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Effect of Socio-Economic Status on Anxiety of Secondary School Students

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Abstract:
The present study was undertaken to reveal effect of socio-economic status on anxiety of secondary school students. The sample of study comprised of 180 students drawn from ninth standard of government aided schools of Nagpur city. Statistical analysis was done on the data to arrive at the results. The 't' test was used to examine the significance of difference between low socio-economic and high socio-economic status students as well as across gender with regard to anxiety. The findings showed that the anxiety level of low socio-economic status students is more than that of high socio-economic students. It was further revealed that, with respect to gender, the girls' anxiety is slightly more than that of boys.

Keywords: Anxiety, Socio-economic status

1. Introduction

The society that a person lives in has tendency to compare any two entities on the basis of socio economic status after physical characteristics. Though it is taken for granted in occidental societies that economic status decides the social status of a person, the condition in Indian context may differ. The social status of a person is a combination of the respect he/she is given with respect to other members and the effect a person has on other persons in the society. The comparison of financial income from earning and the assets with respect to others makes up the economic status. The socio economic status is an amalgamation of social and economic status that a person has. Before a child starts his education he has his neighbours and immediate blood relations for a reference of his being. With start of formal education and growth in exposure to multitude of people, a student's consciousness of his socio – economic status consolidates. Socio economic status then becomes a position with respect to family, neighbours, caste, financial condition and educational achievements of a student. Socio-economic status is the most enduring and compelling area of individual.

Anxiety is the response to a danger arising within a person. It is one of the internal factors of a student which impediment his process of education. The anxiety that a student feels is attached to specific instances, places, thoughts, persons etc. Anxiety inhibits the educational growth of a student. His self-esteem is put to risk because of advent of anxiety. Direct or indirect reprimands, derogatory treatment, disregard to respect or alienation lead to anxiety in a student. In addition to these, concepts of good or bad deeds, thoughts of past happenings, negative feeling, worry of failure and family matters are prime factors which may lead to anxiety. Anxiety disorders are possibly the most common and frequently occurring mental disorders.

A student gets informal education from his surrounding, direct or indirect experiences, difficulties and thoughts. Negative thoughts lead to worries which in turn lead to anxiety which if blown out of proportion affects the process of absorption of knowledge. Hence the socio economic status along with anxiety need to be thought of as a matter of importance for growth of a student. Hence the study has been conducted to know and acknowledge the effect socio economic status has on anxiety of secondary school students. Khanna M.I. (1980) studied study of relationship between students' socio – economic background and their academic achievement at junior school level. The finding of the study was that the socio – economic status was positively and significantly related with academic achievement. Mehrotra's (1986) studied relationship between intelligence, anxiety, and personality adjustment and academic achievement of high school students. It was found that the girls had a higher level of anxiety than the boys. Ravinder (1977) studied effects of traits, anxiety, psychological stress and intelligence on learning and academic achievement where it has been found that anxiety would have facilitative effects on the performance at all stages of learning.

1.1. Objectives
→ To study the relationship between socio-economic status and anxiety level of the students.
→ To compare the anxiety level of students of secondary school students on the basis of gender.

1.2. Hypotheses of the Study
There is no significant difference between anxiety levels of low socio-economic status and high socio-economic status secondary school students.
There is no significant difference among secondary school boys and girls with respect to their anxiety levels.

1.3. Sample
A sample of 180 students (90 boys and 90 girls) of IX class of Nagpur city (Maharashtra) was taken.

1.4. Tools Used
 ➢ Socio-economic status scale (SESS) by R.L. Bharadwaj.
 ➢ Sinha comprehensive Anxiety test (SCAT) by A.K.P Sinha and L.N.K Sinha

1.5. Limitations of the Study
 ➢ The present study is limited to the Schools of Nagpur city only.
 ➢ The present study is limited to IX class students.
 ➢ The study has been confined to two variable i.e. Socio-economic status and Anxiety.

