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Study anxiety, perceived parent child relationship and it's impact on academic achievement among school adolescents



Arooj Najmussaib

*Riphah International University,
Pakistan*

co-author: **Tazvin Ijaz**
Government College University, Pakistan

The phenomenon of study anxiety travels across geographic and cultural boundaries. Study anxiety is being affected by both emotional and cognitive factors. Though there has been an increasing amount of research conducted on study anxiety in adolescence, little is known about the relation of study anxiety, academic achievement and parent child relationship among school children. The present study was aimed for exploring the relation between study anxiety, academic achievement and parent-child relation of school children. For this purpose, indigenous tools like Study Anxiety Scale, Vocabulary and Reading Comprehension Scales and Parent-Child Relationship Scale were administered on the sample of 419 school children; 201 boys and 218 girls from six government schools of Lahore, Pakistan. The results suggest that perceived rejection and distant in parent-child relation cause higher study anxiety and lower academic achievement among school children. Results also depicted that the girls were higher in both study anxiety and academic achievement than boys and boys perceived more parental rejection than girls. Results are discussed in a cultural context proposing a model showing possible links between different environmental influences and study anxiety.

Biography

Arooj Najmussaib has completed her MS degree in Clinical Psychology in 2011 from Government College University, Lahore. She has been practicing as a Clinical Psychologist since 2014 in Islamabad. Currently, she is serving as a Regular Faculty Member at the Department of Applied Psychology teaching at Undergraduate and Post-graduate level since 2016. She is an Author of a book and published and presented papers in national and international conferences.

blessedarooj@hotmail.com

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