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## Parental Aspects on Personal Growth and Trait Anxiety among Higher Secondary School Students

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**ABSTRACT:** The study aims to determine parental aspects on Personal Growth and Trait Anxiety among Higher Secondary Students. A random convenient sampling technique was adopted for the selection of sample. The schools selected for this study is divided into different status namely government and private schools. Out of the sample 300 students taken for the study, 150 students were drawn from government schools, 150 students were taken from private schools. All the students were studying in XI standard. Personal data sheet was developed by the investigator. Personal Growth Initiative Scale by Christine Robitschek (2011), Trait anxiety by Charles D. Spielberger, (1983) was used to collect data. Results were statistically analyzed through Chi-square Analysis. Personal growth and Trait Anxiety were negatively correlated to each other and parental aspects had an impact on Personal Growth and Trait Anxiety among Higher Secondary Students.

**KEYWORDS:** personal growth and trait anxiety.

### I. INTRODUCTION

A body of theoretical literature and research has emphasized the importance of parental control or over involvement- considered as the pressure parents put on their children to behave in desired ways- in relation to student's anxiety. Of all parenting behaviours, parental control is considered most central to the development of anxiety in children. This parental control may lead to an increase in the student's perception of threat and to a reduction of the student's perceived control over threat. This pattern may enhance student trait anxiety by increasing student's avoidance to challenging events, as children will not develop new skills to cope with these situations (Barlow, 2002; Rapee, 2001). Recently, two meta-analyses by Van der Bruggen, Stams, and Bögels (2008) and McLeod, Wood, and Weisz (2007) showed a medium-to-large overall effect size for the relation between parental control during a parent-student's interaction and student's anxiety. These analyses underscore the importance of gaining more knowledge regarding the role of child and parent factors that are associated with the level of control parents exert interacting with their students. Researchers have discussed the transactional nature of parent- student interactions and the effect of student trait anxiety on parental control. Trait anxious students have the tendency to behave anxious during challenging situations (Lau, Eley, & Stevenson, 2006). Parents exert control in anticipation of the students anxiety related distress (Rapee, 2001). Trait anxious students tend to externally display their distress with avoidant behaviours during situations they perceive as threatening: dependent behaviour (e.g., asking parents for help) and/or withdrawal (Barlow, 2002). These avoidant behaviours provoke parental controlling behaviour (Bugental, Caporael, & Shennum, 1980; Osofsky & O'Connell, 1972), suggesting that students avoidant behaviours displayed in interaction with their parents may be the mechanism through which parental control is influenced by student trait anxiety. The current study examined the relative contribution of student trait anxiety and parent trait anxiety on actual parental controlling behaviour observed during a parent- student interaction. The main goal was to investigate the relative contribution of child trait anxiety and parent trait anxiety on maternal and paternal controlling behaviour. We hypothesized that higher student trait anxiety

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would be associated with a higher level of parental control. Second, the role of student's avoidant behaviours (dependency and withdrawal) in mediating the hypothesized association between student trait anxiety and parental control was examined. Third, the possibility of a curvilinear relation between parent trait anxiety and parental control was investigated. That is, high parent trait anxiety being associated with both high and low levels of parental control. Fourth, although past research on anxiety and parental control has been mostly limited to mother- student interactions, there are no a-priori reasons to assume that the father's role would be less important (Bögels & Phares, 2008). Evidence for a relation between student and father anxiety and paternal control is inconclusive (e.g., Greco & Morris, 2002; Hudson & Rapee, 2002). Therefore, the present study examined both maternal and paternal control. We examined whether the relationships between student trait anxiety, parent trait anxiety and parental control differed as a function of both parent and student gender.

## II. RELATED WORK

Whittaker and Robitschek (2001) PGI scores were also found to be related to self-reported measures of family functioning. In a correlational study, assessed several family functioning variables in an undergraduate sample of 336 participants. PGI was found to correlate positively with such family variables as problem solving, communication, father differentiation, and mother differentiation.

Robitschek (1998) PGI has also been found to be relatively distinct from social desirability bias, cognitive ability, and age, which helps to establish its discriminate validity. In particular, found that theoretically unrelated constructs such as social desirability, SAT scores, and age showed no significant association with PGI. Although all of the reviewed studies are correlational in nature, they provide initial evidence that supports PGI as a unique construct of potential importance. These studies suggest that PGI scores possess both convergent and discriminate validity.

