A STUDY OF ACADEMIC ANXIETY AND HOME ENVIRONMENT IN RELATION TO THE ACADEMIC PERFORMANCE

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INTRODUCTION

World has become a place of great unnatural competition and academic achievements are a bench of success in student life. To achieve greater success, students must taste the cut-throat contention, which in turn makes them anxious, worried, and sometimes poor performers too. Students with high levels of anxiety show passive attitude towards studies, lack of concentration and confidence, reduced memory span and poor reasoning abilities These psychological symptoms ultimately affect the potential to achieve good grades and significantly interferes with the daily routine of the student too. The present study deals with academic anxiety and home environment in relation to their academic achievement.

Banga (2016) carried out a study to find out the levels of anxiety among 400 senior secondary boys and girls of Himachal Pradesh. Findings of the study clearly showed that significant difference existed in the levels of anxiety between boys and girls, Girls were more prone to anxiety than that of boys. **Mahajan (2015)** revealed in their study that no significant difference existed in the academic anxiety of male and female secondary school students moreover a significant difference is found in the academic anxiety of government and private secondary students. He also reported that academic stress was significantly and negatively correlated to parental encouragement. **Shakir (2014)** made a correlational study between academic anxiety and academic achievement based on gender. Findings clearly showed a negative relationship between academic anxiety and achievement. Gender also affects the anxiety; females were more anxious than male. **Kumar& Kumar (2014)** investigated the relationship between academic anxiety and academic achievement, in their study on senior secondary students and reported a negative and significant relationship between anxiety and academic achievement. Moreover, it was also reported that girls were more affected by anxiety than boys.

KEY TERMS USED

ACADEMIC ACHIEVEMENT

Academic achievement can be defined as excellence in all academic disciplines, in class as well as extracurricular activities .it includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness arts, culture, and the like

ACADEMIC ANXIETY

Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the nervous system (Spielberger, 1983). Anxiety is complicated psychological situations which influence cognitive, behavioural, and psychological states (Putnam 2010). The high level of anxiety causes a person's normal life being difficult such as interfered activities and social life. Anxiety is one of the wide varieties of emotional and behavioural disorders (Rachel and Chidsey, 2005). Students with anxiety disorder exhibit a passive attitude in their studies such as lack of interest in learning, poor performance in exams, and do poorly on assignments.

HOME ENVIRONMENT

Home Environment means what is the state of a home. The **home environment** entails emotional warmth displayed by parents while interacting with their children; provision of stimulating and learning experiences in the **home**; and physical surroundings, such as safety of play areas and cleanliness. A child's early home environment has long-term effects on development. The home environment can even affect a child's brain development.

OBJECTIVES OF THE STUDY:

- To study the significant relationship between Academic Anxiety and Academic Achievement of secondary school students.
- To study the significant relationship between Home Environment and Academic Achievement of secondary school students.
- To study the significant relationship between Home Environment and Academic anxiety of secondary school students.

HYPOTHESES OF THE STUDY:

- There exists a significant and positive relationship between Academic Anxiety and Academic Achievement of secondary school students.
- There exists a significant and positive relationship between Home Environment and Academic Achievement of secondary school students.
- There exists a significant and positive relationship between Home Environment and Academic Anxiety of secondary school students.

SAMPLE:

In the present study, a sample of 300 secondary school students from 60 different schools have been selected. The simple random sampling technique was used to select the sample of students from secondary schools in Kalahandi District of Odisha, India. These students are from both rural and urban area schools.

TOOLS USED:

The following standardized tools have been used for data collection

- Anxiety scales for children by Singh A. K. and Gupta A. Sen (2009)
- Home Environment Inventory by Shanker Karuna (2003)

DATA COLLECTION:

The investigators visited the selected schools personally and administered the Academic Anxiety Scale for Children (AASC) and Home Environment scale on 400 secondary school students. Investigators also gave full freedom to the students to ask the meaning of difficult words/sentences. Respondents were given enough time. Filled scales were collected. Partially filled scales were discarded. Finally, investigators could get data from 300 respondents

Table 1

Correlation between Academic Anxiety and Academic Achievement

		Academic anxiety	Academic achievement
Academic Anxiety	Pearson's correlation	1.00	-0.50
	Sig(2- tailed)		0.12
	N	300	300
Academic achievement	Pearson's correlation	-0.50	1.00
	Covariance	0.12	
	N	300	300

Interpretation- From Table-1 The correlation between academic anxiety and academic achievement is -0.50 which implies that there is a negative relationship between academic anxiety and academic achievement. It means the relationship between academic anxiety and academic achievement is significant and negative. Here the correlation is significant statistically as   p-value 0.12 which is less than 0.01 level (for 2-tailed). So statistically there it can be concluded that there is significant and negative correlation between academic anxiety and academic achievement. It reveals that increases of academic anxiety causes decreases of academic achievement and vice versa. Hence ,the hypothesis that there exists a positive and significant relationship between academic anxiety and academic achievement is rejected.

