

A Study Of The Academic Anxiety Among Secondary School Students In Relation To Their Parent Child Relationship And Home Environment

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ABSTRACT

Education is a process of development. Education no longer remains trapped in the traditional beliefs or value, as a new value or belief helps in a globalized development. Education is a persistent feature characterizing all human societies. In broad sense, it aims at all round development of personality of child. There are various agencies which contribute at different stages and to different degrees in achieving the said aim. These agencies can be broadly classified in to two categories viz. formal and informal .school is a formal agency. various activities of school are organized so that student's academic anxiety can be reduced of the students. This Study investigated how parent's view on the important aspects of Education, parent child relationship and home environment Influence the academic anxiety amongst the students. The student's actual experience of academic anxiety were affected by two factors. The first shows that parent child relationship is most important as "home is the first school of the student" and the second is home environment which plays an important role as if it is democratic and friendly, it affects positively on students otherwise it leads to increase academic anxiety. The home environment and parent child relation affects the level of academic anxiety of the students. It is the duty of the parents to provide a pleasant environment to them, so that they can openly discuss about their educational as well as emotional problems to them. Healthy parenting skills can also be learnt and practiced to reduce stress in the home for both parents and children.

Keywords: Academic Anxiety, Parent Child Relationship, Home Environment.

INTRODUCTION

Anxiety amongst adolescent boys and girls is very common and natural. Be it about self, career, academics or any other issue, the youths undergo feelings of anxiety at some phase of their lives. Academic anxiety is a kind of anxiety which relates to the imminent danger from the environments of the academic institutions including teacher and certain subjects like mathematics, science, English etc. it is a mental feeling of uneasiness or distress in reaction to a school situation that is apparent negatively. Home is very important for adolescents. All the intellectual, moral, physical, social, emotional and educational needs are fulfilled at home. The environment created at home quickens or retards the development of the child and influences the achievement and aspiration of the child. In context of these views the following research is conducted to find out the relationship of academic anxiety and home environment.

NEED OF THE STUDY

In this study the researcher found that the Effective parents are skilled at providing home environments that nurture maturity in their children. They set appropriate examples, provide age appropriate standards and hold their children accountable to those standards.. The parents need to be more patient with their children to let them cope up with the difficulties of the academic life and vice versa. The main purpose of conducting this study was therefore to make a thorough assessment of the situation on the ground with a view of making suggestions to parents on how to overcome the barriers and attitude in the development and growth of academic anxiety amongst the children.

STATEMENT OF THE PROBLEM

A study of the academic anxiety among secondary school students in relation to their parent child relationship and home environment

DEFINITION OF OPERATIONAL TERMS

Academic Anxiety: In this study academic anxiety means fear of failure to meet a standard or fear that one does not hold up to the appropriate standard concerning performance in school.

Secondary: secondary classes are 6th to 9th grade in govt. and private school education. Most students are 10-13 years old.

Parent Child Relationship: In this study parent child relationship is to provide them a supportive, responsive and congenial environment at home so that the children feel free to share themselves and also to seek guidance for the difficulties which they experience in their learning process and have a strong parent child relationship

Home Environment: It has been defined that home environment had a statistically positive and significant effect on academic intrinsic motivation. Children whose homes had greater emphasis on learning opportunities and activities were more academically intrinsically motivated.

VARIABLES OF THE STUDY

In the present study the following variables will be used:

Independent variable

- Parent child relationship and
- home environment.

Dependent variable

- Academic anxiety

OBJECTIVES OF THE STUDY

1. To compare the academic anxiety of secondary school students having above average parent child relationship and below average parent child relationship.
2. To compare the academic anxiety of secondary school students having highly favourable and highly unfavourable home environment.
3. To compare the academic anxiety of male secondary school students having above average parent child relationship and below average parent child relationship.
4. To compare the academic anxiety of female secondary school students having above average parent child relationship and below average parent child relationship.
5. To compare the academic anxiety of male secondary school students having highly favourable and highly unfavourable home environment.
6. To compare the academic anxiety of female secondary school students having highly favourable and highly unfavourable home environment.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in academic anxiety of secondary school students having above average parent child relationship and below average parent child relationship.
2. There exists no significant difference in academic anxiety of secondary school students having highly favourable and highly unfavourable home environment.
3. There exists no significant difference in academic anxiety of male secondary school students having above average parent child relationship and below average parent child relationship.
4. There exists no significant difference in academic anxiety of female secondary school students having above average parent child relationship and below average parent child relationship.
5. There exists no significant difference in academic anxiety of male secondary school students having highly favourable and highly unfavourable home environment.
6. There exists no significant difference in academic anxiety of female secondary school students having highly favourable and highly unfavourable home environment.

