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## Family Environment As A Determinant of Academic Anxiety And Academic Achievement

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### ABSTRACT

*The present study investigated the family environment, academic achievement and academic anxiety among the secondary school students. Effect of family environment on academic achievement and academic anxiety was also studied. The sample of the study consisted of 100 students (50 boys and 50 girls). Family Environment Scale (FES), by Dr. Bhatia, H & Dr. Chadha, K. N. (1993), Academic Anxiety Scale for Children (AASC), by Dr. Singh, K. A. & Dr. Sen Gupta, A (1984). were used to measure the level of family environment and academic anxiety respectively. Results revealed that girls and boys differ significantly with reference to their family environment, academic anxiety and academic achievement. It is also found that there lies a significant difference in academic anxiety of the students belonging to High & Low family environment but at the same time students have almost same academic achievement irrespective to the level of family environment of the students.*

**Keywords : Family Environment, Academic Achievement, Academic Achievement.**

### Introduction

It is universally accepted that family plays very important role in all round development of the child. Parent child interaction and parent's way to deal with the child effect psychological, mental and physical conditions of a child. Sympathy, identification and suggestion etc are various factors in the family environment which forms his good habits. Family environment also effects the achievement of the students. Family is the informal system of education. In formal system of education we judge the learning of student by taking various examinations and marks obtained by him in these examinations are called academic achievement. Halawah, I. (2006) found that family environment effect the academic achievement of the student.

Anxiety is the factor which is commonly prevailing in the society. Generally, anxiety can be either a trait anxiety or a state anxiety. A trait anxiety is a stable characteristic or a trait of the person. A state anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc. Academic anxiety is a kind of state anxiety students. There are various factors which give rise to anxiety in students somehow family environment is also responsible for giving rise to anxiety factor. J. M. et al. (2007) found that the adolescent with greater perceptual parental encouragement has lower academic anxiety. Bhansali R. (2008) found that girls on the whole had more incidences and intensity of academic anxiety than boys.

The above description explains how important family environment is. It is noticed that various changes are arriving year by year in the family environment due to modernization and industrialization in society. If one sees today's environment in the family, people are living a life which is techno-oriented, as the technology is increasing and also taking place in society, awareness of different cultures is increasing. People are blindly following the western culture. So the researcher wants to study the effect of family environment on academic anxiety and academic achievement.

### Objectives of the Study

The objectives of the present research formulated by the

Researchers are:-

1. To study and compare the family environment of boys and girls of secondary school.
2. To study and compare the academic anxiety of boys and girls of the secondary school.
3. To study and compare the academic achievement of boys and girls of secondary school.
4. To study the effect of family environment on academic anxiety.
5. To study the effect of family environment on academic achievement.

### Hypotheses of the Study

The following hypotheses are formulated in relation to the objectives given above:

1. There will be no significant difference in the family environment, academic anxiety and academic achievement of secondary school students.
2. There will be no effect of family environment on academic anxiety and academic achievement of secondary school students.

### Method of the study

Descriptive survey method was used by the researcher in the present study.

### Tools of the study

The researcher has employed following tools in the study: Family Environment Scale (FES), by Dr. Bhatia, H & Dr. Chadha, K. N. (1993), Academic Anxiety Scale for Children (AASC), by Dr. Singh, K. A. & Dr. Sen Gupta, A (1984).

### Sample of the Study

The students of U.P. Board Secondary Schools was the targeted sample then through General Information Performa, the information about the students and their family was collected. It was decided that only those Students will be considered who are belonging to nuclear family, having working mothers & a family income of 50000-60000 per month. Students coming under the above mentioned criteria were segregated and the final sample was selected through Simple random sampling method. The final sample consists of 100 units (50 boys and 50 girls).



**Research Findings and Discussion**

The first objective was to see to study and compare the family environment of boys and girls of secondary school students. For this Mean, S.D. and t value was calculated which is exhibited in the table 1.1.

Table 1.1.: Showing gender-wise comparison of family environment

Groups for comparison	N	Mean	SD	t value
Boys	50	260.20	26.79	2.18*
Girls	50	270.60	20.57	

\*Significant at 0.05 level of significance

Statistically it is clear there is a significant difference among boys and girls at 0.05 level of significance in relation to their family environment. Rani Mohanraj (2005) also found that both boys and girls differ in perception of family environment. Girls perceives better family environment than boys.

