

## Daily Stressors Questionnaire for Adolescents

**Larisa A. Golovey**

Saint Petersburg State University, Saint Petersburg, Russia

ORCID: <https://orcid.org/0000-0002-9252-0980>, e-mail: [lgolovey@yandex.ru](mailto:lgolovey@yandex.ru)

**Olga S. Galasheva**

Saint Petersburg State University, Saint Petersburg, Russia

ORCID: <https://orcid.org/0000-0003-3163-0569>, e-mail: [oly.g.996@gmail.com](mailto:oly.g.996@gmail.com)

The article describes the development and testing of psychodiagnostic tools designed to study the perception of everyday stress by adolescents. Everyday stress is a crucial part of life. In today's world, teenagers can be especially vulnerable to stressors in everyday life. Despite the growing number of studies, there is a lack of selected tools to make stressful situations a reality in the daily lives of adolescents. The article presents research materials obtained from a sample of 555 adolescents, 339 girls and 216 boys aged 13 to 17 years. Validation of the component of a preliminary survey of adolescents, compilation of a list of stress in the everyday life of adolescents, factorization of stress and identification of the duration of a stressful situation, interpretation of the data obtained, assessment of the daily stress schedule and convergent validity. As a result, the Questionnaire of Everyday Stressors for Adolescents was developed and validated; areas of everyday stress were identified, including both the sphere of external and internal life: “Loneliness, well-being”, “Self-attitude”, “Rejection”, “Fears, anxiety”, “School, study”, “Communication with elder”, “Affairs, planning”, “Finance”, “Mystical fears”. Sex differences were revealed. The results of the analysis of internal consistency and convergent validity of the Questionnaire factors.

**Keywords:** everyday stress; adolescents; questionnaire.

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## Опросник повседневных стрессоров для подростков

**Головей Л.А.**

ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ), г. Санкт-Петербург, Российская Федерация

ORCID: <https://orcid.org/0000-0002-9252-0980>, e-mail: [lgolovey@yandex.ru](mailto:lgolovey@yandex.ru)

**Галашева О.С.**

ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ), г. Санкт-Петербург, Российская Федерация

ORCID: <https://orcid.org/0000-0003-3163-0569>, e-mail: [oly.g.996@gmail.com](mailto:oly.g.996@gmail.com)

В статье представлены результаты разработки и апробации психодиагностического инструментария, предназначенного для изучения восприятия повседневного стресса подростками. Повседневный стресс выступает неотъемлемой частью жизни в современном мире, а подростки могут быть особенно уязвимы к стрессорам повседневной жизни. Несмотря на растущее число исследований, отсутствует необходимый инструментарий, позволяющий выявить стрессовую напряженность сфер повседневной жизни подростков. В статье представлены материалы исследования, полученные на выборке 555 подростков, 339 девушек и 216 юношей в возрасте от 13 до 17 лет. Валидизация включала предварительный опрос подростков, составление перечня стрессоров повседневной жизни подростков, факторизацию стрессоров и выделение сфер стрессовой напряженности, интерпретацию полученных данных, оценку сфер повседневного стресса и конвергентной валидности. В результате разработан и валидизирован Опросник повседневных стрессоров для подростков, выявлены сферы повседневного стресса, включающие как сферы внешней среды, так и внутренней жизни: «Одиночество, самочувствие», «Самоотношение», «Отвержение», «Страхи, беспокойство», «Школа, учеба», «Общение со старшими», «Дела, планирование», «Финансы», «Мистические страхи». Выявлены половые отличия. Результаты проведенного анализа показали внутреннюю согласованность и конвергентную валидность факторов Опросника.

**Ключевые слова:** повседневный стресс; подростки; опросник.

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## Introduction

Modern life is filled with stress-inducing situations. Both isolated negative life events and chronic tension (due to poverty, physical and psychological violence, family conflicts, etc.), as well as excessive fascination with computer technologies, can contribute to the emergence of emotional problems [3; 11; 25; 26; 27; 34; 37]. Among the most common consequences of stress are neurological disorders, mental health issues, cardiovascular and respiratory system problems [35], signs of emotional burnout [33], negative emotional reactions, and a complex of cognitive, communicative, and behavioral disorders [21], as well as depressive symptoms associated with suicidal risk [18; 24; 27; 38; 40; 41].

In recent years, the stress-inducing impact of the environment has increased due to higher demands on adolescents' personalities, more complex educational programs, crisis phenomena in the family sphere, the active introduction of gadgets into modern life, and the expansion of stressors in professional, family, and social spheres, etc. [1; 4; 21].

