

Do Parental Emotions Have an Impact on Student's Emotions among Mathematics High Achievers

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ABSTRACT:

The study aims to determine the factors involved in identifying parents emotions on students emotions among mathematics high achievers emotions. Stratified random sampling technique was used for the selection of the sample. From the total population of 750,100 school students were selected from five different schools in Chennai city. Personal data sheet developed by the investigator. Parents Emotions was measured using Trait Anxiety and State Anxiety scale prepared by Charles D. Spielberger and The State-Trait Anger Expression Inventory-2 by Charles D. Spielberger, (1999). Students Negative Emotions was measured using Revised Children Manifest Anxiety Scale prepared by Reynolds & Richmond, (1985). Students Positive Emotions was measured using Subjective Happiness Scale prepared by Sonja Lyubomirsky, (1999) and Scales of Psychological well-Being prepared by Carol Ryff, (1989), were used to collect data. Results were statistically analyzed through correlation coefficient. In this present research parental emotions have an impact on student's emotions among Mathematics high achievers.

KEYWORDS: State Anxiety, Trait Anxiety, State and Trait anger, Subjective happiness, Psychological well-being.

I INTRODUCTION

Anxiety is an unpleasant state of inner turmoil, often accompanied by nervous behaviour such as pacing back and forth, somatic complaints and rumination. It is the subjectively unpleasant feelings of dread over anticipated events, such as the feeling of imminent death. Anxiety is not the same as fear, which is a response to a real or perceived immediate threat whereas anxiety is the expectation of future threat. Anxiety is a feeling of fear, worry, and uneasiness, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. It is often accompanied by muscular tension,

restlessness, fatigue and problems in concentration. Anxiety can be appropriate, but when experienced regularly the individual may suffer from an anxiety disorder. Anxiety is distinguished from fear, which is an appropriate cognitive and emotional response to a perceived threat and is related to the specific behaviors of fight-or-flight responses, defensive behavior or escape. Anxiety occurs in situations only perceived as uncontrollable or unavoidable, but not realistically so. David Barlow defines anxiety as "a future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events" and that it is a distinction between future and present dangers which divides anxiety and fear. Another description of anxiety is agony, dread, terror, or even apprehension. In positive psychology, anxiety is described as the mental state that results from a difficult challenge for which the subject has insufficient coping skills. Scores on trait anxiety appeared to be significantly related to maladaptive behavior of the mother to her child in the first four weeks following the birth, suggesting that women with high anxiety and a past of lost pregnancy are at risk for the development of an unfavorable mother-child relation. Care-giving is a normal part of being the parent of a young child but this role takes on an entirely different significance when a child experiences functional limitations, social participation restrictions and long-term dependence. As the mothers mostly have major role in care of children physical health and the psychological well-being of mothers are prominently open to research. The study aimed to find out if the state- trait anxiety levels in the mothers of children. Given that anxiety disorders are common amongst women of child bearing age (Kessler, Keller, & Wittchen, 2001); it is surprising that little research has focused on the potential impact of maternal anxiety on parenting and child development. There is a body of research which has focused on anxious children and the quality of parenting they receive (see review by Wood, McLeod, Sigman, Hwang, & Chu, 2003) and there are a few reports of the relationship between mothers with anxiety disorders and their children, typically aged 6–15 years. These have shown that maternal anxiety disorder gives rise to changes in parenting in the form of reduced productive engagement and more withdrawn or disengaged behaviour (Woodruff Borden, Morrow) altered emotional climate (Turner, Beidel, Roberson-Nay, & Tervo, 2003), and reduced warmth and granting of autonomy and increased catastrophizing (Whaley, Pinto & Sigman, 1999). In an expansion of the Whaley et al. study, these parenting variables were found to be associated with both the anxiety status of the child and that of the mother (Moore, Whaley, & Sigman, 2004). Many studies have shown that warmth in the parent-child relationship is related to positive outcomes for children. Higher self-esteem, better parent child communication and fewer psychological and behavior problems have been linked to warmth and affection between parent and child. Parental warmth and affection is also positively related to adolescent academic competence and negatively related to teen pregnancy and associated with deviant peers. Parental warmth is even found to encourage children's use of social support and proactive, problem-focused coping styles. Conversely, receiving insufficient level's of parental support can foster feeling's of alienation, expressions of hostility and aggression, diminished self-esteem and antisocial and risk behaviours. The children are more likely to suffer from self-esteem issues

