

DECLARATION

I hereby declare that the dissertation entitled “Academic Anxiety among Senior Secondary School Students in Relation to Home Environment” submitted to fulfill M.Ed degree is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for award of any other degree or diploma from any university.

Beeta Rani

Regd.no: 11512581

Date

Certificate

This is to certify that Mrs Beeta Rani has completed M.Ed. dissertation titled “Academic Anxiety among Senior Secondary School Students in Relation to Home Environment” under my guidance and supervision. To the best of my knowledge, the present work is the result of her original investigation. No part of the dissertation has been ever submitted for any other degree or diploma.

Dr. Sasmita kar
Assistant professor
Faculty of Education
Lovely Professional University
Phagwara, Punjab
Date

ACKNOWLEDGEMENT

First of all, I thank to “GOD” who gave me the opportunity and strength to carry out this work. Words are often a work of expression of one’s deep feeling and I feel my words are not enough to express my heartiest indebtedness to those who have assisted me on one way or the other to complete this dissertation.

Words are not sufficient to express my deep sense gratitude to my revered supervisor Dr. Sasmita Kar, Assistant Professor, Lovely School of Education, Lovely Professional University, Phagwara. My head bows in respect to my honored guide with a sense of profound gratitude for the valuable guidance rendered by her in this endeavor of mine. It’s only through her keen interest, encouragement, affectionate, and generous help that I could properly accomplish the work.

My heartfelt gratitude goes to my Husband Mr. Ashwani Kumar for his constant inspiration, encouragement and blessings which have played vital role for my higher academic pursuits. Last but not least, I am especially thankful to my father Mr.Gurmail lal, who helped gave me strength to uphold my enthusiasm during entire period of research.

Beeta Rani

Date:

ABSTRACT

The present study was conducted on the academic anxiety among senior secondary school students in relation to their home environment. Descriptive survey method was employed in the present study. A sample of 200 senior secondary school students belonging to Class XII of different government schools were selected from Jalandhar district of Punjab by employing simple random sampling. The objectives of the study were (1) To explore the level of academic anxiety of senior secondary school students (2) To study the types of home environment of the senior secondary school students (3) To find out difference among the senior secondary school boys and girls in their academic anxiety and home environment (4) To find out the relationship between home environment of senior secondary school students with their academic anxiety. Academic Anxiety Scale by A.K.Singh and A.Sen.Gupta (2010) and Home Environment Inventory by Dr. Karuna. Shankar Mishra (2004) were employed (2004) in the present study. For the purpose of drawing out the result, statistical techniques used which includes t-test and correlation. The study reported that girls of senior secondary school students are more academically anxious than boys. The study also states that there exists a positive correlation between academic anxiety and home environment of senior secondary school students.

Keywords: - Academic Anxiety, Home Environment and Senior Secondary School Students.

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CHAPTER-1

INTRODUCTION

1.1 Theoretical orientation of the problem

Education is the third eye of human beings. Without education man is just like an animal. Education in its general sense is a form of learning in which the knowledge, skill, and habits of group of people are transferred from one generation to the next through teaching, training, or research. J.Krishnamurti says that right education should help the students not only to develop his capacities, but to understand his own high interest and capabilities. Rabindranath Tagore says that the highest education is that which does not merely give us information but makes our life in harmony with all existence and makes an individual a social personality in society. Education is the process of change to include all those activities which makes man a useful member of the society.

Adolescence is the most important period of human life. Significance of adolescence stage had been recognized right from the ancient times, but the scientific study of adolescence is very recent. At present considerable importance has been given to the adolescence phase of life which is described as a transitional phase between childhood and adulthood from a total dependence to full independence. In this transitional phase considerable change take place in a person's physical built intellectual ability, social skill, emotional maturity and expectation from family and society. At this level, adolescents face some sort of anxiety.

Childhood is a time for children to learn about the world and that includes learning how to get along with others. Parents play a crucial role in helping children figure out how to form satisfying relationship. Children spend a significant portion of their waking hours at home and the environment of home effect their total personality development. In fact family practices in the home stimulate and support learning and have a more significant impact on student achievement than such other factors such as single parent families or socio-economic status etc. An education friendly home environment significantly influences not only children's achievement level but their interest and future educational plans as well.

Academic Anxiety

Today's fast-paced life places enormous demand on both physical and mental aspects of the child. More and more people are facing mental health issues than a few decades back. Stress and anxiety are brought on by work tension, interpersonal issues, and financial trouble or health conditions. Anxiety is a vicious circle that spirals downward into further fear and depression. The causative factors for stress or anxiety are multifactorial. Some people are genetically programmed to be more sensitive and less able to cope with difficult circumstances or events.

It is important to understand that stress and anxiety are not the same things. Stress is brought on by the pressure of work or other tasks that we face in our everyday life. It is the way our body and mind reacts naturally to any sort of unwelcome situation and this stressor can vary from one person to another. When exposed to stress, our adrenal glands release a hormone called adrenalin, which causes an increase in heart rate, blood pressure and muscle tone as well as dilated pupils. All these are the body's defense mechanisms to avoid harm and minimize injury. Anxiety, on the other hand, is a feeling of apprehension or fear. It can manifest as chest pain, dizziness, shortness of breath and unexplained panic. Almost always, there is a feeling of impending doom.

Anxiety is defined as a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill (Merriam Webster, 2012) Students experiencing academic task may only feel anxiety related to test taking or other specific tasks. Academic anxiety is there for a situation specific form of anxiety related to educational contexts.

According to Fairbrother and Warn (2003), Academic anxiety among student has long been identified anxiety as well many assignments, participation with other students, failures and poor relationship with other student or lectures. Academic anxiety includes the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it. Student report experiencing academic anxiety consequential from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time. When anxiety is perceived negatively or becomes excessive, student experience physical

and psychological impairment. Method to reduce anxiety by the student often includes effective time management, social support, positive reappraisal, and engagement in leisure pursuit.

Morris (1990) stated that secondary school student always face academic tension in school .They compete each other to get better grades. Dobson (1980) explained that stress has a relationship with a specific situation like a learning environment in school and the inability to do work perfectly and the failure to achieve that is desired. Today anxiety is a common phenomenon of everyday life. It plays a crucial role in human life because all of us are the victims of anxiety in different ways. Generally, anxiety can either be a trait anxiety or a state anxiety. Trait anxiety is a stable characteristic or trait of the person. State anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc.

Bryme (2000) investigated to find out the relationship among academic anxiety, depression and coping strategies in adolescent students. Results of the study reported that boys have shown significant decreases in anxiety and worry in Class XII in comparison to girls who have reported an increase in their anxiety. By this adolescent period both boys and girls use various types of coping strategies in order to cope with worry and anxiety.

