Education, stress, vulnerability, physical activity at teen age

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Abstract: - The human body is not subject for liability in stressful actions by always and reacts to these forces through various defense and adaptation. General human reactions to stress may be manifested by a working interest to work with agitation, aggression, fatigue, depression, mental tension, nervousness. Adaptive efforts, separation of parents, the specific identity crises of adolescence, family and school responsibilities, social isolation and peer pressures of the flexibility requires appropriate adaptive responses from the personality.

Current educational system requires a shift from information to education itself traditional classroom formative teenage years no longer meets current needs, so it requires a different education-dynamic, educational, related to system change. Mainstream focus on content, information is now accompanied by an acceleration of wear by leaps of news. One can no longer focus on content, the information. People need concrete benchmarks. An individual will have made good guidance techniques and strategies in world culture, will be able to inform correctly using information stored in libraries, archives, libraries, computation. Educational process focuses on the attitudes of teachers, students and parents, knowledge, self-knowledge and self-education. To achieve a certain level intellectually and morally almost perfect, it is necessary to map a path psycho-nervous tensions, mobilizing the most natural, confident in their powers, ability to take prompt and appropriate decisions, and not least effort of will.

Key-Words: - education, exercise, stress, particularities, school, adaptation.

1 Introduction

The greatest challenge to humanity now is to find a philosophy of life, a code conduct giving good guidance, to avoid stress (which is impossible) but to make compared in order to gain health, long life and happiness.

It is interesting that the same truths and paradigms responses, with different forms of expression during over time and space, were made much time ago and are found in ancient civilization.

Today and frequency of cases of acute stress pathologies (neural, cardiovascular, endocrine, digestive, mental, etc.) are increasingly dynamic, priority being prone to psycho-emotional trauma or stressful emotive conditions, long supported by action in childhood and adolescence [1, 2, 3]. Biography and immunization are laying the foundations of physical and mental body.

Many psycho-somatic pathologies have borne mature fingerprints left by the action of unfavorable factors and stressful states incurred during prenatal development of the future child, in childhood or adolescence [4, 5]. Various emotional states strained and stressful situations are supported by Children in three primary poses: family, educational institution, street. Reactions to stress are of particular value in coaching, adaptation and resistance of the body, forming an immunity “for life”. But prolonged stress reactions may predispose or tense psychological states serious somatic diseases. Statistics indicate that 73.5% children and adolescents involved in the educational supports various instructive-functional violations. Stress reactions cause avoidence and discomfort personality, being a problem suffered by students and pathology.

Evaluation of cognitive-educational results shows again the danger of over - dosing information, stressful states strained psycho-emotional experiences long [4].

Psycho-emotional stress has a cognitive type of exaggerated syndrome, beyond the level of homeostatic adjustment, and psychological reactions affecting the behavior of somatic with a configuration of intense action triggers, surprising, sudden, persistent symbolic nature of threat (perceived or anticipated as such by topic) psycho-emotional stress type is determined by a cognitive overload or sub request cognitive mechanisms (attention, thinking operations) and progressive, characterized by a stronger emotional participation by overloading or under-intellectual request.
2 Education, stress, vulnerability

Extreme manifestations and distrust of own forces, indifference, despair, feelings of loneliness lead to behaviors that not only create dissatisfaction, but inhibit or alter the body’s adaptation mechanisms. Today is scientific justification for the need to focus on developing a system of effective measures to prevent and combat the stress by using its own forces, the analytical knowledge of how the reception events around us, through our ability to dissect the good and evil arts in education, to earn the respect facts and create harmony daily.

