

IMPACT OF FINANCIAL STRESS ON STUDENTS' ACADEMIC ACHIEVEMENT



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ABSTRACT

A person's time spent as a student is sometimes regarded to be the most interesting and eventful of their whole life. This is due to the fact that this period of time is typically packed with memories and experiences that the individual will always cherish. Through engagement in a wide range of recreational, cultural, and academic activities, students get the nourishment they need and are better equipped to handle the responsibilities that come with reaching adulthood. This circumstance, when seen from a more in-depth vantage point, makes it feasible to grasp the challenge that college students encounter in their life on a daily basis. The whole idea of going to college and having

a life that is both joyful and engaging at the same time is riddled with concerns that inevitably result in stress. In the case that they are not addressed, they have the potential to affect the kids' academic performance, as well as their emotional and social well-being. If this occurs, the school should take immediate action. Throughout the course of the last several decades, there has been a dramatic shift in the financial mechanisms that are used to support higher education. This could be the result of a number of factors stemming from a large number of circumstances, such as the combination of economic deprivation and factors such as the expense of school, the curriculum, and the workload

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INTRODUCTION

Another possibility is that this is the result of a number of reasons stemming from a large number of circumstances. The amount of academic achievement that a college student achieves may be affected by a number of variables that cause stress, including those that are associated with the student's academics, their relationships, their emotions, and their financial circumstances. Poor academic performance may be caused by a number of factors, including a student's failure to successfully manage their time, financial challenges, inadequate rest, and the demands of extracurricular activities. Even if schoolwork is in and of itself a source of stress, other factors, such as the general social, emotional, and financial climate, have been shown in a number of studies to have an effect on the academic performance of students. This is the case even if schoolwork is a source of stress in and of itself. Higher education is an extremely significant driving force for the economic development of the nation, and it is also an important factor in the financial mobility that contributes to economic progress. Both of these factors are important for understanding the relationship between higher education and economic development. (Eric A.

Hanushek And Dennis D. Kimko*(2000 The results of the research that was carried out by Eric A., Woessmann, and Ludger (2007) indicate that investments made in higher education have a considerable beneficial influence on the expansion and development of the economy. It has been shown, during the course of a number of studies carried out in a range of countries, that the returns on a college degree are expanding at a faster rate when compared to the returns on an elementary education. Through the establishment of a variety of loan programmes and the broadening of their distribution channels to include a wide range of financial institutions, the government is working toward the goal of expanding access to and participation in higher education. Students who are about to graduate as well as those who want to continue their study after graduation may find that applying for a loan to pay for their education is a beneficial tool. Education loans from financial institutions are a common practise in developed nations; however, in India, education loans have earned peak in recent years, particularly after the launch of an education loan scheme in 2012 by the Reserve Bank of India (the central bank of India) in collaboration with the Indian Banks' Association. In developed nations, education loans from financial institutions are a common practise. In India, however, education loans have earned peak in recent years. Education loans are a typical practise in industrialised countries; but, in recent years, the number of education loans

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taken out in India has reached an all-time high. According to the findings of the National Sample Survey (NSS), there has been a movement away from investing in higher education in favour of increasing spending on consumption. This shift has occurred in favour of increasing the amount of money spent on consumption. When a loan is organised in the most effective way, it is possible to earn a degree at a cost that is not only low but also within the financial means of the typical person. People may be helped out of poverty and brought closer to financial inclusion if they are able to utilise educational loans to finance their higher education and earn returns from that investment. College students are subjected to a variety of strains, including those resulting from the internal and external pressures that are pushed by the environment to develop and achieve, as well as the challenges of the economy, anxieties about the future, and social issues and prospects. Students are often in a precarious financial situation due to the fact that they typically have little assets and only get compensation for part-time work. In addition, research has indicated that students have a poor comprehension of the concepts involved in personal finance. As a direct result of this, it should not come as a surprise to learn that the leading cause of stress among college students is anxiety over their financial situation.