Academic anxiety is not a poison as in the absence of any anxiety, most of us would not have the motivation to study for exam, or to write paper or do daily task or home assignments. According to Putwain (1997) academic anxiety is a form of social assessment anxiety experienced by individuals in the environment.

Academic anxiety consists of four components –worry and tension, emotionality, task-generated intervention and deficits of a study skill.

*Worry is a type of thought which prevent us from focusing on a task attentively or completing academic tasks successfully. A few effective strategies for managing these components include the use of positive mental metaphors, disputing harmful and self defeating thoughts with more creative, pragmatic thought, and self-hypnosis.

*Emotionality refers to the natural symptoms of anxiety. The examples may include fast heart-beat, sweetening of palms and muscular tension. The most useful techniques for dealing with emotionality are muscular and breathing relaxation exercises.

*Task generated intervention is the behavior which is related to the task at hand, but which taken to be unproductive and stop thriving anxiety. For example, constantly looking at the watch at the time of an examination or used to spend a lot of time to attempt a test problem which one cannot answer. Since these behaviors can take on forms, the best management technique is to work with a study skill trainer or psychotherapist to identify the particular behaviors that create trouble and generate a plan to lessen or modify them.

*Study skill deficits are the problems with one's existing study method which causes anxiety. Many students vary often experience the aforesaid first three types of academic anxiety due to the impact of study skill deficits. If this is true, then a student's performance will not progress until and unless his study skill is adequately addressed.

Mahato (2012) conducted a study on academic anxiety among adolescents of Mimicry Island. Data was collected on a sample of 100 students (50 males and 50 females) in the age group of 14 to 16 years from 8th to 12th grade. Findings of the study state that school children have high levels of academic anxiety.

Mohammad (2013) investigated into a study on academic anxiety among private senior secondary students. It took into account 100 students from Kangra district of Himachal Pradesh by using lottery method of random sampling technique. Findings of the study revealed that there exists a significant difference in the mean scores of academic anxiety of private senior secondary school students. The study also reported that girls are more anxious than boys so far as their academic anxiety is concerned.

Attri and Neelam (2013) conducted a study on academic anxiety and academic achievement among secondary school students. It took into account 200 students from Mandi district of Himachal Pradesh by using random sampling technique. Findings of the study revealed that there exists a significant difference in the mean score of academic anxiety of male and female secondary school students. The study also reported that girls are more academically anxious than boys.

Bihari (2014) investigated into the academic anxiety among secondary school students with respect to gender, habitat and school types. It took into account 114 students from north east Delhi by using simple random technique. Findings of the study revealed that there exists no significant difference between the mean score of boys and girls and rural and urban students of

secondary school with regard to their academic anxiety. The study also reported that there exists a significant difference between the mean scores of private and government secondary school students with regard to their academic anxiety. The study indicates that government school students are academically more anxious than private school students.

Siddiqui and Rehman(2014) conducted a study on academic anxiety among secondary school students in relation to socio economic status, gender and school type. It took into account 222 students of government and private school from Aligarh city of Uttar Pradesh. Finding of the study reported that there exists a significant difference between private and government school students with regard to their academic anxiety. The study also reported that government school students have more academically anxiety than private school students.

Mishra (2014) conducted a study on academic anxiety and academic achievement of secondary level students. Data was collected form a sample of 237(128 boys and 109 girls) of secondary randomly. Finding of this study show that girl student has more academic anxiety than boys. It was also found that there is a negative and significant correlation between academic anxiety and academic achievement.

Mahajan (2015) examined a study on academic anxiety among secondary students in relation to their parental encouragement. It took into account 120 students from Nurpur Tehsil of Punjab. Findings of the study revealed gender is not a determining factor in deciding the academic anxiety of students where as the type of school considerably influence student's anxiety.

Banga (2015) conducted a study of academic anxiety among private senior secondary school students. It took into account 100 students from Kangra district of Himachal Pradesh by using lottery method of random sampling technique. Finding of the study revealed that there exists a significant difference in the mean scores of academic anxiety of private senior secondary school student. The study also reported that girls are more anxious than boys.

Home Environment

Home environment surrounding means the atmosphere condition that around the home where one lives. It refers to various aspects of people's domestic lives that contribute to their living condition and their behavior. It includes social, physical as well as emotional environment.

It means the surrounding and everything which influences an individual at home. Home environment consists of social and economic status of the family, number of siblings, facilities available at home, attitude of the parents and children interaction etc. All these factors in a combined way constitute the home environment.

The home is the single most important environmental factors that enable children to develop the belief, attitude and skill which will help them to learn and engage positively with the world. It is a process which starts at the time of birth if not before. A congenial home atmosphere provides love, protection, motivation, support and opportunities that facilitate children to grow and develop.

The main focus of this study is to know how home environment influences deviant behavior in their adolescents. It is believed that a parent will directly affect deviant behavior through parenting and the family structure, while indirectly affecting the behaviors through the adolescent's community and their choice of peers. Although parental power decline during the adolescent years, parents continue to have an important influence on their children. Siblings are family members except might also are peers. Siblings are not chosen as friends but generally might have frequent contact with each other. Adolescents are exposed to older siblings' attitudes and behaviors even if they do not participate with those siblings in their activities. For those reasons, older siblings can serve as role models for younger siblings, particularly if both siblings are of the same gender or if the older sibling is a brother.

The home environment can be a reference to many things such as the learning environment, the home environment, the caring environment; all has independent effects on the children. It is truly said that home is the first school of the child from where he learns many things. Parent's who provide warm, responsive and supportive home environment, encourage exploration, stimulate curiosity and provide play and learning materials accelerate their children's intellectual development (Meese 2002). Home environment provides the groundwork for learning and it could be a significant factor in deciding the student's life that can have an effect on his academic performance. Success in education was positively influenced by the learning opportunities available at home such as parents' nurturing to their children and possessions that encourage play with letters and numbers.

According to education professionals reporting in the British Educational Research Journal, the British researchers reported that the education level of mothers had the single most important influence on an adolescent child's academic accomplishment. Parents are highly accountable to ensure that their children are resting properly, they are happy and calm as well. According to the Arkansas state parental information and resource centre, creating a positive substantial and psychological environment in the home helps students to be prepared and competent to learn.

The relationship between parents and the child is characterized by fostering, receiving and support. It also includes parents' receptiveness to the child's wants which is correlated with positive academic achievement. According to the University of Minnesota Extension, parental over protectiveness, authoritarian attitude, displeasure and retribution often have a negative correlation with the learning and academic achievements of the students.

