



## RELATIONSHIP OF HOME FACTORS AND ANXIETY OF SECONDARY SCHOOL STUDENTS

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### ABSTRACT

The main objective of present study is to explore out the components i.e acceptance, autonomy, rejection and control of home factors which related to the Anxiety of boys and girls students of secondary schools of Bhopal City. Through stratified random sampling technique researcher collected data on 200 secondary school students of secondary schools. For collection of data, home factors of students measured by self prepared tool i.e home factors inventory and IPAT scale of Anxiety was used to measure anxiety. Analysis of data reveals that there is significant relationship found between home factors and its components (acceptance, autonomy, rejection and control) with and anxiety of secondary school students. It is also found that there is no significant gender influence on home factors and its components and anxiety and its components of secondary school students.

### KEYWORDS :

#### INTRODUCTION:

Ultimate aim of any formal and informal educational system of any country is to provide such type of environment which helps in the development of cognitive, affective and psychomotor domain of children. In informal system, Home plays a significant role in the development of whole personality of an individual. Actually it is believed that home is the first informal system of education, where he/she started learning and started to collect diverse experiences. Home belonging as an specific community provided different culture and experiences to the child. Individual of some community behave differently like they are shy, reserved and anxious while some individuals are open and bold. This is due to the environment which provided in their home. Ramachandran, R (1990), reports that those students come from family of forward communities show low anxiety than those of backward communities.

If members of family possess healthy interpersonal relation among them, then this will be helpful in development of congenial environment in home. Love, cooperation, parental affection and gentle behaviour of family members develop good qualities in child whereas jealousy, hatred and anger develop imbalance and instability. These imbalances and instabilities might cause stress and anxiety among children. Similarly, frustration, conflicts, internal as well as environmental pressures are the major sources of causing anxiety and stress among students. There are so many factors of home, like size of family, acceptance of views, autonomy, rejection and control among family members, type of community, parental education play an important role in development of anxiety among students. Patel G.N (1979) observes that mean anxiety level of the pupils coming from large families was higher than that of the pupils coming from small family. Sometimes the climate of family also depends on the communities; they have their own attitudes, cultures and behavioural patterns. Sometimes parents are unable to provide proper attention towards their children due to burden of household work, more responsibilities of other family members. This also creates anxiety among childrens.

In home if parents are educated then they will help their children in the study, this develops confidence in children and help in reducing anxiety. Ramachandran, R (1990), reports that children of educated parents show low level of anxiety than the children of uneducated parents. In nut shell, acceptance, autonomy, rejection and control are the four main factors of every home, which are responsible for certain, behavior patterns among children. So researcher tries to explore the factors of home which influence more on anxiety of secondary school students

#### OBJECTIVES OF THE STUDY:

1. To study the relationship of home factors and its components with anxiety of secondary school students.
2. To study the gender influence on home factors and its components, anxiety and its components of secondary school students.

#### HYPOTHESIS OF THE STUDY:

1. There will be significant relationship between home factors and its components with and anxiety of secondary school students.
2. There will be significant gender influence on home factors and its components and anxiety and its components of secondary school students.

#### METHODOLOGY:

Researcher selected descriptive survey method for this research. In this research, boys and girls of secondary school students were involved, so stratified random sampling technique was used by researcher to collect the data. 200 secondary school students including boys and girls of Bhopal city were the sample of this research.

#### TOOL USED:

For measuring the home factors of secondary class students, self-prepared tool based on four components was used. The four components are acceptance, autonomy, rejection and control. For measuring the anxiety of secondary school students, Standardized test i.e IPAT Scale of Anxiety was used. The hindi form of this test was formed by S.D Kapoor.

#### RESULTS AND DISCUSSION:

After applying the proper statistics for fulfillment of the objectives, researcher is presenting tabulation and interpretation of results. The first hypothesis of this research was 'there will be significant relationship between home factors and its components with anxiety of secondary school students.'

