RELATIONSHIP OF EMOTIONAL SELF-EFFICACY AND SOCIAL SUPPORT WITH EDUCATIONAL ANXIETY AMONG SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study was conducted to find the Relationship of Emotional self-efficacy and Social support with Test anxiety, Academic anxiety and Educational anxiety among senior secondary school students. In order to obtain accurate and relevant data descriptive survey method and stratified random sampling technique were used in the present study. The sample size of the study was 202 senior secondary school students from Baramulla district of Kashmir. In order to collect data for the study scales on Emotional self-efficacy by Dr. Nimisha Beri and Manisha Jain (2015), Social support scale by Vishal Sood and Arti An and (2015) and Educational anxiety inventory by Vishal Sood and Arti An and (2015) were used. The objective of this study was to find the relationship of emotional self-efficacy and social support with educational anxiety Null hypothesis was framed in order to test the objectives. Statistical techniques like Pearson's correlation and regression were used. The results of the study revealed that there is no significant relationship between Emotional self-efficacy and Test and Academic anxiety of senior secondary school students. It was also found that there is no significant relationship between Emotional self-efficacy and Educational anxiety of senior secondary school students. The results of this study also revealed that there is no significant relationship between Social support and Test anxiety of senior secondary school students. There is a significant negative relationship between Social support and Academic anxiety of senior secondary school students which means that when social support increases academic anxiety decreases.

KEYWORDS: Emotional Self-Efficacy, Social Support, and Educational Anxiety

INTRODUCTION

In the present scenario educational anxiety is considered as one of the deadly and biggest emotional and psychological problems among students, Problems related to curriculum overload and examination system of school are the problems personified in educational anxiety. So there is a need to rehabilitate the students whose performance and confidence has been deterred by the educational anxiety.

EMOTIONAL SELF-EFFICACY

Emotional self-efficacy in youth is the ability to manage hampering emotions internally by developing hardiness to the distress caused by these emotions in order to reach the desired outcomes that are socially acceptable in any circumstance. The youth need to have the ability to manage their emotions without casting any negation on their social and professional prospectus. Once these emotions develop, youth acquire confidence and skills. Similarly, adolescents who

develop this ability develop their emotions skillfully. Emotional self-efficacy involves taking ownership of feeling and understandings. Emotional self-efficacy is one of the most important features of emotional functioning. Self-efficacy determines how people feel, think, and motivate themselves and others to defend against any unwanted breakdown in their future. A good sense of efficacy develops personal welfare in many ways.

Emotional stress is the internal perception of threat and emotional strain, which develop due to impotency in handling a situation or a mere perception of selflessness and lack of confidence. Emotional intelligence is a means through which we can recognize our emotions and that of others for motivating ourselves to perform well in the society. Emotional instability results in the loss of life. Students who are having higher total Emotional Quotient demonstrate good interpersonal skills, stress, tolerance, and adaptability while as the students who are depressed or anxious get lower achievement grades. Similarly, Self-emotional intelligence helps an individual to be aware of themselves and that of others for the successful living and taking the responsible decision. It also helps an individual to manage their behavior as well as others and also how they perform at home, school and in the workplace. Emotional self-efficacy plays an important role in the formation of positive attitude among the children. It enables an individual how to behave in front of others, how to react, how to develop leadership qualities, and it increases a person's ability to cope with the environment (Albert Pandora, 1994).

So in short, we can say that an individual's emotional self-efficacy plays an important role in how goals, tasks, and challenges are approached (Alexander, 2000). Emotional self-efficacy is the ability to utilize, process and handle emotions efficiently (Hine, 2008).

SOCIAL SUPPORT

Social support can be defined as any kind of help that an individual receives from the society. It can come from various things such as family, friends, neighbors, co-workers. Social support plays an important role in our daily life. We are human beings and we need support from our family members, friends, neighbors, particularly when we are in trouble and are facing problems. Social support is a process of communication which results in enhancing handling strategies, high sense of worth all the way. People who have broad friendship circle are having higher confidence and greater satisfaction with their daily lives and it also plays an important role in functioning of the body, on the other hand, people who have no or very less friend circle tends to be hesitant, lazy, introvert, and they do not care what is going in his outside world.

A strong social support leads to better coping understanding and also develop good interpersonal skills. Social anxiety is one of the major problems in students who are not well adjusted in the society. He\She may not be able to complete group tasks or he/she may not feel comfortable while asking help in the classroom. Generally, slow learners often face more problems as compared to other students (Gurnurg, 2006).

