

## SYNOPSIS

### TOPIC

STRESS AND ANXIETY AMONG ADOLESCENT :A STUDY OF CONTRIBUTING  
FACTOR IN RURAL VS URBAN AREAS .

### SUBMITTED TO

IN FULLFILLMENT OF THE REQUIREMENTS OF THE AWARD OF THE DEGREE  
OF MASTERS IN SCIENCE IN ZOOLOGY.

UNDER KM. MAYAWATI GOVERNMENT GIRLS PG COLLEGE BADALPUR  
GAUTAM BUDH NAGAR NCR UTTAR PRADESH .



SANJANA GARG

ROLL NO. 240018332016

UNDER THE SUPERVISION OF

MR. ABHISHEK JAISWAL( ASSISTANT PROFESSOR )

Co-SUPERVISOR : Ms.SAKSHI BHARDWAJ

**DOI: 10.82471/grd32-3yw73**

## **CONTENT**

- INTRODUCTION
- LITERATURE REVIEW
- OBJECTIVES
- METHODOLOGY
- REFERENCES

## **INTRODUCTION**

Adolescence is a crucial developmental stage occur after the childhood and before the adulthood .during this phase many emotional , physical and psychological changes occur this individual experience increased academic pressure ,social expectation and identity formation challenges which leads to stress and anxiety which affects the mental health , academic performance and overall well being . various environmental factor influence adolescent mental health and one of the factor is the residential environment however limited research has examined how residential environment contribute to the development of stress and anxiety among adolescent in recent years , there has a growing concern about the increasing level of stress and anxiety among adolescent mental health issue is this age group has become a major topic of discussion among researchers , educators and policymakers differences in residential areas such as urban and rural areas may influence the lifestyle , social interaction and exposure to stressors . Urban areas involve high population denesity ,more environmental pollution , competition ,more time spend with social media like whatsapp , facebook, Instagram Youtube and a fast paced lifestyle have less time for outdoor activities like to spend time with technical things which increase psychological pressure In contrast rural areas may present the challenges such as limited educational resources fewer healthcare facalities ands reduced opportunities for social engagement .

## **LITERATURE REVIEW**

Al-Gelban (2007) examined depression, anxiety, and stress among adolescent school boys, with the aim of assessing the prevalence of psychological distress during adolescence and identifying associated risk factors. Kumar and Akoijam (2017) studied higher secondary school students, aiming to determine the levels of depression, anxiety, and stress and to understand the influence of academic pressure on students' mental health. Hishan et al. (2018) investigated university students, with the aim of identifying the prevalence of depression, anxiety, and stress and examining their association with academic and socio-demographic factors. Sharma and Choulagai (2018) focused on adolescent students, aiming to assess the extent of stress, anxiety, and depression in relation to educational pressures, while Shafqat et al. (2018) explored rural and urban populations with the aim of comparing levels of

psychological distress and identifying environmental influences on mental health. Rentala et al. (2019) studied adolescent girls, aiming to evaluate the effectiveness of a holistic group health promotion program in reducing stress, anxiety, and depression. Aeri and Chauhan (2020) examined urban affluent adults, with the aim of assessing the prevalence of depression, anxiety, and stress among economically privileged populations, whereas Agarwal and Kumar (2020) investigated spirituality and mental health, aiming to explore the relationship between spirituality and levels of anxiety, depression, and stress. Ahmidar and Fitrikasari (2020) focused on adolescents and online gaming addiction, with the aim of identifying the relationship between stressors and gaming addiction, while Asif et al. (2020) studied university students to determine the frequency of depression, anxiety, and stress among students, and Sushma et al. (2020) examined high school students in public and private schools with the aim of comparing levels of depression, anxiety, and stress across different educational settings. Mishra and Muduli (2021) investigated college students from rural and urban areas, aiming to compare anxiety levels and understand the influence of environmental context. Hoseini-Esfidarjani et al. (2022) studied adolescent girls, aiming to examine the relationship between life satisfaction and levels of depression, anxiety, and stress. Chapagain et al. (2023) focused on nursing students, with the aim of assessing the prevalence of depression, anxiety, and stress and identifying contributing academic factors. Magfur et al. (2024) examined first-year medical students, aiming to determine the prevalence of depression, anxiety, and stress and their associated academic stressors, while Prakash et al. (2024) studied adolescents in urban and rural areas with the aim of comparing the prevalence and correlates of depression, anxiety, and stress between these groups. Ansary and Khatun (2025) investigated undergraduate students, aiming to explore the relationship between smartphone addiction and levels of depression, anxiety, and stress, whereas Dong et al. (2025) focused on secondary school students with the aim of identifying the prevalence and determinants of depression, anxiety, and stress, and Nanda and Bera (2025) examined urban educators aiming to analyze the levels of depression, anxiety, and stress in relation to occupational factors. Finally, Ramachandran et al. (2026) studied children during lockdown conditions, with the aim of evaluating the levels of depression, anxiety, and stress and understanding the psychological impact of crisis situations. Overall, the reviewed studies collectively aim to assess the prevalence, determinants, and associated factors of depression, anxiety, and stress across different populations, highlighting the influence of academic, environmental, technological, and psychosocial variables .

