

ASSOCIATION BETWEEN PARENTAL EXPECTATIONS AND TEST ANXIETY IN ADOLESCENTS DURING THE SCHOOL-TO-COLLEGE TRANSITION: MEDIATION EFFECT OF SELF-EFFICACY

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ABSTRACT

The transition from school to college is a critical developmental period marked by significant academic and social challenges for adolescents. This study analyzes the relationship between parental expectations and test anxiety throughout this transition, with a specific emphasis on the mediation function of self-efficacy. Self-efficacy, defined as an individual's belief in their ability to succeed in specific situations, is hypothesized to mediate the link between perceived parental expectations and test anxiety. A purposeful sample of 200 teenagers (160 females and 40 males) was selected, with participants supplying self-reported data via validated instruments: the Perceived Parental Expectations Scale, the West Side Test Anxiety Scale, and the Academic Self-Efficacy Scale. The research employed quantitative, cross-sectional survey methodology. Regression analysis demonstrated that perceived parental expectations strongly predicted test anxiety ($\beta = .093, p < .001$). The direct correlation between perceived parental expectations and test anxiety was determined to be non-significant. The mediation analysis, performed with Hayes Process Macro v4, indicated that academic self-efficacy partially mediated the relationship. Furthermore, boys displayed higher levels of test anxiety compared to girls, and pupils from joint family systems reported greater test anxiety than those from nuclear households. This paper analyzes relevant material, proposes a conceptual framework, and discusses significant implications for parents, educators, and mental health professionals.

Keywords: *Perceived Parental Expectations; Self-Efficacy; Test Anxiety; Mediation; Transition Period.*

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INTRODUCTION

The transition from school to college is a key moment in an adolescent's life, marked by major academic, social, and emotional adjustments. This period is marked by intensified academic requirements, elevated pressure to succeed, and the necessity to adjust to novel learning contexts and expectations. As adolescents navigate these challenges, parental expectations play a crucial role in shaping their experiences, and influencing their motivation, self-esteem, and overall well-being (Jeynes, 2024).

Parental expectations can be both a source of encouragement and a possible stressor. When adolescents perceive these expectations as supportive and realistic, they may develop a strong sense of self-efficacy, leading to higher academic engagement and resilience. Conversely, unrealistic or excessive parental pressure can contribute to heightened stress, self-doubt, and anxiety, particularly when students feel unable to meet their parents' standards (Curran & Hill, 2022).

Academic anxiety, a well-documented phenomenon, often arises as students prepare for college entry tests. While some levels of anxiety is expected and may even enhance performance by fostering alertness and motivation, excessive test-related anxiety can hinder cognitive functioning, reduce academic performance, and negatively affect emotional well-being. In contrast to general academic stress, which can endure throughout a person's educational experience, test anxiety is typically temporary, reaching its zenith during high-stakes evaluations and likely abating once the immediate pressure alleviates (Liu et al., 2021).

Understanding the interplay between parental expectations, self-efficacy, and test anxiety is essential for educators, parents, and mental health professionals seeking to support students during this crucial transition. By fostering a balanced academic environment that encourages effort without inducing excessive stress, stakeholders can help adolescents build resilience, confidence, and the necessary skills to navigate future academic challenges effectively (Stearne et al., 2023).

The transition from high school to college is a significant period of change for adolescents, marked by increased academic demands and social pressures (Pascarella & Terenzini, 2005). This anxiety typically subsides and does not interfere with daily life. However, it becomes problematic when it adversely affects health and enjoyment of life. Test anxiety is increasingly relevant due to its role in educational assessments and its influence on future opportunities (Peleg-Popko, 2004).

The transition from high school to college is a significant period of change for adolescents, marked by increased academic demands and social pressures (Pascarella & Terenzini, 2005). During this transition, test anxiety is a prevalent issue that can adversely affect academic performance and psychological well-being (Zeidner, 1998). Parental expectations, which can be perceived as high or low, have been shown to influence adolescents' academic experiences and stress levels (Gunderson et al., 2018). This paper investigates how parental expectations are associated with test anxiety in adolescents and explores the mediating role of self-efficacy in this relationship.

