

ACADEMIC ANXIETY AMONG ADOLESCENTS IN RELATION TO THEIR  
FAMILY CLIMATE

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**ABSTRACT**

*The purpose of the present study was to explore the relationship between academic anxiety and family climate of adolescents. A sample of 100 adolescents with equal number of male and female students of X class was taken from the secondary schools of Tehsil Dhar Kalan of District Pathankot (Punjab) using simple random sampling technique. Academic anxiety scale by Siddiqui and Rehman (2017) and Family climate scale (2001) by Beena Shah were used to collect the data. To analyze the data, Mean, Standard Deviation, Correlation and t-test were used as statistical techniques. Findings of the research revealed significant negative correlation between the Academic Anxiety and Family Climate of adolescents. There was significant difference in the Academic Anxiety of male and female adolescents. Academic Anxiety level of female adolescents was found higher than that of male adolescents. No significant difference was found between the Family Climate of male and female adolescents.*

**Keywords:** *Adolescence, Academic Anxiety and Family Climate.*

**INTRODUCTION**

Adolescence stage is known as the period of an intensive growth in all aspects of child's physical, mental, emotional and social life. Adolescents face so many challenges including stress ranging from awful events of their life. Issues from academic life are the chief sources of constant depression, stress including suicidal ideation among young students. Stress and anxiety are supposed to be caused by the existing problems at school, family problems, financial problems, and other environmental problems. Today students are facing new challenges in their academic life. Anxiety has become an important topic of research in the present age.

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### **Academic Anxiety**

Anxiety is a painful or uneasy state of mind. It encompasses behavioural, affective and cognitive response to an unidentifiable or a predictable danger. According to Spielberger (1983) “Anxiety is the subjective feeling of tension, apprehension, nervousness and worry related with an encouragement of the autonomic nervous system.” Freud (1924) defined ‘Anxiety’ as an affective state of mind. It denotes a diffused, vague, very unpleasant feeling of fear and apprehension. Anxiety is a psychological feeling of nervousness or distress in reaction to a school situation that is perceived negatively. It interrupts learning and prevents learners from completing their academic tasks successfully. Some students feel anxiety related to every academic task while others may feel anxiety related to only test taking or other specific tasks. Academic anxiety then refers to an anxiety that occurs during the learning process. It can motivate the students to do better in their academic performance. Severe anxiety can have a devastating effect on learning, academic performance and environmental adaptation leading lower learning efficiency.

### **Factors of Academic Anxiety**

There are numerous factors like personal, ancestral, societal and institutional which are accountable for academic anxiety among students. Personal factors include wellbeing disorders emotional disorders, maladjustment, low self - concept, low level of aspiration and level of intelligence. Family factors include parental indifferent attitude, lack of guidance, low socio-economic status and other family problems (Barinder 1985, Gautam 2011). Social factors include imposition of ridiculous norms, illiterate locality, casteism and unequal distribution of resources etc. (Sridevi 2013) Institutional factors are related to type of school, School environment, curricular and co-curricular aspects, teacher- taught relationship etc. (Mahtao & Jangir 2012, Mattoo & Nabi 2012).

### **Family climate**

Family climate plays very significant role in determining the level of academic anxiety as parents expect good academic achievement from their children. Sometimes being unable to do so as per the expectations of their parents, students feel severe mental pressure of academic anxiety. Family factors contribute in developing anxiety disorders among students such as children

having parents with anxiety disorders have an eminent rate of anxiety disorders (Susan and Margareth, 2006). Some cases are related with separation like parents' divorce, problems in family, childhood experiences and low appreciation of students' achievement. Performing in front of other classmates is a difficult part of the students' experience which can disturb or even frighten some students. Bishop in Elliot and Joyce (2005) identified and reported on the basis of survey that 35% students' anxiety was related to public speaking anxiety.

## **REVIEW OF RELATED LITERATURE**

Rehman (2016) found various possible threats such as personal, social, political, domestic and institutional provoking the anxiety among students. Yusuph (2016) found physical punishment followed by school environment and potentials (capabilities) of the students as the major cause of anxiety. Girls were also found more prone to anxiety as compared to boys. Banga (2016) found significant difference in the levels of anxiety between boys and girls, Girls were more prone to anxiety than that of boys while Mahajan (2015) in his study found that there was no significant difference in the academic anxiety of male and female students.

## **SIGNIFICANCE OF THE STUDY**

Now a day, in this cut throat competition age, being academically successful has become the priority amongst the youth. Modern youth often lacks academic motivation because their attention is unfocused and divided among peer groups, varied heterogeneous relations, fashion and persistent entertainment. So, requiring and desiring academic performance on one hand and getting diverted from academic efforts, creates a situation of constant stress and anxiety for the adolescents. Constant urges from the society and parents to excel in schools in order to withstand the competition has led to academic anxiety among the school students. Matto & Nabi (2012) indicated that now a day most of school children have high levels of academic anxiety. It has become such a challenging issue for the students that affects their efficiency, aptitude, personality and social identity. Keeping into mind the increasing academic anxiety among the school students, the investigator selected this problem for present research.

