



A Correlational Analysis of Academic Stress in Adolescents in Respect of Socio- Economic Status



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Abstract



For students, the adolescent is a major transition in their lives since they make various decisions regarding all aspects of their lives such as academics, social life, and leisure activities. They have to struggle to meet the expectations of their parents which include desires related to their academic performance. In addition, society believes that studies with a high-rank from the reputed institute are a “passport” to a good job, high salaries, and high social status which is expected from students. As a result, the students are indirectly subjected to a variety of stressors mainly linked to academic success.

Keywords

*Academic performance;
Academic stress;
Adolescents;
Correlational analysis;
Respect of socio-economic status;*

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Introduction

Education is a vital tool for human development. In India, there is a lot of chaos with respect to aims, methods, the curriculum at various stages of educating the students. Stress is a factor acting internally or externally which makes difficult adaptation to environment and which induces increased stress on the part of the individual to maintain a state of equilibrium between him and external environment.

Academic stress is a form of stress that is constantly being experienced by the students in relation to academic concerns. It implies the conflict, frustration, pressure and anxiety perceived by student's academics. Various stressors related to academics may contribute to academic stress as competition for grades, high expectation, multidimensional performance and social concern. Academic stress may add to the time to solve problems efficiently. Thus academic stress takes adolescents away from normality. The academic stress faced by most students is attributed to poor study habits, such as poor time management, difficulties in study matter, lack of concentration, coursework, and avoidance of study which may eventually lead to poor academic performance. In order to overcome the pressure from academic stress, the students have to employ suitable coping strategies. It may be linked to socioeconomic status and achievement motivation as well.

Academic performance is mainly a function of student's study referring to the student's way of study whether systematic, efficient or inefficient. The study habits that influence the academic performance of a student include time management, setting realistic academic targets, setting rewards on completion of a task, revision, organization of materials, note-taking during lectures, study oriented attitude and sincerity. Hence, study habits are coping strategies used by students to overcome academic stress so that they can meet the demands imposed on them by the academic environment, parents, and society. This is reaffirmed by studies which show that study habits positively correlate with academic performance.

Socio-economic status of students plays an important role in the academic performance of students. Adolescents are especially influenced by socio-economic status. Being poor socio-economic status of the family sometimes innocent brain of adolescents feel motivated for better academic performance, on the other hand, some students feel depressed and perform weak academic result. Similarly, in cases of higher socioeconomic status, some students feel as they don't need hard work, higher ranks so they avoid sincere study and some of them are not impacted by status.

Motivation is an inner drive to behave or act in a certain manner. It is person's tendency to achieve special goals. This kind of motivation is associated with special targets and ways of achieving them, planning, efforts, coordination, decision making and feeling of self-worth. Achievement motivation is a tendency to start off a task, so as to attain success and avoid underachievement. As student's achievement motivation increased their level of depression decreased.

Research Method

As subjects, 200 students of age group 14-18 years were selected randomly for study. In the sample, rural and urban students were taken equally as 100 rural and 100 urban. To get the accuracy of the result in every group 50 boys and 50 girls were included. All selected students were tested for stress using self-prepared test paper. Tested students were divided into 3 stress levels as 30-50, 51-70, and above 70. Students of all stressed levels were tested for socio-economic status. To find socio-economic status, a questionnaire was prepared with different types of related questions. Socio-economic status of students was classified as high, middle and low status. All students were tested for their achievement motivation status. This status was divided into two

categories as motivated and non-motivated. The result was converted into a percentage and a correlation was analyzed.

Results and Analysis

Table1. Correlation of Stress, socio-economic status, and Achievement Motivation

Stress Test		Socio-Economic Test		Achievement Motivation Test	
Stress Value at Scale	Stressed Student %	Socio-Economic Status	Student %	Motivated Student %	Non-Motivated Student %
30-50	34	High Status	57	79	21
		Middle Status	28	66	34
		Low Status	15	52	48
51-70	44	High Status	23	81	19
		Middle Status	46	74	36
		Low Status	31	59	41
Above 70	22	High Status	7	84	16
		Middle Status	44	56	44
		Low Status	49	51	49

Survey data indicates that strength of middle level stressed students i.e., 51-70 is 44% and higher stressed i.e., above 70 found just 22% of adolescent students. Socio-economic status of stressed adolescents shows that among higher stressed students high socio-economic student % is just 7 and middle & low socio-economic % is 44 & 49 respectively. In a class of low stressed students, the high-status student is 57% showing their stress freeness. Achievement motivation result is higher for high socio-economic status and less of low socio-economic status.

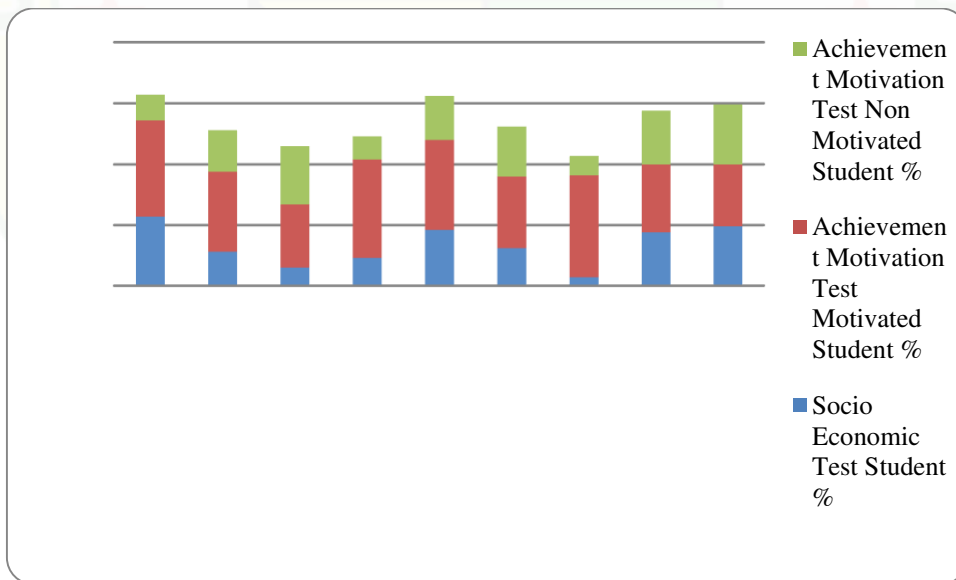


Chart 1. Correlation of Stress, socio-economic status, and Achievement Motivation

Conclusion

Academic stress has been found associated with socioeconomic status and achievement motivation. High socio-economic profile students are not so much stressed because they have other many ways to make a career. Students with low socioeconomic status are much worried as

they have fewer options for a career. High socio-economic students are more motivated as they have the high sky to fly but others have a limitation, that's why motivation percentage is low. High socio-economic students are not so much worried about the good result, better academic performance and bright career. Among middle and low socio-economic families, students are the center of hope that's why they are much stressed.

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