In scientific literature, the problem of everyday stress and its differences from traumatic stress is actively discussed [20; 30]. Situations of everyday life that cause tension were described by Lazarus and Folkman with the term "daily hassles" [32]. Compared to critical life events, everyday stressors are less intense but can accumulate and have a long-term negative impact on health, depleting physiological and psychological resources [36; 37]. Everyday stressors are individual events in a person's life, and their perception can depend on various factors: age, stress sphere, and coping strategies used [21], complicating the process of their study [13].

In the perception of everyday stressors, their subjective evaluation is important—how threatening the person considers the situation [2; 32]. There is evidence that sensitivity to everyday stressors is related to irrational personal beliefs, a tendency to "catastrophize," and the attribution of global subjective significance to everyday hassles [7]. At the same time, a person's belief in their ability to manage life events (self-efficacy) serves as a resource that reduces the consequences of everyday stress [24; 26].

It has been established that the prolonged influence of everyday stressors manifests in increased psycho-emotional tension and decreased life satisfaction [29]. As predictors that reduce the level of everyday stress, scientists highlight emotional stability, suppression, and reappraisal coping strategies [10; 12]. Studies have shown that personality traits in response to everyday stress are predictors of future chronic diseases [35; 36]. It is also important to note that the consequences of stress are mitigated by the saturation of everyday life with positive emotions and exacerbated by frequent worry [35]. Thus, the question of individual susceptibility to everyday stressors and personality traits that can prevent the consequences of long-term everyday stress is important.

In the study by N.E. Kharlamenkova, D.A. Nikitina, and E.N. Dymova, it is noted that children, upon entering adolescence (8-12 years), are already capable of differentiating their stress assessments, that is, evaluating stressful situations both negatively and positively. Moreover, a child's positive assessment of stress can be an indicator of successful coping with stress, indicating the functioning of psychological defenses [22]. A certain level of stress in an adolescent's life can contribute to the development of adaptive mechanisms, coping strategies, and, as a result, increase resilience to negative impacts [31; 37]. Thus, stress in adolescence can have both negative and positive effects on the formation of an adolescent's personality. Stressful situations provide adolescents with the opportunity to overcome difficulties and develop stress coping strategies. However, excessive stress levels can negatively impact an adolescent, affecting their mental and psychological health,

interpersonal interactions, and academic performance.

As a rule, the literature highlights the main life spheres of adolescents most saturated with stressors: school, family interactions, and peer interactions. It can be assumed that these are far from all the life spheres in which stressors are present. Alongside these external spheres, stress also affects internal life spheres—experiences related to self-acceptance, acceptance by others, fears, and more. The problem of studying everyday stress is complicated by the lack of psychodiagnostic tools adequate for adolescent age. It is necessary to note that the problem of everyday stress has been studied predominantly in adult samples. There are not enough representative studies on adolescent samples. Considering all of the above, the tasks of the work were to create a Daily Stress Questionnaire for adolescents, its testing and validation, as well as an analysis of daily stress tension in adolescents and the life spheres associated with stress.

## Methods

To determine convergent validity, methods were used to diagnose variables that should theoretically predictably relate to indicators of everyday life stressors: Perceived Stress Scale (PSS-10, V.A. Ababkov et al., adaptation by N.E. Kharlamenkova) [23], Stress Resistance Test (N.V. Kirsheva, N.V. Ryabchikova) [15], Multidimensional Life Satisfaction Scale by E.S. Huebner (O.A. Sychev et al.) [19], Psychological Well-being Scale by C. Ryff (L.V. Zhukovskaya) [5; 39], Personal Anxiety Scale for Students (A.M. Prikhozhan) [14], Method for Diagnosing Social and Psychological Adaptation (K. Rogers, R. Diamond, adapted by Snegireva) [17], the Hardiness Test by S. Maddi (D.A. Leontiev) [10], and the "School Situation" method (V.K. Zaretsky, A.B. Kholmogorova) [6].

For statistical processing, SPSS-20 software was used, employing factor analysis (exploratory, alpha factorization, confirmatory factor analysis), correlation analysis (Pearson's  $r$ ), and comparative analysis (student's  $t$ -test, Cohen's  $d$ ).

## Results

### Method Development Procedure

The total sample size at different stages of the study comprised 555 adolescent boys and girls. The initial pilot sample (2021-2022) included 299 adolescents aged 13 to 17 years (155 girls and 144 boys). To increase the sample size and refine results, an additional study was conducted on a sample of 256 adolescents (72 boys, 184 girls, aged 13-17, average age 15.5 years) in 2023-2024.

