

Anxiety among Adolescents in relation to their Socio-Economic Status

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ABSTRACT

The purpose of the present study is to investigate the relationship between anxiety and socio-economic status of adolescents of Amritsar city. The present study also examined the gender differences with respect to anxiety and socio-economic status among adolescents. For this, 200 respondents from Amritsar city of Punjab state were selected. The results of the study reveals no significant difference in boys and girls on all the measured variables i.e. anxiety and socio-economic status. The findings of the study further reveal no relationship between anxiety and socio-economic status.

Keywords: Anxiety, Socio-economic status, gender

Human life passes through various stages like infancy, childhood, adolescence and adult hood. Among these stages, adolescence is the most important period of human life in an individual make the transition from childhood to adulthood. Adolescents go through many emotional upheavels and storms. There is a tide which begins to rise in the veins of youth of the age of eleven or twelve. It is called by the age of adolescence. If that can be taken at the flood and a new voyage begun in the strength and along the flow of its current we think that it will on to fortune (Hodow Committee ,1993).

During this stage, adolescents need various opportunities for wholesome expressions of emotions. If emotions are not properly channelized, they are likely to spill over which may cause anxiety. Adolescents in this present era of competition are living in an increasingly anxiety ridden atmosphere. 56.8% of the population of higher secondary students experience one or other type of anxiety disorders and that females were found to have high score on generalized anxiety, separation anxiety and total anxiety (Bartwal and Singh, 2011). Anxiety as a psychological disorder that is associated with significant suffering and impairment in functioning. It is blend of thoughts and feelings characterized by a sense uncontrollability and predictability over potentially aversive life events (Wilson, Nathon, O'Leary and Clark, 1996). Anxiety is an emotion based on the appraisal of threat, an appraisal which entails symbolic, anticipatory and uncertain elements (Lazarus and Averill, 1972). It is the result of disability of cognitive system that make a person helpless to relate his life to the outside world leading to failure. In the view of Cole, Joan, Lachan,

Access this article online	
Publisher	Website: http://www.ndpublisher.in
	DOI: -----

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Submission: 09 January, 2015

Accepted : 12 February, 2015

Acceptance: 21 March, 2015

Seroczynski and Jonathan(1999) those who suffer from severe academic anxiety tend to avoid academic settings.

Adolescents experiencing anxiety are bothered with physical symptoms like heavy sweating, trembling of lips and hands, rapid heartbeat, increased pulse rate, dryness, muscular fatigue and tension. Adolescents are not only troubled with physical symptoms but also disturbed with psychological symptoms. They become sensitive to criticism and get demoralized quickly. Tension, irritability, fear arising out of fantasies or imagined danger, acute panic, mild depression, lack of concentration and inability to make decision are other common psychological symptoms which adolescents face.

According to Coleman (1969), there are many factors such as threat to status or goal, indecisive nature, loss of social status and guilt and fear of punishment precipitate to anxiety. Besides these factors, there are many internal and external factors which are responsible for provoking anxiety. These factors are personal factors (emotional disorders, health disorders, maladjustment, low self concept, low motivational level, abilities etc.), familial factors (low socio economic status, lack of guidance, indifferent attitude of parents), social factors (related to society) and institutional factors (related to the school activities and environment). Out of these factors, socio-economic factor influences the attitudes and skills that students acquire. Gautam, (2011) found that academic anxiety of adolescent female is affected by their socio-economic status and based on his research findings reported the vicinity was found an important factor for academic anxiety in female students.

The adolescents come from different socio-economic status with different capacities, attitudes, ideas and ambitions. Socio-economic status is an identity with in a situation (Davis, 1968). The pattern of life of adolescents varies according to socio-economic group to which their family belongs. Middle class parents not only regard the feelings of children but also keep an eye on their children so to avoid any behavior which might bring criticism to the family. The child in such type of environment is protected as he is brought up in a domestic home atmosphere. Sanjiv Rahul and Saini (2010) studied depression, anxiety and stress among adolescents students belonging to affluent families and found that depression was significantly more among females than males. Ghaderi, Veknatesh and

Sampath (2009) in a comparative study of Indian and Iranian students found that depression, anxiety and stress level of Indian students are significantly higher than those of Iranian students. However, gender differences are not found significant.

