

# The Positive Psychology Approach to Stress Assessment and Causes; Coping Assistance Techniques

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## Introduction

Stress isn't a problem that only affects adults any longer. As a result, we've decided to include stress in our analyses. We've been sending out a stress survey to 671 youngsters, with an average age of sixteen years and seven months. The poll focused on two distinct aspects of adolescent stress: stress perception and stress causes. A brick form for family support was also provided. The most important finding of this study is that 38 percent of the participants describe themselves as stressed, with no gender differences. Subjects who consider themselves stressed cite a lack of time (31 percent), as well as excessive commitments, as causes (23 percent). School (48 percent), family (21 percent), and sentimental relationships (8 percent) are the most common sources of stress, according to the majority of the topics. Based on the open-ended responses, it's obvious that family and school expectations are the most common sources of stress – but far more so for females than for males. Subjects were asked to rate their level of stress as a result of leaving high school and having to choose and prepare their future. This conclusion is significant when compared to the percentage of subjects who have stated that they had already made plans for what they would do once they have completed their studies [1]. The best levels of doubt are seen in year IV, as shown in the chart (we questioned the topics if they had already determined what they wanted to do after school). However, the intersection of those data does not appear to be sufficient to explain stress levels, as the high percentage of students who have established a goal should result in a significant drop in stress in year V. Probably, tension about the post-high school option is a nonlinear combination of two factors: on the one hand, ambiguity about the choice, and on the other hand, the immediacy of the event. When comparing stress levels between people who have a lot of family support and people who have a lot of family support, there are significant differences. When it comes to post-high school decisions, the themes that judge strong family support appear to show lower average stress levels. Furthermore, as the event approaches, this form of support appears to reduce tension, making decision-making easier. According to the American Psychological Association, psychology is the scientific study of the mind and behaviour. Human development, sports, health, clinical, social behaviour, and cognitive processes are examples of sub-fields of research in science. Edward Titchener, an associate degree yank man of science who had been trained by Wundt, coined the name. Wundt was crucial because he distinguished science from philosophy by investigating the workings of the mind in a much more systematic manner, with a focus on objective measurement and management. Structuralism

focused on trained introspection, a type of analysis in which people linked what was going on in their heads with their activity [2]. Self-examination, on the other hand, proved to be an unreliable methodology due to the large amount of individual diversity in the experiences and reports of research subjects. Despite the failure of introspection, Wundt is a significant figure in the history of science since he founded the first science laboratory in 1879, which is frequently seen as the beginning of modern psychology. Philosopher (1842-1910), an American psychologist, established an associate degree strategy that differed from Structuralism's main objective and became known as functionalism [3]. James maintained that because the mind is constantly changing, looking for the structure of acutely conscious competence is futile. Psychologists, according to James, should look for the fundamental causes of behaviour as well as the mental processes involved. Modern science has been impacted by this emphasis on the causes and consequences of behaviour. Many strong and effective approaches to research have since supplanted structuralism and functionalism, all of which are based on a shared set of assumptions about what people are like, what needs to be studied, and how to investigate it. Throughout the first half of the twentieth century, psychoanalysis, founded by psychoanalyst (1856-1939), was the dominant paradigm in science. People could be treated, according to neurologist, by being intensely aware of their unconscious thoughts and intentions, and therefore obtaining insight. Science's four basic goals are to explain, explain, anticipate, and change other people's behaviour and mental processes. The first purpose of science is to describe a behaviour or knowledge. Researchers may be able to construct general laws of human behaviour as a result of this. Ivan Pavlov, for example, contributed to the development of conditioning theory by characterising the reaction of dogs to a variety of stimuli. After researchers have identified general principles of behaviour, the next stage is to determine how or why this pattern occurs. Psychologists can come up with ideas to explain behaviour [4,5]. Psychology aspires to be able to anticipate future behaviour based on research findings. If a forecast isn't confirmed, the reason for its support may have to be updated. Conditioning, for example, predicts that if a person identifies a negative outcome with a stimulus, they would acquire phobic neurosis, or an aversion to that stimulus. Once science has defined, explained, and predicted behaviour, it is common to test ever-changing or dominant behaviours. Individuals with anxiety disorders and phobias are frequently treated with methods that support conditioning, such as desensitisation approach.

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