



## Academic anxiety & psychological aspects among students: A bibliometric perspective

Prabhjot Chauhan<sup>1</sup>, Dr. Tasneem Khan<sup>2</sup>

<sup>1</sup> Research Scholar, Department of Education and community Services, Punjabi University, Patiala, Punjab, India

<sup>2</sup> Assistant Professor, Centre for Distance and Online Education, Punjabi University, Patiala, Punjab, India

### Abstract

This study investigates the relationship between academic anxiety and key psychological factors such as self-confidence, emotional maturity, and parental encouragement—among secondary school students. Academic anxiety, a state-specific form of anxiety linked to educational contexts, can hinder academic performance and personal development if left unaddressed. Using a bibliometric analysis of around 200 Scopus-indexed articles, the research identifies global trends, leading authors, and country-wise contributions, highlighting that while developed nations dominate the discourse, emerging economies like India and China are also contributing. The review of prior literature underscores that self-confidence and emotional maturity serve as protective factors, while parental encouragement plays a critical role in shaping academic and emotional adjustment. The findings emphasize the significance of addressing academic anxiety holistically, considering demographic variables such as gender, locality, and type of school. This study contributes to existing knowledge by integrating diverse strands of research and offering practical implications for educators, policymakers, and parents to foster resilience and reduce anxiety among students.

**Keywords:** Academic anxiety, parental encouragement, emotional maturity, self-confidence, India

### Introduction

Education is the process of developing the capacities and potentialities of individual so as to prepare the individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function (Kumar, 2013) [25]. Education plays a vital part in people's lives by providing them with varied abilities, skills and competences, opening the road for them to improve their quality of life. In education, academic anxiety appears to be an area of greatest concern. Modern technological innovations have changed the society and the culture at large. Its explosion and exposure have affected the classroom transactions in terms of teaching and learning, planning and evaluation etc. to a large extent. In short, the whole education system has been changed massively. Students are often observed to experience academic anxiety, which is influenced by a variety of psychological, emotional, environmental, and personal factors. Academic anxiety is essentially an emotional response that negatively impacts behavior. It develops excessive tension, stress, fear, disappointment and put students under a lot of pressure and has a negative impact on their personality which leads to despair and even suicide in certain circumstances. Previous studies suggest that students' responses to academic anxiety may vary based on their emotional maturity and self-confidence, both of which are deeply rooted in one's self-perception, particularly self-confidence, which is not separate or distinct from the self. Therefore, emotional maturity and self-confidence are regarded as key factors influencing academic anxiety.

A large number of individuals feel anxious when it comes to preparing for exams, handling daily assignments, or writing research papers, often lacking the necessary drive and excitement. Prior scholarly works have put forward that excessive levels of anxiety impair focus and memory, which

are essential for day-to-day academic performance and success. However, a moderate level of academic anxiety can actually motivate students to work hard, complete their assignments, and prepare for exams. Numerous factors put pressure on pupils to do better in class, which heightens their worry about academics. The degree to which the youngster believes his parents are supporting or even forcing him to have a high level of educational attainment has received significant attention.

Academic anxiety is considered an issue requiring intervention when it escalates to a level that prevents students from performing effectively. Thus, this study will explore how academic anxiety among secondary students is associated with self-confidence, emotional maturity, and parental encouragement, and will also examine the effects of gender, locality, and type of school on these dimensions.

### Academic Anxiety

Anxiety is a form of tension. Anxiety can be either a trait anxiety or a state anxiety. An individual's permanent characteristics or habit is their trait anxiety. Anxiety that is experienced in the current environment, such as during tests, accidents, or punishment, is known as state anxiety. Academic anxiety is a form of state anxiety that is connected to the upcoming risk from academic institutions, including teachers and certain subjects like English, Mathematics, and so on." Academic Anxiety is a situation-specific form of anxiety related to the educational contexts. Academic Anxiety encompasses not only test anxiety, but also anxiety about certain educational subjects in general. For instance, anxiety has been observed in students taking math, reading, science and foreign language classes." (Cassady, 2010) [12]. Test anxiety is not bad always; little amount of this is quite normal and helps to maintain concentration; it motivates the students to stay attentive

mentally and physically (Birjandi and Alemi, 2010)<sup>[11]</sup>. Test Anxiety refers to a subjective emotional state which is generally experienced before, during or after any particular evaluation or test (Karatas *et al.*, 2013; Spielberger 1978; Akinsola and Nwajei 2013)<sup>[3, 21]</sup>. Bandura (1997)<sup>[6]</sup> think that people experience anxiety when they recognize a situation as dangerous and away from their control. Cognitive, affective, and behavioral are the three major components of test anxiety. Students who feel test anxiety from the cognitive perspective have low self confidence. They can be preoccupied with negative thoughts and they have doubt about their academic ability and intellectual competence (Sarason & Sarason, 1990).

