

INFLUENCE OF PARENTING STYLES ON ACADEMIC STRESS AMONG HIGHER SECONDARY SCHOOL STUDENTS

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DECLARATION

I, **SHOBI. P.**, do hereby declare that this dissertation, “**INFLUENCE OF PARENTING STYLES ON ACADEMIC STRESS AMONG HIGHER SECONDARY SCHOOL STUDENTS**” has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, **Dr. MUMTHAS. N.S.**, do here by certify that the dissertation entitled, **INFLUENCE OF PARENTING STYLES ON ACADEMIC STRESS AMONG HIGHER SECONDARY SCHOOL STUDENTS**, is a record of bonafide study and research carried out by **SHOBI. P.**, of M.Ed Programme (2017-19), under my supervision and guidance, and has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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CHAPTER I

INTRODUCTION

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- ❖ *Need and Significance*
 - ❖ *Statement of the problem*
 - ❖ *Definition of Key Terms*
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 - ❖ *Objectives*
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Education is a very important tool for everyone to succeed in life. It helps a lot in lessening the challenges of life and knowledge gained throughout the education period enables each and every individual confident about their life. It brings feeling of equality among all people in the society and promotes growth and development of the country. Education is must for both men and women equally as both together make a healthy and educated society. It is an essential tool for getting bright future as well plays a most important role in the development and progress of the country. Citizens of the country become responsible for the better future and development of the country. Highly educated people become the base of the developed country. So proper education brings bright future for both the individual and the country. It is only educated leaders who build the nation and lead it to the height of success and progress. Education makes people as perfect and noble as possible.

Education is important for everyone to lead a successful life especially for students in higher secondary level. It is a foundation stage for college education and further learning and to establish a successful carrier. Every student should be enlightened with right way to attain an interest in the field of education. Higher secondary school students are mostly adolescents. Adolescent stage is a highly critical period in the life of all students.

In today's highly competitive world, student faces various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Examination stress is the feeling of anxiety or

comprehension over one's performance in the exams. Academic stress is the major source which brings a mental imbalance among adolescents and hence it may lead to low self esteem. They are frequently troubled with their daily problems. A big question arising in the adolescents mind is what am I supposed to do? and in which manner am I to behave? Most of the adolescents have intra personal and interpersonal problems concerning vocation, education, health, family, society and personal matters. Many of them have a tendency to withdraw from their concerned fields.

Today children are crushed between the wheels of competition and pressure. When parents have narrowed their thinking such that they just want doctors and engineers growing in their homes, the children bear the load. No doubt it is the responsibility and duty of a child to fulfill their parent's dreams but the parents also do not have any right to force their anguish on the children. Parents rather than acting as a mode of support, laden the children with their own wishes also. The recent hike in the suicide cases proves the point itself.

Peer pressure is very strong during the adolescent years. Since so much time is spent with peers, the influence can be more powerful than that of parents, teachers or other authority figures. During the day teenagers spend more time with peers than with family members. Teens need to choose their friends wisely. Friends who make healthy, safe, and positive decisions help motivate teenager to follow a similar path. But peer pressure becomes more dangerous when friends have a negative influence by making unwise decision. The teenager can experience low self esteem and may experiment with drugs, alcohol, shop lifting, skipping school or unsafe sex just to fit

it. The teenager's stress and problem create many problems in our society. It also affects the smooth functioning of educational institutions. Parents are also suffering many difficulties due to these problems.

Need and Significance

In the modern world, life has become so impersonal, mechanical and fast and hence a good number of people find themselves depressed or anxious. The extreme complexities of the present world describe the dangerous trends in the mental health level of our youngsters. The increasing rate of suicides, crimes, alcoholic usage, drug addictions, malpractices etc, in our state point out the deadly involvement of our youths. Sixty five percent of our population will be youths below the age limit of 29 by 2020. In United Nations Report revealed that India has world's largest youth population (*The Economic times, 2014*). The former Honorable Prime Minister Manmohan Singh declared that our population, especially the educated youths is the basis of our development.

But now we are going ahead with anxiety and fear. Those who want to become the best human resource of the future are addicted by narcotic drugs and liquor. It is clear that the values of the new generation are deteriorating day by day . How the children become value less egoistic persons? What explanation can we argue for this situation? Whether parents have any role in bringing such a situation? Now the parents are very busy by engaging in their jobs and other activities to make the family safe. At the same time the children are not getting affection and care and they feel loneliness. This loneliness automatically creates negative feeling in their

mind. To overcome the loneliness, children are addicted by the excessive use of social media and hence unknowingly they became useless members in society.

Most of the adolescents report difficulty in both home and school. For some, stress can lead to internalized disorders such as anxiety, depression, headache and indigestion. The perception of high stress level in students can lead to poor academic performance, depression and serious health problems (Misra & Mickean, 2000). From psychological and sociological point of view, children's behavior depends upon the parents' behavior. A child spends only five or six hours in the schools and the rest of the time is spent in his home. Since students are spending most of the time with their parents, parenting style acts as a major cause for children's behavioral changes and attitudes.

Parents are primary educators and play a critical role in shaping the individuality of the child. The behavior of the parents has a powerful influence on adolescents who learn more from what their parents do than when they are told by them. Parenting style is a psychological construct representing standard strategies that parents use in their child rearing. Parenting style might vary because of some potential reasons. Parents have to analyze their parenting styles and its effects on their children and what works best for them and their child.

There are different types of parenting styles. The authoritative parenting style is one that communicates in a warm accepting nurturing manner. Parents impose their own wishes and interests expecting the actions from the children according to their expectations. This is a relatively democratic style of parenting as the parents are responsive and receptive towards their children. They are usually

willing to respond to the questions of their children. Moreover, they are more encouraging and forgiving parents rather than punishing ones in case the child does not come up to their expectation. The authoritarian parenting style is an extremely strict form of parenting that expects a child to adhere to rules and regulations set out by the parents with little or no input communication from the child. Parents tend to punish their children if they fail to obey them. Authoritarian parents fail to give any explanation or reason for the rules imposed by them. If a child asks for explanation, the simple reply is, "Because I said so." Usually these parents less responsive and have high demands and expectations. Permissive parents are overly responsive to the child's demands seldom enforcing consistent rules and often lead to rearing a spoiled child. These types of parents are often referred as tolerant parents and they tend to make fewer demands to their children. These parents are less concerned about disciplining their children as they have low expectations of adulthood and self-control. The neglectful parent is totally disengaged and emotionally uninvolved in their child's life. There will not be any expression of love and affection. Often these parents provide only the basic needs of food and shelter. These parents are usually less demanding, less communicative and less responsive. They manage to fulfill the basic needs and necessities of their children but overall, they are less attached to their children. In some cases these parents are ignorant to the extent that they may even ignore the needs and necessities of their children.

In the present scenario the emphasis is laid on the all round development of the child, which is made feasible in a suitable environment at home, having right parent child relationship. In recent days parents are more concerned with their wards

education, and they make more dialogues with teacher and school authorities than the parents of old days. The involvement of parents may have negative or positive effects on student's developments. Over protectiveness may destroy the child. The influence of parents sometimes may cause mental ill health among their wards. By considering all these, the investigator wants to know whether a particular parenting style cause more academic stress among higher secondary school students. Hence the present study is titled as Influence of Parenting Styles on Academic Stress among Higher Secondary School Students.

Statement of the Problem

The present study is entitled as “INFLUENCE OF PARENTING STYLES ON ACADEMIC STRESS AMONG HIGHER SECONDARY SCHOOL STUDENTS”

Definition of Key Terms

Influence

Influence is defined as the power to change or affect someone or something (Webster's dictionary, 1996).

Parenting Styles

“A Parenting Style is a psychological construct representing standard strategies that parents use in their child rearing” (Baumrind, 1991).

Parenting Styles are operationally defined as the four styles viz..., Authoritarian, Authoritative, Permissive and Neglectful determined by the

distinctive composition of the extent of parents' demandingness and responsiveness in the overall development of the child.

Academic Stress

“Academic Stress is mental distress with respect to some anticipated frustration associated with academic failure, anticipation of such failure, or even an awareness of the possibility of such failure” (Gupta&Khan, 1987)

For the present study Academic Stress is the concern and stress that comes from schooling and education. It is a physical, mental or emotional reaction resulting from an individual's response to tensions, conflicts and pressures which arise from the academic life.

Higher secondary school students

Higher secondary School students refers to the students studying for plus one or plus two in any of the schools recognized by the Government of Kerala

Variables

The present study involves two types of variables, independent variable and dependent variable. The independent variable in the study is Parenting Styles and dependent variable is the Academic Stress among higher Secondary school students.

Objectives

The following are the objectives of the study

1. To find out the percentage of higher secondary school students who perceive their Parenting Styles as
 - a) Authoritative
 - b) Authoritarian
 - c) Permissive
 - d) Neglectful
2. To find out the extent of Academic Stress among higher secondary school students.
3. To find out the influence of Parenting Styles on Academic Stress among higher secondary school students.
4. To find out whether the influence of Parenting Styles on Academic Stress among higher secondary school students vary by gender.

Hypotheses

1. Parenting Styles have significant influence on Academic Stress among higher secondary school students.
2. The influence of Parenting Styles on Academic Stress among higher secondary school students varies significantly by gender.

Methodology

Method

Survey method is applied for collecting the data.

Sample

The study is conducted on a sample of 500 Higher Secondary School Students from different higher secondary schools located in Kozhikode and Malappuram districts of Kerala using stratified sampling technique by giving due representation to gender, locale of institutions, subject of specialization and type of management of institutions.

Tools

The tools used for collecting the data are

1. Scale on Academic Stress (Mumthas and Shobi, 2019)

The Academic stress scale is prepared by considering the various dimensions like teaching learning stress, school environment stress, exam stress, family stress, self-inflicted stress and peer stress.

2. Scale of Parenting Styles (Gafoor & Abidha, 2012)

This tool is used for measuring Parenting Styles of higher secondary school students. The scale is prepared on the basis of the theory suggested by Baumrind (1996) and Macoby and Martin (1983).

Statistical techniques

The statistical techniques used for the analysis of the data are the following.

1. Percentage Analysis
2. Percentiles

3. One-way ANOVA
4. Test of significance of difference between means for large independent samples.

Scope and Limitations of the Study

The present study is to find out the influence of Parenting Styles on Academic Stress among higher secondary school students. The study was conducted on a representative stratified sample of 500 higher secondary school students belonging to two districts of Kerala viz., Kozhikode and Malappuram. A tool for measuring the Academic Stress was developed by giving due emphases to its various dimensions.

Even though the investigator made this study very correct and accurate, certain limitations are crept into the study. The required data was collected from two districts only because of time constraints. . The sample size for the study is 500 higher secondary students. The variable Parenting Style was measured in terms of student's perception only.

In spite of all these limitations, the investigator hopes the results will be accurate and dependable and will help to bring about modification in educational process.

Organization of the Report

The report has been presented in five chapters.

Chapter I presents a brief introduction to the problem, need and significance, statement of the problem, definition of key terms, objectives, methodology, scope and limitations of the study.

Chapter II presents the theoretical overview of the concerned variables and review of related studies.

Chapter III gives an account of the methodology in detail used in the present study. It contains objectives, hypotheses, variables, description of tools used for measurement, sample for the study, data collection procedure, scoring and consolidation of data and statistical techniques used for analysis.

Chapter IV describes the analysis part of the study as per the objectives of the study and tenability of hypotheses.

Chapter V presents a summary of the study, major findings, educational implications of the study and suggestions for further research in this area.

CHAPTER II

REVIEW OF RELATED LITERATURE

-
- ❖ *Theoretical Overview*
 - ❖ *Review of Related Studies*
-

REVIEW OF RELATED LITERATURE

Review of related literature is an important aspect of any investigation . A proper study of related literature would enable the investigator to locate and go deep in to the problem. Review of the related literature helps the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. It enables the researcher to delimit and define his problem and thus to state objectives clearly and concisely. The knowledge of related literature bring the researcher up to date on the work which others have done. Thus a thorough examination of the related literature will help a researcher to understand the significance of present study and to build a new approach to the same.

The present study is an attempt to find out the influence of Parenting Styles on Academic Stress among higher secondary school students. To have an understanding of the nature of study in this area, the researcher has gone through the relevant literature.

The review is presented here under the following headings.

- I. Theoretical overview**
- II. Survey of related studies**

I. Theoretical Overview

The theoretical overview of Academic Stress and Parenting Styles are given below.

Academic Stress

Stress is the body's reaction to a change that requires a physical, mental or emotional adjustment or response. Stress refers to a "particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources" (Lazarus & Folkman, 1984). Individuals have stress in different situations, including academics, career, and social relationships. Although many researchers (Ainslie, Shafer, & Reynolds, 1996) have examined students' general stress, which refers to psychological stress based on specific surroundings.

Stress is viewed as a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein et al., 2008). It has been argued that an individual can have possibly anxious thoughts, difficulty to concentrate or remember because of being stressed. Stress can lead also to change in people's behaviours, such as nail biting, heavy breathing, teeth clenching and hand wringing. When people are stressed, they may feel cold hands and feet, butterflies in stomach, and which all are regarded as common physiological effects of stress. They can be connected to emotion of anxiety (Auerbach & Gramling, 1998). Physical and psychological responses to stress generally occur together, especially when stress becomes more intense. However, one category of stress responses can influence other responses. For instance, mild chest pain may lead to the psychological stress response of worrying about getting a heart attack. Physical responses can be produced when a person escapes from a terrible accident or some other frightening events, he or she will

experience rapid breathing, sweating, and even shaking little later. These reactions are part of a general pattern known as the fight-or-flight syndrome. The psychological responses to stress can appear changes in emotions, thoughts (cognition), and behaviours (Bernstein et al., 2008)

Stress has been seen tightening its grip on the students, as they have to compete every step of their academic career in this fast moving world. This shadow of academic stress darkens the students of high and intermediate schools as they have to enter into the world of competition for choosing their respective careers.

“Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure or even awareness of the possibility of such failure” (Gupta & Khan, 1987). “Academic stress pervades the life of students, and tends to impact adversely their mental and physical health, and their ability to perform schoolwork effectively” (Clark & Rieker, 1986; Felsten & Wilcox, 1992). There is often a lot of pressure that comes along with pursuing one's education. During the period of schooling, there are lot of work both academic and nonacademic activities which demand balanced time schedule. Academic stress is especially hard on school students who are often living away from home for the first time. Teachers expect work to be completed on time. Students may under estimate the amount of time and fail to plan before hand to complete reading and writing assignments.

The components have been selected on the basis of the in-depth analysis of academic stress among students. Based on the research papers and theoretical overview it is found that the academic stress among higher secondary students may

be influenced by different components such as teaching learning stress, school environment stress, exam stress, family stress, self-inflicted stress, and peer stress.

Teaching learning stress

Generally students are expecting much help and guidance from their teachers to achieve higher performance in their academic life. But pupils face many difficulties in school when they are being taught. The teaching method of some teachers can not be followed by some pupils. Some lessons are difficult and so it can not be understood by this learners. This creates severe stress in pupils. Lack of support from teachers is an another cause of stress to students. Some pupils those who are highly expected are suffering a lot of stress when the teacher does not give enough support and involvement in learning activities.

School environment stress

School environment is a major factor which cause stress among the pupils. The nature of the classrooms, availability of furniture, facilities in library, laboratory, play ground etc influence directly or indirectly the learning of students. Strict disciplinary actions may create an irritative mind among the students and they are forced them to act in different ways. New classes, teacher transfer, unwanted interference in the activities of the pupils are also cause stress in pupils.

Exam stress

Exam stress is a feeling of pressure due to test anxiety, fear of failure, fear about grades, continuous exams and test preparation. The feeling of failure in the exam is the major cause of exam stress in the pupils. When the exam is getting

nearer, the pressure of the teachers and guardian upon the students become very high and hence they come under high stress. Lack of preparation, unfollowed lesson, illness etc are also make stress in the pupils.

Family stress

Family stress is defined as disturbance in the steady state of the family system. The present nuclear family system may cause loneliness in the pupil. Most of the day time both parents are engaged in their own employment. Many of the families are struggling to earn their livelihood. When the children come to the home after spending too much time at the school, many times they are compelled to sit alone in the home. Also economic background of the parents create much stress among their children. Unbroken family, strict parents, drug addiction, illness of parents etc cause stress among the students.

Self-inflicted stress

Self-inflicted stress is the stress we impose on ourselves by how we manage our expectations, time, relationships, and mindset. Stress which are inflicted in the mind of the pupil is itself due to various reasons. Lack of timely preparation, emotional problems such as love affair, guilty complex, depression and some obsessions create stress in the pupils. Some illness and physical mental disturbances are also makes stress in the pupils.

Peer stress

Peer pressure is the direct influence on people by peers, or an individual who gets encouraged to follow their peers . They may change their attitudes, values,

or behaviors to conform to those of the influencing group or individual. Adolescence is the period of stress and strain. Acceptance and sense of belonging are developed during this period. Competitions in learning and co-curricular activities, unwanted interference in the activities of the pupil from the peer group, enmity among the peer group are also some major causes of stress in the pupils.

Parenting styles

The concept of parenting styles commonly used in psychology today is based on the work of Baumrind, a developmental psychologist. Baumrind noticed that preschoolers exhibited three different types of behaviour. Each type of behavior was highly correlated to a specific kind of parenting. Based on extensive observation, interviews and analyses, Baumrind initially identified three different parenting styles: authoritative parenting, authoritarian parenting and permissive parenting (1967). Maccoby and Martin (1983) expanded this parenting style model using a two-dimensional framework. They made further distinction by expanding Baumrind's permissive parenting into two different types: permissive parenting (indulgent parenting) and neglectful parenting (uninvolved parenting). These four parenting styles are sometimes called the Baumrind parenting styles or Maccoby and Martin parenting styles. Parenting styles are categorized based on two dimensions of parenting behavior. Demandingness refers to the extent of parental control over their children's behavior or demand their maturity. Responsiveness refers to the degree of parents acceptance and sensitiveness to their children's emotional and developmental needs.

1. Authoritative parenting (High demandingness, High responsiveness)

Authoritative parents have high expectations for achievement and maturity, but they are also warm and responsive. These parents set rules and enforce boundaries by having open discussion and using reasoning. They are affectionate, supportive and encourage independence. This parenting style is also known as authoritative parenting style. Based on Baumrind's research, children of authoritative parents

- Appear happy and content
- Are more independent
- Achieve higher academic success
- Develop good self-esteem
- Interact with peers using competent social skills
- Have better mental health — less depression, anxiety, suicide attempts, delinquency, alcohol and drug use
- Exhibit less violent tendencies

2. Authoritarian parenting (High demandingness, Low responsiveness)

Authoritarian and authoritative parenting styles have sounds similar, yet they have several important differences in parenting beliefs. While both parenting styles demand high standards, authoritarian parents demand blind obedience using reasons such as "*because I said so*". These parents use stern discipline and often employ punishment to control children's behavior. Authoritarian parents are unresponsive to

their children's needs and are generally not nurturing. Children of authoritarian parents:

- Tend to have an unhappy disposition
- Are less independent
- Appear insecure
- Possess lower self-esteem
- Exhibit more behavioral problems
- Are academically poor
- Have poorer social skills
- Are more prone to mental issues

3. Permissive parenting (Indulgent)- (Low demandingness, High responsiveness)

Permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These parents are warm and indulgent but they do not like to say no or disappoint their children. Children of permissive parents

- Cannot follow rules
- Have worse self-control
- Possess egocentric tendencies
- Encounter more problems in relationships and social interaction

4. Neglectful parenting (Uninvolved)-(Low demandingness, Low responsiveness)

Neglectful parents do not set firm boundaries or high standards. They are indifferent to their children's needs and uninvolved in their lives. These uninvolved parents tend to have mental issues themselves such as maternal depression, physical abuse or neglected childhood. Children of neglectful parents:

- Are more impulsive
- Cannot self-regulate emotion
- Encounter more delinquency and addiction problems
- Have more mental issues — e.g. suicidal behavior in adolescents

Review of Related Studies

The reviewed studies are summarized below under two headings viz.,

1. Studies related to Academic Stress
2. Studies related to Parenting Styles

1. Studies related to Academic Stress

Karaman et al., (2019) conducted an investigational study on “predictors of Academic Stress among College Students.” Three hundred and seven undergraduate students (179 men, 128 women) participated in the study. The results revealed that female college students had higher academic stress than male college students.

Stankovska et al., (2018) conducted a study on emotional intelligence, test anxiety and academic stress among university students. The self report emotional intelligence test, test anxiety inventory and student academic stress test were used in this study. Two hundred university students (100 female and 100 male students) are participated in the study. The results of the study revealed that there is significant positive relationship between test anxiety and academic stress.

Manansingh (2017) conducted a study on the relationship of relaxation technique with test anxiety, academic stress, and nursing students intention to stay in a baccalaureate degree nursing program. This study examined if there was a relationship among demographic characteristics of the respondents and test anxiety and academic stress. Forty five first semester nursing students were participated in the study. The findings of the study indicated that after using relaxation techniques the students reported statistically significant decrease in test anxiety and academic stress.

Bartwal and Raj (2014) conducted a research on “Academic stress among school going adolescents in relation to their social intelligence”. Data were collected from rural and urban area of Bathinda city in Punjab. The sample consisted of 200 school going male and female adolescents. Results of the study revealed that there were no significant gender differences with regard to academic stress and social intelligence among rural and urban adolescents.

Strodl and Sun (2014) conducted a study on academic-related stress among private secondary school students in India. Participants were 400 adolescent students (52 percent male) from five private secondary schools in Kolkata who were studying

in grades 10 and 12. Findings revealed that 35 and 37 percent have high or very high levels of academic stress and exam anxiety respectively and all students reported high levels of academic stress.

Bataineh (2013) made an investigation on the academic stressors experienced by the students at university. A total sample of 232 subjects from faculty of education were taken as the sample. The result showed that academic overloads, course awkward, inadequate time to study, workload in every semester, exams awkward, low motivation, and high family expectations were drive moderately stress among students. It was also found that fear of failure is the major source of stress among undergraduate students.

Xiao (2013) conducted a study on “Academic Stress, Test Anxiety, and Performance in a Chinese High School Sample: The Moderating Effects of Coping Strategies and Perceived Social Support”. This study investigated the relationships among academic stress, test anxiety, coping strategies, perceived social support and test performance. This study revealed that there is a moderate effect between coping strategies and perceived social support and positive relationship exist between academic stress and test anxiety.

Busari (2012) worked on “Identifying Difference in Perceptions of Academic Stress and Reaction to Stressors based on Gender among First Year University Students”. Student Academic Stress Scale was the instrument used to collect data from 2,520 first year university students . The results showed that male and female respondents differed significantly in their perceptions of

frustrations, financials, conflicts and self-expectations stressors but did not significantly differ in their perceptions of pressures and changes-related stressors.

Kadapatti and Vijyaluxmi (2012) carried out a study to know the stressors of academic stress among pre-university students. The sample consisted of 360 pre-university students of both boys and girls drawn using random sampling method from four co-educational colleges. The results showed that high aspiration, poor study habits, more study problems, change in medium of instruction and low socio-economic conditions are the factors responsible for academic stress and become stressors for stress among selected respondents.

The study by Sun (2012) “Educational stress among the Chinese adolescents: Measurement, risk-factors and associations with mental health” on a sample of 1627 secondary school students, revealed that most of the strong factors for academic stress were school or study related, including rural school location, low school connectedness, perceived poor academic grades and frequent emotional conflicts with teachers and peers.

Calaguas (2011) examined the perception of academic stress among college students in a state college in the Philippines highlighting gender differences. A total of 1,210 college students chosen responded to the survey instrument. Statistical analyses showed that male and female respondents differed significantly in their perceptions of subject, teacher, schedule, classroom, and expectation-related stressors but did not significantly differ in their perceptions of enrolment and admission, classmate, and financial-related stressors.

Nandamuri and Gowthami (2011) explored the components of academic stress among the post graduate management students. The sample consist of 500 postgraduate management students from various management institutes spread across the Warangal district of Andhra Pradesh in India. Data was collected through self designed academic stress questionnaire based on previous models available. The study revealed that component of academic stress is related to placement activity since around 63 percent of the respondents have given second priority to this factor.

Savitha (2011) conducted a study on motivational beliefs and Academic stress of higher secondary school students in Kozhikode and Malappuram districts. The study was conducted on a sample of 600 higher secondary school students studying in various higher secondary schools of Kozhikode and Malappuram districts. Motivational Beliefs Scale and Academic Stress Inventory are the tools used for data collection. Results showed that academic stress of male students was higher than that of female students. The rural and urban students differ in academic stress.

Abdulkader (2010) examined the effect of life style factors on academic stress of higher secondary schools students. The study was carried out on 520 students of class plus one from higher secondary schools of Malappuram, Thrissur and Kozhikode districts of Kerala state. Academic Stress Inventory and Life Style Inventory are used as tools for the study. The findings of the study were that academic stress of higher secondary school students significantly influenced by the locale, gender and type of management.

Agolla and Ongori (2009) conducted a research on “An assessment of academic stress among undergraduate students The case of University of Botswana”. A total sample 320 students participated in this study. This study investigated the stressors, symptoms and effects that are likely to be experienced by the undergraduate students in higher institutions (Universities). Stressors related to time, academic pressure, and academic environments were explored. It was found out that academics, workload, inadequate resources, low motivation, poor performance in academics, continuous poor performance in academics, over crowded lecture halls, and uncertainty of getting job after graduating from the university lead to stress among students.

Arun and Chavan (2009) conducted a cross sectional study to find out academic stress, psychological health, and presence of suicidal ideas in students and to find out any correlation between these variables. Data was collected from 2402 students from classes VII to XII using Socio-demographic Scale, General Health Questionnaire, Mooney Problem Checklist, and Suicide risk eleven- a visual Analogue Scale. Statistical analysis used was chi square and Spearman’s correlation. The study revealed that students with academic problems and unsupportive environment at home perceived life as a burden and had higher rates of suicidal ideations.

Shahanas (2009) compared the academic stress of secondary school students following state and C.B.S.E. curriculum. The study was carried out on 600 high school students from Kozhikode district based on both state and C.B.S.E . curriculum using stratified sampling method. Academic Stress Inventory is used

for the study. The study revealed that there was no significant difference in academic stress between the state and C.B.S.E. curriculum secondary students in the sub sample based on gender and locale.

Hussain and Kumar (2008) conducted a study entitled “Academic Stress and Adjustment among High School Students” to examine the level of academic stress and overall adjustment among Public and Government high school students and also to see relationship between the two variables. The sample consist of 100 IX standard students . Academic Stress Inventory and Magnitude of Stress Inventory were used. Results indicated that magnitude of academic stress was significantly higher among the Public school students where as Government school students were significantly better in terms of their level of adjustment.

Rao (2008) conducted a study entitled “Academic stress and adolescent distress: The experiences of 12th standard students in Chennai, India” on a sample of 588 higher secondary students. The purpose of the study was to assess the prevalence of academic stress and adolescent distress . Findings revealed that academic stress and adolescent distress is indeed a significant problem in Chennai, India.

2. Studies related to Parenting Styles

Amal et al.,(2019) studied the maternal parenting styles, school involvement, and children's school achievement and conduct in Singapore. The study investigated the associations between three maternal and paternal parenting styles, moral intelligence, academic self-efficacy and learning motivation in three

serial mediation models. Omani adolescents enrolled in 7th to 11th grades (N = 296) responded to an online survey containing demographic items and scales measuring the variables. Results of study indicated that the three models had a good overall fit. In detail, the three paternal styles (authoritative, authoritarian and permissive) had direct associations with moral intelligence and indirect associations with learning motivation.