The Daily Stressors Questionnaire underwent a pilot test [2] on a sample of 299 adolescents in 2021-2022. Exploratory factor analysis using the principal components method with Varimax rotation identified 9 factors explaining 63.31% of the total variance. Alpha factorization identified similar factors with the same item composition of the Questionnaire, explaining 58.31% of the total variance. Confirmatory factor analysis confirmed the nine-factor structure of the Questionnaire (Chi-square = 3515.920;  $df$  = 2309; RMSEA = 0.042;  $P_{close}$  = 1.000). The suitability coefficient for the final version of the 65-item questionnaire is high: Cronbach's  $\alpha$  = 0.93. Considering the intensity of experience and the number of stressful situations in each of the 9 stress areas, Cronbach's  $\alpha$  ranges from 0.82 to 0.85. Thus, factor analysis conducted to reveal the internal consistency of the questionnaire demonstrated its construct validity and structure.

Nine areas of adolescent stress intensity were identified: "Loneliness, well-being," "Self-attitude," "Rejection," "Fears, anxiety," "Mystical fears" (internal life events of the adolescent), and "Finances,"

"School, studies," "Communication with elders," "Tasks, planning" (external environment events). The methodology includes counting the number of stressful events in each area, as well as the intensity of experiencing stressful events.

Subsequently, a **reassessment of the internal consistency** of the Questionnaire was conducted on a sample of 256 adolescents (2023-2024). Correlations between the number of stressful events and the intensity of experiencing events in all areas were found (90 correlations at  $p \leq 0.01$ ). The strong direct correlations of the intensity of experience in different areas of life suggest that the intensity of response to stressors is characterized by individual consistency and determined by stable individual psychological characteristics. Additionally, the presence of correlations confirms the high integration of the system and the internal consistency of the Questionnaire.

**Convergent validity** was determined using methods aimed at diagnosing variables that should theoretically predictably relate to everyday life stressors. Correlation relationships with the level of perceived stress, stress resistance, and anxiety were studied.

Examining the relationships between the indicators of the Daily Stress Questionnaire and the Perceived Stress Scale revealed that all parameters of everyday stress (number of stressors and intensity of experience) have direct relationships with overstrain, perceived stress level, and stress resistance (54 correlations at  $p \leq 0.01$ , 3 correlations at  $p \leq 0.05$ ). These correlations indicate that with an increase in the number of stressors, overstrain, perceived stress level, and resistance intensity also increase. Exceptions are the "Resistance to Stress" indicator and the intensity of experiencing stressful events in the areas of "Mystical Fears," "Finances," and "Rejection," where no correlations were found. The absence of correlations between these indicators may indicate the impossibility of managing stress in these areas.

Negative correlations were found between everyday stress indicators and stress resistance (18 correlations at  $p \leq 0.01$ , 1 correlation at  $p \leq 0.05$ ), indicating that a decrease in stress resistance is accompanied by an increase in the number of stressors and their intensity of experience. An exception is the number of events in the "Communication with Elders" area.

Positive correlations were identified between the number of stressful events and their intensity with the Personal Anxiety Scale for Students (69 correlations at  $p \leq 0.01$ , 8 correlations at  $p \leq 0.05$ ). The results suggest that increased anxiety is a predisposing factor for increased sensitivity to stressors. An exception is the absence of correlations between the number of stressors in the "School, Studies" area and interpersonal and magical anxiety.

Thus, the identified correlations indicate the stressful nature of the events filling the Questionnaire factors and confirm its intended purpose.

### Comparative Analysis of Adolescents' Perception of Everyday Stress

Examining the results of the questionnaire on samples diagnosed in 2021-2022 and 2023-2024 revealed that in the 2023-2024 sample, the number of stressors and the intensity of experiencing stressful events increased (Table 1).

Table 1

**Perception of Everyday Stress by Adolescents**

Factor	2021-2022 (N=299)	2023-2024 (N=256)	t		

	$\bar{X}$	$\sigma$	$\bar{X}$	$\sigma$		<b>p</b>	<b>d</b>
Loneliness, well-being (number of events)	2,11	3,176	5,06	3,064	11,097	0,955	-0,945
Tasks, planning (number of events)	3,76	2,389	4,91	1,959	6,086	0,000	-0,526
Fears, anxiety (number of events)	2,7	2,645	4,58	2,688	8,215	0,418	-0,705
Mystical fears (number of events)	0,53	1,066	1,03	1,171	5,223	0,003	-0,446
Self-attitude (number of events)	1,62	2,422	3,74	2,283	10,522	0,948	-0,900
Finances (number of events)	0,9	1,266	2,01	1,673	8,876	0,000	-0,748
Rejection (number of events)	2,8	3,122	3,64	2,697	3,316	0,000	-0,287
School, studies (number of events)	4,44	3,059	5,85	2,525	5,878	0,000	-0,502
Communication with elders (number of events)	3,04	2,333	3,37	2,589	1,552	0,069	-0,134
Total (number of events)	21,98	11,911	34,22	16,650	10,060	0,000	-0,845
Loneliness, well-being (average strength of anxiety)	2,3	2,614	3,81	2,429	10,695	0,951	-0,598
Tasks, planning (average strength of anxiety)	4,45	2,230	4,71	2,291	10,519	0,293	-0,115
Fears, anxiety (average strength of anxiety)	3,2	1,870	4,16	2,321	14,880	0,000	-0,455
Mystical fears (average strength of anxiety)	1,25	2,248	2,32	2,953	5,881	0,000	-0,407
Self-attitude (average strength of anxiety)	2,2	2,403	3,88	2,623	11,678	0,011	-0,667
Finances (average strength of anxiety)	2,05	1,654	3,25	2,819	12,250	0,000	-0,519
Rejection (average strength of anxiety)	3,11	2,768	3,6	2,746	6,296	0,600	-0,177
School, studies (average strength of anxiety)	5,2	2,540	5,11	2,420	9,844	0,061	0,036
Communication with elders (average strength of anxiety)	4,4	2,212	3,4	2,514	5,924	0,034	0,422
Total (average strength of anxiety)	3,13	1,241	3,8	1,742	15,633	0,000	-0,443

