

ACADEMIC FRUSTRATION AND ANXIETY 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

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Examination stress is the feeling of anxiety or apprehension over one's performance in the exams. It can lead to students being unable to perform to the best of their abilities in exams. Academic stress is the major source of stress among adolescents and it may lead to low self-esteem. Many psychological problems such as depression and suicide occur as a result of low self-esteem (Nikitha, et al, 2014), 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

Adolescence is a period of internal conflict, psychic disequilibrium and erratic behavior.

Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things especially at creating an identity for themselves. Anxiety is one of the most studied phenomenons in psychology. It is normal human response to stress. The concept of anxiety is differentiated from fear as it is a normal human response to stress. Anxiety is a mental feeling of

uneasiness or distress in reaction to a situation that is perceived negatively. Academic anxiety is a kind of anxiety which relates to the impending danger from the environments of the academic institutions including teacher and certain subjects like Mathematics, Science and English etc. If academic anxiety is not properly addressed, it can have many serious and long lasting consequences such as causing a student to procrastinate, perform poorly on school work, fail classes and withdraw from socializing with peers or pursuing activities that interest failure towards a desired goal. Frustration

is an emotion that occurs in situations where a person is him.

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 frustration among male and female adolescents of

upper, middle and lower socio-economic group.

2. To study the academic anxiety 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 Kuppu Swami were administered for data collection.

RESULTS AND DISCUSSION

Table1.1:- Distribution of adolescents in reference to their academic frustration across socio-economic status

S.N.	Stress levels	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	00	00	00	00	00	00	00	00	00	00
2.	Moderate	39	78	35	70	37	74	39	78	44	88	36	72
3.	Low	11	22	15	30	13	26	11	22	06	12	14	28

F=frequency

P = percentage

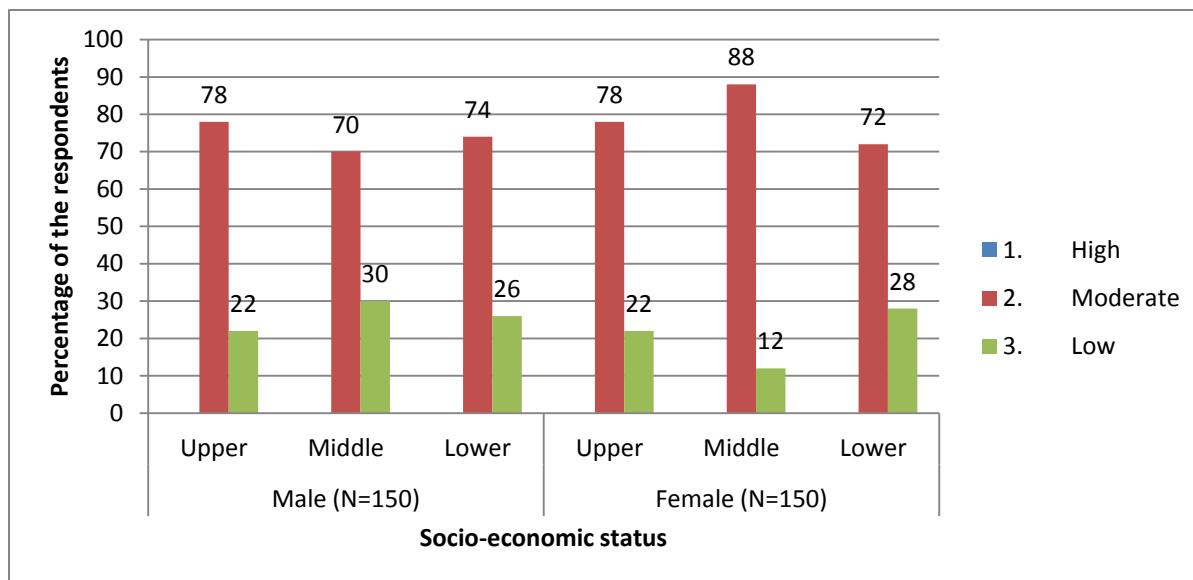


Fig. 1.1:- Distribution of adolescents in reference to their academic frustration across socio-economic status

Table 1.1 and Figure 1.1 shows that 78 per cent adolescent boys and 78 per cent girls from upper socio-economic status were having moderate academic frustration whereas 70 per cent adolescent boys and 88 per cent adolescent girls from middle socio-economic status show the moderate academic frustration. 74 per cent adolescent boys and 72 per cent adolescent girls from lower socio-economic status were having moderate level of academic frustration. The table also indicates that the 30 per cent adolescent boys of middle socio-economic group 22 per cent followed by lower socio-economic status and from upper socio-economic status were having low level of academic frustration while 28 per cent adolescent girls from lower socio-economic status followed by upper and middle socio-economic status girls 22 and 12 per cent respectively shown the low level of academic frustration. None of the respondents were having high academic frustration.

It is clear from the table that most of the adolescent boys from upper socio-economic status

and most of the girls from middle socio-economic group were having moderate academic frustration. It could be because the adolescent boys from upper socio-economic group are most often given excellent educational facilities but at same time parental expectations are also very high from them, on the other hand adolescent girls from middle socio-economic status who revealed similar frustration levels could be feeling so because in most Indian context they are generally given moderate educational facilities but parental expectations are pretty high from them. Present educational theory and practice are far more perfection oriented and require constant revision and improvement in adolescent's educational status in order to meet the needs of the group and to satisfy the interest and abilities of the individuals. No matter how well the school is organized, how excellent the curriculum or how proficient the teaching personals are, problems arise as individual students attempt to adjust to school life and meet the peer and parental expectations. Large schools, oversize classes, in many cases inadequately trained teachers, too little

understanding of child and adolescent psychology, a bewildering array of elective subjects on the High school and senior school levels, an orgy of experimental teaching methods-all these combined to develop state of educational chaos, of which too many young people are the victims, resulting in dissatisfaction with schools and themselves and eventually developing academic frustration. Similar studies were also reported by **Hoppock (1977)** states that parents often feel that they must help their children get good marks. Therefore, the parents

themselves do most of the assignments or compel their children to do them. If their child does not reach the parent's goal, parents as well as the child undergoes stress. **Bisht (1980)** also studied the effect of school-climate and need for academic achievement on the academic stress of students and found that they did not affect academic stress independently, but their interaction was statistically significant among the four components of academic stress-frustration, conflict, pressure and anxiety.

