



Relationship of Academic Anxiety among Adolescents in Relation to their Home Environment

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Abstract:

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 impending 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 perceived 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 accelerates 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. A sample of 120 subjects was randomly selected for the present study, out of which 60 students were from urban area and 60 from rural area. For the study Home Environment Inventory by Karuna Shankar Misra (1989) and Academic Anxiety (AASC) by A.K Singh and A. Gupta (1984) were used for data collection. The result revealed that the Academic Anxiety and Home Environment scores of adolescents correlated significantly.

Keywords: *Academic Anxiety, Adolescents and Home Environment*

1. Introduction

The twenty-first century with rapid changes in environmental structure has been called a stressful, anxious and pressured century. Therefore, psychological disorders have been increasing among people. Anxiety is the most prevalent psychiatric disorder; in the United States more than 23 million people are affected every year and one in four has anxiety. It is pervasive, and unpleasant, causing physical symptoms such as sweating, palpitation, chest muscle spasm, gastrointestinal diseases and agitation, which are created as a response to internal and external stimulation and it tends toward cognitive, emotional, physical and behavioral symptoms. Although anxiety is not so serious, people experience it everywhere and constantly within all cultures. But the educational system is worried about students' anxiety which can be intolerable for some. Academic anxiety during education is the most important kind of anxiety in teen years. It threatens student psychological health and affects their efficiency, aptitude, personality formation and social identity. Academic anxiety is a general expression which refers to a social phobia or social anxiety in which the person falters in their function and cannot confront situations assessing themselves, such as examinations. This anxiety is functional and different studies show that 10%-30% of students are involved. In fact, academic anxiety is a self-obsession which is characterized by feelings of self-inferiority, regarding their abilities and students often tend toward negative cognitive assessment, lack of concentration, undesirable physiological reactions, such as increase of heart rate, cold fingers, drop in blood pressure and lower educational performance. This anxiety is related to students competition with their classmates and reduction in standards of educational performance, assignments, examinations

and high rigidity, ability to study and worry about the future. It seems that in our country fear of low marks, and associated blame from families, classmates and friends ridicule, fear of inability to continue education, especially on entry to university, bothers high school students psychologically.

A Child's life is affected by the environment in which he/she lives. Relationship between health and the quality of air water and food are well recognized. The physical environment of the home and school also influence health through exposures to lead, mould, noise or ambient light. In addition, the overall structure of the physical environment of a child's community (referred to as the "Built environment") can also affect health in diverse ways. Parents are an essential part of their child's environment. Therefore, in order to foster caring, responsible and strong children, adults need to have a positive view of them-selves (self-concept) and serve as role-models for their children. Self-awareness is another key part of a child's development. Self-awareness is how much we know about ourselves, our beliefs about who we are, and what we think our capabilities are. As child's sense of self develops, so does the child's ability to blossom in school and with peers. This is why the parents' ability to provide wings is so important. In order to succeed, children need to gain confidence in their abilities and gain a sense that they can do things on their own. One of the most important contributors to a child's emotional growth is the feeling of unconditional love. Children need to understand (and to feel) that they will be loved no matter what they do. As a result, parents must be careful to avoid making a child feel as though they are not wanted or loved.

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. This involves setting limits and abiding by these limits, ideally in a non-punitive way. As children learn to interact with their parents in age appropriate ways they typically carry these behavioural skills over to their interactions with their siblings and peers. Moreover, emotional maturity is a surprisingly important ingredient when it comes to the development of patience and the ability to deliberately delay gratification in the pursuit of long term goals.

