

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

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ABSTRACT

Anxiety is one of the most common psychological disorders in school aged children and adolescents worldwide and has been associated with substantial negative effects on children's social, emotional and academic success. Also, the nature of the parenting style a child is exposed to can influence the way he/she sees life and subsequently affects the anxiety levels. Therefore, this study was conducted to explore the relationship between adolescent's perception of their parent-adolescent relationship and test anxiety on 10th and 12th grade students. To test this, two questionnaires, namely Adolescents Attachment Questionnaire (AAQ) by West, Rose, Spreng, Sheldon-Keller & Adam (1998) and Test Anxiety Inventory (TAI) by Spielberger (1980) were used. Results showed that there was a significant relationship between test anxiety scores and anger distress domain of the AAQ. Also, there was no significant difference between AAQ and TAI scores of 10th and 12th grade students.

Keywords: *Test Anxiety, Psychological disorders, Adolescents-Parental Relationship*

Anxiety is one of the most common psychological disorders in school aged children and adolescents worldwide. About 20 to 50% of school aged children experience test anxiety (H. Eysenck et. al, 1965). Anxiety among students and their parents has been reported to be on the rise in India, especially among those facing Board (Certification) examinations (H. Kaila, 2005). Parenting style has a major influence on the development of the child. Hill (1980) theorized that children of very critical parents, with unrealistically high expectations, might develop anxiety during the preschool years.

The educational standards of school children in India are primarily evaluated based on written examinations. Every year, the Indian government conducts two board exams, otherwise referred to as public exams, at the end of the 10th (secondary education) and 12th (higher secondary education). Fear of exams and test situations is widespread and appears to be becoming more prevalent, possibly due to the increasing frequency of testing and importance placed on testing within education systems.

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Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

Higher Education being a prerequisite for a successful future, the board exams have been the source of stress and anxiety for several students. In addition to the struggle to meet their own set values, today's students also have to satisfy the demands of their parents and society, which adds further stress and anxiety.

Test Anxiety

Test anxiety is a specific form of a wider group of problems characterized by feelings of 'anxiety', problems that in their severest form are diagnosable as psychological disorders. Anxious states are characterized by excessive degrees of fear, worry and apprehension. Underlying many specific anxieties is a stable disposition to experience anxious states, typically reflected in the personality trait of neuroticism (e.g. Bolger, 1990). Consistent associations between neuroticism or trait anxiety and test anxiety have been demonstrated (e.g. Cox, 1962; Sarason, 1959), with trait anxiety being identified as the best predictor of test anxiety by Hodge *et al.* (1997). Similarly, general test anxiety has, in turn, been shown to be linearly related to more specific anxieties such as math anxiety (Szetla, 1973).

According to Yerkes-Dodson law, an optimal level of arousal is necessary to best complete a task such as an exam, performance, or competitive event. However, when the anxiety or level of arousal exceeds that optimum, the result is a decline in performance. Test anxiety is the uneasiness, apprehension, or nervousness felt by students who have a fear of failing an exam. Students who have test anxiety may experience any of the following: the association of grades with personal worth; fear of embarrassment by a teacher; fear of alienation from parents or friends; time pressures; or feeling a loss of control. Sweating, dizziness, headaches, racing heartbeats, nausea, fidgeting, uncontrollable crying or laughing and drumming at a desk are all common. Because test anxiety hinges on fear of negative evaluation, debate exists as to whether test anxiety is itself a unique anxiety disorder or whether it is a specific type of social phobia.

Academic anxiety is associated with substantial negative effects on children's social, emotional and academic success. Its specific effect includes poor social and coping skills often leading to avoidance of social interaction, loneliness, low self esteem, perception of social rejection, difficulty in forming friendship and lower academic achievement (Hudson & Rapee, 2006).

While the term "test anxiety" refers specifically to students, many workers share the same experience with regard to their career or profession. The fear of failing at a task and being negatively evaluated for failure can have a similarly negative effect on the adult. Management of test anxiety focuses on achieving relaxation and developing mechanisms to manage anxiety. Some of the techniques to manage anxiety are being well prepared, developing good test-taking skills, maintaining a positive attitude, staying focused, practicing relaxation techniques, staying healthy and visiting the counselling centre, if required. Hancock *et al.*, (2001) revealed that all the students, particularly the test-anxious students, performed poorly and were less motivated when exposed to highly evaluative classrooms.

