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## **A study of examination anxiety among high school students of district Jalandhar in relation to their parental support**

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### **Abstract**

We are living in the competitive and fast-paced society in which an individual makes his/her way in success ladder through painstaking cut throat competition. This ever-increasing cutthroat 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 support 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 support 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 support 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 consistence support or encouragements his/her from parents. It is rightly said that parents are a true and biggest source of motivation for their children.

**Keywords:** among high school students, relation, parental support

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### **Introduction**

#### **Parental Support**

Generally, schools are considered as places which provide appropriate learning environment for a child, but significance of parents and community cannot be ignored. Parents, adult family members and siblings add considerably to various components of personality of the child particularly and in dealing with various types of stresses encountered by the child. The pivotal role of parents has been recognized by the teachers and parents themselves that it is essential for complete development of the personality and career growth of their children. Parenting or child rearing is the process of promoting and supporting the, emotional, social, financial physical, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship. 'Parenting' may be defined as purposive activities aimed at ensuring the survival and development of children. It derives from the Latin verb 'parere'- 'to bring forth, develop or educate'. The word 'parenting', from its root, is more concerned with the activity of developing and educating than who does it (Clarke & Stewart) 1. The connotation of the word is, the parenting is a positive, nurturing activity. Thus, parenting is an activity that normally involves the children, parents and other family members in lifelong interaction. Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Some schools foster healthy parental involvement through events and volunteer opportunities, but sometimes it's up to the parents to involve themselves with their children's education. Parents can foster a positive social experience for their children by knowing what activities their children are involved in. If your child plays football, perhaps you could join the coaching staff or volunteer as a driver for the school. If he participates in student council, offer your services as a decorator or donate to the cause. You can also stay on top of his social life by inviting friends to play at your home. Get to know your child's peers and evaluate if they are appropriate choices for him. Gonzalez-Pienda *et al.* (2002) stated that parental support criteria are developed according to six dimensions that are strongly associated to students' behavior at school and the attitude towards learning.

The six dimensions are

- a. Parents' expectations about their children's achievement.
- b. Parents' expectations about their children's capacity to achieve important goals.
- c. Parents' behaviors that reveal interest in their children's school work.
- d. Parents' degree of satisfaction or dissatisfaction with their children's level of school achievement.
- e. Parents' level and type of help provided when their children do homework.
- f. Parents' reinforcement behaviors of their children's achievements.

In home settings, the learning processes occur overtly or consciously, often in an informal way. Parents teach and train children early in their lives, the fundamental skills, attitudes and values necessary for day-to-day living (UNESCO, 1992). The unwritten knowledge being conveyed by parents to their children is specific and to a certain degree, specialized, i.e. that which would enable the children to cope successfully with the requirements of the immediate confines of homes and the community. In an age of momentous changes and stiffer competitions the old views regarding parents' role in the upbringing of children demand appropriate alterations as the circumstances, in which children grow up, have undergone drastic changes. With the embarrassing influences of the cine world, TV channels and the internet, the responsibilities of parents towards children with regard to transmission of culture, inculcation of values, shaping of proper attitudes and outlooks etc. need a serious consideration.

