ABSTRACT

School children are most important contributors in the progress of any society. Various emotional and cognitive factors have been evidenced affecting the academic achievement of school children. The present study aims to explore the mediating factors i.e., study anxiety among school children, parent-child relation and their impact on their academic achievement. The sample consisted of 419 school children; 201 boys; and 218 girls from 6 Government Schools of Lahore. To measure study anxiety, an indigenous tool was developed. In addition to that, Achievement Vocabulary and Reading Comprehension sub scales of GCU battery and Parent-Child Relationship Scale were used. Results indicated that higher study anxiety and perceived rejection and distant in parent-child relation cause lower academic achievement among school children. Results also showed that the girls are higher in study anxiety 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 ecological factors and study anxiety.

Key words: Study Anxiety, School Children, Academic Achievement, Parent Child Relation.