LITERATURE REVIEW

Parental Expectations and Adolescent Test Anxiety

Parental expectations play a crucial role in shaping adolescents' academic experiences, influencing their motivation, emotional well-being, and overall perception of success. Parents serve as primary socializing agents in their children's educational journeys, exerting a profound impact on their attitudes toward learning, self-efficacy, and achievement. Depending on the nature of these expectations, parental influence can either foster academic growth or contribute to stress and anxiety (Chen et al., 2023).

Balanced and supportive parental involvement correlates positively with enhanced academic performance, increased self-confidence, and heightened motivation in students (Wilder, 2016). Parental encouragement, guidance, and emotional support can facilitate the development of effective study habits, resilience, and a robust work ethic in adolescents. When parental expectations are excessively demanding or misaligned with an adolescent's abilities, they can become a substantial source of stress, resulting in academic pressure and anxiety (Curran & Hill, 2022).

Studies indicate a direct relationship between elevated parental expectations and heightened test anxiety in teenagers (Gunderson et al., 2018). This relationship is especially evident in high-pressure academic settings where students are anticipated to perform exceptionally on standardized assessments and college admission examinations. Adolescents who view their parents' expectations as unrealistic or excessively stringent may cultivate a fear of failure, subsequently increasing their anxiety levels. The compulsion to fulfill parental expectations may lead to heightened self-criticism, emotional turmoil, and avoidance behaviors concerning academic responsibilities (Ho, 2006).

The transition to college represents a particularly vulnerable period for adolescents, as they are required to adapt to new academic environments, increased independence, and greater

personal responsibility (Pascarella & Terenzini, 2005). In this phase, parental expectations may persist in influencing individuals, serving either as a motivator or as a factor contributing to increased stress levels. The pressure to excel in entrance examinations, uphold high academic standards, and gain admission to esteemed institutions can intensify test anxiety, thereby compromising overall academic performance and mental well-being.

Furthermore, unrealistic parental expectations can adversely impact adolescent well-being. Heffner and Antaramian (2016) observed that when parents set expectations that are misaligned with a child's capabilities or interests, the outcomes can be detrimental. In such instances, parents may project their unmet dreams onto their children, expecting them to reach goals they were unable to accomplish. This dynamic may induce emotional strain, resulting in diminished intrinsic motivation, burnout, and prolonged psychological distress.

Given these potential consequences, parents, educators, and mental health professionals need to adopt strategies that balance ambition with realistic and supportive guidance. Promoting transparent communication, acknowledging individual strengths, and cultivating an environment that prioritizes effort over perfection can alleviate the detrimental impacts of excessive parental pressure. By promoting a healthy academic mindset, stakeholders can ensure that adolescents develop resilience, confidence, and a positive approach to learning, ultimately reducing test anxiety and enhancing overall well-being.

Self-Efficacy as a Mediator

Self-efficacy, defined as an individual's belief in their ability to accomplish tasks and achieve goals (Bandura, 1997), is a fundamental psychological construct that significantly influences academic performance, motivation, and emotional well-being. According to Bandura's (1997) Social Cognitive Theory, self-efficacy affects how individuals approach tasks, respond to challenges, and manage stress, making it a key determinant of success in academic environments. Adolescents with strong self-efficacy tend to have greater confidence in their talents, set higher academic goals, and demonstrate tenacity even in the face of failure. Conversely, those with low self-efficacy are more likely to experience self-doubt, disengagement, and heightened levels of academic anxiety.

In the context of test anxiety, self-efficacy plays a critical role in shaping how students perceive and respond to academic pressure. High self-efficacy enables students to view challenges as opportunities for growth rather than as threats, thereby fostering resilience and adaptive coping strategies (Schunk & Pajares, 2002). Such students are more likely to employ

effective study habits, problem-solving skills, and stress management techniques, reducing their susceptibility to overwhelming test-related anxiety. On the other hand, students with low self-efficacy often struggle with negative self-perceptions, excessive worry about failure, and avoidance behaviors, which can exacerbate test anxiety and impair academic performance.

