

RELATIONSHIP BETWEEN PARENTAL SUPPORT AND EXAMINATION ANXIETY AMONG SECONDARY SCHOOL STUDENTS.

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ABSTRACT

This study was conducted to relationship between parental support and examination anxiety among secondary school students. Descriptive survey method was used in this study to obtain pertinent and precise information. The objectives of the study was to study the relationship between parental support and examination anxiety among secondary school students to analyze the relationship between examination anxiety and parental support of secondary school students. The investigator selected of 100 secondary school students which was drawn randomly from different schools of Tehsil Abohar. For collecting data the investigator used Parental support scale by Dr. Shobha Nandwana and Dr. Nimmi Dsawa (2005) Student's Examination anxiety test by Dr. A.K.Singh and Dr. A.Sen Gupta (1984). For the purpose of drawing results the investigator used Descriptive and inferential statistical techniques. The results of the study revealed that no significant correlation between Parental Support and Academic anxiety.

Keywords: Examination anxiety, parental support, learning environment.

INTRODUCTION

We are living in the competitive and fast-paced society in which an individual makes his/her way in success ladder through painstaking cut throat competition. The ever-increasing cutthroat environment has put a great deal of weight on present human being. The various demands and strains of modern world have made the individual restless and apprehensive about the future. This anxiety eventually plays a significant role in growth prospect of any individual. On the same parameter, we may also say that the institution of family has also witnessed noteworthy changes over the last couple of years, as an informal agency of education, the support and backing of one's family plays a crucial role in enabling an individual to overcome anxiety. The encouragement given by parents splendidly affects the morale and achievement of an aspiring child. As we, all know that human beings always need some sort of help or support from their known ones so that they can feel secure and assured. This is especially true in the case of students because due to excessive stress and anxiety, they become susceptible. They always want their parent's support in their studies. While every parent attach a lot of importance to academic achievement of the students, but at the same time, they should bear in mind that a child can make effective progress if he/she get consistence support or

encouragements his/her from parent's it is rightly said that parents are like a true and biggest source of motivation for their children.

PARENTAL SUPPORT

Generally, schools are considered as places which provide appropriate learning environment for a child, but significance of parents and community cannot be ignored. Parents, adult family members, and siblings add considerably to various components of personality of the child particularly and in dealing with various types of stresses encountered by the child. The pivotal role of parents still continues as it has been recognized by the teachers and parents themselves that they are essential for complete development of the personality and career of their children. Gonzalez- Pienda, et al., (2002) indicated that "without the children's parental support, it is hard for teachers to devise academic experiences to help students learn meaningful content" (p.281). In home settings, the learning processes occur overtly or consciously, often in an informal way. Parents teach and train children early in their lives, the fundamental skills, attitudes and values necessary for day-to-day living (UNESCO,1992). The unwritten knowledge being conveyed by parents to their children is specific and to a certain degree, specialized, i.e. that which would enable the children to cope successfully with the requirements of the immediate confines of homes and the community.

EXAMINATION ANXIETY

Examination anxiety can be defined as behavioral changes associated with the feeling of being examined including written tests related to course of study, and examine health conditions and status. Anxiety is the force behind much learning. Students under the pressure of a final examination may be motivated to pick up the book, burn the midnight oil and cram. As a result, they may find that not only has he to pass the test, but also learn a bit of the subject while his more carefree classmate, not stressed enough to study, may find his academic career prematurely terminated as a result of flunking the examinations. Personality variables and environment variables are correlates of examination anxiety. Among students, a great deal of anxiety is related to academic performance. Researchers have proved that some of the intelligent are poor in academic achievement because of a special form of anxiety known as examination anxiety.

Examination anxiety is a combination of perceived physiological over-arousal, feeling of worry and dread, self-depreciating thoughts, tension, and somatic symptoms that occur during test situations. Examination anxiety refers to the distress one experience when being evaluated or when thinking about prospective evaluations, which typically leads to reduced performance.

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STUDIES RELATED TO EMOTIONAL STABILITY

Ganga (1989) in a study of delinquency in children found that broken home was the reason for the emotional stress which triggered antisocial behaviour children want to be with their parents in spite of the injustice done to them.

Hoover and Sandler (1995) found children whose parents involved in their education more likely to develop a strong positive sense of efficacy for successful achieving in school related tasks than children whose parents not involved.

Okpala and Smith (2001) conducted a study also supports the view that economic circumstances are significant, correlated with academic achievement.

Cassadr and Johnson (2002) conducted a study to investigate the effect of cognitive test anxiety on students academic performance and found that cognitive test anxiety exerts a significant stable and negative impact on academic performance measures.

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Henderson and Mapp (2002) found that effective communication among family, school, community was associated with improved student academic achievement, higher involvement in education programmes perceived to be challenging improved school attendance and improved school behaviour at home and school.

Weems et al (2003) found out that the level of exam anxiety were high externals the internals. Further, still on the same hypothesis the result on the relationship between locus of control and academic performance did not concur with those of previous studies.

Voorhis (2003) conducted a study on demonstrated that those students who reported more parental involvement in connection with daily homework doing their home work assignment more regularly. The findings of this study support the effects of family involvement in student accomplishment in the middle grades.