The goal of this research was to investigate the connection between financial strain and academic performance, as well as social functioning and overall happiness, among a volunteer-based sample of first-year female college students attending residential colleges in Western Massachusetts. Students who self-identified their enrollment status as either independent or dependent in accordance with the criteria specified by the federal financial assistance standards for the 2011-2012 school year were included in the sample. These guidelines were in place for the academic year 2011-2012. In order to gain a head start on exploring the relationship between academic achievement, social functioning, and general happiness brought on by financial hardship, I submitted the following questions to the following groups of people:

At

Despite the fact that "stress" and "student" are two entirely distinct entities, it is common practise to use the terms interchangeably in the same phrase. A learner's emotional health, physical condition, and academic performance may all be negatively impacted by stress and fatigue, which have a way of creeping into their lives and causing havoc once they do. This is

true despite the fact that students put a lot of effort towards reducing the likelihood that they would get overwhelmed by the volume of their assignments. When it comes to education, a problem like this continues to be the bane of the children's existence, despite the fact that the skills and capabilities of countless students vary widely, with some being academic prodigies, sporty children, and even ordinary learners. This is despite the fact that there are an infinite number of students. Because of this, there is no space for dispute about the extent to which academic pressure will continue in the future. Researchers have researched the mental health of students in connection to the impact that stress has on their academic performance, and their findings have been published in a number of different journals. The current level of academic pressure, on the other hand, has reached an all-time high because of the recent global tragedy brought on by the COVID-19 outbreak. Students face this stress on a daily basis, and in order for them to be able to proceed with their education in an acceptable way, it is the last hurdle and problem that they must conquer.

The academic pressure that students are under is a growing barrier that needs to be eliminated and addressed in order to mitigate the negative impact that it has on the academic performance of students who are geographically separated as a result of the pandemic epidemic that is spreading throughout the globe. Prior to the advent of the pandemic, established research had previously showed that a statistical 10–30% of most students had felt and experienced academic stress while progressing in their academic careers. This was the case even though the study was conducted before the epidemic. This was discovered long before the pandemic was even ever thought about (Wilks, 2008). On the other hand, it has been reported that the prevalence of such an issue has reached an all-time high since the COVID-19 virus has been on the rise and spreading around the globe. This assertion is based on the fact that the virus has been on the increase and spreading around the world. The results of a survey that was carried out by Active Minds in 2020 provide credence to the contention that was presented before. According to the results of the study, eighty percent of college students said that they had experienced a decline in their mental health when they were in the thick of the crisis. Because of this, an issue of this kind has to be given priority because of the detrimental effects it has on the children. The rapid escalation of academic stress throughout a student's academic career has the potential to cause long-term damage to the student's overall performance as well as their capacity to retain information. This may lead to graduates who are not up to the professional industry standards when they enter the

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workforce. Even if students have methods for coping with stressful situations and adjusting to such environments, educational institutions like MAPUA University still need to investigate the possibility of introducing adaptations to better accommodate their students' mental state. This is because students have strategies for coping with stressful circumstances and adjusting to such environments. Students will be able to increase their performance and assimilate concepts much more quickly by employing this strategy, despite the fact that the introduction of online learning has resulted in the establishment of a number of restrictive constraints.

The state of being mentally or physically taxed is what we mean when we talk about being stressed. A person's life is full with a range of events, every one of which has the potential to set off unfavourable emotions such as fury, irritation, and unease in that person. These feelings, in turn, may add to an individual's propensity for developing stress in their life. The reaction of the body to anything that poses a difficulty or places a strain on it is referred to as stress. There are times when stress may be helpful; but, if it persists for a lengthy period of time, it can lead to major health concerns. The way in which a person reacts to a given situation may have a substantial bearing on the amount of stress that they experience as a result of that situation. Some people just do not care and do not feel worry; they see stress as a small annoyance and continue living their life on a day-to-day basis. These people do not suffer from anxiety. Some people really bring unneeded tension on themselves, which has a detrimental effect on their physical health.

A person is considered to be stressed when they have difficulty modifying their behaviour or making compromises in order to cope with the demands that are put on them by the stressors in their environment. The negative behavioural and physiological processes associated with stress are as follows: (Bernstein et al. 2008). "Any element that interferes with, or has the potential to interfere with, an individual's regular daily functioning and leads them to make adjustments" is one meaning of the term "stressor" (Auerbach and Grambling, 1998).