As test anxiety is primarily a concern over negative evaluation, it is most closely associated with the Diagnostic and Statistical Manual-IV (DSM-IV: American Psychiatric Association (APA), 1994) classification of 'social phobia'. The 'fear of evaluation' that is central to test anxiety has two distinct components, distinguished by Liebert & Morris (1967). The first of

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

these is the cognitive component, that is, the mental activity that revolves around the testing situation and its potential implications for the individual. The cognitive activity that accompanies test anxiety is probably best conceptualized as 'worry', or 'unwanted, uncontrollable, aversive cognitive activity associated with negative thoughts and some sense of emotional discomfort' (Davey, 1994, p. 379).

The thoughts of an anxious child who expects to perform poorly on a test may be characterized by unfavorable comparisons with others (e.g. 'all my friends will do better than me on this test'), doubts about their ability (e.g. 'I can't do tests, so I'm going to do badly on this one') and negative beliefs about the consequences of poor test performance (e.g. 'if I do badly on this test my friends will think I'm stupid'). These thoughts are not only present prior to a test, but also during it, with both quantitative and qualitative differences in cognition being related to level of test anxiety (Zatz & Chassim, 1985; Prins & Hanewald, 1997). The second component of test anxiety is autonomic arousal or 'emotionality'. Emotionality is the physiological component of test anxiety, and can manifest itself as muscle tension, elevated heart rate, sweating, feeling sick and shaking (APA, 1995).

Emotional reactions typically accompany situations where our performance is being measured or assessed. If at any stage of an evaluation we feel unprepared, unsure of our ability or feel we have not performed to our best, we may experience feelings of unease, apprehension, distress or depression. Alternatively, believing that we are well prepared and able to perform well on an evaluation will be associated with more positive feelings such as anticipation, excitement, exhilaration and pride. Test anxiety is most closely, although not exclusively, associated with the former, more negative set of emotions.

Parenting Styles

The impact of parenting practices on children's outcomes and behaviors includes personality (Azar, 2000), academic performance (Kim and Rohner, 2002) and socialization (Darling and Steinberg, 1993). Parenting style involves the „interplay between the emotional climates parents provide children“ (Fletcher, Walls, Cook, Madison, & Bridges, 2008). Baumrind (1967) suggested that most parents display one of three different parenting styles.

Further research by Maccoby and Martin (1983) also suggested adding a fourth parenting style.

- 1. Authoritarian Parenting**-In this style of parenting, children are expected to follow the strict rules established by the parents.
- 2. Authoritative Parenting**-Like authoritarian parents, those with an authoritative parenting style establish rules and guidelines that their children are expected to follow. However, this parenting style is much more democratic. Authoritative parents are responsive to their children and willing to listen to questions.
- 3. Permissive Parenting**-Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind, permissive parents "are more responsive than they are demanding. They are non-traditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation." Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

- 4. Uninvolved Parenting-**An uninvolved parenting style is characterized by few demands, low responsiveness, and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children.

Papini et al., (1992) revealed that attachment to parents was significantly and positively correlated with measures of self-perceived competence, especially during the child's transition into junior high. Also, attachment to parents was found to be significantly but negatively related to adolescent feelings of depression and anxiety. These results support the expected emergence, during transitional periods, of the buffering effect of parent-adolescent attachment for adolescent feelings of competence and emotional well-being.

Barber, Paris, Evans, and Gadsden (1992) indicated that parents support achievement testing. However, too often parents are not informed of results, the results are not explained adequately, and the results cannot be interpreted without assistance. Paris (1992) found that most states do not have formal policies for communicating test results to parents, and, when surveyed, many teachers and administrators admitted being unable to interpret results.

Attachment theory, as first explicated by John Bowlby (1969/1982, 1973, 1980), posits a biologically based system of specific behaviors organized to maintain or restore safety through proximity to a special and preferred other (the attachment figure). Attachment relationships beyond childhood have an important functional role in the overall adjustment of the individual (Ainsworth, 1985; Weiss, 1991; West and Sheldon-Keller, 1994). A major reorganization of these relationships occurs during adolescence as the complementary parent-childcare-giving attachments are gradually relinquished and new affection ties to peers are formed. These new ties become the basis for later, stable reciprocal attachment relationships (Hinde, 1982). Despite this shift to peer relationships, most adolescents wish and need to maintain their parents as "attachment figures in reserve," to use Weiss' (1982) term, continuing to seek parental support and comfort during times of distress. As well, adolescents' success in creating new supportive relationships is critically influenced by the affectively charged pattern of attachment behaviors and beliefs about attachment carried forward from the attachment history with their parents.