### **Examination Anxiety**

Most of students are suffering from anxiety at some level during an examination. However, when anxiety affects examination performance, it becomes a problem. Examination anxiety is actually a type of performance anxiety- a feeling someone might have in a situation where performance really count or when pressure's on to do well. Examination anxiety can bring a stomachache or headache. Some people might feel shaky, sweaty; feel their heart beating quickly as they wait for the test to be given out. A certain amount of nervous tension probably helps one to perform to the best of his or her ability, helps to feel alert and focused but too much anxiety can BLOCK thoughts, create a negative frame of mind, lead to panic and potentially poor exam performance. Examination anxiety is an excessive worry about upcoming exams and a fear of being evaluated. It is experienced by many normal students. It is not mysterious or difficult to understand. It is manageable by following a plan of helpful suggestions. It is also different from typical nervousness, because it is more intense, more disruptive, more disturbing. It is more potentially overwhelming. It is not helpful or motivating. Anxiety is present in everyone, yet few will openly admit to its presence. In this age of competition the Secondary School Students feel fear, tension, nervousness and stress. The examination anxiety is a very serious problem as many cases of suicide found in the newspapers during the period of examination. The symptoms of examination anxiety mainly refer to feeling of tension, nervousness and worry as well as trembling, heart palpitations and the throat being dry. Examination anxiety affects different students in different ways: - Physical symptoms: headache, insomnia, upset stomach, sweaty palms, dry mouth, increased heart rate, shortness of breath, diarrhea, more frequent urination, etc. - Behavioral changes: tense movements, losing focus of actions, less coordinated movements, nail biting, moving or walking faster than normal, escaping behavior, etc. - Emotional changes: worry, fear, anger, frustration, discouragement, panic, hopelessness, depression, etc. - Cognitive changes: scattered attention, irrational thoughts, difficulty in concentration, negative and self abusing thoughts, etc. We may define Examination anxiety as behavioral changes associated with the feeling of being examined including written tests related to course of study, and examinee's 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 test, 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 worry and dread, self-depreciating thoughts, tension and somatic symptoms that occur during test situations. Examination anxiety refers to the distress one experience when being evaluated or when thinking about prospective evaluations, which typically leads to reduced performance. Examination anxiety as behavioral changes associated with the feeling of being examined including written test related to courses of study, and examine health conditions and status. Personality variables and environment variables are correlates of examination anxiety.

### **Significance of 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 somehow experiencing stress in some form or the other. 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. It has put the educand under unimaginable stress. The most effective defence against the ill effects of examination anxiety is having a strong Parental support. Parental support may prove to be a crucial factor in overcoming this exam related anxiety. During their high schooling, the amount of examination anxiety hit the students the most because of the pupil's tender age and fast changing personality characteristics. So, it becomes foremost duty of parents to provide a solid support to their children so that they could bear the rough and tough of life. Keeping these two very crucial variables in mind, the present study had been undertaken with an objective to find out the relationship between parental support and examination anxiety so that fruitful steps may be taken by all stakeholders concerned with the present educational system.

### Statement of the Problem

A study of examination anxiety among high school students of district jalandhar in relation to their parental support

### Objectives of the Study

The problem under investigation was carried out with the following objectives:-

1. To study the relationship between parental support and examination anxiety among high school students
2. To study the relationship between parental support and examination anxiety among high school students of rural area
3. To study the relationship between parental support and examination anxiety among high school students of urban area
4. To study the relationship between parental support and examination anxiety among high school students of Punjab School Education Board
5. To study the relationship between parental support and examination anxiety among high school students of Central Board of Secondary Education

### Hypotheses of the Study

The problem under investigation was carried out with the following hypotheses:-

1. There exists significant relationship between parental support and examination anxiety of high school students.
2. There exists significant relationship between parental support and examination anxiety of high school students of rural area.
3. There exists significant relationship between parental support and examination anxiety of high school students of urban area.
4. There exists significant relationship between parental support and examination anxiety of high school students of Punjab School Education Board.
5. There exists significant relationship between parental support and examination anxiety of high school students of Central Board of Secondary Education.

### Review of Related Literature

Reddy, Menon, & Thattil (2018) <sup>[2]</sup> revealed that stress has become part of students' academic life due to the various internal and external expectations placed upon their shoulders. Kumar & Jadaun (2018) revealed that though parental involvement leads to better academic achievement high expectations of the parents lead to stress of students.

Subramani & Venkatachalam (2019) <sup>[3]</sup> found that correlation analysis indicated no significant relationship between parental expectations and academic stress of school students. Further, independent sample t-test indicated that there was a significant gender difference in academic stress and in sub-scales: pressure from study, workload, worry about grades and despondency. The result also showed that there was no significant gender difference in parental expectations of school students.

