

A Study of Academic Stress among Adolescents of Economically Weaker Sections in Relation to Family Climate

Abstract

Economically weaker section adolescents are those adolescents whose parental economic status is not up to mark. They falls below the poverty line and lacks the facilities at the home and faces many types of stress. Out of these stresses academic stress is one of the most common stress which they faced during their academic period. . The present paper highlighted the academic stress of economically weaker section adolescents in relation to their family climate. The research was conducted on a sample drawn from 11th grade students of Government Sr. Sec. Schools of Ludhiana district from Punjab state. 200 students from the Government Sr.Sec. Schools affiliated to PSEB (Mohali) were selected for the study. In the present study, Investigator used Academic Stress Test by Bisht (2005) and Family climate Testby Shah(2011). The data was collected and analysed statistically which showed that there exist low negative correlation between Academic stress and Family Climate among adolescents of economically weaker sections.

Keywords: Academic Stress, Family Climate, Economically Weaker Section

Introduction

The words adolescent and adult ultimately come from Latin word 'adolescere' which means 'to grow up'. A young person, usually between the ages of 13 and 19 are called teen, teenager, youth. Young, youthful, adolescent, immature, juvenile, puerile, green; these adjectives mean of, relating to, characteristics of, or being in an early period of growth or development. Adolescent specifically implies the characteristics of those in the period between childhood and maturity.

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Review of Literature

Academic stress means education related stresses it can be in every situation otherwise feel stress. Academic stress is the main sources of stress faced by young people. Some students often feel high academic burden fewer contentment related their scholastic achievement. And had high outer saddle to study, and may suffer more educational stress.

According to Gupta and Khan (1987) Academic stress is a mental distress with respect to some anticipated frustrations associated with academic failure or even a fear of the possibility of such failure.

According to Shah, M.L. (1988)in the context of school, academic stress means a pervasive urgency to learn all those things, which are related or prescribed by the school.

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According to Edmunds (1984), "Academic stress is an important factor like writing term papers, test anxiety, poor study skills, excessive academic load, which forms a major part of general stress among adolescent students. "The term stress has come into wide use in behavioural studies only within the past two decades. But in this relatively short time it has all but pre-empted a field previously shared by a number of other concepts like anxiety, frustration, conflicts etc. In general term stress is a reaction to an event. It can only be sensibly defined as perceptual phenomenon arising from a comparison between the demand on the person and his ability to cope with it. Carveth et. al (1996) academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it.

Wenz-Gross and Siperstein(1997) students who suffer from higher level of academic stress are more likely to undergo series of depression.

Lee and Larson (2000) academic stress can be described as a student's connections with environmental stressors, the student's cognitive thoughtfulness of and coping with the academic-related stressors, and emotionally or physiological reaction to the stressors

Kouzma and Kennedy (2004) situations and events, which take place at schools such as tests, grades, studying, play a consequential role for stress. Kadapatti and Vijayalaxmi (2012) academic stress is a product of a combination of academic related demands that exceed the adaptive resources available to an individual.

Sarita and Sonia (2015) academic stress refers to the unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members, pressure of parents for academic achievement, present educational and examination system, burden of Home work etc.

Family Climate

Family climate usually refers to the environment, both physical and emotional and the state of the family whether it is good, bad or dysfunctional etc. Family climate exerts a deep and persistent influence on the life of the individual for it is the family in which he acquires the intimate experience. Each member in a family is a developing individual and the relationship between each member is developed gradually over passage of time.

Uniyal and Shah (1984) say Family-Climat means an interpersonal relationship between the parents and the child. It includes the parents' attitude towards the child related to Freedom v/s Restrictions, Dominance vs Submissive, Acceptance v/s Rejection, Trust v/s Distrust, Warmth vs. Coldness, Partially vs. Fairness, Expectation v/s Hopelessness, Open Communication v/s Controlled Communication. It is also suggested that the development of any particular human characteristics is related to a subset of the total set of the environment forces.

Bloom (1989) says that the climate of family may be regarded as providing a network of forces and

factors which surround engulf and play on the individual.

Shah (1990) the word climate is a more comprehensive one. It includes within itself the word 'environment'. It embraces the social, physical and emotional activities of the family. All these combined together constitute the family climate.

Economically Weaker Sections

Economically Weaker Sections (EWS) is a term used to refer to those citizens or households with income below a certain threshold level. Though there may be other economic factors in deciding on the economic weakness of the citizen/household, income is the dominant criterion. In public policy domain the term has to be appreciated in the context of the Preamble to India's Constitution which seeks Justice-social, **economic** and political. (India's Constitution) This categorization as EWS is distinct from other categories like "disadvantaged sections" which refer to those belonging to the Scheduled Caste/ the Scheduled Tribe /other socially backward communities who may be having a disadvantage owing to social, cultural, geographical, linguistic, gender or such other factors.

Objectives of the Study

To study the relation between academic stress and family climate among adolescents of economically weaker sections.

Hypotheses of the Study

There is no significant relationship between academic stress and family climate among adolescents of economically weaker sections.

Sample

The study was conducted on a sample of 200 students of 11th grade of Government Sr. Sec. Schools (affiliated to PSEB, Mohali) of Ludhiana district, Punjab.

