



STUDY OF RELATIONSHIP BETWEEN ANXIETY AND SOCIO –ECONOMIC STATUS AMONG ADOLESCENTS.

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ABSTRACT:

An adolescent develops an increasing ability to get along well with one self and others. Thus the hub around which the adolescents' world revolves shifts from family to society. Stress is inevitable in adolescent's life, but if they have psychological as well as psychosocial resources they can meet and challenge their stressors. So fueled by concerns of how to reduce the anxiety, parental Socio -economic status and family are considered as one of the important strategy.

The study concluded that the anxiety level among the adolescents has association with family, socio – economic status.

KEYWORDS : *Adolescents, Anxiety, Socio-economic status, Fear, Distress.*

1. INTRODUCTION

Man's nature is such that he cannot afford to live alone. No human being is known to have normally developed in isolation. Biologically and psychologically man is compelled to live in society. At the time of birth, the child is neither social, anti-social nor unsocial. It depends upon the environment and experience of his later life. Societal change can have a powerful influence on human development. The first teacher of one's life is said to be the parents, who with great patience pass down the essential knowledge that one needs in order to join 'The real world'. Parents make family, family makes society and finally society makes the world. After the valuable phase of childhood, there begins a crucial period of one's life i.e. adolescence. So adolescents as a human being cannot escape either from genetic makeup or from the social culture environment, in which they live. Family background and its socio-economic status is a key to an adolescent's life.

Socio-economic status is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation (National centre for education statistics, (2008). Socio-economic status is not a simple variable. It involves the complex structure of values and attitudes developed in the process of growth and socialization. Thus Socio-economic status has been linked to many aspects of child development, including functional and structural brain development (Hack man, Farah, 2010). A problematic home environment can disrupt the brain's stress response system and interfere with healthy development (Blair C., Granger, 2011). Like other mental health problems anxiety emerges from a combination of individual characteristics (e.g. temperament, neuro-cognitive, competencies), familial factors (e.g. genetic make up, parenting style), and environmental factors (e.g. early life adversity, exposure to stressors) (Rubin KH, Mills RSL, (1991), Grover RL, Ginsuberg GS, 2005). Patel P. and Patel P.H. (2004) concluded that the low SES pupils had more anxiety compared with the high SES pupils.

Khyati Mehtalia and Vankar, G.K. (2004) concluded that social anxiety disorder was present in high school adolescents and was equally common in both genders. Reddy, Bala, V. Koteswari and Rao, T. (2005)

concluded that social and psychological relations, financial conditions, and health and physical development are the chief source of anxiety and stress in adolescent boys.

(2) NEED OF THE STUDY:-

An adolescent's life is said to be bound by the shackles of social norms and standards and as social development continues to mature, their behavior becomes more closely aligned with their values and beliefs (Angela Oswald, 2010). Socio –economic status in a society is considered as a way of looking at how adolescents and families fit into society using economic and social measures. These factors have been shown to impact adolescent's health and well-being (Ashley, 2011). So presently the SES matters because measures of SES and statistics are necessary to understand the intergenerational change of social status and to understand its impact on adolescents' anxiety. So keeping this in mind the researcher selected this study.

(3) OBJECTIVES OF THE STUDY:-

- (1) To study the level of anxiety among adolescents.
- (2) To study relationship between anxiety and socio-economic status.
- (3) To study the anxiety with respect to upper, middle and low socio-economic status.

(4) HYPOTHESIS OF THE STUDY:-

1. There will be no significant relationship between anxiety and adolescents.
2. There will be no significant relationship between anxiety and socio-economic status of adolescents.
3. There will be no significant difference in the level of anxiety of adolescents with respect to their high and low level of socio-economic status.

(5) RESEARCH METHODOLOGY:-

A sample of 800 adolescents from the 10 convent, semi-English, English, aided, unaided schools, studying in 9th standard, in Washim city, has been selected for the study. The data used for analytical purpose is primary data. The primary data was collected with the help of specially designed questionnaires. The questionnaires include socio-economic status scale designed by Sunil Kumar Upadhyay and Alka Saxena during the year (2008) and Generalized Social Anxiety and Avoidance scale given by Brooks and Stan Kutcher during the year (2003), which includes scores of fear and avoidance and distress.