### Self-Confidence

Self-confidence plays an important role in the preparation of us to deal with real life difficulties. It refers to an individual's perceived potential to act effectively in a situation to reduce obstacles and to get things to go all right (Basavanna, 1975)<sup>[8]</sup>. "Confidence is learned, it is not inherited. If you lack confidence, it probably means that, as a child, you were criticized, undermined, or suffered an explicable tragic loss, for which you either blamed yourself or were blamed by others. Lack of confidence is not necessarily permanent but it can be if it is not addressed. Confident people have faith in their future and can accurately assess their capabilities"(Goel & Aggarwal, 2012)<sup>[16]</sup>.

Stevens (2005)<sup>[47]</sup> "Self- confidence refers to a person's expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a person's potential is realized." It is belief in oneself, one's knowledge and one's ability. Bandura (1986)<sup>[7]</sup> defined self-confidence as one of the most effective motivators and regulators of behaviour in everyday lives of people. It is positive feeling about oneself and willingness to do something new. Self-confidence of a person increases from experience when he becomes a master over a particular activity. "It is a positive attitude of oneself towards one's self-concept. It is an attribute to tackle situations successfully without depending on others and to have a positive self-evaluation" (Agnihotri, 1987)<sup>[1]</sup>.

### Emotional Maturity

An individual's life is significantly influenced by their emotions. It instantly affects how we act. Singaravelu (2008)<sup>[42]</sup> defined emotion as a dimension of personal experience which arises as a result of the complex interplay among the three variables *viz.* physiological, cognitive and situational. Maturity can be easily understood as the ability of self-control which directly or indirectly affects our behavior, learning, and thinking. Fineley (1996) defined maturity as the capacity of mind for enduring the ability of a person to respond to uncertainty, circumstances or environment in a proper way. The term "maturity" refers to the ability to fully experience environmental changes as well as the capacity to make them. Combining these two conflicting ideas of "emotion" and "maturity," we arrive at the novel idea of "Emotional Maturity," which refers to an individual's attaining emotional maturity via lifelong experiences.

A person can be emotionally mature if he is able to show his emotions in an appropriate degree of control. It shapes the attitude and behavior of the individual. It is important for adjusting one's "self" and "society" simultaneously. Emotional maturity can be understood as the result of a healthy emotional state of a person. It is a process of developing and expressing emotions at the right time in proper form and quality. It is the ability to self-control as a result of thinking and learning (Kapoor 2014)<sup>[20]</sup>. Emotional maturity is a balance between 'brain' and 'emotions', i.e. the internal and external world of the individual; an active integration between thinking and feeling, dream and reality, imagination and logic, conscious and unconscious (Landau 2010)<sup>[28]</sup>.

Academic anxiety is investigated here in relation to emotional development. Lots of studies have shown that cognitive capacity alone is insufficient to combat academic anxiety. In a study, Kumar and Rooprai (2009)<sup>[26]</sup> mentioned that students who top in the class are not just good in their academics, but they are also more flexible, tolerant and optimistic. These students were perceived as emotionally mature and intelligent. Many studies discussed the fact that emotional maturity develops the ability to deal effectively with stress and anxiety. Test anxiety and academic stress always found less among those students who possess more control on their emotional expression (Malik *et al.*, 2013; Kumaran and Javid, 2016; Bayani, 2015)<sup>[10, 27, 33]</sup>.

### Parental Encouragement

The word Parental Encouragement is comprised of two words –Parental and Encouragement. Parents: A parent (From Latin: Parens = parent) is a care taker of their wards in their own species. In humans, the mother or father is the parents of a child. Children can have one or more parent. Biological parents consist of the male who bring about the child and female who give childbirth. Encouragement: Encouragement refers to aiding to the growth of something or raising someone to be an accepted member of the community. The act of giving hope or support to someone i.e. Boost!

Parental Encouragement means the way parents treat the children gives a view to increase the possibility of their being a good person. It means making adolescents confident by their parents. It is the behaviour that the child gets from their mother and the father in the form of affection, care, guidance etc. which further increase the possibility of a good behaviour. Parental encouragement builds a child's self-confidence and make the child capable to socially and emotionally adjust to the environment. The term 'parent encouragement' have different meaning for different peoples. In a broad sense, parent encouragement includes home-based activities and school-based activities that relate to children's education in school. When their children perform brilliantly in regard to his achievement in education and other areas, parents will encourage them, approving and appreciating what they are doing. Parental encouragement covers the entire spectrum of this action. The relationship between parents and their children is friendly.

According to Sharma (1988)<sup>[39]</sup> Parental Encouragement means the treatment provided by the mother and the father

towards their wards in order to increase the future possibility of good behaviour that can be achieved by care, affection, appreciation and direction. Parental encouragements have influences on academic achievement and success of the child. A positive discussion and encouragement with the younger children also increase the likelihood of favouring the parents (Howell & Frese, 1982) [17].

