



The Effect of Parental Encouragement on Anxiety of Adolescents In Relation With Their Gender Caste And Locality of Schools

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The Effect Of Parental Encouragement On Anxiety Of Adolescents In Relation With Their Gender Caste And Locality Of Schools ABSTRACT In the present study an attempt was made to study the effect of parental encouragement on Anxiety of adolescents in relation with their gender caste and locality of school. Sample comprised of 480 students studying in the class IX were selected by using random sampling technique. Comprehensive anxiety scale prepared by H Sharma, RL.

Abstract

In the present study an attempt was made to study the effect of parental encouragement on Anxiety of adolescents in relation with their gender caste and locality of school. Sample comprised of 480 students studying in the class IX were selected by using random sampling technique. Comprehensive anxiety scale prepared by H Sharma, R.L. Bhardwaj and M. Bhargava and Parental Encouragement scale prepared by R.R. Sharma was used as tool for collecting data. Data were analyzed by using ANOVA. The results indicated that there was no significant effect of resultant interaction between parental encouragement, gender caste on the comprehensive Anxiety of adolescents where as there exists a significant effect of locality of schools on comprehensive anxiety of adolescents. Anxiety is a subjective experience of individual's fear of mind. Bhilai is the place where in people from all religions & regions live. Parents Encourage their wards in pursuing education as per the choice of their wards without making any distinction in caste and creed hence there is no significant effect on anxiety of adolescents.

Key Words

Parental Encouragement, Anxiety, Adolescents, Gender Caste And Locality of Schools.

Introduction

Anxiety is a subjective experience of the individual, which is marked by the painful and uneasiness of mind. Everyone suffers from anxiety in greater or lesser degree from time to time as a result of specification for which anxiety is a reasonable response. Anxiety within limits

definitely stimulates the individuals to put forth hard work, while excessive anxiety interferes with the normal work and hinders the progress. So anxiety is an important factor in the field education. For teachers and educationalists, it is the problem, how to maintain moderate anxiety.

An anxiety disorder, as the term suggest, has an unrealistic, irrational fear of anxiety of disabling intensity at its core and also as its principle and most obvious manifestation. DSM IV (1995) recognizes seven primary types of anxiety disorder, phobic disorder of the “specific” or of the “social” type panic disorder with or without agoraphobia, generalized anxiety disorder, obsessive- compulsive disorder, and post traumatic stress disorder. During the past three decades or so, the concept of anxiety has figured prominently in the psychological literature. Serason and Handler (1952) gave a detailed description of an anxiety questionnaire and presented findings on the relation of test anxiety to certain psychometric and social class data. They reported the relationship of the anxiety Questionnaire to one conceived with habitual reactions to frustration.

An instrument was developed by Seymore and Sarason (1960) and his co-workers to measure ‘test anxiety’. Feldnusen (1963) and Klausmeier (1963) also developed an anxiety test known as the children’s manifest anxiety scale (MAS) Prabhavati and Ahmed (2006) concluded their study by saying that maximum of college going students have low level of anxiety. Many other studies conducted in the field of anxiety bring out some interesting facts. It has been found that a high level of anxiety aids the learning of simple material but interferes with the learning of complex material. Sharma (1989) turned her attention to anxiety and conflicts taken in relation to rigidity and flexibility and level of aspiration, she found few effects. Anxiety seemed to be related to rigidity and unrealistic goal-setting, but conflict was not related to either of the variable considered. Anxiety is reduced by yoga. Jadhav and Havalappanavas (2007) that state and trait Anxiety levels are low in yoga science college students because of practice of yoga as compared to medical college student those who do not practice yoga. Adolescents with greater perceived parental Encouragement had lesser academic anxiety (Jain and Jain 2007). Anxiety enhances emotional competence (Kaur and Kaur 2007) and emotional intelligence (Varshney 2007).

Objectives of the study

- To study the effect of parental encouragement on the comprehensive anxiety of adolescents.
- To study the effect of gender on the comprehensive anxiety of adolescents.
- To study the effect of locality on the comprehensive anxiety of adolescents.
- To study the effect of caste on the comprehensive anxiety of adolescents.

Hypothesis of the study

- H₁** There exists no significant effect of parental encouragement on the comprehensive anxiety of adolescents.
- H₂** There exists no significant effect of gender on the comprehensive anxiety of adolescents.
- H₃** There exists no significant effect of locality on the comprehensive anxiety of adolescents.
- H₄** There exists no significant effect of caste on the comprehensive anxiety of adolescents.

Research Method

The problem of the study is to find out The Effect of Parental Encouragement on Anxiety and Social Maturity of Adolescents in relation to their Gender, Caste and Locality of school. For this study 54 schools were taken by random sampling technique. 1749 students were selected on the basis of random sampling technique from the school selected for sample. Each respondent was given a set of Parental Encouragement Scale Comprehensive Anxiety Scale was given.

