

ACHIEVEMENT ANXIETY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO EMOTIONAL SELF-EFFICACY AND PARENTAL INVOLVEMENT

Kundan Singh* and Bindu Gera**

Achievement anxiety is a kind of fear or fear of failure. It occurs when the insensible mind contacts the idea of victory or accomplishment, moving forward in life. Emotional self-efficacy is marked by the aptitude to handle emotions within rather than outwardly. It is an important part of emotional functioning. Parental involvement is the participation of parents in the different school activities. This study was aimed at exploring the achievement anxiety among senior secondary school students in relation to emotional self-efficacy and parental involvement. Descriptive method of research was used in the study. A sample of 400 senior secondary school students was selected using stratified random sampling technique. Data were analyzed using t-test and multiple correlations. Results indicated that senior secondary school boys possess higher achievement anxiety and self-efficacy than senior secondary school girls; senior secondary school boys and girls do not differ in their parental involvement. Achievement anxiety was found to be significantly related with emotional self-efficacy and parental involvement of senior secondary school students.

Keywords: Achievement Anxiety, Emotional Self-efficacy, Parental Involvement and Senior Secondary School Students.

INTRODUCTION

Sole purpose of education is all-round development of the personality of child. We provide curricular as well as co-curricular activities to accomplish this purpose. There are a number of factors which affect the development of the child. These factors may be hereditary or environmental factors like anxiety, physical conditions, perks, social adjustment and so on. In modern era, anxiety is a common observable fact of everyday's life.

Achievement anxiety is a kind of fear or fear of failure. It occurs when the insensible mind contacts the idea of victory or accomplishment, moving forward in life. Emotional self-efficacy is marked by the aptitude to handle emotions within rather than outwardly. It is an important part of emotional functioning. Parental involvement is the participation of parents in the different school activities. It is basically a commitment of energy, time and good will to promote success for students.

At the adolescence stage expectations of parents and teachers are very high. All the parents want their children perform well in their school and in their daily life. Each teacher wants a 100% result in their respective subjects. Parents and

* Assistant Professor

** Research Scholar, LPU, Phagwara

other members of the family also force the child to score a good percentage. Review of literature revealed that IQ and anxiety were equally successful in predicting grades (Bradley 1963). At each grade level, the high achievers had the lowest anxiety scores and the low achievers had the highest anxiety scores (Schwarzer and Schwarzer 1982). Anxiety was not a necessary detrimental to performance (Carrier, Higson, Klimoski & Peterson, 1984). Singh and Thukral (2009) explored that there are gender and locality differences in the anxiety of students. Valois and Hunter (2013) found that both vigorous physical activity, moderate physical activity were associated to reduced emotional self-efficacy for specific race/gender groups. Kirk and Schutte and Hine (2008) found that self-efficacy was highly related with dispositional emotional intelligence with a high positive mood and lower negative mood. Pool and Qualter (2012) indicated the possibility to increase the emotional self-efficacy.

Galla and Wood (2012) found that anxiety negatively predicted math test performance only for children with low levels of emotional self-efficacy. Varela (2012) found that emotional self-efficacy and maternal rejection predicted anxiety. Valois and Tariq (2013) found that anxiety and test performance linked more to emotional management than to emotional self-efficacy. Nightingale and Roberts (2013) found that Students who were good in adjustment they also score high in emotion management and emotional self-efficacy.

Uludag (2008) found that parental involvement help pre service teachers to become better prepared and carry positive opinions toward parental involvement. Gurbuzturk and Sad (2010) found that Turkish parental involvement scale was consistent and suitable to define the roles and levels of parental involvement at primary level.

Khajehpour and Ghazvini (2011) found that children who were involved more in home-type involvement they perform better in the different areas of parental involvement. Brown and McBride (2011) found that parents spent more time with temperamentally challenging children but as compared to mother, father spend less time with their children.

Klugman and Lee (2012) found that a large Hispanic presence in a child's school can help increase immigrant Hispanic parents involvement in their children's schooling. Creemers and Buil (2014) found that in adolescents with low levels of emotional stability and extraversion, a stronger decline in perceived parental control was associated with an increased risk of early cannabis use. An analysis of the review of related literature suggested that a number of studies were conducted on emotional self-efficacy and parental involvement. Similarly, achievement anxiety is a new concept. There was a little amount of reviews on achievement anxiety. Moreover it is also revealed that achievement anxiety among senior secondary school students has not been studied in relation to emotional self-efficacy and parental involvement. To fill the gap in research this study was undertaken.