### Contribution of the Current Research

The present study contributes to the existing body of knowledge by addressing these gaps and offering a broader perspective on academic anxiety. Unlike prior research concentrated in a few leading countries, this study provides insights that extend beyond the dominant contexts, highlighting the issue's global relevance. By examining the trends, patterns, and distribution of research output worldwide, it contributes to identifying underexplored regions and the need for more inclusive academic inquiry. Moreover, the current research emphasizes the necessity of integrating findings into practical educational and policy frameworks, particularly in countries where academic anxiety has not yet been extensively studied. In doing so, it not only strengthens the existing literature but also lays the foundation for future cross-country collaborations, ensuring that academic anxiety is recognized and addressed as a truly universal challenge. The present study contributes to this growing body of literature by synthesizing the scattered contributions of leading scholars and presenting a consolidated overview of their work. By mapping author productivity, it not only identifies the key researchers driving the discourse on academic anxiety but also highlights areas where further contributions are needed. In doing so, the current research strengthens the existing knowledge base, offers direction for future collaborations, and emphasizes the importance of expanding research beyond a limited set of recurring contributors.

### Review of Literature

This section elaborates the prior literature concerning Academic Anxiety, Self Confidence, Academic Maturity, and Parental Encouragement.

#### 1. Studies related to Academic Anxiety

Kaur (2012) [23] examined the academic achievement motivation and academic anxiety in relation to academic achievement in mathematics. A sample of 300 boys and girls' students studied in different govt. senior sec. schools of Patiala and Ludhiana were selected randomly. Data was collected by Sharma Academic Achievement Motivation Test (1998) [39] and Academic Anxiety Scale for Children developed by Singh and Sengupta (2003). The results of the study showed a significant distinction between male and female students' academic achievement and academic anxiety. It also showed that there is no significant different in math anxiety between high performers and low achievers. Mahajan (2015) [31] conducted a study to find the academic anxiety of secondary school students in relation to their parental encouragement. For this study, a total of 120 X grade students were chosen from 12 secondary schools using a stratified sampling technique based on gender and school type. Academic Anxiety Scale by Singh and

Sengupta (1998) and Parental Encouragement Scale by Kusum Aggarwal (1998) were used for data collection. According to the study's results, there is no significant difference between secondary school pupils in government and private schools in terms of academic anxiety, although there is a difference between them. The study also revealed that parental support was associated with academic stress in both positive and negative ways.

Khemka *et al.* (2016) [24] conducted a study on the academic anxiety of secondary school students. The total sample of 400 students were selected by stratified random sampling. According to the findings, 18.5% of students reported having low academic anxiety, 75% reported having average academic anxiety, and 6.5% reported having high academic anxiety. Male and female students both showed higher levels of academic anxiety. Boys from public schools showed high anxiety about their academic performance than boys from private schools. Girls in private schools showed higher levels of academic anxiety than girls in public schools.

Singh (2018) [44] studied to explore Academic Procrastination, Academic Anxiety and Learning Styles as Correlates of Academic Achievement of Senior Secondary School Students. Sample of 800 senior secondary school students studying in 11th grade of Hoshiarpur, Patiala, Sangrur and Mansa districts was taken. The results revealed that adolescents had different levels of Academic Achievement, Academic Procrastination, Academic Anxiety and Learning Styles. No significant gender difference in case of academic procrastination, significant gender difference in academic achievement and academic anxiety were found but in case of learning styles significant differences were found in four learning styles i.e. avoidant, collaborative, dependent and participant.

Sharma & Shakir (2020) examined the difference in academic anxiety of senior secondary school students in relation to locale (rural and urban) and type of school (government and private). 355 senior secondary school pupils were chosen as a sample from various schools in the Uttar Pradesh districts of Aligarh and Agra. Researchers created a tool to collect data. Data was analysed by mean, standard deviation and t-test. The study showed significant difference in the academic anxiety of senior secondary school students in relation to their local and type of school. Urban students showed more academic anxiety than rural students. Similarly, students studying in private senior secondary schools have more academic anxiety than government senior secondary school students.

Shukla (2021) [41] carried out a study to find out academic anxiety and home environment in relation to the academic performance among secondary school students. Simple random sampling technique was used to select the sample of 300 students from 60 different secondary schools in Kalahandi District of Odisha, India. The study revealed that academic anxiety and academic achievement is negatively correlated. It also concluded that there is no significant relationship between academic anxiety and home environment of secondary school students.

#### 2. Studies related to Self-Confidence

Self-confidence has long been recognized as a critical psychological trait that significantly influences students' decision-making, academic performance, and social

behavior. Numerous empirical studies have attempted to explore the various dimensions of self-confidence among students across different educational levels, genders, and contexts. The following review synthesizes key findings from recent studies that shed light on the relationship between self-confidence and associated factors such as decision-making, academic anxiety, learning outcomes, and demographic variables.

Srimadevi and Saraladevi (2016) examined the relationship between self-confidence and decision-making among mathematics students in XI standard. Employing a random convenient sampling technique, they selected a sample of 50 students and utilized validated tools—Self Confidence Questionnaire (Dr. Ken Humbly & Alice Muir, 1994) and Decision-Making Questions (Greene *et al.*, 1997). The data were analyzed using various statistical tools, including correlation and multiple regression. The study found that male adolescents displayed higher self-confidence and experienced less stress in decision-making compared to female adolescents. Importantly, the findings underscored that both self-confidence and decision-making skills significantly influenced students' problem-solving abilities.