Kosterelioglu and Liker (2018) examined the “Effects of Parenting Style on Students' Achievement Goal Orientation: A Study on High School Students.” This study intends to determine the effects of parenting styles, as perceived by parents, on high school students' achievement goal orientations. The study was conducted on 497 students and their parents selected via simple cluster sampling from public high schools of the Ministry of Education in Amasya, a city in Turkey. Parents Attitude Scale and Achievement Goal Orientation Scale were used. The research showed that parenting styles perceived by parents can be listed as democratic, overprotective, permissive and authoritarian. Parenting style was found to have a low level positive relationship with performance approach and performance avoidance orientation.

Adubale and Andrew (2017) conducted a study on parenting styles as predictors of anxiety and depression of in-school adolescents in Nigeria. It employed a correlation research design. Two hundred and forty students constituted the sample for the study. Parenting Style Scale was used to collect data for the study. Linear regression was used to analyse the data. The result revealed that

parenting styles (authoritarian, authoritative and permissive) significantly predict anxiety in adolescent secondary school students in Edo State.

Hamid et al., (2016) studied the relationship between parenting styles and academic performance of adolescents: mediating role of self-efficacy. This study analyzed the relationship of parenting styles and academic performance along with self-efficacy as mediating variable. Sample of the study consists of 313 university students from four academic departments. Self-reported questionnaire was used to take the response from students. Results of the study indicated that parenting styles individually have no significant relationship with the academic performance. In addition to this, self-efficacy only mediates the relationship of authoritative parenting style and academic performance.

Xie et al.,(2016) studied the personality and parenting style as predictors of life satisfaction among Chinese secondary students. This study explored how indigenous personality traits and parenting style predicted students' life satisfaction. The participants were 718 junior secondary students in China with a mean age of 13.39 years. Personality, parental style, and life satisfaction were assessed through inventories. The results showed that personality, parenting style, and life satisfaction were interrelated.

Yousaf (2015) examined the relation between self-esteem, parenting style and social anxiety in girls. A sample of 100 female students selected from different schools. For data collection Social Interaction Anxiety Scale, Parental Authority Questionnaire and Rosenberg's Self Esteem Scales were used. The results indicated that social anxiety has negative correlation with self-esteem but not significant.

Further, it indicates that low self-esteem would cause social anxiety and authoritative style of parenting would leads towards social anxiety in girls. Social anxiety negatively correlated permissive type of parenting style.

Aqeel et al., (2014) studied the relationship of educational encouragement, parenting styles, gender and ethnicity as predictors of academic achievement among special education students. The study examined whether the role of parenting styles, educational encouragement, gender and ethnicity among special education students are predictors of academic achievement. Participants of this study consisted 200 special education students (N = 105 boys and N = 95 girls) age varies 14 to 19 years from one school located at Kuala Lumpur, Malaysia. Results showed that authoritative parenting styles were mostly used by the parents of their special education students. Significant relationships were found in parenting styles, educational encouragement and academic achievement among special educational students.

Mahasneh and Ahmad (2014) carried out a study on relationship between goal orientation and parenting styles among sample of Jordanian University Students. Participants of the study was 650 university students. Goal orientation and parenting styles questionnaires were used for collecting data. Results indicated that there is a significant positive correlation between learning goal orientation and authoritative, authoritarian and permissive parenting styles. Performance-prove orientation is positively related to authoritative, authoritarian and permissive parenting styles.

Rajan (2014) conducted study on relationship between parenting styles and social reticence of higher secondary school students. The sample taken were 600 higher secondary school students from different higher secondary schools located in various districts of Kerala. The results of the study revealed that parenting styles have significant influence on social reticence of higher secondary school students.

Yeo and Lian (2014) initiated a study on maternal parenting styles, school involvement, and children's school achievement and conduct in Singapore. Students (N = 712) in 3rd, 4th, 5th, and 6th grades completed questionnaires on their mothers' parenting styles and school-focused parenting practices. Student achievement and conduct were assessed using achievement tests and conduct grades. The study provide support for the hypothesis that school-focused parenting practices predict achievement and conduct after adjusting for parenting styles.

Taleb and Fathi (2013) examined the parenting styles and children's social skills as perceived by Jordanian mothers of preschool children .This study examined the perceived parenting styles in a sample of Jordanian mothers and their perceptions of the social skills exhibited by their preschool children. The sample consisted of 802 ("N"=802) mothers who responded to a three-part questionnaire: demographic information, parenting styles, and social skills. The results of this study indicated that the majority of mothers perceived their parenting style as authoritative (73.5%). Results also indicated that mothers who perceived themselves as authoritative also perceived their children's social skills more positively.

Abidha (2012) conducted a study on relationship between parenting style and goal orientation among boys and girls in higher secondary school. The samples

taken were 832 students in Malappuram districts. The results of the study revealed that there is a significant difference between parenting style and goal orientation among boys and girls in higher secondary level.

Atilgan and Erozkana (2012) investigated the relationships between anxiety sensitivity and perceived parenting styles of adolescents and the predictive role of perceived parenting styles on anxiety sensitivity. The study group was composed by 545 (255 females; 290 males) students studying in different high schools in Mugla. The data were collected using the Anxiety Sensitivity Index-R, and Parental Attitudes Scale. The findings showed that the democratic, protective-demanding, and authoritarian parenting styles were found to be significantly correlated to anxiety sensitivity and democratic, protective-demanding, and authoritarian parenting styles are the important predictors of anxiety sensitivity.

Jewrell et al., (2012) studied the relationships between parenting styles and the academic performance of adolescents. Relationships between parenting styles, academic performance, and the mediating effects of motivation, goal orientation, and self-efficacy were examined. One hundred forty-eight high school students were participated, including 58 males and 90 females. The Parenting Style Questionnaire was used to measure students' perceptions of their parents' parenting styles. The results revealed that adolescents reported their parents as having a more authoritative parenting style were found to demonstrate more intrinsic motivation in their academic pursuits.

Kirtley and Michael (2012) examined the gender differences in the relationships among parenting styles and college students' mental health. The

authors examined the role of parenting style in relationship to student stress, anxiety, and depression, with focused attention on gender differences. Participants were 290 undergraduate students (58% female, mean age = 19). Participants completed surveys containing measures of parenting styles, college stress, anxiety, and depression. Anxiety and stress acted as mediators between some maternal parenting styles and female student depression. No mediational relationships were found for male student rating.

Badrigargari and Vahedi (2011) examined the relationship between parenting self efficacy, parenting style, and self regulation learning in adolescent girls of Tabriz in Iran. The researchers used descriptive correlation method for their study. Using a multi -stage cluster sampling, data was collected from a sample of 400 girls. Regression analysis and one way analysis of variance showed a relationship between the three variables. The results of the study revealed that the degree of freedom or control determined the use of self regulation learning strategy, and acceptance -rejection dimension was not influential in predicting learning strategies.

The study by Moore and Joyce(2011) examined parenting style and adolescents' school performance in Mainland China. In this study variables were measured by the PAQ (parenting authority questionnaire). The sample were 122 eighth graders in mainland China and the relationship between their school report grades and the parenting styles they received was examined. Results indicated that although authoritative parenting style may be universally beneficial to the human species including the Chinese population, authoritarian parenting style, as one of the

most popular parenting styles among Chinese parents, is closely associated with high school performance of adolescents.

Brien and Helen (2010) studied the intergenerational transmission of parenting styles of Irish immigrant mothers. This study examined the individual parenting styles of a sample of 82 Irish immigrant mothers and investigated the factors that influenced their individual parenting style. The Irish immigrant participants reported a stronger authoritative parenting style, a stronger permissive parenting style, and a weaker authoritarian parenting style.

Chen, Dong and Zhou (2010) examined the relations between authoritative and authoritarian parenting style and social and school adjustment in Chinese children. A sample of second grade children, aged eight years, and their parents were participated in the study. It was found that authoritarian parenting was associated positively with aggression and negatively with their peer acceptance, sociability-competence, distinguished studentship and school academic achievement. Results indicated that, authoritative and authoritarian parenting practices were relevant to social and academic performance in Chinese children.

Williams and Degnon (2009) studied the impact of behavioural inhibition and parenting style on internalizing and externalizing problems from early childhood through adolescence. A sample of 113 children was assessed for behaviour inhibition, Results revealed that greater authoritative parenting was associated with less of an increase in internalizing behaviour problems overtime and greater authoritarian parenting was associated with a steeper decline in externalizing

problems. Results highlighted the importance of considering child and environmental factors in longitudinal patterns of behaviour inhibition across childhood and adolescence.

Erden and Uredi (2008) investigated the effect of perceived parenting style on self-regulated learning strategies and motivational beliefs. A total of 350 eighth grade students participated in the study. The results revealed that self-regulated learning strategies and motivational beliefs were influenced by parenting styles. Those students whose parents were authoritative showed higher self-regulated learning strategies and motivational beliefs than authoritarian and indulgent and neglectful parents. But indulgent parents seem to have more positive impact than the authoritarian and neglectful parents.

Mckinney and Renk (2008) examined the relationship between late adolescent's perceptions of their mothers' and fathers' parenting styles and their emotional adjustment. Findings showed that mothers and fathers use different parenting styles for their sons and daughters. The result of the study also suggested that different combinations of maternal and paternal parenting are related to late adolescents' emotional adjustment, with late adolescents having at least one authoritative parent showing better adjustment than those who have no such parents adopting authoritative parenting style.

Simons and Conger (2007) studied the ways in which mothers and fathers differed with regard to four parenting styles, the manner in which individual parenting styles combined to form family parenting styles and the extent to which

these various styles were related to school commitment, delinquency and depression among adolescents. They found that the most common family parenting styles were those in which both parents displayed the same style of parenting and authoritative parenting style was associated with the most positive outcomes for adolescents. In the absence of this optimal parenting style having one authoritative parent could protect the child from deleterious consequences associated with less optimal styles of parenting.

Bynum and Kotchick (2006) investigated Mother-Adolescent Relationship Quality and autonomy as Predictors of Psychosocial Adjustment among African American Adolescents. Sample of 1873 adolescents in the age range of 9-12 years were drawn through stratified random sampling from families where one parent had a graduate degree. The results indicated that positive mother- adolescent relationship quality and greater autonomy were associated with higher self-esteem, fewer depressive symptoms, and less delinquent behavior.

Conclusion

From the review of related studies, the investigator has found that the academic stress is related to the test anxiety. A number of studies have been conducted in relation with these variables both in and out side india. At present higher secondary students are facing much stress because of many reasons. As the students are brought up in different background the extent of academic stress they face may differ individually. Investigator has also found that the children brought up with different parenting styles showcase different levels of academic

stress and hence different attitude towards life. From the review of related studies investigator found it interesting to study more about the relationship between parenting styles and academic stress . Hence in the modern era the study is found to be relevant.

CHAPTER III

METHODOLOGY

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- ❖ *Variables*
 - ❖ *Objectives*
 - ❖ *Hypotheses*
 - ❖ *Tools Employed*
 - ❖ *Selection of Sample*
 - ❖ *Data Collection Procedure, Scoring and Consolidation of Data*
 - ❖ *Statistical Techniques used for Analysis of Data*
-

METHODOLOGY

Methodology is a process which reveals all the methods and techniques followed by the researcher during the course of research work. The success of any research work depends largely upon the suitability of the methods, tools and techniques followed by the researcher in collecting and processing data. Thus the role of methodology is to carry on the research work in a scientific and valid manner.

The present study is an attempt to find out of the influence of Parenting Styles on Academic Stress among higher secondary school students . The methodology of the study is presented below under the following heads viz..

Variables

Objectives

Hypothesis

Tools Used for Data Collection

Selection of Sample

Data Collection Procedure and Consolidation of Data

Statistical Techniques used for Analysis

The detailed description of each of the following is given below.

Variables

The present study involves two types of variables viz., independent variable and dependent variable. The independent variable in the study is Parenting Styles and dependent variable is the Academic Stress among higher secondary school students.

Objectives

The following are the objectives of the study

1. To find out the percentage of higher secondary school students who perceive their Parenting Styles as
 - a) Authoritative
 - b) Authoritarian
 - c) Permissive
 - d) Neglectful
2. To find out the extent of Academic Stress among higher secondary school students.
3. To find out the influence of Parenting Styles on Academic Stress among higher secondary school students.
4. To find out whether the influence of Parenting Styles on Academic Stress among higher secondary school students vary by gender.

Hypotheses

1. Parenting Styles have significant influence on Academic Stress among higher secondary school students.
2. The influence of Parenting Styles on Academic Stress among higher secondary school students varies significantly by gender.

Tool Used for Data Collection

Collection of relevant data is an important aspect of any research work. The selection of suitable tool is of vital importance for a successful research. The following tools are used for the present study.

1. Scale on Academic Stress (Mumthas, & Shobi , 2019)
2. Scale of Parenting Styles (Gafoor, & Abidha, 2012)

Detailed description of each of these tools is given below.

1. Scale on Academic Stress

The tool is prepared and standardized by the investigator with the assistance of her supervising teacher. The procedure followed in the construction of the tool is described below.

a) Planning of the scale

The first step in the construction and standardization of a scale is planning of the scale. It was decided to develop Likert type scale with three responses viz., agree, undecided, and disagree. The scale is prepared to measure the extent of Academic Stress among higher secondary school students. The investigator reviewed the literature and identified six components as the causes of Academic Stress. They are teaching learning stress, exam stress, school environment stress, family stress, self-inflicted stress and peer stress.

Description of each of these components is given below.

- **Teaching learning stress**

Generally students are expecting much help and guidance from their teachers to achieve higher performance in their academic life. But pupils face many difficulties in school when they are being taught. The teaching method of some teachers can not be followed by some pupils. Some lessons are difficult and so it can not be understood by this learners. This creates severe stress in pupils. Lack of support from teachers is an another cause of stress to students. Some pupils those who are highly expected are suffering with a lot of stress when the teacher does not give enough support and involvement in learning activities.