PROCEDURE OF THE STUDY

The present study is under taken to study the effect of parent child relationship and home environment on the academic anxiety of the students. The methodology of the study was planned after scanning the available literature and related sources of information on various variables.

In order to achieve the objectives stated earlier and to test the corresponding hypotheses, a sample of 200 students studying in senior secondary schools of Delhi is taken. The appropriate report was established with the subjects and is classified that the data so collected would be used for research purpose only and their scores in the tests would be used for research purpose only and their scores in the tests would be kept confidential. Answer scripts are scored with the help of answer play and data is then subjected to analysis using appropriate statistical techniques.

RESEARCH METHOD

Descriptive method is concern with the present condition with present situation, event, and practices with relationship among variables.

POPULATION

In the present study male and female students of Sr. Sec. Schools of Delhi constitute the population for the study.

SAMPLE

The two govt. schools of Delhi, by using Random Sampling Technique. The schools have been selected from urban area. The investigator has selected the sample in such a way that they are distributed equally with respect to gender (boys and girls). Thus 200 students have been taken as a sample of the present study.

MALE (N=100)	FEMALE (N=100)
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TOOLS USED

The tool used for the data collection:-

- Academic Anxiety Scale for children by A.K.Singh and A. Sen Gupta.(2013)
- Parent Child Relationship scale by Nalini Rao
- Home Environment Scale by A.Akhtar and S.B.Saxena.

STATISTICAL TECHNIQUES APPLIED

The statistical techniques such as Mean, Standard Deviation, 't' test and Karl Pearson's Product Moment Coefficient Correlation were used to analyse the data by using SPSS-20 software.

ANALYSIS AND INTERPRETATION OF DATA

Objective: 1. To compare the academic anxiety of secondary school students having above average parent child relationship and below average parent child relationship.

H₀₁ There exists no significant difference in academic anxiety of secondary school students having above average parent child relationship and below average parent child relationship.

Table

Descriptive statistics related to the Academic anxiety of Secondary School Students with respect to above average parent child relationship and below average parent child relationship

Dependent Variable	Groups	N	Mean	SD	't' value	Level of Significance
Academic Anxiety	Above average Parent Child Relationship	65	24.07	9.37	4.09**	Significant
	Below average Parent Child Relationship	75	31.20	11.32		

** Significant at .01 level

* Significant at .05 level

NS-Not significant

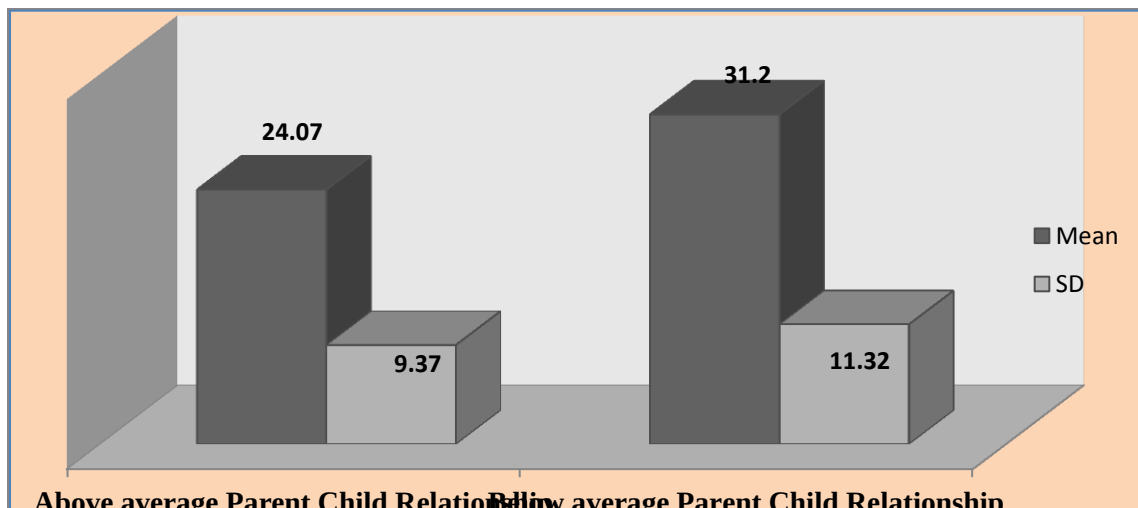


Fig. : Parent Child Relationship wise Mean Academic Anxiety scores and SDs of Secondary School Students