6. DATA ANALYSIS AND RESULTS:-

After the data had been collected, it was processed and tabulated and analyzed using chi-square, Z-test and Karl Pearson's correlation co-efficient.

DESCRIPTIVE STATISTICS:-

The table given below presents the frequency distribution for the 800 adolescents according to their socio-economic status level as, low, medium and high along with the level of fear and avoidance.

Table 1: Fear and Avoidance

SES	low up to 30	Medium up to 50	High above 50	
Low up to 13	32 (18.24)	59 (75.68)	37 (34.08)	128
Medium up to 20	72 (73.10)	311 (303.31)	130 (136.59)	513
High above 20	10 (22.66)	103 (94.01)	46 (42.33)	159
	114	473	213	800

$$\chi^2 = 23.08^{**}$$

The χ^2 value along with the observed and expected frequencies is given in the table. It is concluded that the value of χ^2 is highly significant; indicating the level of fear and avoidance has association with the socio-economic status. The adolescents from medium to high SES have medium to high degree of fear and avoidance, in comparison with the adolescents from low SES group.

Distress Score :

The following table presents frequency distribution according to SES level and distress classified as low, medium and high. Expected cell frequencies along with observed frequencies are presented in the table.

Table 2: Distress score

SES	low up to 10	Medium up to 15	High above 15	
low up to 13	55 (46.88)	55 (62.08)	18 (19.04)	128
Medium up to 20	186 (187.89)	261 (248.80)	66 (76.31)	513
High above 20	52 (58.23)	72 (77.12)	35 (23.65)	159
	293	388	119	800

$$\chi^2 = 10.74^*$$

The value of χ^2 was significant at 5 percent level of significance, concluding, SES and distress are associated with each other. The children from medium to high SES have relatively higher degree of distress in comparison with the adolescents of low SES group.

In the present study the co-relation analysis using the formula suggested by Karl Pearson was conducted from the data on anxiety and SES and the co-relation matrix obtained has been given below –

Table 3: Karl Pearson Correlation between socio economic status and anxiety.

Sr.No.		Fear and Avoidance	Distress
1	Family score	0.1629*	-0.00255
2	Education status	-0.04541	-0.0535
3	Social status	0.093876 ^{NS}	0.065003 ^{NS}
4	Income	0.96524**	-0.1728*

Concluding family score and income are positively significantly associated with fear and avoidance and income is negatively associated with distress score. Lower the income higher the distress score.

HYPOTHESIS TESTING:-

Hypothesis 1:-

There will be no significant relationship between anxiety and adolescent.

Anxiety has a relation with social skills and problem attention. Their skills vary with age. Concluding, there is significant relationship between anxiety and adolescents.

Hence the hypothesis is rejected.

Hypothesis 2:-

There will be no significant relationship between anxiety and socio-economic status of adolescents.

The chi-square test concludes that the attributes anxiety and socio-economic status of adolescents are independent variables and socio-economic status has no effect on anxiety of adolescents.

The hypothesis is accepted.

Hypothesis 3:-

There will be no significant difference in the level of anxiety of adolescents with respect to their high and low level of socio-economic status.

The chi-square test concludes that χ^2 values are highly significant; indicating that anxiety level of adolescents has significant positive effect on family socio-economic status.

Concluding, hypothesis is rejected.

7. CONCLUSIONS:-

- (1) Anxiety has a relation with social skills and problem attention. These skills vary with the age.
- (2) Educational level of parents may increase the anxiety of adolescents.
- (3) Parents monthly income has significant positive effect on anxiety of adolescents.
- (4) The anxiety level among the adolescents has association with family, socio-economic status.
- (5) The adolescents from medium to high SES have medium to high degree of fear and avoidance and distress in comparison with the adolescents from low SES group.

The need of the hour is that schools should organize various personality development programs from time to time to help adolescents mature socially and emotionally. Systematic behavioral strategies followed by parents and teachers will help students to get relieve from severe anxiety symptoms. The policies should be made for the parents belonging to lower SES to enable their children having equal educational opportunities in the educational institutions.

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