

ACADEMIC CONFLICT AND PRESSURE AMONG ADOLESCENTS ACROSS DIFFERENT SOCIO-ECONOMIC GROUPS

Tatheer Fatma,
Research Scholar,
Dept. of HDFS,
SHUATS Allahabad

Dr. Anshu,
Associate Professor,
Dept. of HDFS,
SHUATS Allahabad

Dr. Anjali Mathur,
Assistant Professor,
Dept. of HDFS,
SHUATS Allahabad

ABSTRACT

Adolescence is a time of transformation in many areas of an individual's life. In the midst of these rapid physical, emotional, and social changes, youth begin to question adult standards and the need for parental guidance. It is also a time for individuals to make important decisions about their commitment to academics, family, and perhaps religion. Academic stress is the major source of stress among adolescents and it may lead to low self-esteem. So an attempt was made to understand the academic frustration and anxiety among adolescents across different socio-economic status. For the purpose a total sample of 300 adolescents from 6 schools of Lucknow district were randomly selected, wherein 150 boys and 150 girls were further selected for the present study. Hundred fifty boys & equal number of girls were further divided into 50 respondents each belonging to lower, middle and upper Socio-economic Status. For the study Bisht Battery of stress scale by Abha Rani Bisht and Socio-economic scale by Kuppu Swami was used. The result indicated that the adolescent boys from upper socio-economic status and most of the girls from middle socio-economic group were having moderate academic frustration while maximum number of male from upper SES and female from middle SES were feeling moderate level of academic anxiety.

INTRODUCTION

Academic stress involves mental distress regarding anticipated academic challenges or failure or even an awareness of the possibility of academic failure (Verma, S., & Gupta, J., 1990). During the school years, academic stressors may show in any aspect of the child's environment: home, school, neighbourhood, or friendship (Anderson et.al 2005 and Hess et.al 2006) Kouzma and Kennedy (2004) reported that school-related situations – such as tests, grades, studying, self-imposed need to

succeed, as well as that induced by others – are the main sources of stress for high school students.

REVIEW OF LITERATURE

Jayanthi et.al (2014) observed that parent and teachers expectations were the main sources of academic stress among the adolescents, while adolescent girls had higher academic stress than boys.

Baviskar et.al (2013) noted that uncertainty regarding future, past academic performance, low self esteem may be all contributing to higher levels

of depression, anxiety and stress. **Huli (2014)** noted that disturbed family dynamics, peer pressure, inability to cope with studies, drug abuse, and lack of competence are major reasons for stress during adolescence. **Kumari and Gartia (2012)** noted a positive correlation between stress and academic achievement and are not mediated by gender.

Agarwal (2011) found no significant difference between academic stress of male and female adolescents.

OBJECTIVES OF THE STUDY:

1. To understand the academic conflict among male and female adolescents of upper, middle and lower socio-economic group.
2. To study the academic pressure among male and female adolescents of upper, middle and lower socio-economic group.

RESEARCH METHODOLOGY:

The present study was conducted in Lucknow city, drawing sample from the six schools of the city. The sample for the study was collected adopting stratified random sampling technique. The sample for the study consisted of 300 adolescents of class 7 to 12 between the age group of 12-18 years, studying in co-educational Senior Secondary schools belonging to lower, middle and upper socio-economic groups. A total sample of 300 adolescents was selected, wherein 150 boys and 150 girls were selected for the present study. Hundred fifty boys & equal number of girls were further divided into 50 respondents each belonging to lower, middle and upper Socio-economic Status.

TOOLS USED

Bisht Battery of stress scale (BBSS) by Dr. Abha Rani Bisht and Socio-economic status scale by Kupp Swami was administered for data collection.