Design of the Study

The study was designed to investigate academic stress and academic among economically weaker section students in relation to family climate. The nature of the investigation was descriptive survey method, because this method is considered useful to gather data from a relatively large number of cases at a time and collect detailed descriptions of existing phenomenon. The prior permission of the school authority was taken for collecting data.

Tools Used

In the present study, Investigator used the following tools.

1. Academic Stress Test (Bisht, 2005) revalidated by the investigator.
2. Family climate Test (Shah, 2011)

Description of Tools

Academic Stress

Bisht Battery of Stress Scales developed and standardized by Abha Rani Bisht was used to measure stress among the student-teachers. This battery has 13 sub-tests viz: Scale of Family Stress (SFS), Social Stress Scale (SSS), Academic Stress Scale(ASS), Scale of Existential Stress (SES), Scale of Achievement Stress (SAchS), Scale of Self-concept Stress (SSCS), Scale of Self Actualization Stress (SSAS), Scale of Physical Stress (SPS), Scale of

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Role Stress (SRS), Scale of Institutional Stress (SIS), Financial Stress Scale (FSS), Scale of Vocational Stress (SVS) and Scale of Superstition Stress (SSUS). Each sub-scale of battery measures four components of Stress viz. frustration, conflict, pressure and anxiety. Out of 13 sub-scales only one Scale of Academic Stress (SAS) was used. Three types of reliabilities (i) dependability, i.e. short-term test-retest correlations, (ii) stability, i.e. retest after a longer interval and (iii) internal consistency, i.e., split-half correlation.

Family Climate Scale

At the initial stage, some parents, principals and teachers of secondary schools were interviewed in order to know the dimensions which can influence the family climate. The list of these dimensions was given to 20 experts of psychology and guidance and counseling services, teacher educators and research supervisors. On the strength of unanimous decision of experts, 10 out of 13 dimensions were retained. 140 statements related to these 10 dimensions were then constructed. 15 experts belonging to this field were requested to assess the relevance of each of the statements within the dimension. They were also requested to evaluate the statements for their clarity and objectivity. Out of 140, 133 statements were, thus retained.

Selection of Items the first draft, containing 133 statements with 3 alternative responses was administered over 200 secondary school students. C-R values were calculated for each statement between uppermost 27% and bottom 27% cases. Only those statements were retained in the final draft which has yielded highly significant C-R value ($P < .001$). Only

90 statements related to 10 dimensions of FCS were randomly recorded in the final format of the scale.

Results and Discussions

The data was analyzed and interpreted using statistical techniques such as: Mean, Standard Deviation, and the detail of the analysis, interpretation of data and discussion of results are presented as below:

Hypothesis

There is no significant relationship between academic stress and family climate among adolescents of economically weaker sections.

Table 1: Showing Coefficient of Correlation between Academic Stress and Family Climate of Total Sample (N=200)

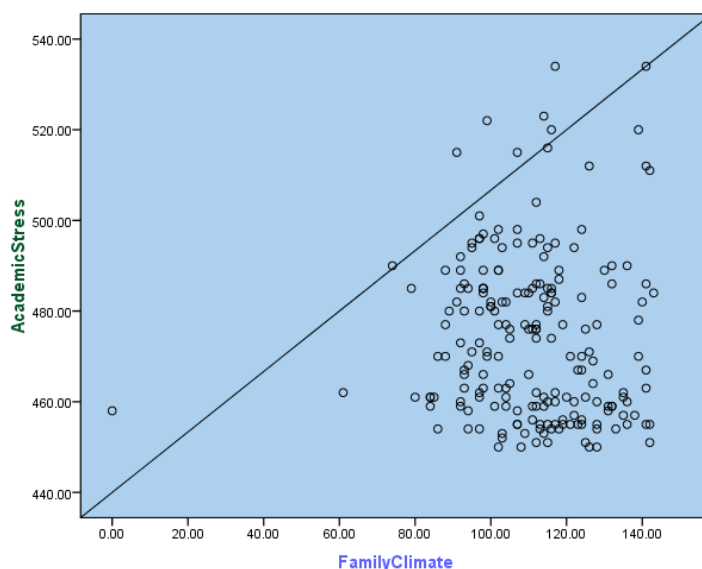
Respondents	r
Academic stress	-0.15*
Family climate	

*Significant at 0.01 level of Confidence

Interpretation

Table 1 represents coefficient of correlation between Academic stress and Family Climate among adolescents of economically weaker sections. The value of coefficient of correlation came out to be -0.15 which is significant at 0.01 level of confidence. Thus we can say that there exists low negative correlation between Academic stress and Family Climate among adolescents of economically weaker sections. Hence, the hypothesis stating that "there is no significant relationship between academic stress and family climate among adolescents of economically weaker sections" is rejected.

Figure 1: Showing the Scattered Diagram for Academic Stress and Family Climate of Economically Weaker Section Adolescents



Conclusions

The negative value of correlation indicates that the economically weaker section adolescents having good family climate showed low level of academic stress. This result of the study showed that if the family provides the good and healthy

environment to their children they have less academic stress and achieve better in the school performance.

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