Home environment has far reaching effect in helping the children to achieve their goals of life. Home plays a vital role in our life. We can't do anything without our home and at the every step of our life our home gives us support. Home also affects the health of child, because there are so many parenting styles and every parent is different in its compartment. In recent years, the effect of family relationship has been a commanding study of the society. It has been found to the majority of the victorious are well adjusted children come from the families where there is a healthy relationship among the family members in general and between parents and their children in particular.

Adolescence is a time of rapid change. In adolescence (Age11-17), youth experience puberty develops abstract thinking abilities and transition into and of middle school and then high school. Grace (2010) revealed no significant relationship between home environment and academic anxiety. In a home where the parents provide children need ,well, shelter, water, love, affection, education, control, monitoring dialogue etc the children exhibit less delinquent behavior. Adolescent desire autonomy independence and time with peers but at the time they continue to rely on guidance from parents and other adults. Jagannathan (1986) revealed that high home environment group achieved greater success than middle and low environment group.

Home plays a vital role in the development of child and his adjustment in the society. As soon as the child is born he takes shelter in home and then gradually starts learning to talk walk

etc, here the child gets all opportunities to develop himself physically, mentally and morally. It is an important informal but active agency of education. Home yields a profound influence on growth of the attitude and interest of individual. Family is the primary training ground for children, where they develop their academic anxiety and learn to adjust in any environment.

Daulta (2008) tried to find out the impact of home environment on the academic anxiety of children and found that good quality of home environment had significant positive correlation with high level of academic anxiety in boys than among girls. It was found that as the quality of home environment gets deteriorated the level academic anxiety also comparatively declines in boys. Families can be the setting of violence and tension as well as affection and support with children later replicating their experience in adulthood and parenthood. Family relationship between wife and husband, parents and children, brothers and sister, or distant relatives can be warm and fulfilling to make the child better in life and academics.

Singh (2011) found that the normal children have better home environment as compared to learning disabled children. There exists the relationship between home environment and languages acquisition of learning disabled children. Home environment affects the learning acquisition of the learning disabled children. There exists the relationship between home environment and language acquisition of learning disabled children.

Zhang (2011) conducted a study to find out the influence of home environment on children's schooling from a teacher's perspective. Data was collected from 200 children. Findings of this study provide the timely information for the newly lanced campaign that emphasize education at home and collaborative efforts for school and family in education.

Sharma (2012) studied on the impact of emotional intelligence and home environment on self concept of adolescents. The study was conducted to ascertain the main and interactional effect of home environment on emotional intelligence and home environment and sex on the problem solving ability of adolescents. The results revealed that emotional intelligence and home environment have a significant impact on self concept of adolescents.

Kumar (2013) conducted a study to find out the relationship of academic anxiety among adolescents with their home environment. It took into account 120 students for random sampling technique. Out of them 60 students were from urban area and 60 from rural area. Finding of the

study revealed that there exist no significant difference in the level of academic anxiety of the adolescents on the basis of gender and locality (urban and rural). The home environment affects the level of academic anxiety of adolescents.

Reena (2013) conducted a study on relation between home environment and study habit of senior secondary school student. The study was conducted on 100 secondary students to find the relation between study habit and home environment of science student studying in secondary school of Haryana. Results of the study revealed that a significantly positive of home environment component of rejection with the study habits of boys is revealed there by meaning that it can be affected the study habit of boys. The study also found that there was no significant difference of home environment between boys and girls studying in science stream of senior secondary school.

Cor (2014) conducted a study on the pro social behavior among senior secondary school students in relation to their home environment. Data was collected on a total sample of 200 senior secondary students-100 governments (50 boys and 50 girls) and 100 private (50girls and 50boys). Finding of this study concluded that girls are more pro social in their behavior than the boys. The study also recognized that positive and significant relationship between home environment and pro sociality of secondary school students.

Kour (2014) conducted a study on obedient and disobedient tendencies among senior secondary school students in relation of their home environment and peer influence. Data was collected on a total sample of 200 senior secondary students. Findings of this study state that there exists no significant difference between senior secondary school students having obedient and disobedient tendencies with respect to different dimensions of home environment except the dimensions of protectiveness and punishment. There exists significant difference between senior secondary student having obedient and disobedient tendencies with respect to peer influence.

Nara (2014) conducted study on home environment of secondary school students in Haryana. The purpose of this study was to find out and compare the home environment of male and female school students and that of the rural and urban students. Major finding of the study revealed that male students have better home environment rather than the female school students.

It is concluded that urban parents are more conscious for their children and provide a better home atmosphere in comparison to rural parents.

Paul (2015) conducted a comparative study of home environment and adjustment among adolescent gender difference .The present study was aimed at investigating the home environment and adjustment among adolescent .Finding of this study states that there exists significant difference between male and female adolescents on home environment and adjustment. Parental care, parental personality and their relationship to influence adolescents mental health.

Manish(2016) conducted a study on insecurity among adolescents as related to their home environment .Simple random technique was applied to select 200 students of Ludhiana District of Punjab. Findings of the study revealed that there exists a significant difference in the feeling of security between boys and girls. The study also reported that boys are more out wandering and less obedient as compared to girls.

Alam (2016) conducted a study on home environment and academic self concept as predictors of carrier maturity among adolescents. Form this study it is concluded that demographist characteristics have significant correlation with career maturity of school students. The study also showed a statistically significant difference between home environment, academic self concept and career maturity of boys and girls and rural and urban students. This study concludes that most of the students come from stable families and home environment is not a factor for school achievement.

1.2 Significance of the study

An individual is the primary unit of society. The harmonious development of an individual's personality as an integrated human being depends upon the wider process of education. This takes care of various dimension of personality i.e. physical, intellectual, and emotional as well as social. The education system helps the individual to move towards knowledge and thus towards wisdom. Adolescents in this era, potentially face negative skills at younger ages than even before such as drugs, suicide and violence. Consequently, it is suitable to identify the factors which support to protect adolescents from these negative experiences. Developing theories of youth progress such as resiliency, self efficacy, and risk caring factors

have tensed social and academic anxiety as the main aspect of successful adolescent development. Academic anxiety is fear of failure in an academic setting that arises when parents, teacher or the student own expectation exceed what the student believe. Some students are not satisfied. Those students who are not satisfied become victims of psychological problem. It is necessary to develop positive attitude among secondary school student so that they feel comfortable in their school life.