LITERATURE REVIEW

According to Abreedy (2015), a person who is financially literate would benefit from a palette of abilities and attitudes such as a comprehension of the concept of money management, knowledge of financial institutions, and attitudes that enable the efficient and responsible management of financial affairs. Specifically, an individual who is financially literate would benefit from the following:

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According to Guan (2015), college students who are experiencing financial difficulties include those whose families are unable to pay the high tuition costs required by their respective colleges. Since these students are now in a difficult financial condition, a modern finance method need to be used so as to provide them with assistance. Dobria (2016) and Kevinofosnacht (2013) found that college students generally cite financial problems as one of the top reasons for dropping out of school. This conclusion supports the findings of these two researchers. When analysing student dropout rates from a monetary standpoint, it is useful to contextualise these rates in terms of the personal circumstances and perspectives of the students. This is because these factors may have a significant impact on a student's decision to stop attending school. According to Keenamer (2010), the cost of attending college is the most obvious cause of a financial stressor, and the majority of students rely on significant loans to cover their tuition and other fees that are involved with attending college. Additionally, he established that financial aid for students serves as a tool for the retention of students; in actuality, it may be of assistance to low-income college students for whom access to higher education is more important than for choice. According to the results of the study that was conducted by Valadez (2012), students coming from households with low incomes are disproportionately affected by increases in tuition expenses when compared to students coming from families with incomes that are not as low. Because of this, borrowers with low incomes face a new challenge, as they may suddenly find that the enormous loan amounts dissuade them from seeking a college degree or serve as a barrier to doing so.

(Joo So-Hyun Durband Dorothy Bagwell Research conducted by Grable John (2008) and Ross S. Cleland and Macleod M. J. (2006) found a correlation between academic failure and financial stress. Grable's findings were published in 2008. (Melissa C. Nelson Katherine Lust According to the findings of a study that was published in 2008 regarding Mary Ed Ehlinger, being under a significant amount of financial strain may lead to adverse impacts on one's health. They made it abundantly evident that stress is the root cause of a variety of mental health issues, including irritability, restlessness, and anxiety, amongst others. Joo SO-Hyun and colleagues (2008) identified a variety of factors that each have a unique role in influencing college students. They talk about a variety of topics, including reducing expenses, increasing income, improving management skills, borrowing money, using psychological approaches to ease stress, and seeking aid.

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Ameena Banu (2019) Students in India who want to participate in a variety of programmes are need to rely on some kind of financial assistance in order to afford the cost of tuition fees. This is due to the fact that the cost of attending college has progressively increased over the course of the previous few decades. The most popular types of monetary aid are grants and loans, either of which may be received through the government or from a variety of financial organisations. Grants and loans are also the two most prevalent types of assistance. The most important contrast between these two kinds of financial assistance is that grants do not often need repayment, while loans generally do. It is of the highest significance, both for families and students, that the senior year of high school and the senior year of college be completed or passed during the same calendar year. If this is not done, there will be an extra burden placed on the family's financial situation. It has been shown that students who are more prone to the unfavourable impacts of financial stress earn worse grades and finish a lower total number of credit hours. The students who have had such an interruption in their academic work are the ones who need to consider dropping out for a semester or cutting down on the number of credits they take because they have reported feeling greater levels of stress because of their personal financial situations. The students who have had such an interruption in their academic work are the ones who need to consider dropping out for a semester or cutting down on the number of credits they take. It was shown that students who felt that worrying about money or how they would pay for their education had an effect on their academic performance had an overall lower level of academic achievement. The findings and interpretations of the study are the results of the research that was conducted, which began with the collection of data from samples through the application of a variety of research methods, continued with the application of SPSS for analysis, and concluded with the findings of the study. For the purpose of carrying out this specific inquiry, a kind of sampling known as non-probability sampling was used. A technique known as convenient sampling was used in order to choose the respondent from among the samples. As a consequence of this, the size of the sample has been determined to be one hundred individuals, all of whom are students at different universities and were chosen using a random selection procedure. The ensuing responses were analysed and given their own unique interpretation.

