Achievement culture in youth: Gender, class and community

Ingunn Marie Eriksen NOVA, Oslo Metropolitan University

Broadening the Debate: Understanding the Social Context of Youth Mental Health

Institute for Lifecourse & Society, University of Galway

February 22nd 2024



My form depends on - when I get up and look in the mirror, how I feel about myself then. Do I feel prepared, do I feel that I look good, do I feel smart, do I feel that I have friends. And if I feel good, it's a good day. But some days I get up and think ok, what am I doing, right, when you have to pull yourself together, then the day can be bad. Then I can feel quite low. (...) It's hard.

When you get bullied for your weight, and when you walk down the corridor and someone says 'ugh!' – about me! Those memories burn. It wasn't often, but it happened and when it did, it was hard. And I think: I'm not going to be worse than anyone else, right – it's just a matter of pushing oneself hard.

My form depends on - when I get up and look in the mirror, how I feel about myself then. Do I feel prepared, do I feel that I look good, do I feel smart, do I feel that I have friends. And if I feel good, it's a good day. But some days I get up and think ok, what am I doing, right, when you have to pull yourself together, then the day can be bad. Then I can feel quite low. (...) It's hard.

When you get bullied for your weight, and when you walk down the corridor and someone says 'ugh!' – about me! Those memories burn. It wasn't often, but it happened and when it did, it was hard. And I think: I'm not going to be worse than anyone else, right – it's just a matter of pushing oneself hard.

Explaining the increase in mental health problems:

Trauma or stress?

Social background and life experiences



I felt it in primary school when I started getting grades. It started to get a bit hard. Like okay: Everything I'm going to do for the rest of my life is going to be measured. It really annoys me. If there is 3 [mediocre grade] there, then my dreams are shattered. If it is a 6 [best grade], then there is a possibility. So when a 3 or 2 comes, I thought shit, I have no hope, I'm going to end up as a garbage man, then.

Anne (15)

Getting a 3 on a test can ruin your overall score on your report card, and then *everything* is ruined.

Mum and dad are both academics. They are stressed if they have a lecture, but not in the same way as me. Not long-term stressed. Their future is sort of set – they're going to keep working, retire and then die. My whole future is in front of me. I have to decide now what I want to achieve in life.

I felt it in primary school when I started getting grades. It started to get a bit hard. Like okay: Everything I'm going to do for the rest of my life is going to be measured. It really annoys me. If there is 3 [mediocre grade] there, then my dreams are shattered. If it is a 6 [best grade], then there is a possibility. So when a 3 or 2 comes, I thought shit, I have no hope, I'm going to end up as a garbage man, then.

Anne (15)

Getting a 3 on a test can ruin your overall score on your report card, and then *everything* is ruined.

Mum and dad are both academics. They are stressed if they have a lecture, but not in the same way as me. Not long-term stressed. Their future is sort of set – they're going to keep working, retire and then die. My whole future is in front of me. I have to decide now what I want to achieve in life.

I felt it in primary school when I started getting grades. It started to get a bit hard. Like okay: Everything I'm going to do for the rest of my life is going to be measured. It really annoys me. If there is 3 [mediocre grade] there, then my dreams are shattered. If it is a 6 [best grade], then there is a possibility. So when a 3 or 2 comes, I thought shit, I have no hope, I'm going to end up as a garbage man, then.

Anne (15)

Getting a 3 on a test can ruin your overall score on your report card, and then *everything* is ruined.