Research has shown that self-efficacy is not only a predictor of academic achievement but also a protective factor against stress and anxiety (Zimmerman, 2000). Adolescents with strong self-belief are better equipped to regulate their emotions, maintain focus under pressure, and recover from academic setbacks. Furthermore, self-efficacy influences students' attribution styles—those with high self-efficacy tend to attribute success to effort and strategy, whereas those with low self-efficacy may attribute failure to a lack of ability, reinforcing a cycle of academic anxiety and learned helplessness.

Given its powerful impact, self-efficacy is also thought to mediate the relationship between parental expectations and test anxiety. When adolescents perceive high parental expectations, their response may depend largely on their level of self-efficacy. If they possess strong self-efficacy, they are likely to interpret these expectations as motivating and achievable, channeling their efforts into academic preparation rather than succumbing to stress. However, if their self-efficacy is low, the same parental expectations may be perceived as overwhelming, leading to increased anxiety, fear of failure, and self-doubt.

This mediation suggests that the influence of parental expectations on test anxiety is not direct but rather contingent upon an adolescent's belief in their academic capabilities. Therefore, treatments focused on boosting self-efficacy—such as goal setting, mastery experiences, positive reinforcement, and mentorship—can serve as helpful techniques to decrease test anxiety. By fostering a growth-oriented mindset and equipping students with the confidence to tackle academic challenges, educators and parents can help adolescents navigate high-pressure academic environments with greater ease and resilience.

CONCEPTUAL FRAMEWORK

The proposed conceptual framework hypothesizes that:

1. Perceived parental expectations negatively predict test anxiety.
2. Adolescents with high self-efficacy are less likely to experience high levels of test anxiety despite high parental expectations.
3. Boys are likely to have higher test anxiety scores than girls.
4. Self-efficacy positively predicts test anxiety.

Research Model

Parental Expectations → Test Anxiety: Higher parental expectations are hypothesized to be associated with increased test anxiety.

Parental Expectations → Self-Efficacy: High parental expectations may negatively impact self-efficacy, as adolescents might feel overwhelmed and doubt their abilities.

Self-Efficacy → Test Anxiety: Lower self-efficacy is associated with higher test anxiety.

Self-Efficacy as a Mediator: Self-efficacy is expected to mediate the relationship between parental expectations and test anxiety.

Study Design

The present study adopts a predictive, cross-sectional research methodology to evaluate the relationship between perceived parental expectations, self-efficacy, and test anxiety among teenagers. A predictive research design is particularly suitable for identifying potential factors that contribute to test anxiety, allowing for a better understanding of the extent to which parental expectations and self-efficacy influence adolescents' emotional responses to academic challenges. By adopting a cross-sectional approach, the study captures data at a single point in time, providing valuable insights into the existing patterns and associations between the variables of interest.

A key advantage of this research design is its ability to establish statistical relationships between perceived parental expectations, self-efficacy, and test anxiety without requiring longitudinal tracking. This renders the study efficient and pragmatic, providing a glimpse into the interaction of various psychological constructs in a high-pressure academic setting. The findings can serve as a foundation for future research that might employ experimental or longitudinal methodologies to further explore causality and long-term effects.

Participants and Sampling

The study sample consists of 200 adolescents (N=200), who are actively preparing for college entry tests. Participants were selected from an institution that specialized in admission test preparation classes, guaranteeing that the sample contains students who are currently feeling high-stakes academic pressure. The inclusion of students from this specific setting increases the ecological validity of the study, as the selected participants are directly engaged in the academic transition from school to college—a period characterized by heightened anxiety and performance-related stress.

The sample includes 40 boys and 160 girls, reflecting a greater proportion of female students participating in test preparation programs. This gender distribution may provide insights into potential differences in how male and female adolescents perceive parental expectations and experience test anxiety. Previous research suggests that girls tend to report higher levels of academic anxiety compared to boys, which may be due to social, cultural, or psychological factors influencing their approach to academic success and parental expectations. By analyzing gender differences, the study aims to contribute to the broader understanding of how test anxiety manifests among adolescent students.