The present study can be helpful for parents and teachers. Teacher's can try to change the home environment by establishing rapport with the parents so that academic anxiety gets reduced. An understanding of the development, maintenance, and improvement of social competence is valuable in determining how to help and protect adolescents from negative effective and assist them in reaching their ideal potential. The foundation of the growth of personality lies in the warmth of the family, henceforth, family serves as an effective agent of socialization, a process of growing up and learning the norms of society where a child acquires a few workable assumptions about world and is apt to become a competent and useful member of society. The child uses his parents as models for his adjustment to life and fundamental pattern once established at home, cannot be eradicated completely yet modified or changed as the child grows up. Thus, relationship between parents and the child happens to be a central factor in the social uplift of an individual. Parents are supposed to create a most congenial, happy democratic, lucid and warm atmosphere where a child can blossom his own hidden potentialities and may also develop social communication skills.

Moreover, it is quite clear from related literature that though numbers of studies were conducted in the area of academic anxiety and home environment, but to the best of the knowledge of investigator the academic anxiety of secondary school students had not been adequately explored in relation to home environment. Hence due to paucity of time and greater concern for the future generation, offering them a better quality of life and like skills, to cope up with 21st century needs and the challenges inspired the investigator to undertake the present study.

1.3 Statement of the problem

The study is entitled as “Academic Anxiety among Senior Secondary School Students in relation to Their Home Environment”. It was conducted to find out the influence of home environment on academic anxiety of the senior secondary school students.

1.4 Operational definition of the terms

Academic Anxiety

Academic anxiety is a fear of failure in an academic setting that arises when parents’ teachers’ or the student’s own expectation exceed what the student believes she can realistically achieve. Sources of academic anxiety include failure to satisfy ambitious or overly critical parent’s expectation in early exposures to overachieving sibling or peers. It is defined as a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill.

Home environment

The home is the single most important place for the child. It enables the child to develop the knowledge, skill and attitudes so that he can adapt himself in the changing environment. It is the place where the child develops his full potential and finds a place to excel and flourish. Parental love and care helps the child to fulfill his possibilities in academics as well as in other aspects of life.

Senior Secondary School Students

Senior Secondary school students for the present study were the students studying in 12th class of schools affiliated to PSEB (Punjab School Education Board). In the present study, senior secondary school students of Jalandhar districts were taken into consideration.

1.5 Objectives

1. To study the levels of academic anxiety of the senior secondary school students.
2. To study the levels of home environment of the senior secondary school students.

3. To analyze the differences in the academic anxiety of senior secondary school students with respect to their gender.
4. To analyze the differences in the home environment of senior secondary school students with respect to their gender.
5. To find out the relationship between home environment of the senior secondary school student with their academic anxiety.

1.6 Hypotheses

1. There exists no significant difference in the level of academic anxiety among senior secondary school students.
2. There exists no significant difference in the level of home environment among senior secondary school students.
3. There exists no significant difference between the senior secondary school boys and girls in their academic anxiety.
4. There exists no significant difference between the senior secondary school boys and girls in their home environment
5. There exists no significant relationship between academic anxiety and home environment of the senior secondary school students.

1.7 Delimitation

The present study was delimited to 12th class students of Jalandhar district of Punjab.

CHAPTER-2

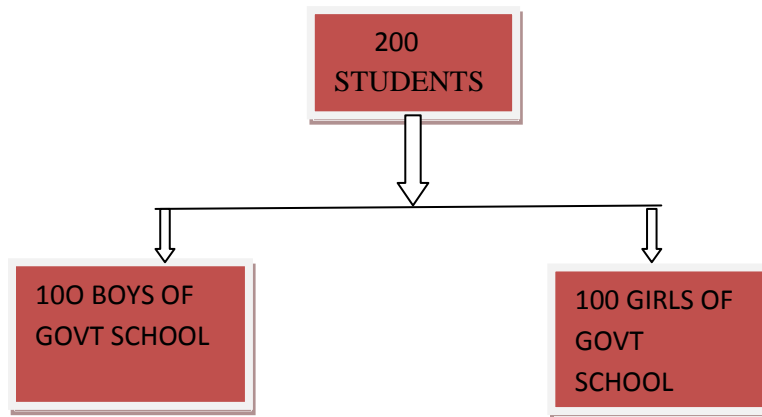
METHOD AND PROCEDURE

The present chapter deals with the method of the study. This covers simple design of the study, description of the tools, procedure and statistical techniques used for analysis of the data. Method refers to the way and implies on orderly logical arrangement of parts or steps to accomplish. It is a set of prescribed actions or events that must be enacted or take place to achieve certain result. Method and procedure of the study depend on the type and scope of the problem. The objective of the present study was to explore the academic anxiety and home environment of government and private senior secondary boys and girls.

The present chapter deals with the method of study which covers the simply selection, design of the study, the tests along with their description, procedure and statistical technique used to analyze the data. Investigator used descriptive survey method for conducting this study. Descriptive survey research studies are designed to obtain the persistent and precise information concerning the current status of phenomenon and, whatever possible, to draw valid conclusions from the facts discovered.

2.1 Sampling design

Sampling is the process of selecting units from a population so that by studying the sample we may fairly generalize our result back to the population from which they were chosen. All secondary school students of jalandhar district of Punjab constituted the population of the present student .In the present study, the research had selected a sample of 200 secondary school student (200 school student from government schools) from jalandhar district. Out of the list of various government schools, 100 male student's and100 female were selected by employing simple random sampling.



2.3 Description of tools

1. Academic Anxiety Scale for children (2010) developed by A.K.Singh and A. Sengupta.
2. Home Environment Inventory by Dr.Karuna Shankar Mishra (2004).

2.3.1 Academic Anxiety Scale

Academic anxiety is a type of a state anxiety that relates to the imminent danger from the environments of the academic assignments in the institution together with teacher, certain subjects like Math, English etc. Academic anxiety scale has prepared by A.K.Singh and A. Sengupta. It contains 20 items. This scale has two alternatives i.e. Yes and No. Each items of the test is scored as either +1 or 0. There are two types of items positive and negative. There is no preset time limit for this tool. The procedure should be followed by marking marks on any cell indicating the two responses.

Scoring

The maximum possible score of this test is 20. In academic anxiety scale for children, each items of the test is scored as either +1 or 0. All the positive items that are authorized by the subject as "yes" and all the negative items no 4,9,16 and 18 which are endorsed by the subject as: no: are given a score of +1. A score of zero is given to all additional answers. Thus, high score on the test indicates high score academic anxiety and low score on the test indicates low academic anxiety.