From the Table and Fig. , it can be observed that the t-value of 4.09 was found significant at 0.01 level, which indicates that academic anxiety among secondary school students having above average parent child relationship and below average parent child relationship differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of secondary school students having above average parent child relationship and below average parent child relationship, is rejected. Thus, we can say that academic anxiety is affected by

parent child relationship. In terms of Mean scores, it can be seen that academic anxiety among secondary school students having above average parent child relationship i.e. 24.07 has been found lesser than that of below average parent child relationship i.e. 31.2. So, it can be concluded that students having above average parent child relationship have less academic anxiety as compared to their counterparts.

Objective: 2. To compare the academic anxiety of secondary school students having highly favourable and highly unfavourable home environment.

H₀₂ There exists no significant difference in academic anxiety of secondary school students having highly favourable and highly unfavourable home environment.

Table

Descriptive statistics related to the Academic anxiety of Secondary School Students with respect to highly favourable and highly unfavourable Home environment

Dependent Variable	Groups	N	Mean	SD	't' value	Level of Significance
Academic Anxiety	Highly favourable Home Environment	67	25.11	10.01	2.70**	Significant
	Highly unfavourable Home Environment	69	30.00	11.23		

** Significant at .01 level

* Significant at .05 level

NS-Not significant

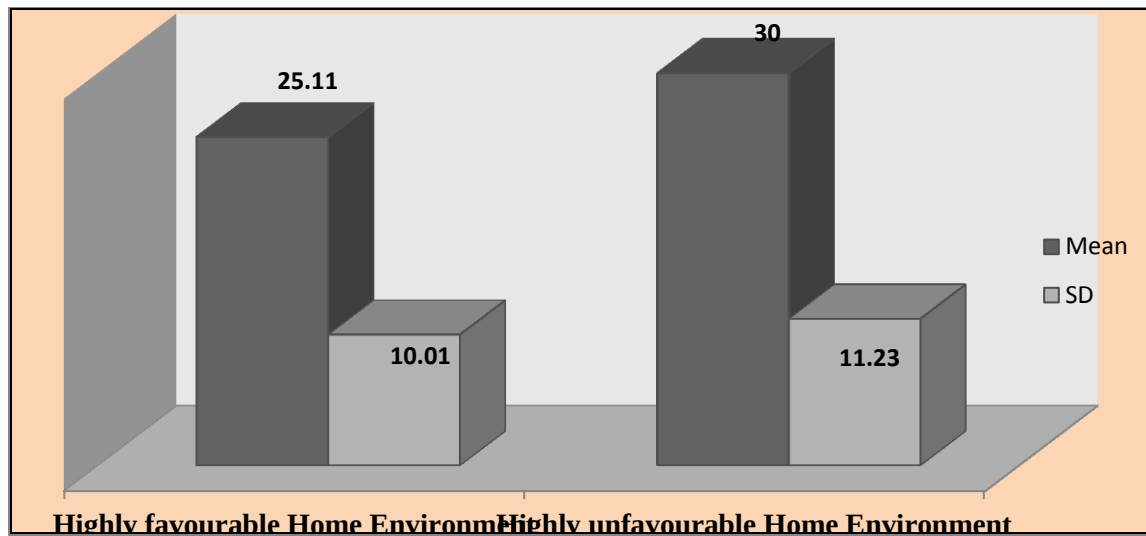


Fig. : Home Environment wise Mean Academic anxiety scores and SDs of Secondary School Students

It is evident from the Table and Fig. that the t-value of 2.70 was found significant at 0.01 level, which indicates that academic anxiety among secondary school students having highly favourable home environment and highly unfavourable home environment differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of secondary school students having highly favourable and highly unfavourable home environment, is rejected. Thus, we can say that academic anxiety is affected by home environment. In terms of Mean scores, it can be seen that academic anxiety among secondary school students having highly favourable home environment i.e. 25.11 has been found less than that of highly unfavourable home environment i.e. 30. So, it can be concluded that students having highly favourable home environment have less academic anxiety as compared to highly unfavourable home environment.

Objective: 3. To compare the academic anxiety of male secondary school students having above average parent child relationship and below average parent child relationship.