Sampling Strategy and Inclusion Criteria

A purposive sampling technique was used to select participants, ensuring that the study specifically targeted adolescents who were actively engaged in test preparation. The inclusion criteria for participation were as follows:

- i. **Age Group:** Participants were required to be in late adolescence, specifically between 16 and 19 years old, to confirm their presence at the pivotal stage of moving from school to college.
- ii. **Enrollment in Entry Test Preparation:** Students had to be enrolled in an institution offering preparatory courses for standardized college entrance exams.
- iii. **Parental Influence:** Participants were required to have parents or guardians who actively expressed academic expectations, as assessed through self-reported measures.
- iv. **Willingness to Participate:** Informed consent was secured from all participants, guaranteeing ethical adherence and voluntary involvement.

By using this targeted sampling approach, the study effectively captures the experiences of students who are most affected by parental expectations and test-related anxiety. This methodological rigor enhances the study's ability to generate meaningful conclusions regarding the role of perceived parental expectations and self-efficacy in predicting adolescent test anxiety.

Research Instrument and Measures

The details of the measures employed in the research instrument of the study are as follows:

- i. **Parental Expectations:** The Parental Expectations Scale (PES) was developed by Wang and Heppner (2002). The reliability coefficient was calculated using Cronbach's Alpha (0.91).

- ii. Test Anxiety: The Westside Test Anxiety Scale is an extremely brief screening instrument meant to identify students with anxiety impairments. This scale was invented by Dr. Richard Driscoll in 2004 (Driscoll, 2007).
- iii. Self-Efficacy: The academic Self-Efficacy Scale is prepared to assess the academic self-efficacy of secondary school students based on the Self-efficacy theory of Albert Bandura (1977).

Procedure

Participants completed self-report questionnaires assessing parental expectations, test anxiety, and self-efficacy. Data was analyzed using SPSS. Descriptive statistics, correlation, and regression analyses were performed using Hayes Process Macro (Process). The mediation model was tested. The mean differences for gender and family system were checked using t-tests.

RESULTS

Table 1. Descriptive Statistics and Alpha Reliability Coefficients for Scales (n=200)

Variables	M	SD	Range	Skewness	Kurtosis	α
Test Anxiety	30.69	8.92	13-50	-.12	-.79	.85
Self-Efficacy	115.74	15.06	69-181	.50	3.75	.74
Parental Expectations	31.40	5.96	11-40	-.75	.52	.75

Note. M=Median, SD=Standard Deviation

Table 1 displays the descriptive statistics and Cronbach's alpha reliability coefficients for the principal study variables, namely test anxiety, self-efficacy, and perceived parental expectations. The reliability analysis reveals that all three scales exhibit adequate internal consistency, hence ensuring measurement accuracy. The reliability coefficient for test anxiety is $\alpha = .85$, indicating a high degree of internal consistency, thereby establishing it as a dependable measure of students' anxiety levels concerning academic assessments. The self-efficacy scale demonstrates a satisfactory reliability coefficient of $\alpha = .74$, signifying that the scale accurately evaluates students' confidence in their academic competencies. Similarly, the parental expectations scale demonstrates a reliability coefficient of $\alpha = .75$, demonstrating that it reliably represents teenagers' perceptions of their parents' academic expectations. All reliability coefficients surpass the widely recognized threshold of $\alpha > .70$, thereby enhancing the validity of the measurement instruments employed in the study.

Alongside reliability analysis, the descriptive statistics indicate that the skewness and kurtosis values for test anxiety, self-efficacy, and parental expectations are all below 1, suggesting that the data distribution does not present significant normality issues. The lack of substantial

skewness implies a symmetrical data distribution, whereas the low kurtosis values denote that the distribution is neither overly peaked nor excessively flat. Adhering to these normalcy assumptions is essential for performing parametric statistical analyses, including regression and mediation analysis, to guarantee the validity and interpretability of the results. Thus, the results confirm that the dataset is appropriate for additional statistical analysis and hypothesis testing.