and confidence problems if they feel that their parent's pressure is too strong. The child might become withdrawn and sullen, which could lead to her lack of satisfaction as an adult. Furthermore, too much pressure from parents can make the student to question their intelligence and their own abilities, which will further hinder their ability to learn and grow. The child emotional well-being is not all that is affected by parental pressure. He might begin to show physical symptoms of pressure. Positive emotions express an attempt or an intention to include. Taking the whole positive emotions into consideration, working on learning more view points, interacting more with others and enjoying makes things better. Positive emotions are fueled by an underlying desire for enjoyment and unity. In the light of this context the present study is entitled as parents emotions on student's emotions among Mathematics high achievers" for the present research has been taken up. The focus for this study is on high school and higher secondary school students. A stratified random Sampling technique that was used for the selection of the sample in this case was random sampling technique. A total of 100 school students of Mathematics high achievers and 100 from their mother, 100 from their father were selected from ten different schools in Chennai city. The investigator selected 100 students 33 student from Government, 33 student from Government aided school and 34 students from private school, their corresponding student 100 mothers and 100 fathers.

II RELATED WORK

Conceptual and empirical literature review has been carried out in parent's emotions and students emotion. Anxiety is a normal emotional state that we all experience at various times in our lives. It is closely related to fear, which is another normal and necessary emotion that everyone experiences. We need to be fearful of certain situations in order to protect ourselves from danger. Some words used to describe different states of fear include frightened, scared, afraid, panicky, and terrified. It is normal and beneficial for a person to experience fear when faced with real and immediate danger. The present study investigated how trait anxiety influenced the formation of a self-frame and decision making. Participants ($N = 1044$) responded to the Trait Anxiety Inventory. Those with trait anxiety scores ± 1 Z score from the sample mean ($N = 328$) were recalled to respond to the self-frame questionnaire. The results suggested that trait anxiety differences could result in differences in the editing of decision-making information, thereby influencing the risky choice. Compared with the low trait anxiety group participants from the high trait anxiety group showed a greater tendency to use negative vocabulary to construct their self-frame and tended to choose conservative plans. Self-frame suppressed the influence of trait anxiety on decision making. These results further confirmed the hypothesis that individual differences in personality traits might influence the processing of information in a framed decision task. Objective: To investigate the impact of experimentally manipulated state anxiety and the influence of anxiety-related variables on children's memories for pain. Methods: A total of 110 children (60 boys) between the ages of 8 and 12

years were randomly assigned to complete a state anxiety induction task or a control task. Following experimental manipulation, children completed a laboratory pain task, pain ratings, and questionnaire measures of anxiety-related variables. 2 weeks later, children provided pain ratings based on their memories of the pain task. Results: The experimental manipulation effectively induced state anxiety. However, pain memories did not differ between groups. Irrespective of group assignment, children with higher state anxiety had more negative pain memories. State anxiety uniquely predicted children's pain memories over and above other well established factors. Anxiety sensitivity and trait anxiety were significant predictors of recalled pain-related fear. Conclusions: These data highlight the importance of anxiety in the development of children's memories for pain. This structural model is close to the original theoretical construct of Spielberger's STAXI. Cross-cultural evidence shows that all children experience more or less acceptance and rejection at the hands of the people most important to them, usually their parents. Research reported here is based on Rohner's Parental Acceptance-Rejection Theory of Socialization and conducted using the child version of the Parental Acceptance-Rejection Questionnaire in a sample of 220 Greek speaking Cypriot boys and girls ranging in age from 9-12 years. A two-sample t-test was used to compare the responses of our subjects on the four scales of the instrument regarding gender and nationality. This study investigates the differences in parental influence on academic achievement of Asian immigrants, Asian Americans, and White Americans. The sample consisted of a nationally representative sample of 10th grade students obtained from the National Educational Longitudinal Study of 88, first follow-up, sponsored by the National Center for Educational Statistics. Results indicate that both Asian immigrants and Asian Americans spent significantly more time on homework and perceived higher parental educational expectation than did White American students. White American students, on the other hand, reported more parental involvement in school activities. A negative relationship between parental involvement and academic achievement was found for the Asian immigrant and Asian American students. Implications of the findings on academic achievement are discussed based on cultural perspectives.

