A STUDY OF STRESS AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ANXIETY AND SOCIO-ECONOMIC STATUS

Amardeep Kaur*

ABSTRACT

Now the pupils in our society are feeling stress and academic anxiety. Sometimes feel low socio-economic status. These problems are dangerous for our coming generation. So the investigator chose this problem to find out the relation between stress, academic anxiety and socio-economic status. The sample was comprised of 200 secondary school students of 10th class from district Pathankot, state Punjab. The sample for this study was chosen by using a simple random sampling technique and the relationship between variables was determined by using the Stress Scale (2014) by Dr. Vijay Lakshmi and Shruti Narayan, the Academic Anxiety Scale by M. Abid Siddiqui and Atique UI Rehman (2017), and the Socio-economic Status Scale by Sunil Kumar Upadhyay (2008). The research revealed a positive correlation between stress and academic anxiety of secondary school students. It represents that students have stress and academic anxiety at secondary school level and a negative correlation between stress and socio-economic status of secondary school students.

Key words: Stress, academic anxiety and socio-economic status etc.

*Assistant Professor, Golden College of Education, Gurdaspur, Punjab

INTRODUCTION

Today's life is full of stress and anxiety. Everyone is running in the race of success and facing competitions at every stage of life. Students are in stress and academic anxiety etc. They are

prone to suicide and suffer from severe depression. Now, the parental expectations are very high and peer pressure also leads to unhealthy competitions to achieve average level in society in terms of economy. They are under pressure in performing well in exams.

Everyone experiences stress from time to time. There are different types of stress. All carries physical and mental health risks. A stressor can occur frequently over an extended period of time, or it can be a one-time or brief event. It's possible that some people handle stress better than others and bounce back from stressful situations faster. There are many external aspects that may contribute to anxiety. These include the stress that comes from school, a personal relationship, a job, money, or an emotional trauma like losing a loved one, being a victim of crime, a natural disaster, being sexually or physically abused, or experiencing negative drug side effects. Stress from a serious illness, intoxication with an illicit drug like a phentermine or cocaine, noticing symptoms of a severe medical illness and lack of oxygen as a result of emphysema, pulmonary embolism, and highness sickness.

Socio-economic status can encompass quality of life characteristics as well as the chances and civil rights afforded to people within society. Specifically, poverty is not a single factor but rather is characterized by multiple physical and psychosocial stressors. Further, Socio-Economic Status is a reliable and dependable interpreter of a huge range of outcomes across the life distance, including physical and psychological health. Socio-economic status is therefore pertinent to behavioral and social science research, practice, education, and advocacy, among other areas.

Stress

Stress is made up of strain and emotional emotions. When changes occur, the body and brain respond to them. It is the response of human beings to physical, mental, or emotional ups and downs. Any kind of difficulty, including poor academic performance, a big life transition, or a traumatic experience, can be stressful. When a person experiences stressors continuously without a respite, stress turns into a negative emotion. However, prolonged stress can cause this response

to become chronically activated. The body ages physically and emotionally as a result of persistent stress response activation. Both internal perception and external factors, such as peer pressure, parental pressure, and sibling pressure, can contribute to anxiety.

Types of stress

1. **Severe stress: -**The most prevalent kind of stress is severe stress. It triggers the fight-or-flight reaction in people. Mental health issues like post-traumatic stress disorder or acute stress disorder can result from extreme acute stress, such as that experienced as a victim of a crime or in a life-threatening circumstance.

2. **Periodic Severe Stress: -**Periodic severe stress is defined as severe stress that happens on a regular basis. Episodic acute stress disorder is more common in people who appear to be experiencing crises constantly. People who experience episodic acute stress have long-lasting negative health effects.

3. **Prolonged stress:** - Acute stress turns into chronic stress if it isn't addressed and persists for extended periods of time or starts to worsen. This stress is ongoing and persistent. Poverty, a dysfunctional family, an unhappy marriage, a poor job, etc., can all be contributing factors. Prolonged stress can be harmful to health because it increases risk of developing heart disease and other illnesses.