However, children from lower class families are given greater physical and social freedom as compared to middle class families and the parents are less concerned with their children. The children in this type of environment feel unconcerned, unwanted and rejected. A child of low socio-economic status may be seriously handicapped in his social relationship. In studies of some group it has found that children of lower socio-economic status tend to be somewhat more authoritarian in their attitude toward certain form of socially disapproved behavior. Thus socio-economic status of the family influences the type of atmosphere in the home resulting in the development of favourable or unfavourable attitude among the children. The persons holding low socio-economic status position are more strongly affected emotionally by undesirable life event than are their higher status counterparts (McLeod and Kessler, 1990).

W. Keith Campbell (2009) reveals that socio-economic status (SES) has a small but significant relationship with anxiety in a meta analysis of 446 samples. Higher SES individuals report higher anxiety. However study of Dodia, 2001 has shown no significant correlation between anxiety and socio-economic status. Kaur and Chhabra (2012) studied anxiety, optimism, happiness, time management skill and self-regulation of adolescents during examinations and found that there is no significant difference in anxiety among male and female examinees. Singh (1980) studied personality variables (traits and needs) and demographic correlates (sex, area and socio-economic status) of anxiety level among college students and found no relationship between anxiety and socio-economic status.

The youth of the present time sets up his own codes of ethics and morals in matter of life that even their parents are unable to solve them. It becomes obligatory for educators and social scientists to study the ramification of such behavioural patterns. So, present study is related to anxiety among adolescents in relation to their socio-economic status and to study the difference between gender on all the measured variables

METHODOLOGY

Design of the study

The present study falls in the domain of descriptive research

Tools Used

The selection of suitable tools is of vital importance for collection of data in research study. The following tools are used for the study:

1. Anxiety scale questionnaire by Cattell and Scheier, (1963).
2. Upadhyay-Saxena Socio-Economic Status Scale, (2008).

RESULTS AND DISCUSSION

In order to achieve the above said objectives and to test the hypotheses, results are discussed in terms of:

1. Comparison of means
2. Correlation analysis

Comparison of Means

In order to find out significant differences between anxiety, intelligence and socio-economic status of adolescents, 't' test was applied. Table 1 shows the means and standard deviation along with t- values.

Table 1. Showing Mean Differences between Boys and Girls in Anxiety and Socio-Economic Status

	Gender	N	Mean	Standard Deviation (S.D.)	t-value
Anxiety	Boys	100	41.21	4.91	0.45
	Girls	100	40.88	5.42	
Socio-Economic Status	Boys	100	56.44	14.64	1.72
	Girls	100	59.73	12.37	

1. Table 1 reveals that the mean score of anxiety of boys is 41.21 and S.D is 4.91. The mean score of anxiety of girls is 40.88 and S.D is 5.42. The 't' value between two variable is 0.45 which is insignificant. It means that there is no significant difference in the mean score of anxiety of boys and girls. This

is because that boys and girls are now given equal opportunities to excel in all fields which have made them more stronger and emotionally mature. This result is supported by Kaur and Sood (2014).

2. The table 1 also reveals that the mean score of socio-economic status of boys is 56.44 and S.D is 14.64. The mean scores of socio-economic status of girls is 59.73 and S.D is 12.37. The 't' value between two variables is 1.72, which is insignificant. The probable reason for this result is that parents are well aware that their occupation, education, status will definitely effect the future of their children. So there is less variation in socio-economic status. It means that there is no significant difference in the mean score of socio-economic status of boys and girls. Kaur and Chhabra (2012) concluded that there is no significant difference in anxiety among male and female examinees.

Correlation Analysis

In order to test the above said hypothesis, r- value was calculated and the result is tabulated in table 2.

Table 2. Showing correlation between Anxiety and Socio-Economic Status of Adolescents

Variables	N	Pearson Correlation (r)	Inference
Anxiety	200	0.07	Insignificant
Socio-Economic Status	200		

Table 2 reveals that the value of coefficient of correlation found to be 0.07 which is insignificant. It means no significant relationship exists between anxiety and socio economic status. Although socio economic status is an important variable which affects the anxiety but as mentioned above other factors do provoke the anxiety in adolescents. The findings of the study go in line with the findings of Dodia (2001) who concluded that there exists no significant correlation between anxiety and socio economic status.

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