As seen in Table 1, for most stress indicators, Cohen's d coefficient falls within medium and high values, confirming the difference between the samples. Stress parameters are higher in the 2023-2024 sample. Lower values in the 2021-2022 sample may be due to the pandemic situation and remote

learning, leading to a reduction in social contacts. In 2023-2024, in-person schooling resumed fully, social contacts with peers and teachers increased, and there were changes in the socio-political situation related to the Special Military Operation (SMO) and restrictive measures towards Russia, which could have contributed to heightened stress across various life domains and an increase in the overall number of stressors. This is consistent with the findings of Y.V. Bykhovets [1] on the impact of informational threats on youth, as well as the features of stress during the pandemic [34].

Let's consider gender differences in the perception of everyday stress in the samples diagnosed in 2021-2022 (Table 2) and 2023-2024 (Table 3).

Table 2

**Perception of Everyday Stress by Girls and Boys (2021-2022)**

Indicators	Girls (N=155)		Boys (N=144)		t	p
	$\bar{X}$	$\sigma$	$\bar{X}$	$\sigma$		
Stress resilience	33,709	5,906	31,791	5,884	2,811	0,005
Loneliness, well-being (number of stressors)	3,045	3,344	1,118	2,650	5,515	0,000
Loneliness, well-being (average intensity of experience)	2,06	2,765	0,91	2,306	3,889	0,000
Tasks, planning (average intensity of experience)	3,08	2,616	2,27	1,628	3,171	0,002
Mystical fears (number of stressors)	0,419	0,917	0,659	1,195	-1,958	0,051
Mystical Fears (average intensity of experience)	0,75	1,984	1,30	2,478	-2,101	0,036
Self-attitude (number of stressors)	1,922	2,450	1,312	2,358	2,190	0,029
Self-attitude (average intensity of experience)	1,70	2,677	1,05	2,025	2,337	0,020

Girls showed higher tension in the areas of "Loneliness, well-being" (average number of stressors and average intensity of experience at  $p \leq 0.000$ ), "Self-attitude" (number  $p \leq 0.029$ , intensity  $p \leq 0.020$ ), and "Tasks, planning" (intensity  $p \leq 0.002$ ). Boys showed higher indicators in the "Mystical fears" area (number  $p \leq 0.051$ , intensity  $p \leq 0.036$ ). Additionally, boys exhibited higher stress resistance ( $p \leq 0.005$ ). No significant differences were found in other life areas, perceived stress, or the overall level of everyday stress.

Table 3

**Perception of Everyday Stress by Girls and Boys (2022-2023)**

Indicators	Girls	Boys	t	
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	(N=184)		(N=72)			p
	$\bar{X}$	$\sigma$	$\bar{X}$	$\sigma$		
Perceived Stress (SHVS-10)	27,53	7,03	25,16	5,01	-2,610	0,001
Stress resilience	34,45	5,2	32,72	7,15	-2,138	0,009
Number of stressors	35,21	20,8 4	33,84	14,7 4	0,589	0,000
Average intensity of experience	3,97	1,8	3,36	1,48	-2,559	0,027
Loneliness, well-being (number)	5,37	2,77	4,27	3,59	-2,605	0,000
Tasks, planning (number)	5,10	1,73	4,43	2,40	-2,474	0,000
Fears, anxiety (number)	4,50	2,44	4,82	3,25	0,855	0,000
Mystical fears (number)	0,93	1,11	1,28	1,28	2,121	0,004
Mystical fears (intensity)	2,40	3,07	2,10	2,65	-0,738	0,025
Self-attitude (number)	3,68	2,08	3,90	2,75	0,703	0,000
Finances (number)	1,98	1,51	2,10	2,05	0,487	0,000
Rejection (number)	3,35	2,47	4,37	3,08	2,745	0,000
School, studies (number)	5,92	2,30	5,68	3,03	-0,693	0,000
Communication with elders (number)	2,98	2,34	4,34	2,93	3,875	0,000

Girls exhibited higher indicators of perceived stress ( $p \leq 0.001$ ), average intensity of stress experience ( $p \leq 0.027$ ), number of stressors ( $p \leq 0.000$ ), tension in the areas of "Loneliness, well-being" (average number of stressors  $p \leq 0.000$ ), "Tasks, planning" (number  $p \leq 0.000$ ), "Mystical fears" (intensity  $p \leq 0.025$ ), "School, studies" (number  $p \leq 0.000$ ).