**Table No. 1 Showing the value of 'r' of Home factors with anxiety and intercorrelation between components of home factors with anxiety.**

	Anxiety
Home Factors	-0.59**
Acceptance	-.26**
Autonomy	-.57**
Control	-.03
Rejection	-.04

\*\* Significant at 0.01 level

The value of 't' is significant and hence hypothesis 1 is accepted. This indicates the relationship between home factors and anxiety is significant. Further it is noticed that there is negative relationship between home factors and anxiety. This means that Anxiety of secondary school students increases if their home factors are not congenial. Anxiety levels of students are to be reduced when home factors are good.

As regard to acceptance and autonomy the first two components of home factors, it has significant relationship with anxiety, Further it is observed that negative relationship found between acceptance and anxiety. This shows that if parent provides more acceptance and autonomy in home then their children become less anxious. This shows that in those homes parent provides excessive unconditional physical and emotional attachment with their child and provide more opportunity to the child to express his views freely, then their children will be less anxious under the stressful situations. The last two component control and rejection has no significant relationship with Anxiety.

**Hypothesis 2.** The second hypothesis of this study was that "there will be significant gender influence on home factors and its components and anxiety and its components of secondary school students." The result of this hypothesis is presented in two tables, Table No 4.2 and 4.3

**Table No.4.2. Showing the value of 't' between boys & girls students in respect of home factors and its components.**

Components	Gender	Mean	S.D	N	df	't'
Home factors	Boys	108.76	7.89	100	198	.92
	Girls	107.66	8.96	100		
Acceptance	Boys	37.27	4.04	100	198	.82
	Girls	36.76	4.83	100		
Autonomy	Boys	17.67	2.65	100	198	.66
	Girls	17.43	2.53	100		
Control	Boys	25.98	2.25	100	198	.18
	Girls	25.96	2.78	100		
Rejection	Boys	22.53	5.27	100	198	.32
	Girls	22.79	6.09	100		

The values of 't' between boys and girls students are not significant in home factors. This shows that boys and girls students do not differ in their home factors. Similarly in components of home factors i.e acceptance, autonomy, control and rejection, the t value is not found significant at .01 and .05 level of significance. This ensures that components of home factors of secondary school students do not vary between boys and girls Gender is considered to have no influence on home factors as well as in components of home factors. After the result of this hypothesis it is believed that today in our homes parents are aware that the boys and girls are having similar capabilities, if they provide congenial environment to their children without creating the environment of gender difference.

In present society, most of the home environment is found gender friendly.

**Table No 4.3 Significance of 't' between boys& girls students in respect of anxiety & its Components.**

Anxiety & its Components	Gender	Mean	S.D	N	df	't'
Anxiety	Boys	31.76	8.01	100	198	1.09
	Girls	32.99	7.99	100		
Low self control	Boys	5.09	2.37	100	198	1.77
	Girls	5.64	2.31	100		
Emotional instability	Boys	4.09	2.81	100	198	1.45
	Girls	4.54	2.00	100		

Suspicion	Boys	3.56	1.43	100	198	1.35
	Girls	3.79	1.34	100		
Apprehension	Boys	8.76	3.22	100	198	1.29
	Girls	8.54	2.67	100		
Tension	Boys	9.34	3.18	100	198	1.33
	Girls	9.90	2.89	100		

The value of 't' is found to be not significant hence the hypothesis number 2 is not accepted. Thus, it is concluded that there is no significant difference between boys and female students in respect of anxiety and its components. This indicates that there is no gender difference in the anxiety of secondary school students. Gupta, J.P (1978); Patel, G.N (1979); Saxena, Vandana (1988); Mehrotra (1986); Verma, B.P (1990) all of them found that girls were more anxious than boys. Verma, Jagdish (1992) found that sex had a direct bearing upon anxiety and Age levels had little impact upon Anxiety. In most of past researches it was found that girls were more anxious but in present study it is found, that there is no significant difference between boys and girls in respect of anxiety. Now-a -day's Anxiety in girls falling down because parental support, environmental support makes them confident. So in present days girls are not anxious as they before. Further, gender sensitive curriculum also might have reduced the Anxiety levels among girls.

From the above table no. 4.3 it is clear that gender do not influence the all components of anxiety. It may be due to the gender sensitivity awareness among the parents are of good level. They are not bias with their children whether they are boy or girl.

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