

A STUDY OF STATISTICAL AND THEMATIC ANALYSES OF THE REPORTED EFFECT STRESS ON ADOLESCENTS*

May Kyi Soe¹, Khin Hnin Nwe²

Abstract

The main aim of this study was to examine the situations of stress of adolescents who are in higher education setting from different institutions in Myanmar. In addition, the study explored the causes of stress experiencing among university students by thematic analysis. In this study, mixed method was applied and descriptive and thematic analysis were executed. For quantitative phase, a total of 1100 participants (first year students) from seven universities were selected by using multistage sampling technique. Perceived Stress Scale (Cohen & Williamson, 1988) (Cronbach's alpha = 0.82) was used to measure the students' perception of stress. For qualitative phase, individual semi-structured interview was administrated with 48 severe stress of adolescents. According to the descriptive statistics results, the stress of adolescents in Myanmar were satisfactory. According to the results of independent samples *t*-test, it was found that there were significant differences in adolescents' stress by gender and career choices. Moreover, the ANOVA results revealed that there were also significant differences in adolescents' stress by family types. However, there were no significant differences in adolescents' stress by age according to the ANOVA results. Thematic analysis results highlighted two main themes: learning-life unbalance and fear of failure. These themes are discussed in terms of possible risk factors concerning adolescents' mental health. It is hoped this study to be of assistance in suggesting to offer stakeholders and parents the opportunity to explore areas of focus and improve adolescents' mental health which can benefit in building the nation in which mentally healthy citizens are living.

Keywords: Stress, Adolescence, Thematic, Statistics

Introduction

Importance of the Study

Nowadays, changes in modern society are global phenomenon that has put adversities, stress and pressure on individuals. All these changes have created conditions that made life miserable for every individual. In the era of Knowledge, education is under increasing stressful and pressure for students to create better achievement and successful life. In the current situation of adolescents in higher education, every student experiences various hardships because of the increasing complexity and uncertainty of duties and studies. These situations are the challenges that the adolescents especially university students face today and tend to feel mental health issues such as stress, anxiety. According to Professor Dr. Khin Zaw (2001), mental health must also be defined in terms of the adjustment of society to the needs of man; of its role in furthering or hindering the development of mental health. Whether or not the individual is healthy, is primarily not an individual matter, but depends on the structure of his society. Mental illness become prominent in every aspect of individual' life. In recent year, most of the studies pointed out that adolescents especially university students' mental health has become a rising public concern (Brown, 2018; Ravenwood et al., 2019). From the ages of 12 to 19 years is a period of vulnerable

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¹ Department of Educational Psychology, Meiktila Education Degree College

² Department of Educational Psychology, Yangon University of Education

time in students' life and for mental ill health onset and for youths, it is when they attend university (Kessler et al., 2007).

University is the social institution for students completing from basic education sector. Besides, university is a life transition that can be distressing for adolescents (Gurbuz et al., 2019). However, for such students, various social and mental health problems such as stress, anxiety, isolation and loneliness come out during the transition period from basic education to higher education. According to Cooke et al., (2006), university students experience high levels of stress throughout their university experiences. Stress includes various hardships in their ecosystem; academic requirements, support systems, peer pressures, poor social relationship, discrimination, bullying, loneliness and transition period from dependence on family to oneself etc.

Stress is major serious issues that affect university students' life and the effects of stress could be reflected in social, mental health and academic performances of students (Ladejo, 2021). For university students, stress has consisted fear of finding motivation to students' learning, experiencing failure in ones' studies, time pressures for assignments and concerns about academic potential. Moreover, students face challenges in terms of academic motivation, personal academic interaction with new companions, different teaching techniques from university teachers, unfamiliar academic institution and other academic pressures (Keeling, 2003). Besides, university students face stressful situations because of changing education system, lifestyle in social and location (Civitci, 2015). Therefore, most of the students from university especially fresher-men find difficulties to get a balance among these situations. As consequences, students who feel the instability emotions and stress can easily initiate unusual behavior that can affect their academic motivation and learning ability.