Boys showed higher indicators for the number of stressors in the areas of "Mystical fears" ( $p \leq 0.004$ ), "Rejection" ( $p \leq 0.000$ ), "Communication with elders" ( $p \leq 0.000$ ), "Self-attitude" ( $p \leq 0.000$ ), "Finances" ( $p \leq 0.000$ ), "Fears, anxiety" ( $p \leq 0.000$ ). They also had higher stress resistance ( $p \leq 0.009$ ). No significant gender differences were found in other life areas, perceived stress, and overall level of everyday stress.

Thus, in the 2021-2022 sample, girls showed the highest stress intensity in the following life areas: "Loneliness, well-being," "Self-attitude," "Tasks, planning," while boys showed it in "Mystical fears."

In the 2023-2024 sample, the situation is similar: girls showed higher perceived stress, number of stressors, and average intensity of experience, as well as stress intensity in the areas: "Loneliness, well-being," "Tasks, planning," "School, studies," while boys showed it in "Rejection," "Communication with elders," "Fears, anxiety," "Self-attitude," "Finances."



Boys in both groups exhibited higher levels of stress resistance.

### **External Validity of the Daily Stress Questionnaire**

To assess external validity, the Questionnaire indicators were compared with various manifestations of adolescents' psychological characteristics, their adaptability, their evaluation of the school situation, satisfaction with different life areas, and psychological well-being. The analysis of correlations between the Daily Stress Questionnaire and the indicators of the Method for Diagnosing Social and Psychological Adaptation (SPA) revealed 115 negative correlations at  $p \leq 0.01$  and 8 at  $p \leq 0.05$ . The highest number of correlations was observed between the scales of the Daily Stress Questionnaire and the SPA indicators "Adaptation," "Self-acceptance," "Acceptance of others," and the overall assessment of social and psychological adaptation, indicating that a decrease in SPA indicators is accompanied by an increase in stress load.

When examining the correlations between the Questionnaire and the indicators of the "School Situation" method, 51 correlations were found at  $p \leq 0.01$  and 27 at  $p \leq 0.05$ . The parameters of everyday stress were correlated with the indicators "Difficulties in studies" (17 correlations,  $p \leq 0.01$ ; 3 correlations,  $p \leq 0.05$ ), "Parents' attitude towards studies and school" (9 correlations,  $p \leq 0.01$ ; 5 correlations,  $p \leq 0.05$ ), "Friends" (5 correlations,  $p \leq 0.01$ ; 6 correlations,  $p \leq 0.05$ ), "Leisure" (5 correlations,  $p \leq 0.01$ ; 5 correlations,  $p \leq 0.05$ ), "Attitude towards studies and academic subjects" (8 correlations  $p \leq 0.01$ ; 2 correlations,  $p \leq 0.05$ ), "Teachers" (6 correlations  $p \leq 0.01$ ; 1 correlation,  $p \leq 0.05$ ), "Truancy" (1 correlation  $p \leq 0.01$ ; 5 correlations,  $p \leq 0.05$ ). The nature of these correlations indicates that an increase in school difficulties is accompanied by an increase in stress.

The analysis of correlations between daily stress and the indicators of the Multidimensional Life Satisfaction Scale by E.S. Huebner revealed 75 correlations at  $p \leq 0.01$  and 16 correlations at  $p \leq 0.05$ . The highest number of correlations of life satisfaction was found with stresses in the areas "Loneliness, well-being" (12 correlations), "Rejection" (12 correlations), "Self-attitude" (11 correlations), "Fears, anxiety" (10 correlations), "Mystical fears" (11 correlations). Stresses in the areas "Self-attitude," "Fears, anxiety," and "Mystical fears" were not correlated with satisfaction with relationships with teachers but were correlated with overall life satisfaction in such a way that increased stress intensity was accompanied by decreased life satisfaction and its aspects.

The analysis of correlations between stress and resilience indicators revealed 65 correlations at  $p \leq 0.01$  and 8 correlations at  $p \leq 0.05$ . Overall resilience has negative correlations with all stress parameters, indicating that an increase in resilience contributes to a decrease in stress levels. No correlations were observed between the level of control and stress in the areas "Finances," "School, studies," "Tasks, planning." Possibly, these areas are beyond the adolescent's control.

The analysis of correlations between stress intensity and psychological well-being revealed 99 correlations at  $p \leq 0.01$  and 18 at  $p \leq 0.05$ . The highest number of correlations with stress was found in the areas "Loneliness, well-being," "Self-attitude," "Rejection," "Fears, anxiety," "Mystical fears" (14 correlations each). The least number of correlations was found with the "Finances" area (4 out of 14 possible). These correlations indicate the high significance of the areas of an adolescent's inner life for their well-being, primarily positive self-attitude and the feeling of being accepted by others.

### **Discussion**

The conducted study showed that almost all major areas of adolescents' everyday life contain

events and situations that cause them tension. It has been shown that stress can arise not only from external life events but also from internal experiences of adolescents. This partially aligns with the findings of academic stress studies on college students, which identified factors such as family relationships, peer communication, school stress, and self-attitude stress [28]. Our results also align with studies conducted on adults; however, the intrapersonal stressors in adolescents are more diverse and pronounced. For instance, adults showed only one internal sphere saturated with experiences, termed the sphere of personal experiences, which does not occupy a leading position among other spheres [4]. In adolescents, stress is prominent in the areas of self-attitude, rejection, fears, and mystical fears, which were not observed in adults. This widespread presence of stress and its penetration into the internal life of adolescents may be due to this period being a crisis stage in development, as well as the transition to adulthood altering the developmental context and imposing new demands on the individual. Adolescents strive for separation from the family, increasing "separation anxiety" [9], which amplifies stress in relationships with adults, teachers, and parents. Researchers indicate an elevated level of social anxiety, characteristic of the transition to adulthood, as a cause of social maladaptation [8]. According to the current study, stress is more pronounced in adolescents with high internality, who have their own point of view and strive to manage their life events independently. It has been shown that everyday stress is lower in adolescents with a higher level of socio-psychological adaptation.

The validation of the Daily Stressors Questionnaire was conducted using various statistical procedures, demonstrating the internal consistency of the Questionnaire scales. By comparing the Questionnaire indicators with traditionally used and validated Perceived Stress Scales and the Stress Resilience Questionnaire, the focus of the Questionnaire on diagnosing stress tension was confirmed. Unlike existing stress diagnostic methods, the Questionnaire allows for determining not only the level of stress but also the area of greatest stress tension in adolescents, enabling educators, psychologists, and parents to direct efforts towards humanizing and positively transforming the social environment [16]. The external validity of the Questionnaire was confirmed by comparing the indicators of everyday stress with various manifestations of adolescents' individual psychological characteristics, resilience, social adaptation, school difficulties, psychological well-being, and satisfaction with different life areas. The Questionnaire also showed sensitivity to manifestations of everyday stress in response to changes in the external socio-political situation and the introduction of restrictive measures when comparing results from different years (pandemic and post-pandemic periods).

### Conclusions

The study conducted using the developed Questionnaire allows for the following conclusions:

1. The Daily Stressors Questionnaire was validated, establishing its internal consistency.
2. Areas of everyday stress in adolescents were identified: "Loneliness, well-being," "Self-attitude," "Rejection," "Fears," "School, studies," "Communication with elders," "Tasks, planning," "Finances," "Mystical fears."
3. The highest stress load was found in significant areas of adolescents' life activities: "School, studies," "Tasks, planning," "Communication with elders," "Fears, anxiety," "Rejection."
4. The relationships between everyday stress and perceived stress level, stress resilience, anxiety, resilience, as well as socio-psychological adaptation, satisfaction with various life aspects, academic difficulties, and the level and structure of psychological well-being were described, confirming the

convergent validity of the proposed instrument.

5. Gender differences in the perception of everyday stressors in adolescence were identified and described.

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## Приложение

### Опросник повседневных стрессоров для подростков

Инструкция:

1) Отметьте, пожалуйста, те события, которые произошли с Вами в течение последних двух недель. Для этого обведите номер вопроса в поле. Если событие (переживание) отсутствовало, то пропускайте его и переходите к следующему.

2) Далее отметьте у выбранных событий силу (выраженность) его переживания, используя шкалу от 1 до 10, где 1 – минимальная выраженность переживания, 10 – максимальная выраженность, сильно переживали во время этого события.

#### Опросник

№	Минимальная выраженность переживания										Максимальная выраженность переживания
1. Чувствовал(-а) себя ненужным(-ой)	1	2	3	4	5	6	7	8	9	10	
2. Чувствовал(-а) себя одиноко	1	2	3	4	5	6	7	8	9	10	
3. На меня не обращали внимания	1	2	3	4	5	6	7	8	9	10	
4. Чувствовал(-а) себя лишним(-ей) в компании людей	1	2	3	4	5	6	7	8	9	10	
5. Слышал(-а) за своей спиной смех	1	2	3	4	5	6	7	8	9	10	
6. Внезапно стал(-а) плохо себя чувствовать	1	2	3	4	5	6	7	8	9	10	
7. Чувствовал(-а) себя заболевшим(-ей), испытывал(-а) недомогание, физический дискомфорт, боль	1	2	3	4	5	6	7	8	9	10	
8. Общался(-ась) с незнакомыми, малознакомыми людьми	1	2	3	4	5	6	7	8	9	10	
9. Я был(-а) смущен(-а), чувствовал(-а) себя неловко	1	2	3	4	5	6	7	8	9	10	
10. Думал(-а) о своем будущем	1	2	3	4	5	6	7	8	9	10	
11. Пришлось долго ждать чего-то (транспорт, окончание учебного дня, очередь и пр.)	1	2	3	4	5	6	7	8	9	10	

12. Очень много думал(-а) о своих делах	1	2	3	4	5	6	7	8	9	10
13. Не мог(-ла) справиться с домашним заданием	1	2	3	4	5	6	7	8	9	10
14. Не было времени заняться интересным делом	1	2	3	4	5	6	7	8	9	10
15. Пришлось слушать, как кто-то говорит что-то неинтересное	1	2	3	4	5	6	7	8	9	10
16. Потратил(-а) на учебу больше времени, чем ожидал(-а)	1	2	3	4	5	6	7	8	9	10
17. Отвечал(-а) у доски, выступал(-а) перед одноклассниками	1	2	3	4	5	6	7	8	9	10
18. Испытывал(-а) волнение, когда учитель смотрел по журналу, кого бы спросить	1	2	3	4	5	6	7	8	9	10
19. Проиграл(-а) в споре	1	2	3	4	5	6	7	8	9	10
20. На уроке учитель неожиданно задал мне вопрос	1	2	3	4	5	6	7	8	9	10
21. Окружающие замолчали, когда я подошел(-ла)	1	2	3	4	5	6	7	8	9	10
22. Требовалось обратиться с вопросом, просьбой к незнакомому человеку	1	2	3	4	5	6	7	8	9	10
23. Был(-а) осмеян(-а), надо мной подшучивали окружающие	1	2	3	4	5	6	7	8	9	10
24. Получил(-а) плохие новости	1	2	3	4	5	6	7	8	9	10
25. Были тяжелые дни	1	2	3	4	5	6	7	8	9	10
26. Казалось, что нечто необъяснимое могло помешать добиться желаемого	1	2	3	4	5	6	7	8	9	10
27. Оказался(-ась) в темноте, видел(-а) неясные силуэты, слышал(-а) непонятные шорохи	1	2	3	4	5	6	7	8	9	10
28. Слышал(-а) предсказания о катастрофах	1	2	3	4	5	6	7	8	9	10
29. Хотел(-а) быть лучше кого-то	1	2	3	4	5	6	7	8	9	10
30. После контрольной учитель вслух зачитывал отметки	1	2	3	4	5	6	7	8	9	10
31. Думал(-а) о своей привлекательности для других людей	1	2	3	4	5	6	7	8	9	10
32. Сравнивал(-а) себя с другими	1	2	3	4	5	6	7	8	9	10
33. Был(-а) недоволен(-на) своей внешностью	1	2	3	4	5	6	7	8	9	10
34. Не смог(-ла) ответить у доски	1	2	3	4	5	6	7	8	9	10
35. Не смог(-ла) выступить так хорошо, как хотелось бы	1	2	3	4	5	6	7	8	9	10
36. Потратил(-а) больше денег, чем планировал(-а)	1	2	3	4	5	6	7	8	9	10
37. Пришлось брать деньги в долг	1	2	3	4	5	6	7	8	9	10