1.6. Analysis
The data obtained was put to statistical analysis. The distribution of the data is as shown in Figure1.
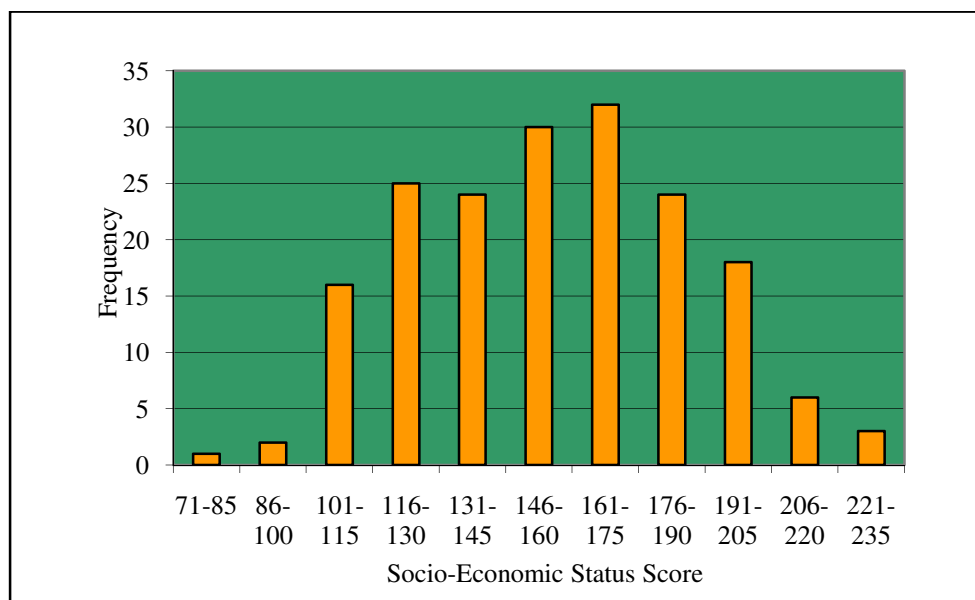

Figure 1

The figure1 shows that the tendency is following a normal distribution curve. The mean of socio-economic status score is 156.08 and standard deviation is 31.7. Hence low socio-economic score was taken to be 71 to 145 and high socio-economic score was taken to be 175 to 235. The Table1 shows statistical values related to anxiety scores of low and high socio-economic status students.

Category	Mean	SD	t-value	Table Value
Low SESS	39.25	14.92		0.01 – 2.60
High SESS	30.00	17.42	3.13	0.05 – 1.97

Table 1: Anxiety Scores of Low and High Socio-economic status students

Table1 shows that the t- value is 3.13 which is significant at 0.01 level of significance.

Gender	Mean	SD	t-value	Table Value
Boys	44.34	16.90		0.01 – 2.60
Girls	35.59	15.94	2.93	0.05 – 1.97

Table 2: Anxiety Scores of students related to gender

Table 2 shows that t-value is 2.93 which is significant at 0.01 level of significance.

2. Results
It is observed that mean of low socio-economic level students' anxiety score was 39.25 and SD (Standard Deviation) was 14.92. Mean of anxiety score of high socio-economic level students was 30.00 and SD was 17.42. The t-value is 3.13 which is siginficant at 0.01 level of significance. Thus hypothesis "there is no significant difference between anxiety levels of low socio-economic status and high socio-economic status secondary school students" is rejected.

The value of coefficient of correlation turned out to be -0.18 which means there is a negative correlation between anxiety and socio-economic status. The calculated value is significant at 0.01 level of confidence. This makes clear that low socio-economic students at secondary school level have more anxiety than high socio-economic students.

Differences between boys and girls of secondary school were observed with respect to anxiety. Mean of scores found were 44.34 and 35.59 respectively. Result revealed that calculated t-value for anxiety of secondary school boys and girls is 2.93 which is statistically significant. Thus hypothesis "there is no significant difference among secondary school boys and girls with respect to their anxiety levels" is rejected. This shows that significant difference exists among secondary school boys and girls with respect to their anxiety.

3. Conclusion

On the basis of findings, we conclude that anxiety is faced more by girls than boys. The study has further revealed that socio-economic status affects the anxiety in a negative manner.

Environment plays very important role in the personality development of a child. The type of environment a person has determines the development of that person. If environment is very simulating and rich, it will create favourable impression on the person in his/her development. If the environment is insipid, behaviour is likely to be shaped in an unhealthy way. Home plays an important role in moulding the personality. In early infancy home is first socializing agency where the child learns the pattern of behaviour prevalent in the community. Some of the early experiences leave indelible impressions on the minds of children, which to a great extent continue influencing the behaviour of children throughout life. The type of behaviour of parents, siblings and other members of the society also influences the child's growth. Parent's temperaments, behaviour, character and mutual relations influence child's personality development since home is the first institute.

Schools have an important place where children have contacts with their peers, form relationship and participate in social groups with other children. As children grow from infancy through adolescence, peers are increasingly important in their life.

4. Educational implications of the present study

Teachers must create an environment in classroom free from anxiety by providing extra attention to those who are from low socio-economic status.

Girls are more prone to anxiety as compared to the boys. It may be because of family obligations, gender bias etc. They must be given appropriate attention inside the school so that they can get relief from academic anxiety disorders.

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