Example: School learning activities make me feel heavy. (Item no.1)

- **School environment stress**

School environment is a major factor which causes stress among the pupils. The nature of the classrooms, availability of furniture ,facilities in library ,laboratory, play ground etc influence directly or indirectly the learning of students. Strict disciplinary actions may create an irritative mind among the students and they are forced them to act in different ways. New classes, teacher transfer, unwanted interference in the activities of the pupils are also cause stress in pupils.

Example: Lack of classroom facilities are not barrier to me in learning. (Item no. 7)

- **Exam stress**

Exam stress is a feeling of pressure due to test anxiety, fear of failure, fear about grades, continuous exams and test preparation. The feeling of failure in the

exam is the major cause of exam stress in the pupils . When the exam is getting nearer, the pressure of the teachers and guardian upon the students become very high and hence they come under high stress. Lack of preparation, unfollowed lessons , illness etc also make stress in the pupils.

Example: The thought of failure in examination worries me. (Item no.14)

- **Family tress**

Family stress is defined as disturbance in the steady state of the family system. The present nuclear family system may cause loneliness in the pupil. Most of the day time both parents are engaged in their own employment. Many of the families are struggling to earn their livelihood. When the children come to the home after spending too much time at the school, many times they are compelled to sit alone in the home. Also economic background of the parents create much stress among their children. Unbroken family, strict parents, drug addiction, illness of parents etc cause stress among the students.

Example: Strict behaviour of my parents creates mental conflicts in me.(Item no.24)

- **Self- inflicted stress**

Self –inflicted stress is the stress we impose on ourselves by how we manage our expectations, time, relationships, and mindset. Stress which are inflicted in the mind of the pupil is it self due to various reasons. Lack of timely preparation, emotional problems, such as love affair, guilty complex ,depression

and some obsessions create stress in the pupils. Some illness, physical and mental disturbances etc are also makes stress in the pupils.

Example: My ill health creates difficulties in learning. (Item No .31)

- **Peer stress**

Peer pressure is the direct influence on people by peers, or an individual who gets encouraged to follow their peers. They may change their attitudes, values, or behaviors to conform to those of the influencing group or individual. Adolescence is the period of stress and strain. Acceptance and sense of belonging are developed during this period. Competitions in learning and co-curricular activities, unwanted interference in the activities of the pupil from the peer group, enmity among the peer group are also some major causes of stress in the pupils.

Example: The competitive mind of my classmates makes me worry. (Item no.25)

b) Preparation of the scale

Based upon the above mentioned components the investigator developed the Scale on Academic Stress. The draft scale consists 40 items of which 25 are positive and 15 are negative. A copy of the draft tool "Scale on Academic Stress" (Malayalam version and English version) are given as Appendices I and II respectively.

Details regarding items under each components of Scale on Academic Stress are given in Table 1.

Table 1

Items under each Components of Scale on Academic Stress

| Components | Item Number |
|---------------------------|--------------------------|
| Teaching learning stress | 1,2,3,4,5,6,35,36 |
| School environment stress | 7,8,9,10,11,12,33,39 |
| Exam stress | 13, 14,15,17,18 |
| Family stress | 16,19,20,21, 22,23,24,37 |
| Peer stress | 25, 26, 38,40 |
| Self -Inflicted stress | 27,28,29,30,31,32,34 |

c) Scoring Procedure

As the present scale is a Likert type scale , response can be made in a three point scale as agree, undecided and disagree. For a positive statement the score given is 3,2 and 1 for the options agree, undecided and disagree. Scoring scheme is reversed for negative items . The scores on all the items are added to get the total score on Academic Stress.

d) Try out of the preliminary scale

The purpose of the tryout of the scale is to select the items for the final scale by empirically testing the item characteristics . The procedure of the item analysis is described below.

The preliminary scale was administered to a sample of 370 higher secondary school students selected by stratified sampling techniques giving due representation

to gender of the pupils , locality of school, subject of specialization and type of management of instruction.

The 370 response sheets obtained were scored and the total score for each sheet was calculated. Then these were arranged in ascending order of the total score and the highest and lowest 27 percentage of the 370 sheets (100 sheets) were separated.

The mean and standard deviation of the score obtained for each item for the upper group and lower group were calculated separately. The critical ratio for each items were calculated using the formula.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \quad (\text{Best and Khan, 2012})$$

Where

\bar{x}_1 = mean of each item in the upper group

\bar{x}_2 = mean of each item in the lower group

s_1 = standard deviation of each item in upper group

s_2 = standard deviation of each item in lower group

n_1 = sample size of the upper group

n_2 = sample size of the lower group

The critical ratio obtained for each item is given in Table 2.

Table 2

Critical Ratio with Mean and Standard Deviation of each item in Scale on Academic Stress.

| Item No | X_H | X_L | σH | σL | t |
|---------|-------|-------|------------|------------|-------|
| 1 | 2.63 | 1.85 | 0.78 | 0.67 | 7.56 |
| 2 | 2.40 | 1.49 | 0.76 | 0.75 | 8.60 |
| 3 | 2.53 | 2.12 | 0.92 | 0.77 | 3.40 |
| 4 | 2.43 | 1.82 | 0.87 | 0.81 | 5.19 |
| 5 | 2.32 | 1.85 | 0.87 | 0.76 | 4.09 |
| 6 | 2.64 | 2.23 | 0.84 | 0.69 | 3.87 |
| 7 | 1.89 | 1.43 | 0.75 | 0.89 | 4.00 |
| 8 | 2.28 | 2.07 | 0.90 | 0.81 | 1.77* |
| 9 | 2.07 | 1.23 | 0.55 | 0.85 | 8.19 |
| 10 | 2.44 | 1.64 | 0.85 | 0.81 | 6.76 |
| 11 | 2.27 | 1.50 | 0.82 | 0.85 | 6.43 |
| 12 | 2.28 | 1.32 | 0.84 | 0.62 | 9.30 |
| 13 | 2.87 | 1.98 | 0.91 | 0.39 | 9.09 |
| 14 | 2.76 | 1.77 | 0.90 | 0.61 | 9.27 |
| 15 | 2.90 | 1.41 | 0.73 | 0.55 | 15.2 |
| 16 | 2.90 | 2.28 | 0.86 | 0.33 | 7.68 |
| 17 | 2.16 | 1.55 | 0.76 | 0.86 | 5.30 |
| 18 | 2.75 | 1.98 | 0.94 | 0.57 | 7.08 |
| 19 | 1.89 | 1.25 | 0.56 | 0.89 | 6.13 |
| 20 | 1.72 | 1.24 | 0.61 | 0.88 | 4.45 |
| 21 | 2.86 | 2.18 | 0.87 | 0.43 | 7.12 |
| 22 | 1.82 | 1.22 | 0.58 | 0.33 | 2.08* |
| 23 | 1.83 | 1.21 | 0.43 | 0.88 | 6.31 |
| 24 | 2.25 | 1.27 | 0.62 | 0.82 | 9.41 |

| Item No | X_H | X_L | σH | σL | t |
|---------|-------|-------|------------|------------|-------|
| 25 | 2.27 | 1.41 | 0.70 | 0.83 | 8.12 |
| 26 | 1.56 | 1.34 | 0.68 | 0.81 | 2.25* |
| 27 | 2.58 | 1.60 | 0.79 | 1.30 | 6.33 |
| 28 | 2.78 | 1.55 | 0.80 | 0.54 | 12.90 |
| 29 | 2.05 | 1.22 | 0.56 | 0.82 | 5.65 |
| 30 | 2.82 | 2.05 | 0.83 | 0.46 | 8.08 |
| 31 | 2.23 | 1.50 | 0.76 | 0.87 | 6.20 |
| 32 | 2.10 | 1.38 | 0.65 | 0.86 | 6.61 |
| 33 | 2.45 | 1.55 | 0.80 | 3.09 | 2.81 |
| 34 | 2.13 | 1.55 | 0.75 | 0.85 | 5.67 |
| 35 | 2.67 | 1.57 | 0.80 | 0.67 | 10.7 |
| 36 | 2.75 | 1.59 | 0.81 | 0.68 | 11.5 |
| 37 | 1.89 | 1.18 | 0.48 | 0.90 | 6.94 |
| 38 | 2.17 | 1.51 | 0.70 | 0.87 | 5.89 |
| 39 | 1.88 | 1.29 | 0.67 | 0.88 | 5.13 |
| 40 | 1.95 | 1.72 | 0.75 | 0.81 | 2.11* |

*denotes rejected items

e) Finalization of the Scale

Items with critical ratio greater than 2.58 were selected for the final scale. Thus out of the 40 items, 36 items are selected for the final scale. The final scale consists 36 items, of which 25 are positive and 11 are negative .

A copy of the final version of the tool Scale on Academic Stress (Malayalam &English version) are appended as Appendices III & IV respectively.

Reliability

Reliability is the degree of consistency that instrument or procedure demonstrates whatever it is measuring, it does so consistently (Best & Kahn, 2014). The investigator ensured the reliability of the tool by using test-retest method. The scale was administered to sample of 60 higher secondary school students. After 3 weeks the same scale was administered to the same sample of 60 students. The reliability coefficient was 0.84(N=60) which ensured the reliability of the tool Scale on Academic Stress .

Validity

An index of validity shows the degree to which a test measures what it intends to measure when compared with accepted criterion. Validity as the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure (Best & Khan, 2012).

The validity of the present scale was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought he was measuring (Garret, 2007). The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding .Hence the scale possesses face validity.

2. Scale of Parenting Styles

This scale is prepared and standardized by Gafoor and Abidha (2012) for measuring perceived Parenting Styles of higher secondary school students. There are

38 items in the scale, categorizing parents according to whether they are high or low on parental demandingness and parental responsiveness. A topology of four Parenting Styles viz., authoritarian, authoritative, permissive and neglectful are considered for developing the scale. The scale is prepared on the basis of theories of Baumrind (1971) and Macoby and Martin(1983).

Authoritative parents

Authoritative parents are both demanding and responsive. They monitor and impart clear standards for their children's conduct. They are assertive but not intrusive and restrictive. Their disciplinary methods are supportive rather than punitive. They want their children to be assertive as well as socially responsive and self-regulated as well as cooperative (Baumrind, 1971).

Authoritarian parents

Authoritarian parents are highly demanding and directive but not responsive. They are obedient and status oriented and expects their orders to be obeyed without explanation (Baumrind, 1971). These parents provide well ordered and structured environments with clearly stated rules.

Permissive parents

Permissive parents are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behaviour, allow considerable self-regulation and avoid confrontation (Baumrind, 1971).

Neglectful parents

Neglectful parents are low in both responsiveness and demandingness. Neglectful parents do not try to control their children and they take a hands-off approach to their role as parent. The neglectful parent is unaware or indifferent to their child's developmental needs, they are inconsistent with emotion, affection, and discipline, and range from not reacting at all to their child's behaviour to tremendous over reaction.

Scoring

The pupil required to respond on the five point scale as, "always true", "almost true", "sometimes true, sometimes false", "almost false", and "always false". The score was five to one. There are no negative items. Half of the items in scale are responsiveness item and half of them are control item. At first the total score of control and total score of responsiveness found out separately. Scores for each parent were taken separately and sum of scores of each parents were taken for overall score of an item. Thus the instrument yields six separate scores for each participant, namely mother's responsiveness, father's responsiveness, mother's control, father's control, parental responsiveness and parental control. A parent who rated as high in both responsiveness and control (above the median), he is categorized as authoritative parent. A parent who rated as low in both responsiveness and control (below the median), he is categorized as negligent parent. A parent who rated as high in responsiveness and low in control, he is categorized as indulgent parent. A parent who rated as low in responsiveness and

high in control, he is categorized as authoritarian parent. On the basis of these scores, parenting style of each parents were found out.

Reliability

The reliability of the scale was established by test-retest method after an interval of one week. The test-retest coefficient of reliability of responsiveness variable in the scale is 0.81 and for control is 0.83. The reliability coefficients shows that the tool "Scale of Parenting Style" is reliable for measuring the Parenting Styles of higher secondary school students.

Validity

The scale has construct validity. The validity coefficient is found that 0.80 for responsiveness and 0.76 for control subscale, which suggests the tool is valid for measuring Parenting Styles of higher secondary school students.

Selection of Sample

Selection of sample is an important aspect of any research .A sample is a small proportion of population selected for observation (Best & Khan, 2012). The initial sample for the study constitutes 650 higher secondary school students from 13 higher schools in Kozhikode and Malappuram districts. The sample were selected using stratified sampling techniques by giving due representation to the factors like gender of the pupils, locale of the school, subject of specialization and type of management.

a) Gender

Gender has great influence on findings of research. Since it has been found that sex difference exists in many of the psychological variables, the investigator decided to give due weightage to male and female students.

b) Locale of the school

The number of higher secondary school students in rural area is more than the number of higher secondary school students in urban area. So the investigator decided to give due weightage to locale of the school.

c) Type of school management

The existing schools in Kerala fall into broad categories as government, aided and unaided schools. It was decided to give proper weightage to each type of school management.

d) Subject of specialization

While selecting the sample due weightage were given to the subjects of specialization viz., Science, Commerce and Humanities.

Details of the schools selected for the data collection is given as Appendix V.

Data Collection Procedure, Scoring and Consolidation of Data

For the collection of data, the investigator personally contacted the head of the institutions for obtaining permission. The investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. After that, copies of the tools were distributed and collected back.

Scoring and Consolidation of Data

The response sheets were scored according to the scoring procedure and were consolidated and tabulated for further statistical analysis. While scoring, incomplete response sheets were rejected and hence the sample size is reduced from 550 to 500. The break up of the final sample is given in Table 3.

Table 3

Details of the Final Sample

| Gender | | Locality of School | | Type of Management | | | Subject of Specialisation | | |
|--------|--------|--------------------|-------|--------------------|-------|---------|---------------------------|----------|------------|
| Male | Female | Rural | Urban | Govt. | Aided | Unaided | Science | Commerce | Humanities |
| 244 | 256 | 288 | 212 | 227 | 122 | 151 | 156 | 142 | 202 |
| 500 | | 500 | | 500 | | | 500 | | |

Statistical Techniques Used

The statistical techniques used for the analysis of data are explained below.