Available research has consistently identified the quality of family relationships in the etiology of emotional disorder in adolescence. Various writers have recognized that adverse family experiences pose a relentless threat to the consistent availability of parental care and emotional support and thus to the continuity of the adolescent's sense of secure attachment (Baumrind, 1993; Kobaket *al.*, 1991; Rice, 1990). Attachment provides a unique relationship with another individual who is perceived as available and responsive and who is turned to for emotional and instrumental support.

Adolescents who worry a lot or who are perfectionists are more likely to have trouble with test anxiety. They with these traits sometimes find it hard to accept mistakes they might make or to get anything less than a perfect score. In this way, even without meaning to, they might really pressure themselves. Test anxiety is bound to thrive in a situation like this. Students who aren't prepared for tests but who care about doing well are also likely to have test anxiety. People can feel unprepared for tests for several reasons: They may not have studied enough; they may find the material difficult, or perhaps they feel tired because didn't get enough sleep the night before.

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

Researchers have established the relationship between parenting styles and practices, and quiet a number of psychological issues in the development of the child. High parental rejection and high parental overprotection groups has significantly higher depression scores as compared to low parental rejection and low overprotection groups (Irfan, 2011), parenting style is significantly related to behavioral intention (Hong, Hwang, Wang, Hsu, Chen, & Chan, 2011), text anxiety is negatively correlated with democratic parenting style (Thergaonkar, 2007). Higher levels of parental education have been found to correlate with authoritative parenting style (Celen & Kusdil, 2009) while on the other hand, authoritative parenting style is positively related to life satisfaction (Cenkseven-Onder, 2012).

Therefore, the nature of the parenting style a child is exposed to can influence the way he/she sees life and subsequently affects the anxiety levels. Children who come from families that have rigid rules are likely to experience anxiety more than those who come from families that give them guided opportunities to express their opinions in decision making. Though the process through which anxiety disorder is transferred to children by their parents are unknown, it has been proposed that genetics and social modeling are major mechanisms for this transmission (Aminayi, Roshan, Shairi & Moharreri, 2015).

Objective

- To study the relationship among adolescent's perception of their parent-adolescent relationship and test anxiety of 10th and 12th class students and to analyze whom they perceive as supportive during their board examinations.

Hypotheses

- There will be significant difference between 10th and 12th grade students on test anxiety scores.
- There will be significant difference between 10th and 12th grade students on adolescent attachment scores.
- There will be significant relationship between test anxiety scores and availability, anger distress and goal-corrected partnership component of attachment in 10th and 12th grade children.
- There will be significant relationship between test anxiety scores and availability, anger distress and goal-corrected component of attachment in 10th grade children.
- There will be significant relationship between test anxiety scores and availability, anger distress and goal-corrected partnership component of attachment in 12th grade children.

METHOD

Participants: The total sample consisted of 60 students (36 male, 26 female); 30.2% belonged to joint family while 69.8% belonged to nuclear family. 82.5% had parents who were married and 17.5% had single parents. Data was collected using convenience sampling. The age range of the participants was 15-18 years and the data were collected from students of three-four schools. Also, only 10th and 12th grade students (30 - 10th grade and 30 - 12th grade) who were undergoing board examinations were taken as the sample.

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

Tools Used

The Test Anxiety Inventory (TAI): The TAI is a self-report psychometric scale that was designed by Spielberger (1980) to "measure individual differences in test anxiety as a situation-specific personality trait". The TAI was developed for use with adolescents and adults and consists of 20 items that ask respondents to indicate how they generally feel in test situations by reporting the frequency that they experience specific symptoms of anxiety before, during and after examinations. Respondents rate their responses on a 4-point Likert-type scale. The four response choices are: (1) almost never, (2) sometimes, (3) often, and (4) almost always. Values of item 1 are reversed. The TAI has two subscales that assess worry and emotionality as major components of test anxiety. Each subscale consists of eight items with the remaining four items not ordinarily included in either subscale. The eight items that form the TAI Worry subscale (TAI-W) are: 3, 4, 5, 6, 7, 14, 17, and 20. The eight items that constitute the TAI Emotionality subscale (TAI-E) are: 2, 8, 9, 10, 11, 15, 16, and 18. The TAI yields a total score based on all twenty items, a score for Worry based on the subset of eight items and a score for Emotionality based on the other eight-item subscale.