Robitschek, (2003) a subsequent study predicted a positive moderate correlation between PGI and independent self-construal or the focus on the self, as distinct from other people this hypothesis was based on the assumption that PGI focuses on one's own growth, which may be independent of other's growth. Using a sample of 165 undergraduates of Mexican descent, Robitschek found a strong relationship between these two variables.

Miu, Andrei C. (2005) Emotional arousal can both enhance and impair memory. Considering that both emotional memory and trait anxiety (TA) have been associated with adrenergic activity, the authors investigated whether there is an association between 2 opposite emotional memory biases and the TA. The authors used a procedure recently put forward by B. A. Strange, R. Hurlmann, and R. J. Dolan (2003) to elicit an emotion-induced retrograde amnesia (ERA) coupled to an emotional memory enhancement (EME). The authors contrasted the association between these emotional memory biases and the TA in several conditions involving different levels of encoding and types of recall. The results presented here indicated a significant interaction of the TA with EME and ERA and the dependency of these biases on the consciously controlled use of memory.

Dianna T. Kenny, Pamela Davis, Jenni Oates(2004) explored the inter-relationships among state and trait anxiety, occupational stress, perfectionism, aspiration, and music performance anxiety in a group of elite operatic chorus artists employed full-time by a national opera company. The chorus artists reported higher trait anxiety, higher occupational role concerns, and higher occupational personal strain than normative samples. Higher scores on personal resources were associated with the higher scores on trait anxiety. It appears that these resources were used adaptively to manage anxiety. High trait anxiety was also associated with high personal strain in the work environment.

Anxiety was not related to occupational roles or issues related to the physical environment or working conditions. These results suggest that while trait anxiety and music performance anxiety were closely associated, occupational stress makes a separate contribution to the quality of working life experienced by elite choral artists.

## III. SAMPLE

A convenient random sampling technique was adapted for the selection of sample the schools selected for this study and divided into two categories namely government and private schools. Then random convenient sampling technique was adopted to select the sample. 300 students were taken for the study. 150 students were drawn from government schools, 150 students were taken from private schools. The students studying in XI standard were chosen as the sample.

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## IV. STATEMENT OF THE PROBLEM

**Parental aspects on Personal Growth and Trait Anxiety among Higher Secondary Students** was chosen for the study.

## V. OBJECTIVES OF THE SYUDY

1. To find out the significant association between nuclear and joint family of higher secondary school students on their Personal Growth and Trait anxiety.
2. To find out the significant association on the Personal Growth and Trait anxiety of higher secondary school students with their father's educational qualification.
3. To find out the significant association on the Personal Growth and Trait anxiety of higher secondary school students with their mother's educational qualification.
4. To find out the significant association on the Personal Growth and Trait anxiety of higher secondary school students with their father's occupations.
5. To find out the significant association on the Personal Growth and Trait anxiety of higher secondary school students with their mother's occupations.

## VI. HYPOTHESES OF THE STUDY

1. Type of family do not associate with Personal Growth.
2. Father's educational qualification do not associate with Personal Growth.
3. Mother's educational qualification do not associate with Personal Growth.
4. Father's occupations do not associate with Personal Growth.
5. Mother's occupations do not associate with Personal Growth.
6. Type of family do not associate with trait anxiety.
7. Father's educational qualification do not associate with trait anxiety.
8. Mother's educational qualification do not associate with trait anxiety.
9. Father's occupations do not associate with trait anxiety.
10. Mother's occupations do not associate with trait anxiety.

## VII. RESEARCH TOOLS SELECTED FOR THE PRESENT STUDY

The following tools have been used by the investigator to carry out this study.

1. Personal data sheet developed by the investigator.
2. Personal Growth Initiative Scale by Christine Robitschek (2011)
3. Trait anxiety by Charles D. Speilberger, (1983)

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## Hypothesis – 1

Type of family does not associate with personal growth.

**Table -1**

Association of Chi-Square test between Type of Family and Personal growth.

Variable	Type of management	Gender	N	DF	X <sup>2</sup>	L.S
Type of family and personal growth	Government	Boys	75	2	8.998	0.05
		Girls	75	2	7.171	0.05
	Private	Boys	75	2	6.01	0.05
		Girls	75	2	12.3	0.01

## Hypothesis -2

Education of Father does not associate with personal growth.