H₀₃ There exists no significant difference in academic anxiety of male secondary school students having above average parent child relationship and below average parent child relationship.

Table

Descriptive statistics related to the Academic anxiety of Male Secondary School Students with respect to above average parent child relationship and below average parent child relationship

Dependent Variable	Groups	N	Mean	SD	't' value	Level of Significance
Academic Anxiety	Above average Parent Child Relationship	33	16.39	8.77	2.12*	Significant
	Below average Parent Child Relationship	35	21.01	9.14		

** Significant at .01 level

* Significant at .05 level

NS-Not significant

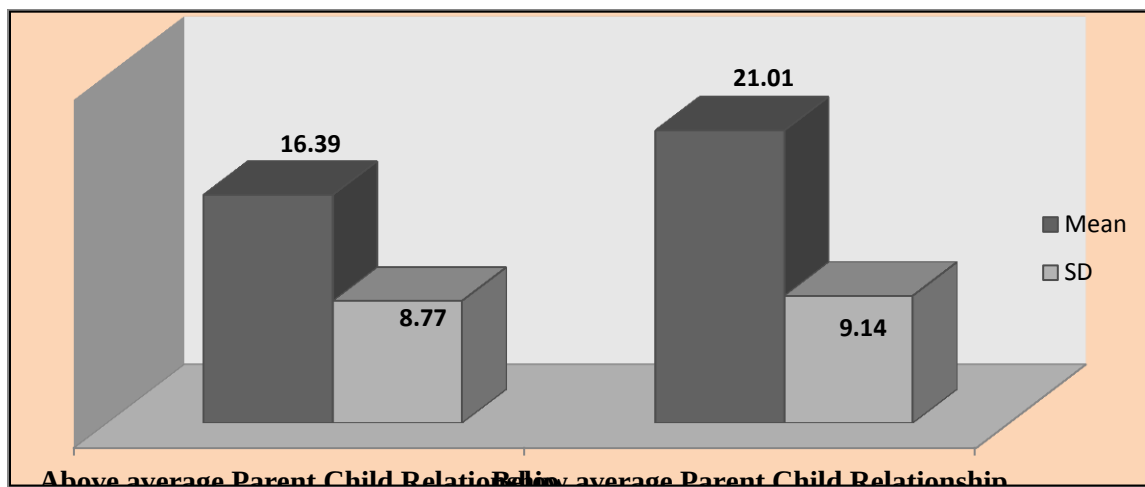


Fig. : Parent child Relationship wise Mean Academic Anxiety scores and SDs of Male Secondary School Students

From the Table and Fig., it can be observed that the t-value of 2.12 was found significant at 0.05 level, which indicates that academic anxiety among male secondary school students having above average parent child relationship and below average parent child relationship differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of male secondary school students having above average parent child relationship and

below average parent child relationship, is rejected. In terms of Mean scores, it can be seen that academic anxiety among male secondary school students having above average parent child relationship i.e. 16.39 has been found lesser than that of below average parent child relationship i.e. 21.01. So, it can be concluded that male students having above average parent child relationship have less academic anxiety as compared to below average parent child relationship.

Objective: 4. To compare the academic anxiety of female secondary school students having above average parent child relationship and below average parent child relationship.

H₀₄ There exists no significant difference in academic anxiety of female secondary school students having above average parent child relationship and below average parent child relationship.

Table

Descriptive statistics related to the Academic anxiety of Female Secondary School Students with respect to above average parent child relationship and below average parent child relationship

Dependent Variable	Groups	N	Mean	SD	't' value	Level of Significance
Academic Anxiety	Above average Parent Child Relationship	30	14.88	7.65	3.94**	Significant
	Below average Parent Child Relationship	37	23.45	10.11		