Adolescent Attachment Questionnaire (AAQ): The Adolescent Attachment Questionnaire (AAQ) developed by West, Rose, Spreng, Sheldon-Keller & Adam (1998) comprises 3 scales that evaluate the component features of parent-adolescent attachment. The 3 scales are: availability, which assesses the adolescent's confidence in the availability and responsiveness of the attachment figure; angry distress, which taps the amount of anger in the adolescent-parent relationship; and goal-corrected partnership, which assesses the extent to which the adolescent considers and is empathetic to the needs and feelings of the attachment figure. The AAQ scores 9 items, each rated on a 5-point Likert-type scale. Each scale consists of 3 items, so scores range from 3 to 15. High scores indicate more problems on the dimension being measured. For example, high scores on availability indicate low perceived available responsiveness of the attachment figure.

RESULTS AND ANALYSIS

In order to analyze the data results, Pearson correlation coefficient method was employed to study the relationship between test anxiety scores and parent-adolescent attachment between 10th and 12th grade students. To study the difference between 10th and 12th grade students on test-anxiety scores and AAQ, t-test was employed.

Table 1 Differences in TAS Scores of 10th and 12th grade students

	10 th	12 th	Total	t
Total	1195	1323	2474	
Mean	41.98246	12.68984721	82.46666667	-1.2988
SD	12.98999	63.28333333	12.68984721	

Note. * = $p < .05$, ** = $p < .01$.

Through the analysis of the above presented data it was found that the test of independent means between 10th and 12th grade anxiety indicates no significant difference. The t-value is -1.2988. The p-value is .099577. So, the result is not significant at $p < .05$.

**Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A
Quantitative Study of 10th and 12th Grade Students**

Table 2 Differences in AAQ Scores of 10th and 12th grade students

	10 th		12 th		t
	Mean	SD	Mean	SD	
Angry Distress	6.5667	2.23889	5.8000	2.39828	1.27989
Availability	5.5000	2.28564	6.2667	2.11617	1.34812
Goal- Corrected Partnership	4.2667	1.61743	4.9333	2.42022	-1.2544

Note. * = $p < .05$, ** = $p < .01$.

On the scores of Adolescent Attachment Questionnaire, it can be seen that on the test of independent means between 10th and 12th grade adolescent's perception of attachment, there is no significant difference between the two groups.

Table 3 Relationship between Test Anxiety scores and Adolescent Attachment amongst 10th and 12th class students.

		TAS Scores
Parent- Adolescent Attachment	Angry Distress	0.4675**
	Availability	0.1295
	Goal- Corrected Partnership	0.0078

Note. * = $p < .05$, ** = $p < .01$.

When the relationship among test anxiety scores and availability, anger distress and goal-corrected partnership component of attachment in 10th and 12th grade children was assessed, it was seen that there was a significant relationship between anger distress and test anxiety. The value of R is 0.4675. Although technically a positive correlation, the relationship between the variables is weak. There was a positive correlation between test anxiety and anger distress which indicates that high scores in test anxiety is related to hostility between the adolescent and attachment probably as a result of perceived unavailability of the attachment figure or anger directed toward an attachment figure as a reaction to the frustration of attachment desires and needs.

There was no significant relationship between test anxiety and availability or goal corrected partnership. The value of R for availability was 0.1295 and for goal corrected partnership was 0.0078. This indicates that there was no relationship between test anxiety scores and availability in the adolescent-attachment relationship; and between test anxiety and goal-corrected partnership i.e. the extent to which the adolescent considers and is empathetic to the needs and feelings of the attachment figure.

Table 4 Relationship between Test Anxiety Scale scores and Adolescent Attachment amongst 10th class students.