Statements	Yes	No	Item Wise Serial No	Total
Positive	1	0	1,2,3,4,5,6,7,8,10,11,12,13,14,15,17,19,20	16
Negative	0	1	4,9,16,18	04
			TOTAL	20

Reliability

The reliability of the AASC test was computed through the two methods that include retest method and the split-half method. In order to compute the test-retest reliability, the test was administered twice on a sample of 100 pupils with 14 days gap. Subsequently, Pearson coefficient was computed between the two sets of scores. The obtained Pearson r was 0.60 which were significant beyond .01 levels. For the split half method reliability of the test, it was administered on a fresh sample of one hundred. Subsequently, the test was split by the odd-even method. The resulting odd-even corrected coefficient was 0.433 ($p < .01$, $C = 1$ table 1) which after being corrected for full length, becomes .65.

Table 2.3.1(a) Reliability of academic anxiety scale

Method	N	Coefficient of Correlation	P
Test-retest	100	0.60	<0.01
Split-half	100	0.65	<0.01

Validity

The present test (AASC) has been validated against the Silva anxiety test, Neuroticism Scale of MPI and CAAT. Former two tests are the measures of general anxiety and the latter intends to measure academic anxiety among school children. Table 2 presents the validity

coefficients of AASC against these different measures. On the basis of the obtained correlation correlation it can be said that academic anxiety scale for children (AASC) is a valid test

Table 2.3.1(b) Validity Coefficients for AASC

Test	Criterion	Correlation Coefficient	N	P
Academic Anxiety Scale (AASC)	Neuroticism Scale	31*	100	<.01
	Sinha-anxiety Scale	41*	100	<.01
	CAAT	57*	100	<.01

2.3.2 Home Environment Scale (HES)

The Home Environment Scale was developed by Dr. Karuna Shankar Misra. The present home environment scale is a tool which was intended to assess the psycho-social ambiance of home surroundings as professed by children. It calculates the quality and quantity of the cognitive, affecting, and the support received from society that has been accessible to child inside his/her home. HES contains of 100 items that are related to ten dimensions of home environment. The 10 dimensions include (1) Control, (2) Protectiveness, (3) Punishment, (4) conformity, (5) Social Isolation, (6) Reward, (7) Deprivation of privileges, (8) Nurturance, (9) Rejection, and (10)Permissiveness. Each dimension again consists of ten items.

(1) Control: It refers to the repressive environment in which many limitations are obligatory on children which are imposed by the parents with the aim of disciplining the child.

(2) Protectiveness: It indicates the avoidance of self-governing behavior and continuation of childish care.

(3) Punishment: It involves both corporeal as well as emotional punishment to keep away from the incidence of unwanted behavior.

(4) Conformity: It refers to the parents' direction, instructions or an order with which the child is expected to act in accordance with. It emphasizes the demands to work according to the wishes and expectations of the parents.

(5) Social isolation: It refers to separation from loving persons apart from family members for negative sanctions.

(6) Reward: It includes material as well as representational rewards to strengthen or enhance the likelihood of a preferred behavior.

(7) Deprivation of privileges: It refers to the controlling of children's behavior by preventing them or their privileges to look for love, admiration and nourishment from parents.

(8) Nurturance: It implies the continuation of unnecessary unconditional physical and emotional attachment of parents with the child. Parents have an ardent interest and love for their child.

(9) Rejection: It indicates provisional love recognizing that the child has no right as an individual or no right to express his feelings. He has no right to individuality and no right to live like an independent individual.

(10) Permissiveness: It includes provision of opportunities to the child to express his views without any restraint and act according to his wishes without any interference from parents.

Scoring

The responses are to be given on the booklet itself. There are five cells against every items of the inventory. Each cell indicates the frequency of occurrence of a particular item. The five cells belong to five responses namely.

A) Mostly

B) Often

C) Sometimes

D) Least

E) Never

The dimension to which a particular item belongs has been indicated by alphabets near the serial number of item. The researcher has to assign 4 marks to “mostly”, 3 marks to “often”, 2 marks to “sometimes”, 1 mark to “Least” and 0 marks to “never” responses. Then he/she has to count the marks assigned to A,B,C,D,F,G,H,I and J dimension statement on every page and then add the dimension scores awarded to statement given on the five pages so as to get ten scores for ten dimensions of HEI.

Reliability

The home environment scale was administered to 113 student (54 boys and 59 girls) studying in intermediate classes of six schools. Split half reliabilities were worked out separately for all the ten dimensions of home of home environment. The split half reliabilities (corrected for length) for various dimensions of home environment are as follows:

Table 2.3.2 (a) Reliability coefficient of Home Environment

S.no	Inventory	Reliability coefficient
A	Control	.879
B	Protectiveness	.748
C	Punishment	.947
D	Conformity	.866
E	Social Isolation	.870
F	Reward	.875
G	Deprivation of Privileges	.855
H	Nurturance	.901
I	Rejection	.841

J	Permissiveness	.726
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Validity

Home environment scale has been found to possess content validity as measured with the help of views expressed by judge's criterion related validity could not be established because of lack of appropriate external criteria.

Table 2.3.2 (b) Interpretation norms of the scale

Percentile	Level of home environment
p90& above	Very high home environment
p75-p90	High home environment
p50-p70	Above average home environment
p25-p50	Average home environment
p10-p25	Low home environment
p10&less	Very low levels home environment

2.4 Procedure of data collection

The investigator had taken a list of senior secondary schools of Jalandhar. A sample of 200 senior secondary school students from Class XII was selected on the basis of simple random technique. This sample had been further divided into government boys and girls. The investigator had gone personally to the student and collected the data by giving clear instruction to the subjects and clearing their doubts.

2.5 Statistical technique

Statistical techniques are employed to get a precise and exact picture of the data. In research process, it is used for testing the hypotheses. With the help of statistical technique, the results become more accurate, quantified and comparable.

Tabulated data have no meaning unless analyzed and interpreted by some sophisticated statistical techniques to arrive at conclusions. In the present study statistical techniques used are as follow:-

1. For exploring group trend mean, standard deviation and percentage were calculated.
2. For finding out difference between groups t-test was used.
3. For finding the relationship between variables coefficient of correlation was used.

CHAPTER 3

ANALYSIS AND INTERPRETATION

Data once collected, should be analyzed with the help of statistical techniques. The use of statistical technique yields authentic results. This process leads the researcher to draw a conclusion of the research problem. Therefore, attempt has been made in the present chapter to deal with hypotheses. Tabulated data is analyzed through statistical techniques to yield certain results. The depiction of results and their interpretation is considered to be the most important by some dependable techniques. Analysis of data means studying the tabulated material in order to determine inherent facts on meaning. It involves breaking up the complex factors into simpler parts and putting them in new arrangement for purpose of the interpretation.

