

A RESEARCH PROPOSAL

ON

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

Submitted to

LOVELY PROFESSIONAL UNIVERSITY

In partial fulfillment of the requirements for the award of the degree of
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1. INTRODUCTION OF THE PROBLEM

Achievement Anxiety

The term 'Achievement anxiety' is comprised of two terms 'achievement' and 'anxiety'. Achievement means 'the process of achieving something. The word 'achievement' is derived from middle French word 'achievement'. Something that has been done or achieved through effort and a result of hard work is known as achievement. 'Anxiety' can be of different type it may be attribute anxiety and a state anxiety. Attribute anxiety is one of the feature of the person and the state anxiety is developed by some temporary circumstances of the environment for example assessment, upset, penalty etc.

Achievement is the result of what an individual has learned from some educational experience. Additionally state that achievement is the expectancy of finding happiness in mastering challenging and difficult performance. Anxiety is divided into two parts that is anxiety as an attribute and anxiety as a condition. As a trait, anxiety is a general character to feel threatened by wide range of no damaging conditions. So anxiety is related to particular environmental situations.

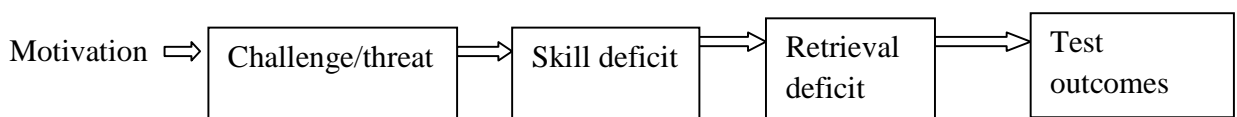
The another name of the accomplishment concern is Aachievemephobia. Every persons have their own point of view regarding this achievement anxiety and they called it by different-different names like fright from success, success dread, worry about their success, attainment dread. There are many symptoms which are seen among the achievemephobes like mental symptoms, emotional symptoms, physical symptoms. In modern era anxiety is a usually observable fact of daily life. It has a vital role in individual's life and reason being all of us suffer from anxiety in different ways.

Many students are suffering from anxiety at some level during an achievement. Achievement anxiety is a type of performance anxiety where the pressure to do a work is more. Anxiety is part of everyone's life. Achievement anxiety is a enigmas of man because it a sign of weakness so every ones try to avoid it. It enclose with stress, edginess, dread and be anxious. The major signs of achievement anxiety refer to feeling of strain, edginess and are anxious as well as shaky, heart palpitations. There are four different areas where it can

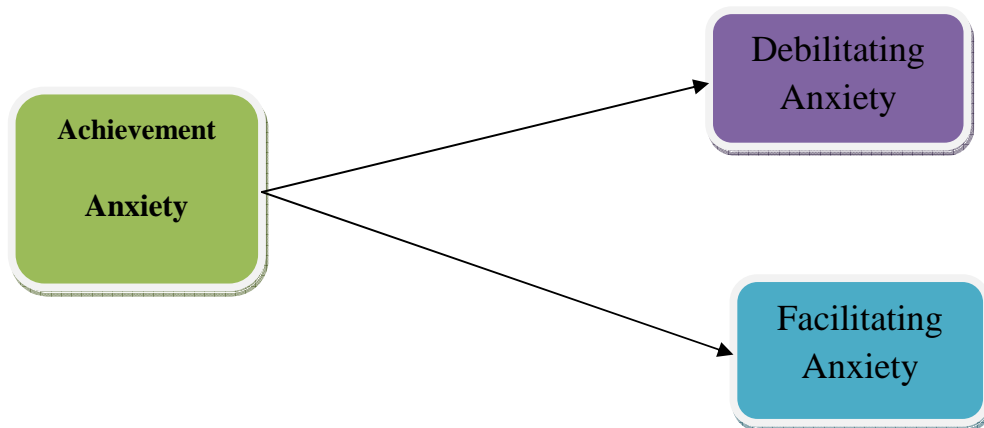
contribute to achievement anxiety. These areas are 1) Lifestyle issues 2) Information needs 3) Studying styles 4) Psychological factors.

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 their life with unconstructive emotions. Accomplishment unease sometimes hinders the maximal performance as it is usually unbearable. In school students or the teenagers suffer due to achievement anxiety. Students suffer from achievement anxiety finding difficulty in learning new concept and unable to transfer their learning from one subject to another.

The most common cause of achievement anxiety is a strong negative experience in one's past. Other common causes include overly protective by parents, friends perform remarkably well on tests, workload, loss of a job, change of educational organization environment, may be the loss of any family member, abused by someone and may be because of divorce reasons. There are many physical signs of anxiety achievement. It may be any one of these like diarrhea, dry mouth, clammy hands, nausea, sweating, faintness, trembling or being easily startled, restlessness, insomnia, head ache, heart palpitations, pain in upper body part, problem in taking breathing, tetchiness and continuing fret in response to opinion of achievement and attainment. There are some behavioral signs included in achievement motivation these are academic pressure, idleness, distress and taking less interest in hobbies.