Apart from the preliminary analysis, the objectives and hypothesis warranted the use of the following statistical techniques in analyzing data.

1. Percentage Analysis

It is to be used for finding the percent of higher secondary school students who perceive their Parenting Styles as authoritarian, authoritative, permissive and neglectful.

2. Percentiles

To find the extent of Academic Stress among higher secondary school students percentiles are used. The formula is

$$PP = L + \frac{pN - F}{fp} \times i \quad (\text{Garret, 2007})$$

Where

- P = Percentage of the distribution wanted
- L = Exact lower limit of the class interval upon which Pp lies.
- pN = Part of N to be counted off in order to reach Pp
- F = Sum of all scores within the interval below L
- fp = Number of scores within the interval upon which Pp falls
- i = class interval.

ANOVA (One-Way)

The analysis of variance is an effective way to determine whether the means of more than two samples are different to attribute to sampling error (Best & Kahn, 2002). It helps us to know whether any of the differences between the means of the given samples are significant. In a single classification or one way analysis of variance, the relationship between one independent and one dependent variable is examined (Best & Khan, 2006).

The Analysis of Variance consists of these operations

- The variance of the score for four groups is combined into one composite group known as the total groups variance (v_t)
- The mean value of the variance of each of the four groups, computed separately, is known as the within-groups variance (v_w)
- The difference between the total groups variance and the within groups variance is known as the between group variance ($v_t - v_w = v_b$)
- The F ratio is computed by,

$$F = v_b / v_w = (\text{between-group variance}) / (\text{within-groups variance})$$

For the present study the investigator used the analysis of variance (ANOVA) to determine whether the influence of Parenting Styles on Academic Stress among higher secondary school students is significant or not. Also it verifies whether the influence of Parenting Styles significantly vary by gender.

3. Test of Significance of difference between means for large independent samples.

The mean scores obtained are compared using the test of significance of difference between means for large independent samples. The formula used for finding the critical ratio is,

The t value can be calculated using the formula.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \quad (\text{Best and Khan, 2012})$$

Where

\bar{x}_1 = mean of each item in the upper group

\bar{x}_2 = mean of each item in the lower group

s_1 = standard deviation of each item in the upper group

s_2 = standard deviation of each item in the lower group

n_1 = Sample size of upper group

n_2 = Sample size of lower group

If obtained critical ratio is greater than the tabled value required for significance at 0.05 level or 0.01 level, the mean difference is considered to be significant.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

-
- ❖ *Hypotheses of the study*
 - ❖ *Analysis of data*
 - ❖ *Major Findings*
 - ❖ *Tenability of the hypotheses*
-

ANALYSIS AND INTERPRETATION OF DATA

The main purpose of the study is to investigate the influence of Parenting Styles on Academic Stress among higher secondary school students. The collected data was analyzed statistically and the results have been presented and discussed in this chapter with reference to the following hypotheses.

Hypotheses

Followings are the hypotheses formulated for the study.

1. Parenting Styles have significant influence on Academic Stress among higher secondary school students.
2. The influence of Parenting Styles on Academic Stress among higher secondary school students varies significantly by gender.

The analysis of data and discussion of results are presented under the following headings.

- A. Preliminary Analysis
- B. Percentage Analysis
- C. Extent of Academic Stress in the total sample
- D. Influence of Parenting Styles on Academic Stress.

A. Preliminary Analysis

The important statistical properties of the scores on the variables under study are analyzed as a preliminary step. The mean, median, mode, standard deviation, skewness and kurtosis are computed for the whole sample. The details of the statistics are presented in Table 4.

Table 4

Descriptive Statistics of the Variable Academic Stress for the Total sample

| Total Sample | Mean | Median | Mode | S.D | Skewness | Kurtosis |
|--------------|-------|--------|-------|------|----------|----------|
| 500 | 71.77 | 72.00 | 73.00 | 9.23 | -0.06 | -0.19 |

Table 4 reveals that three measures of central tendency viz., mean, median and mode of the variable Academic Stress for the total sample are almost equal. The extent of skewness obtained is - 0.06 which shows the distribution is negatively skewed. The measure of kurtosis is -0.19 which shows the distribution is leptokurtic.

The graphical representation of the scores of the variable Academic Stress among higher secondary school students is presented Figure 1.

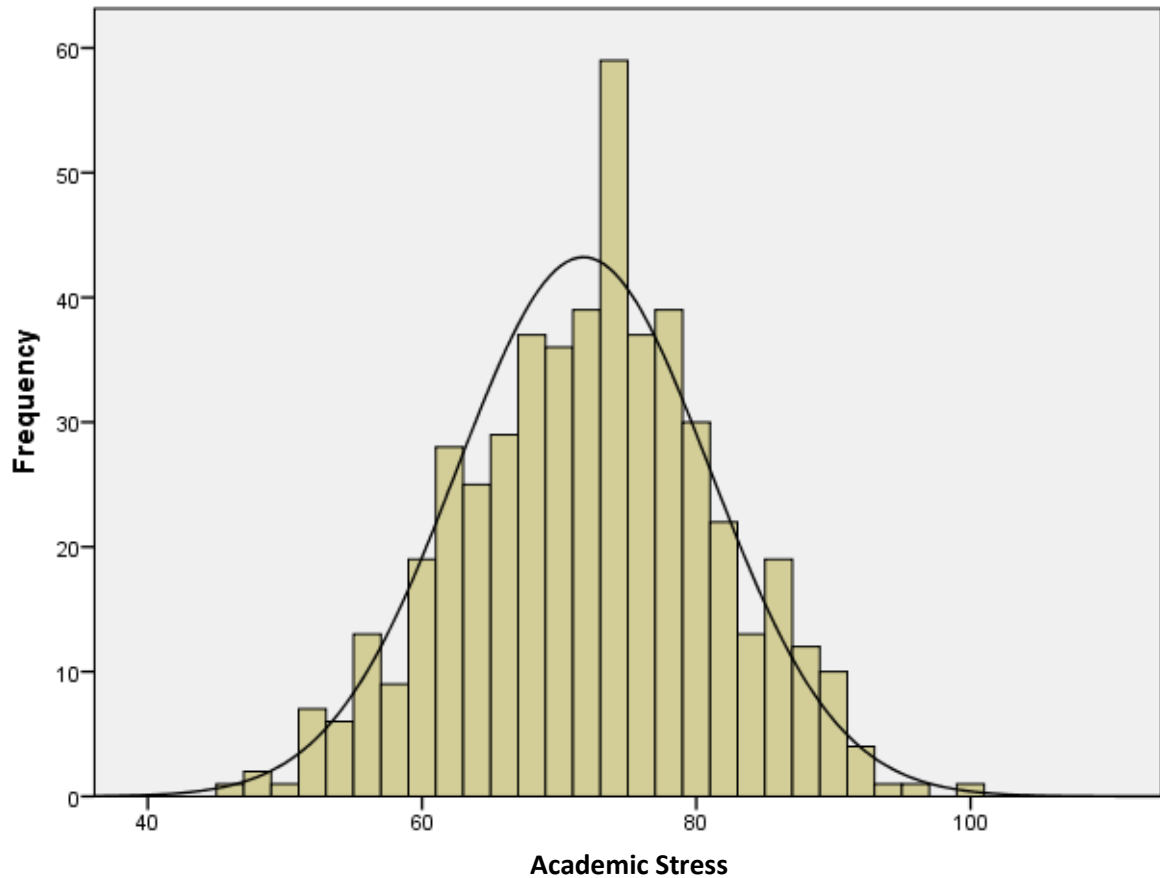


Figure 1. Smoothed frequency curve of Academic Stress among higher secondary school students.

The statistical indices mean, median, mode, standard deviation, skewness, kurtosis and the smoothed frequency curve of the variable Academic Stress reveals that the variable is approximately follows a normal distribution.

B. Percentage Analysis of higher secondary school students with different Parenting Styles.

The percentage of students with different Parenting Styles in the total sample is shown in Table 5.

Table 5

Percentage of Students with Different Parenting Styles in the Total Sample

| Parenting Styles (%) | No of students | Percentage |
|----------------------|----------------|------------|
| Authoritative | 204 | 40.80 |
| Authoritarian | 46 | 09.20 |
| Permissive | 31 | 06.20 |
| Neglectful | 219 | 43.80 |

Table 5 reveals that out of the total sample, 43.80 percent of students have neglectful Parenting Style. 40.80 percent of the samples have authoritative Parenting Style whereas 09.20 percent have authoritarian Parenting Style and 06.20 percent have permissive Parenting Style.

The result shows that more than one –third of the parents are categorized by their children as neglectful, who rated as low in both responsiveness and control. A similar trend can also be found in authoritative parent, who rated as high in both responsiveness and control.

C. Extent of Academic Stress in the total sample

The extent of Academic Stress in the total sample is established by calculating the mean score and the percentiles.

The maximum score obtainable for Academic Stress in the scale is 108 and the minimum score is 36. The obtained mean score is 71.77 which is nearly equal to the neutral value on the scale. So it can be interpreted that the extent of Academic Stress among higher secondary school students is comparatively high.

Percentile Norms of Academic Stress in the Total Sample.

Percentiles P_{10} , P_{20} , P_{30} , P_{40} , P_{50} , P_{60} , P_{70} , P_{80} and P_{90} are computed for the total sample. They are presented in Table 6.

Table 6

Percentile Norms of Academic Stress for the Total Sample

| Percentile | Value |
|------------|-------|
| P_{90} | 84.00 |
| P_{80} | 79.00 |
| P_{70} | 77.00 |
| P_{60} | 74.00 |
| P_{50} | 72.00 |
| P_{40} | 70.00 |
| P_{30} | 67.00 |
| P_{20} | 63.20 |
| P_{10} | 60.00 |

Table 6 revealed that the 10th percentile of Academic Stress score of higher secondary school students is 60.00. That is only 10 percent of students are having

the score less than 60. Also, Table 6 shows that 50 percent of students are having the score greater than 72, the neutral value on the scale. In a similar way we can interpret all other percentiles. This suggests that the extent of Academic Stress among higher secondary school students is comparatively high.

D. Influence of Parenting Styles on Academic Stress

To find out the influence of Parenting Styles on Academic Stress, the technique one-way ANOVA is employed.

Being a parametric technique, ANOVA has some basic assumptions viz.,

1. The distribution of the dependent variable shows normality.
2. Homogeneity of variance.
3. The sample drawn should be random and independent.

The statistical constant and graphical representation obtained for the dependent variable reveals that Academic Stress is normally distributed in the total sample.

Since the sample is drawn from the normal population and also is sufficiently large, the investigator assumes that there is homogeneity of variance. As the samples in the present study are randomly and measures are independent, it also satisfies the third basic assumptions of ANOVA. As the basic conditions of ANOVA are almost satisfied, ANOVA is carried out. The statistical analysis and discussion of the result with regard to this technique are described under the following section.

Influence of Parenting Styles on Academic Stress in the Total Sample

The data and results showing influence of Parenting Styles on Academic Stress are given in Table 7.

Table 7

Summary of Analysis of Variance of Parenting Styles on Academic Stress

| Source of Variation | Sum of Squares | Df | Mean Square | F-value |
|---------------------|----------------|-----|-------------|---------|
| Between Groups | 930.01 | 3 | 310.00 | |
| Within Groups | 41562.54 | 496 | 83.80 | 3.70* |
| Total | 42492.55 | 499 | | |

Note: *denotes $P < 0.05$

From Table 7, it can be found that 'F' value obtained is 3.70 which is greater than 2.60, the tabled value of 'F' for (3,496) degrees of freedom at 0.05 level. This implies that the influence of the variable Parenting Styles on Academic Stress in the total sample is significant at 0.05 level.

As significant mean difference in Academic Stress is observed among total sample, t- test is used as follow up to locate the groups that differ significantly. The details of t-test are given as Table 8.

Table 8

Result of Test of Significance of Difference between Means of Different Parenting Styles on Academic Stress.

| Parenting Styles | N | Mean | S.D. | t-value |
|------------------|-----|-------|------|---------|
| Authoritative | 204 | 73.22 | 8.74 | 0.43 |
| Authoritarian | 46 | 72.54 | 9.78 | |
| Authoritative | 204 | 73.22 | 8.74 | 0.97 |
| Permissive | 31 | 71.42 | 9.73 | |
| Authoritative | 204 | 73.22 | 8.74 | 3.23** |
| Neglectful | 219 | 70.31 | 9.32 | |
| Authoritarian | 46 | 72.54 | 9.78 | 0.50 |
| Permissive | 31 | 71.42 | 9.73 | |
| Authoritarian | 46 | 72.54 | 9.78 | 1.42 |
| Neglectful | 219 | 70.31 | 9.32 | |
| Permissive | 31 | 71.42 | 9.73 | 0.60 |
| Neglectful | 219 | 70.31 | 9.32 | |

Note: **denotes 0.01

From Table 8, the critical ratio obtained for the mean scores of Academic Stress between students with authoritative and authoritarian Parenting Style is 0.43, which is less than 1.96, the tabled value of 't' required for significance at 0.05 level. This indicates that students with authoritative and authoritarian Parenting Styles do not differ significantly in their Academic Stress.

The critical ratio obtained for the mean scores of Academic Stress between students with authoritative and permissive Parenting Style is 0.97, which is less than 1.96, the tabled value of 't' required for significance at 0.05 level. This indicates that students with authoritative and permissive Parenting Styles do not differ significantly in their Academic Stress .

From Table 8, it can be seen that the critical ratio obtained for the mean scores of Academic Stress between students with authoritative and neglectful Parenting Style is 3.23 which is greater than 2.58, the tabled value of 't' required for significance at 0.01 level. This indicates that students with authoritative and neglectful Parenting Styles differ significantly in their extent of Academic Stress. An estimation of mean scores obtained reveals that students with authoritative Parenting Style are having more Academic Stress than the students with neglectful Parenting Style.

From Table 8, the critical ratio obtained for the mean score of Academic Stress between students with authoritarian and permissive Parenting Style is 0.50 which is less than 1.96, the tabled value of 't' required for significance at 0.05 level. This indicates that students with authoritarian and permissive Parenting Styles do not differ significantly in their Academic Stress .