Table 2. Mean Comparison of Boys and Girls in Study Variables

Variables	Boys (n=60)		Girls (n=140)		t	df	P
	M	SD	M	SD			
Test Anxiety	35.68	6.82	28.56	8.87	5.55	198	0.18
Self-Efficacy	122.48	16.20	112.86	13.61	4.32	198	.57
Parental Expectations	33.42	4.80	30.54	6.22	3.20	198	.007

Table 2 delineates the comparative study of test anxiety, self-efficacy, and perceived parental expectations among boys and girls. The results reveal that although boys exhibited higher mean scores in all three areas, the differences were statistically insignificant. This indicates that while boys and girls exhibit differing degrees of test anxiety, self-efficacy, and parental expectations, these variations do not attain a level of significance that would imply a substantial difference between the two groups.

The results indicate that boys exhibited higher degrees of test anxiety ($M = 35.63$, $SD = 6.82$) than girls ($M = 28.56$, $SD = 8.87$), implying that male pupils may endure increased stress or fear related to academic evaluations. This discovery contradicts traditional research, which frequently indicates that girls are more likely to report elevated anxiety levels in academic environments. The heightened test anxiety levels in boys may be attributed to factors such as cultural expectations, performance pressure, or variations in coping strategies.

Boys demonstrated superior self-efficacy scores ($M = 122.48$, $SD = 16.20$) relative to girls ($M = 112.56$, $SD = 13.61$), suggesting that male students generally possess better confidence in their academic capabilities. Self-efficacy is crucial to academic achievement, affecting motivation, perseverance, and total performance. The identified gender disparity may indicate that boys view themselves as more adept at surmounting academic obstacles, whereas girls may encounter heightened self-doubt or diminished confidence, irrespective of their true capabilities. These findings correspond with other research indicating that self-efficacy views frequently vary by gender due to diverse social, cultural, and educational factors.

Boys indicated elevated levels of perceived parental expectations ($M = 33.42$, $SD = 4.80$) in contrast to girls ($M = 30.54$, $SD = 6.22$). This indicates that males can have a heightened burden of academic demands from their parents, potentially attributable to conventional gender norms that prioritize masculine achievement and success. Parental expectations can function as both a motivational influence and a source of stress, impacting adolescents' academic achievement and emotional health. Although these differences lacked statistical significance, they underscore potential disparities in the perceptions and responses of boys and girls to parental academic expectations.

The findings reveal that males generally exhibit higher levels of test anxiety, self-efficacy, and parental expectations than girls; nevertheless, the non-significant differences imply that gender-based variances may lack sufficient magnitude to warrant decisive conclusions. These patterns offer significant insights into gender disparities in academic experiences, highlighting the necessity for additional research to investigate the underlying reasons driving these trends.

Table 3. Regression Analysis for Mediation of Perceived Parental Expectations, Self-Efficacy, and Test Anxiety

Direct Effect	β	95%CI		
		R^2	LL	UL
Parental Expectations \longrightarrow Test Anxiety	.093***	.008	-.052	.264
Parental Expectations \longrightarrow Self-Efficacy	.144**	.032	.0072	.364
Indirect Effect				
Parental Expectations \longrightarrow Self-Efficacy \longrightarrow Test Anxiety	.019	.016	-.0086	.057
Total Effect				
Parental Expectations \longrightarrow Test Anxiety	.160	.103	-.043	.364

Note: CL=confidence interval, SE= standard error. *** $p < .001$

Table 3 delineates the results of the influence of parental expectations and self-efficacy on test anxiety in students preparing for college entrance examinations. The findings elucidate the direct and indirect influences of parental expectations on test anxiety, highlighting the mediating function of self-efficacy.

Immediate Impact of Parental Expectations on Examination Anxiety

In the direct effect model, the R^2 value of .008 signifies those parental expectations accounted for 0.8% of the variance in test anxiety. Despite its seemingly minor proportion, it indicates that perceived parental pressure influences discrepancies in pupils' anxiety levels. The F-statistics $F(1, 198) = 1.73$, $p < .001$) validates the model's statistical significance, indicating that parental expectations substantially influence test anxiety. The regression coefficient ($\beta = .019$, $p < .001$) indicates that parental expectations positively correlate with test anxiety, suggesting that when kids perceive heightened academic demands from their parents, their test

anxiety levels are likely to rise. This discovery corroborates earlier studies suggesting that excessive parental pressure may exacerbate stress and anxiety in educational environments.