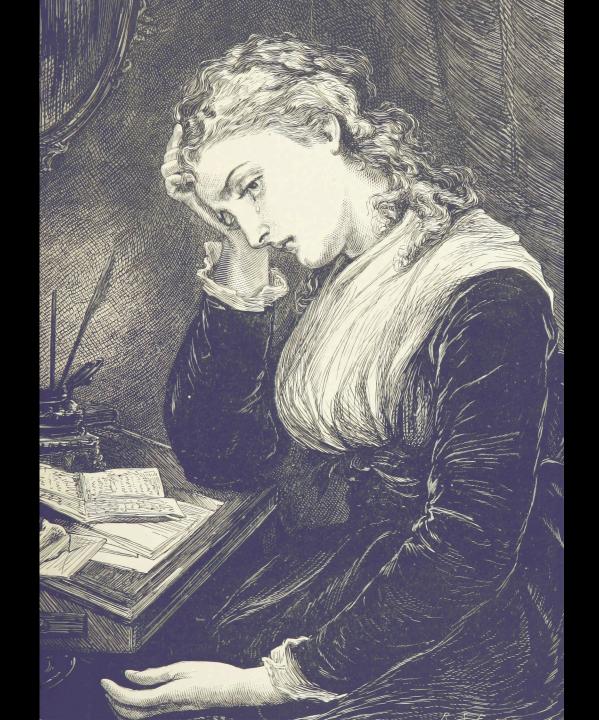
Mum and dad are both academics. They are stressed if they have a lecture, but not in the same way as me. Not long-term stressed. Their future is sort of set – they're going to keep working, retire and then die. My whole future is in front of me. I have to decide now what I want to achieve in life.

Is the increase in mental health problems the school's fault?

Meritocracy

Acceleration

Oscar: «And I think: I'm not going to be worse than anyone else, right – it's just a matter of pushing oneself hard.»







References

Bakken, A., Sletten, M., & Eriksen, I. M. (2018). Generasjon prestasjon? Ungdoms opplevelse av press og stress. Tidsskrift for ungdomsforskning, 18(2), 45-75.

Bakken, A. Ungdata 2022. Oslo: NOVA

- Eriksen, I. M., K. Stefansen, T. F. Langnes and K. Walseth (2023). "The formation of classed health lifestyles during youth: A two-generational, longitudinal approach." Sociology of health & illness: 1-16.
- Eriksen, I. M. and K. Stefansen (2022). "What are youth sports for? Youth sport parenting in working-class communities." Sport, Education & Society 27(5): 592-603.
- Eriksen, I. M. (2022). Duty, discipline and mental health problems: Young people's pursuit of educational achievement and body ideals. Journal of youth studies, 25(7), 931-945. doi:10.1080/13676261.2021.1925637
- Eriksen, I. M. (2021). Class, parenting and academic stress in Norway: Middle-class youth on parental pressure and mental health. Discourse: studies in the cultural politics of education, 42(4), 602-614. doi:10.1080/01596306.2020.1716690
- Eriksen, I. M., Sletten, M. A., Bakken, A., & von Soest, T. (2017). Stress og press blant ungdom: Erfaringer, årsaker og utbredelse av psykiske helseplager. Oslo: NOVA.
- Levine, P. A. (1997). Waking the tiger: Healing trauma: The innate capacity to transform overwhelming experiences: North Atlantic Books.
- Mossige, S., & Huang, L. (2019). Ungdoms utsatthet for flere typer alvorlige hendelser. In K. Skjørten, E. Bakketeig, M. Bjørnholt, & S. Mossige (Eds.), Vold i nære relasjoner: Forståelser, konsekvenser og tiltak (pp. 105-123). Oslo: Universitetsforlaget.
- Rosa, H. (2010). Alienation and acceleration: Towards a critical theory of late-modern temporality. København: NSU Press & Nordiskt Sommaruniversitet.

Sapolsky, R. (2005). Why Zebras Don't Get Ulcers. Henry Holt & Company: New York, NY, USA.

- Stefansen, K., Løvgren, M., & Frøyland, L. R. (2020). Making the case for 'good enough' rape-prevalence estimates: Insights from a school-based survey experiment among Norwegian youths. In M. B. Heinskou, M.-L. Skilbrei, & K. Stefansen (Eds.), Rape in the Nordic Countries: Continuity and Change (pp. 66-82). New York: Routledge.
- van der Kolk, B. (2014). The body keeps the score: Mind, brain and body in the transformation of trauma. New York: Penguin.

Thank you!

Images: Birmingham Museums Trust/Unsplash