Building on gender-related investigations, Verma (2017)<sup>[49]</sup> conducted an empirical study to assess the effect of gender, locality, and academic streams on the self-confidence of university students in Jammu. Using simple random sampling, 200 students were selected and their self-confidence levels were assessed using Basvanna's Self-Confidence Inventory. Interestingly, the study revealed no significant differences in self-confidence based on gender or locality. However, a significant difference emerged among students from different academic streams, suggesting that academic specialization may play a more critical role in shaping students' self-perceptions than gender or regional background.

In a broader exploration of psychological traits, Devi (2017)<sup>[13]</sup> investigated the interplay between adjustment, self-confidence, academic anxiety, and life skills among 500 senior secondary school students from both government and private institutions across several districts in Haryana, India. The results indicated a significant and positive relationship between life skills and self-confidence, and a negative correlation between life skills and academic anxiety. Gender-wise, male students were found to be more self-confident than females. However, no significant gender-based differences were found in academic anxiety, regardless of the type of school.

Focusing on the influence of self-confidence on the learning process, Akbari and Sahibzada (2020)<sup>[1]</sup> carried out a large-scale descriptive study at Kandahar University with a stratified sample of 1,375 students. Using a questionnaire that partially adopted items from the Academic Confidence Scale by Sander & Sanders (2003), the study revealed that most students were highly self-confident. Furthermore, self-confidence was found to positively impact students' engagement, goal-setting, classroom participation, anxiety reduction, and comfort in academic settings. These findings highlighted the broad-ranging educational benefits of fostering self-confidence among university students.

Moneva and Tribunalo (2020)<sup>[34]</sup> assessed the relationship between self-confidence levels and performance tasks

among 245 high school students in the Philippines. Utilizing a descriptive correlation design and the Pearson chi-square test for analysis, the study found a significant positive correlation. Students with high self-confidence were more likely to complete academic tasks effectively and participate actively in school activities, while those with low self-confidence were hesitant and less productive. This study reaffirmed the practical implications of self-confidence in students' day-to-day academic responsibilities.

In the Sri Lankan context, Liyadipita (2021)<sup>[30]</sup> explored the effect of cognitive styles and gender on self-confidence among 400 11th-grade students through a descriptive survey design. Utilizing multistage random sampling and standardized inventories, the study found that cognitive style significantly influenced self-confidence. Moreover, consistent with several other studies, male students demonstrated higher levels of self-confidence compared to their female counterparts.

### 3. Studies related to Emotional Maturity

Emotional maturity is a vital psychological trait that influences how individuals perceive, manage, and respond to emotional challenges, especially during adolescence. A number of studies have examined emotional maturity in relation to stress, depression, gender, family environment, and academic achievement among school and college students. Ansari (2015)<sup>[4]</sup> explored the relationship between stress and emotional maturity among undergraduate students. The study revealed a significant negative correlation between emotional maturity and stress levels, indicating that students with higher emotional maturity experienced lower levels of stress. This suggests the importance of emotional stability in managing academic and personal stress during the undergraduate years. Singh (2017)<sup>[43]</sup> investigated the association between depression and emotional maturity among 100 senior secondary school students in Fazilka district. Using standardized tools developed by Karim and Tiwari (1986) for depression and Singh and Bhargava (1971) for emotional maturity, the study found no significant gender or locality-wise differences in emotional maturity. However, a significant gender-wise difference in depression was observed, although locality did not affect depression levels. This highlights a possible gender-based emotional vulnerability during adolescence.

Moreover, Bagh (2018)<sup>[5]</sup> examined emotional maturity in relation to parental involvement among 200 adolescents from Hoshiarpur district. The findings indicated no significant difference in emotional maturity based on gender, suggesting that both male and female adolescents may develop emotional maturity similarly when supported by parental involvement. Furthering the theme of family influence, Rani and Kumari (2019)<sup>[36]</sup> studied the effect of family environment on emotional maturity among 250 10th-grade students in Muzaffarnagar district. While no gender-based difference was found in the relationship between family environment and emotional maturity, the study revealed a significant positive correlation between family environment and emotional maturity. This finding emphasizes the critical role of a supportive family environment in shaping emotionally mature behavior among adolescents.

Mahendra and Thakur (2020)<sup>[32]</sup> conducted a study in Sirsa district to compare emotional maturity among students from private and government secondary schools. Using the Emotional Maturity Scale by Singh and Bhargava, the study found no significant gender-based differences in emotional maturity, indicating that institutional setting and gender may not have a substantial impact on emotional development. Similarly, Upadhyay *et al.* (2020)<sup>[48]</sup> studied emotional maturity among 173 higher secondary school students in Anand district using Sabapathy's Emotional Maturity Scale (2017). The findings echoed previous research, showing no significant differences in emotional maturity between boys and girls.

In contrast, Ganie and Ganai (2021)<sup>[15]</sup> found a significant gender-based difference in emotional maturity among 400 secondary school students in Kashmir, suggesting that emotional development may vary across sociocultural contexts. Their study also reported a significant difference in academic achievement between government and private school students and found a significant positive correlation between emotional maturity and academic achievement. This points to the role of emotional competence in enhancing academic outcomes.