The critical ratio obtained from Table 8 reveals that the critical ratio for the mean scores of Academic Stress between students with authoritarian and neglectful Parenting Style is 1.42 which is less than 1.96, the tabled value of 't' required for significance at 0.05 level. This indicates that students with authoritarian and neglectful Parenting Styles do not differ significantly in their Academic Stress.

From Table 8 it can be found that the critical ratio for the mean scores of Academic Stress between students with permissive and neglectful Parenting Styles is 0.60 which is less than 1.96, the tabled value of 't' required for significance at 0.05 level. This indicates that students with permissive and neglectful Parenting Styles do not differ significantly in their Academic Stress.

Comments

The analysis of the results reveals that students with authoritative Parenting Style are having more Academic Stress than any other group. Authoritative Parenting is rated high in both responsiveness and control. When the parents show high responsiveness and control towards their children, they are tend to be more academically stressed.

Influence of Parenting Styles on Academic Stress in the subgroup based on Gender

The data and result needed for finding the influence of Parenting Styles on Academic Stress based on their gender are given in Table 9.

Table .9

Details of Test of Significance of difference between Means of different Parenting Styles on Academic Stress of higher secondary school students based on Gender.

| Parenting Styles | | N | Mean | S.D. | t-value |
|------------------|--------|-----|-------|-------|---------|
| Authoritative | Male | 115 | 74.34 | 8.39 | 2.08* |
| | Female | 89 | 71.78 | 9.01 | |
| Authoritarian | Male | 15 | 74.27 | 10.96 | 0.78 |
| | Female | 31 | 71.71 | 9.23 | |
| Permissive | Male | 12 | 72.67 | 8.18 | 0.60 |
| | Female | 19 | 70.63 | 10.73 | |
| Neglectful | Male | 102 | 71.69 | 9.89 | 2.06* |
| | Female | 117 | 69.10 | 8.65 | |

*denotes $P < 0.05$

From Table 9 the critical ratio obtained for the mean scores of Academic Stress between male and female students with authoritative Parenting Style is 2.08 which is greater than 1.96, the tabled value of 't' required for significance at 0.05 level. This indicates that male and female students with authoritative Parenting Style differ significantly in their extent of Academic Stress. An estimation of mean scores revealed that male students with authoritative Parenting Style are having more Academic Stress than their counterparts.

Table 9 reveals that the critical ratio obtained for the mean scores of Academic Stress between male and female students with authoritarian Parenting Style is 0.78 which is less than 1.96, the tabled value of 't' required for significance

at 0.05 level. Hence the difference between the mean scores of Academic Stress between male and female students with authoritarian Parenting Style is not significant.

The critical ratio obtained for the mean scores of Academic Stress between male and female students who have permissive Parenting Style is 0.60 which is less than 1.96, the tabled value of 't' required for significance at 0.05 level. Hence the difference between the mean scores of Academic Stress between male and female students with permissive Parenting Style is not significant.

Table 9 reveals that the critical ratio obtained for the mean scores of Academic Stress between male and female students who have neglectful Parenting Style is 2.06 which is greater than 1.96, the tabled value of 't' required for significance at 0.05 level. This indicates that male and female students with neglectful Parenting Style differ significantly in their extent of Academic Stress. An estimation of mean scores revealed that male students with neglectful Parenting Style are having more Academic Stress than female students.

Comments

The analysis of the result reveals that male students with and authoritative Parenting Style are more academically stressed than their counterparts. Authoritative parents are high in both responsiveness and control. Also male students with neglectful Parenting Styles are more academically stressed than their counterparts. Neglectful parents are having low responsiveness and low control.

Summary of Findings

1. More than one-third of the parents are categorized by their children as neglectful, who rated as low in both responsiveness and control. A similar trend can also be found in authoritative parent, who rated as high in both responsiveness and control.

2. The extent of Academic Stress of higher secondary students in total sample in terms of percentile is as follows.

| Percentile | Value |
|-----------------|-------|
| P ₉₀ | 84.00 |
| P ₈₀ | 79.00 |
| P ₇₀ | 77.00 |
| P ₆₀ | 74.00 |
| P ₅₀ | 72.00 |
| P ₄₀ | 70.00 |
| P ₃₀ | 67.00 |
| P ₂₀ | 63.20 |
| P ₁₀ | 60.00 |

3. Parenting Style has significant effect on Academic Stress of higher secondary school students. $F=3.70$, $P<0.05$ for (3,496) degrees of freedom.

4. There is no significant difference in the scores on Academic Stress between students with authoritative and authoritarian Parenting Styles. ($t=0.43$, $P>0.05$)

5. There is no significant difference in the scores on Academic Stress between students with authoritative and permissive Parenting Styles. ($t=0.97$, $P>0.05$)
6. There is significant difference in the scores on Academic Stress between students with authoritative and neglectful Parenting Styles. ($t=3.23$, $P<0.05$)
7. There is no significant difference in the scores on Academic Stress between students with authoritarian and permissive Parenting Styles. ($t=0.50$, $P>0.05$)
8. There is no significant difference in the scores on Academic Stress between students with authoritarian and neglectful Parenting Styles. ($t=1.42$, $P>0.05$)
9. There is no significant difference in the scores on Academic Stress between students with permissive and neglectful Parenting Styles. ($t=0.60$, $P>0.05$)
10. Male and female students with authoritative Parenting Style differ significantly in their Academic Stress scores. ($t=2.08$, $P<0.05$)
11. Male students with authoritative Parenting Style are having more Academic Stress than female students with authoritative Parenting Styles. (Mean score of male students= 74.34, Mean score of female students=71.78)
12. Male and female students with neglectful Parenting Style differ significantly in their Academic Stress scores. ($t=2.06$, $P<0.05$)
13. Male students with neglectful Parenting Style are having more Academic Stress than female students with neglectful Parenting Styles. (Mean score of male students=71.69, Mean score of female students=69.10)

Conclusion

Major findings of the study helped the investigator to conclude as below.

Most of the student's parents are with authoritative and neglectful Parenting Styles. The extent of Academic Stress among higher secondary school students is comparatively high. It is also found that Parenting Styles have significant influence on Academic Stress of higher secondary school students. Students with authoritative Parenting Style are having more Academic Stress than any other group.

The study also shows that while considering authoritative and neglectful Parenting Styles, gender has significant difference on Academic Stress of higher secondary school students. Gender has no significant difference on Academic Stress with authoritarian and permissive Parenting Styles.

Tenability of hypotheses

Based on the findings, the tenability of hypotheses for the study were reviewed.

The first hypothesis states that 'Parenting Styles have significant influence on Academic Stress among higher secondary school students'. Findings of the study reveals that the students with authoritative and neglectful Parenting Styles have significant difference in their scores on Academic Stress where as students with authoritative and authoritarian Parenting Styles, students with authoritative and permissive Parenting Styles, students with authoritarian and permissive Parenting Styles, students with authoritarian and neglectful Parenting Styles, and students

with permissive and neglectful Parenting Styles do not differ significantly in their scores on Academic Stress. So the first hypothesis is substantiated.

The second hypothesis states that, 'the influence of Parenting Styles on Academic Stress among higher secondary school students varies significantly by gender'. It was found that the two category viz., male students with authoritative and neglectful Parenting Style are significantly differ in their mean scores on Academic Stress than their counter parts. So the second hypothesis is also substantiated.

CHAPTER V

SUMMARY, CONCLUSION AND SUGGESTIONS

-
- ❖ *Restatement of the problem*
 - ❖ *Variables of the Study*
 - ❖ *Objectives of the Study*
 - ❖ *Hypotheses of the Study*
 - ❖ *Methodology*
 - ❖ *Major findings of the Study*
 - ❖ *Educational Implications*
 - ❖ *Suggestions for further Research*
-

SUMMARY CONCLUSION AND SUGGESTIONS

This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research.

Restatement of the Problem

The present study was entitled as “INFLUENCE OF PARENTING STYLES ON ACADEMIC STRESS AMONG HIGHER SECONDARY SCHOOL STUDENTS ”

Variables of the Study

The present study involves two types of variables, independent variable and dependent variable. The independent variable in the study is Parenting Styles and dependent variable is the Academic Stress among higher Secondary school students.

Objectives of the Study

Following were the objectives set for the present study.

1. To find out the percentage of higher secondary school students who perceive their Parenting Styles as
 - a) Authoritative b) Authoritarian c) Permissive d) Neglectful
2. To find out the extent of Academic Stress among higher secondary school students.

3. To find out the influence of Parenting Styles on Academic Stress among higher secondary school students.
4. To find out whether the influence of Parenting Styles on Academic Stress among higher secondary school students vary by gender.

Hypotheses of the Study

The hypotheses formulated were the following

1. Parenting Styles have significant influence on Academic Stress among higher secondary school students.
2. The influence of Parenting Styles on Academic Stress among higher secondary school students varies significantly by gender.

Sample Selected for the Study

The sample under present study was higher secondary school students. The sample consists of 500 students drawn from 13 higher secondary schools of Kozhikode and Malappuram districts using stratified sampling technique.

Tools Used for the Study

For the present study, the investigator used the following tools

1. Scale on Academic Stress (Mumthas & Shobi, 2019)
2. Scale of Parenting Styles (Gafoor & Abidha, 2012)

Statistical Techniques Used

The following statistical techniques were used in the study for analyzing the data.

1. Percentage Analysis
2. Percentiles
3. One-way ANOVA
4. Test of significance of difference between means for large independent samples

Summary of Findings

1. More than one-third of the parents are categorized by their children as neglectful, who rated as low in both responsiveness and control. A similar trend can also be found in authoritative parent, who rated as high in both responsiveness and control.
2. The extent of Academic Stress of higher secondary students in total sample in terms of percentile is as follows.

| Percentile | Value |
|-----------------|-------|
| P ₉₀ | 84.00 |
| P ₈₀ | 79.00 |
| P ₇₀ | 77.00 |
| P ₆₀ | 74.00 |
| P ₅₀ | 72.00 |
| P ₄₀ | 70.00 |
| P ₃₀ | 67.00 |
| P ₂₀ | 63.20 |
| P ₁₀ | 60.00 |

3. Parenting Style has significant effect on Academic Stress of higher secondary school students. $F=3.70$, $P<0.05$ for (3,496) degrees of freedom
4. There is no significant difference in the scores on Academic Stress between students with authoritative and authoritarian Parenting Styles. ($t=0.43$, $P>0.05$)
5. There is no significant difference in the scores on Academic Stress between students with authoritative and permissive Parenting Styles. ($t=0.97$, $P>0.05$)
6. There is significant difference in the scores on Academic Stress between students with authoritative and neglectful Parenting Styles. ($t=3.23$, $P<0.05$)
7. There is no significant difference in the scores on Academic Stress between students with authoritarian and permissive Parenting Styles. ($t=0.50$, $P>0.05$)
8. There is no significant difference in the scores on Academic Stress between students with authoritarian and neglectful Parenting Styles. ($t=1.42$, $P>0.05$)
9. There is no significant difference in the scores on Academic Stress between students with permissive and neglectful Parenting Styles. ($t=0.60$, $P>0.05$)
10. Male and female students with authoritative Parenting Style differ significantly in their Academic Stress scores. ($t=2.08$, $P<0.05$)
11. Male students with authoritative Parenting Style are having more Academic Stress than female students with authoritative Parenting Styles. (Mean score of male students= 74.34, Mean score of female students=71.78)

12. Male and female students with neglectful Parenting Style differ significantly in their Academic Stress scores. ($t=2.06$, $P<0.05$)
13. Male students with neglectful Parenting Style are having more Academic Stress than female students with neglectful Parenting Styles. (Mean score of male students=71.69, Mean score of female students=69.10)

Educational Implications

The findings of the present study revealed that parenting styles have significant influence on Academic Stress among higher secondary school students. The result also revealed that students with authoritative Parenting style are more academically stressed than the students with other parenting styles. Such parents are generally forceful, but not aggressive and restrictive. Children are taught to abide by rules and regulations in a positive way. Male and female students with both authoritative and neglectful parenting styles differ significantly in their stress. Male students are more stressed than females.

In order to minimise the level of academic stress among higher secondary school students, the findings of the study helped the investigator to put forward the following suggestions for the improvement of educational practices at higher secondary level .

- Teachers should understand the correct reasons behind the academic stress among pupils provide remedial measures accordingly.
- Advise the parents that they should be democratic and careful towards their children.

- Counselling classes should be conducted for the parents to give proper awareness about parenting styles.
- Clinical counselling should make more effective in the school premises.
- Reduce the academic stress of the pupils by encouraging creative and artistic skills.
- Engage the students with more entertainment and recreational activities.
- Parents should give adequate freedom to their children in order to foster adaptability and flexibility.

Suggestions of Further Research

The findings of the study helped the investigator to suggest for further research as follows.

1. Influence of Parenting Styles on Academic Stress in relation to type of family can be investigated.
2. A study on the interaction effect of gender, Parenting Styles and Socio economic status on academic stress is to be conducted.
3. Predictive factors of Academic Stress can be analysed.
4. Comparative study based on gender with regard to Parental Involvement can be attempted.
5. Replication of the Study based on Subject of Specialization is recommended.

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report/articleshow/45190294.cms](https://economictimes.indiatimes.com/news/politics-and-nation/india-has-worlds-largest-youth-population-un-report/articleshow/45190294.cms)

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APPENDICES

APPENDIX I
FAROOK TRAINING COLLEGE
SCALE ON ACADEMIC STRESS
(DRAFT)

Dr.Mumthas.N.S.
Associate Professor

Shobi.P
M.Ed. Student

Personal data

| | |
|-------------------------------------|-------------------------------|
| Name of School | |
| Locality of the School | Rural / Urban |
| Type of School Management | Govt/ Aided/Unaided |
| SSLC Percentage | |
| Subject of study | Science/ Commerce/ Humanities |
| Age | |
| Gender | Male/ Female |
| Father's educational qualification | |
| Father's Job | |
| Mother' s educational qualification | |
| Mother' s Job | |
| Family Income [Monthly] | |
| Locality of Residence | |

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ പഠനവുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കു നേരെയും **യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിയോജിക്കുന്നു** എന്നീ മൂന്ന് പ്രതികരണങ്ങളും നൽകിയിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം ഏറ്റവും അനുയോജ്യമായ പ്രതികരണം ഏതാണോ അതിനു നേരെയുള്ള കോളത്തിൽ (✓) ഉപയോഗിച്ച് അടയാളപ്പെടുത്തുക.