Indirect Effect: The Mediating Role of Self-Efficacy

The incorporation of self-efficacy into the model enhances its predictive capability. The R² value rises to .032, signifying that the joint effect of parental expectations and self-efficacy accounts for 3.2% of the variance in test anxiety. The F-statistics ($F(2, 197) = 3.32, p < .001$) further confirms the statistical importance of this extended model.

The results indicate that both parental expectations ($\beta = .16, p < .001$) and self-efficacy significantly influence test anxiety. More specifically, self-efficacy functions as a mediation factor, indicating that students' opinions about their academic ability influence how parental expectations translate into anxiety. High parental expectations directly correlate to heightened exam anxiety, but self-efficacy significantly influences this relationship. Students possessing low self-efficacy may encounter heightened anxiety in reaction to parental expectations, as they question their capacity to fulfill academic requirements. In contrast, individuals with elevated self-efficacy may experience reduced anxiety due to their greater confidence in fulfilling expectations.

Comprehensive Consequences

These data imply that parental expectations have both direct and indirect effects on test anxiety. The direct impact emphasizes the stress caused by academic pressure, whereas the indirect effect stresses the significance of self-efficacy as a protective element. This highlights the necessity for interventions designed to bolster self-efficacy in students, fostering confidence in their capabilities and providing them with appropriate strategies to cope with test-related anxiety. The findings underscore the necessity for parents to align their expectations with emotional support, cultivating a healthy learning atmosphere that alleviates excessive stress.

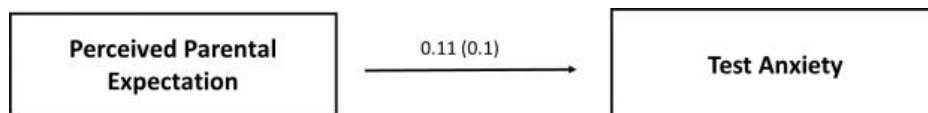


Figure 1. Direct Effect for Test Anxiety and Parental Expectations

Figure 1 shows the direct effect of test anxiety and parental expectations. The direct effect of parental expectations on test anxiety is non-significant.

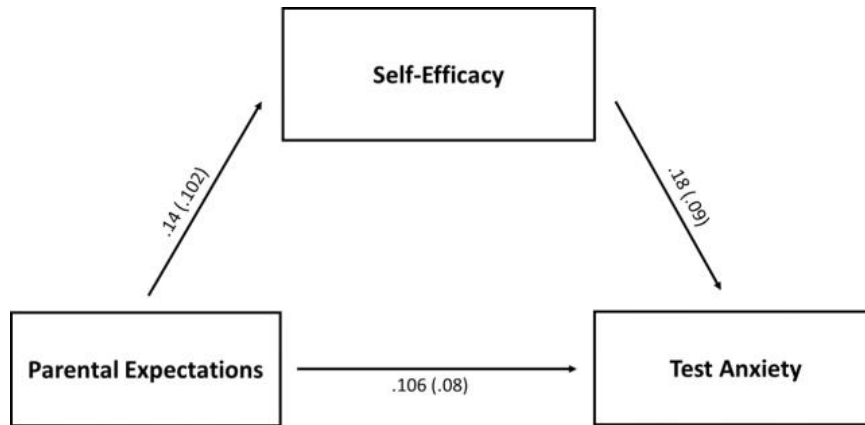


Figure 2. *Mediation Model for Perceived Parental Expectations, Self-Efficacy, and Test Anxiety*

Figure 2 shows the mediation model for test anxiety, self-efficacy, and parental expectations. The direct effect of parental expectations on test anxiety is non-significant, while the indirect effect of parental expectations on test anxiety through self-efficacy is significant, which shows the partial mediation.