### Design of the Study

The present study was a descriptive study which aimed to see the relationship between parental support and examination anxiety of high school students of Jalandhar district. Thus, for fulfilling the purpose of the study, survey method was employed by the investigator.

### Sample of the Study

Sample of the present study consisted of high school students studying in various schools of Jalandhar district of Punjab. The selection of schools was done using simple random sampling technique. The selected schools of rural and urban area were affiliated to both Punjab School Education Board and Central Board of Secondary Education. The students from the sampled schools were also selected through simple random sampling method. The size of the sample was 100. The school wise detail of sample is given in the table below:

**Table 1:** Distribution of sample

S. No.	Name of School	Number of Students
1	Bhai Gurdaas Public School, Vil. Kalra, Jalandhar	12
2	Chankya International School, Vil. Puranpur, Jalandhar	10
3	City Public School, Jalandhar city	13
4	Ekam Public School, Vil. Mehatpur, Jalandhar	15
5	Eklavya School, Vil. Partappura, Jalandhar	14
6	K C Public School, Ladowali Road, Jalandhar	12
7	Hemkunt Public School, Rasulpur, Jalandhar	13
8	Apex International Public School, Nakodar, Jalandhar	11
Total		100

**Tools Used**

1. Parental support scale by Dr. Shobha Nandwana and Dr. Nimmi Dsawa (2005) was used to assess the parental support.
2. Student's Examination Anxiety Test by Dr. A.K.Singh and Dr. A.Sen Gupta (1984) was administered for measuring the examination anxiety of high school students.

**Statistical Techniques Used**

1. Pearson Product Moment Correlation was computed to see significant relationship between parental support and examination anxiety of high school students.

**Delimitation of the Study**

The present study was delimited to 9<sup>th</sup> class students studying in private schools of Jalandhar district only.

**Hypothesis – I**

“There exists significant relationship between parental support and examination anxiety of high school students.”

To verify the above statement, correlation was found by applying Pearson Product Moment Correlation between parental support and examination anxiety of high school students.

**Table 2:** Correlation between parental support and examination anxiety of high school students

Sr. No	Variable	N	R	Level of Significance
1	Parental support	100	0.4358	Significant at 0.05 level and 0.01 level
2	examination anxiety	100		

Table 2 shows that the correlation between parental support and examination anxiety of high school students is 0.4358. In order to be significant at 0.05 and 0.01 level, values should be 0.138 and 0.181 respectively. Since obtained value is more than table value at both levels, it is significant. The obtained results hold the opinion that parental support and examination anxiety of high school students correlate significantly with each other.

Hence hypothesis, “There exist significant relationship between parental support and examination anxiety of high school students” is accepted.

**Hypothesis – II**

“There exists significant relationship between parental support and examination anxiety of high school students of rural area”.

To verify the above statement, co-efficient of correlation was found by Pearson Product Moment between parental support and examination anxiety of high school students of rural area.

**Table 3:** Correlation between parental support and examination anxiety of high school students of rural area.

Sr. No	Variable	N	R	Interpretation
1	Parental support	50	0.291	Significant at level 0.05 and 0.01 level
2	Examination anxiety	50		

Table 3 shows that the correlation between parental support and examination anxiety of high school students of rural area is 0.29. In order to be significant at 0.05 and 0.01 level values should be 0.138 and 0.181 respectively. Since obtained value is more than at both levels, it is significant. The obtained results hold the opinion that parental support and examination anxiety of high school students of rural area.co-relates significantly with each other.

Hence hypothesis, “There exist significant relationship between parental support and examination anxiety of high school students of rural area.” is accepted.

**Hypothesis – III**

“There exists significant relationship between parental support and examination anxiety of high school students of urban area”

To verify the above statement, co-efficient of correlation was found by Pearson Product Moment between parental support and examination anxiety of high school students of urban area.

