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# Impact of Gender and Socio Economic Status on Vocational Pressure and Anxiety among Adolescents

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## ABSTRACT

The present study was undertaken to know the impact of gender and socio-economic status on vocational pressure and anxiety among adolescents. For the purpose a complete sample of three hundred adolescents from 6 schools of Lucknow district were arbitrarily chosen, whereby one hundred fifty boys and one hundred fifty girls were further selected for this study. Hundred fifty boys and equal number of girls were further divided into fifty respondents belonging to lower, middle and higher Socio-economic status. For the study Bisht Battery of stress scale by Abha Rani Bisht and Socio-economic scale by Kuppu Swami was used. It was noted that there was a non significant effect of gender and socioeconomic status on the vocational frustration, which meant that vocational frustration was not affected by gender and socio-economic status. Result indicated a significant effect of the gender, on the vocational conflict, and a non-significant effect of socioeconomic status on the vocational conflict was recorded. This interpreted that vocational conflict was affected by gender but not by socio-economic status.

**Key Words :** Adolescents, Socio-economic status, Gender, Vocational pressure, Anxiety

## INTRODUCTION

Adolescence has been considered, almost by definition, a period of heightened stress (Spear, 2000) due to the many changes experienced concomitantly, including physical maturation, drive for independence, increased salience of social and peer interactions, and brain development (Blakemore, 2008; Casey *et al.*, 2008a; Casey *et al.*, 2008b). Although new-found independence will be stimulating it should additionally result in feelings of being flooded by modification that has traditionally diode some researchers to characterize adolescence as ridden with 'storm and stress' (Hall, 1904) The controversial 'storm and stress' viewpoint is bolstered by reports that the onset of many psychiatric illnesses increase sharply from childhood to adolescence (Compas, Orosan, and Grant, 1993; Kessler *et al.*, 2005). Vocational stress may be a stress caused by occupation to that an individual is specially drawn or that he/she is suited, trained, or qualified.

**Review of Literature:**

Dinesh and Syamakumari (2011) carried out a study on 667 school children between the age group of 4 to 17 years, in Trivandrum, Kerala. To study the prevalence of stress in school children, the interrelationship of stress and various areas like school based competence, their attitude behaviour and their physical and health problems. Standardized stress assessment tool was used. The result indicated that 98.2% of the children aged 4 to 17 years showed medium to moderate and even severe stress. More than ninety seven of the children on top of ten years showed above average stress. The majority of the children between 13 and 15 showed moderate or severe level of stress. Similar study done in adolescence (12 to 17 years) showed that more than 90% of the children are facing above normal level of stress and tension. The investigator concluded that, students often attempt to

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control and reduce their stress through, avoidance, religious and social support, meditation and yoga.

Rao (2011) carried out a study on 588 students to assess the academic stress and adolescent distress in Chennai, India. A combination of qualitative and quantitative method was used to assess the stress and adolescent distress. The result indicated that 94.6% were stressed by the coming school year and rates of anxiety and depression were very high in the same sample. The same data was used to understand the role of parents. The result was showed 83% of students face high stress and tension due to parental expectations, where as 17% of students had stress due to their self expectations. The investigator concluded that, the parents were involved in their child's education in five ways, they had specific expectations for achievements, they put pressure on their children, they comp aired their child to others, they controlled the study environment, and they were supportive of their children.

Arun and Chavan. (2009) conducted an investigation on 2402 school students in urban area of Chandigarh city, India, to find out the stress and suicidal ideas in adolescents. A systematic sampling technique was used. The result showed that, out of 2402 students, 1078 (45.8%) had psychological problems, half (1201 students) perceived problems in their role as students, 930 (45%) reported academic decline, 180 (8.82%) students said that life was a burden, 122 (6%) reported self-destructive ideas and eight (0.39%) students rumored self-destructive attempt. The investigator concluded that, students with academic problems and unsupportive environment at home perceived life as a burden and had higher rates of suicidal ideations.

Hussain and Kumar (2008) studied academic stress and adjustment among 100 high school students of class IX, and 50 students were taken from both government and public School. Sinha and Sinha scale was used to see the magnitude of stress. Sinha and Singh Adjustment Inventory for varsity students were wont to examine level of adjustment among the scholars. The results of the study showed that, the magnitude of academic stress among high school students was found to be high particularly among the public school students as the mean scores were 22.44 and 16.90, respectively for public school and private school students. Thus the academic load and school environment of public school might be contributing towards enhancement of stress among students. The level of overall adjustment among school students revealed that overall adjustment of public school students was poorer than the government school students as the mean scores for adjustment were found to be 26.24 and 18.08, respectively for the public and private school students. The researcher concluded that, private school students suffer a lot from higher level of academic stress than their government school counterpart. Not only that their level of adjustment was also much poorer than the government school students.