This chapter deals with analysis and interpretation. A good research is characterized by the care taken in analysis and interpretation of data. Analysis of the data means studying the organized material in order to discover inherent facts. The data was studied from as many angles as possible to explore the new facts. Analysis requires an alert, flexible and open mind. It is worthwhile to plan for analysis before the actual collection of data.

Once the data have been analyzed, the researcher can proceed to stage of interpreting the results, and then formulating conclusion and generalization on the basis of these results. The nature of the study, its objectives and hypotheses, data gathering tools and techniques and the type of the sample must be kept in view by the research while drawing conclusions and formulating generalization. The present research was focused on academic anxiety among senior secondary students in relation to their home environment”.

This section shows the data of the senior secondary school student in their academic anxiety. Below given table shows the mean score of senior secondary school student based on the boys and girls.

3.1 Hypothesis I states, “There exists no significant difference in the level of academic anxiety among senior secondary school students”.

In order to test this hypothesis, Table 3.1 has been prepared. Its pictorial form is been given in below.

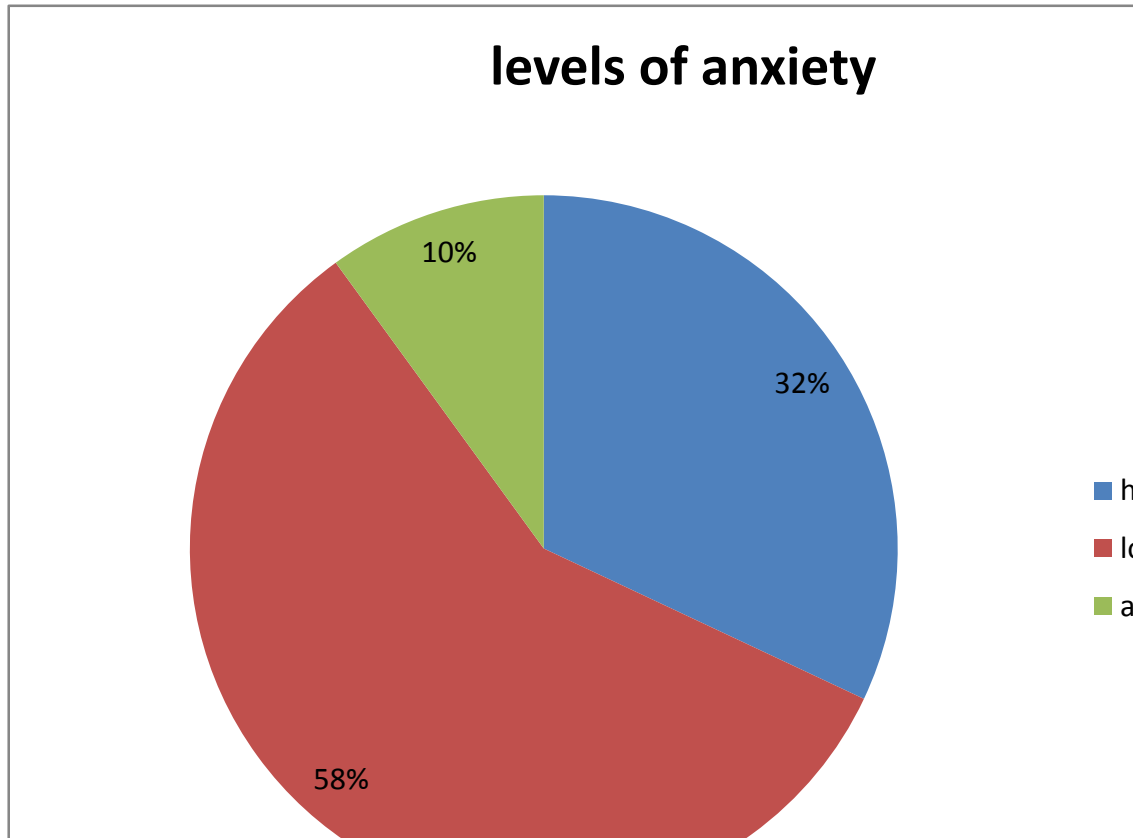
Table 3.1

Levels of academic anxiety among senior secondary school students

Sr. No	Levels Academic Anxiety	No. of Students	Percentage
1.	High level of academic anxiety	64	32%
2.	Average level of academic anxiety	116	58%
3.	Low level of academic anxiety	20	10%
Total		200	100%

Graph 3.1

Levels of academic anxiety among senior secondary school students



Interpretation

The table reveals that 32% senior secondary school students have high level of academic anxiety, 58% senior secondary school students have average level of academic anxiety and 10% of low level of academic anxiety. The correspondent numbers of senior secondary school students are 64,116 and 20 respectively. This shows that maximum no of students' falls under average level of academic anxiety.

3.2 Hypothesis II states, "There exists no significant difference in the level of home environment among senior secondary school students".

In order to test this hypothesis, Table 3.2 has been prepared. Its pictorial form is been given in below.

