

Investigating the relationship of social-effective adjustment and self-efficiency beliefs with text anxiety in high school Students

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Abstract

This research was done to investigate the relationship of social-affective adjustment and self-efficiency with text anxiety in high school students of Sarableh. The statistical society includes all of high school students studying in academic year of 2012-2013. Of them 200 students were selected through stratified random sampling. In order to collect data, self-efficiency beliefs questionnaire, Philips' text anxiety questionnaire, and social-affective adjustment questionnaire were used. The data was analyzed through spss-18 software by correlation coefficient tests and regression analysis. The results showed a negative significant relationship between social-affective adjustment and test anxiety, that is, the higher the level of social- affective adjustment, the less text anxiety. In addition, the analysis showed that self-efficiency beliefs have a negative significant relationship with test anxiety, which is the higher self-efficiency beliefs, the less the students suffer from text anxiety. According to the findings, some techniques and strategies should be applied to enhance social-affective adjustment and self-efficiency beliefs in order to lessen test anxiety

Keywords: *Social-affective adjustment, Self- efficiency, test anxiety*