**Table – 2**

Association of Chi – Square test between education of father and personal growth.

Variable	Type of management	Gender	N	DF	X <sup>2</sup>	L.S
Education of Father and personal growth	Government	Boys	75	4	10.319	0.05
		Girls	75	4	11.892	0.05
	Private	Boys	75	4	13.37	0.01
		Girls	75	4	16.43	0.01

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### Hypothesis -3

Education of mother does not associate with personal growth

**Table- 3**

Association of Chi-Square tests between Education of mother and personal growth.

Variable	Type of management	Gender	N	DF	X <sup>2</sup>	L.S
Education of Mother and personal growth	Government	Boys	75	4	13.05	0.05
		Girls	75	4	11.26	0.05
	Private	Boys	75	4	15.56	0.01
		Girls	75	4	12.19	0.05

N.S – Not significant

### Hypothesis – 4

Occupation of father does not associate with Personal growth.

**Table -4**

Association of Chi-Square tests between occupation of father and personal growth.

Variable	Type of management	Gender	N	DF	X <sup>2</sup>	L.S
Occupation of father and personal growth	Government	Boys	75	4	9.408	N.S
		Girls	75	4	11.100	0.05
	Private	Boys	75	4	13.7742	0.01
		Girls	75	4	18.062	0.01

N.S- Not Significant

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## Hypothesis- 5

Occupation of mother does not associate with personal growth.

**Table-5**

Association of Chi-Square between occupation of mother and personal growth.

Variable	Type of management	Gender	N	DF	X <sup>2</sup>	L.S
Occupation of mother and personal growth	Government	Boys	75	4	10.861	0.05
		Girls	75	4	11.577	0.05
	Private	Boys	75	4	12.2993	0.05
		Girls	75	4	12.8847	0.05

## Hypothesis-6

Type of family does not associate with Trait anxiety.

**Table -6**

Association of Chi- Square tests between type of family and Trait anxiety.

Variable	Type of management	Gender	N	DF	X <sup>2</sup>	L.S
Type of family and Trait of anxiety	Government	Boys	75	2	8.574	0.05
		Girls	75	2	9.648	0.01
	Private	Boys	75	2	10.364	0.01
		Girls	75	2	12.873	0.01

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### Hypothesis -7

Education of father does not associate with Trait anxiety.

**Table – 7**

Association of Chi-Square tests between Education of father and Trait anxiety.

Variable	Type of management	Gender	N	DF	X <sup>2</sup>	L.S
Education of father and Trait anxiety	Government	Boys	75	4	9.6289	0.05
		Girls	75	4	10.7113	0.05
	Private	Boys	75	4	11.843	0.05
		Girls	75	4	12.932	0.05

### Hypothesis-8

Education of mother does not associate with Trait anxiety.

**Table – 8**

Association of Chi-Square tests between Education of mother and Trait anxiety.

Variable	Type of management	Gender	N	DF	X <sup>2</sup>	L.S
Education of mother and Trait anxiety	Government	Boys	75	4	10.523	0.05
		Girls	75	4	12.1452	0.05
	Private	Boys	75	4	11.9932	0.05
		Girls	75	4	12.0469	0.05

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### Hypothesis – 9

Occupation of father does not associate with Trait anxiety.

**Table – 9**

Association of Chi-Square tests between Occupation of father and Trait anxiety.

Variable	Type of management	Gender	N	DF	X <sup>2</sup>	L.S
Occupation of father and Trait anxiety	Government	Boys	75	4	10.4338	0.05
		Girls	75	4	11.0100	0.05
	Private	Boys	75	4	13.889	0.01
		Girls	75	4	12.7879	0.01

### Hypothesis -10

Occupation of mother does not associate with Trait anxiety.

**Table -10**

Association of Chi-Square tests between Occupation of mother and Trait anxiety.

Variable	Type of management	Gender	N	DF	X <sup>2</sup>	L.S
Occupation of mother and Trait anxiety	Government	Boys	75	4	12.2056	0.05
		Girls	75	4	14.38	0.01
	Private	Boys	75	4	13.38	0.01
		Girls	75	4	19.2163	0.01

From the table 1, it is understood that calculated Chi-Square values is more than that of table values ( $p < 0.05$ ,  $N=75$ ) & ( $p < 0.01$ ,  $N=75$ ). Hence the hypothesis is rejected and proved that there is significant association between type of family and personal growth of boys and girls from the total sample.