## **OBJECTIVES**

1. To examine the effect of different residential environment influence the physiological well being of adolescent particularly focusing on development of stress and anxiety .
2. To compare stress and anxiety levels among adolescent from urban and rural areas .
3. to suggest measures for reducing stress and anxiety among adolescent through improving residential environment .

## **METHODOLOGY**

### 1. Research Design

To analyze the prevalence of stress and anxiety among adolescents and compare the levels between rural and urban areas.

### 2. Target Population

Population: Adolescents aged 13-19 years.

Location: School, Colleges, Coaching classes and Private Libraries.

in Gautam Buddh Nagar ,Uttar Pradesh.

Sample Size: A minimum of 100 participants through survey method.

### 3 .Sampling Method:

Random sampling to ensure representation across between the age group of 13 - 19 years .

### 4. Questionnaires/Surveys:

Data will be collected through a structured survey to access to compare stress and anxiety level among rural and urban adolescent

## **REFERENCES**

Aeri, B., & Chauhan, S. (2020). Depression, anxiety, and stress among Indian urban affluent adults. Indian Journal of Social Psychiatry, 36(1), 60. [https://doi.org/10.4103/ijsp.ijsp\\_115\\_18](https://doi.org/10.4103/ijsp.ijsp_115_18)

Agarwal, S., & Kumar, N. (2020). Relationship between spirituality, anxiety, depression and stress. *International Journal of Indian Psychology*, 8(3). <https://doi.org/10.25215/0803.137>

Ahmidar, F., & Fitrikasari, A. (2020). The relationship of urban adolescent stressors to the online addiction of game on junior high school. *The Avicenna Medical Journal*, 1(1), 13–16. <https://doi.org/10.15408/avicenna.v1i1.15646>

Al-Gelban, K. S. (2007). Depression, anxiety and stress among Saudi adolescent school boys. *Journal of the Royal Society for the Promotion of Health*, 127(1), 33–37. <https://doi.org/10.1177/1466424007070492>

Ansary, K., & Khatun, K. S. (2025). A study on smartphone addiction, anxiety, stress and depression of undergraduate students. *The Social Science Review: A Multidisciplinary Journal*, 3(1). <https://doi.org/10.70096/tssr.250301010>

Asif, S., Muddassar, A., Shahzad, T. Z., Raouf, M., & Pervaiz, T. (2020). Frequency of depression, anxiety and stress among university students. *Pakistan Journal of Medical Sciences*, 36(5). <https://doi.org/10.12669/pjms.36.5.1873>

Chapagain, S., Neupane, S., Pokhrel, I., & Kafle, T. K. (2023). Depression, anxiety and stress among nursing students at Biratnagar. *Journal of Nobel Medical College*, 12(2), 91–97. <https://doi.org/10.3126/jonmc.v12i2.61406>

Dong, T., Wang, Y., & Lin, Y. (2025). Prevalence and determinants of depression, anxiety, and stress among secondary school students. *PLOS One*, 20(9), e0328785. <https://doi.org/10.1371/journal.pone.0328785>