2.1 Notion of stress

It must be differentiated in two concepts: “distress” - bad stress and “eustress” - good stress. Before any stressful agent, mobilizing the body responds to energy adaptation called ‘fuel adjustment’. Adaptation of energy deplete by too frequent applications, or too intense, leads to a state of exhaustion, or failure [6]. General human reactions to stress may be manifested by a working interest to work with agitation, aggression, fatigue, depression, mental tension, nervousness. The human body is not a subject to liability in actions that always are stressful and react to these forces through various defense and adaptation. Stress reactions should be regulated by our consciousness, our attitude towards various issues, by our way of life. In no case it should not go around constantly stress that man, to lead a passive lifestyle, inactivity because it disqualifies the man both mentally and physically as well. Unpleasant sensations caused by the tensions of modern life, often exaggerated, are nothing but stress that appears in various contingencies in which we, or we remember, and not necessarily a danger that if we must face. Stress raises broader theoretical issues and especially practical for preventing and combating multiple requests for life, education and employment, as well as prevention of illness under the influence of stress. Some authors have shown that stress is “the whole body in the state rather strenuous conditions, but a condition produced by the action of the ambience of an event [3]. The same authors have observed stress in humans and made the following comments: there are wide individual differences in reactions to stress situations, changes in physiological indicators and different criteria for measuring stress are correlated, there are wide variations from one situation to another and large differences between conditions laboratory and natural experiments on stress. Social content in humans has outstanding importance for understanding the reactions to stress, that can be better interpreted as interplays of the individual situation, to assess these interactions “internal events” reported the matter to be considered as sources of stress. In fact, both the psychological and physiological stress are several ways in terms of stress agents. Such is the mental stress (stress agents in action addressed the scope of psychological and emotional changes occur at this level) psychosocial stress (affecting the entire body), psychosocial stress arising from human interaction, the coexistence of the group and what types of relationships established between people, which are based on organizational stress especially the role conflict, ambiguity of roles, rigid formal structures of the various types of social organizations (especially industry), cultural stress (caused by violation of social customs, traditions cultural, emotional product of conflicts and tensions). Certain situations cause stress eating (wars, earthquakes and other disasters) [11].

2.2 Education as a stress factor

Rightly states that one of the defining elements of contemporary society is changing. The new millennium has inherited but many social, economic and political, which, although largely marked the last half century, are far to be found solutions. Mention of these issues: international terrorism, racism, increasing the poor, the illiterate and unemployed, etc. Illiterate are not only those who do not know how to read and write but those who have deficiencies in basic skills, talk about the functional illiteracy and newer and the computer. Education seeks to help improve these problems through specific actions for prevention. Because failure to find solutions we can say that education is in crisis. The crisis means the gap between educational achievements and expectations of society. Mainstream focus on content, information is now accompanied by an acceleration of wear by leaps of news. Can no longer focuses on content, the information. People need concrete benchmarks. An individual will have made good guidance techniques and strategies in world culture, will be able to inform correctly using information stored in libraries, archives, libraries, computers. Educational process focuses on the attitudes of teachers, students and parents, knowledge, self-knowledge and self-education. Contemporary student needs to know the source, support, emotional mechanisms. The level of emotion is always in close contact or in conflict with reality (joy, revulsion, frustration, hatred, fear). Reliving the events, their internalization in various contingencies out-sources personality value by the sensibility. Emotional states arising in the course of activity can stimulate or inhibit vital human potential. Educational and institutional familiar moments are based on exploiting various forms of manifestation of the human psyche and the inter-relationship between them: various forms of memory, attention, perception, abstract thinking, reflexes, hearing,
visual, tactile, olfactory, and genetic-support inherited hereditarily.

From the perspective of stress can be educational: education, family stress, stress-school education, educational-psychological stress [8, 9]. Stress of the adolescents often arises from conflict between school and family relations [10, 11]. Researchers have identified three principles of this conflict:

a) School and family life have an inherent conflict potential.
b) School and family influence each other.
c) Stress is minimized when there is harmony between school and family.

Ability to define success to failure and stress reduction education categories based on: existing resources, strategies that use them. In the light of contemporary science is incomplete restriction of the concept of stress. Current data from the literature stresses the coexistence of several ways to define and understand stress. From the physiological perspective, originally rooted in studies of Selye [12], stress is defined in terms of organism response to environmental stimulants. Physiological model emphasizes mobilizing the body’s defenses to prevent disturbances. Defining stress as the individual response to various noxious agents and threatening consider stress as a dynamic state of body, nature of reaction suggesting adaptation stimulants, is dependent genetic program and individual experience [1, 13, 14].

Stress problem in education and psychology is viewed from several aspects:

a) non-standard situations for children, it is difficult to find the solution and duplication or duplication solution possible with the actual skills necessary to achieve the intended purpose;
b) Overdose intellectual, physical, mental relaxation and does not require work permits tense and scheduled hours for rest, propensity isolation, limited communication;
c) Hypo-dynamic, unchaining limited time, sports, positive emotions, psychological comfort. The training is boring, too complicated, tensioned.
d) Absence of the possibility of acute-stress conditions to avoid interactions with challenging factors, continued their daily, spontaneous expulsion of emotions by shouting, running, tears, vigorous and uncontrolled movements, ongoing assessment of psycho-emotional behavior and social tensions, school, family.