Adolescents aged 15 to 19 years in Myanmar felt the mental health issues such as stress over the recent years that was identified as a major problem experiencing the whole nation (Nyunt & Soe, 2014; Aung & Maw, 2016; Aung & San, 2020; Soe, 2024). These young people especially university students face various stressful situations from peer influencing, social alienation and conflicts with peers and unpleasant university climate that are the internal and external risk factors influencing their mental health issues (Soe, 2024). Consequently, the risk factors influencing on their mental health take youths beyond their limits to cope. Students who feel the instability emotions and stress can easily initiate unusual behavior that can affect their learning ability. Therefore, stress can negatively impact adolescents' performance and achievement (Auerbach et al., 2016). Although there were previous research concerning stress for university students before COVID-19, it appears that sources of stress of university students to follow up studies are unlimited in Myanmar higher education sector from different institutions. Therefore, this purpose of this study is to examine the situations of stress of adolescents who are in higher education setting from different institutions and to explore the causes of stress experiencing among university students by thematic analysis.

Purposes of the Study

The main purpose of this study was to investigate the adolescents from higher education exploring and discussing the impact university has on their stress.

The specific objectives of this study were described as follows.

1. To explore the stress of adolescents in Myanmar by their demographic variables

2. To investigate the influencing factors which contribute to the deterioration of adolescents' mental health while studying at university

Definitions of Key Terms

Stress: Stress is defined as the feelings that a person has about how much stressed one is under at or over a given period of time (Cohen et al., 1986).

Adolescence: Adolescence is defined as a developmental period straddling the transition from childhood to adulthood, which may be characterized by the biological, cognitive, psychological and social changes that occur during this time (Steinberg, 2014).

Thematic Analysis: Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data (Braun & Clarke, 2021).

Statistics: Statistics is defined as the science which deals with the collection, classification, analysis and interpretation and tabulation of numerical facts (Croxtton & Cowden, 2014).

Review of Related Literature

Stress among Adolescents

Adolescents are a period of life, characterized by physiological, social and cognitive changes rapidly that generate stress. Stress is an outcome of an emotional response subjectively to the perceptions of uncontrollable challenges and demands in daily life (Larsen & Buss, 2008). Excessive demands of the daily life to meet the same can lead to stress. The demands which caused stress is known as stressor (Roberson, 1985). The sources of stress are called stressors. Experience of stress can lead to the occurrence of psychiatric symptomatology of clinical significant (Grant et al., 2004). Stress can cause the changing, demanding, difficulties, risky and challenging. According to Cook & Hunsaker (2001), various factors of personal and environment are marked as vital contributors of stress in a person's life. There are number of sources which causes stress among adolescents. In case of students in higher education, individuals have to face lots of pressures related with academic, new social changes, new educational institutes, experiencing several risks, financial problems and other personal problems (Sinrachatanant, 2012). Phoolka and Kaur (2012) claimed that the mental capacities of individuals can vary or differ. Therefore, the perception of stress is unique for every person.

The incompatibility between mental development and physical changes causes deviant behaviors and stressors in institutions environment, interpersonal relationships and family functioning (Kai-wen, 2010). Outcomes of the stressful life events depends on how responds to them and the outcome results can be positive or negative based on the way of response (Naviya & Shahin, 2021). According to Lazarus & Folkman (1984), when adolescents praise it as a challenge some positive outcomes can produce. Appraisal of a stressful event is more threatening and has been associated with self-reported symptoms of stress, anxiety and depression (Sandler et al., 2000). This implies that people can suffer the same level of adversities or the adverse events, however, individuals appraise the impact of these adversities depending on the diverse extents as the result of factors like coping strategy, resiliency level and personality and social and emotional support. Lazarus & Folkman (1984) stated that perceived stress reflects the interaction between a person and his atmosphere that individual appraise as overwhelming or threatening the resources

in such a way. When youth experienced stressful events which are significantly raised, this situation tends to lead to low their academic performance (Williamson et al., 2005).