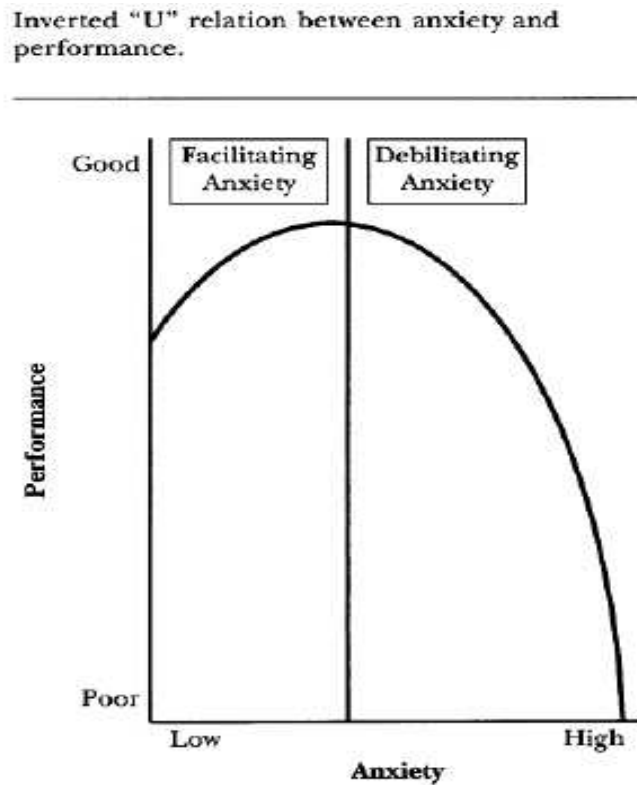
Two types of anxiety effects have been differentiated in the literature, namely debilitating and facilitative effects (Alpert and Haber, 1960). Increased in anxiety corresponds to faster auditory and visual muscle response. However, the faster response anxiety can trigger is associated with poor ability to discriminate among stimuli. Increased sensitivity to anxiety corresponds to poor ability to discriminate between abnormal heartbeats and background noise and between abnormal and normal heartbeats.



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 task; it gears the learner emotionally for approach behavior’”. However, although certain level of anxiety may be beneficial, too much anxiety can become debilitating: it motivates the learner to “flee” the new learning task, and stimulates the individual emotionally to adopt avoidance behavior which may lead to avoidance of work and inefficient work performance.

Such phenomenon can be best described by the Yerkes-Dodson Law, which suggests a curvilinear association between arousal and performance (Wilson, 2006). When represented graphically on an inverted U-shaped curve, the Yerkes-Dodson Law shows that too little arousal produces minimum performance; moderate arousal enhances performance and reaches peak at the top of the curve; after that, too much arousal will again hinder performance (MacIntyre, 1995)

FIGURE – Inverted U relation between anxiety and performance (MacIntyre, 1995)



The Achievement Anxiety identifies anxiety related to academic tasks as either inhibiting (“Debilitating”) or enhancing (“Facilitating”) performance. When given the test, worriers identified increased anxiety as “Debilitating”, while non-worriers identified increased anxiety as “Facilitating”. Increased Debilitating Anxiety is associated with decreased problem solving coping (behaviors that address the stressor and improve performance), and decreased academic exam scores. Facilitating Anxiety is associated with enhanced and proactive problem solving coping.

William and Bradley (1963) conducted a study by using the Alpert-Haber achievement Anxiety Scale. The investigator administered this scale on the 33 boys and 28 girls all of whom were third-graders. The investigator found that IQ and anxiety were equally successful in predicting grades.

Schwarzer and Christine (1982) conducted a study on Achievement anxiety with respect to reference groups in school. For conducting this study the investigator took a

sample of 1479 students. And they found that at each grade level, the high achievers had the lowest anxiety scores and the low achievers had the highest anxiety scores.

Carrier and Carol (1984) examined anxiety and its effects on the note taking behavior and subsequent test performance and the sample was 87 high school students. For this Alpert and Haber's Achievement Anxiety Test was used to classify students as to level of facilitative or debilitating anxiety before treatment. They found that anxiety was not a necessarily detrimental to performance.

Singh and Thukral (2009) conducted a study to find out the relation between anxiety and achievement of high school students in order to find out the difference between gender and regional on the basis of their anxiety. The sample of the study was 400 students. The study revealed there exists a significant and negative relationship between anxiety and achievement. The investigators concluded that there is a difference between boys and girls, rural and urban student on the basis of their anxiety.

Nadeem and Ali (2012) studied that achievement motivation influenced by Anxiety of Students at University level. The sample taken for this study was 200. The investigator used stratified sampling. Study revealed that anxiety influenced the academic achievement of students. Female students were more influenced by anxiety as compared to male students.

Das and Mishra (2014) conducted a study to find out the association in the academic anxiety and academic achievement. Sample of 237 secondary school students were selected randomly. Academic anxiety and academic achievement were found to be negatively correlated.