RESULTS AND DISCUSSION:

Table 1.1:- Distribution of adolescents in reference to their academic conflict across socio-economic status

S.N.	Stress level	Male (N=150)						Female (N=150)					
		Socio-economic status						Socio-economic status					
		Upper		Middle		Lower		Upper		Middle		Lower	
		F	P	F	P	F	P	F	P	F	P	F	P
1.	High	00	00	01	02	01	02	00	00	02	04	01	02
2.	Moderate	32	64	33	66	30	60	34	68	33	66	20	40
3.	Low	18	36	16	32	19	38	16	32	15	30	29	58

F= frequency

P = percentage

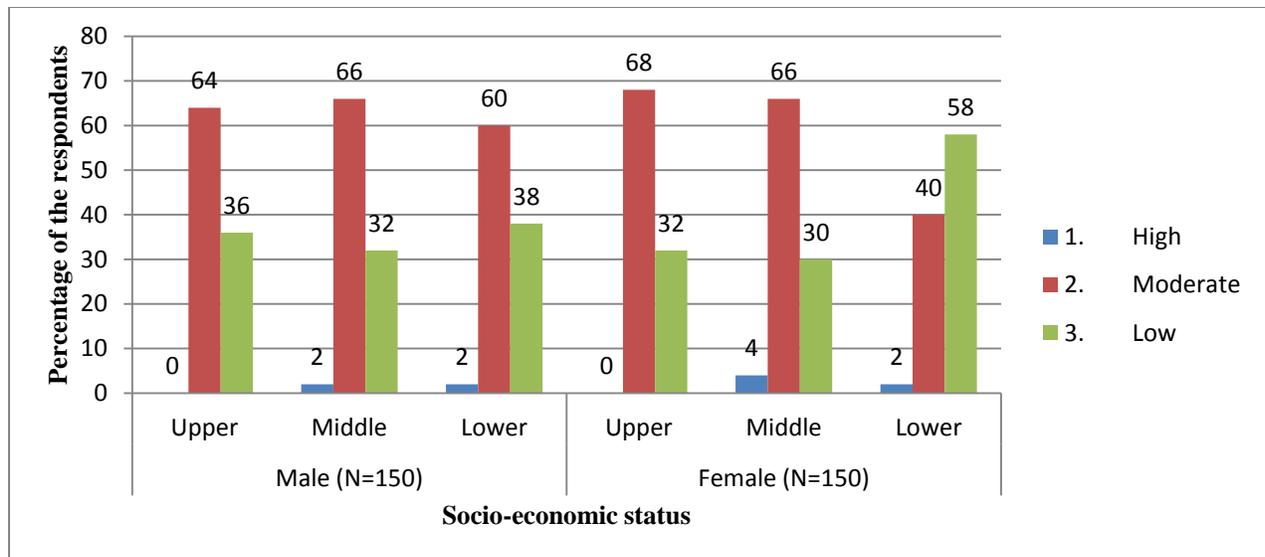


Fig. 1.1:- Distribution of adolescents in reference to their academic conflict across socio-economic status

Table 1.1 and Figure 1.1 indicates that 64 per cent boy and 68 per cent girls from upper socio-economic group were found having moderate academic conflict where 66 per cent each of male and female respondents from middle socio-economic group were found with moderate academic conflict followed by 60 and 40 per cent respectively of male and female adolescents from lower socio economic group. From upper SES 36 per cent male and 32 per cent female were found having low level of academic conflict whereas 38 per cent adolescent boys and 58 per cent girls from lower socio-economic group were having low academic conflict followed by middle socio-economic group. Result also showed that only about 2 to 4 per cent respondents were having high level of academic conflict.

Result clearly shows that most of the adolescent boys and girls across socio-economic groups were feeling moderate level of academic conflict which reflects that students are in dilemma about their own wishes and expectations of their parents regarding their studies.

Verma and Gupta, (1990) stated that Indian parents are found to be similarly involved in their child's education, and researchers suggest that parents play a role in academic stress of children.

Kim, (1993); Schoolland, (1990) conducted Ethnographic research in Japan and with Korean immigrants in the United States had found that parents are deeply involved in the education of their children, and are often responsible for some of the academic stress that is experienced by the students.

