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## An exploration of role stress and existential stress in adolescents

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Stress in adolescents continues to escalate impacting on relationships (role stress) and purpose in life (existential stress). Yet, research into role stress and existential stress has primarily focused on adults contesting that they have wider social interactions and multiple role identities (Garossa et al., 2011). Some challenge this view arguing that adolescents are the first to be confronted with role stress (Fenzel, 1989; Liu & Kapan, 2004) and existential stress (Fitzgerald, 2005; Hacker, 1994), highlighting the need to explore this potential relationship in adolescence. Drawing on a larger mixed method study exploring adolescents' experiences of role stress and/or existential stress and the potential relationship these stressors have with their emotional intelligence and wellbeing, this presentation shares participants lived experiences of role stress and existential stress. Employing the Role Stress scale (Liu & Kaplan, 2004) and the Purpose in Life test-SF (Schulenberg et al., 2011), 375 adolescents aged 13-19 years (years 8-12) in South Australia reported some experiences of role stress and/or existential stress. For some, a significant positive relationship emerged between these stressors. These findings highlight the need to further explore adolescent role and existential stress to promote healthy psychosocial development, wellbeing and mental health, thus creating productive and healthy societies.

### Biography:

Ajit Kaur has completed her Masters in Education and Masters in Economics from Guru Nanak Dev University, India, and expecting her PhD conferral next month from University of South Australia. She is the member of Centre for Research in Educational and Social Inclusion, University of South Australia, and published three papers in reputed journals and presented in two international conferences.

Dr Deborah Price is a research degree coordinator and senior lecturer: Inclusive Education and Wellbeing at the University of South Australia (UniSA) Education Futures. She is an executive member for the UniSA Centre for Research in Educational and Social Inclusion (CRESI) and member of the Pedagogies for Justice Research Group. Her educational research focuses on inclusive education; disability; educator and learner wellbeing; social justice; culturally and religiously responsive pedagogy; curriculum; initial teacher education; bullying and cyberbullying; youth studies and voice; capabilities and strengths-based approaches; codesign, inquiry, and participatory action-based research. Currently, she is the president of the Australian Curriculum Studies Association (ACSA); further details can be found at <https://people.unisa.edu.au/Debbie.Price>.

Dr Deborah Green is a program director: Bachelor of Primary Education (Honors) and a senior lecturer: Humanities and Social Science Education at the University of South Australia. Her research projects address persistent bullying, cyberbullying, turning points, resilience, inclusive education, culturally responsive pedagogies, and disability studies. She is an active member of the Centre for Research in Educational and Social Inclusion (CRESI) group, Executive Committee member of Social and Citizenship Education Association of Australia Inc., and executive secretary of HaSS SA.

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