

“Study of Academic stress among Teenagers in relation to social support.”

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Abstract

The present study aims at finding out the effectiveness of relationship between Academic stress and social support among teenagers. (BBSS-1987) by Bisht and (SSQ 1983) by Sarron, Levine were used to measure Academic stress and social support have been administered to a stratified sample of 700 (350 Boy+350 girls) students of class X. In this study social support of teenagers significantly related of Academic stress. So, social support has a significant relationship towards academic stress of teenagers.

Key Words:- Social Support, Academic Stress, Teenagers.

Introduction

Stress as a concept, has been borrowed from physics. Life is a constant challenge to meet various biological, Physiological needs that demand satisfaction. Everyone has socio-psychological needs of affection, care, sympathy, understanding and belongingness. All these needs pose challenges to meet with. A certain amount of stress is desirable to provide the individual with the necessary stimulators and motivation to overcome the many obstacles that prevent one from attaining one's various goal. Stress can be regarded as instigator of action. Many researchers suggest that stress can actually prolong life, particularly where the individual undergoes repeated stressful experience over a period of years. To sum up stress can be defined as the level of bio-socio-psycho physiological response an individual makes to either a given event or culmination to life events.

Children are constantly, under the stress of studies and examinations in short they are entangled in the web of “Academic stress.” It is a mental stress with respect to some anticipated frustration associated with academic failure or even an awareness of possibility of such failure. Most children experience academic stress, which is linked to their student life in the context of school, academic stress means pervasive sense of urgency of learning all those things which are related to school. The stress is an outcome of the number of responsibility of failure. In the present scenario, academic success has become the key to educational goal. In the transition from the old education system to the new one, the true meaning of education now lays stress only on ‘academics’ that slow the report card in term of marks. Children are pushed into educational stream at an early age. There is an increased pressure on children to excel in academics, sports and interpersonal skills. To do the best is no longer enough for teenagers. They often feel frustrated no matter how well they perform. Excessive concern about errors, in addition to high parental and social expectations leads to depression among them. Many youngsters in today's era believe that they are loved for their grades, honor and abilities only. As a result they do not allow themselves to fail or make mistakes. When they fail, they are overpowered by the feeling of guilt which in some cases lead to suicide.

Sometimes parents who had brilliant academic record may like their teenagers to match if not excel that standard, without taking into consideration their aptitudes, interest and abilities.

Parents multiplied expectations from their own children play havoc in their children's lives. Often parents look upon their teenagers as means of achieving their own thwarted ambitions. Children have to fulfill not only their own but also the unfulfilled dreams and wishes of their parents. They feel that every student requires good academic record for getting admission in good and reputed educational institutions. They opt for different ways to make their children come up to their expectation. It was found that father of a 14 years old boy who was to appear in board exams remarked to his son. "If you couldn't get top position in the examination you will be devoid of all parties. Your new bike and pocket money". This is not one case of one father. The same scenario can be seen in most of the homes where children are studying and are often in the last year of schools are preparing to get admission in professional streams. Stress in general and academic stress in particular is that gift of today's fast moving life to the coming generations. In 1992 the ministry of Human Resource Development, Government of India under the chairmanship of prof. Yashpal set up a National advisory committee to advise on the ways and means of reducing academic stress, burden and anxiety among students at all levels. The report highlighted that major sources of academic anxiety among children are the problems of curriculum load and scarcity of leisure time. Another source of anxiety among children is the fear of examinations which is constantly reinforced by teacher and parents, resulting in children losing interest under too much pressure of study. Although present study is not directly concerned with the stress management, however a brief description of the stress management is being submitted here. This is done after utilizing their relevance to social report later.

Since the mid 1970's there has been a strong interest among behavioural and medical scientists alike in the roles that social network and social support they provide, play an important role in influencing health and well being. Two competing theories about the nature of the relation between social support and health provide a central focus. The "Stress buffering" hypothesis argues that social support positively influences health and well being by protecting people from the pathogenic effects of stressors. Alternatively the "main effect" hypothesis argues that social support positively influences health irrespective of whether or not person faced stressful events. Social support is a multidimensional concept and it has been conceptualized in many different ways. Definitions vary in their degrees of specificity, breadth of transactions encompassed and the importance attributed to the stability of interpersonal relationship. In order to clarify the concepts of social support have distinguished different aspects of social relationships that the term social support refers to social support is sometimes defined conceptually or operationally in terms of existence or quantity of social relations in generally or of a particular type such as marriage, friendship or organizational membership. Terms such as social integration or isolation are most often used to refer to the existence. Social support has also sometimes been defined in the terms of structure of a person's social relationship. The term social network is most often used to refer to the structures existing among a set of relationships. It draws attention to multiple aspects of these ties and analyze the effects of different patterns. The most commonly studied properties of social network are size and density of networks. Social support generally refers to helpful functions performed for an individual by significant others such as family members, friends, worker and relatives. Social support also has been defined as "those social interactions or relationships that provide individuals with actual assistance individuals within a social system believed to provide love caring or sense of attachment to a value social group."

Objectives

To examine the relationship of social support with academic stress among teenagers.

Hypothesis:-

Social support and academic stress of teenagers significantly related to each other.

Delimitations:-

The study was delimited only to the teenagers studying in Govt. and Public school of Karnal and Kurukshetra districts. The study was also limited to teenagers of class 'X' only.

Sample:-

Sample of the study comprise of 700(350 boys+350 girls) teenagers of class 'X' from Govt. and public schools of Karnal and Kurukshetra districts selected strategically.

Design of the study: -

Keeping in view the objective of the study, the study was advanced with the help of descriptive survey method involving the description and relationship of academic stress with the variables of social support.

Interpretation analyst is and results:-

Social support in the present study has two sub variables namely number of support (SSQN) and satisfaction with support (SSQS). Its third measure is total social support (SSTOT). The values of r between these three measures of social support and the measures of Academic stress have been entered in the table

Table

Product Moment correlation between social support and academic stress.

Social support	Academic stress				
	AF	AC	AP	AA	ASTOT
SSQN	.214**	.131**	.112**	.074	.179**
SSQS	.028	.149**	-.036	.083*	.068
SSTOT	.176**	.165**	.071	.091*	.166**

The entries in the above table show significant positive correlation between number of social support (SSQN) and four of the five measures of academic stress i.e. academic frustration (r=0.214), academic conflict (r=0.131), academic pressure (r=0.112) and total stress (r=0.179), further it is seen that number of social support is not significantly related to academic conflict. This result indicates that in general greater are the number of social support, greater is the academic stress. Significant positive correlations were also found between satisfaction with support (SSQS) and academic conflict (r=0.149) and academic anxiety (r=0.083). This result suggest that greater the satisfaction with support greater is the academic conflict and anxiety. Positive significant correlation are also seen between total social support and academic frustration (r=0.176), academic conflict (r=0.165), academic anxiety (r=0.091) and total stress (r=0.166). Based on the result if can be concluded that total perceived social support has a reverse buffering effect on academic stress of teenagers. Both the number of social support and academic frustration (r=0.176), academic conflict (r=0.165), academic anxiety (r=0.091) and total stress (r=0.166). Based on the result if can be concluded that total perceived social support has a reverse buffering effect on academic stress of teenagers. Both the number of social support and satisfaction with social support increase academic frustration, academic conflict, academic pressure as well as total academic stress among teenagers. These results lead to acceptance of

hypothesis "Social support and academic stress of teenagers are significantly related to each other.

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