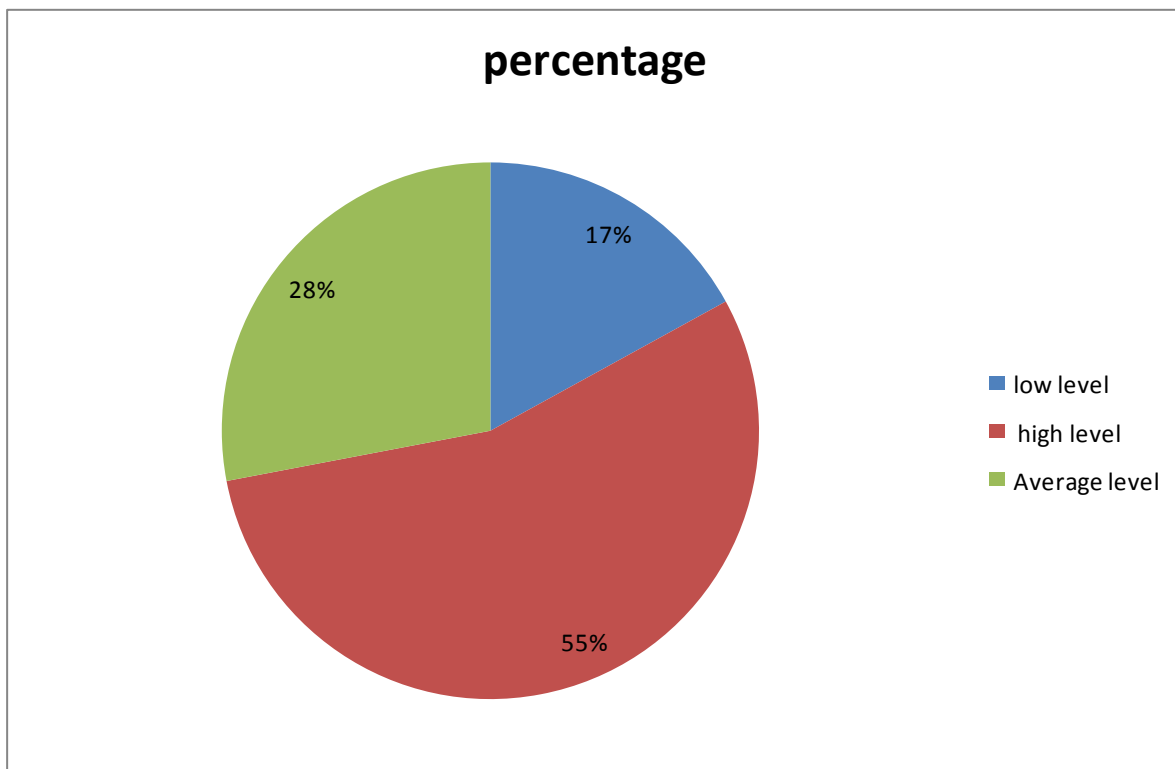
Table 3.2

Levels of home environment among senior secondary school students

Sr. no	Level of Home Environment	No. of students	Percentage
1.	Low level	56	28%
2.	Average level	110	55%
3.	High level	34	17%
Total		200	100%

Graph 3.2

Levels of home environment of senior secondary school students



Interpretation

Table 3.2 revealed that 28% secondary school students have high level of home environment, 55% senior secondary school students have average level of home environment and whereas 17% of senior secondary school students have low level of home environment. Now a day has become aware about the fact of stress and frustration among the students.

3.3 Hypothesis III states, “There exists no significant difference between the senior secondary school boys and girls in their academic anxiety”.

In order to test this hypothesis, Table 3.3 has been prepared. Its pictorial form is been given in below.

Table 3.3

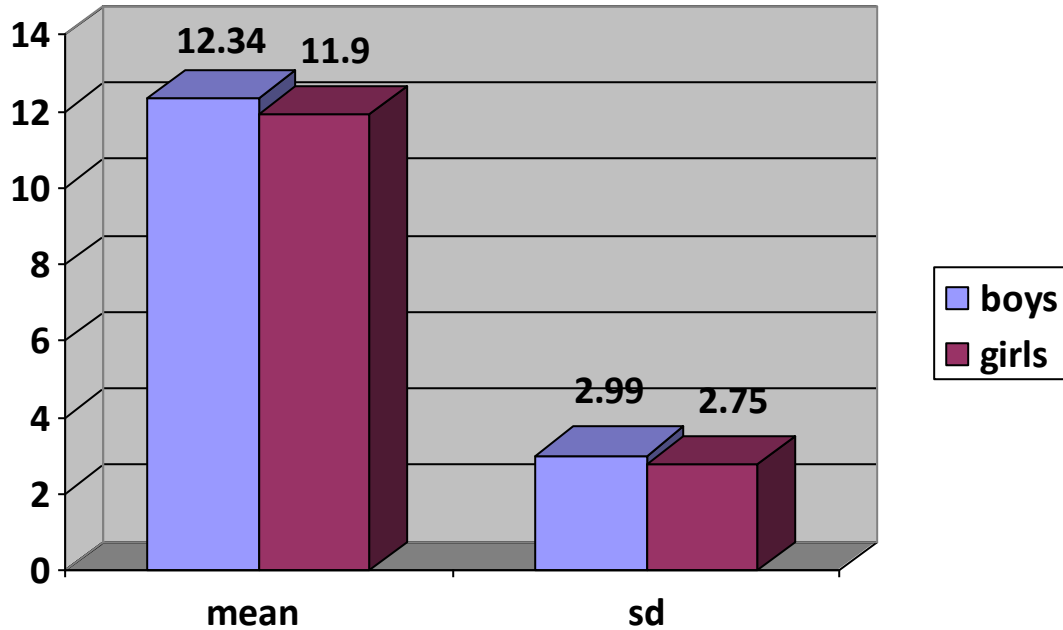
Mean and SD of Academic anxiety of senior secondary students

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t value	P value	Remark
Academic anxiety	Boys	100	12.34	2.997	.301	1.087*	.278	Not significant
	Girls	100	11.90	2.754	.275			

*Table value at 0.05 level of insignificance

Graph 3.3

Mean and SD of Academic anxiety of senior secondary students



Interpretation

Table 3.3 depicts that mean score of academic anxiety of boys is 12.34 and the mean score of academic anxiety of girls is 11.90. 1.087 is the t-value. When compared with table value for df it was 198 which is greater than the calculated t-value. So, hypothesis H_I which states that “There exists no significant difference in the academic anxiety of boys and girls” is accepted at 0.05 level of confidence. It indicates that both boys and girls do not differ significantly in their academic anxiety.

3.4 Hypothesis IV states, “There exists no significant difference between the senior secondary school boys and girls in their home environment”. In order to test this hypothesis, Table 3.4 has been prepared. Its pictorial form has been given in Table 3.4

Table3.4

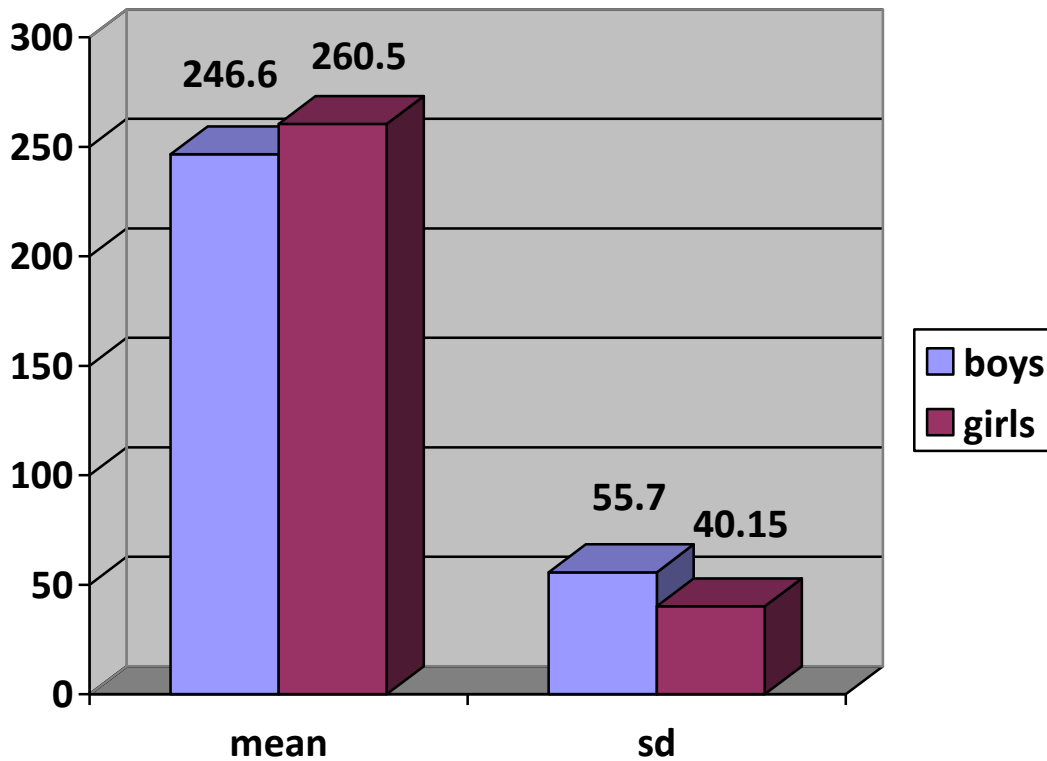
Mean and SD of senior secondary school in home environment