Excessive assignments, over-workload, competition among adolescents, career choices, fear of failure in educational achievement, poor socialization, interaction with teachers, high expectations of parents, study-life unbalance are the most school related stressors which affect students' academic performance and motivation (Fairbrother & Warn, 2003; Wilks, 2008). When adolescent is unable to cope effectively with academic stress, mental health consequences can result (Macgeorge et al., 2005). Considering the gender differences in stress, females appear to be more vulnerable than males (Stevens et al., 2003). Family atmosphere has a great influence in the development and process of adolescents' stress (Sander & McCarthy, 2005). Adolescent who does not live with their parents are more likely to be at mental health risk due to the emotional distress that they experience in their daily life (Rothenberg et al., 2018). Negative and stressful interaction between mother and adolescents have been viewed as risk factor for their stress (Kane & Garber, 2004). Hammen et al., 2003 reported that stress and environmental context are main factors of adolescents' stress. Moreover, expectation of parents is a predictable factor of stress among adolescents.

Method

This study utilized sequential explanatory mixed method approach for collecting and analyzing both quantitative and qualitative data during the research process. This design was chosen because these two methods not only complement each other but also allow for more complete analysis by combining the quantitative and qualitative method (Tashakkori & Teddlie, 1998).

Participants of the study

For the purpose of the quantitative phase, a multistage sampling procedure was used for selecting the participants of this study. A sample of 1100 adolescents in tertiary education in Myanmar was selected. The participants were selected first year students from Yangon University of Education, Yezin Agriculture University, University of Forestry, University of Veterinary Science, Mandalay University, Taungoo University and Mandalay University of Foreign Languages. Selected participants consist of 469 males and 631 females. Researcher divided participants into high and low groups based on + 1 and – 1 standard deviation from the mean. The participants with scores above the + 1 standard deviation from the sample mean were identified as the high group and the participants with scores below the – 1 standard deviation from the sample mean were identified as the low group. And then, the participants with scores between + 1 and – 1 standard deviation were identified as the moderate group. Then, a purpose sampling method was used for the purpose of the qualitative phase. A sample of 48 adolescents in higher education who met the criteria of high stress based on the quantitative results.

Ethical Consideration

Approval to conduct this study was gained from Yangon University of Education Ethical Research Committee (ERC). Moreover, ethical approval was received from the Department of Higher Education under Ministry of Education, other Ministries and also rectors from each university was obtained prior to the administration of the questionnaires. Then, pseudonyms were

used to protect participants' identity and confidentiality of all information gathered for the research. This message has already been given to all the participants.

Instruments

For survey, the instrument was the Perceived Stress Scale (PSS) which was developed by Cohen and Williamson, in 1988. It was widely used to measure the individual perception of stress. It consists of 10 items which were examined by five-point Likert scale to measure the stress of adolescents by two subscales: perceived helplessness and perceived self-efficacy. The psychometric properties of PSS instrument were satisfactory with its reliability coefficient 0.82. To seek the demographic information of the respondents include gender, age, career choices and family types of adolescents were collected in the present study. For qualitative phase, the interview protocol was initially based on stress interview questions, preliminary analysis of the quantitative data.

Procedure

Firstly, the related literature was studied through intensive reading from a variety of sources such as journals, research paper, and books. Then, research instruments were prepared based on the previous literature to collect data. In order to validate for the content validity of the prepared instruments, expert reviews were requested. According to the content validation of the experts, pilot testing was carried out to assess the reliability coefficient of the respective questionnaires. After that, data collection was done and the researcher analyzed the received data. After that, the researcher followed up with qualitative interviews to help explain the survey responses.

Data Analysis and Findings

Descriptive Analysis

By using the statistical analysis, the collected data were analyzed and the results will be described in the following session.

Table 1. Means and Standard Deviations of Adolescents' Stress

	<i>N</i>	Minimum	Maximum	Mean	Mean %	<i>SD</i>
Perceived Helplessness	1100	0	24	10.32	43.01%	4.39
Perceived Self-Efficacy	1100	0	13	6.86	52.76%	2.25
Stress	1100	0	39	17.09	50.31%	8.21

The results displayed that the mean percentage of the total stress was 50.31%. It can be said that the stress of adolescents was moderate. Then, the mean percentage of perceived self-efficacy scale (52.76%) was higher than the value of the perceived helplessness scale (43.01%).