ACHIEVEMENT ANXIETY

Achievement anxiety is a fear of breakdown. Achievement anxiety is the result of unconscious mind when it wants to get succeed by moving ahead in life with unconstructive emotions. Accomplishment unease sometimes hinders the maximal performance as it is usually unbearable. School students or the teenagers suffer due to achievement anxiety. Students suffering from achievement anxiety find difficulty in learning new concept and are unable to transfer their learning from one subject to another. Achievement anxiety is of two types: Debilitating Anxiety and Facilitating Anxiety. Facilitating anxiety improves learning and performance, while debilitating anxiety is associated with poor learning and performance. Facilitating anxiety “motivates the learner to ‘fight the new learning tasks’”. Bradley (1963) revealed that IQ and anxiety were equally successful in predicting grades. Schwarzer and Schwarzer (1982) concluded that at each grade level, the high achievers had the lowest anxiety scores and the low achievers had the highest anxiety scores. Carrier, Higson, Klimoski & Peterson (1984) found that anxiety was not a necessarily detrimental to performance.

EMOTIONAL SELF-EFFICACY

Emotional self-efficacy is significant by the caliber to maintain intellectual, rather outer. Youngsters will particularly ‘Act-out’ their emotions by temperamental attack or high-pitched shouts to show their un-peacefulness or by dancing or twisting music to show their cheerfulness. Moreover, emotional self-efficacy is proclaimed by showing emotions in manner that is socially sustainable and suitable to circumstances. It indulges ownership of human feelings and understanding that emotions don’t flash on actual facts. In other words, feelings represent personal and instinctive practices that overcome from qualities of the facts. Tariq et al. (2013) found that anxiety and test performance linked to emotional self-efficacy. Nightingale and Roberts (2013) found that students who increased in adjustment they also score high in emotional self-efficacy.

PARENTAL INVOLVEMENT

Parental involvement can be defined as parents’ contribution in the process of education and practices for their children’s benefits. It include: 1) Home based parental involvement like looking after their children and try to listen their problems. 2) School based parental involvement which includes attending parent-teacher meetings. The term ‘parental’ includes mother, father, grandparents and others who are acting as guardians. Parental involvement or parental dedication is the participation of parent in schooling and her child’s life. Some schools wanted great indulgent through events and adventure services and in children’s academics. Khajehpour and Ghazvini (2011) found that children who were involved more in home-type involvement they perform better in the different areas of parental

involvement. Brown and McBride (2011) found that parents spent more time with temperamentally challenging children but as compared to mother, father spend less time with their children so this study revealed the influence of parenting behavior on child temperament.

OBJECTIVES

1. To find the difference among senior secondary school students in their achievement anxiety, emotional self-efficacy and parental involvement on the basis of gender.
2. To analyze the relationship of achievement anxiety with emotional self-efficacy and parental involvement of senior secondary school students.

HYPOTHESES

Following hypotheses were tested in the study:

1. There exists significant difference between male and female senior secondary school students in their achievement anxiety.
2. There exists significant difference between male and female senior secondary school students in their emotional self-efficacy.
3. There exists significant difference between male and female senior secondary school students in their parental involvement.
4. There exists significant relationship of achievement anxiety with emotional self-efficacy and parental involvement of senior secondary school students.

METHOD AND PROCEDURE

Descriptive survey method was used in the study. Data collection was done from students studying in seven senior secondary schools of Jalandhar district of Punjab. The sample comprised of 400 senior secondary school students (200 boys and 200 girls). Three psychological tests were used to collect data, out of these two were “achievement anxiety scale” and “emotional self- efficacy scale” developed and standardized by the investigator, third was “parental involvement scale’ developed by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora. Parametric statistical techniques were used for analysis of data. To explore the achievement anxiety, emotional self-efficacy and parental involvement among senior secondary school students, mean, SD and t-test were calculated. To analyze the relationship multiple co-relations was calculated.