III. SAMPLE

The investigator selected 100 students from Government school, Government Aided School, Private school and 100 fathers and 100 mothers.

IV. OBJECTIVES OF THE STUDY

1. To find out the impact of parental emotions on students emotions.

V. HYPOTHESES OF THE STUDY

1. There is no impact on parental emotions on Students emotions.

VI. RESEARCH TOOLS SELECTED FOR THE PRESENT STUDY

The following tools have been used by the investigator to carry out this study.

- 1) Personal data sheet developed by the investigator.
- 2) Parents Emotions was measured using Trait Anxiety and State Anxiety scale prepared by Charles D. Spielberger and The State-Trait Anger Expression Inventory-2 by Spielberger, C.D. (1999).
- 3) Students Negative Emotions was measured using Revised Children Manifest Anxiety Scale prepared by Reynolds & Richmond, (1985).
- 4) Students Positive Emotions was measured using Subjective Happiness Scale prepared by Sonja Lyubomirsky, (1999) and Scales of Psychological well-Being prepared by Carol Ryff, (1989).

Table 1: Relationships between children manifest anxiety and father's trait anxiety

| Variable | Sample | N | Correlation | t-test |
|--|----------|-----|-------------|--------------|
| Children Manifest Anxiety and Father trait Anxiety | Students | 100 | 0.570 | 6.861** * |
| | Fathers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 2: Relationships between Children Manifest Anxiety and Fathers state Anxiety.

| Variable | Sample | N | correlation | t-test |
|---|----------|-----|-------------|--------|
| Children Manifest Anxiety and FatherState Anxiety | Students | 100 | 0.232 | 2.266* |
| | Fathers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 3: Relationships between Children Manifest Anxiety and Mothers Trait Anxiety.

| Variable | Sample | N | Correlation | t-test |
|--|----------|-----|-------------|--------|
| Children Manifest Anxiety and Mother Trait Anxiety | Students | 100 | 0.232 | 2.361* |
| | Mothers | 100 | | |

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 4: Relationships between Children Manifest Anxiety and Mothers State Anxiety.

| Variable | Sample | N | correlation | t-test |
|--|----------|-----|-------------|--------------|
| Children Manifest Anxiety and Mother State Anxiety | Students | 100 | 0.52 | 6.026** * |
| | Mothers | 100 | | |

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 5: Relationships between Children Manifest Anxiety and Fathers Trait Anger.

| Variable | Sample | N | Correlation | t-test |
|--|----------|-----|-------------|--------|
| Children Manifest Anxiety and Father Trait Anger | Students | 100 | 0.223 | 2.266* |
| | Fathers | 100 | | |

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 6: Relationships between Children Manifest Anxiety and Fathers State Anger.

| Variable | Sample | N | correlation | t-test |
|--|----------|-----|-------------|--------|
| Children Manifest Anxiety and Father State Anger | Students | 100 | 0.198 | 1.999* |
| | Fathers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 7: Relationships between Children Manifest Anxiety and Mothers Trait Anger.

| Variable | Sample | N | correlation | t-test |
|--|----------|-----|-------------|----------|
| Children Manifest Anxiety and Mother Trait Anger | Students | 100 | 0.427 | 4.673*** |
| | Mothers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 8: Relationships between Children Manifest Anxiety and Mothers State Anger.