The second objective was to study and compare the academic anxiety of boys and girls of secondary school. The calculated statistical values are given in the table 1.2.

Table 1.2.: Showing Gender-Wise Comparison of Academic Anxiety

Groups for comparison	N	Mean	SD	t value
Boys	50	11.72	2.68	2.83**
Girls	50	13.24	2.70	

\*\*Significant at 0.01 level of significance

It is very clear from the table 1.2 that there is a significant difference among boys and girls at 0.01 level of significance in relation to their academic anxiety. Both boys and girls differ in perception of academic anxiety girls are more anxious than boys. Bhansali R et al. (2008) also found that girls on the whole have more incidences and intensity of academic anxiety in comparison to boys.

The next objective is to study and compare the academic achievement of boys and girls of secondary school students. The table 1.3 shows that there is a significant difference among boys and girls at 0.01 level of significance with reference to their academic achievement. Both boys and girls have differences with reference to their academic achievement and boys achievement is better than girls achievement. It is also evident from the study conducted by Vamadevappa, H. V. (2005) that there is significant difference between boys and girls in relation to academic achievement and boys are better in achievement than girls.

Table 1.3.: showing Gender-Wise Comparison of Academic Achievement of boys and girls

Groups for comparison	N	Mean	SD	t value
Boys	50	355.19	53.14	3.07**
Girls	50	307.54	35.10	

\*\*Significant at 0.01 level of significance

The next objective is to study the effect of family environment on academic anxiety for this t value of academic achievement scores was calculated and it is clear that there is no significant difference between 1. the students of high and moderate family environment, and 2. Between the students of moderate and low environment with reference to their academic anxiety. But there lies a significant difference in academic anxiety of the students belonging to High & Low family environment. All the calculated statistical values are given in the table 1.4.

Table 1.4.: showing comparison of academic anxiety among different groups on the basis of family environment.

Levels of family environment	N	Mean	S.D.	t value
High	27	12.67	5.68	2.00*
Low	24	11	2.81	
High	27	12.67	5.68	1.55
Moderate	49	11.90	2.96	
Moderate	49	11.90	2.96	1.32
Low	24	11	2.89	

\*Significant at 0.05 level of significance

The last objective is to study the effect of Family Environment on Academic Achievement. Table 1.5 indicates that there is no significant difference between students belonging to high and low, high and moderate, and moderate and high family environment with reference to academic achievement at 0.05 level of significance. Therefore this indicates that all three groups (high and low, high and moderate, and moderate and high family environment) are found insignificantly different from each other in relation to academic achievement. It can be concluded students have almost same academic achievement irrespective to the level of family environment. The same can be depicted from the table 1.5

Table 1.5: showing comparison of of academic achievement among different groups on the basis of family environment.

Levels of family environment	N	Mean	S.D.	t value
High	27	322.70	58.32	.69
Low	24	333.80	94.51	
High	27	322.70	58.32	1.06
Moderate	49	312.60	60.26	
Moderate	49	312.60	60.26	1.79
Low	24	333.80	94.51	

Although the present research found that there is no significant difference in academic achievement of the students belonging to High and Low family environment but overall family environment plays an important role in academic achievement of the students. Lee and Lee (2007) found that family closeness is a key factor in determining a child's academic performance. They found students who rated their family closeness at a higher level displayed an ability to adjust to their schools better, which could enhance academic performance because they were more comfortable in their environment. Researches conducted by Mounst, N. (2001). Barber(1994) show that Parental monitoring plays an important role. Parental monitoring includes knowing children's whereabouts after school, as well as knowing children's friends and activities. These behaviors, when combined with parental support, have been shown to be positively related to higher adolescent self-esteem, higher GPAs in school, and greater academic success. In addition, parental monitoring has been associated with fewer internalizing behaviors, such as withdrawal and depression, and externalizing behavior problems, such as fighting and disturbing others. Therefore it can be concluded that Parents shape the lives of their children from birth through adulthood. Close relationships, healthy open communication, and perceived parental support are especially important during adolescence, as children experience many physical and emotional changes.

**Conclusion of the Study**

On the basis of analysis and interpretation of data it can be concluded that there is effect of family environment affects academic anxiety and academic achievement. Thus the family environment should serve a strong source of support for developing adolescents in all their dimensions by providing close relationships, strong parenting skills and good communication to the students.

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