direction.

1.9 Plan of the Present Study:

The aim of the present study was to find out whether the stressful life events, social skills and student problems have any impact on their psychological distressed level.

Chapter-1:

The first chapter under the title Introduction includes historical background of the studied variables, major concepts to be considered and importance of the investigation.

Chapter-2:

The second chapter under the title Review of Related Literature includes a brief summary of post studies on stressful life events, social skill and student problem and distress.

Chapter-3:

The third chapter under the title Research Method, Design and Process includes objectives, variables, hypothesis, selection of sample, statistical techniques to be sued to analyze the data etc.

Chapter-4:

The fourth chapter under the title Data-Analysis, Result Discussion and Interpretation, the finding of stressful life events. Social skill and related distressed and student problems are interpreted.
Chapter- 5:

The fifth chapter title **Conclusions, Limitation and Suggestions** include the finding of the study and suggestion of the future study.

More over in the **Appendix and References** of the study and a copy of research tools used in the study are attached.