Differences among Adolescents' Stress by Demographic Variables

This study conducted the independent sample *t*-test and One-way ANOVA to analyze whether stress was affected by demographic factors of adolescents. Table 2 shows the comparison of adolescents' stress by gender. Differences in the gender in each subscale of stress and overall stress were statistically significant [$t = -3.572$, $p < 0.001$], suggesting that females were more stress than males in their daily life. This finding is consistent with previous

investigations found that female reported more stress than male when facing the stressful situation in daily life (Stevens et al., 2003; Naviya & Sultana, 2021; Soe, 2024).

Table 2. Independent Samples *t*-test Result of Adolescents' Stress by Gender

	Gender	N	Mean	SD	<i>t</i>	<i>p</i>
Perceived Helplessness	Male	469	9.37	4.14	-2.463**	.009
	Female	631	10.48	4.87		
Perceived Self-Efficacy	Male	469	6.90	2.37	1.998*	.031
	Female	631	6.01	2.20		
Stress	Male	469	16.57	7.98	-3.572***	.000
	Female	631	18.57	8.67		

Note: * Mean difference is significant at 0.05 level

** Mean difference is significant at 0.01 level

*** Mean difference is significant at 0.001 level

In terms of age, the difference in age groups of participants did not have significant effect on each subscale and overall stress. Therefore, age groups cannot be considered as a factor to identify obvious difference in stress of adolescents. This finding is consistent with previous investigations (Aldwin et al., 1996; Chen et al., 2017).

Table 3. Results of ANOVA of Adolescents' Stress by Age Groups

	Age Groups	N	Mean	SD	<i>F</i>	<i>p</i>
Perceived Helplessness	17 years old	213	11.00	3.91	.336	.714
	18 years old	401	10.79	4.37		
	19 years old	486	10.97	4.40		
Perceived Self-Efficacy	17 years old	213	6.77	2.62	.297	.743
	18 years old	401	6.93	2.20		
	19 years old	486	6.82	2.27		
Stress	17 years old	213	18.00	9.20	2.663	.070
	18 years old	401	17.94	7.93		
	19 years old	486	17.91	8.33		

According to the demographic profile of participants, there are two career choices which are teaching profession from Yangon University of Education and other professions which is career choices from Agriculture University, University of Forestry, University of Veterinary Science, Mandalay University, Taungoo University and University of Foreign Language in this study. Therefore, independent sample *t*-test statistics was performed again to exactly know the difference between adolescents is due to their career choices. As shown in Table 4, differences in the career choices in each subscale of stress and overall stress were statistically significant [$t = -3.863$, $p < 0.001$], suggesting that students teachers were more resilience and have potential than adolescents from other professions to respond the daily challenges.

Table 4. Independent sample *t*-test Result of Adolescents' Stress by Career Choices

	Career Choices	N	Mean	SD	<i>t</i>	<i>p</i>
Perceived Helplessness	Teaching Profession	462	9.13	4.47	-1.724*	.016
	Other Profession	638	10.60	3.25		
Perceived Self-Efficacy	Teaching Profession	462	6.90	2.31	1.541*	.040
	Other Profession	638	6.22	2.15		
Stress	Teaching Profession	462	16.30	7.92	-3.863***	.000
	Other Profession	638	18.23	8.49		

Note: * Mean difference is significant at 0.05 level

*** Mean difference is significant at 0.001 level

The descriptive statistics and ANOVA analysis were analyzed to examine the differences between the adolescents' family types on stress. Concerning the family types, there are also five groups of family types (living with both parents, with adopted parents, with only mother, with only father and with other people) categorized according to the respondents' demographic data. As shown in Table 5, the difference in family types had a significant effect on stress [$F = 2.981$, $p < 0.05$], see in Table 5.