DISCUSSION AND CONCLUSION

It is anticipated that high parental expectations will be positively associated with test anxiety. Furthermore, self-efficacy is expected to mediate this relationship, with higher self-efficacy reducing the impact of high parental expectations on test anxiety. The value of Skewness and kurtosis indicate that data is normally distributed. The first and second hypotheses, “Perceived parental expectations negatively predict test anxiety” and “Adolescents with high self-efficacy are less likely to experience high levels of test anxiety despite high parental expectations” were interrelated to each other as in the present study that test anxiety has a significant positive correlation with parental expectations. Relationships between test anxiety and parental expectations were found in many previous studies conducted in the past. Parental pressure was found to correlate with test anxiety (Raufelder et al., 2015). Additional research found a positive correlation between parental expectations and test anxiety (Klingman, 2002). High parental pressure correlated positively with test anxiety (Wolfradt et al., 2003). In addition, previous studies suggested that high parental expectations were positively related to test anxiety (Guo et al., 2024).

The second hypothesis, “Boys are likely to have higher test anxiety scores than girls,” was significantly supported in the findings of the present study. The results showed there was a significant difference between boys and girls in the test anxiety level, and the level of test anxiety in boys was significantly higher than in girls. The research results showed that there

was a significant difference between males and females in the test anxiety level, and the level of test anxiety in males was significantly higher than in females, which was consistent with that described in previous research (Mascret et al., 2021).

The third hypothesis, “Self-efficacy positively predicts test anxiety,” was significantly supported in the finding of the present study. According to Bandura (1997), state anxiety in performance situations is determined by confidence beliefs with which students approach demands and learning activities at school, known as self-efficacy. Low self-efficacy beliefs therefore evoke anxiety and decrease achievement (Mills et al., 2006). Extrapolating from Bandura (1997), different theories have conceptualized the interplay of self-efficacy beliefs, anxiety, and performance in the context of examinations.

STUDY IMPLICATIONS

Understanding the mediating role of self-efficacy provides insights into how parental expectations influence adolescent test anxiety. Interventions aimed at enhancing self-efficacy could help mitigate the negative effects of high parental expectations on test anxiety. For parents, fostering a supportive environment that emphasizes effort and growth rather than solely focusing on outcomes may reduce test anxiety in adolescents.

CONCLUSION

The transition from school to college is a pivotal developmental stage that presents significant intellectual, social, and psychological hurdles for teenagers. During this time, students encounter intensified academic demands, unfamiliar social settings, and increased pressure to excel in competitive entry assessments. Parental expectations and self-efficacy significantly influence students' academic success and emotional well-being. Parental expectations can act as a motivational factor, driving pupils toward excellence; but, when these expectations become extremely high or unrealistic, they may lead to heightened test anxiety. Likewise, self-efficacy, defined as an individual's conviction in their capacity to achieve success, is essential in influencing pupils' reactions to academic problems. A robust sense of self-efficacy can mitigate anxiety and enhance resilience, whereas diminished self-efficacy can intensify stress and adversely affect performance.

This study investigates the relationship among parental expectations, self-efficacy, and test anxiety, emphasizing the mediation function of self-efficacy. This research investigates the impact of self-efficacy on the relationship between parental expectations and test anxiety, aiming to elucidate the mechanisms that shape students' emotional and psychological responses

throughout this critical transition. Comprehending this dynamic is crucial for discerning techniques that can assist adolescents in managing academic stress more efficiently.

This study emphasizes self-efficacy as a potential mediator, enhancing the current literature on academic anxiety and parental impact. It emphasizes the necessity for schools, parents, and legislators to acknowledge the influence of parental expectations and implement strategies that promote a healthy equilibrium between encouragement and support. The findings can guide the creation of therapies and educational programs aimed at enhancing students' self-efficacy, equipping them with the confidence and skills necessary to handle test anxiety and achieve their full potential.

This study aims to reconcile parental expectations, self-efficacy, and test anxiety by providing actionable solutions for parents, educators, and mental health experts. By cultivating a supportive academic atmosphere, promoting pragmatic goal setting, and bolstering students' self-efficacy, one can alleviate the adverse impacts of test anxiety and facilitate favorable educational results during this critical transitional phase.

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