Emotional Self-Efficacy

Self-efficacy is the strength of individual's belief in his ability to complete work or assignment and reach to the defined target. Self-efficacy is a bound or stretch of one's own caliber to fulfill Endeavour and reached on mission. Just as teens (youngsters) have to learn how to express their views, thoughts through written or oral convey methods. This includes the ability to understand and express their views and the aptitude to understand the impact of their emotions on their views and the aptitude to delay the hasty reactions to strength and

committed emotions. In addition the shortage of emotional self esteem may interrupt with their caliber to achieve important life endeavors. Thus, deficiency developed emotional self esteem can have life-long gravity.

While self-esteem is an opinion made about the individual owns self. It is mostly influenced by many factors, mainly judgments given by others. In adolescence stage there are many physical changes occur like puberty, attached with newly rising mental abilities. Because at this stage teenagers have become more self-conscious about their looks. Mostly Self-esteem seems during the stage of early adolescence but during the period of middle to late adolescence teenagers try to improve their self-esteem because increased in maturity will make them enable to enjoy many new experiences in their life like they can make new friends and enjoy their company, at this stage they attract towards the opposite sex ,searching or getting a new job and try to complete their meet educational goals such as doing graduation from high school, or getting admission into colleges.

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 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 feeling and understanding that emotions don’t flash on actual facts. In other words feeling represent a personal and instinctive practices that overcome from Qualities of the facts.

Valois and Fasha (2008) conducted a study on physical activity behaviors and emotional self-efficacy to know if there is a relationship for adolescents. The sample of the study was 3836. The results revealed that both vigorous physical activity , moderate physical activity were associated to reduced emotional self-efficacy for specific gender groups.

Kirk and Schutte (2008) conducted a study for development of rationale of an Emotional self-efficacy scale. The sample taken for this study was 207. It found that self-efficacy emotional intelligence was correlated more with +ve mood and low -ve mood.

Beverley (2011) studied the influence of an expression writing expressing program to develop emotional self-efficacy in workers. Study reported that if expression writing

intervention program can go a long way improving emotional self-efficacy among the employees.

Pool and Qualter (2012) conducted a study on university students with the help of educational programs for improving their emotional aptitude and emotional self-efficacy. The main reason for conducting this study was to check whether there is any improvement in the emotional intelligence and emotional self-efficacy on the university students. Both expressive self-efficacy and arousing aptitude ability can be increased by using different teaching methods.

Wood and Galla (2012) conducted study on exciting self-efficacy and unease related impairments in math test presentation. For this they took a sample of 139 students. Students with low levels of self-efficacy having anxiety which are negatively predicted in math test performance.

Varela (2012) studied the perceptions of parents, arousing self-efficacy and anxiety in youth. The sample of this study was 124. Study found that emotional self-efficacy and parental negative response predicted anxiety and parental control was significantly predictor of anxiety.

Valois and Hunter (2013) conducted a study on association between Adolescent Suicide Ideation, Suicide Attempts and Emotional Self-Efficacy. The sample was taken 3,836 (white and black male) from South Carolina. The investigators found that there was no significant associations were established for white females.

Tariq (2013) revealed that females' emotional aptitude and emotional self-efficacy moderate the effects of anxiety on test performance. Anxiety and examination performance linked more to emotional management as compare to emotional self-efficacy.

Nightingale and Roberts (2013) revealed that students having high adjustment also lead in emotion management and emotional self-efficacy.

Parental Involvement

Education is essential for the development of society. The more educated the people of a society are, the more civilized and well disciplined the society might be. Mainly family

has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children the more the children might excel in their academic career and to become the productive and responsible members of society. The transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally students are entering a period in their lives when their physical, cognitive, psychological, and social characteristics are beginning to evolve. Secondary school students experience both a contextual change and a personal change during this transition. It may often a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning.

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects. Parents play a crucial role in both the home and school environments. In general parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behaviour, better social skills and adaptation to school, better attendance and lower drop-out rates.

Parental involvement categorized into four broad strands; Parental involvement in children's school-based activities, Parental involvement in children's at home-based activities, direct parental involvement in academic activities of children and indirect parental involvement in academic activities of children. It is true that parental involvement level vary among parents. For example mother parent of young children, educated or uneducated parents, father's involvement, their economic status, family background, social environment. It is observed that parental involvement with children from early age has been found to equate with better outcomes specially in building their personalities parents are primary guides to them, children try to copy them, and considered them that they are always write so

parents can shape their life as they can. Their involvement has positive impact on children academic achievement even when the background factor of such as social class, family size, has been taken into account. Parental involvement may have very essential in school-based activities of their children. These activities may involve contacts with teachers, checking the attendance of children in school, monitoring their activities in school, checking their periodical academic progress reports. All these things might be very helpful in higher level academic achievements of children. Parents become more concerned about the learning opportunities that secondary schools provide.

Dimensions of parental involvement

Parental involvement includes five dimensions that were originally coined by Epstein, Coates, Salinas, Sanders, & Simon (1997). These five dimensions include: Parenting, assisting with homework, communicating with the school, volunteering time at the school, and participating in school decision-making. There are sixth dimension, namely collaborating with the community.

Parenting. (Helping families with childrearing and parenting skills), Parenting refers to the support for education children receive in their own homes. To assist parents, schools can provide families with a greater understanding of child development.