Table 2.1:- Distribution of adolescents in reference to their academic anxiety 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	00	00	01	02
2.	Moderate	37	74	37	74	28	56	37	74	37	74	29	58
3.	Low	13	26	12	24	21	42	13	26	13	26	20	40

F=frequency

P = percentage

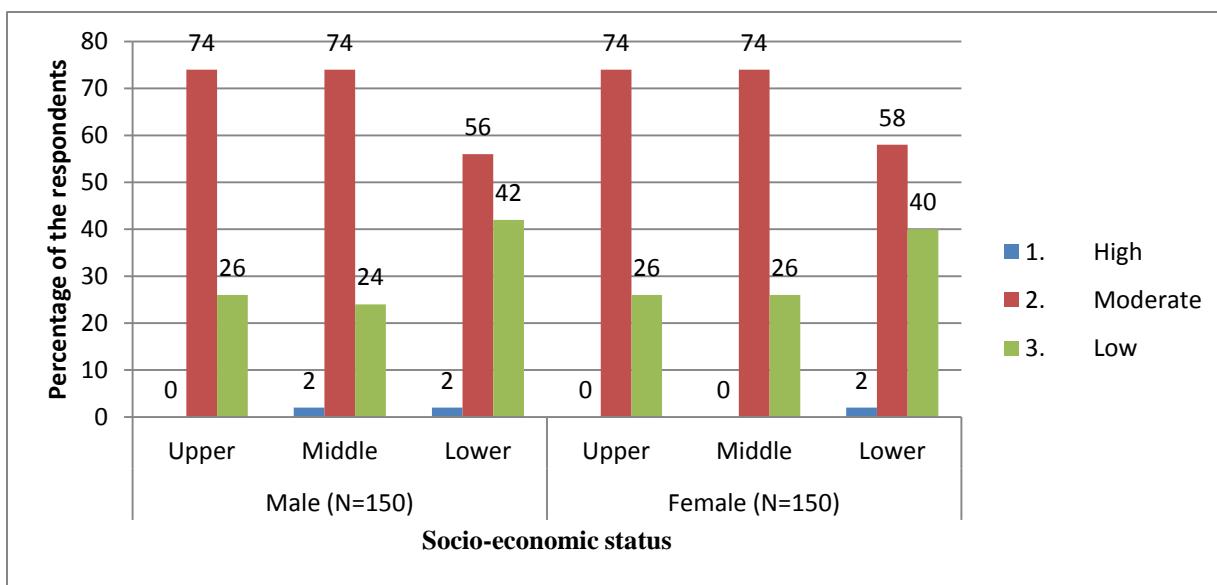


Fig. 2.1:- Distribution of adolescents in reference to their academic anxiety across socio-economic status

Table 2.1 and Figure 2.1 shows that equal number of male and female respondents (74 per cent) of upper and middle socio-economic group was feeling moderate level of academic anxiety whereas only 56 per cent males and 58 per cent female adolescents from lower SES were feeling moderate level of academic anxiety. An equal number of male and female respondents (26 per cent) from upper and middle socio-economic group were having low level of academic anxiety whereas 42 per cent male and 40 percent female respondents from lower socio-economic group were having low level of academic anxiety. Only 2 per cent each male and female respondents from lower SES were having high level of academic anxiety.

Result indicates that maximum number of male from upper SES and female from middle SES were feeling moderate academic anxiety because of the fear of failure in the examination, regular assessments and parental expectations.

Lokesh (1984) collected ratings of anxiety produced by examinations in three subjects from samples of elementary and secondary grade pupils enrolled in two comprehensive and one selective school systems. Data showed that comprehensive school system was advantageous only to younger students. In both the school systems there was a linear connection between achievement standards and their extent of examination anxieties. An anxiety producing effect was found in less efficient students from one type of comprehensive school system when they were in the same classroom along with more efficient students.

Verma et al. (2002) investigated school stress throughout the school years using the Experience Sampling Method (ESM) in a sample of one hundred 8th graders from the north Indian city of Chandigarh. In this study, participants were given alarm watches that they wore for a week. When the watches signaled the participants, which they were randomly programmed to do seven times a day (between 7:30 am and 9:30 pm), participants recorded their current activity and emotional states of mind. They found that students had negative affect when they were doing school work; they were less happy, cheerful,

and friendly than when they were doing other activities, and they were also less relaxed or excited. Schoolwork was also a source of severe discomfort, and caused students to feel lonely, disappointed and worried .Girls appear to have a unique and contradictory experience –although they reported better performance at school, they also reported more academic anxiety and externalizing symptoms than boys .The researchers, however, did not discuss or explain this finding. Furthermore, the Experience Sampling Method, which focuses on present and fleeting states of being, may not capture the overall experience of academic stress or adolescent distress and therefore has limited explanatory power.

CONCLUSION

In general, the study concluded that most of the adolescent boys from upper socio-economic status and most of the girls from middle socio-economic group were going through moderate academic frustration. Result also indicated that maximum number of male from upper socio-economic group and female from middle socio-economic group were feeling moderate academic anxiety because of the fear of failure in the examination, regular assessments and parental expectations.

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