RESEARCH MYTHOLOGY

Participants were parents, pre-teen children, and pre-teen children's mothers and dads from 105 households living in two rural counties in the state of Iowa (County A and County B).

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There were 65 families that originated from County A, and there were 40 families who originated from County B. The identities of both will be concealed in accordance with the request made by the board of education in one of the counties. Every household that took part in the study had at least one kid who was enrolled in the sixth, seventh, or eighth grade. For the sake of this research, that particular youngster served as the "target child." If a household had more than one kid enrolled in any of these grades, the eldest child was selected to be the focus of the investigation. There were 29 children who were targets in the sixth grade (20 of whom were from County A, and 9 from County B), 31 children who were targets in the seventh grade (27 of whom were from County A, and 4 from County B), and 45 children who were targets in the eighth grade (18 from County A, 27 from County B). There were 63 girls and 42 males among the youngsters who were the focus of this study. There were 26 boys from County A and 16 boys from County B. (39 from County A, 24 from County B). Of the 105 families that took part in the study, 49 reported having worked on a farm in the previous five years, and 25 of these families were still working on the same farm at the time the data was collected, providing both management and labour. In thirty-one of the households, either the husband or the wife was working in some capacity connected to the farming operation. Students do not get letter grades (such as A, B, C, etc.) until the seventh grade in either of the two different types of educational systems. The students in the study who were in the sixth grade were given grades based on a pass-or-fail system. The 29 students who were in the sixth grade were not included in the analyses that utilised grade point average as a measurement of academic success because of this reason. Only the data from families in whom all three members of the family (mothers, dads, and young adolescents) participated as measure takers were utilised in the analyses that involved the young adolescents, mothers, and fathers.

DATA ANALYSIS

The families who participated in the research were all from two rural counties in Iowa. Table 8 lists the characteristics that describe all 105 families who participated in the research, while Table 4.1 lists the characteristics of just the 49 farm families that participated in the study. A family that has supplied the labour and management for a farm at any point in the preceding five years is considered to be a farm family.

X Characteristics Of Families (N=105)

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Characteristic	Category	Frequency	Percent
Number of adults	One	9	8.57
	Two	96	91.43
Number of children	One	8	7.62
	Two	51	48.57
	Three	31	29.52
	Four	10	9.52
	Five	3	2.86
	Six	2	1.90
Husband unemployed	Yes	9	9.47
	No	86	90.53
	Not Responding	10	
Wife unemployed	Yes	22	21.57
	No	80	78.43
	Not Responding	3	
Family operated a farm sometime in the last five years	Yes	49	46.67
	No	56	53.33

CORRELATIONAL DATA

The relationships between family and outcome characteristics and claims of having a difficult financial situation. The associations between the degree of financial difficulty, as stated by teenagers, mothers, and dads, and a variety of family and academic outcome characteristics are shown in Table (for means and standard deviations of all of these variables, see Appendix A). The reports of financial difficulty made by mothers and dads were shown to be positively connected to depression in all members of the family, but the reports of financial hardship made by teenagers were only found to be positively related to the adolescents' own levels of depression. In addition, it was shown that the level of dissonance in teenagers' relationships with their mothers was positively associated to the reports of financial difficulties made by the adolescents themselves. Researchers discovered a negative correlation between adolescents' claims of financial difficulties and the degree of help they received from their moms, their current CPA, and their CPA adjusted for pre-farm crisis accomplishment (Residual CPA). Ratings of depression and the ways in which they are connected to factors associated to schooling The results of this study are shown in Table 11, which shows the connections between adolescents', mothers', and dads' depression levels and school-related characteristics (see Appendix A for means and standard deviations). It was discovered that the depression scores of teenagers had a negative correlation with residualized CPA, accounting for 13% of the variation in both variables. On the other hand, there was not a significant association between the depression ratings of adolescents with present CPA. The number of days missed from school was shown to have a positive correlation with the depression scores of adolescents. You can see from Table that there was also a positive correlation between reports of financial difficulties and depression ratings among teenagers.