Communicating. (Developing effective home-school communication), Communicating includes written and oral converse between school and home. Effective communication should have a focus on student progress and be a two-way process initiated by parents as well as members of the school community.

Volunteering (creating ways that families can become involved in activities at the school) Volunteering is when parents actually donate their time for the betterment of the educational establishment. Benefits many students at once.

Learning at home. (Supporting learning activities in the home that reinforce school curricula), Learning at home is related to homework and other curriculum activities including reading to children in the home.

Decision-making. Including families as decision-makers through school-sites councils, committees) Decision-making refers to parent leaders and representatives making up councils and committees for the school. These councils and committees should have a positive impact on the culture of the school. Parents should have the opportunity to serve on various management and school plans of action.

Collaborating. (Matching community services with family needs and serving the community). Finally, collaborating with the community, includes seeking resources and services from the larger community for the benefit of the students (Epstein, 2009).

Parental involvement is the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children lives. So the meaning of involvement of parents define by parents as : Involvement ; being involved in their lives, at school, coaching them; spend time together-doing activities, attending activities, listening to and talking with them, reading together, having meals together, going on vacation and being there for them; Teach them/guide them-helping them with their education, help discern right from wrong, guiding through important decisions, teaching citizenship and life skills and developing their unique talents and abilities; know them what is going on in their lives, paying close attention to where they spend their time and with whom, and knowing their interests and loving them unconditionally and provide for them; food, clothing, shelter, give them a wide range of experience.

Children learn by copying what they see other people do. They are most influenced by the people who spend the most time with them. Parents are effective role models for their children when they plan time with their children, encourage them and spend time, talking and listening to them about things that have meaning for both parent and child. Many parents believe that as children approach the teen years, their influence does diminish, parents who continue to stay engaged in the lives of their children are still seen as an important resource and influence in the life of the child.

Parental involvement can be distinct as parents contribution in the process of education and practices for their children's benefits. It include 1) home based Parental involvement like look after of their children's and try to listen their problems. 2) School based Parental involvement this include attending parent-teacher meetings. In the term of 'parental' include mother, fathers, grandparents and others who are acting as guardians. Parental involvement or parental dedication is the participation of parent schooling and her child's life. Some schools wanted great indulgent through events and adventures services and in children's academics. Parents can create a positive social episode of ward by that what actions their children are involved in for guardians can also stay on high level of his social life by inviting friends to play at your home.

Children's accomplishment and adjustment are affected by many peoples and the processes of different institutions. There are many other factors like Parents, type of family, friends circle, neighborhoods, schools and other bodies are all concerned in shaping children's progress towards their self fulfillment and citizenship. The children themselves have their different abilities, to show their anger. Propensities play a vital role in form and reform their performance, aspirations. We can also say that both school and parental involvement helped the children's to keep on progressing in their life. Parental involvements have a great impact on the children's achievement because parental involvement is strongly connected with the socio-economic status of individual.

Therefore parental involvement plays a complex role in the children's development. There are many factors which have an impact on the student's performance and for making them easily adjustable in the society. Beside that there are factors which effect on pupil achievement like family social class, the educational level of parents. Parents have to confirm that their children become motivated when parents are checking what is ongoing in their classroom, facilitating your child for providing them school opportunities.

Parental touch with teens from grown up age has been found to equalize with good overcomes. Parents play a very important role in children's social development and intellectual. Parental actions has a bigger effect than school quality on pupils' achievement at key however this research also found that a child's ability on entry to school is followed by factors including parental education, their income and the socio-economic status.

For making more parental participation in their children's life there must be a regular communication take place between students, parents and teachers it can be in any form like by conducting conferences, by arranging a PTA meeting at school. Children's have two main educators in their life one is parents and the other is teachers. Parents are the major or first educators until the child will not starting their schooling. Influence of parents will remain on their children's learning throughout their life. So parents and school they both play vital roles in children's life. This involvement show that as parents you are taking interest in your children's learning process. Parent contribution also includes helping children in their groundwork because it will ensure that kids are able to understand the new in each school subject. Parents can prepare a timetable at home for their children's by this children's will able to make adjustment in their life Children like to have enjoyable lives and well educational habits when parents taking interest in the things their children want to doing in study. Students don't want to miss their schools and they have a better school attendance and they actively take part in the classroom activities.

Uludag (2008) conducted a study to explore and investigate the opinions of pre service teachers about parent's contribution in basic Childs education. The 223 pre-service teachers sample was chosen for this study. Study found that such teacher education programmers' in which instructions of parental involvement as well as actions are included in the courses assist the before entering into the educational programmers' to grow better and take optimistic views regarding parental involvement.

Gurbuzturk and Sad (2010) developed scale for parents involvement for the basic schools students. In this study state and worldwide reporting was analyzed. The sample size was 618 parents. The finding showed that parental involvement scale was a consistent and suitable and this scale used to define the various characters and elevation of parental contribution at primary school. Majzub and Salim (2011) conducted study on Parental involvement in selected basic pre schools. Sample of the study was 294 parents. It found that parental involvement had low level.