Social support is an aspect that can help the individuals to cope up with the stressful situations (Nahid and Sarkis, 1994). Social support is an unstable relationship through the replacement of emotional and social assets to make people perceive being loved and to support good mental health (Cohen and Wills, 1985). Social support is a method through which an individual acquires an important ability from important members such as siblings, peers, and parents (Wills, 1997). Social support refers to a support that helps an individual to control the situation efficiently (Hunt, 1997). Social support refers to the process of communication in relationships that helps an individual in reducing

stress and completes the given task (Gottleb, 2000).

So to conclude we can say that interpersonal associations, the spirit and essence of human familiarity that fulfill a person's requirements, sustain assurance and self-confidence and give confidence to cooperation. Social support can afford by these dealings by giving help, facilitate support and enthusiasm so that persons can deal with emotional problems.

EDUCATIONAL ANXIETY

Educational anxiety is an uncomfortable feeling of uneasiness or worrying about something that is happening or might happen in future. It is a situation in which we always feel worried and scared. Anxiety is a general term that causes restlessness, sacredness, horror, and nervousness. Educational anxiety leads to poor academic achievement and it also leads to poor involvement in class. Every year the school dropout increases drastically, it is only because of anxiety. Academic consequences lead to heavy economic losses for society. Anxious students understand an easy situation as aggressive and dangerous. Researchers found that stress and anxiety is one of the dangerous mental problems among students predominantly in undergraduate students because of an extreme load of difficult courses, less time for completion of assignment and preparation for the examination, students need to manage their stress for further learning. Students stress should not be ignored because it affects their health badly. Anxiety may be caused by different factors such as stress from school, socio-economic status of the family, the sudden death of loved ones and being a victim of the crime. Students who are emotionally stable want to learn more and work hard to succeed. Anxiety reduction strategies should be explored in order to overcome anxiety among students. There are many strategies to reduce test anxiety.

The first strategy is just to spend your preparing way in advance attending classes taking notes all the regular study skills that you have been learning about in freshman seminar and in other areas. Students experience test anxiety for a variety of reasons. Lack of preparation is one of the largest causes of test anxiety when students know they are not prepared, they feel anxious about the answers and grade on the test. The easiest way to solve this issue is to spend time preparing for tests. Excellent test preparation will instill confidence and knowledge as students take their exam (University of Oregano, 2003).

Educational anxiety refers to an unpleasant condition of mind which is characterized by negative thinking and it leads to many negative effects such as low score in academics and less concentration (Spielberg, 1972). Educational anxiety is as an unwanted reaction towards evaluation. It is one of the dangerous problems among students throughout the world (Khosravi, 2008). Educational anxiety is a psychological condition in students. A little bit of anxiety is very helpful during exams to get motivated but so much of anxiety is not helpful to perform well in a given task (Bigdedi, 2009). Educational anxiety refers to the mental fear experienced by students when they have to face any kind of examination (Arul, 2014).

Soroson and Haris (2003) defined educational anxiety as a crucial human sensation consisting of sensitivity, nervousness, uneasiness and its effects on the nervous structure. The high level of anxiety effects person's normal life. Students with the high level of anxiety shows the inactive attitude towards learning such as getting lower grades in exams.

So, to conclude we can say that educational anxiety is becoming major problem day by day so there is a need to improve the academic status of such students who are lacking in emotional stability, academic performance and systematic counseling.

OBJECTIVES OF THE STUDY

The objectives formulated for the present study was:-

To find the relationship of emotional self-efficacy and social support with educational anxiety among senior secondary school students.

HYPOTHESIS OF THE STUDY

In the light of forgoing objectives following null hypothesis was framed for the present study:-

There exists no significant relationship between Emotional self-efficacy and Social support with Educational anxiety among senior secondary school students.

METHODS

The present study is descriptive in nature so descriptive survey method was used. The sample consists of 202 senior secondary school students from government and private schools affiliated to the state board of school education (BOSE). The investigator used stratified random sampling in order to collect data from different senior secondary schools. For data collection scales on Emotional self-efficacy by Dr. Nimisha Beri and Manisha Jain (2015), Social support scale by Vishal Sood and Arti An and (2015) and Educational anxiety inventory by and Educational anxiety inventory by Vishal Sood and Arti An and (2015) were used. The educational anxiety inventory comprises of 42 items out of which two items were positive. Educational anxiety inventory consists of two dimensions namely test anxiety and academic anxiety. Test anxiety comprises of 20 items and academic anxiety comprises of 22 items. The social support scale consists of 40 items out of which 3 items were negative items. It has four parts namely family support, teacher support, friends support and online support, all the four parts consists of 10 items each. Emotional self-efficacy scale consists of of31 items. This scale was likert type five –point scale and all the items were the positive types. This scale includes three factors i.e. Factor (I) understanding self and others. Factor (II) using emotions to facilitate thoughts. Factor (III) regulation of emotions in self and others means.