		TAS Scores
Parent- Adolescent Attachment	Angry Distress	0.3333
	Availability	0.0286
	Goal- Corrected Partnership	-0.0228

From table no.4, it can be seen that there is no significant relationship between Test Anxiety Scale scores and Adolescent Attachment amongst 10th class students. This means that according to them, their relationship with their parents is not affected by non-availability, anger distress or faulty goal corrected partnership. However, there is a weak negative correlation between goal corrected partnership and test anxiety which indicates that as

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

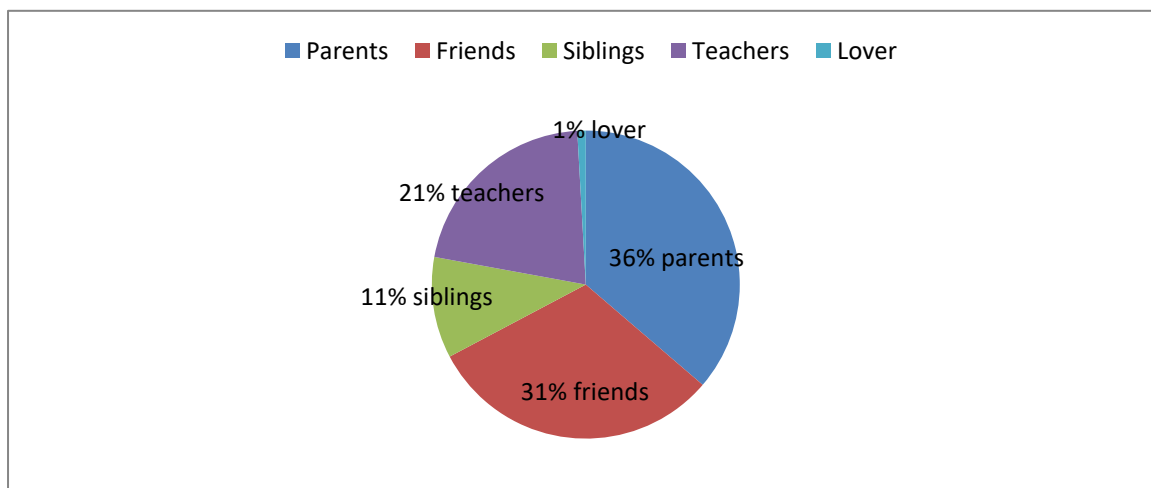
anxiety levels increases, the empathy for the needs and feelings of the attachment figure decreases and vice versa.

Table 5 Relationship between Test Anxiety Scale scores and Adolescent Attachment amongst 12th class students

		TAS Scores
Parent-Adolescent Attachment	Angry Distress	0.6544**
	Availability	0.1749
	Goal- Corrected Partnership	-0.0188

From table no.5, it can be seen that there is a significant relationship between Test Anxiety Scale scores and Adolescent Attachment amongst 12th class students on the domain of anger distress. This means that there is a negative affective response by the adolescent due to the perceived unavailability of the attachment figure. There is no significant difference on the other two domains. This means that according to them, their relationship with their parents is not affected by availability or faulty goal corrected partnership. However, similar to the 10th class results, there is a weak negative correlation between goal corrected partnership and test anxiety which indicates that as anxiety levels increases, the empathy for the needs and feelings of the attachment figure decreases and vice versa.

Figure 1: Perceived Supporting Agents of Adolescents



As far as the subjective question is concerned, it was asked whom did they think has been a great support through their journey of board examinations and it was seen that the adolescents believed that parents (36%) were thought to be the most supportive people, followed by friends (31%), teachers (21%), siblings (11%) and lover (1%).

DISCUSSION

The current study examined the influence of perceived parental attachment and test anxiety in 10th and 12th class students. Parents are involved in sending affective messages to the child, with increasing expectation that children will be able to interpret and respond to them which provide guidelines to the child for the use of emotion in social interactions (Biradar, 2006). Parents in doing this invariably may take the course of certain parenting style(s). Parental expectations, aspirations, societal mores/values and their perceptions on how these should be actualized may be the driving force on the choice of parenting style.

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

To test the first hypothesis i.e. there will be significant difference between 10th and 12th grade students on test anxiety scores, t test was employed (see table 1) and it was seen that there was no significant difference between the anxiety scores of the 10th and 12th grade students. Thus, the first hypothesis was rejected. From this it can be inferred that there was similar amount of anxiety level in both 10th and 12th grade students.

