



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

### Education

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### ABSTRACT

The aim of this research is to find out the factors of school which affects the anxiety of secondary school students. 200 secondary school students selected from Bhopal city through stratified random sampling technique. For dealing with the objectives, researcher measures the school factors by school factors inventory and anxiety measured by IPAT scale of Anxiety. Analysis of data reveals that teachers behavior, peer group relation and evaluation procedure are the school factors which affects the anxiety of students. They are negatively related to anxiety

### KEYWORDS

#### INTRODUCTION

Education is the basic need for a person for leading a worthy human life and one cannot imagine education without school. School plays a major role in molding the basic attitudes, characteristics, habits and values of the children, with a view of making them the best possible person they can become by helping them to realize their potentialities. School provides not only education to children but also keeps them away from social evils like lie telling, mistrust, hatredness etc.

After home school is the most important place where individual spent lengthy, learning and valuable time of their life. School is formal agency of educational system. It is school which has the potential factors that helps the children in all round development. School environment should provide every opportunity for child to express, flourish and explore the sustainable development of knowledge, emotions and action domain.

Parents want their children climb the ladder of performance to as high level as possible. This desire of high level of achievement puts a lot of pressure on students, teacher and generally on the educational system itself, in fact it appears as if the whole system of education revolve around the academic achievement of student though various other outcomes which are also expected from the system. Thus, it is not surprising that interest in the issue has been rising with the advancement of the present century which has been called "age of anxiety and stress". Anxiety is a state of emotional tension, characterized by apprehension, fearfulness and psychic pain or simply we can say that if child suffer from anxiety, then he will not perform well in exams. This confirmed by Ravinder, (1977) and Ramachandran., R. (1990); that high anxiety had adverse effect on academic performance. Anxiety stops child from doing anything constructive or it can be said that anxiety hampered academic achievement of the student in totality. Sometimes anxiety among students developed from an inner conflict.

School factors included teacher behaviour in class, curriculum according to the student's level of perception, language of books easily understandable by students, facilities provide in school campus, examination takes place according to schedule, opening of results time to time, extra-curricular activities organized in school at proper time, atmosphere of class among classmates are healthy, student participated according to their choice, teachers are always ready to spread knowledge to their students, students are able to discuss their problems with their teachers all things make a perfect school.

The school is not isolated from society but an integral part of it. The school has the right and the duty to make this culture of childhood visible to the society as a whole, in order to provoke exchange and discussion. If we enlist the characters of good school they come under the five heads, i.e. quality of teacher, curriculum, peer group relation, evaluation procedure and co-curricular activities.

So researcher wants to explore the research, which includes school factors which affects the anxiety of boys and girl students of ninth class of Bhopal City.

#### Objectives of the study:

1. To study the relationship of school factors and its components with anxiety of secondary school students.
2. To study the significance difference of school factors and anxiety of boys and girls students of secondary school.

#### Hypothesis of the study:

1. There will be significant relationship between school factors and its components with anxiety of secondary school students.
2. There will be significant difference of school factors and anxiety of boys and girls students of secondary schools.

**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.

**Instruments used:** Researcher used self prepared school factors inventory which consist of 47 items of five different components i.e Quality of teacher, Curriculum, Peer group relation, Evaluation procedure and co-curricular activities. For measuring the anxiety of secondary school students IPAT Anxiety Scale Questionnaire was used which was constructed and standardized by Cattell, Krug and Scheier, (1963) and the Hindi Edition prepared by S.D Kapoor.

#### RESULTS AND DISCUSSION: Hypothesis No.1

**Table No. 1 Showing the value of 'r' between School factors and Anxiety.**

S.No.	Variables	N	Df	'r'
1.	School Factors	200		
2.	Anxiety.	200	198	-0.23**

\*\* Significant at 0.01 level

The value of r from the above table shows that significant relationship found between School factors and anxiety. Further it is noticed that there is negative relationship between School factors and Anxiety. This means that Anxiety of secondary school students increases if their School factors are not favorable. Anxiety levels of students are to be reduced when School factors are good.

**Table .No.2 Showing the intercorrelation between components of school factors with anxiety.**

	Anxiety
Quality of teacher	-.23**
Curriculum	-.07
Peer group relation	-.19**
Evaluation procedure	-.17**
Co-curricular activities	-.13**

A negative and significant relationship is noticed between Quality of teacher, Peer group relation, Evaluation procedure and co-curricular activities with Anxiety. It means hypothesis no. 1 is accepted. This indicates that in those School teachers provide more opportunity to the

student to express their views freely and teacher paid more attention to students, their students are less anxious. It is also indicates that healthy relation among peers and those students participate more in co-curricular activities; they possess low level of Anxiety.

**Table no. 3. Showing the value of 't' between boys & girls students in respect of components of School factors.**

Components of School factors	Gender	Mean	S.D	N	df	't'
Quality of teacher	Boys	28.12	2.92	100	198	4.85
	Girls	26.18	2.89	100		
Curriculum	Boys	12.42	2.00	100	198	1.45
	Girls	12.71	2.12	100		
Peer group relation	Boys	30.50	3.53	100	198	4.05
	Girls	28.23	4.54	100		
Evaluation procedure	Boys	30.53	4.12	100	198	3.76
	Girls	28.12	5.00	100		
Co-curricular activities	Boys	25.00	3.09	100	198	2.21
	Girls	23.58	5.78	100		

The value of 't' between male and female are significant in respect of components of School factors, i.e., Quality of teacher, Peer group relation, Co- curricular Activities and Evaluation procedure but not significant in respect of component of School factors i.e. Curriculum .. It means that boys' students possess more scores in Quality of teacher, Peer group relation and evaluation procedure than their girls' counterparts' female students.

It is may be due to the teacher attention, they accept the views and feelings of boys, it is due to that girls are unable to express their views freely in front of teacher, so the girls interact less in class than their counterparts boys.

#### Hypothesis No.2

**Table No 4 Sig.of 't' between boys and girls students in respect of School factors.**

Variable	Category	Mean	SD	N	df	't'
School Factors	Boys	126.52	11.33	100	198	2.97
	Girls	120.99	14.98	100		
Anxiety	Boys	31.76	7.99	100	198	1.08
	Girls	32.99	7.45	100		

The value of 't' is found to be significant. Thus, it is concluded that there is significant difference between boys and girls students in respect of School factors. It means that boys students possess more favorable School factors than the girls students. It may be inferred that gender do influence the School factors.

The value of 't' is found to be not significant hence the hypothesis no. 2 is partially accepted. Thus, it is concluded that there is no significant difference between boys and girls students in respect of Anxiety. Findings of Patel, G.N (1979) support that girls were more anxious than boys. 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 are before. Further, gender sensitive curriculum also might have reduced the Anxiety levels among girls.

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