RESULTS AND ANALYSIS

Analysis of data means studying the tabulated data in order to determine the inherent facts. It involves breaking up of complex factors into simpler parts and putting them in the new arrangement for the purpose of interpretation.

Table 1: Shows the Relationship of Emotional Self-Efficacy and Social Support with Test Anxiety, Academic Anxiety and Educational Anxiety

		EA1	EA2	EAT
ESET	**Pearson Correlation**	.136	.079	.116
	Sig. (2-tailed)	**.053**	**.263**	**.100**
	N	202	202	202
SST	**Pearson Correlation**	-.033	-.156	-.100
	Sig. (2-tailed)	**.644**	**.026**	**.158**
	N	202	202	202

Table 1 revealed that the coefficient of correlation between Emotional self-efficacy and Test anxiety (EA1) among senior secondary school students is 0.136 which is negligible (p=.053). It means that there is no significant

relationship between Emotional self-efficacy and Test anxiety of senior secondary school students. In the light of the results null hypothesis, "There exists no significant relationship between Emotional self-efficacy and Test anxiety among senior secondary school students" is accepted.

Further, Table 1 revealed that the coefficient of correlation between Emotional self-efficacy and Academic anxiety (EA2) among senior secondary school students is.079 which is negligible (p=.263). It means that there is no significant relationship between Emotional self-efficacy and Academic anxiety of senior secondary school students. In the light of the results null hypothesis "There exists no significant relationship between Emotional self-efficacy and Academic anxiety among senior secondary school students" is accepted.

The Table 1 also revealed that the coefficient of correlation between Emotional self-efficacy and overall Educational anxiety (EAT) among senior secondary school students is 0.116 which is also negligible (p=.100). It means that there is no significant relationship between Emotional self-efficacy and Educational anxiety of senior secondary school students. In the light of the results null hypothesis, "There exists no significant relationship between Emotional self-efficacy and Educational anxiety among senior secondary school students" is accepted.

It can be assumed from the results students with good Emotional self- efficacy maintain the good relationship with others, they have a capability to distinguish between different situations, they use their emotions wisely while handling different problems, they adopt a positive approach while achieving their goals, handling challenges and addressing different academic tasks. Besides they are good learners and are always willing to appear in class assessment tests and term examinations.

Table 1 revealed that the coefficient of correlation between Social support and Test anxiety (EA1) among senior secondary school students is -0.33 which is negligible (p=.644). It means that there is no significant relationship between Social support and Test anxiety of senior secondary school students. In the light of the results null hypothesis, "There exists no significant relationship between Social support and Test anxiety among senior secondary school students" is accepted.

Table 1 further revealed that the coefficient of correlation between Social support and Academic anxiety (EA2) among senior secondary school students is -.156 which is found significant at 0.05 level of significance (p= 0.026) which means that there is significant negative relationship between Social support and Academic anxiety of senior secondary school students which means that when social support increases academic anxiety decreases. In the light of the results null hypothesis, "There exists no significant relationship between Social support and Academic anxiety among senior secondary school students" not accepted.

Table 1 also revealed that the coefficient of correlation between Social support and Educational anxiety (EAT) among senior secondary school students is -.100 which is negligible significance (p=.158) it means that there is no significant relationship between Social support and Educational anxiety of senior secondary school students. In the light of the results null hypothesis "There exists no significant relationship between Social support and Educational anxiety among senior secondary school students" is accepted.

It can be assumed that senior secondary school students have a good family, teacher, friend and online support. The senior secondary school student believes their family well comes to their academic decisions and provides them good

financial and moral support. They believe their teachers properly answer their queries, provides sufficient information, provides academic counseling. These students also report they enjoy the company of their friends while working on different academic assignments, during leisure activities during hangouts and so on. Besides they also feel social networking sites help them to stay connected with the entire globe, it provides them information regarding various issues happening around the world, it helps the to retrieve important information in the form of reading material easily.

CONCLUSIONS

The results of the study revealed that there is no significant relationship between Emotional self-efficacy, Test anxiety, Academic anxiety and Educational anxiety of senior secondary school students and there is no significant relationship between Social support and test anxiety and Educational anxiety of senior secondary school students but Social support is significantly and negatively related to academic anxiety. Results also found that Emotional self-efficacy and Social support are not significant predictors of Test anxiety and Educational anxiety. Emotional self-efficacy is not the significant predictor of Academic anxiety but Social support is a significant predictor of Academic anxiety. As no significant relationship is present between Educational anxiety and Emotional Self-efficacy and Educational anxiety and Social support, the school should try to develop all these factors individually and researchers should try to find out other factors which can predict Educational anxiety. As Social support is a predictor of academic anxiety, so in order to reduce academic anxiety, parents, teachers, peers all should try to provide support in academics to a child.

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