| Variable | Sample | N | correlation | t-test |
|--|----------|-----|-------------|----------|
| Children Manifest Anxiety and Mother State Anger | Students | 100 | 0.012 | 9.899*** |
| | Mothers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 9: Relationships between Psychological well being of students and fathers trait anxiety.

| Variable | Sample | N | Correlation | t-test |
|---|----------|-----|-------------|----------|
| Psychological well being of students and Father trait Anxiety | Students | 100 | 0.58 | 7.048*** |
| | Fathers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 10: Relationships between Psychological well being of students and Fathers state Anxiety.

| Variable | Sample | N | correlation | t-test |
|---|----------|-----|-------------|---------|
| Psychological well being of students and Father State Anxiety | Students | 100 | 0.42 | 4.581** |
| | Fathers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 11: Relationships between Psychological well being of students and Mothers Trait Anxiety.

| Variable | Sample | N | Correlation | t-test |
|---|----------|-----|-------------|----------|
| Psychological well being of students and Mother Trait Anxiety | Students | 100 | 0.35 | 3.698*** |
| | Mothers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 12: Relationships between Psychological well being of students and Mothers State Anxiety.

| Variable | | N | correlation | t-test |
|---|----------|-----|-------------|--------------|
| Psychological well being of students and Mother State Anxiety | Students | 100 | 0.394 | 4.243** * |
| | Mothers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 13: Relationships between Psychological well being of students and Fathers Trait Anger.

| Variable | Sample | N | Correlation | t-test |
|---|----------|-----|-------------|----------|
| Psychological well being of students and Father Trait Anger | Students | 100 | 0.365 | 3.881*** |
| | Fathers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 14: Relationships between Psychological well being of students and Fathers State Anger.

| Variable | | N | correlation | t-test |
|---|----------|-----|-------------|---------------|
| Psychological well being of students and Father State Anger | Students | 100 | 0.341 | 3.5907** * |
| | Fathers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 15: Relationships between Psychological well being of students and Mothers Trait Anger.

| Variable | Sample | N | correlation | t-test |
|--|----------|-----|-------------|---------------|
| Psychological well being of students and Mothers Trait Anger | Students | 100 | 0.831 | 14.787** * |
| | Mothers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 16: Relationships between Psychological well being of students and Mothers State Anger.

| Variable | Sample | N | correlation | t-test |
|---|----------|-----|-------------|----------|
| Psychological well being of students and Mother State Anger | Students | 100 | 0.512 | 6.042*** |
| | Mothers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 17: Relationships between Subjective happiness of students and fathers trait anxiety.

| Variable | Sample | N | Correlation | t-test |
|---|----------|-----|-------------|---------------|
| Subjective happiness of students and Father trait Anxiety | Students | 100 | 0.873 | 17.719** * |
| | Father | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 18: Relationships between Subjective happiness of students and Father state Anxiety.

| Variable | Sample | N | correlation | t-test |
|---|----------|-----|-------------|---------|
| Subjective happiness of students and Father State Anxiety | Students | 100 | 0.278 | 2.864** |
| | Fathers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 19: Relationships between Subjective happiness of students and Mother Trait Anxiety.

| Variable | Sample | N | Correlation | t-test |
|---|----------|-----|-------------|---------------|
| Subjective happiness of students and Mother Trait Anxiety | Students | 100 | 0.321 | 3.3549** * |
| | Mothers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 20: Relationships between Subjective happiness of students and Mother State Anxiety.

| Variable | Sample | N | correlation | t-test |
|---|----------|-----|-------------|--------------|
| Subjective happiness of students and Mother State Anxiety | Students | 100 | 0.327 | 3.245** * |
| | Mothers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 21: Relationships between Subjective happiness of students and Fathers Trait Anger.

| Variable | Sample | N | Correlation | t-test |
|---|----------|-----|-------------|----------|
| Subjective happiness of students and Father Trait Anger | Students | 100 | 0.387 | 4.079*** |
| | Fathers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 22: Relationships between Subjective happiness of students and Father State Anger.

