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**Address**

• Vikram Nagar, Boudhi Chouk, Latur.  
• Tq. Latur, Dis. Latur 413512 (MS.)  
• (+91) 9922455749, (+91) 8999250451

**Email**

• aiirjpramod@gmail.com  
• aayushijournal@gmail.com

**Website**

• [www.aiirjournal.com](http://www.aiirjournal.com)

**CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE**

**To Study The Relationship of Academic Stress and Socio-Economic Status Among IX Standard Students of Aurangabad City****Laxman Gangadhar Wajire**Dept of Life Long Learning & Extention,  
Dr.B.A.M.U.Aurangabad.**Abstract:**

*Stress is a part of life. It is a necessary and unavoidable concomitant of daily living - necessary because without some stress we would be apathetic creatures, and unavoidable because it relates to any external event be it pleasurable or anxiety- producing. In truth, however, stress can also motivate and invigorate and enable people to achieve far more than they thought themselves capable of doing. But at the same time, the prolonged stress is likely to reduce the efficiency of a person.*

*Mean, S.D., t-value, co-efficient of correlation was used for statistical analysis.*

*The data was collected and coefficient of correlation was found between:*

1. Academic Stress and Socio-Economic Status of English medium students.
2. Mean, S.D. and t-value is also calculated to measure the level of significance between the scores of academic stress of IX standard boys and girls of English medium schools of Aurangabad city.

*Table showing Mean, S.D., t-value of the scores of academic stress of IX standard boys and girls of English medium schools of Aurangabad city.*

*Table III reveals that t - value of the scores of academic stress of IX standard boys and girls of English medium schools of Aurangabad city is 2.92 which is greater than the table value at both 0.01 and 0.05 level. The difference in the scores of academic stress of IX standard boys and girls of English medium schools of Aurangabad city is significant and hence null hypothesis is rejected.*

Stress is a part of life. It is a necessary and unavoidable concomitant of daily living - necessary because without some stress we would be apathetic creatures, and unavoidable because it relates to any external event be it pleasurable or anxiety- producing. In truth, however, stress can also motivate and invigorate and enable people to achieve far more than they thought themselves capable of doing. But at the same time, the prolonged stress is likely to reduce the efficiency of a person.

**What is Stress?**

In general, stress is related to both external and internal factors external factors include the physical environment, including your job; your relationships with others, your home; and all the situations, challenges; difficulties, and expectations you're confronted with on a daily basis. Internal factors determine your body's ability to respond to, and deal with, the external stress-inducing factors. Internal factors which influence your ability to handle stress include your nutritional status, overall health and fitness levels, emotional well-being, and the amount of sleep and rest you get. The experience of stress is highly individualized. What constitutes overwhelming stress for one person may not be perceived as stress by another. Stress in children may be caused by family problems at home, academic and peer pressure, certain medical conditions and personality factors such as high self-expectations.

Stress amongst adolescent boys and girls are very common and natural. Be it about self, career, academics or any other issue, the youth undergo feelings of anxiety at some phase of lives. They live in a world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front the main being the academics. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot of many things especially at creating an identity for themselves. Once out of school, they find their teachers, parents and peers putting a new emphasis on deadlines, academics and mastery of large amount of information. This research paper throws light on the academic stress of IX standard students of Aurangabad city in relation to their Socio-Economic-Status. The result of this study may help the teachers in identification of stress among students and developing proper study habits so as to avoid stress and help the students in balancing their activities in school, completion of homework, playtime etc.

**Dave W., et.al., (2012)**

"Stress and Anxiety Surrounding Forthcoming Standard Assessment Tests in English Schoolchildren".

The Standard Assessment Tests (SATs) taken by pupils in their final year of primary chooling in England have been widely criticized for placing children under too pressure and contributing to an increase in test-related stress and anxiety. In this exploratory study we set out to explore the experiences of forthcoming SATs in a small sample of children using an appraisal model of stress and to reflect on whether these criticisms are justified. Results from focus groups with pupils and interviews with class and head teachers suggested that there was diversity in pupils' experiences their tests. The pressures associated with SATs did not necessarily lead to negative outcomes and some children described SATs in more positive ways, as challenging rather than threatening. Self-worth judgments played a central role in individual-level appraisal and may also provide a useful link to discourses surrounding the value of academic credentials.

**Liu, et.al.,(2011)**

"The Chinese High School Student's Stress in the School and Academic Achievement".

In a sample' of 466 Chinese high school students, we examined the relationships between Chinese high school students' stress in the school and their academic achievements. Regression mixture' modeling identified two different classes of the effects of Chinese high school students' stress on their academic achievements. One class contained 87% of the students.' Iii this class, the students' stress negatively predicted their academic' achievements. For the other 13% of the students, their stress did not predict their academic achievements. Furthermore, we found that gender did not moderate the relationships between Chinese high school students' stress in the school and their academic achievements.