RESULTS AND DISCUSSION

Table 1 clearly shows that the mean score of the senior secondary school boys and girls is 141.17 and 132.97 respectively. The SD for senior secondary school boys is 27.46 and for the girls is 24.5. The t-value 3.22, is significant at .01 level. It may

TABLE 1: SHOWING DIFFERENCE BETWEEN SENIOR SECONDARY SCHOOL BOYS AND GIRLS IN THEIR ACHIEVEMENT ANXIETY:

<i>Achievement Anxiety</i>	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>
	Boys	200	141.17	27.46	398	3.22**
	Girls	200	132.97	24.5		Significant at .01 level

be analyzed that senior secondary school boys and girls differ in their achievement anxiety. Further, it is obvious from Table 1 that mean score (141.17) of senior secondary boys was greater than the mean score (132.97) of girls. Therefore, it may be analyzed that senior secondary school boys possess greater achievement anxiety than girls. Thus, the hypothesis “there exists significant difference between senior secondary school boys and girls in their achievement anxiety” was retained.

TABLE 2: SHOWING DIFFERENCE BETWEEN SENIOR SECONDARY SCHOOL BOYS AND GIRLS IN THEIR EMOTIONAL SELF-EFFICACY

<i>Emotional</i>	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>
Self-efficacy	Boys	200	190.83	24.94	398	5.77**
	Girls	200	174.56	31.10		Significant at .01 level

Table 2 shows that the mean score of the senior secondary school boys and girls is 190.83 and 174.56 respectively. The SD for boys is 24.96 and for the girls is 31.10. The t-value 5.77 is significant at .01 level. Thus, it can be interpreted that senior secondary school boys and girls differ significantly in their emotional self-efficacy. Since mean score (190.83) of senior secondary school boys is greater than the mean score (174.56) of senior secondary school girls. Hence, it may be interpreted that senior secondary school boys possess greater emotional self-efficacy as compared to their counterparts’ senior secondary school girls. Thus, the hypothesis that “there exists significant difference between senior secondary school boys and girls in their emotional self-efficacy” was retained”.

TABLE 3: SHOWING DIFFERENCE BETWEEN SENIOR SECONDARY SCHOOL BOYS AND GIRLS IN THEIR PARENTAL INVOLVEMENT

<i>Parental Involvement</i>	<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>
	Boys	200	89.54	8.592	398	0.248 NS
	Girls	200	89.34	7.911		Not Significant

Table 3 shows that mean score of the senior secondary school boys and girls is 89.54 and 89.34 respectively. The SD for senior secondary school boys and girls

is 8.59 and 7.91 respectively. The t-value is 0.248, is not significant at .05 level. It may be analyzed that senior secondary school boys and girls do not differ in their parental involvement. Thus, the hypothesis that “there exists significant difference between senior secondary school boys and girls in their parental involvement” was rejected.

TABLE 4: SHOWING RELATIONSHIP BETWEEN ACHIEVEMENT ANXIETY, EMOTIONAL SELF-EFFICACY AND PARENTAL INVOLVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS

<i>Type of variables</i>	<i>Variable</i>	<i>N</i>	<i>Coefficient of Multiple Correlation</i>	<i>Result</i>
Dependent variable correlation	Achievement Anxiety	400	0.218**	Positive
Independent variables	Emotional Self-efficacy Parental Involvement			

Table 4 shows that the value of coefficient of correlation of achievement anxiety with emotional self-efficacy and parental involvement is 0.218, which is positive and significant at .01 level of significance. Therefore, it may be analyzed that there exists significant positive relationship of achievement anxiety with emotional self-efficacy and parental involvement of senior secondary school students. Emotional self-efficacy and parental involvement both are positively correlated with achievement anxiety of secondary school students. It means that more parental involvement leads to more achievement anxiety and high emotional self-efficacy leads to high achievement anxiety. Hence, the hypothesis “there exists positive relationship between achievement anxiety with their emotional self-efficacy and parental involvement of senior secondary school students” was accepted.

CONCLUSIONS

The study documents the following conclusions.

1. Senior secondary school boys possess higher achievement anxiety than senior secondary school girls. This finding is supported by Singh and Thukral (2009). Parents and teachers should motivate boys so that they can attain good marks in their exam.
2. Senior secondary school boys possess higher emotional self-efficacy than senior secondary school girls. Since girls have to perform a number of household tasks at home, hence they may find it difficult for them to stick with academic tasks. There is a need to enhance the emotional self-efficacy among senior secondary school girls.
3. Senior secondary school boys and girls do not differ in their parental involvement. In 21st century, parents are equally ambitious about the future

of their sons and daughters. Parents are equally investing and involved in academics of their wards irrespective of any gender discrimination.

4. There is positive relationship of achievement anxiety with emotional self-efficacy and parental involvement of senior secondary school students. Of course, parental involvement enhances the achievement anxiety among the students. Similarly, higher the self-efficacy, greater is the achievement anxiety among the students.

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