** Significant at .01 level

* Significant at .05 level

NS-Not significant

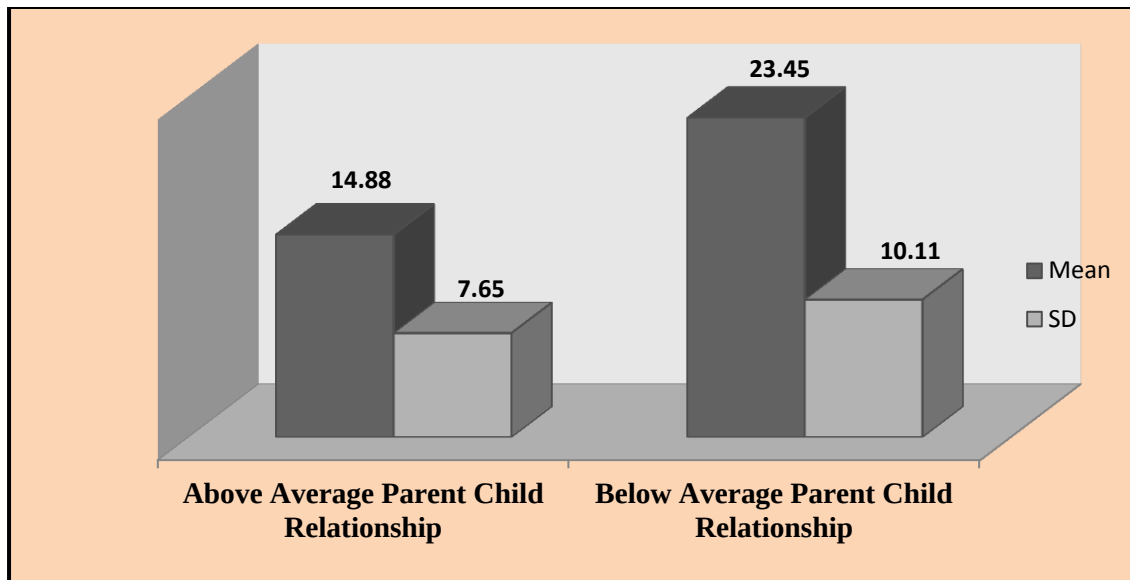


Fig.: Parent child Relationship wise Mean Academic Anxiety scores and SDs of Female Secondary School Students

From the Table and Fig., it can be observed that the t-value of 3.94 was found significant at 0.01 level, which indicates that academic anxiety among female secondary school students having above average parent child relationship and below average parent child relationship differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of female secondary school students having above average parent child relationship and below average parent child relationship, is rejected. In terms of Mean scores, it can be seen that academic anxiety among male secondary school students having above average parent child relationship i.e. 14.88 has been found lesser than that of below average parent child relationship i.e. 23.45. So, it can be concluded that female students having below average parent child relationship have higher academic anxiety as compared to their counterparts.

Objective: 5. To compare the academic anxiety of male secondary school students having highly favorable and highly unfavorable home environment.

H₀₅ There exists no significant difference in academic anxiety of male secondary school students having highly favorable and highly unfavorable home environment.

Table

Descriptive statistics related to the Academic anxiety of Male Secondary School Students with respect to highly favourable and highly unfavourable Home environment

Dependent Variable	Groups	N	Mean	SD	't' value	Level of Significance
Academic Anxiety	Highly favourable Home environment	34	25.14	13.65	2.03*	Significant
	Highly unfavourable Home environment	31	18.76	11.67		