4. **Shocking stress: -** Shocking stress is a type of stress that occurs because of some type of distress to the human body which lead to a strong pain, coma or even death.

5. **Emotional stress: -** Emotional stress is the most common stress. This can occur after a human being go through an intense break up or divorce, lose a loved one, have a fight with your spouse or experience any other problem that causes you to feel depressed or anxious.

6. **Internal stresses: -** Sometimes the stress comes internally, rather than external situations, events and environment etc. A person can feel stress himself by distressing about things.

Academic anxiety:

Academic Anxiety is very unpleasant feeling of fear and apprehension regarding academic matters among the students The anxious person worries a lot about unknown dangers. The anxious person shows the following symptoms are Rapid heart rate, Shortness of breath, Diarrhoea, Loss of appetite, Fainting, Dizziness, Nervousness, Feeling tiredand Frequency of urination, Sweating, Trembling, Heart palpitation and breathlessness.

According to Merriam-Webster (2012), anxiety is characterized as a painful or apprehensive uneasiness of mind, usually over an upcoming or anticipated illness. "The subjective sensation of tension, apprehension, nervousness, and worry associated with an activation of the autonomic nervous system is known as anxiety."

Factors affecting academic anxiety:

There are few factors that cause more anxiety among the students.

1. **Capability of the teachers: - W**hen a teacher is not capable of teaching students. Teacher has not knowledge of the subject then it will cause academic anxiety among the students.
2. **Low motivation: -** If the students are low motivated about the study but have big dreams then they might have academic anxiety.
3. **Academic Workload: -** When teachers give more home-work, project-work and they have less time to complete it. It will make stress and academic anxiety among the students.
4. **Insufficient resources: -**Insufficient resources are a huge problem in academic anxiety. It will low down the student's motivation to do work then academic anxiety will rise.
5. **Low self-esteem: -** Due to low self-esteem, students will be pessimistic and will not take initiative or do creative thinking.

Socio-Economic Status

Combining economic and sociological status, socio-economic status is a comprehensive indicator of an individual's or families economic and social standing in relation to others, as well as their work experience. A family's socioeconomic status is analyzed by looking at their household income, parents' and students' educational backgrounds, occupations, and total income; in contrast, an individual's socioeconomic status is evaluated based solely on their personal traits.

REVIEW OF RELATED LITERATURE

Acharya (2003) examined the perceived sources of stress and the role of parents in its ethology on the sample of 256 dental students. The researcher found that fear of failure in the course was the main sources of stress.Boys faced more stress than girls.

Tung and Chahal (2005) foundthe relationship between stress and adjustment and revealednosignificant relationship between stress and the adjustment. Nonetheless, the results' direction suggested that their degree of adjustment affects both the quantity and quality of stressful events they encounter.

Singh and Singh (2008) examined the stress and adjustment among professional and non-professional students. The results of the research showed that the professional students have more stress as compare to the non- professional group of students.

Ghaderi, Kumar and Kumar (2009) Indian and Iranian students' experiences with stress, anxiety, and depression were compared and an attempt was made to comprehend them. The findings revealed that the depression, anxiety and stress level of Indian students are significantly higher than Iranian students.

Bhansali and Trivedi (2008) examined on the gender differences in incidences and intensity of academic anxiety on a sample of 240 adolescents from different high schools of Jodhpur city.

The findings showed that girls have more incidences and intensity of academic anxiety as compare to boys.

Gohain(2012) conducted a research on academic anxiety among adolescents on the sample of 240 college students of Greater Guwahati state Assam. The findings of the research showed that the girls were suffering from high anxiety while boys were ready to face more pressure regarding their proper choice of vocation and future career.

Mahajan (2015) examined the academic anxiety of 120 students of 10th grade from Nupur (HP).The sample was chosen using the stratified random sampling technique.The results of the study revealed no significance of difference between the male and female students but a significant difference was found in government and private secondary school students.