2.3 Vulnerability at teenage age
It is considered that adolescence is a period of frustration, with the discrepancy between biological ages is perfected at the end of this period and social transition to life tends to be barely. Increasing interest in extra-familial environment is considered justified, the family as a teenager collecting solid medium, uninteresting, which is different from the aspirations of crystallization. Friends are usually chosen from the same social class with the same moral values, same academic ambitions, with the same interests. Ability to make friends is recognized as a test of social competence. Desire to please others is part of adolescent concerns media handling, stereotypical images, ideal, attractive teenager. It compares with these standards and sometimes remains dissatisfied with physical appearance, height, silhouette, the way he can afford to dress and then pressuring the family to be able to fit the standards group.

Adaptive efforts, separation of parents, the specific identity crises of adolescence, family and school responsibilities, social isolation and peer pressures of the flexibility requires appropriate adaptive responses from the personality. Teenage family alienation it causes parents to enter the alert. It ceases to be influenced by majority, which serves as a focus for a series of disputes. Difficulties arise in working with older boys, although it is noted that this view conflicts were earlier cases adolescence. Most adolescents, however, accept that decision making authority is the parents and teachers [16]. A balanced family with normal previous ties among its members, to safely across the stormy period of adolescence. Parents with young adolescents are confronted with new situations that can become stressful. Not be ignored that the son or daughter while experiencing adolescence, usually the mother reaches the age of menopause, a crisis for itself.

Vulnerability to stress depends on genetic and psychosocial factors (fragmentation of social relations, resulting in poor communication and limited), social alienation and personal. Many stressful situations considered in the author’s life were to determine that no child who has no family stress. But there are very many children who do not have behavior disorders or psychiatric symptoms caused by the accusations, although they were experiencing stress. Psychologically, are vulnerable adolescents receptive, sensitive to tone of voice teacher, the kind eyes, word order given the sentence, those with high levels of reactive anxiety and specific type of reaction, but whose behavior is inappropriate during stress-factor action (stubbornness, mental strain).

Statistics show that about one in six students use drugs, painkillers and, all around, each of three teenage lives exaggerated emotions related to the fact that parents are dissatisfied with its educational success. Cognitive failures are focused on: interpersonal conflicts, attending a school education required to become so common place of stressful situations, instructional and educational requirements inflated, pressing situations due to the low-assertion and confidence in their forces, absence from lessons, authoritarianism teachers, subjective evaluation difficult program of study and the inconsistency between the objectives, content subjects studied and aspirations,
3. Physical effort at adolescence

Effort generally defined as conduct of mobilization, concentration and physical and mental acceleration forces in a conscious and unconscious self-regulating system to detect an obstacle, the defeat of resistance to environmental and self.

In terms of physiological effort is a marked strain of an organ or whole organism, to obtain a higher yield than normal. This tension is achieved by mobilizing the control cortex, the body’s energy reserves.

3.1 Fatigue - limiting factor of performance

In organizing the formative-education students in the classroom, in general, and the lesson of physical education - in particular, and beyond, must take into account not only what to do, but what can made.

Working capacity of the body, both in physical appearance and psychological, is not unlimited, it depends on several factors such as age and gender features, size and complexity of knowledge etc. Even if one takes into account such factors strictly, school work daily, weekly or yearly, is frequently followed by natural phenomena of fatigue. The most obvious forms of fatigue are muscle fatigue (peripheral) - caused by unilateral application of muscle - and mental fatigue - caused by intellectual work.