Table 5. Result of ANOVA of Adolescents' Stress by Family Types

	Family Types	N	Mean	SD	<i>F</i>	<i>p</i>
Perceived Helplessness	Both parents	410	10.18	4.32	3.217*	.012
	Adopted parents	138	10.32	4.33		
	Only Mother	186	13.50	3.53		
	Only Father	172	12.02	4.10		
	Other people	194	12.90	4.06		
Perceived Self-Efficacy	Both parents	410	7.50	2.71	2.752*	.022
	Adopted parents	138	7.48	2.63		
	Only Mother	186	7.06	2.12		
	Only Father	172	7.09	2.03		
	Other people	194	7.18	2.25		
Stress	Both parents	410	16.13	7.69	2.981*	.021
	Adopted parents	138	16.16	7.05		
	Only Mother	186	17.11	8.01		
	Only Father	172	16.98	8.16		
	Other people	194	16.85	8.02		

Note: * Mean difference is significant at 0.05 level

*** Mean difference is significant at 0.001 level

Moreover, as the sample size of each family types were different, Tukey HSD post hoc comparison was performed as shown in Table 6. The stress of the subjects who live with only mother were higher than of those living with both parents and adopted parents. This finding

evidently showed that adolescents living with only mother felt more stress than others experiencing the hardships in their daily routines.

Table 6. Post-hoc Analysis of Adolescents' Stress by Family Types by Tukey HSD Method

	(I) Family Types	(J) Family Types	Mean Differences (I-J)	p
Stress	Only Mother	Both Parents	0.974*	.032
		Adopted Parents	0.958*	.033

Note: * Mean difference is significant at 0.05 level

Thematic Analysis

Thematic analysis is used to analyze and identify textual data by reporting patterns within data through generating an array of themes (Clarke & Braun, 2013). After semi-structured interviewing, preliminary exploration of the data by reading thoroughly the transcriptions, by coding the data initially, by grouping similar codes to develop themes, and then by constructing a detailed narrative of each theme with elaboration of major events. Analysis of the interviewing results identified two main themes concerning the reported effect of university has on adolescents' mental health. These themes are learning-life unbalance, and fear of failure. These themes were chosen because of their prevalence amongst adolescents during their university students' life. All themes are comprised of sub-themes which are different points of views of the main themes identified (refer to thematic map in Fig. 1).

Themes

Learning-life unbalance. Study-life unbalance has been identified as a central theme in this study and discussed difficulties balancing university such as assignments, presentations, attending lectures, exams and other personal tasks such as family, socializing with peers, teachers for themselves. Adolescents revealed experiencing feelings of lack of capacities to overcome the stressors during their academic learning process because of lack of management their study-life unbalance. Respondent (1) reported experiencing feelings of her personal and study life unbalancing caused her to stress in her life.

“Finding a balance between my personal life, my mental health state and giving fully focusing all of my time into my studying is the hardest part for me.” (S:1)

Workload and socializing were identified as sub-themes because they were significant risk factors contributing toward learning-life unbalance.

Workload. Workload was found to be a significant aspect of adolescents especially university students. University students reported that workload at university was excessive and had a significant impact negatively on their mental health status. University students stated that feeling overwhelmed by the large amount of study work providing to them while attending at university.

“I am feeling the overload of work within each year of university that I have always facing to break down suddenly and I want to give up to attend this Institution.” (S:2)

Respondents also reported that they devoted most of their time on their assignments, classroom presentations, attending lectures and exams. Sometimes, they dedicated their excessive amount of time on these things and sometimes they neglected their basic needs such as eating, drinking and

sleeping. Most of university students struggled to get motivation to tackle their studying. Because of the stress they faced having to tackle a huge amount of studworks.

"I feel nervous that I have to do lots of assignments and group work presentation within two days". (S:3)

"Classroom presentations and exams had become a great deal to me that I was completely overwhelmed. Moreover, I could not manage my other tasks such as readings, revision my lessons and so on. Therefore, it made me feel very stressful in my daily life at university. At that time, I didn't want to effort for my studying anymore." (S:4).