**Dr.Neeru Sharma, Ruchira Sapru (2009)**

"Study of Environmental Influences on Adolescents Academic Perceptions and Performance"

The objectives of the study are-To plan an intervention programme for the target group, To study the influence of these on the adolescents' academic outcomes, To draw a model of environmental and self-perceptions based on the findings of the above, Community's' perception ; School environment , Parental beliefs and expectations , Individual's perceptions , To identify the nature of academic perceptions and performance of adolescents' by studying the following

environmental factors. The sample for the present study consists of four groups- Group I- Adolescents Group II- Parents Group III- Teachers Group IV- Community Members. The results of the present study reveal- \* Majority adolescents in the stressed and unstressed groups were in the age ; group of 14-16 years. \* Stressed Adolescents perceive academics as burdensome \* they do not enjoy studying \* Studying for them is to fulfill parental expectations and their aspirations. \* There is lack of motivation and concentration and feel anxious and nervous while taking exams.

**Statement of the Problem :**

"To Study the relationship of academic Stress and Socio-Economic Status among IX Standard Students of Aurangabad City" .

**Objectives :**

- 1) To find out the relationship between Socio-Economic Status and Academic Stress of IX standard students of English medium schools.
- 2) To find out if there is gender differences in Academic Stress of IX standard students of English medium schools.

**Hypotheses :**

- 1) There is positive and high correlation between Academic Stress and Socio-Economic Status of English medium students of Aurangabad city.
- 2) There is no significant difference between the scores of academic stress of IX standard boys and girls of English medium schools of Aurangabad city.

**Variables :****Independent Variable**

- Socio-economic status - low & High
- Gender - boys & girls

**Dependent Variable :**

- Academic Stress

**Definition and clarification of terms:**

- Academic stress :
- Scores obtained on the test "Stress Inventory for School Students" by - Seema Rani & Basant Bahadur Singh
- Socio-economic status (SES)
- Scores obtained on the test "Socio-Economic Status Scale, by- Sunil Kumar Upadhyay & Alka Saxena

**Sample:**

All IX standard students of English medium schools of Aurangabad city is the population for this study.

The total sample comprises 60 English medium school student among them 30 are Boys & 30 are Girls purposive sampling method are used for this study.

**Method :**

- 1) Stress Inventory for School Students, by - Seema Rani & Basant Bahadur Singh. This inventory consists 40 items. It measures academic stress.
- 2) Socio-Economic Status Scale, by - Sunil Kumar Upadhyay & Alka Saxena This scale consists 31 items in five parts related to -- personal information, family, education, income & others (cultural & material possessions)

**Reliability and validity of tools:****1) Stress Inventory for School Students, by-Seema Rani & Basant Bahadur Singh****Reliability:**

The inventory has both test-retest reliability and internal consistency reliability. For calculating test-retest reliability the inventory was administered twice with a gap of 14 days on a sample of 200. The test-retest reliability was found to be 0.80 which was not only high but also statistically significant. Likewise, internal consistency reliability by odd-even method was found to be 0.79 (corrected to full length) which was highly significant. Thus inventory possessed a sufficient degree of reliability.

**Validity:**

The face validity of the questionnaire appeared to be fairly high. The content validity is adequately assured as only those items are selected for the initial questionnaire for which there is complete agreement amongst the experts. Finally, items which showed a high discriminating value following items analysis are selected for the final test.

**2) Socio -Economic Status Scale, by-- Sunil Kumar Upadhyay & Alka Saxena****Reliability:**

The liability of this test was found to be **0.83** by test-retest method.

**Validity:**

The validity of this scale was computed by correlating with SESS of Shah (1986). It was found to be 0.78. This scale was also valid in terms of the known group administration (N=22 for high SES group and N=18 for low SES group respectively) as it was found to measure high (by 95 percent of correctness) and low (by 95 percent correctness) socio-economic status appropriately.

**Statistical analysis:**

Mean, S.D., t-value, co-efficient of correlation was used for statistical analysis.

The data was collected and coefficient of correlation was found between:

3. Academic Stress and Socio-Economic Status of English medium students.
4. Mean, S.D. and t-value is also calculated to measure the level of significance between the scores of academic stress of IX standard boys and girls of English medium schools of Aurangabad city.

**Table 1 :****Showing Co-efficient of Correlation Between**

Co-efficient of Correlation Between	r-value
Academic Stress and SES of English Medium Students	0.144

**Table 2 :**

Table showing Mean, S.D., t-value of the scores of academic stress of IX standard boys and girls of English medium schools of Aurangabad city.

<b>N</b>	<b>Mean</b>		<b>S.D.</b>		<b>t-value</b>	<b>Table value at</b>	<b>Significant/ Insignificant</b>
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>			
<b>160</b>	109.91	114.42	15.481	10.789	2.92	1.96/2.60	Significant

Table II reveals that t - value of the scores of academic stress of IX standard boys and girls of English medium schools of Aurangabad city is 2.92 which is greater than the table value at both 0.01 and 0.05 level. The difference in the scores of academic stress of IX standard boys and girls of English medium schools of Aurangabad city is significant and hence null hypothesis is rejected.

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