#### 4. Studies related to Parental Encouragement

Parental encouragement plays a critical role in shaping the psychological, emotional, and academic development of adolescents. It acts as a motivational force that can significantly affect students' adjustment, academic performance, and self-perception. Several researchers have investigated the multifaceted relationship between parental encouragement and various student-related factors, such as gender, locale, academic achievement, and self-esteem. Jain and Kang (2014)<sup>[18]</sup> studied the role of gender and locale in determining levels of parental encouragement among 200 adolescents. Using the Agarwal Parental Encouragement Scale, the study found significant differences based on both gender and locale, indicating that parental encouragement is not uniform and may be influenced by social and environmental factors. Singh (2015)<sup>[45]</sup> extended this inquiry by exploring the impact of parental encouragement on the adjustment of 300 secondary school students in Punjab. The findings revealed that urban students received significantly more parental encouragement than their rural counterparts. Interestingly, rural students demonstrated better adjustment than urban students. Furthermore, the study found a positive and significant relationship between parental encouragement and adjustment, both in terms of gender and locale, suggesting that encouragement at home contributes to better emotional and social adjustment in students.

Lawrence and Barathi (2016)<sup>[29]</sup> focused on the link between parental encouragement and academic achievement among 350 higher secondary students in Thanjavur district. The results indicated a significant positive relationship, confirming that students who received more encouragement from their parents tended to perform better academically. Similarly, Bashir and Bashir (2016)<sup>[9]</sup> conducted a study

among 200 secondary school students from Palwama district to assess levels of parental encouragement. Utilizing the Sharma (2010) scale, they found that urban adolescents received more parental encouragement than rural adolescents, reaffirming the role of geographical context in shaping parental behavior and involvement. Kaur (2017)<sup>[22]</sup> examined the relationship between parental encouragement and self-esteem among 200 senior secondary students from Patiala district. Using validated tools, the study concluded that no significant relationship existed between parental encouragement and self-esteem. However, it did find significant gender differences in both parental encouragement and self-esteem. Additionally, while no locality-wise difference was found in parental encouragement, a significant difference in self-esteem was observed between urban and rural students. Most recently, Ponnusamy *et al.* (2021)<sup>[35]</sup> investigated the relationship between parental encouragement and academic achievement among 160 higher secondary students. The findings revealed a significant positive correlation, further strengthening the argument that parental encouragement serves as a crucial determinant of students' academic success.

#### Material and Methods

A bibliometric analysis was carried out using the Scopus database to explore research trends in the field of academic anxiety. This analysis focused on identifying publication growth, leading authors, prominent journals, major contributing countries and institutions, and commonly used keywords. Scopus, being one of the most comprehensive databases of peer-reviewed literature, served as the primary source for data collection and analysis. The study offered a detailed perspective on the evolution of academic anxiety research, uncovering emerging topics, collaborative patterns, and key scholarly contributions that have influenced this area of study.

#### 1. Significance of Bibliometric Analysis in Literature

Bibliometric analysis helps to find the most well-known authors and their contributions. It also shows which books or articles have had a big impact on literary studies. It shows which topics in literature are becoming more popular. It also helps us see how interests in literature change over time and in different places. It helps us understand how literature connects with other fields like history, philosophy, and psychology. It is useful for planning courses, choosing where to publish research, and deciding which areas to fund. It shows how researchers in literature work together across different universities and countries. It helps measure which journals are the most important. This can guide researchers on where to publish their work.

#### 2. Results of Bibliometric Analysis based on Scopus Index

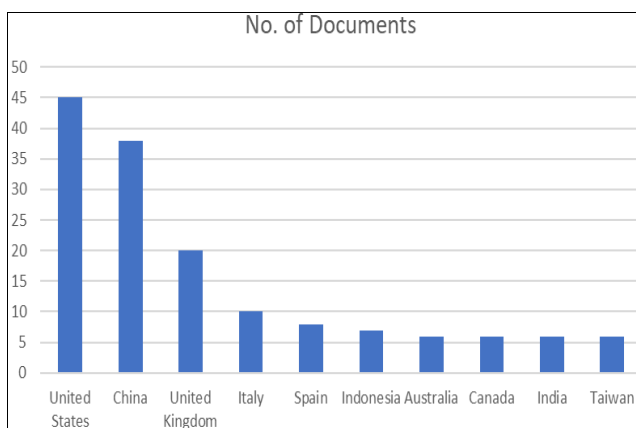
This section includes the results of bibliometric analysis of academic anxiety among student well-being. Around 200 articles have been analyzed and their results are presented below:

**Table 1:** Global Distribution of Research Papers on Academic Anxiety

Sr No.	Country	No. of Documents
1	United States	45
2	China	38
3	United Kingdom	20
4	Italy	10
5	Spain	8
6	Indonesia	7
7	Australia	6
8	Canada	6
9	India	6
10	Taiwan	6