Socializing. Socializing was found to be a significant effect of university students' mental health. Socializing had not only negative but also positive effect because it gave them a sense of belonging in increasing and reducing feelings of stress. Students stated that sometimes meeting with unfamiliar person caused big deal of difficulty for them.

"I was not a social butterfly which meant that I was an introvert type, so I was very challenging to talk with new people and teachers. This situation led me to severe panic attacks on my own and to speed my stress level up at university." (S:6).

Some students stated that they felt overwhelmed to attend seminars, meeting their teachers and unfamiliar friends at university.

"I found that my stress in a mass scale was due to my university life. It made me to trigger for my study life. When I arrived among unfamiliar atmosphere with nearly 100 students in my lecturer rooms, I felt sweaty and stressful to speak with them, therefore, I used to stay silent in class and sometimes my teachers and most of new people barely knew that I existed in their class. However, I was so lonely and unhappy at that moment." (S:7).

Fear of Failure. Fear of failure has been identified as a main theme in this study. The feeling of failure was pressure on students' academic learning process. Some students reported that there was stressful to achieve good grades in their students' life. When they did not achieve good grades, it brought on a feeling like they had failed. At that time, these students discouraged from seeking help.

"Sometimes, I was feelings of helplessness and hopeless for my studying because there are grades between my bachelor degree and failure." (S:8).

Expectations and fears of future jobs were identified as sub-themes because they were significant risk factors relating to fear of failure of adolescents.

Expectations. Adolescents stated that they felt guilty when they cannot fulfill their parents' needs and hope. Moreover, they felt that their parents and teachers were high expectations for their academic learning process. For these expectations tended to impact on their mental health.

"My mother is very worried and she told me to become a good and smart person more than others in her environment. So, I am very worried that I would not fulfill her expectations." (S:9)

"I am worried that I would not fulfill my parents' need because I am the only person who attend higher education in my family and my parents hope high expectations for me." (S:10)

Fear of future jobs. For most of the university students, university was a steppingstone to achieving jobs after graduation. However, some of the university students felt stressful because those who attend their university may have low chances for jobs.

“After graduation from this university, I have to find a job among people who are my seniors and high qualified persons because of this degree may have low chances for jobs.” (S:11)

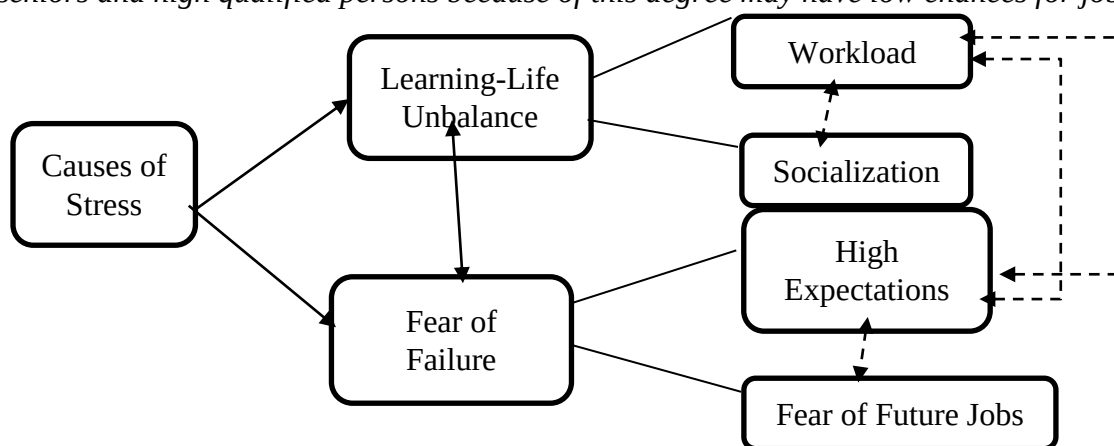


Figure. 1 Thematic Map Displaying Themes and Relationship between Themes

The thematic map displays the two main themes (learning-life unbalance and fear of failure) and sub-themes. The arrows provided reflect the relationship between and within themes. Adolescents who cannot balancing between their personal and studying life are more fear to failure on their academic learning process. Moreover, adolescents who have over-workload such as deadline assignments, presentations and exams are less socializing with their peers. Besides, adolescents who are from high expectations from their parents are more fear to get failure in their learning. In addition, adolescents who get high expectations from their parents devoted most of their time on their studying, so, they are less socializing in everyday life. Furthermore, adolescents who get high expectations from their parents have over-workload in their studying because they wanted excellent grades to pride from their parents.