Home environment is the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home and connotes the psychological environment of home. The total home environment refers to both positive and negative conditions which interact with each other, either favorably or unfavorably, to determine home environment to be 'better' or 'poor'. **Bradley (1995)** demonstrates that, home-environment shows generally stronger relation to cognitive development. Parent's behavior is the important factor in creating the home environment. Now a day's success in education becomes prior demand of parents from their children. **Latha (2005)** conducted research to find out the adjustment and problem areas of many adolescent in the school and the results showed that most of the problems concentrated on academic anxiety followed by anxiety regarding their future. Indian parents have now realized the potentialities of education as an instrument that not only unlocks the doors of modernization, but also facilitates social mobility. They, irrespective of social class or status, tend to show prejudicial preference to vocations and professions requiring higher education, unlike their Western counterparts. Their obsession seems to be that the child should either be an engineer or a doctor. The over demanding behavior of the parents leads to the increase in level of academic anxiety among adolescents.

2. Significance of the study

Academic anxiety is an important educational problem that affects millions of students in colleges and schools over the world each year. Although a low level of anxiety can cause positive motivation for improvement of educational functioning, high levels of it can cause a disturbance in concentration, attention, storage of knowledge, recall and educational reduction. Academic anxiety afflicts students during school-related situations. Psychologists' reports that affected individuals frequently develop the problem due to developmental issues or their educational, family or genetic history. **Matto & Nabi (2012)** found that now a day most of school children they have high levels of academic anxiety. Parents and teachers should work together for excellent development of children. Timely encouragement and motivation is very important and should be efficiently used by both teachers and parents. Academic anxiety is a common issue that students cannot ignore if they want to succeed in school. It often leads to problems concentrating while studying and remembering information while completing tests, which makes the student, feel helpless and like a failure. If academic anxiety isn't properly addressed, it can have many serious and lasting consequences, such as causing a student to procrastinate, perform poorly on schoolwork, fail classes and withdraw from socializing. Academic pressurization by parents has emerged as a problem of global concern; this is especially true in the Indian context with the present educational system. The curriculum has become examination-oriented, opting for a 'rat-race' for marks and percentages, promoting unhealthy competition and rote learning. In the present Indian competitive scenario, many parents fail to keep up the 'golden mean' as regards academic pressurisation. They tend to show demanding and controlling behaviours that exert much pressure on their children. This study aims to find out the weather home environment play an important role in increasing or decreasing the level of academic anxiety among adolescent or not.

3. Objectives of the study

The study was carried out with the following objectives:

1. To study and compare the Academic Anxiety of boys and girls of Senior Secondary Schools.
2. To study and compare the Academic Anxiety of urban and rural adolescents of Senior Secondary Schools.
3. To study the relationship between Home Environment and Academic Anxiety of boys and girls of Senior Secondary Schools.

4. Hypothesis of the study

To carry out the research properly the following null hypothesis is being formed.

1. There will be no significant difference in the Academic Anxiety of adolescent boys and girls.
2. There will be no significant difference in the Academic Anxiety of urban and rural adolescent students.
3. There will be no significant relationship between Home Environment and Academic Anxiety of adolescent students.

5. Methodology of the study

The study employed descriptive survey method of research. It is commonly used in educational research to study existing conditions and phenomenon. The terms descriptive survey is generally used for the type of research which purposes to certain what are the normal or typical conditions of practice of present time.

6. Sample

A sample of 120 subjects were randomly selected for the present study, out of which 60 students were from urban area and 60 from rural area . Both the groups included boys and girls the age range from 16-18 years. The students were randomly selected from the senior secondary school of Gohana Tehsil. For the study of private/ Govt. senior secondary school were selected on the basis of convenience and availability. The students were selected randomly for the schools.

7. Tool Used

For the study Home Environment Inventory by Karuna Shankar Misra (1989) and Academic Anxiety Scale (AASC) by A.K Singh and A. Gupta (1984) were used for data collection.