Hishan, S., Jaiprakash, H., Ramakrishnan, S., Mohanraj, J., Shanker, J., & Boon Keong, L. (2018). Prevalence and socio-demographic association of depression, anxiety and stress among university students. *International Journal of Engineering & Technology*, 7(2.29), 688. <https://doi.org/10.14419/ijet.v7i2.29.13998>

Hoseini-Esfidarjani, S.-S., Tanha, K., & Negarandeh, R. (2022). Satisfaction with life, depression, anxiety, and stress among adolescent girls in Tehran: A cross-sectional study. *BMC Psychiatry*, 22(1). <https://doi.org/10.1186/s12888-022-03757-x>

Kumar, K., & Akoijam, B. (2017). Depression, anxiety and stress among higher secondary school students of Imphal, Manipur. *Indian Journal of Community Medicine*, 42(2), 94. [https://doi.org/10.4103/ijcm.ijcm\\_266\\_15](https://doi.org/10.4103/ijcm.ijcm_266_15)

Magfur, I., Hasan, M. M., Imam, R., Mamun, A. A., Islam, M. M., & Singha, S. T. (2024). Depression, anxiety and stress among first year medical students in Sylhet division. *Bangladesh Journal of Psychiatry*, 37(2), 25–31. <https://doi.org/10.3329/bjpsy.v37i2.72759>

Mishra, S., & Muduli, B. (2021). A comparative study on anxiety among college students from rural and urban areas. *Scholarly Research Journal for Humanity Science and English Language*, 9(46), 11368–11375. <https://doi.org/10.21922/srjhsel.v9i46.1547>

Nanda, P. B., & Bera, D. P. (2025). Realizing depression, anxiety and stress among urban secondary school educators: A critical analysis. *Interdisciplinary Perspectives of Education*, 1(1), 54–63. <https://doi.org/10.65525/ipe.v1i1.5>

Prakash, G. H., Kumar, D. S., Arun, V., Hegde, S., Yadav, D., & Gopi, A. (2024). Prevalence and correlates of depression, anxiety, and stress among adolescents in urban and rural areas of Mysuru, South India. *Journal of Family Medicine and Primary Care*, 13(8), 2979–2985. [https://doi.org/10.4103/jfmpe.jfmpe\\_1600\\_23](https://doi.org/10.4103/jfmpe.jfmpe_1600_23)

Ramachandran, D., Senthilkumar, B., Bhat, M., & Mathews, A. (2026). Statistical evaluation of depression, anxiety, and stress levels among children in Kerala during lockdown. *American Journal of Theoretical and Applied Statistics*, 15(1), 19–26.

<https://doi.org/10.11648/j.ajtas.20261501.13>

Rentala, S., Lau, B. H. P., Aladakatti, R., & Thimmajja, S. G. (2019). Effectiveness of holistic group health promotion program on educational stress, anxiety, and depression among adolescent girls: A pilot study. *Journal of Family Medicine and Primary Care*, 8(3), 1082.

[https://doi.org/10.4103/jfmipc.jfmipc\\_378\\_18](https://doi.org/10.4103/jfmipc.jfmipc_378_18)

Shafqat, F., Haider, S. I., Rao, A. R., & Waqar, S. (2018). Depression, anxiety and stress in rural and urban population of Islamabad. *The Rehabilitation Journal*, 2(1), 44–48.

<https://doi.org/10.52567/trj.v2i01.35>

Sharma, P., & Choulagai, B. (2018). Stress, anxiety, and depression among adolescent students of public schools in Kathmandu. *Journal of Institute of Medicine Nepal*, 40(3), 29–37. <https://doi.org/10.59779/jiomnepal.868>

Sushma, K., Srikyahi, S., Summaiya, S., Teja, S., Susmitha, S., Kishore, K., Rithvi, R., Akash, A., Hamsa, H., Anjana, A., Akhila, V., Keerthi, K., Srija, S., Pavani, P., Snehitha, S., & Akhila, Y. (2020). Depression, anxiety and stress among high school adolescent children in public and private schools: A comparative study. *MRIMS Journal of Health Sciences*, 8(2), 31. <https://doi.org/10.4103/2321-7006.301996>