** Significant at .01 level

* Significant at .05 level

NS-Not significant

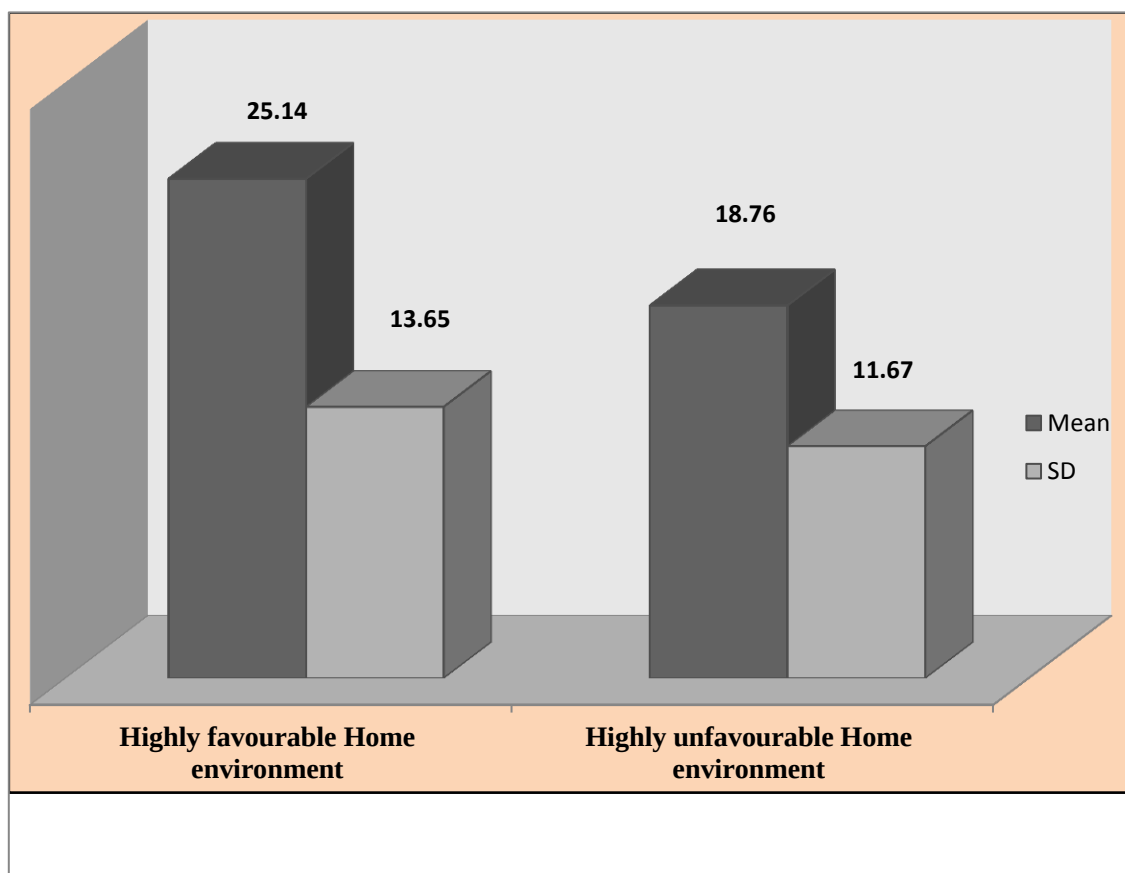


Fig. : Home Environment wise Mean Academic Anxiety scores and SDs of male Secondary School Students

It is evident from the Table and Fig. that the t-value of 2.03 was found significant at 0.05 level, which indicates that academic anxiety among male secondary school students having highly favourable home environment and highly unfavourable home environment differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of male secondary school students having highly favourable and highly unfavourable home environment, is rejected. In terms of Mean scores, it can be seen that academic anxiety among male secondary school students having highly favourable home environment i.e. 25.14 has been found higher than that of highly unfavourable home environment i.e. 18.76. So, it can be concluded that male students having highly favourable home environment have higher academic anxiety as compared to their counterparts.

Objective: 6. To compare the academic anxiety of female secondary school students having highly favourable and highly unfavourable home environment.

H₀₆ There exists no significant difference in academic anxiety of female secondary school students having highly favourable and highly unfavourable home environment.

Table

Descriptive statistics related to the Academic anxiety of Female Secondary School Students with respect to highly favourable and highly unfavourable Home environment

Dependent Variable	Groups	N	Mean	SD	't' value	Level of Significance
Academic Anxiety	Highly favourable Home environment	35	21.23	13.37	2.06*	Significant
	Highly unfavourable Home environment	37	28.90	17.98		