8. Analysis and interpretation of data:

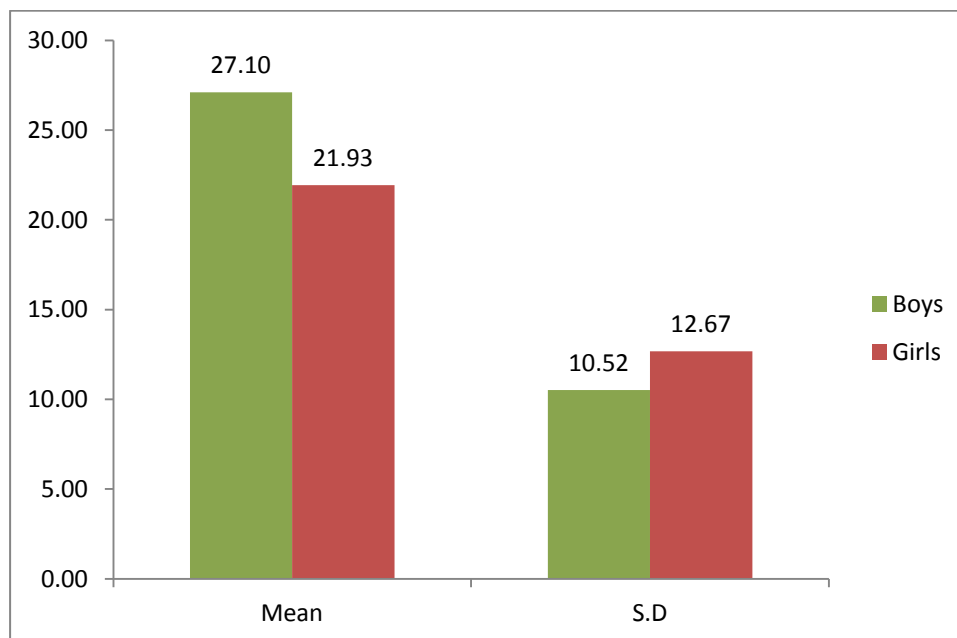
The analysis and interpretation of the data was done by calculating the mean , SD ,t- value and r-value.

**Table 1. Comparison of Academic Anxiety on the Basis of Gender.
Mean, S.D., N and Z-value of Anxiety Scores of adolescent Boys and Girls of Senior Secondary Schools**

Variable	Group	Mean	S.D	N	Z-Value	Remarks
Academic Anxiety	Boys	27.10	10.52	60	2.43	Non-Significant
	Girls	21.93	12.67	60		

Non-Significant at 0.05 level of significance.

Figure 1. Mean and S.D. of Anxiety Scores of adolescent Boys and Girls of Senior Secondary Schools



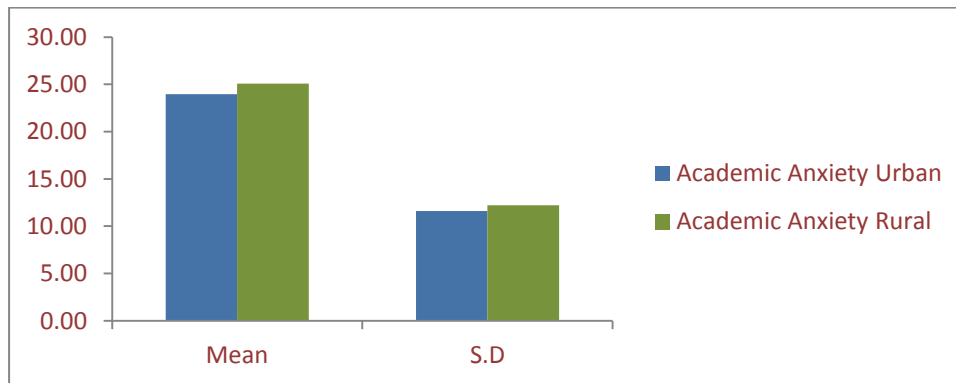
From table 1 and fig. 1 it is evident that the z-value of Academic Anxiety scores of Boys and Girls of Senior Secondary Schools is 2.43 which is Not Significant at 0.05 level of significance with df 118. It indicates that the mean scores of Anxiety scores of Boys and Girls of Senior Secondary Schools do not differ significantly on the basis of Academic Anxiety. Thus the null hypothesis that “There will be no significant difference between Anxiety scores of Boys and Girls of Senior Secondary Schools” is retained.