Table 2.1:- Distribution of adolescents in reference to their academic pressure across socio-economic status

S.N.	Stress level	Male (N=150)						Female (N=150)					
		Socio-economic status						Socio-economic status					
		Upper		Middle		Lower		Upper		Middle		Lower	
		F	P	F	P	F	P	F	P	F	P	F	P
1.	High	00	00	01	02	02	04	00	00	00	00	03	06
2.	Moderate	36	72	35	70	26	52	30	60	38	76	35	70
3.	Low	14	28	14	28	22	44	20	40	12	24	12	24

F= frequency

P = percentage

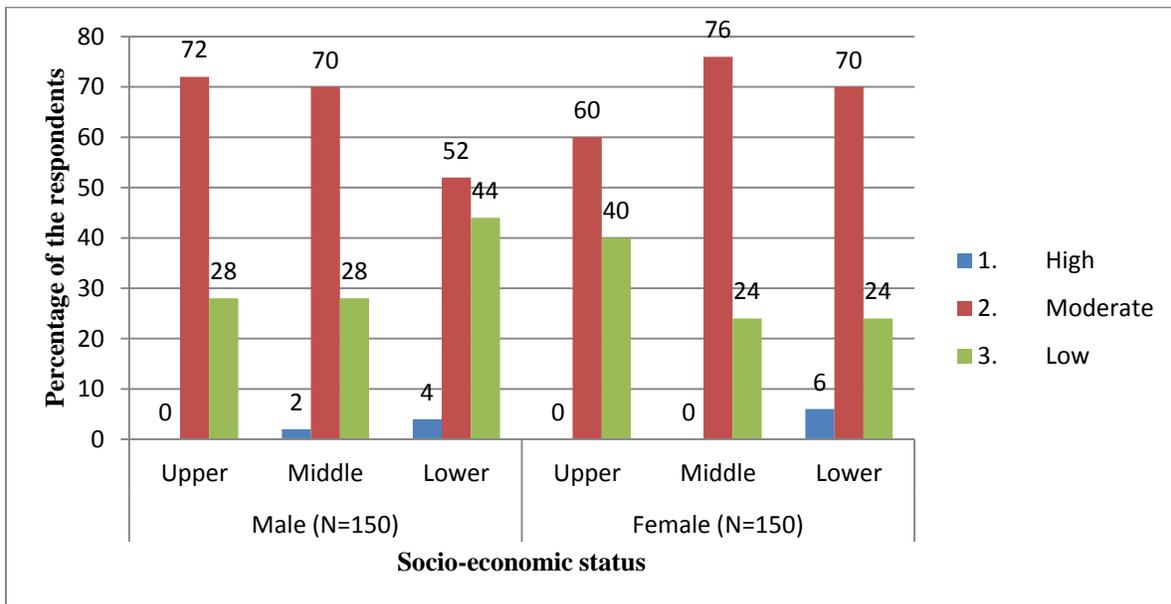


Fig 2.1:- Distribution of adolescents in reference to their academic pressure across socio-economic status

Table 2.1 and Figure 2.1 indicates that majority of the adolescents i.e. 72 per cent male respondents from upper, 70 per cent from middle and 52 per cent from lower socio-economic status have moderate level of academic pressure, maximum 44 per cent from lower 28 per cent each from upper and middle socio-economic status have low level of academic pressure while only 2 per cent from lower 1 per cent from middle and no one from upper socio-economic status have high level of academic pressure. Table also reveals that majority of the female i.e. 76 per cent from middle socio-economic group, 70 from

lower and 60 from upper socio-economic status were having moderate academic pressure whereas 40 per cent adolescent girls from upper and 24 per cent each from middle and lower socio-economic group were having low academic pressure, 06 per cent female from lower and no one from middle and upper socio-economic status were suffering from high level of academic pressure. The result clearly indicates that most of the adolescent girls from middle socio-economic group and boys from upper SES were suffering from moderate academic pressure it is because the parents of boys from

upper socio-economic status expects more for good grades to maintain their social status whereas parents of girls from middle SES also expects more for good grades to maintain their social status. The other reasons of academic pressure are –excessive home work, desire to get first position in the class and studying according to parents wishes also causes academic pressure among the adolescents.

Astilla and Watkins(1986) tested the hypothesis that application of pressure for better academic achievement from parents, teachers and peers mediates the relationship between school grades from one year to the next, using data from 411 Filipino students (aged 13-14 years). No support was found for this predicted relation after both linear and various curve linear regression models examined.