Table-2

TO SEE THE EFFECT OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT

Home Environment			Academic Achievement	
	Mean	SD	Mean	SD
Highly Favourable H.E	156.62	7.28	77.1	12.65
Unfavourable H.E	126.05	13.46	65.3	19.24

Interpretation-On the basis of the above table 2 we can see there is a correlation between home environment and academic achievement. If students having a favourable Home environment are having very high academic achievement. If a child is having an unfavourable environment it affects their academic achievement and they get low academic achievement. In the favourable environment mean score of academic achievement is 77.1 and SD is 12.6 and in the unfavourable environment mean score of the students is 65.1 and SD is 19.24. we can conclude that there is a positive relationship between home environment and academic achievement of secondary school students.

Table 3

The correlation between home environment and academic achievement among secondary school students.

Home Environment	Academic Achievement (combine)	
	Pearson's correlation	0.41**
	Sign.(2tailed)	0.00
	N	300
Home environment (Boys)	Academic Achievement(Boys)	
	Pearson's correlation	0.61**
	Sign.(2tailed)	0.00
	N	150
	Academic Achievement (Girls)	

Home Environment (Girls)	Pearson's correlation	0.18**
	Sign.(2tailed)	0.00
	N	150

Interpretation- From the above table-3 it can be concluded that there exists a significant relationship between home environment and academic achievement of secondary school students. And interpretation of results shows that p value is 0.00 in the level of 0.01. and Pearson correlation value between home environment and academic achievement is 0.41 which is significant. It means there exists a significant and positive relationship between Home environment and academic achievement. Hence the hypothesis that there exists a positive and significant relation between Home Environment and Academic Achievement is accepted.

From the above table it can be concluded that home environment and academic achievement is correlated to each other in total boys and interpretation of results shows that p value is 0.00 in the level of 0.01 and Pearson correlation value between academic achievement of boys is 0.61 which is significant. It means boys having a favourable home environment are performing better in their academic achievement as compared to boys having an unfavourable home environment.

From the above table it can be concluded that home environment and academic achievement is correlated to each other in total girls and interpretation of results shows that p value is 0.00 in the level of 0.01. Dr. Y. S. Deswal, Rekha Rani, Savita Ahlawat (2014), Jayanthi J. and Srinivasan K.(2015) also assess that there is a correlation between home environment and academic achievement and Pearson correlation value between home environment and academic achievement of girls is 0.18 which is significant. It means girls having a favourable home environment are performing better in their academic achievement as compared to girls having an unfavourable home environment.

Table 4

Correlation between Home Environment and Academic Anxiety

VARIABLES		Home Environment	Academic anxiety
Home Environment	Pearson's correlation	1.00	-0.10
	Sig(2- tailed)		0.12
	N	300	300
Academic Anxiety	Pearson's correlation	-0.10	1.00
	Covariance	0.12	
	N	300	300

Interpretation- From Table 4, the correlation between Home Environment and academic anxiety is -0.10 which implies that there is a negative relationship between academic anxiety and home environment, but the relation is very low. Here the correlation is not significant statistically as p-value 0.12 which is higher than 0.01 level (for 2-tailed). So statistically it can be concluded that there is no significant relationship between academic anxiety and Home Environment of secondary school students. Hence the hypothesis there exists a significant and positive relationship between home Environment and Academic Anxiety is rejected.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of this research study have implications for teachers and professionals in addressing the academic anxiety of the students at senior secondary level. As high academic anxiety is responsible for low academic achievement.

Therefore, various measures must be applied by the teachers to manage academic anxiety among students, these can be as simple as inculcation of confidence among the learners, teaching them best strategies for examination preparations, training regarding seeking social support, training of relaxation, and of using humour in a best possible way etc. Teachers should create a low-stress environment that allows students to concentrate on the test rather than being distracted by academic anxiety. The students with higher academic anxiety must be identified and treated to increase their academic achievement and for timely and effective gender- sensitive counselling and therapeutic interventions for senior secondary school students

SUGGESTION FOR FURTHER STUDY

In the present study researchers conducted their study on the secondary level students of Odia medium secondary schools in Kalahandi District of Odisha only. For a broader and comprehensive perspective, the study could be extended in terms of area of research, sample size, medium and number of schools, methodology and design of the study.

CONCLUSION

The results revealed that Academic Anxiety is a hindrance factor of Academic Achievement. High academic anxiety and an unfavourable Home Environment reduces the efforts and motivation of the students in case of their academic achievement. But a little amount of academic anxiety is possible to exist in students. The study also indicates that academic anxiety and academic achievement is negatively correlated. The correlation indicates that the negative correlation is statistically significant. So, it can be summed up that excess academic anxiety is always harmful and impacts and badly affects students' academic achievement. Hence there is a need to work out a strategy to reduce the academic anxiety of the students. High academic anxiety can be reduced by motivating students to study. Students may experience anxiety about tests and may experience heightened anxiety before a testing situation. A certain degree of test anxiety is normal and may help students prepare more effectively, work more efficiently, and remain focused during testing.

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