Table 2. Comparison of Academic Anxiety on Basis of Urban and Rural Adolescents. Mean, S.D., N and Z-value of Anxiety Scores of Urban and Rural adolescents

Variable	Group	Mean	S.D	N	Z-Value	Remarks
Academic Anxiety	Urban	23.95	11.61	60	0.52	Non- Significant
	Rural	25.08	12.22	60		

Non-Significant at 0.05 level of significance.

Figure 2 Mean and S.D. of Anxiety scores of Urban and Rural adolescents



From table 4.4 it is evident that the z-value of Academic Anxiety scores of Urban and rural adolescents are 0.52 which is not- Significant at 0.05 level of significance with df 118. It indicates that the mean scores of Anxiety scores of Urban and Rural of adolescents do not differ significantly. Thus the null hypothesis that “There will be no significant difference between Anxiety scores of Urban and Rural of adolescents” is retained.

Table 3. Relationship between Home Environment and Academic Anxiety Coefficient of Correlation between Home Environment and Academic Anxiety among adolescents (N=120)

Home Environment Dimension	(r- value)	Remarks
A-(Control)	0.256	Significant
B-(Protectiveness)	0.262	Significant
C-(Punishment)	0.382	Significant
D-(Conformity)	0.094	Not- Significant
E-(Social Isolation)	0.113	Not-Significant
F-(Reward)	0.367	Significant
G- (Deprivation of Privileges)	0.109	Not-Significant
H-(Nurturance)	0.325	Significant
I-(Rejection)	0.322	Significant
J-(Permissiveness)	0.286	Significant

From the table 3 it is clearly evident that dimensions namely control, Protectiveness, punishment, reward, nurturance, rejection and permissiveness of home environment are significantly correlated with academic anxiety of adolescent students. This correlation shows that with increase or decrease in these dimensions of home environment, there will be impact on the Academic Anxiety of adolescents and vice-versa. But Conformity, Social Isolation and Deprivation of Privileges are some dimensions which are not significantly correlated with the

academic anxiety of the adolescent students so it can be concluded that the some dimensions of home environment have impact on the academic anxiety.

9. Conclusion

It can be concluded that there is no difference in the academic anxiety level of the adolescents on the basis of gender and location (urban and rural). The home environment affects the level of academic anxiety of the adolescents. It is the duty of the parents to provide a pleasant environment to the adolescents, so that adolescents can openly discuss about their educational as well as emotional problems to them. The children of this age need a healthy environment at home. A "Healthy" home involves a sound emotional environment. Effective communication among family members, the willingness to compromise, and strong conflict-resolution skills can help foster an environment of mental well-being for everyone. Stress-management skills, including simple relaxation exercises, can be learnt and practiced by everyone. Those with children at home know that achieving healthy parent-child relationships is crucial for a healthy home environment. Healthy parenting skills can also be learnt and practiced to reduce stress in the home for both parents and children. When these are present, children feel free to express themselves and explore their physical, intellectual and social environments. When these are absent, the child's ability to grow physically, mentally and emotionally is stifled. When a family has a stable home environment, it brings in love, joy, happiness, security and a real family style that spouses and children both can enjoy. If we keep our surroundings peaceful, happy and everyone has an even temperament, a family can survive any situation. When there is chaos in the home environment, everyone tends to lead a life of stress and anxiety. Parents, who are strong and keep an even temperament in their homes, will have healthy and well-rounded children. They will be able to face the anxieties and stresses in their lives and keep their lives on an even keel, as they have been taught as children. A stable home life is important to eliminate the lack of self-esteem, self-confidence, insecurities, fear, depression, mental problems, etc. in our children.

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