Khajehpour and Ghazvini (2011) investigated a study to see the children's academic performance with the involvement of parents. Parental involvement questionnaire was used for collecting the data. The sample of the study was 200 students. The finding showed that

children's who were involved more in home-type involvement they perform better in the different areas of parental involvement questionnaire.

Khajehpour (2011) conducted a study to explore the linked with parents contribution, emotional aptitude and educational presentation. Study was conducted on 300 high school students. Positive relation was found in emotional intelligence and academic achievement as well as between parental involvement and academic achievement.

Brown and McBride (2011) conducted a study on parental involvement, child temperament, and parents' work hours: to examine the relations of mothers and fathers. The investigator found that parents spent more time with temperamentally challenging children but as compare to mother, father spend less time with their children's so this study revealed that influence of parenting behavior on child temperament.

Nguon (2012) revealed that parental efforts in resourcing public schooling were significantly associated with students' achievement on the sample of 1551 10th grade students.

Porumbu and Necşoi (2013) studied the linked with parental involvement and children's educational accomplishment. In this study consisted of assembled and review the articles, meta-analyses and reviews relating to parental contribution and its impact on children's school success at the primary and secondary school level.

Karbach and Gottschling (2013) conducted a study to know the incremental validity of parental involvement over general cognitive ability in the prophecy of educational presentation within the area of math and language. They examined four dimensions of perceived parental involvement 1) autonomy supporting behavior 2) emotional responsively, 3) structure, and 4) achievement-oriented control from a sample of 334 adolescents. It was concluded that general cognitive ability was the strongest predictor of achievement in both domains.

Dietrich and Salmela-Aro (2013) conducted a study to explore the teenagers and parents co-regulation of career-aspiration goals during the post-school transition. Sample drown was 807. This study revealed that both perceived career-specific parental involvement and warmth were associated, albeit weakly with goal-related stress three years later.

Chowa and Masa (2013) examined that parental involvement at home and school were meaningfully different constructs in a population on the youth and their parents and also see that parental involvement predicts academic performance or not. The study revealed that multidimensional construct consists of home and school involvement.

The parental involvement will effect on the youth academic performance.

Yotyodying and Wild (2014) conducted a study to explore the factors that explain differences in the quality of home-based parental instruction and to explore the role of culture by analyzing antecedents of parental instruction in two rather individualistic versus collectivistic societies. The sample size was 494. It was suggested that the newly developed instruments are applicable in both cultures.

Villiger and Wandeler (2014) examined the significance difference in reading motivation between migrant and resident students the role of parental involvement. The sample was 891 and found that migrant students received less emotional support from their parents although the latter had significantly higher expectations for their child's reading achievement.

Nino (2014) conducted linguistic services and parental involvement among Latinos: A help or hindrance to involvement? To examine the relationship between four linguistic services and parental involvement conducted the national survey of Latinos. Result demonstrated linguistic services play only a small role in parental contribution among latinos and in some instance even decline contribution.

Nielsen and Normann (2014) investigated the effect of parental involvement in children's anxiety treatment on parental behaviors and cognitions. The sample was 54 and parents were randomly allocated to different treatment groups 1) Observed behavior 2) self-reported behavior and 3) cognitions were assessed separately for mothers and fathers at pre-post treatment and follow-up. The analysis of data revealed that there were no differences over time for self-reported parental efficacy and observed negativity but self-reported autonomy granting increased for both groups over time.

Fite and Cooley (2014) conducted a study on parental school involvement as a moderator of the association between peer victimization and academic performance the sample of the study was teacher reports on 704 elementary school-age youth in kindergarten. The finding showed that high levels of peer victimization, particularly relational

victimization were associated with lower levels of academic performance at both high and low levels of parental involvement for both boys and girls.

Creemers and Buil (2014) investigated into early onset of cannabis use to find out whether personality alter the relation with changes in perceived parental involvement? For this purpose they took a sample of 444 Dutch adolescents participating in the Research on Adolescents Development and Relationships study. They 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.

2 SIGNIFICANCE OF THE STUDY

The 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 job stress, anxiety, physical conditions, perks, love for the work, 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 their 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 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 (William and 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 Christine 1982). Anxiety was not a necessarily detrimental to performance (Carrier and

Carol 1984). (Singh and Thukral 2009) explored that there are gender and locality differences in the anxiety of students.

Valois and Fasha (2008) found that both vigorous physical activity, moderate physical activity were associated to reduced emotional self-efficacy for specific race/gender groups. Kirk and Schutte (2008) found that self-efficacy was highly related with dispositional emotional intelligence with a high positive mood and lower negative mood. Beverley (2011) found that expressive-writing intervention may be an effective strategy for increasing positive workplace outcomes. Pool and Qualter (2012) found that it is possible to increase the emotional self-efficacy and emotional intelligence ability.

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, maternal control was a slightly significant predictor of anxiety, and paternal rejection and control were not linked with anxiety. Valois and Hunter (2013) found that there was no significant associations were established for white females. 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 increased in adjustment they also score high in emotion management and emotional self-efficacy.

Uludag (2008) found that teacher education programmers' where parental involvement instruction and activities are included into the courses help pre service teachers become better prepared and carry positive opinions toward parental involvement. Gurbuzturk and Sad (2010) found that turkish Parental Involvement scale was consistent and suitable, which can be used to define the roles and levels of parental involvement at primary school.