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | യോജിക്കുന്നു | അഭിപ്രായമില്ല | വിയോജിക്കുന്നു |
|------------|--|--------------|---------------|----------------|
| 1 | സ്കൂൾ പഠനപ്രവർത്തനങ്ങൾ എനിക്ക് ഭാരമായി തോന്നാറുണ്ട് | | | |
| 2 | പാഠ്യവിഷയങ്ങൾ എന്റെ കഴിവിന് ഒത്തു പോകുന്നതല്ല | | | |
| 3 | ഒരേ സമയം ഒന്നിലധികം പഠനപ്രവർത്തനങ്ങൾ ചെയ്യാൻ എനിക്കു പ്രയാസമില്ല. | | | |
| 4 | വ്യത്യസ്ത അധ്യാപന രീതികളുമായി എനിക്ക് പൊരുത്തപ്പെടാനാകുന്നില്ല. | | | |
| 5 | പാഠ്യ സംബന്ധമായ സംശയങ്ങൾ ദൂരീകരിക്കുന്നതിൽ അധ്യാപകരുടെ പിന്തുണ എനിക്കുള്ളതിനാൽ പഠനം ഒരു ഭാരമല്ല. | | | |
| 6 | പാഠഭാഗങ്ങളെ കുറിച്ചുള്ള ചിന്ത എന്നിൽ ഉൽകണ്ഠ ഉളവാക്കുന്നു. | | | |
| 7 | ക്ലാസ്മുറികളുടെ സൗകര്യകുറവ് എനിക്ക് പഠനത്തിൽ ബുദ്ധിമുട്ടാക്കാറില്ല. | | | |
| 8 | അധ്യാപകരുടെ മാറ്റം എന്റെ പഠനത്തെ പ്രതികൂലമായി ബാധിക്കാറില്ല | | | |
| 9 | എന്നോടുള്ള അധ്യാപകരുടെ പെരുമാറ്റം ആശങ്കയില്ലാത്ത പഠനത്തിന് സഹായിക്കുന്നു | | | |
| 10 | അധ്യാപക രക്ഷാകർതൃ യോഗങ്ങളെ ഞാൻ ഭയക്കുന്നു | | | |
| 11 | സ്കൂൾ നിയമങ്ങൾ എനിക്ക് ഒരു ബാധ്യതയല്ല | | | |
| 12 | അധ്യാപകരെ എനിക്ക് ഭയമാണ് | | | |
| 13 | എത്ര നന്നായി പഠിച്ചാലും പരീക്ഷ ഉദ്ദേശിച്ചതു പോലെ എഴുതാൻ കഴിയാറില്ല | | | |
| 14 | പരീക്ഷയിൽ പരാജയം സംഭവിക്കുമോ എന്ന ചിന്ത എന്നെ അലട്ടുന്നു | | | |
| 15 | പരീക്ഷകൾ എനിക്കൊരു പേടി സ്വപ്നമാണ് | | | |

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | യോജിക്കുന്നു | അല്ല/പ്രായശ്ചിതം | വിയോജിക്കുന്നു |
|------------|---|--------------|------------------|----------------|
| 16 | മാതാപിതാക്കളുടെ പ്രതീക്ഷയ്ക്കൊത്ത് ഉയരാൻ സാധിക്കുമോ എന്ന ചിന്ത എന്നെ അസ്വസ്ഥനാക്കാറുണ്ട് | | | |
| 17 | പരീക്ഷ പ്രയാസമില്ലാതെ എഴുതാൻ ചിട്ടയോടെയുള്ള പഠനരീതി സഹായിക്കുന്നു | | | |
| 18 | പരീക്ഷകളിൽ സമയനിഷ്ഠ പാലിക്കാൻ കഴിയാത്തത് എന്നെ അലട്ടാറുണ്ട് | | | |
| 19 | വീട്ടിലെ സാഹചര്യം പഠനത്തിന് അനുയോജ്യമല്ലാത്തത് എന്നിൽ ആശങ്കയുണ്ടാക്കാറുണ്ട് | | | |
| 20 | രക്ഷിതാക്കളുടെ സാമ്പത്തിക ബുദ്ധിമുട്ട് പഠനത്തെ പ്രതികൂലമായി ബാധിക്കാറില്ല | | | |
| 21 | എന്റെ പഠനത്തെ മറ്റുള്ളവരുടേതുമായി താരതമ്യം ചെയ്യുന്നത് എന്നെ അസ്വസ്ഥനാക്കാറുണ്ട്. | | | |
| 22 | മാതാപിതാക്കളുടെ വിദ്യാഭ്യാസം എന്റെ പഠനത്തിൽ പ്രതിബന്ധമായി തോന്നാറില്ല. | | | |
| 23 | പഠന നിലവാരത്തെക്കുറിച്ചറിയാൻ മാതാപിതാക്കൾ ശ്രമിക്കാത്തത് എന്നിലി വിഷമം ഉണ്ടാക്കാറുണ്ട്. | | | |
| 24 | മാതാപിതാക്കളുടെ കർക്കശ സ്വഭാവം എന്നിൽ മാനസിക സംഘർഷം ഉണ്ടാക്കുന്നു | | | |
| 25 | എന്റെ സഹപാഠികളുടെ മത്സരമനോഭാവം എന്നെ അസ്വസ്ഥനാക്കാറുണ്ട് | | | |
| 26 | സഹപാഠികളുമായി ചർച്ച ചെയ്തു പഠിക്കുന്നത് എന്റെ പഠനത്തെ ആയാസരഹിതമാക്കുന്നു | | | |
| 27 | പഠനവുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങൾ ഏതൊരു സദസ്സിന്റെ മുമ്പിലും ആശങ്ക കൂടാതെ അവതരിപ്പിക്കാൻ കഴിയാറുണ്ട്. | | | |
| 28 | പഠനത്തിലുള്ള എന്റെ ആത്മവിശ്വാസക്കുറവ് എന്നെ വിഷമിക്കാറ് | | | |
| 29 | പഠനത്തിലൂടെ ജീവിതവിജയം നേടാം എന്ന ചിന്ത മാനസിക സമ്മർദ്ദം ഇല്ലാതാക്കുന്നു. | | | |
| 30 | പഠനത്തിലുള്ള ഏകാഗ്രതയില്ലായ്മ എന്നിൽ ഉത്കണ്ഠയുണ്ടാക്കാറുണ്ട് | | | |
| 31 | എന്റെ അനാരോഗ്യം പഠനത്തിന് പ്രയാസം ഉാക്കുന്നു | | | |
| 32 | എല്ലാറ്റിൽ നിന്നും ഉൾവലിയുന്ന സ്വഭാവം എന്നെ വ്യാകുലപ്പെടുത്താറുണ്ട് | | | |
| 33 | പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ സജീവ പങ്കാളിയാകുമ്പോൾ അത് പഠനത്തെ ബാധിക്കുമോ എന്നോർത്ത് വ്യാകുലപ്പെടാറില്ല | | | |

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | യോജിക്കുന്നു | അഭിപ്രായമില്ല | വിയോജിക്കുന്നു |
|------------|--|--------------|---------------|----------------|
| 34 | വിശ്രമമില്ലാതെയുള്ള പഠനം എന്റെ ആരോഗ്യത്തെ പ്രതികൂലമായിബാധിക്കുമെന്ന ചിന്ത അലട്ടാറുണ്ട്. | | | |
| 35 | പാഠഭാഗങ്ങളെ കുറിച്ചുള്ള അമിത ഉത്കണ്ഠ എന്റെ ഉറക്കം കെടുത്താറുണ്ട് | | | |
| 36 | അധ്യാപകൻ അസെൻമെന്റ്, പ്രൊജക്ട്സ് എന്നിവയ്ക്കു കുറഞ്ഞ സമയം നൽകുന്നത് എന്നിൽ മാനസിക സമ്മർദ്ദം ഉറക്കുന്നു. | | | |
| 37 | വീട്ടിലെസാഹചര്യം കാരണം മറ്റു ജോലികൾ ചെയ്യുമ്പോൾ കൃത്യസമയത്ത് ക്ലാസിൽ എത്തിച്ചേരാൻ കഴിയാത്തത് എന്റെ പഠനത്തെ ബാധിക്കുമെന്നോർത്ത് ഞാൻ ആശങ്കാകുലനാകാറുണ്ട് | | | |
| 38 | ലീവെടുക്കുമ്പോൾ നഷ്ടപ്പെടുന്ന ക്ലാസ് കൂട്ടുകാരോട് ചോദിച്ചു മനസ്സിലാക്കുന്നതിനാൽ പഠനം എനിക്കു ഭാരമായി തോന്നാറില്ല | | | |
| 39 | സ്കൂളിലേക്ക് കൂടുതൽ സമയം യാത്ര ചെയ്യുന്നത് എന്റെ സുഗമമായ പഠനത്തിന് തടസ്സമാകുമെന്നോർത്ത് ഞാൻ വിഷമിക്കാറുണ്ട്. | | | |
| 40 | എതിർലിംഗത്തിലുള്ള കൂട്ടുകാരോടുള്ള ഇഷ്ടം കൂടുതൽ എന്റെ പഠനത്തെ ബാധിക്കാറേയില്ല. | | | |

APPENDIX II
FAROOK TRAINING COLLEGE
SCALE ON ACADEMIC STRESS
(DRAFT)

Dr. N.S. Mumthas
Associate Professor
Farook Training College

Shobi. P.
M.Ed.student
Farook Training College

Personal data

| | |
|-------------------------------------|-------------------------------|
| Name of School | |
| Locality of the School | Rural / Urban |
| School Management | Govt/ Aided/unaided |
| class of study | |
| Subject of study | Science/ Commerce/ Humanities |
| Age | |
| Sex | Male/ Female |
| Mother s educational qualification | |
| Mother' s Job | |
| Father's. educational qualification | |
| Father's Job. | |
| Monthly Income | |
| Locality of house | |

Instruction

Some statements are given below. For each statement three options are given. Agree undecided and disagree. Read the statements carefully and put a (✓) mark against the most suitable response. Your response will be kept confidential and will be used only for research purpose.

| Sl. No. | Statements | Undecided | Agree | Disagree |
|---------|--|-----------|-------|----------|
| 1 | School learning activities make me feel heavy. | | | |
| 2 | The subjects for in my curriculum are not making my talent | | | |
| 3 | Multitasking is easier for me. | | | |
| 4 | I am not able to adjust with the different teaching styles | | | |
| 5 | Due to the support from my teachers in clearing doubts in receptive subjects, studies is not a burden to me. | | | |
| 6 | I am anxious about the different chapter which I have to study. | | | |
| 7 | Lack of classroom facilities are not barrier to me in learning | | | |
| 8 | The approach of teachers towards me helps much in learning without any difficulty | | | |
| 9 | I am afraid of the P.T.A. meeting | | | |
| 10 | The rules of the school, which I need to abide by, is never a burden for me | | | |
| 11 | The rules of the school, which I need to abide by, is never a burden for me | | | |
| 12 | I am afraid of my teachers | | | |
| 13 | I am not able to write the exams effectively even after making apt preparations | | | |
| 14 | The thought of failure in examination worries me. | | | |

| Sl. No. | Statements | Undecided | Agree | Disagree |
|---------|---|-----------|-------|----------|
| 15 | Exams are nightmares for me | | | |
| 16 | I am disturbed on the thought whether I would be able to keep up to the expectations of my parents. | | | |
| 17 | Planned learning helps in writing exams well. | | | |
| 18 | I am not able to follow the time schedule for the exams, which in turns disturb me. | | | |
| 19 | The situations at my home affect my studies adversely. | | | |
| 20 | The financial inefficiency at home does not affect my studies adversely | | | |
| 21 | Comparing my educational programs with others disturbs me | | | |
| 22 | The educational status of my parents does not seem to be a burden for me. | | | |
| 23 | My parents are not checking my educational progress, which makes me sad. | | | |
| 24 | Strict behaviour of my parents creates mental conflicts in me | | | |
| 25 | The competitive nature of my classmates makes me disturbed | | | |
| 26 | Combined study makes learning easier | | | |
| 27 | I am able to express any activity related to studies in front of any crowd. | | | |
| 28 | The lack of confidence in studies makes me sad | | | |
| 29 | Achieving success in life by learning reduces stress. | | | |
| 30 | The non-ability to concentrate in studies makes me tensed. | | | |
| 31 | My ill health creates difficulties in learning | | | |
| 32 | The introvert nature makes me worried. | | | |
| 33 | I don't bother much when getting into extra curricular activities. | | | |

| Sl. No. | Statements | Undecided | Agree | Disagree |
|---------|---|-----------|-------|----------|
| 34 | Learning without rest may affect my health, and that thought worries me. | | | |
| 35 | Over anxiety about the problems to study leaves me sleepless | | | |
| 36 | Giving a short delaine for assignments & projects creates tension for me | | | |
| 37 | When I do extra work the necessity of this arises from household background. I may not be able to reach class on time. That thought worries me. | | | |
| 38 | I asks my friends and learn the portions which were taught when I was absent. That makes studies easier. | | | |
| 39 | I presume more time is spent for travelling to and from school and that may affect my studies. | | | |
| 40 | Getting friends with students of opposite gender does not spoil my study time. | | | |

APPENDIX III
FAROOK TRAINING COLLEGE
SCALE ON ACADEMIC STRESS
(FINAL)

Dr.Mumthas.N.S.
Associate Professor

Shobi.P
M.Ed.Student

Personal data

| | |
|-------------------------------------|-------------------------------|
| Name of School | |
| Locality of the School | Rural / Urban |
| Type of School Management | Govt/ Aided/Unaided |
| SSLC Percentage | |
| Subject of study | Science/ Commerce/ Humanities |
| Age | |
| Gender | Male/ Female |
| Father's educational qualification | |
| Father's Job | |
| Mother' s educational qualification | |
| Mother' s Job | |
| Family Income [Monthly] | |
| Locality of Residence | |

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ പഠനവുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കു നേരെയും **യോജിക്കുന്നു, അല്ലെങ്കിലും, വിരോധിക്കുന്നു** എന്നീ മൂന്ന് പ്രതികരണങ്ങളും നൽകിയിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം ഏറ്റവും അനുയോജ്യമായ പ്രതികരണം ഏതാണോ അതിനു നേരെയുള്ള കോളത്തിൽ (✓) ഉപയോഗിച്ച് അടയാളപ്പെടുത്തുക.

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | യോജിക്കുന്നു | അല്ലെങ്കിലും | വിരോധിക്കുന്നു |
|------------|--|--------------|--------------|----------------|
| 1 | സ്കൂൾ പഠനപ്രവർത്തനങ്ങൾ എനിക്ക് ഭാരമായി തോന്നാറുണ്ട് | | | |
| 2 | പാഠ്യവിഷയങ്ങൾ എന്റെ കഴിവിന് ഒത്തു പോകുന്നതല്ല | | | |
| 3 | ഒരേ സമയം ഒന്നിലധികം പഠനപ്രവർത്തനങ്ങൾ ചെയ്യാൻ എനിക്കു പ്രയാസമില്ല. | | | |
| 4 | വ്യത്യസ്ത അധ്യാപന രീതികളുമായി എനിക്ക് പൊരുത്തപ്പെടാനാകുന്നില്ല. | | | |
| 5 | പാഠ്യ സംബന്ധമായ സംശയങ്ങൾ ദൂരീകരിക്കുന്നതിൽ അധ്യാപകരുടെ പിന്തുണ എനിക്കുള്ളതിനാൽ പഠനം ഒരു ഭാരമല്ല. | | | |
| 6 | പാഠഭാഗങ്ങളെ കുറിച്ചുള്ള ചിന്ത എന്നിൽ ഉത്കണ്ഠ ഉളവാക്കുന്നു. | | | |
| 7 | ക്ലാസ്മുറികളുടെ സൗകര്യകുറവ് എനിക്ക് പഠനത്തിൽ ബുദ്ധിമുട്ടാക്കാറില്ല. | | | |
| 8 | എന്നോടുള്ള അധ്യാപകരുടെ പെരുമാറ്റം ആശങ്കയില്ലാത്ത പഠനത്തിന് സഹായിക്കുന്നു | | | |
| 9 | അധ്യാപക രക്ഷാകർതൃ യോഗങ്ങളെ ഞാൻ ഭയക്കുന്നു | | | |
| 10 | സ്കൂൾ നിയമങ്ങൾ എനിക്ക് ഒരു ബാധ്യതയല്ല | | | |
| 11 | അധ്യാപകരെ എനിക്ക് ഭയമാണ് | | | |
| 12 | എത്ര നന്നായി പഠിച്ചാലും പരീക്ഷ ഉദ്ദേശിച്ചതു പോലെ എഴുതാൻ കഴിയാറില്ല | | | |
| 13 | പരീക്ഷയിൽ പരാജയം സംഭവിക്കുമോ എന്ന ചിന്ത എന്നെ അലട്ടുന്നു | | | |
| 14 | പരീക്ഷകൾ എന്നിക്കൊരു പേടി സ്വപ്നമാണ് | | | |
| 15 | മാതാപിതാക്കളുടെ പ്രതീക്ഷയ്ക്കൊത്ത് ഉയരാൻ സാധിക്കുമോ എന്ന ചിന്ത എന്നെ അസ്വസ്ഥനാക്കാറുണ്ട് | | | |

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | യോജിക്കുന്നു | അല്പപ്രായമില്ല | വിയോജിക്കുന്നു |
|------------|---|--------------|----------------|----------------|
| 16 | പരീക്ഷ പ്രയാസമില്ലാതെ എഴുതാൻ ചിട്ടയോടെയുള്ള പഠനരീതി സഹായിക്കുന്നു | | | |
| 17 | പരീക്ഷകളിൽ സമയനിഷ്ഠ പാലിക്കാൻ കഴിയാത്തത് എന്നെ അലട്ടാറുണ്ട് | | | |
| 18 | വീട്ടിലെ സാഹചര്യം പഠനത്തിന് അനുയോജ്യമല്ലാത്തത് എന്നിൽ ആശങ്കയുണ്ടാക്കാറുണ്ട് | | | |
| 19 | രക്ഷിതാക്കളുടെ സാമ്പത്തിക ബുദ്ധിമുട്ട് പഠനത്തെ പ്രതികൂലമായി ബാധിക്കാറില്ല | | | |
| 20 | എന്റെ പഠനത്തെ മറ്റുള്ളവരുടേതുമായി താരതമ്യം ചെയ്യുന്നത് എന്നെ അസ്വസ്ഥനാക്കാറുണ്ട്. | | | |
| 21 | പഠന നിലവാരത്തെക്കുറിച്ചറിയാൻ മാതാപിതാക്കൾ ശ്രമിക്കാത്തത് എന്നിൽ വിഷമം ഉണ്ടാക്കാറുണ്ട്. | | | |
| 22 | മാതാപിതാക്കളുടെ കർക്കശ സ്വഭാവം എന്നിൽ മാനസിക സംഘർഷം ഉണ്ടാക്കുന്നു | | | |
| 23 | എന്റെ സഹപാഠികളുടെ മത്സരമനോഭാവം എന്നെ അസ്വസ്ഥനാക്കാറുണ്ട് | | | |
| 24 | പഠനവുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങൾ ഏതൊരു സദസ്സിന്റെ മുമ്പിലും ആശങ്ക കൂടാതെ അവതരിപ്പിക്കാൻ കഴിയാറുണ്ട്. | | | |
| 25 | പഠനത്തിലുള്ള എന്റെ ആത്മവിശ്വാസക്കുറവ് എന്നെ വിഷമിക്കാറുണ്ട് | | | |
| 26 | പഠനത്തിലൂടെ ജീവിതവിജയം നേടാം എന്ന ചിന്ത മാനസിക സമ്മർദ്ദം ഇല്ലാതാക്കുന്നു. | | | |
| 27 | പഠനത്തിലുള്ള ഏകാഗ്രതയില്ലായ്മ എന്നിൽ ഉത്കണ്ഠയുണ്ടാക്കാറുണ്ട് | | | |
| 28 | എന്റെ അനാരോഗ്യം പഠനത്തിന് പ്രയാസം ഉാക്കുന്നു | | | |
| 29 | എല്ലാറ്റിൽ നിന്നും ഉൾവലിയുന്ന സ്വഭാവം എന്നെ വ്യാകുലപ്പെടുത്താറുണ്ട് | | | |
| 30 | പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ സജീവ പങ്കാളിയാകുമ്പോൾ അത് പഠനത്തെ ബാധിക്കുമോ എന്നോർത്ത് വ്യാകുലപ്പെടാറില്ല | | | |
| 31 | വിശ്രമമില്ലാതെയുള്ള പഠനം എന്റെ ആരോഗ്യത്തെ പ്രതികൂലമായിബാധിക്കുമെന്ന ചിന്ത അലട്ടാറുണ്ട്. | | | |
| 32 | പാഠഭാഗങ്ങളെ കുറിച്ചുള്ള അമിത ഉത്കണ്ഠ എന്റെ ഉറക്കം കെടുത്താറുണ്ട് | | | |

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | യോജിക്കുന്നു | അല്ല/പ്രായമില്ല | വിയോജിക്കുന്നു |
|------------|---|--------------|-----------------|----------------|
| 33 | അധ്യാപകൻ അസെൻമെന്റ്, പ്രൊജക്ട്സ് എന്നിവയ്ക്കു കുറഞ്ഞ സമയം നൽകുന്നത് എന്നിൽ മാനസിക സമ്മർദ്ദം ഉണ്ടാകുന്നു. | | | |
| 34 | വീട്ടിലെ സാഹചര്യം കാരണം മറ്റു ജോലികൾ ചെയ്യുമ്പോൾ കൃത്യസമയത്ത് ക്ലാസിൽ എത്തിച്ചേരാൻ കഴിയാത്തത് എന്റെ പഠനത്തെ ബാധിക്കുമെന്നോർത്ത് ഞാൻ ആശങ്കാകുലനാകാറുണ്ട് | | | |
| 35 | ലീവെടുക്കുമ്പോൾ നഷ്ടപ്പെടുന്ന ക്ലാസ് കൂട്ടുകാരോട് ചോദിച്ചു മനസ്സിലാക്കുന്നതിനാൽ പഠനം എനിക്കു ഭാരമായി തോന്നാറില്ല | | | |
| 36 | സ്കൂളിലേക്ക് കൂടുതൽ സമയം യാത്ര ചെയ്യുന്നത് എന്റെ സുഗമമായ പഠനത്തിന് തടസ്സമാകുമെന്നോർത്ത് ഞാൻ വിഷമിക്കാറുണ്ട്. | | | |

APPENDIX IV
FAROOK TRAINING COLLEGE
SCALE ON ACADEMIC STRESS
(FINAL)

Dr. N.S. Mumthas
Associate Professor
Farook Training College

Shobi. P.
M.Ed.student
Farook Training College

Personal data

| | |
|-------------------------------------|-------------------------------|
| Name of School | |
| Locality of the School | Rural / Urban |
| School Management | Govt/ Aided/unaided |
| class of study | |
| Subject of study | Science/ Commerce/ Humanities |
| Age | |
| Sex | Male/ Female |
| Mother s educational qualification | |
| Mother' s Job | |
| Father's. educational qualification | |
| Father's Job. | |
| Monthly Income | |
| Locality of house | |

Instruction

Some statements are given below. For each statement three options are given. Agree undecided and disagree. Read the statements carefully and put a (✓) mark against the most suitable response. Your response will be kept confidential and will be used only for research purpose.

| Sl. No. | Statements | Undecided | Agree | Disagree |
|---------|--|-----------|-------|----------|
| 1 | School learning activities make me feel heavy. | | | |
| 2 | The subjects for in my curriculum are not making my talent | | | |
| 3 | Multitasking is easier for me. | | | |
| 4 | I am not able to adjust with the different teaching styles | | | |
| 5 | Due to the support from my teachers in clearing doubts in receptive subjects, studies is not a burden to me. | | | |
| 6 | I am anxious about the different chapter which I have to study. | | | |
| 7 | Lack of classroom facilities are not barrier to me in learning | | | |
| 8 | I am afraid of the P.T.A. meeting | | | |
| 9 | The rules of the school, which I need to abide by, is never a burden for me | | | |
| 10 | The rules of the school, which I need to abide by, is never a burden for me | | | |
| 11 | I am afraid of my teachers | | | |
| 12 | I am not able to write the exams effectively even after making apt preparations | | | |
| 13 | The thought of failure in examination worries me. | | | |
| 14 | Exams are nightmares for me | | | |
| 15 | I am disturbed on the thought whether I would be able to keep up to the expectations of my parents. | | | |
| 16 | Planned learning helps in writing exams well. | | | |
| 17 | I am not able to follow the time schedule for the exams, which in turns disturb me. | | | |
| 18 | The situations at my home affect my studies adversely. | | | |

| Sl. No. | Statements | Undecided | Agree | Disagree |
|----------------|---|------------------|--------------|-----------------|
| 19 | The financial inefficiency at home does not affect my studies adversely | | | |
| 20 | Comparing my educational programs with others disturbs me | | | |
| 21 | My parents are not checking my educational progress, which makes me sad. | | | |
| 22 | Strict behaviour of my parents creates mental conflicts in me | | | |
| 23 | The competitive nature of my classmates makes me disturbed | | | |
| 24 | I am able to express any activity related to studies in front of any crowd. | | | |
| 25 | The lack of confidence in studies makes me sad | | | |
| 26 | Achieving success in life by learning reduces stress. | | | |
| 27 | The non-ability to concentrate in studies makes me tensed. | | | |
| 28 | My ill health creates difficulties in learning | | | |
| 29 | The introvert nature makes me worried. | | | |
| 30 | I don't bother much when getting into extra curricular activities. | | | |
| 31 | Learning without rest may affect my health, and that thought worries me. | | | |
| 32 | Over anxiety about the problems to study leaves me sleepless | | | |
| 33 | Giving a short delaine for assignments & projects creates tension for me | | | |
| 34 | When I do extra work the necessity of this arises from household background. I may not be able to reach class on time. That thought worries me. | | | |
| 35 | I asks my friends and learn the portions which were taught when I was absent. That makes studies easier. | | | |
| 36 | I presume more time is spent for travelling to and from school and that may affect my studies. | | | |

APPENDIX V**DETAILS OF THE SCHOOL SELECTED FOR DATA COLLECTION**

| SL. No. | Name of Institution |
|----------------|---|
| 1 | G.G.V.H.S.S. Feroke, Kozhikode |
| 2 | G.G.V.H.S.S. Cheruvannur, Kozhikode |
| 3 | G.V.H.S.S. Irringallur , Kozhikode |
| 4 | FAROOK .H.S.S. Farook college, Kozhikode |
| 5 | C.M.H.S.S. Mannur, Kozhikode |
| 6 | U.H.S.S. Chaliyam Kozhikode |
| 7 | C.B.H.S.S. Vallikkunnu Malappuram |
| 8 | M.V.H.S.S. Ariyallur, Malappuram |
| 9 | V.P.K.M.M.H.S.S Pallikkal Malappuram |
| 10 | G.V.H.S.S. Kondotty, Malappuram |
| 11 | Ideal Public School Ananghadi ,Malappuram |
| 12 | Hidaya Public School Kolathara Kozhikode |
| 13 | Crescent public School Chaliyam Kozhikode |