3.2 Influence of strain on attention

The fact that attention is an important and complex psychological process of interest of many researchers made to move in this direction. Among other steps, they have made and whether or not disturb the physical effort out and tried to solve some specific problems, carrying out a series of studies on this subject. Various researches have been conducted on the effect of running to exhaustion on a treadmill on the performance of long meetings to assess the relationship between effort and problem solving [19]. The results showed that “numerical accuracy” has been reduced by hard effort, though only for a short period. Other research designed for boys aged between 9 and 11 years [19] have pointed out that immediately after physical effort (pedaling on a bicycle ergometer at different loads), accompanied by administration of a numerical tasks, such performance does not decrease or not grow at low or high levels of fatigue. However, children made an effort when they get almost full speed and numerical accuracy similar to those made by depositing a low effort. T. Stockfelt, 1972 [19] examined the effect of exhausting effort on solving problems. He tested 40 boys of 12 years, which he divided into three groups according to their bag of knowledge. Subjects underwent three mental tests: the first two while the pedal on a bicycle ergometer at different loads, and the third after the said work is complete. The conclusion was that the effort provided to reduce the mental exhaustion as his strength increases. In turn, B. Heckler, R. Croce, in 1992 [19] conducted a study using trained and untrained men as subjects, subject to sub-maximal effort with a variable duration. The authors evaluated the accuracy and speed of making simple mathematical operations, immediately after physical exercise, 5 and 15 minutes. The conclusion showed that following 20 minutes of effort, speed of execution of mathematical operations increased significantly, whether or not subjects were trained. Regarding precision calculations, after 8:40 p.m. minutes of exercise sessions were not significant differences between groups. D. Mc Naughten and C. Gabbard, in 1993 [20] examined the potential influence on the concentration of attention, the physical effort which vary in terms of duration and that occurred at different times.
of day. They tested 120 students of class VI: 60 girls and 60 boys. Mental test consists in solving mathematical light and the physical consists of walking at a moderate intensity for a certain period of time (25, 30 and 40 minutes). The results of this study showed that moderate-intensity physical activity lasting 30 to 40 minutes did not affect concentration. No gender differences were observed.

3.3 Influence of strain on the memory

In sport, memory plays an equally important and attention. This was not overlooked by various researchers who have dedicated themselves to study the effects of physical exercise has on memory and said that, after physical education classes, retention numbers were appreciably improved. Concluded, among other things, positive or negative effects of exercise on memory motivation related subject. Thus, individuals with a physical fitness effort as an enjoyable and are convinced that it produces beneficial effects, while those who do not have a good physical condition tend to see stress as a physical effort, and believes that it decreases their performance. Y. Zervas and his colleagues in 1991 [21] examined the effect of exhausting effort on short-term memory in boys aged 10 to 14 years. Groups experimental run a training program, while control groups, no. Results showed no significant differences between the two groups and showed that exhausting effort not adversely affect memory. J.R. Thomas and D.M. Landers, after reviewing a number of studies have concluded that physical exercise has beneficial effects on memory capacity of subjects [22]. For example during the recovery period after training in swimming, show that effort affects memory function either positively or negatively in conjunction with training experience of subjects, ability to save the most sensitive to the effects of fatigue caused by physical effort. Y.A. Ferry and A. Ferry, in 1997 [23], conducted a study in which mental task was a short-term memory and physical, was of two types: constant effort, 30% of maximum aerobic power, and progressive effort - the load increased by 35 W every three minutes. Her conclusion was drawn from the following: the extent to which physical effort affect short-term memory depends on the intensity of effort and size sitting task performed.

4 Experimental investigation

In the century of scientific and technical progress we note that mental stress increased both to adults and children. Amount of information received by individuals is growing steadily. Information bombardment by the media, excessive use of verbal and visual symbolism in order to accelerate the flow of imagination and neuro-psychiatric information overloading functions and the impact of electronics and cybernetics change the educational process. School efficiency is very dependent on the capacity and skills of students to analyze and store the information proposed to be studied, the result of their strained states and other external conditions in conjunction with the reduction of personality status (waiting-realization). The first stage of tension is determined by the total mobilization of attention, the second is due to negative emotions and the third is appropriate bracing asthenia and emotional reactions. Avoid or end strained states require potential reserves and predispose positive emotions. Negative emotions are a powerful destructive factor determining indisposes, lower learning capacity, decreased attention, impaired spiritual analyzers and proper internal systems. Based on the above, I decided to study the dependence of yield stress influence adolescent school education (occupational).

The study subjects were 132 students as classes IX to XII, urban, divided into three groups according to school performance criteria: Group I, 27 students from grades 8-10, practitioners of exercise 2-3 times week, Group II, 40 students whose academic results, considered average, were within the range 6-8, exercise occupies a secondary place in their everyday concerns, the remaining 75 students were enrolled in the third group with low school performance, grades varying between 5.0-6.0, with their special concerns in terms of sports. Parallel surveys were conducted by applying the psycho-emotional Spilberg test, which determines the level of anxiety (low <35 p, p 35-45 average, higher level> 46 p). Tests were also used to determine the rate and extent of memory and attention in terms of comfort and stress:

a) careful arithmetic calculation method (sample addition), consists of making the subjects of some simple operations of addition and subtraction, with numbers from 0-9, for 5 minutes, concentrated attention test consists of crossing out vowels “a” and “e” and “i” and “o”, a series of Romanian words with respect, working time being 60 seconds.

b) memory - method of memorizing numbers and words. For the first subjects to be presented for 10 seconds, a plate which is written in a certain order, the numbers 0 to 9, after which they must in writing numbers in the order they were the plate. The maximum was 60 seconds thinking.