Tools

1. Comprehensive anxiety scale prepared by H Sharma, R.L. Bhardwaj and M. Bhargava.
2. Parental Encouragement scale prepared by R.R. Sharma was used as tool for collecting data.

Result and Discussion

- **Main effect of Parental Encouragement on Anxiety :** The Parental Encouragement has no significant effect on the Anxiety of adolescents. It reveal that parental encouragement do not influence anxiety of adolescents. The Girls and Boys of Rural and Urban area are showing moderate level of Anxiety.

Therefore the Hypothesis (H_1) "There exists no significant effect of Parental Encouragement on the comprehensive Anxiety of adolescents" is accepted.

- **Main Effect of Gender on Anxiety :** It can be concluded that Gender has no significant effect on Anxiety. Parents rear their children irrespective of Boy Child or Girl Child equally and giving them all comforts of life like good and quality education, clothing, luxuries.

Thus, "There exists no significant effect of Gender on the comprehensive Anxiety of adolescents." Therefore the Hypothesis (H_2) is accepted.

- **Main effect of Locality of Schools on Anxiety :** Locality has a significant effect on the Anxiety of adolescents. The Urban pupil getting more facilities so they may not be very anxious and take the situation lightly in coping the stress equally in every situation. On the other hand due to lack of facilities in the Rural area pupil are more anxious to the situation.

Thus, the Hypothesis (H_3) that there exists no significant effect of Locality on the comprehensive Anxiety of adolescents is rejected.

- **Main effect of Caste on Anxiety :** There is no significant effect Caste on Anxiety of adolescents. All are receiving equal opportunity. Individual human is important than Caste and Creed. Due to population explosion there is a competition for jobs, getting admissions in schools and colleges. Students of different Caste namely; General, SC, ST and OBC have to struggle a lot among themselves for survival irrespective of Castes to make their living.

Thus, The Hypothesis (H_4) "There exists no significant effect of Caste on the comprehensive Anxiety of adolescents is accepted."

- **First order interaction :** First order interaction of Parental Encouragement X Gender, had no significant effect on comprehensive Anxiety. Gender X Locality of schools had no significant effect on comprehensive anxiety. Comprehensive Anxiety is not found to be significantly Affected by the interaction of parental Encouragement X Locality of schools and Locality of schools X Caste.

First order interaction of Parental Encouragement X Caste, and Gender X Caste, have found no significant effect on comprehensive anxiety.

- **The second order interactions :** The Second order interactions of parental Encouragement X Gender X Caste, Gender X Locality of schools X Caste and Parental encouragement, Locality of Schools Gender.

Comprehensive Anxiety is found to be significantly Affected by the Second order interaction of parental Encouragement, X Locality of Schools X Gender.

- **The third order interaction :** Comprehensive Anxiety is not found to be significantly affected by the third order interaction of Parental Encouragement, Gender, Caste and Locality of School.

Summary Table of ANOVA for Parental Encouragement

???(A) x Gender (B) x Locality of schools (C) x Caste (D)

Source	df	Ss	Ms	F	Sig
A	1	25.67	25.67	0.1180	NS
B	1	0.05	0.05	0.0002	NS
C	1	1996.75	1996.75	9.2500	*
D	3	460.25	153.41	0.7000	NS
A x B	1	0.30	0.30	1.3800	NS
B x C	1	302.425	302.425	1.4000	NS
C x D	3	713.05	237.60	1.1000	NS
A x D	3	1456.29	485.43	2.2400	NS
B x D	3	529.48	197.49	0.9100	NS
A x C	1	162.17	162.17	0.7500	NS
A x B x C	1	715.89	715.89	3.3160	**
A x B x D	3	1514.61	504.87	2.3300	NS
B x C x D	3	897.76	299.25	1.3800	NS
A x C x D	3	1376.62	458.87	2.1200	NS
A x B x C x D	3	271.26	90.42	0.4100	NS
Within	448	96703.67	215.85	1.0000	
Total	479				

* Significant at 0.01 level

** Significant at 0.05 level

Suggestions

On the basis of result of present research work the help available for a Young Person with an Anxiety Disorders are :

- Children and adolescents with anxiety disorders can benefit from a variety of treatments and services. After an accurate diagnosis, possible treatments include:
 1. Other individual therapy, Family therapy, Parent training, Medication
 2. Cognitive-behavioral treatment (where young people learn to deal with fears by modifying the way they think and behave)
- While cognitive-behavioral approaches are effective in treating some anxiety disorders, medications, work well with others. Some anxiety disorders benefit from a combination of this treatment. In general, more studies are needed to find which treatments work best for the various types of anxiety disorders.
- Parents are required to build confidence in the children and encouraged their hobbies.
- Teach the students to be responsible for his/her actions.

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