| Variable | Sample | N | correlation | t-test |
|---|----------|-----|-------------|---------------|
| Subjective happiness of students and Father State Anger | Students | 100 | .637 | 8.1800** * |
| | Fathers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 23: Relationships between Subjective happiness of students and Mother Trait Anger.

| Variable | Sample | N | correlation | t-test |
|---|----------|-----|-------------|---------|
| Subjective happiness of students and Mother Trait Anger | Students | 100 | .197 | 1.9890* |
| | Mothers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

Table 24: Relationships between Subjective happiness of students and Mother State Anger.

| Variable | Sample | N | correlation | t-test |
|---|----------|-----|-------------|----------|
| Subjective happiness of students and Mother State Anger | Students | 100 | 0.425 | 4.647*** |
| | Mothers | 100 | | |

*p<0.05, **p<0.01, ***p<0.001

From the above table 1, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Children Manifest Anxiety and Father Trait Anxiety. Hence the hypothesis is rejected.

From the above table 2, it is observed that the obtained t-value ($p < 0.01$) is greater than the table value (1.96) at 0.05 level of significance. Hence it is inferred that there is no significant relationship between Children Manifest Anxiety and Father State Anxiety. Hence the hypothesis is rejected.

From the above table 3, it is observed that the obtained t-value ($p < 0.01$) is greater than the table value (1.96) at 0.05 level of significance. Hence it is inferred that there is significant relationship between Children Manifest Anxiety and Mother Trait Anxiety. Hence the hypothesis is rejected.

From the above table 4, it is observed that the obtained t-value ($p < 0.01$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is significant relationship between Children Manifest Anxiety and Mother State Anxiety. Hence the hypothesis is rejected.

From the above table 5, it is observed that the obtained t-value ($p < 0.05$) is greater than the table value (1.96) at 0.05 level of significance. Hence it is inferred that there is relationship between Children Manifest Anxiety and Father Trait Anger. Hence the hypothesis is rejected.

From the above table 6, it is observed that the obtained t-value ($p < 0.01$) is greater than the table value (1.96) at 0.05 level of significance. Hence it is inferred that there is relationship between Children Manifest Anxiety and Father State Anger. Hence the hypothesis is rejected.

From the above table 7, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Children Manifest Anxiety and Mother Trait Anger. Hence the hypothesis is rejected.

From the above table 8, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Children Manifest Anxiety and Mother State Anger. Hence the hypothesis is rejected.

From the above table 9, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Psychological Well Being of students and Father Trait Anxiety. Hence the hypothesis is rejected.

From the above table 10, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Psychological Well Being of students and Father State Anxiety. Hence the hypothesis is rejected.

From the above table 11, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Psychological Well Being of students and Mother Trait Anxiety. Hence the hypothesis is rejected.

From the above table 12, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Psychological Well Being of students and Mother State Anxiety. Hence the hypothesis is rejected.

From the above table 13, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Psychological Well Being of students and Father Trait Anger. Hence the hypothesis is rejected.

From the above table 14, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Psychological Well Being of students and Father State Anger. Hence the hypothesis is rejected.

From the above table 15, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Psychological Well Being and Mother Trait Anger. Hence the hypothesis is rejected.

From the above table 16, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Psychological Well Being of students and Mother State Anger. Hence the hypothesis is rejected.

From the above table 17, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Subjective Happiness of students and Father Trait Anxiety. Hence the hypothesis is rejected.

From the above table 18, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (2.58) at 0.01 level of significance. Hence it is inferred that there is relationship between Subjective Happiness of students and Father State Anxiety. Hence the hypothesis is rejected.

From the above table 19, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Subjective Happiness of students and Mother Trait Anxiety. Hence the hypothesis is rejected.

From the above table 20, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Subjective Happiness of students and Mother State Anxiety. Hence the hypothesis is rejected.

From the above table 21, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Subjective Happiness of students and Father Trait Anger. Hence the hypothesis is rejected.

From the above table 22, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is relationship between Subjective Happiness of students and Father State Anger. Hence the hypothesis is rejected.

