

Study of the relationship between parental expectations and examination anxiety among secondary SchoolStudents

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Abstract

The aim of the present study was to explore the relationship between parental expectations and examination anxiety among secondary school students. The sample comprised of 100 students from three educational institutions in Meerut. The age of the students ranged between 15 to 17 years and the average marks obtained by them in the 10th standard was 74%. The students would face the secondary school certificate board examination after one year. After a written informed consent was obtained from the parents, the students were contacted and explained the purpose and the procedure of the study and their assent was taken. Descriptive survey method was used in this study to obtain pertinent and precise information. The objectives of the study were to study the relationship between parental expectations and examination anxiety among secondary school students to analyze the relationship between examination anxiety and parental expectations of secondary school students. The investigator selected of 100 secondary school students which was drawn randomly from different schools of Meerut. 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 Expectations and Academic anxiety.

Keywords: Examination anxiety, parental expectations, learning environment.

Introduction

About 20 to 50% of school aged children experience examination anxiety. Anxiety among students and their parents has been reported to be on the rise in India, especially among those facing Board (Certification) examinations. Parenting style has a major influence on the development of the child. Hill theorized that children of very critical parents, with unrealistically high expectations, might develop anxiety during the preschool years. Krohne proposed a two process model of parental influence on children's examination anxiety that predicts that children of restrictive or inconsistent parents develop more examination anxiety than do those with supportive parents. The present study explores the relationship between examination anxiety and Parental Expectations.

We are living in the competitive and fast-paced society in which an individual makes his/her way in success ladder through pain staking cut throat competition. The ever-increasing cut throat 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 expectations 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 expectations 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 expectations 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 consistent expectations 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 Expectations

Although school is generally considered a place with a suitable learning environment for children, the importance of parents and society cannot be ignored. Parents, older family members, and siblings have an impact on many aspects of a child's behavior, especially when it comes to the various stressors the child faces. The important role

of parents continues because teachers and parents recognize that they are crucial to the overall development of their children, personally and professionally. Gonzalez-Pienda et al. (2002) stated that “without parents' expectations, it is difficult for teachers to create lessons that help students learn important concepts”. In the home environment, the learning process takes place explicitly or implicitly, mostly informally. Parents teach and train their children the skills, attitudes and values they need in daily life from an early age (UNESCO, 1992). The unwritten information that parents share with their children is accurate and, in some cases, unique; for example, it enables the child to succeed in immediate restraint needs in the home and community.

Examination Anxiety

Examination anxiety can be defined as behavioral changes associated with the feeling of being examined including written examinations 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 examination, 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 worries and dread, self-depreciating thoughts, tension, and somatic symptoms that occur during examination 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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Review of Related Studies

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.

Murray (2010) found parental over involvement was positively associated with inhibiting examination 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 Malhota (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 student's examination anxiety and child parent's relationship style which showed that parenting style is effective on examination anxiety.

Weem setal (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.

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 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 expectations conducted a study also expectations the view that economic circumstances are significant, correlated with academic achievement.

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

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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 expectations the effects of family involvement in student accomplishment in the middlegrades.

Carden, Courtney and Rebekah (2004) conducted a study and found that internals showed significant lower academic procrastination low examination 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 learns.

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 expectations 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 was identified as internals obtained significant higher GPAs.

Aremu (2016) study has showed that parental involvement and academic performance are positively related. Research has shown that parental expectations in education of the children have been beneficial to parent's children and schools.

Moore (2016) 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 boy's academic performance than girls in the current study.

Thergaonkar (2017) found a statistically significant negative correlation was observed between examination 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

Importance 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 expectations may prove to be crucial factor in overcoming this exam related anxiety. The present study had been undertaken to fine out the relationship between parental expectations and examination anxiety so that fruitful steps may be taken by all stakeholders concerned with the present educational system.

Hypothesis of the Study

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

Design of the Study

The present study was descriptive study to see the relationship between parental expectations and examination

anxiety of secondary school students of Meerut.

Sample of the Study

Sample of the present study was consisting of 100 secondary school students which were drawn randomly from different schools of Meerut.

Distribution of Sample Selected for Study

Sr.No	Name of the School	No. of Students
1	Government Senior Secondary School, Meerut	40
2	Dewan Public School, Meerut	20
3	Meerut Public Girls School, Meerut	40
	Total	100

Delimitations of the Present Study

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

Tools to be used

- Parental expectations scale by Dr. Rakesh Singh
- Student's Examination anxiety examination by Dr. P. K. Shukla

Statistical Techniques to be used

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

Analysis and Interpretation of Data

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

Table-1

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

Sr.No	Variables	N	Df	R	Interpretation difference level of Significance
1	Parental Expectations 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 Expectations 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 Expectations and Academic anxiety. The hypotheses I “There will be significant correction between Parental Expectations and Academic anxiety of senior secondary schools students”. Is rejected Thergaonkar (2007) found a significant negative correlation was observed between examination anxiety and attitude of parents and acceptance of parents by the child?

Conclusion

Research indicates that children with parents having democratic parenting style are better adjusted. The present research suggests perception of parental warmth is likely to reduce the threat implied in evaluative experiences. The present study also emphasizes the importance of acceptance of parents by the child. Stagner suggested that acceptance leads to identification which in turn gives the child relief from feelings of helplessness as well as a sense of strength 8. This may help the child in academic achievement and mitigate examination anxiety. The cross-sectional nature of the study limits conclusions regarding causality; and the non-representativeness of the sample limits its generalizability. From the present investigation it can be concluded that there is no significant correlation between Parental Expectations and Academic anxiety.

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