Anxiety is regarded as one of the commonest issues in the psychological and psychopathological discourse and has been reported to be on the increase in our contemporary society (Al-Atram, 2015). It is the most common psychological disorders in school aged children and adolescents worldwide (Costello, Mustillo, Erkanli, Keeler & Angold, 2003). The prevalence rate of anxiety ranges from 4% - 25% with average of 8% (Bernstein & Borchardt, 1991; Boyd, Kostanski, Gullone). These figures could be underestimated since anxiety among a large number of children and adolescents goes undiagnosed owing to the internalized nature of its symptoms (Tomb & Hunter, 2004).

Anxiety has been associated with substantial negative effects on children's social, emotional and academic success (Essau, Conradt & Petermann, 2000). Specific effects include poor social and coping skills, often leading to avoidance of social interactions (Albano, Chorpita & Barlow, 2003; Weeks, Coplan & Kingsbury, 2009), loneliness, low self-esteem, perceptions of social rejection, and difficulty forming friendships (Bokhorst, Goossens & De Ruyter, 2001; Weeks et al., 2009). Importantly, school avoidance, decreased problem-solving abilities, and lower academic achievement have also been noted as consequences (Donovan & Spence, 2000; McLoone, Hudson & Rapee, 2006; Rapee, Kennedy, Ingram, Edwards & Sweeney, 2005).

In India, anxiety in students is amplified in secondary school where all 16-year old children attempt the Class X first Board Examination, known as the Secondary Examination. Results of the Secondary Examination are vital for individuals since this is the main determining criteria for future admission to a high quality senior secondary school and a preferred academic stream. There is fierce competition among students since the number of places in these educational institutions is fewer than the number of students. Therefore, parents urge their children to perform well in the first Board Examination and, to this end they may appoint three to four private tutors or more for special guidance. After the Secondary Examination, all students appear in the Class XII Final Board Examination known as the Higher Secondary Examination. Competition is again ferocious as performance in this examination determines university entrance. Admission to courses in Medicine, Engineering and Management are the most preferred choices for parents because these qualifications are seen to guarantee future job prospects. It is relevant to mention here that in one year alone in India, 2320 children, or more than six children per day, committed suicide because of failure in examinations (National Crime Records Bureau, Ministry of Home Affairs, Government of India, 2000). This shocking figure underlines the seriousness of this problem and its resounding social costs to communities.

In India main documented cause of anxiety among school children and adolescents is parent's high educational expectation and pressure for academic achievement (Deb, 2001). In board examinations, a high academic achievement is necessary for the students as it will decide their further better educational scope and future life. Academic achievement indicates the knowledge and skill of a student acquired in school subjects. So, for success in academic achievement it is necessary to provide the students a positive environment but academic

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

anxiety opposes this situation. Due to test anxiety students result poor at end of test which causes achievement stresses throughout their academic life. Academic achievement of young pupils is, thus, hampered by anxiety. Both parents and teachers agree that there is lot of pressure on students in the way of their academic achievement (Eysenck, 2009).

It is important to note that it is true that a high level of anxiety interferes with concentration and memory which are critical for day to day academic performance and success, however, it is also true without any anxiety; majority of us would lack the enthusiasm and motivation to study for exams, do everyday homework or write any research papers. Moderate level of anxiety provides the motivation students require to exert effort completing assigned schoolwork and preparing to take examinations.

Likewise it was seen that there was no significant difference between 10th and 12th grade students on adolescent attachment scores (see table 2), which was the second hypothesis of the study. This meant that both the 10th and 12th grade students scored similarly on adolescent-parent attachment.

Next the result analysis showed that there was a significant relationship between test anxiety scores and anger distress component of attachment of adolescent attachment questionnaire in 10th and 12th grade children (table 3). The value of R was 0.4675 which was significant at 0.01 level of significance. Although a positive correlation, the relationship between the variables was weak. This indicates that high test anxiety is related to high anger distress in the adolescent attachment relationship or vice versa. However, when correlation was taken out separately for 10th and 12th class students, it was found that there was no significant relationship between test anxiety scores and availability, anger distress and goal-corrected component of attachment in 10th grade children (table 4); but there was a significant relationship (0.6544**) between test anxiety scores and anger distress component of adolescent attachment relationship in 12th grade children (table 5). In addition to this there was no significant difference on the other two domains of availability and goal directed partnership. This means that according to them, their relationship with their parents was not affected by availability or faulty goal corrected partnership, the extent to which the adolescent considers and is empathetic to the needs and feelings of the attachment figure. Also as there was weak negative correlation between goal corrected partnership and test anxiety (for both 10th and 12th class student) it indicates that as anxiety levels increases, the empathy for the needs and feelings of the attachment figure decreases and vice versa.