**Table 4:** Correlation between parental support and examination anxiety of high school students of urban area.

Sr. No	Variable	N	R	Interpretation
1	Parental support	50	0.571	Significant at level 0.05 and 0.01 level
2	examination anxiety	50		

Table 4 shows that the correlation between parental support and examination anxiety of high school students of urban area is 0.57. In order to be significant at 0.05 and 0.01 level, values should be 0.138 and 0.181 respectively. Since obtained value is more than tabled values at both levels, it is significant. The obtained results hold the opinion that parental support and examination anxiety of high school students of urban area correlate significantly with each other.

Hence, hypothesis, "There exists significant relationship between parental support and examination anxiety of high school students of urban area." is accepted.

#### Hypothesis – IV

"There exists significant relationship between parental support and examination anxiety of high school students of Punjab School Education Board"

To verify the above statement, co-efficient of correlation was found by Pearson Product Moment between parental support and examination anxiety of high school students of Punjab School Education Board.

**Table 5:** Correlation between parental support and examination anxiety of high school students of Punjab School Education Board

Sr. No	Variable	N	R	Interpretation
1	Parental support	50	0.3608	Significant at level 0.05 and 0.01 level
2	examination anxiety	50		

Table 5 shows that the correlation between parental support and examination anxiety of high school students of Punjab School Education Board is 0.36. In order to be significant at 0.05 and 0.01 level values should be 0.138 and 0.181 respectively. Since obtained value is more than tabled value at both levels, it is significant. The obtained results hold the opinion that parental support and examination anxiety of high school students of Punjab School Education Board correlate significantly with each other.

Hence hypothesis, "There exist significant relationship between parental support and examination anxiety of high school students of Punjab School Education Board" is accepted.

#### Hypothesis – V

"There exists significant relationship between parental support and examination anxiety of high school students of Central Board of Secondary Education.

To verify the above statement, co-efficient of correlation was found by Pearson Product Moment between parental support and examination anxiety of high school students of Central Board of Secondary Education.

**Table 6:** Correlation between parental support and examination anxiety of high school students of Central Board of Secondary Education.

Sr. No	Variable	N	R	Interpretation
1	Parental support	50	0.54	Significant at level 0.05 and 0.01 level
2	examination anxiety	50		

Table 6 shows that the correlation between parental support and examination anxiety of high school students of Central Board of Secondary Education 0.54. In order to be significant at 0.05 and 0.01 level, values should be 0.138 and 0.181 respectively. Since obtained value is more than tabled values at both levels, it is significant. The obtained results hold the opinion that parental support and examination anxiety of high school students of Central Board of Secondary Education correlate significantly with each other.

Hence hypothesis, "There exist significant relationship between parental support and examination anxiety of high school students of Central Board of Secondary Education" is accepted.

#### Conclusions

In present study, research wanted to study the research of parental encouragement and women social freedom in urban are. Hypothesis wise findings revealed:-

1. Parental support and examination anxiety of high school students co-relates significantly with each other. Hence hypothesis – I that, "There exist significant relationship between parental support and examination anxiety of high school students" is accepted.
2. Parental support and examination anxiety of high school students of rural area.co-relates significantly with each other. Hence hypothesis – II that, "There exist significant relationship between parental support and examination anxiety of high school students of rural area." is accepted.
3. Parental support and examination anxiety of high school students of urban area.co-relates significantly with each other. Hence hypothesis – III that, "There exist significant relationship between parental support and examination anxiety of high school students of urban area." is accepted.
4. Parental support and examination anxiety of high school students of Punjab School Education Board co-relates significantly with each other. Hence hypothesis – IV that, "There exist significant relationship

between parental support and examination anxiety of high school students of Punjab School Education Board ” is accepted.

5. Parental support and examination anxiety of high school students of Central Board of Secondary Education.co-relates significantly with each other. Hence hypothesis – V that, “There exist significant relationship between parental support and examination anxiety of high school students of Central Board of Secondary Education is accepted.

### References

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