Saved words was assessed using auditory word memory test, which consists of a list of 30 words read aloud by the experimenter, at an interval of two seconds. These words were chosen from the vocabulary usually arranged so that their sequence, have no apparent connection. At the end of listening, subjects were asked to reproduce in
writing as many words, in order that they and a recall. Working time was one minute and a half. From the functional standpoint, they were concerned the following parameters: heart rate (FCC), systolic blood pressure (SBP) and diastolic blood pressure (DBP) and vital capacity and aerobic exercise capacity (VO\textsubscript{2} max). Indirect assessment of VO\textsubscript{2} max test was performed using “shuttle” (method of Leger and Lambert, 1980), on 20 meters. The sample consists of running without interruption, and went back on a path of 20 m, at speeds required, which increases minutely, according to a stereo sound reproduction. Sounds recorded on tape at a pace appropriate starting speed of 8.5 km / h Increase speed (minutely) to 0.5 km / h. Subjects run as much as possible, but by stopping and turning 180°. Aerobic exercise capacity (VO\textsubscript{2} max) measured in ml O\textsubscript{2}/kg body / min.

5 Results and their interpretation

Contemporary society is characterized by new stressors to which one must react appropriately according to: frequency, duration, intensity, emotional impact and emotional, psychological and behavioral productive status, level of culture, heredity, etc. supportive social relationship. As noted above stressors school are determined by family background, the question of the educational and social environment of the adolescent lifestyle. Studies show that 33.5% students are affected due to over-dosed information, it induces fatigue, autonomic disturbances, etc. The main role is to trigger a) vertical conflicts (7.1%), the horizontal (12.9%), b) fear the emergence of school performance below expectations or limit the promotion (24.9%), c) the degree of anxiety decreased. The average value was 38.56 ± 3.4 points. For 33.5% of subjects, recorded values were higher (47.8 ± 2.6 points), the 59.3% - average (37.4 ± 3.8 points) and only 7.2% - low (5.30 ± 1.7 points) - Fig. 1.

Evidence of potential cognitive assessment determines the tense state of anxiety level, responsibility, etc. confident. Sample date elucidates increase anxiety levels in living positive or negative emotions. Negative emotions (resentment, expectation-achievement gap between) causes increased anxiety levels up to 9-10 p, positive emotions predispose an increase of that parameter from negative values (-2 to -3 p) to positive (8-9 p). Under the influence of educational stress anxiety scale of changes to normal values 10 -15 p between the organization and implementation of assessment and 6 to 8 p, with a relaxation interval of at least 60 minutes after the approach noted.

According to the scale study of psycho-emotional Spilberg allowed recording of three groups of adolescents: a) increased level of anxiety, b) the degree of environmental anxiety, c) the degree of anxiety decreased. The average value was 38.56 ± 3.4 points. For 33.5% of subjects, recorded values were higher (47.8 ± 2.6 points), the 59.3% - average (37.4 ± 3.8 points) and only 7.2% - low (5.30 ± 1.7 points) - Fig. 2.

Degree of operation and adjustment of the respiratory and cardiovascular system is one benchmark of action educational instructors stress factors on adolescent body. Thus, obtaining high performance on any assessment test, note that the expected lead to increased cardiac output by 16% -17.2% while the reverse, the equivalent of disappointment or failure produces fluctuations of the same physiological parameter of 21.4% - 22.7%.

Systolic volume changes essential for adolescent students whose school performance is considered average, being more stable results when the upper and lower. Blood volume remained constant in all subjects as fluctuations in the range 1.04% -1.65%. The balance of this view proved to be a group of subjects with higher school performance (1.04%) and the third group, students with poor results (1.14%). Research results have endorsed actions by physiological parameters of stress on the body stresses the importance

Fig. 1. The main stress factors

Fig. 2. Dynamic classification of the subjects on average anxiety results
of physical training, to sports training and conditioning as the adaptability and resilience thereof.

Thus, the cardiovascular system application is an important indicator of educational instructors stress factor action on teenage student body. Vascular parameters based on values, expression of the state of rest and physical and cognitive activities undertaken to calculate cardiac output (DC $l / \text{min} \cdot \text{m}^2$), dynamic results represented in Fig. 5.