Sears and Milburn (1983) in their book ‘Stress in Children and Adolescents’ summarized typical stress among the school-age children. As the main developmental task of this stage concerns schooling, many of the stresses are school-related. School-related problems, in general are test taking, school fears, for example, homework and fear of failure or success including school phobia.

Conclusion:

The study concluded that adolescent boys and girls across socio-economic groups were feeling moderate level of academic conflict whereas adolescent girls from middle socio-economic group and boys from upper SES were suffering from moderate academic pressure.

REFERENCES

- ❖ **Agarwal, Anjana(2011).**“Impact of Academic Stress upon Academic Achievement and Mental Health of the Adolescents, *International Journal of Management and Social Sciences*, Vol. 1, no.1.
- ❖ **Anderson, G. E., Jimerson, S. R., & Whipple, A. D., (2005).** Student ratings of stressful experiences at home and school: Loss of a parent and grade retention as superlative stressors. *Journal of Applied School Psychology*, 21, 1-20.
- ❖ **Astilla estela and Aatkins D. (1986)** Approaches to studying by Filipino students: a longitudinal investigation First published: November 1986
<https://doi.org/10.1111/j.2044-8279.1986.tb03048.x>
- ❖ **Baviskar, Mandar P., Phalke, Vaishali D. and Phalke, Deepak B. (2013).** “Depression, Anxiety and Stress: A Comparative Study in Arts, Commerce & Science junior College students in Rural Area of India”, *Global Research Analysis*, Vol. 2, no.11, November, pp. 183-185.
- ❖ **Hess, R. S., & Copeland, E. P., (2006)** Stress. In G. G. Bear & K. M. Minke (Eds.), *Children’s needs III: Development, prevention and intervention* (pp. 255-265). Washington, DC: National Association of School Psychologists.
- ❖ **Huli, Prerana. R. (2014).** “Stress Management in Adolescence”, *Journal of Research in Humanities and Social Science*, Volume 2, Issue 7, pp. 50-57.
- ❖ **jayanthi, P.; M. Thirunavukarasu and Rajamanickam Rajkumar (2014).** “Academic Stress and Depression among Adolescents: A Cross-sectional Study”, *Indian Pediatrics journal*, Vol.15, March, pp. 217-2
- ❖ **Kim Min-Sun (1993)** Attitude-Behavior Relations: A Meta-Analysis of Attitudinal Relevance First published: March 1993
<https://doi.org/10.1111/j.1460-2466.1993.tb01251.x>
- ❖ **Kouzma, N. M., & Kennedy, G. A., (2004).** Self-reported sources of stress in senior high school students. *Psychological Reports*, 94, 314-316. (PDF) Academic Stress, Parental Pressure, Anxiety and Mental Health among Indian High School Students. Available from: https://www.researchgate.net/publication/289193341_Academic_Stress_Parental_Pressure_Anxiety_and_Mental_Health_among_Indian

- dian_High_School_Students [accessed Sep 03 2018].
- ❖ **Kumari Rajni and Radhakanta Gartia (2012)**, "Relationship between Stress and Academic Achievement of Senior Secondary School Students", *Asian journal of Multidimensional Research*, Vol.1, no. 3, August, pp. 153-160.
 - ❖ Pages 89-91 | Published online: 30 Jan 2008
<https://doi.org/10.1080/00131729109335182>
 - ❖ **Schoolland Ken. (1990)** Shogun's Ghost: The Dark Side of Japanese Education by New York: Bergin and Garvey, 1990, 207 pp., hardcover. (ISBN 0-89789-218-6)John J. Cogan
 - ❖ **Sears and Milburn, (1983)** School age stress, Oxford Press, pp.1-15.
 - ❖ **Verma, S. & Gupta, J. (1990)**. Some aspects of high academic stress and symptoms. *Journal of Personality and Clinical Studies*, 6, 7-12
 - ❖ **Verma, S., & Gupta, J., (1990)**. Some aspects of high academic stress and symptoms. *Journal of Personality and Clinical Studies*, 6, 7-12.