Khajehpour and Ghazvini (2011) and found that children's who were involved more in home-type involvement they perform better in the different areas of parental involvement questionnaire. Brown and McBride (2011) found that parents spent more time with temperamentally challenging children but as compare to mother, father spend less time with their children's so this study revealed that influence of parenting behavior on child temperament.

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. Karbach

and Gottschling (2013) found that general cognitive capability was the strongest predictor of achievement in both domains. Dietrich and Salmela-Aro (2013) found that both perceived career-specific parental involvement and warmth were associated, albeit weakly with goal-related stress three years later. Yotyodying and Wild (2014) found that the newly developed instruments are applicable in both cultures. Nino (2014) demonstrated linguistic services play only a minor role in parental involvement and in some instances even decrease involvement.

Nielsen and Normann (2014) found that there were no differences over time for self-reported parental efficacy and observed negativity but self-reported autonomy granting increased for both groups over time. 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.

It may be analyzed from the review of related literature that Majzub and Salim (2011), Nguon (2012), Porumbu and Necşoi (2013), Chowa and Masa (2013), Fite and Cooley (2014), Khajehpour (2011) and Villiger and Wandeler (2014) conducted studies on parental involvement in relation to other variables. Generalized finding of these studies was that parental involvement affects academic achievement of the students.

An analysis of the review of related literature that a number of studies are conducted on emotional self-efficacy and parental involvement. Similarly, achievement anxiety is a new concept. There is 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 is undertaken.

Findings of this study shall be beneficial to the students, teachers, parents, administrators, curriculum framers, examiners to perform their respective duties more effectively. Implications of the study shall be beneficial for the students in facilitating their learning. Parents, teachers, administrator can take care of achievement anxiety and emotional self-efficacy as per findings and implications of the study.

Thus, in order to fill the gap in the field of educational research and facilitate learning of senior secondary school students, this study is undertaken.

3 STATEMENT OF THE PROBLEM

The proposed problem is stated as follows: “**ACHIEVEMENT ANXIETY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO EMOTIONAL SELF-EFFICACY AND PARENTAL INVOLVEMENT**”. Investigator will find out the achievement anxiety among senior secondary school students and how emotional self-efficacy and parental involvement influence it. Achievement anxiety will be studied as dependent variable, whereas emotional self-efficacy and parental involvement will be treated as independent variables.

4 OPERATIONAL DEFINITIONS OF TERMS

Achievement Anxiety: it is kind of fear. Fear of failure. It occurs when the comatose mind contacts the idea of accomplishment or attainment or moving towards their life. Achievement anxiety is an extreme unnecessary fear or physical aversion to success.

Emotional Self-Efficacy: is marked by the ability to manage emotions inside rather than externally. It is an important part of emotional functioning. Emotional self –efficacy measured of self-beliefs in relation to the management of emotions.

In its operational terms, emotional self-efficacy is as measured by emotional self-efficacy scale developed by Beverley A. Kirk, Nicola S. Shutte and Donald W. Hine (2008).

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.

In its operational terms, parental involvement is as measured by Parental Involvement Scale developed by Rita Chopra and Surabala Sahoo (2010).

5 OBJECTIVES

Following objectives will be realized in the proposed study:

1. To explore the level of achievement anxiety, emotional self-efficacy and parental involvement among senior secondary school students.
2. To find the difference among senior secondary school students in their achievement anxiety, emotional self-efficacy and parental involvement based on locality and gender.

3. To analyze the relationship of achievement anxiety, emotional self-efficacy and parental involvement of senior secondary school students.

HYPOTHESES

Following hypotheses will be tested in the proposed study:

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

6 DELIMITATIONS OF STUDY

1. Study will be delimited to Jalandhar district of Punjab.
2. The proposed study will be delimited to senior secondary school students.

7 METHODOLOGY

The methodology is the most important aspect of any study. By method we mean systematic approach towards a particular phenomenon. Methodology determines its destiny. In research there are number of methods and procedures to be applied such as experimental method, historical method, descriptive survey method etc. Out of these methods, the investigator selected descriptive survey method.