Source: Author’s Compilation from Scopus Database

Table 1 highlights the global distribution of research papers on academic anxiety, indicating that this issue has received substantial attention across different regions. The United States leads with 45 papers, demonstrating its strong academic tradition and focus on student mental health concerns. Close behind, China contributes 38 papers, reflecting the growing recognition of academic pressure and its psychological consequences within one of the world’s most competitive education systems. The United Kingdom ranks third with 20 papers, showcasing consistent scholarly engagement in this area. Among European nations, Italy (10) and Spain (8) also show notable contributions, suggesting that academic anxiety is a recognized concern in European educational contexts as well. Beyond Europe and North America, the table highlights contributions from Indonesia (7 papers), along with Australia, Canada, India, and Taiwan each producing 6 papers. Although their outputs are smaller in comparison to the leading nations, their presence indicates that the problem of academic anxiety is recognized across diverse cultural and educational settings. The distribution further shows that while the research is concentrated in developed economies such as the U.S., U.K., and European nations, emerging economies like China, India, and Indonesia are also contributing actively, reflecting the global nature of the problem.



Source: Authors’ own compilation

**Graph 1:** Global Distribution of Research Papers on Academic Anxiety

Graph 1 shows the global distribution of articles on academic anxiety. As we can observe in this graph that the United States is the top contributor of research articles on

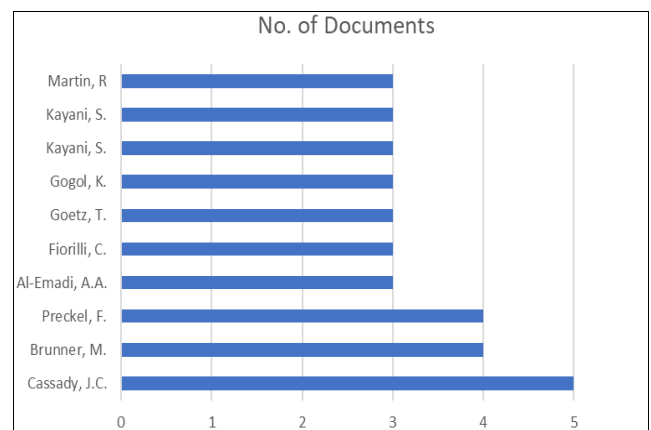
academic anxiety followed by China and United Kingdom. This graph also depicts the research gap on the concept of academic anxiety in India that needs to be addressed.

**Table 2:** Documents by Author’s Name

Sr No.	Author’s Name	No. of Documents
1	Cassady, J.C.	5
2	Brunner, M.	4
3	Preckel, F.	4
4	Al-Emadi, A.A.	3
5	Fiorilli, C.	3
6	Goetz, T.	3
7	Gogol, K.	3
8	Kayani, S.	3
9	Kayani, S.	3
10	Martin, R	3

Source: Author’s Compilation from Scopus Database

Table 2 presents the leading authors contributing to research on academic anxiety among students, highlighting the scholars who have significantly shaped the discourse in this field. Cassady, J.C. emerges as the most prolific author with 5 documents, reflecting his consistent engagement and recognition as a key contributor to the understanding of academic anxiety. Interestingly, Kayani, S. has 6 documents if the duplicate entry is merged, which would position this author as the most active researcher in the area, suggesting sustained focus on the theme. Following these, Brunner, M. and Preckel, F. each contribute 4 papers, marking them as important voices in advancing both theoretical and empirical perspectives on academic anxiety. Several other authors, including Al-Emadi, A.A., Fiorilli, C., Goetz, T., Gogol, K., and Martin, R., have each contributed 3 papers, indicating a broader base of researchers addressing this issue.



Source: Authors’ own compilation

**Graph 2:** Documents by Author’s Name

Graph 2 presents the distribution of publications among the most productive authors identified in the bibliometric analysis. Cassady, J.C. is the most prolific contributor with five documents, followed by Brunner, M. and Preckel, F. with four publications each. Other active authors such as Al-Emadi, A.A., Fiorilli, C., Goetz, T., Gogol, K., Kayani, S., and Martin, R., each produced three documents. The pattern indicates a moderately concentrated yet collaborative authorship structure, where a few researchers lead in productivity, but several others contribute

significantly. This reflects a balanced and diversified research landscape, fostering knowledge development through shared scholarly engagement.

### Results and Discussions

The distribution of papers on academic anxiety across different countries suggests important implications for both research and practice. The concentration of studies in the United States, China, and the United Kingdom highlights that developed nations are leading the discourse on academic anxiety, often shaping the global research agenda. However, the limited contributions from developing regions reveal significant gaps in the understanding of how academic anxiety impacts students in diverse socio-cultural and economic contexts. This underrepresentation may restrict the development of inclusive, globally relevant interventions. Furthermore, the variations in research output indicate a pressing need for cross-cultural comparative studies to capture the multidimensional nature of academic anxiety. The findings also emphasize the importance of collaborative, international efforts to share best practices and ensure that strategies to address academic anxiety are adaptable across different educational systems. The author-wise distribution of research on academic anxiety highlights that although a few scholars, such as Cassady, J.C. and Kayani, S., have made repeated contributions, the field is supported by a wider network of researchers contributing steadily. This suggests that the study of academic anxiety is not restricted to isolated scholars but is gradually developing into a collaborative and internationally recognized area of inquiry. However, the limited number of documents per author also indicates the need for more sustained and longitudinal research efforts to build a deeper and more comprehensive understanding of academic anxiety among students.