The attachment system, which functions to provide security and care, governs the relationship between children and their attachment figures. These relationship experiences determine the child's perceptions of the availability and responsiveness of the attachment figure ("felt security"). Thus, the anger distress in adolescent attachment relationship influenced their test anxiety levels. Higher the adolescent harbors anger toward their attachment figure, the higher his/her test anxiety will be. Anger distress in the relationship develops with experiences of failed protection and care given by the attachment figure to the child's attempts to establish safety and security within the attachment relationship.

Angry Distress measured the negative affective responses to the perceived unavailability of the attachment figure. Parental responsiveness which can also be referred to as parental warmth and supportiveness is defined by Baumrind (1991) as the "extent to which parents

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's special needs and demands" (p.62).

Bowlby (1973) identified anger directed toward an attachment figure as a reaction to the frustration of attachment desires and needs. If the attachment relationship is in jeopardy or the attachment figure is unresponsive, anger is one way of increasing the intensity of the communication to the attachment figure. Thus, anger may occur in the service of the attachment relationship. To the extent that the increased emotional signaling works well enough to elicit the partner's ongoing participation in protection and arousal stimulation, the partnership will maintain a consistent and predictable, although possibly insecure, organization (Bowlby, 1973). Intense anger can be dysfunction and can threaten the relationship rather than sustain it.

Negative parenting style characterized by more harsh and inconsistent discipline is significantly associated with severe anti-social behavior (Scott, Doolan, Beckett, Harry, Cartwright & the HCA Team, 2010). So there will be high anger distress in such type of adolescent attachment relationship and this will impact the anxiety level of the child as he will get more frustrated and would get involved in anti social behavior.

Krohne (1992) proposed a two process model of parental influence on children's test anxiety that predicts that children of restrictive or inconsistent (unavailability) parents develop more test anxiety than do those with supportive parents. In another study by Thergaonkar and Wadkar (2007) on relationship between test anxiety and parenting style it was found that there was a significant negative correlation between test anxiety and democratic attitude of parents and acceptance of parents. Statistically significant negative correlations were also observed between the worry and emotionality components of test anxiety and democratic attitudes of parents. This indicates that the level of anxiety have an inverse relationship with the accepting and democratic attitude of parents.

Democratic parents encourage independence, respect the child, expect the child to contribute and give responsibility. The child in this type learns to be self reliant and confident. He takes part in making choices, cooperates and accepts consequences. There is atmosphere of warmth and love in the relationship between the child and the attachment figure and the child is not anxious about the availability of the attachment figures when he/she needs them. Thus, type of relationship with the attachment figure plays a vital role in children's test anxiety level. Children of parents showing a democratic parenting will be assured of their availability and responsiveness of the attachment figure.

Studies have been carried out in relation to parenting practices and general anxiety and specific forms of anxiety (eg. test anxiety). Aminayi, Roshan, Shairi and Moharreri (2015) found that anxiety in children is strongly related to parenting styles. They found that mothers of anxious children have significantly higher levels of conflict with their children and lower levels of accessibility, warmth, and responsiveness to their children.

In another study Al-Atram (2015) found a direct proportionality between anxiety level and father's aggression and similar result was seen in the mother' and Akinsola and Udoka's (2013) findings indicated that permissive parenting style and its hybrids tend to promote the development of social and performance anxieties in the participants more than other parenting styles. All these researches support our findings that with increase in anger distress

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

accompanied by negative emotions in the adolescent attachment figure relationship, their relationship deteriorates and anxiety level shoots up.

Also, Mark S. Chapell et. al (1998) reported that authoritative parenting was related to more advanced reasoning performance and lower test anxiety. So, a warm environment provided by the attachment figure develops an attitude in children which makes them resistant to problems like anxiety. Champika K. Soysa et al. (2014) in their study found perceived authoritarian parenting–test anxiety positive associations were mediated; perceived authoritative parenting–test anxiety inverse associations were mediated. Thus, there were low levels of test anxiety when there was authoritative, warm parenting and environment was provided to the students.