7.1 RESEARCH METHOD

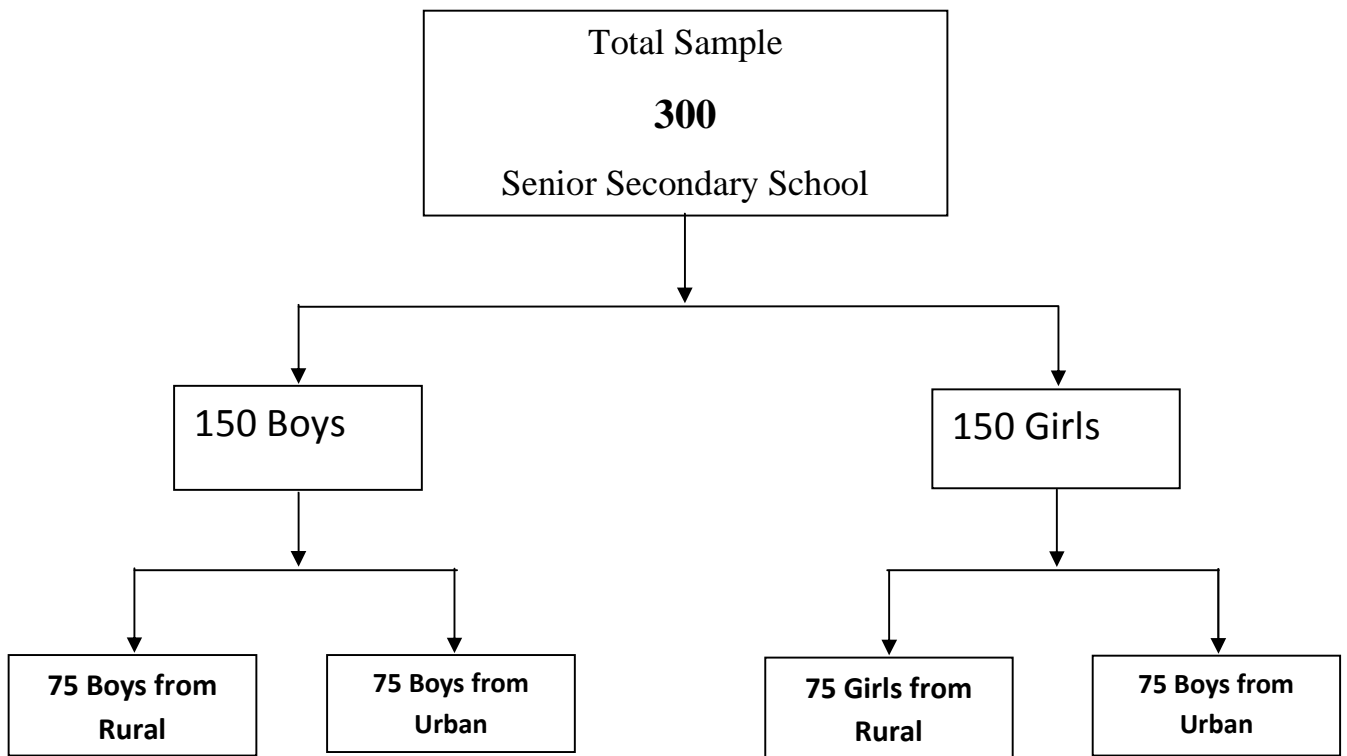
Descriptive survey method was used in the present study. Descriptive research is a type a research that is primarily concerned with describing the nature of conditions and degree in detail of the present situation and whenever possible to draw valid general conclusions from the facts discovered. Descriptive researches are not restricted to fact findings only but result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues.

7.2 SAMPLING

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it is selected. It is often desirable to reduce expenditure, save time and energy, permit measurement of greater precision and accuracy. Sampling procedure provides generalization on the basis of relatively small portion of population called a sample. It is the miniature picture of the entire population. The results obtained from carefully selected sample can be made applicable on the entire population from which sample had been taken. A sample of 300 senior secondary school students has been drawn from Jalandhar, district of Punjab.

7.3 SAMPLING TECHNIQUE

Sampling technique is a process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was selected. A sample of 300 secondary school students will be drawn using stratified random sampling technique. Sampling design The distribution of the sample will be as follows.



Sampling Design

7.4 TOOLS USED FOR DATA COLLECTION

Tools are used for the collection of certain type of information or evidence. The tools are nothing but instruments that help the researcher to collect the data. These tools help to analyze the responses of sample on related variables. In order to collect data the following tools used for the present study are:

1. Achievement Anxiety Test to be developed by the investigator.
2. Emotional Self-Efficacy Scale developed by Beverley A. Kirk, Nicola S. Shutte and Donald W. Hine (2008). The scale consists of 32 items having four dimensions perceive, understand, facilitate and regulate. The reliability coefficient of scale with Cronbach's Alpha is 0.95. The investigator use Indian adaptation of the scale.

3. Parental Involvement scale was developed by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora (2013). The scale consists of 25 Items. The reliability of the scale was determined with split half method. Split half reliability coefficient found to be 0.92.

7.5 PROCEDURE OF DATA COLLECTION

After selection and finalization of appropriate tools, the next step was collection of data for the present study descriptive survey method has been used by the investigator. Data to be collected from 300 senior secondary school students from Jalandhar district of Punjab. The investigator collected the data from senior secondary school students by using descriptive survey method. Senior secondary schools will be selected from the list randomly. The investigator will distribute the questionnaire related to achievement anxiety, emotional self-efficacy and parental involvement among senior secondary school students. They will be ensured that their data will be kept confidential and will be used only for research purpose.

7.6 STATISTICAL TECHNIQUE

For data analysis statistical technique will be used are as follows:

1. For exploring groups mean, standard deviation and percentage will be calculated.
2. For analysis difference between groups ANOVA will be used.
3. For finding relationship between variables multiple correlations will be used.