From the above table 23, it is observed that the obtained t-value ($p < 0.01$) is greater than the table value (1.96) at 0.05 level of significance. Hence it is inferred that there is relationship between Subjective Happiness of students and Mother Trait Anger. Hence the hypothesis is rejected.

From the above table 24, it is observed that the obtained t-value ($p < 0.001$) is greater than the table value (3.090) at 0.001 level of significance. Hence it is inferred that there is significant relationship between Subjective Happiness of students and Mother State Anger. Hence the hypothesis is rejected.

The present study is supported by the following research studies. The current study examined the Family studies have found a large overlap between anxiety disorders in family members. In addition to genetic heritability, a range of family factors may also be involved in the intergenerational transmission of anxiety. Evidence for a relationship between family factors and childhood as well as parental anxiety is reviewed. Four groups of family variables are considered: attachment, aspects of family functioning, such as marital conflict, co-parenting, functioning of the family as a whole, and sibling relationships, parental rearing strategies and beliefs that parents hold about their child. The reviewed literature provides evidence for an association between each of these family factors and child anxiety. This study investigated the relationship between parent's state and trait anxiety and parent-reported internalizing and externalizing symptoms among adolescents, as well as the relationship of parents' anxiety symptoms and adolescent treatment response in the context of a randomized controlled trial. (Rosemary nicol harper et al.,) Parental state anxiety correlated with severity of adolescent anxiety and trait anxiety in parents correlated with parent-reported adolescent internalizing and externalizing symptoms. To help clarify the role parenting plays in childhood anxiety, they conducted a meta-analysis of 47 studies testing the association between parenting and child anxiety. Across these studies, parenting accounted for only 4% of the variance in child anxiety. In addition, our analyses revealed that parental control was more strongly associated with child anxiety than was parental rejection. This study was designed to explore the role of perceived parenting behaviour in the relationship between parent and offspring anxiety disorders in a high-risk sample of adolescents. They examined the relationship between parental and child anxiety disorders and tested whether perceived parenting behaviour acted as a mediator between these variables. These results replicate earlier studies' findings of elevated rates of anxiety disorders among the offspring of anxious parents, but only when the child's mother is the anxious parent. Previous research suggests that risk factors related to immigration in parents are associated with the manifestation of anxiety symptoms and anxiety disorders in children. Acculturative stress in the immigrant parent was positively correlated to anxiety symptoms in their child (Erin B. McClure et al.,) A cross-sectional study was conducted involving 100 patients from the Paediatric Dentistry Clinic of the Federal University of Parana (Brazil) between the ages of 8 and 17 years and their parents, who responded to Corah's Dental Anxiety

Scale and the Trait Anxiety Scale (Roberto Andreatini et al.) A moderate degree of anxiety was prevalent among the children, adolescents and parents who took part in this investigation, with correlations demonstrated between some trait anxiety and dental anxiety scores. The scientist aimed to investigate the correlation between the anxiety scores of parents whose children are administered anaesthesia for magnetic resonance imaging and the level of information provided to them. The study included 146 children and their parents. The anxiety scores of the parents were found to be lower in parents. Intergroup comparison detected lower anxiety scores of parents whose education levels were up to high school. There is a strong cultural tendency to overestimate the value of University studies. So students are under high emotional pressure during the long lasting period of the preparation for the university entrance exams. The sample consisted of 696 adolescent students of three Senior High Schools. Adolescents whose father had a high educational level had lower scores on State anxiety compared to those whose father had a low educational level. (Ayse sonay kurt et al.) Adolescents who reported the presence of somatic problems had a higher score in Trait anxiety. In another study researchers to examine the fluctuation pattern of anxiety symptoms during a clinical examination and its relationship with underlying anxiety traits. Anger is an emotion, which is useful if it is short-lived and of medium intensity, and which may be detri-mental when it is continuous or severe. The data that have been gathered suggest that there is a positive correlation between outward anger scores and higher level of anxiety amongst the students. This finding indicates that expression of anger may cause interpersonal conflicts, negative self-perception, and decreased self-esteem. The role of gender was also investigated. Forty women and 19 men were administered the State-Trait Anger Expression Inventory-2 (STAXI-2; Spielberger, 1999) and the Frost Multidimensional Perfectionism Scale (FMPS; Frost, Marten, Lahart & Rosenblate, 1990). Only trait anger, and the subscale trait anger/ angry reaction, were found to have significant relationships with the concern over mistakes dimension of perfectionism. (sherri Melrose et al.) The statistical population consisted of all male and female volleyball players (n=214) who participated in Iran volleyball university matches. The results showed a significant difference in all pre-competition anxiety subscales: cognitive state anxiety (t=3.62), somatic state anxiety (t=4.76) and self-confidence (t=3.06) (P=0.05). There was a significant difference in state anger (t=2.15) and the expression of anger (3.67) (P=0.05). The relationship between anxiety and depression has been extensively researched at the state and clinical syndrome levels. The results showed anxiety and depression to be highly correlated in students, adults. As to the relationship of anger with both anxiety and depression results, especially between anxiety and anger, were likewise significant although much weaker than commonly reported at the affective state level. The possible mediating role of both trait-anxiety and trait-anger-in in the development of a depressive disposition is offered as an alternative explanation for the interrelatedness of the three constructs at the trait level. (Jaap Mook et al.) The relationship between anger and parent-to-child aggression was