Authoritative parents are high in availability with their children. For example, these parents may set high standards for their children, however they are willing to explain why, and provide emotional support to help their children achieve goals. Additionally, these parents are more likely to support their children in obtaining goals through compromise, explanation, discussion, and appropriate levels of warmth and affection (Soysa & Weiss, 2014). So students would show less test anxiety when they will receive high level of support and availability from such parenting style. Maccoby and Martin (1983) emphasized those children who have authoritative parents have higher levels of academic achievement, social development, self-perception and academic efficacy than those who have authoritarian, neglectful and indulgent parents.

Apart from this low level of anxiety is associated with high academic performance. This is shown by a study by Stanford. M. Dornbusch et. al (1987) where he showed that both authoritarian and permissive parenting styles were negatively associated with grades, and authoritative parenting was positively associated with grades. Pure authoritative families (high on authoritative but not high on the other 2 indices) had the highest mean grades, while inconsistent families that combine authoritarian parenting with other parenting styles had the lowest grades.

Parents who are high on availability and have a pleasant relationship with their children foster individuality, self-regulation and self-assertion by being attuned and supportive. They also try to meet children's special needs and demands (Baumrind, 1991). Supportive parenting attitudes and behavior toward the child's psychological autonomy can result in higher levels of self esteem and behavioral regulation abilities in children (Maccoby and Martin, 1983). Therefore, authoritative parenting styles and encouragement of the expression of individuality may help children to be able to implement self-regulated learning strategies and to concentrate on work. A review of the research shows a strong positive relation between supportive parenting attitudes and children's self-regulation behaviors and academic success (Grolnick and Ryan 1989).

As part of qualitative analysis, the students were asked whom did they think has been a great support through their journey of board examinations and it was seen that the adolescents believed that parents (36%) were thought to be the most supportive people, followed by friends (31%), teachers (21%), siblings (11%) and lover (1%). Students regarded parents as their top support during the board examinations.

Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A Quantitative Study of 10th and 12th Grade Students

Georgiou (2007) indicated that parental involvement can be seen as an important predictor of students' learning behavior and performance. Gottfried, Fleming, and Gottfried (1998) observed that home environment had a statistically positive and significant effect on academic intrinsic motivation. Children whose homes had greater emphasis on learning opportunities and activities were more academically intrinsically motivated. Bansal, Thind and Jaswal (2006) based on 100 eleventh grade students drawn from 10 senior secondary schools in Ludhiana City of India showed that good quality of home environment had significant positive correlation with “high” level of achievement motivation among high achievers. It was found that as the quality of home environment declines, the level of achievement motivation also declines.

Studies have shown that children whose parents take an active interest in their education benefit in a number of ways. These children generally have higher academic achievement (Becher, 1984; Henderson, Marburger, & Ooms, 1986), better attendance (Haynes, Comer, & Hamilton-Lee, 1989), a sense of well-being (Cochran, 1987), a readiness to do homework (Rich, 1988), and better self-regulatory skills (Hoover Dempsey, Walker, Jones, & Reed, 2002).

The present study pointed out that there was a positive correlation between test anxiety of students and the anger distress subscale which suggests that anger toward the attachment figure as a result of their failure to provide protection is a predictor of test anxiety among the students. Therefore, parents or attachment figures should provide their children a supportive, responsive and congenial environment at home so that the children feel free to share themselves and also to seek guidance for the difficulties which they experience in their learning process. The over ambitious parents always generate excessive pressure on their child and hence make him anxious. The parents should, therefore, be aware about the strength and weakness of their child so that they may not expect beyond the potential of their child. This will also help them to develop in their child the balanced level of aspiration.

Teachers should help students in overcoming the anxiety caused by academic activities in variety of ways like educate students about anxiety, provide an open-communication in classroom, teach and discuss positive coping skills with students, allow students opportunities to practice and apply coping strategies etc. For this conducting seminars & workshops for teachers to help them learn how to identify students’ psychological problems and their probable solutions can be of great help.

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**Exploring the Relationship between Perceived Adolescent Attachment and Test Anxiety: A
Quantitative Study of 10th and 12th Grade Students**

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