

ACADEMIC STRESS AMONG ADOLESCENT GIRLS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

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ABSTRACT

In the new millennium, stress is a subject which is hard to avoid. Stress is defined as burdens, pressures, anxieties and worries. The problem is even more acute with the adolescent girls. The present study examined of academic stress among adolescent girls in relation to their socio-economic status on a sample of 250 adolescent girls by using stratified sampling technique. For the collection of data, Scale of Academic Stress and Socio-Economic Status Scale were used. Both analytical and correlational approaches were used for analysis of data. The results of the study showed that there exists no significant difference in academic stress and the socio-economic status of adolescent girls.

Keywords: Academic stress, Socio-Economic status, adolescent

Stress in the twenty-first century is not something new, not anything unknown. Selye (1950) defined stress as “the non-specific response of the body to any demand”. On the part of students, academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for examples, school examination, answering questions in the class, showing progress in school subjects. Bisht (1989) has defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively appeared by the student involved. According to her, academic stress reflects perception of individual's frustration, academic conflict, academic pressure and academic anxiety. Academic stress contributes to major health hazards, problems both physical and mental stress related diseases. Stress makes a significant contribution to the prediction of subsequent school performance keeping in consideration their socio-economic status. Amanulla and Aruna (2009) in their study on academic achievement in relation of social phobia and socio-economic status found that there is negative correlation between social phobia and

socioeconomic status suggesting that if the parents are educated and economically sound, the social phobia can be removed. Chaliha and Hazarika (2012) worked on the scholastic achievement of the post-graduate students of Dibrugarh University, Assam in relation to socio-economic status. It thrown light on the relationship between socio-economic status and scholastic achievement of the post-graduate students of Dibrugarh University. The main objectives of the study were: (i) To study the level of scholastic achievement of the post-graduate students of Dibrugarh University, (ii) To study the level of socio-economic status of the post-graduate students of Dibrugarh University, (iii) To study the relationship between scholastic achievement and socio-economic status of the post-graduate students of Dibrugarh University. Results concluded that though socio-economic status of the student does not play any significant role in scholastic performance of the students according to the present study but the combined effort of institution, teachers and parents are necessary to improve the scholastic performance of the students and help the institution to produce quality output.

Objective

To explore the relationship between academic stress and socio-economic status of adolescent girls.

Assistant Professor

Method

Descriptive method has been followed to study the academic stress at adolescent stage.

Sample

A group selected from a larger population with the aim of yielding information about this population as a whole is termed as sample. In the present study the sample consisted of 250 adolescent girls studying in government senior secondary schools of Mansa district of Punjab.

Measures

- (i) Academic Stress Scale by Dr. Abha Rani Bisht (2005).
- (ii) Socio-Economic Status by Dr. R.L. Bhardwaj

Table 1: The Mean and SD scores of academic stress of adolescent girls having different levels of socio-economic status

Levels of Socio-economic status	N	M	SD
High	70	250.32	100.25
Average	110	270.06	81.17
Low	70	256.36	93.35

Table 1 shows the mean scores of socio-economic status for low, average and high academic stress among the adolescent girls are 250.32 with SD

(2014).

Procedure

The scales were administered to the subjects in groups in the regular classroom situation. The instructions were provided in the first page of the scale booklet. The answers of the subjects were recorded on the answer keys. Scoring was done according to the instructions given in the manuals.

Results and Discussion

After collecting the data, analysis and interpretation of data were performed in accordance with the objective of the study.

Comparison of socio-economic status with academic stress of adolescent girls:

100.25, on average level the mean value is 270.06 with SD 81.17 and on low level the mean value is 256.36 with SD 93.35.

Table 2: The t-values tests the significance of Mean difference in Academic Stress of Adolescent Girls of Socio-Economic Status

Levels	Low	Average	High
High	0.46	-	-
Average	0.05	-	-
Low	0.96	-	-

Table 2 shows that none of the t-value is significant at 0.05 level of significance. The results are suggestive to the fact that academic stress does not significantly affecting the socio-economic status of the adolescent girls. Irrespective of their levels of stress, adolescent girls do not significantly different in their socio-economic status. There exists no significant difference in academic stress and socio-economic status of adolescent girls.

Conclusions

On the basis of mean scores of high, average and low scores groups in comparison to their socio-economic status, it may be inferred that Socio-

economic status is not a key factor in academic stress among adolescent girls studying in government senior secondary schools in Mansa.

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