38. Не хватило денег на покупку чего-либо; не смог (-ла) купить то, что хотел(-а)	1	2	3	4	5	6	7	8	9	10
39. Ел(-а) невкусную, пресную, сухую пищу	1	2	3	4	5	6	7	8	9	10
40. Пришлось сильно экономить	1	2	3	4	5	6	7	8	9	10
41. Меня критиковали, в чем-то обвиняли	1	2	3	4	5	6	7	8	9	10
42. Пришлось находиться рядом с неприятным человеком	1	2	3	4	5	6	7	8	9	10
43. Меня обзывали	1	2	3	4	5	6	7	8	9	10
44. Осуждали мой внешний вид	1	2	3	4	5	6	7	8	9	10
45. Общался(-ась) с людьми, которые мне не интересны	1	2	3	4	5	6	7	8	9	10
46. Чувствовал(-а) осуждение со стороны одноклассников, друзей	1	2	3	4	5	6	7	8	9	10
47. Меня перебивали, не слушали	1	2	3	4	5	6	7	8	9	10
48. Было неприятное знакомство, неприятная встреча	1	2	3	4	5	6	7	8	9	10
49. Писал(-а) контрольную работу	1	2	3	4	5	6	7	8	9	10
50. Думал(-а) об экзаменах, контрольной работе, важном задании	1	2	3	4	5	6	7	8	9	10
51. Учитель делал мне замечание, ругал меня	1	2	3	4	5	6	7	8	9	10
52. Не понимал(-а) объяснений учителя	1	2	3	4	5	6	7	8	9	10
53. Получил(-а) не ту оценку, которую ожидал(-а)	1	2	3	4	5	6	7	8	9	10
54. Оценивалась моя работа	1	2	3	4	5	6	7	8	9	10
55. Чувствовал(-а) сильную усталость после занятий, работы	1	2	3	4	5	6	7	8	9	10
56. Не хватило времени на отдых, сон	1	2	3	4	5	6	7	8	9	10
57. Оценивали мои способности	1	2	3	4	5	6	7	8	9	10
58. Разговаривал(-а) с классным руководителем, директором, учителем	1	2	3	4	5	6	7	8	9	10
59. Был серьезный разговор со взрослыми	1	2	3	4	5	6	7	8	9	10
60. Меня ругал кто-то из взрослых	1	2	3	4	5	6	7	8	9	10
61. Родители непустили гулять	1	2	3	4	5	6	7	8	9	10
62. Были конфликты, скандалы с родными	1	2	3	4	5	6	7	8	9	10
63. Был получен запрет на использование гаджетов, компьютера	1	2	3	4	5	6	7	8	9	10
64. Меня ругали за оценки в школе	1	2	3	4	5	6	7	8	9	10
65. Не соглашался(-лась) с родителями	1	2	3	4	5	6	7	8	9	10

66. Если Вы встретились с другими неприятными событиями, которых нет в списке, укажите их	
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### Ключ к Опроснику повседневных стрессоров для подростков

Подсчитываются 2 показателя по каждой из сфер повседневного стресса подростков: «Количество событий» и «Сила переживания».

1) Количество стрессовых событий – специалистом подсчитывается количество событий в каждой из сфер повседневного стресса, отмеченных подростком в бланке.

2) Сила переживания стрессового события – далее среди отмеченных в бланке событий оценивается выраженность переживания события согласно шкале от 1 до 10.

Сфера повседневного стресса	События		Баллы (количество событий)		Баллы (сила переживания)	
	Номера	Количество	Мин.	Макс.	Мин.	Макс.
1. Одиночество, самочувствие	1, 2, 3, 4, 5, 6, 7, 8, 9	9	0	9	0	90
2. Дела, планирование	10, 11, 12, 13, 14, 15, 16	7	0	7	0	70
3. Страхи, беспокойство	17, 18, 19, 20, 21, 22, 23, 24, 25	9	0	9	0	90
4. Мистические страхи	26, 27, 28	3	0	3	0	30
5. Самоотношение	29, 30, 31, 32, 33, 34, 35	7	0	7	0	70
6. Финансы	36, 37, 38, 39, 40	5	0	5	0	50
7. Отвержение	41, 42, 43, 44, 45, 46, 47, 48	8	0	8	0	80
8. Школа, учеба	49, 50, 51, 52, 53, 54, 55, 56, 57	9	0	9	0	90
9. Общение со старшими	58, 59, 60, 61, 62, 63, 64, 65	8	0	8	0	80

#### **Информация об авторах**

Головей Лариса Арсеньевна, доктор психологических наук, профессор, ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0000-0002-9252-0980>, e-mail: [lgolovey@yandex.ru](mailto:lgolovey@yandex.ru)

Галашева Ольга Сергеевна, инженер-исследователь, ФГБОУ ВО «Санкт-Петербургский государственный университет» (ФГБОУ ВО СПбГУ), г. Санкт-Петербург, Российская Федерация, ORCID: <https://orcid.org/0000-0003-3163-0569>, e-mail: [oly.g.996@gmail.com](mailto:oly.g.996@gmail.com)

#### **Information about the authors**

Larisa A. Golovey, PhD in Psychology, Professor, Saint Petersburg State University, Saint Petersburg, Russia, ORCID: <https://orcid.org/0000-0002-9252-0980>, e-mail: [lgolovey@yandex.ru](mailto:lgolovey@yandex.ru)

Olga S. Galasheva, research engineer, Saint Petersburg State University, Saint Petersburg, Russia,

*Головей Л.А., Галашева О.С.*  
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ORCID: <https://orcid.org/0000-0003-3163-0569>, e-mail: [oly.g.996@gmail.com](mailto:oly.g.996@gmail.com)

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