8. DESCRIPTION OF WORK DONE AND PLAN OF ACTION

1. Researcher has improved the first chapter in terms of review of literature, significance, statement of the problem, objectives and hypotheses.
2. Under the supervision of guide the investigator had done the Indian adaptation of emotional self-efficacy tool because the available tool is based on foreign conditions. The emotional Self-Efficacy Scale (ESES; Kirk, Schutte , & Hine, 2008) is a 32- item instrument designed to measure trait emotional intelligent, which is referred to as emotional self-efficacy. The ESSE measures emotional intelligence as a trait factor that incorporates respondents self-efficacy for adaptive emotional functioning, which can be a useful tool in counseling or research settings were emotional functioning

may have an impact on life outcome. Theoretical model of emotional intelligent, the ESSE builds on theory and research into both emotional intelligent and self- efficacy. Specially the ESSE embodies one factor and covers self-efficacy in relation to the four theoretic dimensions of emotional intelligence: (a) Perceiving emotions in self and other, (b) using emotions to facilitate thought ,(c) understanding emotions in self and others and (d) regulating emotion According to foreign conditions the reliability of the coefficient of the scale is 0.96 and investigator adopted the emotional self-efficacy scale in Indian conditions by taking the sample of 50 of senior secondary school students from Jalandhar district. The investigator checked the reliability coefficient of the scale by Cronbach's Alpha is 0.95.

Item analysis of the scale Emotional Self-efficacy

The item analysis of the whole data obtained in terms of emotional Self-Efficacy was conducted after the administration of the scale.

1. A frequency of distribution of the total scores subjects of the sample was plotted. The range of scores from maximum to minimum was 149-78. For item analysis, the obtained scores were arranged in the descending order.
2. From this the upper 27% and Bottom 27% students were identified. For each statement, the mean scores were computed for students belonging to the upper 27% as well as Bottom 27% group's separately. The mean of these two groups were compared with the help of t-test.

Retention of items

The following table 2.1.3 shows the number of items selected by t-test. In this way functional scale of ESES (Emotional Self-Efficacy Scale) was measuring trait emotional intelligence, which is referred to as emotional self-efficacy.

Table: Statements wise Mean, S.D and t-value

Item no.	Mean of upper 27%	S.D. of upper 27%	Mean of lower 27`%	S.D. of lower 27%	t-value	Remarks
1	3.71	.914	2.71	1.204	2.475*	Significant
2	4.07	.829	3.57	.938	1.495	insignificant
3	4.50	.650	3.07	.917	4.755**	Significant
4	4.07	.616	3.29	1.069	2.383*	Significant
5	4.21	.699	2.50	.941	5.473**	Significant
6	4.21	.699	3.00	1.177	3.319**	Significant
7	4.14	.535	3.50	.855	2.386*	Significant
8	4.21	.426	3.00	.961	4.323**	Significant
9	4.36	.633	3.43	1.089	2.757*	Significant
10	4.29	.611	2.57	.852	6.119**	Significant
11	4.43	.514	2.57	.938	6.500**	Significant
12	4.36	.497	2.36	.929	7.103**	Significant
13	4.36	.497	3.07	.997	4.317**	Significant
14	4.29	.611	3.64	1.008	2.040	insignificant
15	4.64	.633	3.43	1.222	3.300**	Significant
16	4.00	.784	2.71	.994	3.798**	Significant
17	4.07	.917	2.86	.949	3.443**	Significant
18	4.36	.633	3.29	.994	3.400**	Significant
19	4.36	.633	3.07	.997	4.072**	Significant
20	4.43	.514	2.86	1.231	4.407**	Significant
21	4.29	.611	2.50	.941	5.957**	Significant

22	4.71	.469	2.93	1.207	5.161**	Significant
23	4.36	.745	2.79	.975	4.792**	Significant
24	4.57	.514	3.14	.864	5.316**	Significant
25	4.36	.633	3.50	.941	2.828**	Significant
26	4.29	.611	3.00	.961	4.225**	Significant
27	4.29	.825	3.00	.877	3.994**	Significant
28	4.29	.726	3.21	.802	3.706**	Significant
29	4.21	.699	2.71	.994	4.617**	Significant
30	4.14	.864	3.14	.663	3.435**	Significant
31	4.14	.864	3.07	1.141	2.800**	Significant
32	4.71	.469	3.36	.633	6.444**	Significant

*significant at 0.01 level

**significant at 0.05 level

It is obvious from table 1.1 that t-value in case of item no. 2 and 14 was not significant. Hence these items were rejected. All the other items were retained in the scale.

- To complete the adaptation process of the scale the investigator had done the item analysis of the Emotional self-efficacy scale. Once the item analysis has been completed, the two items have been removed because of having low discriminative index.

PLAN OF ACTION

SR.NO	WORK PLAN	ACHIEVABLE TARGETS
1	27 th March 2015	Item analysis of the scale
2	28 th March 2015 to 5 th April, 2015	Completion of data collection
3	14 th April, 2015	Scoring of collected data, rough draft of I & II chapter to guide.
4	17 th April, 2015	Applying statistical techniques to data & finding results.
5	19 th April, 2015	Writing of 3 rd chapter and give rough draft to guide.
6	22 th April, 2015	Correction in 3 rd chapter as per guide suggestions.
7	26 th April, 2015	Complete draft of the dissertation to guide.

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