Carden, Courtney and Rebekah (2004) conducted a study and found that internals showed significant lower academic procrastination low test anxiety and reported higher academic than externals. These findings indicate the importance of locus of control in the relationship between examination anxiety and academic performance in learners.

Falkman (2004) showed that less state individuals who are more likely to engage in distancing avoidance and emotionally focused coping strategies and individual who scores high on hardiness measures are more likely to engage in problem focused active and support seeking stress coping strategies.

Woodfield, Earl-Novell and Salomon (2005) : study on that women compared to men express higher level of anxiety and concerns about all aspects of their academic performance, including performance, including anxiety over exam.

Gifford, Brice and Mianzo (2006) found that college freshman who were identified as internals obtained significant higher GPAs.

Aremu (2006) study have show that parental involvement and academic performance are positively related. Research have shown that parental support in education of the children has been beneficial to parents children and schools.

Moore (2006) study in which females were found to be more externals than males. All the same cultural differences in the groups studied could be among the main factor that contributed to such mixed findings. Even so, the externalizing factor seemed to have favored boys academic performance than girls in the current study.

Thergaonkar (2007) found a statistically significant negative correlation was observed between test anxiety and democratic attitude of parents and acceptance of parents by the child.

Woods & Putwain (2009) found that parental pressure many directly influence examination anxiety, but also lead of an indirect increase in particular aspects of examination anxiety (headaches, muscle tension and so forth) through students adopting a motivation to demonstrate achievement

Murray (2010) found parental over involvement was positively associated with inhibiting test anxiety.

Alena (2014) conducted a study on the relationship between closeness with the resident and non-resident parents and coping strategies after parental divorce findings show no relationship between the use of a group of more adaptive coping strategies and self reported closeness with both the resident and non-resident parent during adolescence.

Tarun Malhotra (2014) conducted study on exam anxiety among senior secondary school students and found a significant independent effect of variables viz gender of locality on exam anxiety among secondary school student.

Asadi & Alijalil (2015) found that there was a correlation between students test anxiety and child parents relationship style which showed that parenting style is effective on test anxiety.

SIGNIFICENCE OF THE STUDY

The present day materialistic world is full of cut throat completion. Every single individual is vying for success and material prosperity at any cost. The society has put so much pressure on an individual for success that every person is under acute stress. The students of today are feeling this heat the most. They are burdened with unending expectations. Sometimes due to this severe pressure, they face different kinds of anxiety. Examination anxiety is one of these anxieties which sometime may prove havoc with their dreams. Parental support may prove to be a crucial factor in overcoming this exam related anxiety. The

present study had been undertaken to fine out the relationship between parental support and examination anxiety so that fruitful steps may be taken by all stakeholders concerned with the present educational system.

OBJECTIVE OF THE STUDY

To study the relationship between parental support and examination anxiety among secondary school students.

HYPOTHESIS OF THE STUDY

There exists significant relationship between parental support and examination anxiety of secondary school students.

DESIGN OF THE STUDY

The present study was descriptive study to see the relationship between parental support and examination anxiety of secondary school students of Tehsil Abohar.

SAMPLE OF THE STUDY

Sample of the present study was consist of 100 secondary school students which was drawn randomly from different schools of Tehsil Abohar.

DISTRIBUTION OF SAMPLE SELECTED FOR STUDY

Sr. No	Name of the School	No. of Students
1	Government Senior Secondary School, Abohar	40
2	B.A.L Vidic Girls School, Abohar	20
3	S.D. Girls School, Abohar	40
Total		100

DELIMITATIONS OF THE PRESENT STUDY

The present study will be delimited to secondary school students studying in different schools of Tehsil Abohar only

TOOLS TO BE USED

1. Parental support scale by Dr. Shobha Nandwana and Dr. Nimmi Dsawa (2005)
2. Student's Examination anxiety test by Dr. A.K.Singh and Dr. A.Sen Gupta (1984)

STATISTICAL TECHNIQUES TO BE USED

Descriptive and inferential statistical techniques was used for the present study.

ANALYSIS AND INTERPRETATION OF DATA

“There will be significant correlation between Parental Support and Academic anxiety of senior secondary school students.

To verify the above hypotheses Pearson's Product Moment correlation was computed between the scores of Parental Support and Academic anxiety of senior secondary school.

Table: Showing the Co-efficient of Correlation between Parental Support and Academic anxiety Senior Secondary School Students

Sr. No	Variables	N	Df	R	Interpretation difference level of Significance
1	Parental Support Scale	100	98	-0.21611	Not Significant at 0.01 and 0.195 level of Significance
2	Academic Anxiety				

The result shows that correlation between Parental Support and Academic anxiety is -0.21611 which is less than the table value at 0.01 and 0.05 level of significance. Therefore there is no significant correlation between Parental Support and Academic anxiety. The hypotheses I “There will be significant correlation between Parental Support and Academic anxiety of senior secondary schools students”. Is rejected

Ther gaonkar (2007) found a significant negative correlation was observed between test anxiety and attitude of parents and acceptance of parents by the child

CONCLUSION

From the present investigation it can be concluded that there is no significant correlation between Parental Support and Academic anxiety.

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