Correlations Of Reports Of Financial Hardship With Family And Academic Outcome Variables

	Degree of Financial Hardship		
	Adolescent	Mother	Father
Depression:			

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Adolescent	.53***	.39***	.31***
Mother	.17	.76***	.72***
Father	.17	.58***	.66***
Support from:			
Mother	-.26*	-.10	-.14
Father	-.20+	-.10	-.12
Dissonance with:			
Mother	.38***	.11	.11
Father	.20+	.04	.07
Current CPA	-.32**	-.17	-.25*
Residualized CPA (controlled for pre-farm-crisis achievement)			
	-.30*	-.18	-.22+
Days absent from a school (1985-1986)			
	.12	.19+	.15
Age of adolescent	-.09	.06	.00
Gender of student (0=male, 1 - female)			
	-.10	-.08	-.18+

Correlations Of Social Relationship Variables With CPA Scores, Depression And Days Absent

	Adolescent	Current	Residual	Days
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	Depression	CPA	CPA	Absent
Social Support:				
Mother	-.08	.24*	.22+	-.03
Father	-.16	.11	.15	-.11
Relative	-.08	.08	.09	-.05
Friend	.05	.11	.10	-.11
Boy/Girl Friend	.10	.23	.19	-.33*
Sibling	-.13	.06	.06	.03
Finance:				
Mother	.25*	-.26*	-.16	-.10
Father	.21*	-.21+	-.24*	-.12
Relative	.18+	-.38**	-.25*	-.06
Friend	.28**	.03	.04	-.02
Boy/Girl Friend	.26+	-.29+	-.19	-.02
Sibling	.27**	-.06	-.10	-.21+
$p < .10$.				
*			4	
$p < .05$.				
$p < .01$.				

The results of this study are shown in Table, which shows the connections between farm-related factors and the reports of teenagers, mothers, and dads about depression and financial

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strain (see Appendix A for means and standard deviations). For mothers as well as for fathers who participated in the study, there was a positive correlation between being in a family that had provided the labour and management for a farm at some time during the previous five years and reports of both financial hardship and depression; however, this correlation did not hold true for the young adolescent children. These reports of financial hardship and depression from mothers and fathers of the 49 farm families that participated in the study were also related to whether or not the family was forced to sell their farm or to quit farming due to economic reasons. The study found a significant correlation between these two factors. Again, no results that were comparable to this were discovered for their offspring.

Correlations Of Farm-Related Variables With Financial Hardship And Depression Scores

	Farm Family (N=105)	Forced to Sell Farm (N=49)	Forced to Quit Farming (N=49)	Farm Size (N=49)
Financial Hardship				
Adolescent	.11	.05	.11	.01
Mother	.32***	.45*	.56**	-.16
Father	.41***	.58**	.65**	-.05
Depression:				
Adolescent	.16	-.12	.22	-.21
Mother	.34***	.44*	.54**	-.04
Father	.34***	.42*	.39+	-.07

TESTS FOR DIFFERENCES AMONG MEANS

Differences in the mean trajectories of academic progress over years as a result of adolescent gender and the severity of socioeconomic hardships. To determine whether the vector of five means of ITBS composite scores obtained in the years 1981, 1982, 1983, 1984, and 1985 differed due to the effect of two levels of financial hardship as reported by adolescents (meansplit of financial hardship scores from adolescents), sex of adolescents, and the interaction of these two variables, a multivariate two-way analysis of variance model with interaction (MANOVA) was used. After using Wilks' Criterion, it was determined that the interaction did not meet the criteria for significance; hence, it was able to investigate the model's major impacts (Johnson & Wichern, 1982). There were no discernible changes detected in any of the two primary effects. Differences in academic performance levels, as evaluated by CPA, were compared after pre-farm crisis levels of accomplishment were taken into account. We performed a two-way (financial hardship) x two-way (sex) univariate analysis of variance (ANOVA) to test whether present academic achievement as measured by CPA controlled for pre-farm-crisis achievement differed due to the effect of two levels of financial hardship as reported by adolescents (mean-split of financial hardship scores from adolescents), sex of adolescents, and the interaction of these two variables.