From the table 2, it is understood that calculated Chi-Square values is more than that of table values ( $p < 0.05$ ,  $N=75$ ) & ( $p < 0.01$ ,  $N=75$ ). Hence the hypothesis is rejected and proved that there is significant association between education of father and personal growth of boys and girls from the total sample.

From the table 3, it is understood that calculated Chi-Square values is more than that of table values ( $p < 0.05$ ,  $N=75$ ) & ( $p < 0.01$ ,  $N=75$ ). Hence the hypothesis is rejected and proved that there is significant association between education of mother and personal growth of boys and girls from the total sample.

From the table 4, it is understood that calculated Chi-Square values is more than that of table values ( $p < 0.05$ ,  $N=75$ ) & ( $p < 0.01$ ,  $N=75$ ). Hence the hypothesis is rejected and proved that there is significant association between occupation of father and personal growth in the case of girls of government school and private school sample. In the



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case of boys of government school the hypothesis is accepted since the calculated Chi-Square values were less than that of table values

From the table 5, it is understood that calculated Chi-Square values is more than that of table values ( $p < 0.05$ ,  $N=75$ ). Hence the hypothesis is rejected and proved that there is significant association between occupation of mother and personal growth of boys and girls from the total sample.

From the table 6, it is understood that calculated Chi-Square values is more than that of table values ( $p < 0.05$ ,  $N=75$ ) & ( $p < 0.01$ ,  $N=75$ ). Hence the hypothesis is rejected and proved that there is significant association between Type of family and Trait anxiety of boys and girls from the total sample.

From the table 7, it is understood that calculated Chi-Square values is more than that of table values ( $p < 0.05$ ,  $N=75$ ). Hence the hypothesis is rejected and proved that there is significant association between Education of father and Trait anxiety of boys and girls from the total sample.

From the table 8, it is understood that calculated Chi-Square values is more than that of table values ( $p < 0.05$ ,  $N=75$ ). Hence the hypothesis is rejected and proved that there is significant association between Education of mother and Trait anxiety of boys and girls from the total sample.

From the table 9, it is understood that calculated Chi-Square values is more than that of table values ( $p < 0.05$ ,  $N=75$ ) & ( $p < 0.01$ ,  $N=75$ ). Hence the hypothesis is rejected and proved that there is significant association between Occupation of father and Trait anxiety of boys and girls from the total sample.

From the table 10, it is understood that calculated Chi-Square values is more than that of table values ( $p < 0.05$ ,  $N=75$ ) & ( $p < 0.01$ ,  $N=75$ ). Hence the hypothesis is rejected and proved that there is significant association between Occupation of mother and Trait anxiety of boys and girls from the total sample.

## VIII. EVIDENCE AND DISCUSSION

The results show that by the end of the programme subjects are characterized by a greater use of problem-focused coping strategies, typical of individuals who think that the situation is susceptible to change, and a minor use of emotion-focused coping strategies, related to individuals who regard the situation as immutable. The use of avoidance - focused coping strategies seems to remain at the same level even if it was low. Also the other psychological aspects investigated, namely depression and anxiety, did receive a positive influence. The results show how significant such programme has been for parents (Bottos et al., 2007). Trait-anxious mothers reported taking more responsibility for diabetes management tasks and perceived their adolescents as having poorer management skills. Adolescents with high-anxious mothers reported stronger beliefs that their mothers had high control over their diabetes and their parents were over-protective. For younger adolescents, maternal trait anxiety was associated with higher HbA<sub>1c</sub> levels and greater absenteeism. Family studies have consistently reported a large overlap between anxiety disorders in family members. Children of parents with anxiety disorders have an elevated rate of anxiety disorders (Beidel & Turner, 1997; Biederman, Rosenbaum, Bolduc, Faraone, & Hirschfield, 1991; Merikangas, Dierker, & Szatmari, 1998; Turner, Beidel, & Costello, 1987), and parents of children with anxiety disorders also experience an increased incidence of anxiety disorders compared to the general population (Last, Hersen, Kazdin, Francis, & Grubb, 1987; Last, Hersen, Kazdin, Orvaschel, & Perrin, 1991). Rates of anxiety disorders in some of the cited studies were not only elevated compared to normal groups, but also compared to other psychiatric groups, suggesting that the transmission of anxiety may be specific. Therefore, parental anxiety is generally seen as a risk factor for child anxiety disorders. However, the mechanisms through which parents transmit their anxious predisposition or disorder to their children, are not well understood. The findings reveal significant associations of maternal trait anxiety with key aspects of diabetes regulation in adolescents. Mothers with higher anxiety reported greater responsibility for performing diabetes management tasks (i.e., higher behavioural involvement), and perceived their adolescents as having poorer management skills. Interestingly, maternal trait anxiety was unrelated to mothers' beliefs of their control over diabetes and its symptoms. Maternal trait anxiety was associated with a contrasting pattern of diabetes regulation beliefs held by adolescents. Adolescents with high-anxious mothers were not more likely to perceive their mothers as being behaviourally involved in diabetes care, but they tended to believe that their mothers had significant control over their diabetes and that their parents were overly protective in their diabetes care. Taken together, these findings suggest that anxious mothers tend to view themselves as relatively active in the diabetes management processes, and this involvement may be driven in part by their relatively low confidence in their adolescents' abilities to take responsibility for these activities. These