### Conclusion

The focus of present research is on individuals which comprises of the major chunk of any society, so that their energies can be channelized in a positive direction. The present study is projected to find out whether any relationship exists between the academic anxiety, self-confidence, emotional maturity and parental encouragement. Gender and Resistance wise differences also play a major role and have been part of analysis of the data. Understanding the psychological predictors of academic anxiety can provide a framework for developing more effective interventions to cushion the aspects of academic success. Findings of present study will help to diminish academic anxiety of secondary school students. Every child needs experientially rich and affectionate environment. It is not wrong to say that proper congenital home environment, proper care and affection in the family, proper encouragement from parents will have a significant bearing on the academic anxiety of an individuals. With the rapid advancement of science and technology, this competition has reached every corner of the globe. Especially in the field of education, competition among students grew rapidly. Curriculum and co-curricular offerings have grown dramatically, gripped the students in the adjustment problems. Feelings of insecurity, internal conflicts.

Emotions are triggered by bad company and low achievement. Students are experiencing tensions and anxiety. They are unable to face the changing trends in the society; the students are taking to drug addiction and even the suicidal note is increasing. To cope with all of these changes, everyone needs to have good self-confidence, emotional maturity and parental encouragement.

These days' students are surrounded by a number of stressful situations. Some take the stress in a healthy way and some get depressed. In such situations it becomes important to encourage students by parents and teachers. As self-confidence and emotional maturity and parental encouragement are some important elements to face such difficult situations. The researcher probed to find out relationship of self confidence, emotional maturity and parental encouragement with academic anxiety among secondary school students. However, several studies have been done on these variables individually and jointly but investigator found that no studies have been done taking all variables together with respect to secondary school students of Punjab state, moreover the investigator will consider stream (arts and science) as an essential element in the study.

The results of study may help the teachers and higher educational authorities to bring change in curriculum aspects and organise various seminars, workshops so that high emotional maturity and high self-confidence can be developed among the students which may lead them to use more constructive coping strategies so that they may have less academic anxiety. The importance of this study lies in its potential to enrich already existing literature.

### References

1. Agnihotri R. Manual for Agnihotri's self-confidence inventory, ASCI. National Psychological Corporation, Agra, 1987.
2. Akbari O, Sahibzada J. Students' self-confidence and its impacts on their learning process. American International Journal of Social Science Research, 2020;5(1):1–15.
3. Akinsola EF, Nwajei AD. Test anxiety, depression and academic performance assessment and management using relaxation and cognitive restructuring techniques. Psychology, 2013;4(6A1):18–24.
4. Ansari M. Role of emotional maturity on stress among undergraduates' students. The International Journal of Indian Psychology, 2015;2(2):19–25.
5. Bagh B. Emotional maturity among adolescents in relation to parental involvement. International Journal of Advanced Educational Research, 2018;3(1):183–186.
6. Bandura A. Self-efficacy: The exercise of control. W.H. Freeman, New York, 1997.
7. Bandura A. Social foundations of thought and action. Prentice-Hall, New Jersey, 1986.
8. Basavanna M. Manual for self-confidence inventory. Rupa Psychological Centre, Varanasi, 1975.
9. Bashir L, Bashir H. A study on parental encouragement among adolescents. International Journal of Scientific Research, 2016. <https://doi.org/10.36106/ijsr>
10. Bayani AA. Emotional intelligence as predictor of test anxiety in secondary education students. European