Khemka & Rathod(2016) carried out a research on the academic anxiety of secondary school students. The researchers used the purposive sampling technique to select the sample of 400 students and survey research method was applied.The results of the study showed that 18.5% of students had low academic anxiety, 75% of students had average academic anxiety and about 6.5% of students had high academic anxiety. Female students were more academic anxious than male students

Pampel, Krueger & Denny (2010) conducted a study entitled, socio-economic disparities in Health Behaviours. The results showed the reverse relationships between socio-economic status and unhealthy behaviours.

Conger, Conger & Martin (2011) conducted a study on socio-economic status, family processes, and individual development". Research findings reported during the past decade demonstrate support for an inter-actionist model of the relationship between socio-economic status and family life, which incorporates assumptions from both the social causation and social selection perspectives

Chen, (2012) studied Impact of parent's socio-economic status on perceived parental pressure and test anxiety among Chinese High School Students on the sample of 337 students of high schools in Shanghai, China. The results displayed that there was a mediation relationship among parent's socioeconomic status, perceived parental pressure and test anxiety, in which perceived parental pressure plays the role of mediator.

OBJECTIVES OF THE STUDY

The main objectives of the study will be:

1. To study the relationship between stress and academic anxiety of secondary school students.

2. To study the relationship between stress and socio-economic status of secondary school students.

RESEARCH QUESTIONS

For the current study, the following research questions were developed.

1. Is there any correlation between stress and academic anxiety of secondary school students?

2. Is there any correlation between stress and socio-economic status of secondary school students?

METHODOLOGY

The descriptive survey method was employed for this investigation.

SAMPLE

Total sample was comprised of 200 students studying in class 10th in government and private schools of Pathankot district. Simple random sampling technique was applied to select the

sample for the present study 200 students from government senior secondary schools and private senior secondary schools situated in rural as well as in urban areas was selected randomly.

TOOLS USED

1. Stress Scale (2014) by Dr. Vijay Lakshmi and Shruti Narayan

2. Academic anxiety scale developed by M. Abid Siddiqui and Atique UI Rehman (2017)

3. Socio-economic status scale developed by Sunil Kumar Upadhyay(2008)

STATISTICAL TECHNIQUES

The data will be analyzed by using the following statistical techniques in order to test the hypotheses:

1.   Mean, median and standard deviation used to see the nature of distribution of scores.

2.   Pearson's Coefficient of correlation was computed to analyze the relationships between the different variables.

ANALYSIS AND INTERPRETATION

Question No. 1. Is there any correlation between stress and academic anxiety of secondary school students?

Table 1

Relationship between Stress and Academic Anxiety

Variables	N	r
Stress	200	0.53
Academic Anxiety	200	

Answer: Table 1 represents the correlation between stress and academic anxiety of 200 secondary school studentswhere r is 0.53 which is positively significant at 0.05 level. So,

there is correlation between stress and academic anxiety of secondary school students. It showed that if students have stress then they have academic anxiety too.

Question No. 2. Is there any correlation between stress and socio-economic status of secondary school students?

Table 2

Relationship between Stress and Socio-Economic Status

Variables	N	r
Stress	200	-0.19
Socio-Economic Status	200	

Answer: Table 2 represents the relationship between stress and socio-economic status. It showed r -.19 which shows negative correlation between two variables. It revealed that if the students have high socio-economic status then they have low stress.

Findings of the Study

1. There was a positive correlation between stress and academic anxiety of secondary school students. It represents that students have stress and academic anxiety at secondary school level.

2. There was a negative correlation between stress and socio-economic status of secondary school students. It displays that if students have high socio-economic status then they have low stress.

IMPLICATIONS OF THE STUDY

Stress is one of the most prevalent issues facing students today, regardless of whether they are in senior secondary or secondary education. Stress is influenced by socioeconomic status since students who do not face financial stress are stress-free. At least their basic needs are not in

conflict. High socioeconomic status students enjoy comfortable living and learning environments. Students in secondary school begin to feel responsible for their own family obligations. It is the responsibility of educators, school officials, and parents to comprehend students' emotions and work to reduce their stress and anxiety. To make the subjects simple to comprehend and apply in everyday situations, educators should employ innovative teaching strategies. Every student should be treated fairly by educators and administrators, who should encourage them to focus on their studies.

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