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

By

[1]Shahram Mami and [2]Maliheh Torabideh
[1]Department of Psychology, Islamic Azad University Science & Research, Ilam Branch, Iran.
[2]Student for M.A degree in psychology. Science & Research Islamic Azad University, Ilam, Iran.

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*

1. Introduction

Test anxiety is a kind of anxiety which is distinguished by physical, cognitive and behavioral symptoms when preparing for examinations and tests. This anxiety becomes a problem when it is so high which interferes with preparation for the exam and performing the test (Latas, 2010). Hagtvet, Man and Sharma (2001) believe that test anxiety results from one's cognitive evaluation and self-rating which only shows a little part of a wider evaluation. Overanxious students have broader cognitive evaluations from themselves and their text anxiety is just a small part of the anxiety which they experience in educational setting. Adjustment has been defined as the ability to getting along, accommodation, compromise, cooperation with one self, surrounding, and the others (Saghi & Raja'I, 2009). Adjustment is influenced by social, psychological, biological factors, as the negative feeling resulting from social problems can lead to psychological difficulties (Rigby, 2003; Graham, Bellmore & Juvonen, 2003).

The results of Miller's research (1990) supports and fact that high test anxiety is related to educational in efficiency, poor mental health, and unpleasant feelings. Moreover, test anxiety indicates to negative feelings worry, psychological excitation and the behaviors along with worrying about worthiness in the test (Bembemutty, 2009). We all have a system of beliefs which has structured our world, gives meaning to our experiences and without them we remain in perplexity (Dweek, 2000). The individuals' system of beliefs, has a great influence on creating a balance between different dimensions of life and as a behavioral model makes one able to broaden idol resultants and abstain from the unwanted ones (Bandura, 2008). In social- cognitive theory of Bandura, the individuals having high self-efficiency feelings are less vulnerable as to stress and malfunctioning when face special stress full factors and interpersonal demands. As a result in important phases of life like educational progress and social interactions, these individuals can refrain from anxiety and depression (Caparara and colleagues, 2004).
Self-efficient individuals select tasks which are more challenging and select greater objectives. Those having high self-efficiency enjoy mental health and when facing difficulties, instead of refraining from

them, try to deal with them. They are so brave, sociable and have high self-esteem and have a greater control over their lives (Shokr kon, 1991 in Nasiri, 2008).

Bandura (1982 in Mehrabizadeh and colleagues, 2000) who is a social theoretician, believes that test anxiety develops within a social context. Part of this mechanism, which influences test anxiety, is modeling or observational learning in early childhood. Those having test anxiety, in general, have low levels of self-efficiency and feel more disability and distress. There is a negative relationship between self-efficiency and test anxiety.

In the study done by Bonaccio and colleagues (2008) it was said that a variable like trust in one self is one of the most important internal elements which is related to test anxiety. The findings of different researches show that there is a significant relationship between seeing oneself as self-efficient generally and the anxiety is significant; the studies by muris (2002), pajares and Kronzler (1995), Cheung and sun (2000), Ormrod (1996) and bendura (1998) support this relation ship. Individuals having test anxiety, generally, have low self-efficiency. The one having test anxiety feels disability and hi/she is not able to manage or control test events. Schunk (1991), Hunsley (1985), Hembree (1988), Zeidner, (1996), Benson and colleagues (1995), and Kivimaki (1995) have shown that there is a significant negative relationship between text anxiety and self-efficiency. Theoretical and empirical data, obtained from Hsu, Wang & Chiu (2009) Studies on self- efficiency showed that there is a negative relationship between self-efficiency belief and test anxiety.

In general, adjustment has been defined as the ability to adopt, cooperate, and come along with one self, environment and the others (Fouladi, 2004). Affective adjustment can be recognized as good mental health, satisfaction with personal life, and coordination among feelings, activities and thoughts. In other words, affective adjustment is the mechanisms through which the individual reaches affective constancy and social adjustment includes the individual's adjustment with her/his own social settings. This adjustment may be achieved through changing oneself or the surrounding setting (Pour Afkari, 2006).
Slomoski and Dunn (1996) see adjustment as a process which enables individuals to predict and understand the other's behaviors, control their behaviors, and regulate their own social interactions. Parker and colleagues (2004), by examining the high school students' success, concluded that social-effective adjustment has a considerable influence on educational success.

Regarding the absence of necessary research on the relationship between social-affective adjustment, anxiety and self-efficiency in students, this research aims at examining the relationship between social-affective adjustment and self-efficiency on one hand, and test anxiety, on the other, in high school students of Sarableh.

2. Method

The statistical society included all of the high school students of Shirvan-Chardawol township (girls and boys) aging from 16 to 18 who were studying in the academic year of 2013-2014. The volume of the sample in this research was determined through Morgan's table for determining the sample volume which is determined at 2000. Sampling was done through stratified random sampling. The collected data was analyzed through Pearson correlation coefficient and regression.

3. Tools

Philips examination anxiety test (1979): This test includes 26 questions with the scale of answering with yes or no. if a student obtains a score of 15-26, he/she has text anxiety. Internal reliability of this test by coder Ritchardson method is higher than 95% and its validity by test-retest method has been reported to be 50% to 67%. In addition its validity through bisection method was 88% and its convergent

reliability by Kotel anxiety text was clouted at 94% (Abedi and Rashidi, 1997). In this research, the reliability of the questionnaire was 80% by Cronbach α Method.