The purpose of this study was to determine whether present academic achievement For the model, we did not find any differences that were statistically significant ($F(3,63)=2.02$, N.S.). There are distinct variations in the mean trajectories of complaints of monetary strain brought on by the nature of the household and the gender of the teenager. To determine whether there were differences on the vectors of means of financial hardship as reported by adolescents, mothers, and fathers due to the effects of family type (i.e., farm versus nonfarm family), sex of adolescents, and the interaction of these three variables, a multivariate two-way analysis of variance model with interaction (MANOVA) was used. This model was used to test whether there were differences on the vectors of means of financial hardship as reported by adolescents, mothers, and fathers.

After using Wilks' Criterion, it was determined that there was not a significant interaction impact; hence, research focused on the main effects. The kind of family was shown to have an influence that was statistically significant ($F(3,70) = 5.97$, $p .001$). The primary influence

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of sexual activity was not observed to have any appreciable impact on the findings. The MANOVA was followed by three analyses of variance (ANOVAs) with reports of financial difficulty from adolescents, mothers, and dads serving as the three dependent variables. These analyses compared adolescents whose parents worked on farms to those whose parents did not work on farms. No significant changes were identified for the model using the adolescent's self-reported level of financial difficulty ($F(3,71) = 1.42$, not significant). However, when these same independent variables were included, different results were obtained for mothers' and dads' reports of financial difficulty ($F(3,71)=4.54$, 2.201 , $R = .16$ and $F(3,71)=27.56$, $p=.001$, $R = .24$, respectively).

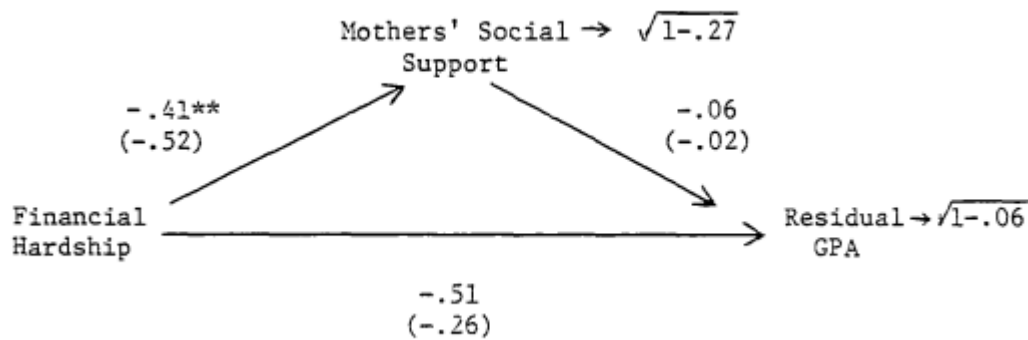
The results of these analyses are shown in the following tables. When compared to their peers from non-farming households, mothers and dads from farming families reported experiencing greater degrees of financial difficulty. The impacts of the mothers' claims of financial difficulties are broken down in Table 14, while the effects of the dads' reports are broken down in Table 15. Both tables can be seen below. In addition to that, tests for dependent means were carried out on the disparities in the three family members' accounts of how difficult their financial situations were. There were no discernible differences discovered between the moms and the dads. Mothers reported a substantially greater degree of financial difficulty than their teenage children ($t(87)=7.46$, $p = .0001$), as did dads ($t(79)=5.64$, $p = .0001$). Mothers also reported a much higher degree of financial hardship than their adolescent children. Table 16 provides a breakdown of the means based on the kind of family and the report source (i.e., farm versus nonfarm family).

TESTS OF PROPOSED MODELS

In order to test the hypothesised models for the prediction of academic achievement from financial hardship, a series of path analyses were carried out. The hypothesised models were tested using either social support from mothers or fathers, or the amount of dissonance in relationships between mothers and fathers as the intermediary variable (see Introduction). The ITBS that was administered in 1981 was found to be a significant predictor of GPA for the 1985-1986 school year for junior high school students. The test was able to predict 26% ($R=.51$) of the variance in GPA for males ($F(1,24)=8.26$, $p = .01$), and 41% ($R=.64$) of the variance in GPA for females ($F(1,39)= 27.59$, $p = 2.001$). After then, the residuals from these models were used in order to serve as indicators of academic performance. For the sake of

