

# Impact of Gender and Socio-Economic Status on Academic Pressure and Conflict of Adolescents



**Tatheer Fatma**  
Research Scholar,  
Deptt. of HDFs,  
SHUATS,  
Allahabad

## Anshu

Associate Professor  
Deptt. of HDFs,  
SHUATS,  
Allahabad

## Anjali Mathur

Assistant Professor,  
Deptt. of HDFs,  
SHUATS,  
Allahabad

### Abstract

Adolescence is the period of psychological and social transition between childhoods to adulthood. Adolescents struggle with their anxieties, conflicts and confusion. The present global world is the world of achievements but also a world of stress, and has therefore truly been called the "Age of Anxiety and Stress" (Pestonjee, 2009). In recognizing the instability of adolescence, there is, however, a risk that these stress-related problems could be regarded as an unavoidable norm – rather than as an indication that adolescents need help and support. Therefore an attempt was made to examine the impact of gender and socio-economic status on academic frustration and anxiety of adolescents. For the aim 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 & 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 Kuppumswami was used. The results were insignificant, revealing no impact of gender and socio-economic status on academic pressure and conflict of adolescents.

**Keywords:** Academic Pressure, Academic Conflict, Adolescents, Gender, Socio-Economic Status

### Introduction

The modern world, that is claimed to be a world of accomplishment, is additionally a world of stress. In today's extremely competitive world, students face varied academic issues as well as exam stress, neutrality in attending classes and inability to grasp the topic. Examination stress is the feeling of anxiety or apprehension over one's performance in the exams. Academic pressure is a very important factor in the lives of students. Stress will be outlined as, "A state of mental or emotional strain or tension resulting from adverse or demanding circumstances" (Oxford Dictionaries, 2014). It is possible that almost all individuals have experienced stress or anxiety at some point in their lives, especially university and college students due to the many pressures that exist in the academic world. Numerous studies are conducted to look at the anxiety of university and college students and also the factors that influence their stress levels. Dusselier et al. (2005) performed a study examining anxiety and factors that influence stress. These researchers tested undergraduate students in the United States. The results revealed that much personal, health, academic, and environmental variables are able to predict the stress of the students. They additionally found that generally, the female students experience stress more frequently in the university setting than the men did (Dusselier et al., 2005). Misra et al.(2000) unconcealed that faculty women are a lot of stressed by pressures in relevance academics than men are. A similar study conducted by Misra and McKean (2000) additionally tested undergraduate American students and located results that were according to previous studies; feminine faculty students expertise higher tutorial stress and anxiety than men do.

### Review of Literature

Ortuno et.al (2016) and Rayle et.al (2007) stated that women express greater academic stress than men.

Liu and Lu (2012) and Rayle,(2007) revealed that adolescents' perceptions of school-related stressors are similar in girls and boys or that

women present greater stress when faced with some types of stressors -e.g., related to worries about school achievement- whereas boys present greater stress related to others—e.g., conflicts with parents and/or teachers.

Rice et.al (2011) analyzed and found that educational stages suggest that women show higher levels of stress during these periods

Hembree (1990) integrated the research and findings regarding mathematic anxiety and its nature. The results revealed that there is a gender difference in regards to mathematic anxiety. Regardless of grade, all female students had higher math anxiety measures than the males did. Hembree concluded that this could be because either female are more willing to admit their anxiety or because females have better coping mechanisms for their anxiety.

**Objectives of the Study**

1. To assess the impact of gender and socio-economic status on academic pressure of male and female adolescents.

2. To study the impact of gender and socio-economic status on academic conflict of male and female adolescents.

**Research 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 to12 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 & 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 1.1 Analysis of variance of academic pressure due to gender and socio economic groups of respondents**

Source	Type III Sum of Squares	Degree of freedom	Mean Square	F value	P value	Result
Due to gender	92.963	1	92.963	.157	.692	Non significant
Due to socio-economic status	1780.940	2	890.470	1.508	.223	Non significant
Error	173648.580	294	590.641			
Total	2908115.000	300				

Table 1.1 represents that the gender and socio-economic status do not affect the level of academic pressure in the adolescents as findings showed a non-significant effect of the gender, on the academic pressure was also noted as the  $F(\text{value}) = .157, p = .692$ . A non-significant effect of socioeconomic status on the academic pressure was also found as  $F(\text{value}) = 1.51, p = .223$ . This indicates that academic pressure was not affected by gender and socio-economic status.

It is likely that most people have experienced stress or anxiety at some point in their lives, especially university and college students due to many pressures that exist in the academic world.

**Table 1.2 Analysis of variance of academic conflict due to gender and socio economic groups of respondents**

Source	Type III Sum of Squares	Degree of freedom	Mean Square	F value	P value	Result
Due to gender	403.680	1	403.680	1.282	.258	Non significant
Due to socio-economic status	1560.660	2	780.330	2.478	.086	Non significant
Error	92585.400	294	314.916			
Total	1068722.000	300				

Table 1.2 reported that the gender and socio-economic status do not affect the level of academic conflict in the adolescents as the result revealed a non-significant effect of the gender, on the academic conflict was also found as the  $F(\text{value}) = 1.28, p = .258$ . There was a non-significant effect of socioeconomic status as well on the academic conflict

Numerous studies have been conducted to examine the anxiety of university and college students and the different factors like, physical, social, environmental, cultural and economical which influence their stress levels. The present study was also supported by Dusselier et al. (2005) who performed a study examining anxiety and factors that influence stress. These researchers tested undergraduate students in the United States. The results revealed that many personal, healths, academic, and environmental variables are able to predict the stress of the students. They also found that in general, the female students experience stress more frequently in the university setting than the men did.

$F(\text{value}) = 2.48, p = .086$ . This indicates that academic conflict was not affected by gender and socio-economic status. In this competitive world adolescent want to choose the best stream for their future but they are confused that which one is the best, parental expectations, dreams and disagreements also leaves adolescents in academic

conflict of any gender or socio-economic status. Kumari and Gartia (2012) also noted a positive correlation between stress and academic achievement and are not mediated by gender.

#### **Conclusion**

The study concluded that academic pressure was not affected by gender and socio-economic status. The result also indicated that academic conflict was not affected by gender and socio-economic status.

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