General self-efficiency beliefs questionnaire: Based on this questionnaire which includes 10 questions with Linkert five point scales. Cronbach α coefficient was 0.82for the students of Ahwaz university (Islami, 2008). In this research the reliability of general self-efficiency questionnaire, by Cronbach α coefficient was 0.78.

Social-affective adjustment questionnaire: was designed for the first time for high school students in 1993 to assess the student's adjustment in three domains affective, social and educational, by A.K.P Signha and has been translated and rewritten by Karami. This questionnaire has 60 items, of which 40 items have been dedicated to affective and social domains. The choices can be answered by yes or no. In this questionnaire through bisection method has been 94% and 93% for affective and social adjustment respectively (Karami, 1998).

3. Findings

In order to assess the relationship between the elements of social-effectives adjustment and self- efficient beliefs and test anxiety, Pearson correlation coefficient has been used. The analysis of data shows that between the elements of effective-social adjustment and self-efficient beliefs in students have the correlation coefficient of 86% and 87% with test anxiety. These coefficients are negative and significant at $p \leq 0.001$. According to the findings of the research it can be claimed that the more the social-affective adjustment and self-efficiency, the more test anxiety increases and vis versa (table 1).

Table 1: The correlation coefficient between social-affective adjustment and self-efficiency beliefs and test anxiety in students

Variables	N	Correlation coefficient	significant
Social-affective adjustment	200	0.001	**0.001**
Self-efficiency	200	0.001	**0.001**

In order to determine the relative share of each of predictor variables in predicting test anxiety, step-by-step multi-variation regression was used, so that, predictor variables (social- effective adjustment and self-efficiency beliefs) have been entered into the equation, the domain which has devoted the most of the shares to itself for predicting test anxiety has been determined (table 2 and 3).

Table 2: The results of multivariable variance analysis of social- affective adjustment and self-efficiency and their relation with test anxiety

	SS	df	MS	F	Significant
Regression	30522.22	1	30522.22	236.14	**0.001**
Reminder	25592.58	198	129.26		
Total	56114.79	199			
Regression	32796.30	2	16398.5	138.54	**0.001**
Reminder	23318.49	197	118.37		
Total	561148.80	199			

In the first step, the variable of social-affective adjustment was entered into the equation which – 0.74 predicted test anxiety. In the second step, the variables of social-effective adjustment and self-efficiency beliefs were entered into the equation. The results showed that with the entrance of self-efficiency variables, the share of social social-affective adjustment decreased to – 0.41 and the proportion of each variable of social-affective adjustment and self-efficiency became – 0.41 and – 0.38. In fact, the results of

table 3 in the second step implies that the variable of social-affective adjustment – 0.41 and self-efficiency beliefs – 0.38 predict test anxiety.

Table 3: The results of multi variation regression analysis through step by step method social-affective elements and self-efficiency beliefs with test anxiety

Step	Predictor variable	R	R^2	B	Beta	t	sig
First step	Social-affective adjustment	0.74	0.54	0.10	-0.74	-15.37	0.001
Second step	Social-affective adjustment	0.76	0.58	0.06	-0.41	-4.74	0.001
	Self-efficiency			0.38	-4.37	-4.37	0.001

4. Results and Discussion

The aim of the present research was to investigate the relationship between social-affective adjustment, self efficiency beliefs and test anxiety in high school students. The results showed that there is a negative significant relationship between social-affective adjustment and test anxiety, that is, when social affective adjustment increases, test anxiety decreases. According to these results, it can be said that with the promotion of social-affective adjustment, the student's test anxiety can be lowered to an acceptable level. In edition, the results showed that self-efficiency beliefs have a significant negative relationship with test anxiety, that is when self-efficiency beliefs increase, test anxiety decreases. According to the results, it can be said that with the enhancement of self-efficiency beliefs, test anxiety can be lowered. The studies dine, during several decades which are consistent with this research, have often proved that a negative correlation exists between the scores of various examination anxiety tests (Bendura, 1982, Zeidner, 1996, Benson,et. al, 1995; Kivimaki, 1995, Pajares and Knazler, 1995; ormrad, 1996; Slomoski & Dunn, 1996; Bandura, 1998, Parker et.al, 2004; Muris, 2002, Cheung & sun, 2000, Bonaccio et.al 2008), So that the existence of an inverse relationship between tests results and self-efficiency tests and test anxiety has been thought of as a role. So, the students who are always in doubt their ability to present a reasonable performance, have a pessimistic evaluation of themselves, lose their ability to solve problems and their level of anxiety increases.

When one faces a challenge, that is, hid adjustment and balance is lost, he/she should solve. In this case the individuals' social-affective adjustment help him/her to solve that problem and makes him/her able, by assessing all of the aspects of the situation and referring to the previous experiences and skills, deal with the problem. In addition, one of the outcomes of adjustment is improving performance in general, and in education performance and decreasing test anxiety will be achieved.

Bandura (1982) believes that the skills can easily be affected by self-doubt. As a result, the high capable individuals may make less use of their abilities if they have a week evaluation of them selves. For this reason, self-efficiency belief makes the individuals able to perform extraordinary works when facing challenges.

Based on the results, talking into account the affects of social- affective and self efficiency belief it is suggested some effective and preventer strategies be applied to decrease test anxiety, so that the students have the opportunity to control their anxiety and enhance their psychological adjustment. It is suggested that, broader research be performed to recognize the factors influencing the prevalence of this disorder, find appropriate preventive approaches and cure test anxiety.

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