** Significant at .01 level

* Significant at .05 level

NS-Not significant

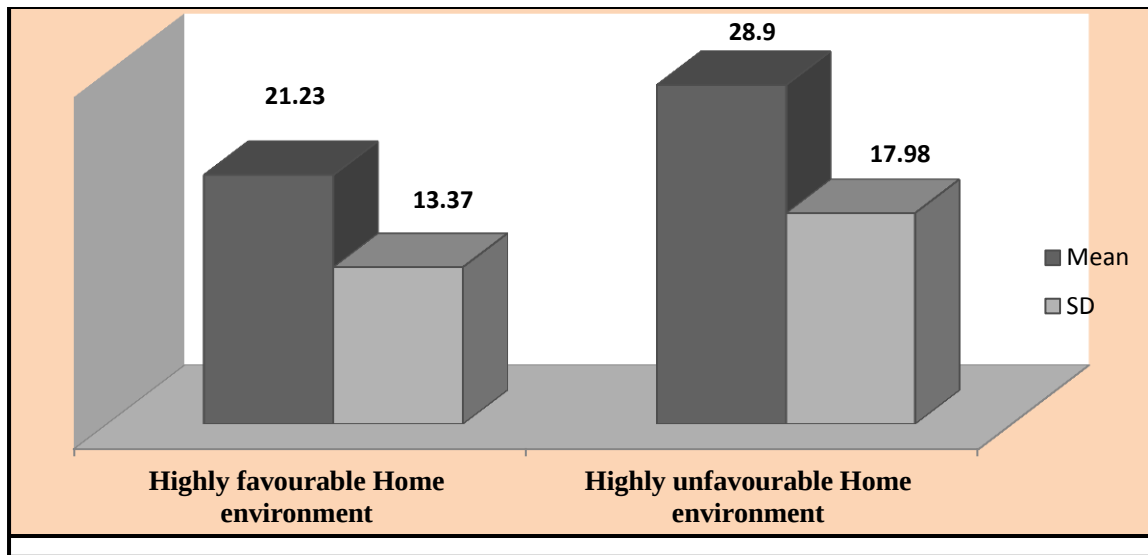


Fig. : Home Environment wise Mean Academic Anxiety scores and SDs of female Secondary School Students

It is evident from the Table and Fig. that the t-value of 2.06 was found significant at 0.05 level, which indicates that academic anxiety among female secondary school students having highly favourable home environment and highly unfavourable home environment differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of female secondary school students having highly favourable and highly unfavourable home environment, is rejected. In terms of Mean scores, it can be seen that academic anxiety among female secondary school students having highly favourable home environment i.e. 21.23 has been found less than that of highly unfavourable home environment i.e. 28.9. So, it can be concluded that female students having highly favourable home environment have less academic anxiety as compared to their counterparts.

FINDINGS OF THE STUDY

On the basis of the analysis and interpretations of the data the following findings have been drawn out:

1. It was found that the academic anxiety among secondary school students having above average parent child relationship and below average parent child relationship differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic

anxiety of secondary school students having above average parent child relationship and below average parent child relationship, is rejected.

2. It was revealed that academic anxiety among secondary school students having highly favourable home environment and highly unfavourable home environment differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of secondary school students having highly favourable and highly unfavourable home environment., is rejected.
3. It was found that academic anxiety among male secondary school students having above average parent child relationship and below average parent child relationship differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of male secondary school students having above average parent child relationship and below average parent child relationship, is rejected.
4. It was found that academic anxiety among female secondary school students having above average parent child relationship and below average parent child relationship differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of female secondary school students having above average parent child relationship and below average parent child relationship, is rejected.
5. It was also revealed that academic anxiety among male secondary school students having highly favourable home environment and highly unfavourable home environment differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of male secondary school students having highly favourable and highly unfavourable home environment, is rejected.
6. It was also revealed that academic anxiety among female secondary school students having highly favourable home environment and highly unfavourable home environment differ significantly. So, the null hypothesis i.e. There exists no significant difference in academic anxiety of female secondary school students having highly favourable and highly unfavourable home environment, is rejected.

EDUCATIONAL IMPLICATIONS

In the field of education, these findings have special implications for parents, students, teachers and other school personnel. The findings of the present study, have the following educational implicates:

- The home environment affects the level of academic anxiety of the students. It is the duty of the parents to provide a pleasant environment to them, so that they can openly discuss about their educational as well as emotional problems to them. Healthy parenting skills can also be learnt and practiced to reduce stress in the home for both parents and children.
- Negative atmosphere of the home can contribute to the rise of academic cheating. So, the child should provide such an atmosphere at home that the child grows so perfectly who turns out to be a responsible and mature individual who can handle situations with maturity without getting involved in anti-social activities like academic cheating.
- Parents at home should understand the kind of changes a child is going through and the kind of pressures he face in his every day activities. They should try to avoid the factors that can cause stress and pressure in the child. Parents should also act as the facilitators for their children in helping them in handling such situations.
- Parents should provide them a supportive, responsive and congenial environment at home so that the children feel free to share themselves and also to seek guidance for the difficulties which they experience in their learning process. The over ambitious parents always generate excessive pressure on their child and hence make him anxious. The parents should, therefore, need to be aware about the strength and weakness of their child so that they may not expect beyond the potential of their child. This will also help them to develop in their child the balanced level of aspiration.
- Teachers should help students in overcoming the anxiety caused by academic activities in variety of ways like educate students about anxiety, provide an open-communication in classroom, teach and discuss positive coping skills with students, allow students opportunities to practice and apply coping strategies etc. For this conducting seminars & workshops for teachers to help them learn how to identify students' psychological problems and their probable solutions can be of great help.

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