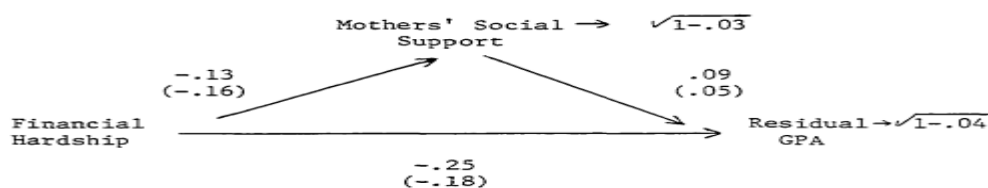
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comparison, parallel models that used the current GPA were also developed, and these models may be found in Appendix A. Only the path that predicted mothers' social support from financial hardship was found to be significant for the male adolescents in the study, as shown in Figure 6. This path accounted for 27% of the variance in mothers' social support and 6% of the variance in academic achievement as measured by residualized GPA.



Model Predicting Academic Achievement Controlled For Prefarm-Crisis Achievement From Financial Hardship With Mothers' Social Support As An Intermediary Variable (Male Adolescents (N=24))

Take note that the unstandardized path coefficients are shown in Figures 6-12, and that these coefficients are then followed by the standardised versions, which are denoted by parenthesis. As can be seen in Figure 7, which depicts the model for female adolescents with their mothers' social support serving as an intermediary, none of the paths were discovered to be significant, and the model could only account for 3% of the variance in mothers' social support and 4% of the variance in academic achievement as measured by residualized GPA. The model shown in Figure 7 is similar to the model depicted in Figure 6 in regard to the arrangement of the variables; however, the analysis in Figure 7 was carried out using data from the female teenagers who participated in the research.



Model Predicting Academic Achievement Controlled For Prefarm-Crisis Achievement From Financial Hardship With Mothers' Social Support As An Intermediary Variable (Female Adolescents (N=36))

Many people, families, and institutions are affected when there is a time of historical change, such as the shift that is happening in the agricultural sector in Iowa and many other states. This transformation has implications that are being felt throughout the country. Elder (1974, 1979, 1984), via his work with archival data on children who lived through the Great Depression, was able to identify a great deal of change among children and families who were going through a major drop in income and the beginning of a period of financial struggle. The current research, which looked at families that were having an increasingly difficult time financially, found that many of Elder's conclusions were corroborated by the data.

INTERPRETATIONS OF CORRELATIONAL FINDINGS

Within the scope of this investigation, a substantial number of correlation coefficients were computed. When looking at these coefficients, an attempt was made to look for patterns among significant correlations in an effort to control for experiment-wise error rate, albeit in a subjective and nonstatistical manner. This was done in order to determine whether or not there was a correlation between the two variables. When analysing associations with the variable academic success as assessed by current CPA corrected for pre-farm crisis accomplishment, further caution is required. The most important thing to take away from this is the change or difference score. After deducting from the CPA the portion that might have been accounted for by an earlier measurement, the final score has a bigger percentage of error than the original score had (both systematic and random). Although difference scores are troublesome owing to the inflation in the percentage of error, Nunnally (1982) notes that they are sometimes the only available measure that can be used to depict change. This is despite the fact that difference scores are problematic.

CONCLUSION

The present research aimed to explore the influence that financial stress has on students' happiness, as well as their academic accomplishment and the role that family disputes play as a mediator among high school, college, and university students. According to the findings of

this research and the opinions of the people who participated in the survey, financial stress is a real issue for students in Pakistan. According to the findings of this research, the mental health and academic performance of students are significantly impacted when they are under substantial financial pressure. In addition, the presence of family disputes acts as a moderator in the link between the effects of monetary strain on students' optimism and their academic performance. This study, in conjunction with other research, demonstrates that the amount of stress that college students experience may be affected by both their resources and their perceptions. Students react by coping in a variety of ways, one of which is by participating in dangerous activity to save or earn more money, which may put one's ability to finish one's education in jeopardy. As will be discussed in the following paragraph, this study has a number of shortcomings that call for more investigation.

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