Thus, it is argued that exam stress is increased in overweight persons in the mental strength and physical performance decline by 10-15%, blood pressure increased by 6 mm / Hg is even observing ECG changes. Practice exercise, dynamic activities during cognitive oversized filing an effort to better ensure food tissue glucose and $O_2$, avoid fatigue, psycho-emotional balance, maintaining body weight. As noted in the study conducted with adolescents were included different degree of physical training, which led to fluctuations in cardiovascular parameters and conditions of the stressful educational comfort.

Adolescents, who make daily exercise, have a good or very good physical training, for which the physiological adaptation of the organism to stressful conditions is rapid and effective school (Fig. 3-4).

So those with a good physical preparation has the ability to rapidly restore blood pressure and cardiac contractions under the influence of stress is observed an increase in cardiac output. Dynamics of DC until after the filing effort has almost no duplication of data, which indicates a tendency of the organism to adapt to external factors proposed. Vital capacity (VC) of girls, at the final testing due to an increase in the average value of 143.66 cm$^3$ air from 2650.80 cm$^3$ initial to 2780.71 at final testing. However, calculation shows that the significance of the difference between average $t_{\text{calculated}}$ ($t_c = 0.40 < t_{\text{tabulated}}$ ($t_t = 2.06$), which means that the final testing results are not significantly different to those of the initial testing ($p > 0.05$). Boys recorded an increase of 164.57 cm$^3$ of air at the final test against the original, but it is insignificant (p > 0.05) in statistical terms: $t_c = 0.26 < t_t = 2.06$; $f = t_{0.05, 26} = 2.06$. Maximum oxygen consumption (VO$_2$ max) at girls, the peak VO$_2$ in the initial test is 48.06 ml $O_2$/kg body / min. and that of the final test is 48.96 ml$O_2$/kg body / min. According to statistical calculation, the difference between the two tests is not significant (p > 0.05): $t_c = 0.03 < t_t = 2.06$; $f = t_{0.05, 26} = 2.06$. For the boys, the peak VO$_2$ testing is 50.05 ml$O_2$/kg initial body weight / min. In final testing it increases the body $O_2$/kg 51.94 ml / min. However, as for girls, the difference between the results of initial and final testing is not statistically significant (p > 0.05): $t_c = 0.30 < t_t = 2.06$; $f = t_{0.05, 26} = 2.06$.

Teen body adaptation to school conditions is carried out in several stages and is influenced by specific cognitive factors.
effort, new team of teachers and students, food style, practice exercise as often as possible, parent-child relations, the conditions created by new study adaptation includes physiological and social elements. Regime determined daily life and the educational process through time, balanced and coordinated, the time of commencement and completion of individual learning, such as lectures, theoretical and practical teaching style, methods and assessment strategies used by teachers lead to dependency physiological, morphological, physiological. Cardiovascular changes in stress conditions, the educative-cognitive ones are marked and recorded in the cortex via blood circulation, forming various complex feelings of joy, fear, restlessness, dissatisfaction. Psycho-emotional strains yield decreased memory, attention, acceleration of cardiovascular rhythm, endocrine and neural changes in individual variables restoration, strength and intellectual productivity amid school stress.

6 Conclusions

Contemporary conditions require increasing volumes of information, intellectual overdose, food deficiency, frequent conflict, due to homeostatic changes, huge energy loss, anatomic dysfunction. Instructive process in psycho-emotional conditions strained self diminishes homeostatic mechanisms work, blurring the systematic inter-body harmony. School stressors are determined by family environment at the educational and social environment that lifestyle of adolescents. Studies show that 33.5% students are affected due to over-dosage information, inducing them excessive fatigue, autonomic dysfunction, etc. The main role is to trigger a) vertical conflicts (7.1%), the horizontal (12.9%); b) fear the emergence of school performance below expectations or limit the promotion (24.9%); c) reduced frequency of training-induced family problems, inadequate source material, disease (7.7%); d) weak personality that genetic endowment is the same category (3.4%). Strength and degree of adaptation of adolescents show individual peculiarities degree of anatomic and physiologic maturity, degree of anxiety there is a stable, ensuring the formation of hard figures, adapted to various externally-body interactions. Teenagers with good or excellent physical preparation has rapid recovery capabilities heart contractions and blood pressure, so dynamic performance leaves its fingerprints on the body’s adaptive action tendency environmental factors. Overreactions and frequent changes in autonomic dysfunction may predispose to maintain health status, thus preventing the return on physical, psychological and physical training can solve the problem.

References:
