



**NAVIGATING THE EFFECT OF ACADEMIC ANXIETY AND PARENT CHILD
RELATIONSHIP ON THE ACADEMIC SELF-EFFICACY AMONG THE
SOCIOECONOMICALLY DISADVANTAGED STUDENTS**

¹**Swati Singh**, Masters in Counselling Psychology, Amity Institute of Psychology and Allied
Sciences, Noida, India

swati.1204.singh@gmail.com,

²**Dr. Neelam Pandey**, Associate Professor, Amity Institute of Psychology and Allied Sciences,
Noida, India

Npandey1@amity.edu

ABSTRACT

The belief of an individual that they can succeed academically is known as academic self-efficacy, a crucial determinant of educational attainment and lifelong achievements. However, there are unique challenges confronted by socioeconomically disadvantaged students which

undermine their sense of efficacy in academic pursuits. The study was conducted to examine the interplay of academic anxiety and parent child relationship on the academic self-efficacy among the socioeconomically disadvantaged students. A quantitative method approach was used to investigate the extent of influence on academic self-efficacy within this demographic in relation with academic anxiety and parent child relationship. The data collection was carried out through questionnaire which consisted of Academic Anxiety Scale, Parent Child Relationship Survey, and Academic Self-Efficacy Questionnaire. Correlational analysis and regression analysis was carried out for a comprehensive exploration of the interactions among these variables.

Keywords: *Academic Anxiety, Parent Child Relationship, Academic Self-Efficacy, Socioeconomically Disadvantaged Students*

INTRODUCTION

Academic Anxiety

Academic Anxiety refers to the feeling of dread, tension, or worries which are associated with academic tasks or settings. A particular subject, exams, assignments, feeling uneasy about studying or working in groups for schoolwork can contribute to this. Some degree of nervousness regarding academic requirements is common for all learners. But when its severity becomes so intense that it becomes detrimental to academic success then learners should engage in strategies to manage their academic anxiety. There are various factors which causes academic anxiety in students. The factors can include internal factors such as unpreparedness for academic challenges and excessive worry, as well as external factors like unsupportive facilities and parental demands. These stressors can be categorized into psychological and physical changes,

life events, and everyday stressors. Other causing factors can be financial hardships, high educational expectations and parental and teacher pressure for high academic achievements. A complex issue like academic anxiety can be influenced by a combination of factors like societal expectations, gender roles, individual circumstances, and internal and external factors.

The causes of academic anxiety have different sources which are specific to each person. There are also different types of symptoms for the same which are: cognitive, social, physiological, and behavioral. The cognitive symptoms of academic anxiety include unhelpful thoughts that interfere with the performance of the person. These symptoms manifests in a way the student thinks. The social symptoms of academic anxiety include fear of getting negative reactions from others relating to their academic performance. The physiological symptoms of academic anxiety are the physical symptoms felt in the body of an individual. The symptoms can include nausea, elevated heart rate, butterflies in stomach, sweating, dizziness, headaches, muscle tension, shortness of breath, difficulty relaxing, and constant fidgeting. The Behavioral symptoms of academic anxiety reflect in student's habits and behaviors. These include avoidance of situations or behaviors that triggers anxiety.

Every academic task can make the student feel apprehensive when they are experiencing academic anxiety. Some may feel anxiety while test taking or maybe with any other specific tasks. Anxiety may not always result in negative results; some students can also get motivated by anxiety as it contributes in their better performance. Helping students self- regulate their anxiety can result in reduce anxiety and increase academic performance (Ader & Ertkin, 2012).

Parent Child Relationship

One of the most complex and important relationship in the world is a parent child relationship, which sets the foundation for the child's emotional, social, and cognitive development. It is a unique existing bond between a parent and their offspring, with the responsibility of caring for the needs of the child and providing them guidance as they grow into adulthood by their parents. These bonds start building from the time of conception.

The key aspects of a parent child relationship includes attachment between the parent and the child which influences the child's sense of emotional regulation, security, and ability to form healthy relations later in their life. Effective communication plays an essential role in fostering a strong connection and understanding for each other. Building mutual respect and trust for and with each other. Emotional support by the parents in the form of validation, comfort and empathy helps the child develop a secure self-worth and emotional resilience. Building appropriate boundaries and providing consistent discipline helps in healthy behavior and social understanding. Providing a nurturing and supportive environment to the child fosters a strong parent child bond. Parents are powerful role models for their child, and they influence their attitudes, behaviors, and values through their own interactions and actions. Unconditional love and acceptance are the most important aspect which provides a sense of security and belonging which lays the foundation for health well-being and development.

Every individual is different and so are their parenting styles. Parenting styles are affected by parent's age, self-esteem, self-confidence, parental experience, and parental age. The different types of parenting styles are:

Authoritative Parenting signifies high level of demandingness and responsiveness by the parents. Authoritative parents are nurturing, warm, and supporting while they also set clear boundaries and expectations. *Authoritarian Parenting* includes demandingness but is low in responsiveness. Authoritarian parents prioritize control and discipline over emotional support and warmth, rather than negotiation or explanation with their children. *Permissive Parenting* is high in responsiveness and low in demandingness. Permissive parents are affectionate and nurturing towards their children but have few expectations and rules for their children behavior. *Neglectful Parenting* involves low responsiveness and demandingness. Neglectful parents may be unavailable either physically or emotionally due to various factors like work pressure, substance abuse, or mental health issues.

Parent child relationship like any other relationship takes time and effort. Children and parents both grow and change with each new stage of development throughout their lifetime. But through all these changes certain qualities remains constant which are safety, acceptance, mutual respect, unconditional love and flexibility.

A positive relationship between parent and child provides a sense of stability and emotional security. A feeling of being loved, valued, supported by one's parents develop a secure attachment which serves as a foundation for healthy development. A strong parent child relationship encourages children to express their feelings, concerns, and thoughts, leading to better problem solving and communication skills. It also promotes self-esteem and self-confidence through the praises, validation, and encouragement by the parents. Children succeed academically when parents provide academic encouragement and create supportive learning

environment for them at home. Parents act as role models and guides for the child and plays a crucial role in shaping their values and behaviors.

Academic Self-Efficacy

Academic self-efficacy refers to the conviction of a person that they can successfully achieve at a designated level in a specific area of an academic subject. Self-efficacy is a multidimensional construct which is differentiated across multiple domains of functioning. This construct helps in the explaining that the behavior of an individual is not always accurately predicted from their capability to accomplish a specific task.

Bandura's Self-Efficacy theory defines an individual's confidence in their ability to organize and execute a given course of action to accomplish a task or solve a problem as self-efficacy. The theory of self-efficacy suggests that academic self-efficacy may vary in strength as a task difficulty function. The belief of an individual depends on the difficulty level of the task, some may feel that they are most efficacious on difficult tasks while others on easier ones. There are two categories of academic expectancy beliefs which include a) academic outcome expectations and b) academic efficacy expectations. Student's beliefs that specific behaviors will lead to certain outcomes are known as academic outcome expectations. On the other hand, the belief of a student in his ability to perform necessary behaviors to produce certain outcome is academic efficacy expectations. The indicators of academic self-efficacy are attitudes, beliefs, and behaviors which reflect on an individual's belief and confidence in their academic abilities.

Persistence is one of the key indicators which help the individual to face the setbacks and challenges. High academic self-efficacy in students helps them set challenging but achievable

goals for themselves. They are comfortable in academically expressing themselves and value their contributions. Positive self-talk is often noticed in individuals with high academic self-efficacy. Internalizing the growth mindset, perceiving failures as opportunities for improvement and learning are often seen in them. Self-efficacious individuals also recognize their need for assistance and seek help when needed. Resilience helps them to view failures as specific and short-term rather than as an indication of their overall abilities.

Academic self-efficacy plays a crucial role of importance for various aspects of an individual's personal development, overall well-being, and most importantly their academic journey. Academic self-efficacy has a compelling role in one's motivation to face challenges and engage in learning activities. Adaptability and resilience are promoted with high academic self-efficacy levels when one faces academic setbacks and challenges. The mindset to view failures as opportunities of growth helps the individual to persevere and bounce back fast. Self-efficacious students often monitor their progress, regulate their efforts, adapt learning strategies, and set realistic goals for their academic success. Academic self-efficacy is a foundational component for academic success, personal development, and well-being.

A study was conducted by Jia et al. (2023) with the aim to investigate the impact of academic self-efficacy on test anxiety among students of higher vocational studies, with the fear of failure, role of sense of life meaning, and gender differences as a mediator in this relationship. A significant negative correlation was found between academic self-efficacy, test anxiety, and sense of life meaning. For the survey a total of 2231 students of Shandong Province were selected, and Test Anxiety Scale, Academic Self-Efficacy Questionnaire, and Meaning in Life Questionnaire was assessed. A positive correlation between test anxiety and fear of failure was

found, and sense of life and fear of failure played the mediating role between test anxiety and academic self-efficacy. Test anxiety may be influenced by academic self-efficacy through the independent mediating effect of fear of failures and sense of life meaning, with gender differences in these effects.

Study was done by Vadivel et al. (2023) with the objective to establish a relationship between the socioeconomic background of children with their educational achievements and how it impacts their psychology. 50 students and either of their parents were the target group in this descriptive survey design which was selected through random sampling. Different observation techniques, in-depth interviews, and focus group discussions were used for data collection. Parents with low socioeconomic background showed less interest in the education of their children and were more focused on their employment after the senior secondary school. A need for parental education and awareness programs were suggested by the authors.

Humans are anxious in different ways and one of the common phenomena in modern culture is anxiety. The examination of all the previous research was done in this paper. The goal was to explore about the elements connected with academic anxiety. Academic anxiety interferes with the cognitive processes of the students and undermines their motivation and efforts. A positive learning atmosphere and remedial sessions for students from remote areas can help them achieve success. High academic anxiety also affects the memory and attentiveness of students which plays a crucial role for their academic achievements (Rasool et al., 2021).

A study was done to analyze the relationship between the types of parental involvement in psychological resources, academic achievement, and homework among the Mexican elementary students. 823 total participants were selected with the age range of 9 to 12 years old

($M=11.12$, $SD=0.63$). Parental autonomy support had a direct positive relation with academic self-efficacy and self-regulated learning, also it had an indirect positive effect on academic achievement. There was a negative relation between parental control and academic self-efficacy, self-regulated learning, and academic achievement. The parental involvement in homework was influenced by children's psychological resources and academic achievements. Gender did not moderate the relations that were proposed in the model. A reciprocal relationship between academia functioning of children and parental involvement in homework (Quinoneza et al., 2020).

METHODOLOGY

Research Objectives

- a) To assess the impact of academic anxiety on the academic self-efficacy among the socioeconomically disadvantaged middle school students.
- b) To examine the impact of parent child relationship on the academic self-efficacy among the socioeconomically disadvantaged middle school students.
- c) To assess the impact of academic anxiety on parent child relationship among the socioeconomically disadvantaged middle school students.
- d) To investigate the relationship of academic anxiety and parent child relationship on the academic self-efficacy among the socioeconomically disadvantaged students.

Hypothesis

- 1) There will be a significant relationship between academic anxiety and academic self-efficacy among socioeconomically disadvantaged students.
- 2) There will be a significant relationship between parent child relationship and academic self-efficacy among socioeconomically disadvantaged students.
- 3) There will be a significant relationship between academic anxiety and parent child relationship among the socioeconomically disadvantaged students.
- 4) There will be a significant relationship between academic anxiety and parent child relationship on the academic self-efficacy among the socioeconomically disadvantaged students.

Sample and its Selection

For this study 199 socioeconomically disadvantaged students residing in the region of West Delhi were selected. The students were between the age group of 12 to 16 pursuing their schooling in Grade 8th and 9th. The sample was selected through purposive sampling method and convenience sampling method. The participants were contacted with the help of an NGO based on their age and the class they were studying in currently in the academic year of 2023-24.

Measures

The data was collected with the help of a questionnaire through physical mode. The questionnaire consisted of three sections. The questionnaire started with the consent approval and the demographic information which included their Name, Age, Gender, and Signature. Section A consisted of the Academic Anxiety Scale, Section B consisted of the Parent Child Relationship Survey, and Section C consisted of the Academic Self-Efficacy Scale.

Procedure

The procedure started with formulating the questionnaire which stated by collecting the demographic information which included name, age, gender, and signature, along with the consent approval. The participants were explained all the instructions before they began filling the questionnaire and were also informed about the goal of the study and agreed to participate in the same. The participants began by filling out the demographic information, and then answering all the other respective questions in the remaining sections. The form was circulated to 200 students out of which 199 desired responses were further evaluated. Throughout the whole procedure APA guidelines were followed.

RESULTS

The study was conducted on socioeconomically disadvantaged students lying in the age group of 12 to 16 years to study the effect of academic anxiety and parent child relationship on their academic self-efficacy.

Table 1*Descriptive Statistics*

<i>Descriptive Statistics</i>					
	N	Minimum	Maximum	Mean	Std. Deviation
Age	199	12	16	14.22	.836
Academic Anxiety	199	11	44	24.56	6.496
Parent Child Relationship	199	48	161	123.34	21.240
Academic Self-Efficacy	199	46	240	123.91	20.139
Valid N (list wise)	199				

Table 1 depicts the total number of participants with the mean of the age of the participants is 14.22 and standard deviation is 0.836. The mean and standard deviation of academic anxiety is 24.56 & 6.496. For parent child relationship the mean and standard deviation of parent child relationship is 123.34 & 21.240. And 123.91 & 20.139 is the mean and standard deviation of academic self-efficacy.

Table 2

Correlation between the Variables

Academic Anxiety & Academic Self-Efficacy			Parent Child Relationship & Academic Self-Efficacy			Academic Anxiety & Parent Child Relationship		
Total	Pearson Correlation	Sig. (2-Tailed)	Total	Pearson Correlation	Sig. (2-Tailed)	Total	Pearson Correlation	Sig. (2-Tailed)
199	.010	.892	199	.176*	.013	199	-.142*	.045

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation between Academic Anxiety and Academic Self-Efficacy was 0.010, which indicated a weak positive linear correlation between both the variables. A correlation of 0.176 was found for parent child relationship and academic self-efficacy, indicating a positive relationship between both the variables. The correlation was found to be significant at 0.05 level.

The correlation between academic anxiety and parent child relationship was -0.142 which indicates a negative relationship between both the variables. The correlation is found to be significant at 0.05 level.

Table 3

Regression Analysis of Academic Anxiety, Parent Child Relationship, and Academic Self-Efficacy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.179 ^a	.032	.022	19.914	.032	3.249	2	196	.041
a. Predictors: (Constant), PARENTCHILDRELATIONSHIP, ACADEMICANXIETY									

The regression analysis shows a statistically significant amount of variability in academic self-efficacy. The predictors, academic anxiety and parent child relationship collectively account for 3.2% variance in academic self-efficacy. The regression model is found to be statistically significant at the .05 level, with the p value of 0.041. The standardized coefficient for parent child relationship is 0.181 which indicates a stronger influence of parent child relationship on

academic self-efficacy as compared to academic anxiety. Whereas no statistically significant effect of academic anxiety was seen on academic self-efficacy.

DISCUSSION

Academic self-efficacy, academic anxiety, and parent child relationship are crucial dimensions to understand the holistic development of the students. Apprehensions and stress in educational settings is known as academic anxiety, which emerges from various sources like overwhelming academic demands, performance pressure, and fear of failure. The parental support and involvement significantly impact the emotional well-being and the academic experiences of the child. The dynamic interplay between these three variables i.e. academic anxiety, parent child relationship, and academic self-efficacy are being analyzed in this study among the socioeconomically disadvantaged students.

Correlational analysis and regression analysis was conducted to test the framed hypotheses for the study. To test the first hypothesis, correlation between academic anxiety and academic self-efficacy was found which came to be ($r=0.010$). This value signifies a linear positive correlation between academic anxiety and academic self-efficacy among socioeconomically disadvantaged students, which approves the first hypothesis that was framed. A complex interplay of cultural dynamics, external stressors, personal beliefs, and limited resources shape the academic experience of an individual. A weak correlation highlights the multifaceted challenges and the socio-economic inequalities among these students. There are not adequate facilities and academic opportunities for children with socioeconomically

disadvantaged background, which make the students, feel inadequate and anxious during their struggle to perform well in low supportive settings.

A positive relationship was found between parent child relationship and academic self-efficacy. The correlational value was ($r=0.176$) with signifies a positive relationship between parent child relationship and academic self-efficacy among the socioeconomically disadvantaged students. The second hypothesis is accepted. A supportive home environment encourages a child and make him feel loved and understood. There are a lot of challenges that the socioeconomically disadvantaged students face and the most common one among them are the financial constraints.

The contribution of teacher support and parental monitoring to academic performance over the duration of three years was investigated. 419 adolescents participated in the study, attending 9th grade of schooling at T1. A direct and positive effect of teacher support and parental monitoring was seen on self-efficacy and academic performance. The results showed that the teacher's influence was high on self-efficacy and the parent's influence was high on motivation (Affuso et al., 2023).

A correlational value of ($r= -0.142$) was found for the correlation between academic anxiety and parent child relationship. The third hypothesis is accepted as there is a linear negative correlation between academic anxiety and parent child relationship among the socioeconomically disadvantaged students. Parent child relationship can be strained by numerous stressors like employment challenges and financial instability. Within the disadvantaged families' social stressors and economic hardships contributes towards conflicts and stress which also hampers the relationship between parent and child and creates an unsupportive and tense

home environment that exacerbated academic anxiety. The parent's ability to actively involve in their child's education is impacted due to the socioeconomic disparities like long work hours or limited educational background which hinders their capacity to provide academic guidance and support, contributing to academic anxiety.

To test the fourth hypothesis a regression analysis was conducted which was found to be statistically significant at the 0.05 level, with the p value of 0.041, which approves our fourth hypothesis stating a relationship between of academic anxiety and parent child relationship on academic self-efficacy among socioeconomically disadvantaged students. A variance of 3.2% was found in academic self-efficacy and the predictors i.e. parent child relationship and academic anxiety, which suggests that the factors not included in the model also influence the outcome. Every one unit increase in academic anxiety, the predicted value of academic self-efficacy shows an increase by 0.110 units. And for every one unit increase in parent child relationship, there is a 0.171 unit increase in academic self-efficacy, which is statistically significant ($p = 0.012$). For parent child relationship a standardized coefficient of 0.181 was found which indicates a stronger influence of parent child relationship on academic self-efficacy than academic anxiety.

There are various challenges that come across in the way of socioeconomically disadvantaged students which not only impacts their personal aspects of lives but also academic self-efficacy, academic anxiety, and parent child relationships. Disadvantaged families face many stressors which impacts the interactions between the parent and child. Time constraints, financial strains, housing insecurity, multiple job workings to sustain the family, and limited access to support networks are few of the stressors. Lack of resources, economic instability, and

exposure to adverse living conditions are some of the stressors that contribute to anxiety and chronic stress among these students, which also interferes in their academic aspects. The student's beliefs in their academic abilities are undermined by limited access to educational resources, facing discrimination or marginalization, unsupportive societal climate, and lack of positive role models. Addressing the intersection of these three variables can help the educators and policy makers in promoting and improving equity and outcomes for all students.