Discussion

In this study, it was found that most of adolescents in higher education sector in Myanmar are moderate level in stress. This means that majority of adolescents were good situations on stress. The findings of this study provide further support for suggested the stress of adolescents (Soe, 2024; Winding et al., 2023; Dogra, 2020; Mboya et al., 2020; Kalmakis et al., 2020; Yousaf et al., 2016; Nyunt & Soe, 2014; Aung, 2018). This may be due to all the university students in education context survive the current economic recession, complexity of their studies and duties and especially political conflicts in Myanmar. In current condition, study situations may become more challenge and difficult in safety. Moreover, the significant differences in adolescents' stress through the socio-demographic variables were also investigated. The findings of t-test analysis reported that there is significant difference between male and female in stress and each subscale which consistent with previous researches (Stevens et al., 2003; Naviya & Sultana, 2021; Soe, 2024). This result highlights that female adolescents appear to be more vulnerable than male adolescents in experiencing their daily challenges and adversities. This means that the perception of stress and responses to adversities of adolescents may be the different according to the gender (Naviya & Sultana, 2021).

Further, the findings of ANOVA analysis reported that there is no significant difference in adolescents' stress among the age groups which consistent with previous studies (Aldwin et al., 1996; Chen et al., 2017). This may be because the adolescents within these age groups

experience similar stressful events in their university students' life. After that, there is significant difference between career choices in stress and each subscale. This result highlights that adolescents from other professions felt more stress than student teachers. This finding can be concluded that adolescents from other professions felt stressful because those who attend their university may have low chances for jobs. In terms of family types, this finding evidently highlights that adolescents who are living with only mother felt more stress and are more negatively viewing on their academic learning condition in comparing with others. It is probable that stress is an outcome of an emotional response subjectively to the perceptions of uncontrollable challenges and demands in daily life is determined by the family types of a person.

To provide more supportive discussions about the stress of adolescents in higher education setting in Myanmar, a thematic analysis was also conducted in this study based on the results of semi-structured interview. The thematic analysis highlighted that adolescents in this study experienced stress due to two main themes: learning-life unbalance which has two sub-themes that are workload and socializing and fear of failure which has also two sub-themes that are high expectations from their parents and fear of future jobs. This study included only first year students from higher education sector, however, it did not represent overall population of adolescents. In terms of demographic factors, a few factors of personal profiles such as gender, age, career choices and family types were conducted. Future studies may investigate other factors affecting on stress from a more comprehensive perspective. Besides, the data for this study were generated from self-reports. Cohen and Williamson (1988) found that the self-report form of the PSS was valid and reliable, and it can be predicted a perception of stress. However, it could be measured once and any changes over time were not recorded. Therefore, in the case of the study of stress, future research could longitudinal design is more suitable. Moreover, there is still a great need for more research and enhanced practice.

Conclusion

This study contributes to the literature on the situation of stress and causes of stress among adolescents in Myanmar. The findings highlights that career choices and family types of the adolescents are factors that can affect the increasing the stress level. Not only academic but also social risk factors lead adolescents especially university students experiencing stress. Themes such as learning-life unbalancing and fear of failure are to increase feelings of stress and these factors negatively impact on the mental health of adolescents in Myanmar. Therefore, this study recommends that to improve reducing the stress of students, higher education institutions should make mental health and wellbeing of students a priority issue. Stakeholders from higher education sector should consider the quality and implications of their students' mental health procedures and should understand that their students' needs differ. University is believed to be a significant life-changing experience that should hopefully enable adolescents with the skills to transition into adulthood and life after higher education (Gurbuz et al., 2019). Finally, this study can be able to be improved with more understanding of the links between being adolescents and mental health issues.

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