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maternal efforts and appraisals may lead adolescents to infer that their diabetes management depends on their mother's care, although they are also inclined to view their parents as overly protective and worried.

The role of parental involvement is better understood when the parents and teachers understand one another's expectations, simultaneously keeping communication which will allow both sides to acknowledge the progress and the child's behaviour at home and at school; the way students perform on homework, their interests, talents, school attitudes and social interactions as well (Albright & Weissberg, 2010). Then, Ryan and Adam (1995) emphasize on the whole of the individual characteristics of a family's members and mutual function related to the child and his/her development and their proximity of influence on the child's behaviour and effects. Parents received feedback through the satisfaction coming from the new relation with the school, especially when teachers encourage and reinforce their participation. A prerequisite for fertile communication among parents, teachers and school head- masters is that their relationship must be based on mutual trust (Haynes et al., 1996), which is the indispensable ingredient for the success of effective communication and development of a healthy relationship between school and family (Christenson & Sheridan, 2001). According to many research results (Fan, 2001; Kim, 2002), the effects of parental involvement are long-termed and positively related to children's' good adjustment indices. Also, according to the re- sults of the correlations of the Parental Involvement Scale fac- tors it seems that parents "associate" or "confuse" the control towards their children with the pressure. The fact should be- come understandable in the behaviour of the parents, because their interest in their children's progress may often evolve into a form of pressure, which the parents do not want, and which may have a negative effect on the progress and the overall de- velopment of the child—student. The results are consistent with earlier research (Georgiou, 2000b) indicating that Cyprus par- ents who put pressure on their children made them question their ability to succeed in school.

## IX. EDUCATIONAL IMPLICATIONS

One of the most vital aspects of this study was its examination of specific components of parental involvement to see which aspects influenced student achievement. Two of the patterns that emerged from the findings were that the facets of parental involvement that required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions.

The largest effect sizes emerged for parental expectations. The effect sizes for parental style and reading with one's child were smaller than for either parental expectations, but they also had very consistent influences across the studies. Parent involvement programs also influenced educational outcomes, although to a lesser degree than pre-existing expressions of parental support.

Taken together the results of this study are very instructive. First, the results are fairly substantial and support the belief that parental involvement has a significant impact across various populations. Second, not only does voluntary parental involvement have an influence, but parental programs do as well. Therefore, schools should adopt strategies to enhance parental engagement in their children's schooling. Third, teachers, principals, and school counsellors should familiarize themselves with the facets of parental involvement that can help the most, so that they can guide parents on what steps they can take to become more involved. These include time-intensive parental involvement activities such as reading to one's children and communicating with them, and subtle involvement activities like parental style and expectations. Given the substantial influence of parental involvement, educators should consistently encourage parents to become more involved in their children's schooling.

## X. CONCLUSION

Fear, especially the fear of death, constitutes the ultimate resistance to a fulfilling and successful life. Living as mature adults with a minimum of the defences described in this blog, leaves people acutely aware of their aloneness and of the uncertainty and ambiguity of life. At the same time, it offers virtually unlimited possibilities for personal gratification and self-expression, and is well worth fighting for.

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