Limitations

The current study also has a few limitations. There are various other factors that affect academic self-efficacy of an individual which were not able to address in this study. The sample used for the study was only limited to a particular region of Delhi. And the social desirability factors might also have influenced the responses, and no measures could have been taken for that. Conduction of longitudinal studies can be done to examine the overtime development of academic self-efficacy among socioeconomically disadvantaged students. The present study was a quantitative study which included three variables, which are academic anxiety, parent child relationship, and academic self-efficacy. But implementing qualitative research methods like interviews can help gain a deeper understanding for other aspects of academic self-efficacy and about socioeconomically disadvantaged students. Interventions can also be implemented and evaluated to enhance the academic self-efficacy using quasi-experimental designs or randomized controlled trials. The interventions can contribute towards the betterment of socioeconomically disadvantaged students.

ACKNOWLEDGEMENT

I would like to express my gratitude to my parents and my God for their unwavering support and constantly encouraging me throughout the course of this research. I would also like to thank my guide Dr. Neelam Pandey, for her encouragement and insightful feedback. Special thanks to my friends who helped me in this journey by being there for me and offering helpful suggestions. I would also like to extend my thanks to the NGO- Late Shri Meghanandan Singh Memorial Educational Society for their help and support during the data collection process. Apart from my own efforts the success of this research is possible due to all the people who supported me and contributed to this research.

REFERENCES

- About Academic Anxiety - Academic Anxiety Resource Center.* (2023, February 1). Academic Anxiety Resource Center. <https://sites.bsu.edu/aarc/about-academic-anxiety/#:~:text=Academic%20anxiety%20refers%20to%20the,working%20in%20groups%20in%20class>
- Academic self-efficacy.* (n.d.). <http://www.iapsych.com/acmcewok/Academicself-efficacy.html#:~:text=Academic%20self%2Defficacy%20refers%20to,in%20which%20they%20do%20not>
- Affuso, G., Zannone, A., Esposito, C. *et al.* The effects of teacher support, parental monitoring, motivation and self-efficacy on academic performance over time. *Eur J Psychol Educ* **38**, 1–23 (2023). <https://doi.org/10.1007/s10212-021-00594-6>
- Cassady, J.C. (2020). *Academic Anxiety Scale*. Academic Anxiety Resource Center. <https://sites.bsu.edu/aarc/research/academic-anxiety-scale/>
- Cassady, J.C., Pierson, E. E., & Starling, J. M. (2019). Predicting student depression with measures of general and academic anxieties. *Frontiers in Education: Educational Psychology*, 4(11). doi: 10.3389/feduc.2019.00011
- CDI Kids. (n.d.). *5 Qualities of a Strong Parent-Child Relationship*. Retrieved from <https://cdikids.org/autism/5-qualities-of-a-strong-parent-child-relationship/>

- Dorfman, D. (2021, September 19). *The 4 Building Blocks of Academic Anxiety*. Psychology Today. Retrieved from <https://www.psychologytoday.com/intl/blog/the-parenting-paradox/202109/the-4-building-blocks-academic-anxiety>
- Grijalva-Quiñonez, C. S., Valdés-Cuervo, A. A., Parra-Pérez, L. G., & García Vázquez, F. I. (2020). Parental involvement in Mexican elementary students' homework: Its relation with academic self-efficacy, self-regulated
- Hooda, M., & Saini, A. (2017, December 1). *Academic Anxiety: An Overview*. ResearchGate. <https://doi.org/10.5958/2230-7311.2017.00139.8>
- Motlagh, S.E., Amrai, K., Yazdani, M.J., Abderahim, H.A., Souri, H., (2011). *The Relationship between Self-Efficacy and Academic Achievement in High School Students*. Science Direct. <https://doi.org/10.1016/j.sbspro.2011.03.180>
- Study.com. (n.d.). *Parent-Child Relationships: Definition, Lesson & Quiz*. Retrieved from <https://study.com/academy/lesson/parent-child-relationships-definition-lesson-quiz.html>
- Vadivel, B., Alam, S., Nikpoo, I., & Ajanil, B. (2023, January 3). *The Impact of Low Socioeconomic Background on a Child's Educational Achievements*. Education Research International. <https://doi.org/10.1155/2023/6565088>
- What causes academic anxiety? | 5 Answers from Research papers. (n.d.). SciSpace - Question. <https://typeset.io/questions/what-causes-academic-anxiety-4z5pxtdn11>