## **OBJECTIVES OF THE STUDY**

1. To study the difference in Academic Anxiety of male and female adolescents.

2. To study the difference in Family Climate of male and female adolescents.
3. To study the relationship between Academic Anxiety and Family climate of adolescents.

### **HYPOTHESES OF THE STUDY**

1. There exists no significant difference in the Academic Anxiety of male and female adolescents.
2. There exists no significant difference in the Family climate of male and female adolescents.
3. There exists no significant relationship between Academic Anxiety and Family climate of adolescents.

### **RESEARCH METHOD**

Descriptive Survey method was used by the investigator to conduct the present study..

### **SAMPLE**

A sample of 100 adolescents (50 male and 50 female) was randomly selected from the 10 secondary schools of Tehsil Dhar Kalan of district Pathankot (Punjab) and from each school 10 adolescents (5 male and 5 female) were taken randomly for the required sample.

### **TOOLS USED**

Academic Anxiety Scale by Siddiqui & Rehman (2017) and Family climate scale (2001) by Beena Shah.

### **STATISTICAL TECHNIQUES USED**

Mean, Standard Deviation, Correlation and t-test.

### **DELIMITATIONS OF THE STUDY**

The study was delimited with respect to the following:

1. The study was delimited to one Tehsil of district Pathankot (Punjab)
2. The study was confined to adolescents studying in X class.

### **ANALYSIS AND INTERPRETATION**

The analysis and interpretation of the data was done by calculating the Mean, SD, t- value and r- value as per the requirement of the objectives of the study.

**Hypothesis-I “There will be no significant difference in the Academic Anxiety of male and female adolescents”**

**Table1. Difference in the Academic Anxiety of Male and Female adolescents**

Variable	Group	N	Mean	S.D	t-Value	Remarks
Academic Anxiety	Male	50	22.81	9.41	2.32	Significant
	Female	50	28.29	13.75		

*Significant 0.05 level*

The calculated ‘t’ value is 2.32 which is more than the table value 1.96 (*Significant at 0.05 level*) indicates a significant difference in the Academic Anxiety of male and female adolescents. The mean score of female adolescents is found higher than that of male adolescents. It is clear from the mean values (Male = 22.81, Female = 28.29) that level of academic anxiety of female adolescents is higher than the anxiety level of male adolescents. Thus, the above mentioned null hypothesis is rejected.

**Hypothesis-II “There will be no significant difference in the Family climate of male and female adolescents”.**

**Table2. Difference in the Family Climate of Male and Female adolescents**

Variable	Group	N	Mean	S.D	t-Value	Remarks
Academic Anxiety	Male	50	21.92	10.15	1.08	Not Significant
	Female	50	26.38	13.97		

From table 2 it is evident that the t-value of family climate scores of male and female adolescents is 1.08 which is not significant as the calculated value (1.08) is less than the table value 1.96. It indicates that the mean scores of academic anxiety of male and female adolescents do not differ significantly. Thus the above mentioned null hypothesis is accepted.

**Hypothesis III: There will be no significant relationship between Academic Anxiety and Family climate of adolescents.**

**Table3. Relationship between Academic Anxiety and Family Climate of adolescents (N=100)**

Variables	N	R	Level of significance
<b>Academic Anxiety &amp; Family Climate</b>	100	-.158**	0.01 level

*Significant 0.01 level*

Table 3 represents the Co-efficient of correlation (r) between Academic Anxiety and Family Climate of adolescents as -.158 which is significant at 0.01 level reveals that Academic Anxiety and Family Climate are significantly correlated to each other. The magnitude of correlation indicates that Academic Anxiety and Family Climate of adolescents bear a negative but significant correlation with each other. It is evident from the findings that the more positive family climate the adolescents have, the less academic anxiety they have. It is clear that family climate of adolescents plays significant role in determining the level of academic anxiety among adolescents. Thus the above mentioned null hypothesis is rejected.

### **FINDINGS OF THE STUDY**

1. Difference found in the academic anxiety of male and female adolescents was significant. Female adolescents were found having more academic anxiety than that of male adolescents. The girls are more sensitive than boys that is why they have more academic anxiety.
2. Difference found in the family climate of male and female adolescents was not significant. In a modern and educated society boys and girls are brought up in the same family climate.
3. Correlation found between academic anxiety and family climate of adolescents was significant and negative. The more favourable family climate the adolescents have, the less academic anxiety they will have.

### **CONCLUSION**

There is negative but significant correlation between academic anxiety and family climate of adolescents. There is significant difference in the academic anxiety of male and female adolescents. Female adolescents have more academic anxiety than the male adolescents.

Moderate level of academic anxiety is required to keep them motivated towards their academic performance. High academic anxiety can decline their performance.

### **RECOMMENDATIONS**

- To reduce the academic anxiety, academic performance beyond the interest, abilities and potential of adolescents should not be expected.
- There should be proper counseling of adolescents with higher academic anxiety immediately after identifying them.
- There is need to create stress free family climate of adolescents and they should be guided properly in their academic task.

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