	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	Df	Remarks
Home Environment	Boys	100	246.69	55.702	5.598	-0.202	198	Significant
	Girls	100	260.59	40.156	4.016			

*Table value at 0.05 level of significance

Graph 3.4

Mean and SD of senior secondary school in home environment



Interpretation

Table 3.4 depicts that mean score of home environment of boys is 246.69 and mean score of home environment of girls is 260.59. The df is 198 between the group found for boys and girls is

-2.018. When compared with table value for df 198, it is greater than the calculated value. Thus, the hypothesis which states that “There exists no significant difference in the academic anxiety of boys and girls” is accepted at 0.05 level of confidence. It indicates that both boys and girls do not differ significantly in their home environment.

3.5 Hypothesis IV states, “There exists no significant relationship between academic anxiety and home environment of the senior secondary school students”. In order to test this hypothesis, Table 3.5 has been prepared. Its pictorial form has been given in Table 3.5

Table 3.5
Correlation between academic anxiety and
home environment of senior secondary school students

Variable	N	Df	Co-efficient of correlation	Remarks
Academic anxiety	200	198	0.10	Positive correlation
Home environment	200			

*Positive correlation at 0.05 levels

Interpretation

It is clear from the result inserted in Table 3.5 that correlation between academic anxiety and home environment is 0.10 which shows a positive correlation between the two variables. Thus the hypothesis stating that “There exists no significant relation between academic anxiety and home environment of senior secondary student.” stands rejected. The r value is statistically significant and positive correlation is indicative of the fact that both variables go in the same direction. This shows that home environment is an important factor of academic anxiety.

CHAPTER-4

CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

Once the data have been analyzed, the investigator can proceed to the stage of interpreting the result and then formulating conclusions and generalization on the basis of these results. In the light of result, the investigator needs to be very much careful and cautious in formulating the conclusions and generalizations. The final step of research process emphasizes critical and logical thinking in summarizing the findings of the study and comparing them with the hypothesis which had been formulated in the beginning of research. The investigator should not draw conclusions which are incompatible with external realities. The generalization drawn on the basis of research finding should be in agreement with the facts and should not conflict with known facts of nature. The suggestion for the application of research finding in practical setting and suggestion for the application of problem of further research may also be provided with the conclusions and generalizations.

4.1 Conclusions

Conclusion is the essential part of every study. It is important for investigation as they make available finishing touch and a careful review of entire research work. Scientific endeavors in any kind of human knowledge yields certain results based on which the researcher draws conclusions rationally. Attempt has been made to draw scientific conclusions keeping in view the results of the present study. Thus, conclusions hold significant importance.

The investigator conducted the study on “Academic anxiety among senior secondary school student in relation to their home environment”. The following conclusions were drawn on the basis of analysis and interpretation:

- (1) The level of academic anxiety among senior secondary school students having high academic anxiety were found to be 32%, 58% having average anxiety, and 17% having below average anxiety. So average level of anxiety are show by majority of students.
- (2) The level of home environment of senior secondary school students encompass average level of home environment were found to be 55%, 28% having high level and 17% having low level of home environment. Majority of students have average level of home environment.

(3) There is no significant difference in the home environment of boys and girls senior secondary school students. It may be due to the fact that today's parents are equally conscious for their children irrespective of gender. They are more conscious than ever before in providing care and support to their children.

(4) There is no significant difference in the academic anxiety of boys and girls senior secondary school students. Irrespective of gender, both boys and girls are cautious and thoughtful about their academic performance. This may contribute towards their academic anxiety significantly.

(5) There exists significant positive relationship between academic anxiety and home environment of senior secondary school students. It means whenever the student has high home environment they suffer with high academic anxiety. However, the correlation is very negligible which shows that home environment does not play a very significant role in determining the academic anxiety of students.

4.2 Recommendations

Research is a never ending process. After completing the research work, every investigator becomes aware of the area in which the research is needed. Therefore, he naturally feels motivated to identify the areas that may be explored by other investigators to carry out their research work. The researcher by the virtue of her experience in the study came up with some suggestions for further research. This study would help the parents, teacher as well as children at this dilatators stage. On the basis of literature review and finding the investigator recommends the following points for future considerations:

1. The senior secondary school students possess same level of academic anxiety. In other words, academic anxiety of senior secondary school students does not vary on the basis of their gender. Therefore, both male –female senior secondary school students should be provided with similar type of responsibilities and opportunities. There should be no discrimination on the basis of their gender in this concern.

2 .The present study gives an idea to individuals who directly involved in teaching learning process and parents that how the different level of academic anxiety in senior secondary school students can be developed in the schools.

3. Teachers and parents should collectively make plans in coordination with each other to minimize the academic anxiety of senior secondary school students with respect to home environment.
4. Government schools should provide suitable facilities to deal with academic anxiety suitably.
5. A longitudinal study may help in better understanding to the issues related to senior secondary school students.
6. A similar study can be conducted in other districts of Punjab or in different states if India.
7. The present study can be conducted by relating academic anxiety with other variables like-: academic achievement, locus of control, self esteem, school environment
8. Home environments can be focused in relation to family, parenting style etc.
9. Similar study can be conducted on higher and senior level student.

4.3 Limitations of the study

The present study suffers from some limitations which are as under:

1. Size of the sample was relatively small.
2. The study was limited only to one districts of Punjab namely Jalandhar.
3. The study was delimited to government students only.
4. The study was limited to only senior secondary students.
5. The results were not drawn by categorizing the sample as high, average and low on the academic anxiety and home environment.

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