- Online Journal of Natural and Social Sciences,2015:4(1):1–7.
11. Birjandi P, Alemi M. The impact of test anxiety on test performance among Iranian EFL learners' brain. *Broad Research in Artificial Intelligence and Neuroscience*,2010:1(4):45–68.
  12. Cassady JC. *Anxiety in schools the causes, consequences, and solutions for academic anxieties*. Peter Lang, New York, 2010.
  13. Devi S. Adjustment, self-confidence and academic anxiety of senior secondary school students in relation to their life skills Ph.D. thesis. Kurukshetra University, 2017.
  14. Finley J. *Behavior and development from 5 to 12*. Harper and Row, New York, 1996.
  15. Ganie AH, Ganai MY. Emotional maturity and academic achievement among adolescents of Kashmir. *The International Journal of Indian Psychology*, 2021, 9(2). <https://doi.org/10.25215/0902.045>
  16. Goel M, Aggarwal P. A comparative study of self-confidence of single child and child with sibling. *International Journal of Research in Social Sciences*,2012:2(3):89–98.
  17. Howell FM, Frese W. Early transition into adult roles: Some antecedents and outcomes. *American Educational Research Journal*,1982:19(1):51–73.
  18. Jain P, Kang TK. Parental encouragement among adolescents: a study of locale and gender differences. *Asian Journal of Home Science*,2014:9(1):227–231.
  19. Placeholder entry—"Journal Articles" appears to be a heading rather than a citation.
  20. Kapoor S. Impact of emotional maturity level on stress of adolescents with respect to demographic factor gender and parent's education level. *Indian Journal of Health and Wellbeing*,2014:5(4):461–464.
  21. Karatas H, Alci B, Aydin H. Correlation among high school senior students' test anxiety academic performance and points of university entrance exam. *Academic Journals*,2013:8(13):919–926.
  22. Kaur A. A study of parental encouragement in relation to self-esteem among senior secondary school students, M.Ed. dissertation. Punjabi University Patiala, 2017.
  23. Kaur J. A study of the academic achievement motivation and academic anxiety in relation to academic achievement in mathematic Ph.D. thesis. Punjabi University Patiala, 2012.
  24. Khemka NO, Rathod RR. A study of academic anxiety of secondary school students. *TechnoLEARN*,2016:6(1):31–34.
  25. Kumar S. Academic achievement of adolescents and their socio-economic status. *Indian Psychological Review*,2013:80(2):95–102.
  26. Kumar S, Rooprai KY. Role of emotional intelligence in managing stress and anxiety at workplace. *ASBBS Annual Conference: Las Vegas*,2009:16(1):1–10.
  27. Kumaran JS, Javid A. Emotional intelligence test anxiety and academic stress of students. *Indian Journal of Psychological Science*,2016:6(2):159–167.
  28. Landau E. The self – the global factor of emotional maturity. *Gifted Child Quarterly*, 2010, 20(3). <https://doi.org/10.1080/02783199809553886>
  29. Lawrence ASA, Barathi C. Parental encouragement in relation to academic achievement of higher secondary school students. *International Journal of Advance Research and Innovative Ideas in Education*,2016:2(6):1234–1238.
  30. Liyadipita. Self-confidence and the cognitive styles among the secondary school students in Sri Lanka. *Kelaniya Journal of Management*,2021:10(1):49–62.
  31. Mahajan G. Academic anxiety of secondary school students in relation to their parental encouragement. *International Journal of Research in Humanities and Social Sciences*,2015:3(4):23–29.
  32. Mahendra R, Thakur RK. A study of emotional maturity in relation to government and private secondary school students. *Periodic Research*,2020:6(3):65–68.
  33. Malik M, Akhter M, Fatima G, Safder M. Emotional intelligence and test anxiety a case study of unique school system. *Journal of Elementary Education*,2013:23(2):49–56.
  34. Moneva J, Tribunalo SM. Students' level of self-confidence and performance tasks. *Asia Pacific Journal of Academic Research in Social Sciences*,2020:5(1):42–48.
  35. Ponnusamy P, Kowsalya G, Priya SS. Parental encouragement towards the academic achievement of students at higher secondary school level. *International Journal of Educational Science*,2021:34(1–3):47–52.
  36. Rani L, Kumari V. Emotional maturity and family environment. *International Journal of Creative Research Thoughts*,2019:7(4):784–789.
  37. Sarason IG. Anxiety and self-preoccupation. In Sarason IG, Spielberger CD, editors. *Stress and Anxiety*,1975:2:167–191. Hemisphere/Halstead, New York.
  38. Sarason IG. Stress, anxiety and cognitive interferences: reactions to tests. *Journal of Abnormal and Social Psychology*,1984:46(1):929–938.
  39. Sharma R. *Manual for parental encouragement scale*. National Psychological Corporation, Agra, 1988.
  40. Sharma S, Shakir MA. A study of academic anxiety of senior secondary school students in relation to locale and type of school. *Research and Reflections on Education*,2019:17(4):1–9.
  41. Shukla A. A study of academic anxiety and home environment in relation to the academic performance. *Journal of Emerging Technologies and Innovative Research*,2021:8(2):449–455.
  42. Singaravelu S. Emotional maturity: a significant predictor of academic success of postgraduate students. *University News*,2008:46(25):17–19.
  43. Singh A. A study of depression among adolescence in relation to their emotional maturity (M.Ed. dissertation). Punjabi University, Patiala, 2017.
  44. Singh G. Academic procrastination, academic anxiety and learning styles as correlates of academic achievement of senior secondary school students Ph.D. thesis. Punjabi University, Patiala, 2018.
  45. Singh M. Impact of parental encouragement on the adjustment of secondary school students. *Pedagogy of Learning*,2015:1(1):46–52.

46. Spielberger CD, Gonzalez HP, Taylor CJ, Algaze B, Anton WD. Examination stress and test anxiety. In Spielberger CD, Sarason IG, editors. *Stress and Anxiety*, 1978;5:167–191. Hemisphere/Wiley, New York.
47. Stevens TG. Self-confidence. Retrieved from <http://www.csulb.edu>, 2005.
48. Upadhyay HM, Chaudhary J, Kapadia J, Patel J, Pandya C, Singh US, *et al.* A study on emotional maturity in an adolescent group studying at a higher secondary school in Western India. *The International Journal of Indian Psychology*, 2020;8(4):72–77.
49. Verma E. Self-confidence among university students: an empirical study. *International Journal of Applied Research*, 2017;3(7):447–449.