Malik and Balda (2006) investigated whether the High IQ adolescents under stress, do they perform poor in academics among 120 adolescents having IQ above 110, in the age group of 15-17 years in Hissar city, Haryana, India. Adolescents were tested for seven types of stress like, achievement stress *i.e.,* -0.37, academic stress *i.e.,* -0.26, social stress *i.e.,* -0.27, institutional stress *i.e.,* -0.40, financial stress *i.e.,* -0.41, vocational stress *i.e.,* -0.55, and total stress *i.e.,* -0.51. These all stress were negatively and significantly correlated with academic achievement of adolescents. The student who had more stress, poorer was his performance. The study concluded that a person under stress needs to fight the stress in order to survive. Adolescents whose minds are filled with apprehensions don't seem to be absolving to use their energy and skill in achieving. Therefore most priority is to nullify the effects of stress over their mind and they have to spend major part of their energy in this task.

**Objectives of the study:**

1. To study the impact of gender and socio-economic status on vocational pressure among adolescents.

2. To find out the impact of gender and socio-economic status on vocational anxiety among adolescents

## METHODOLOGY

The present study was conducted in Lucknow city, drawing sample from the six schools of the city**.** The sample for the study was collected adopting stratified random sampling technique. The sample for the study consisted of 300 adolescents of class 7 to 12 between the age group of 12-18 years, studying in co-educational Senior Secondary schools belonging to lower, middle and upper socio-economic groups. A total sample of 300 adolescents was selected, wherein 150 boys and 150 girls were selected for the present study. Hundred fifty boys

**Table 1 : Analysis of variance of vocational pressure due to gender and socio economic status of respondents**

| Source | Type III Sum of Squares | Degree of freedom | Mean Square | F value | P value | Result |
|---|---|---|---|---|---|---|
| Due to gender | 2012.430 | 1 | 2012.430 | 3.454 | .064 | Non significant |
| Due to socio-economic status | 1318.380 | 2 | 659.190 | 1.131 | .324 | Non significant |
| Error | 171280.700 | 294 | 582.587 | | | |
| Total | 2136983.000 | 300 | | | | |

**Table 2 : Analysis of variance of vocational anxiety due to gender and socio economic status of respondents**

| Source | Type III Sum of Squares | Degree of freedom | Mean Square | F value | P value | Result |
|---|---|---|---|---|---|---|
| Due to gender | 268.853 | 1 | 268.853 | .614 | .434 | Non significant |
| Due to socio-economic status | 1005.680 | 2 | 502.840 | 1.149 | .318 | Non significant |
| Error | 128657.600 | 294 | 437.611 | | | |
| Total | 1186968.00 | 300 | | | | |

and equal number of girls were further divided into 50 respondents each belonging to lower, middle and upper Socio-economic Status.

**Tools used:**

Bisht Battery of stress scale (BBSS) by Dr. Abha Rani Bisht and Socio-economic status scale by Kuppu Swami were administered for data collection.

## RESULTS AND DISCUSSION

Table 1 indicates that the gender and socio-economic status do not affect the level of vocational pressure in the adolescents as there was a non significant effect of the gender, on the vocational pressure, *F* (value) = 3.454, *p* = .064. A non-significant effect of socio-economic status on the vocational pressure was found as *F* (value) = 1.131, *p* = .324. This indicates that vocational pressure was not affected by gender and socio-economic status. Formulation of clear and stable career goals and the promotion of self-confidence in regard to completing career planning activities cause vocational pressure in adolescents belonging lower, middle and upper socio-economic group.

Table 2 indicates that the gender and socio-economic status do not affect the level of vocational anxiety in the adolescents there was a non significant effect of the gender, on the vocational anxiety, *F* (value) = .614, *p* = .434. A non-significant effect of socioeconomic status on the vocational anxiety was found as *F* (value) = 1.149, *p* = .318. This indicates that vocational anxiety was not affected by gender and socio-economic status. Vocational identity and career development is the cause of vocational anxiety among male and female adolescents of lower, middle and upper socio-economic group.

In contrast Kaplan and Sadock (2000) reported, the prevalence of anxiety disorders tends to decrease with higher socio-economic status.

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