examined in mothers presenting for treatment of mood and anxiety disorders, because parental anger may have adverse effects on children and anger may decrease with treatment. Anger's role as mediator and moderator of the effects of the following predictors was assessed: depression, anxiety, and ecologic variables that can induce or buffer against stress. Anger was found to mediate the effects of depression, partner verbal aggression and satisfaction with social support and number of children on parent-to-child aggression. Anger also had significant effects on Parent-to-child aggression after controlling for these variables. (Mammen et al.,) A relationship exists between the presence of CD in children and elevated levels of state anxiety in mothers. In this study, the relation between levels of anxiety, self-esteem and subjective psychological well-being is analysed in a Spanish sample of 28 fathers and 33 mothers of blind children. The results reveal a positive correlation between subjective psychological well-being and self-esteem. In comparison with the general population, no statistically significant differences were found in anxiety and subjective psychological well-being. To help clarify the role parenting plays in childhood anxiety, we conducted a meta-analysis of 47 studies testing the association between parenting and child anxiety. Across these studies, parenting accounted for only 4% of the variance in child anxiety. (Bryce D. McLeod et al.,) In addition, our analyses revealed that parental control was more strongly associated with child anxiety than was parental rejection. Analysis of 7250 children from the Avon Longitudinal Study of Parents and Children. Child mental well-being at 8 years was measured by the Strengths and Difficulties Questionnaire. Binary outcomes were high 'internalizing' (anxious/depressive) and 'externalizing' (oppositional/hyperactive) problems (high was >90th percentile). As is the case in stress research generally, studies examining the relationship between coping and mental health outcomes in parents of children with autism frequently classify parental coping methods as being either problem- or emotion-focused. (Azlina wati Nikmat et al.,) In general, maternal use of avoidant coping (distraction and disengagement) was found to be associated with increased levels of maternal depression and anger, while use of cognitive reframing was associated with higher levels of maternal well-being. The trait anxiety subscale of the State-Trait Anxiety Inventory was used to assess trait anxiety. For each measure, higher values indicate greater degree of each trait assessed. The relationship of meaning in life and subjective well-being among Filipino college students in both private and public institutions. (Maria cristina J. Santos et al.,) It was hypothesized in this study that meaning in life and life satisfaction has a positive relationship. Three measures, namely, the Meaning in Life Questionnaire, Satisfaction with Life Scale and the Positive Affect and Negative Affect Schedule were administered to 969 college students in different schools in the Philippines. Results of the study show that meaning in life and subjective well-being has a positive relationship. A better understanding of the relationship between meaning in life and subjective well-being has implications relative to developing and/or achieving a greater sense of happiness and satisfaction in living. Trait anxiety was associated with the degree of state anxiety regarding treatments followed by

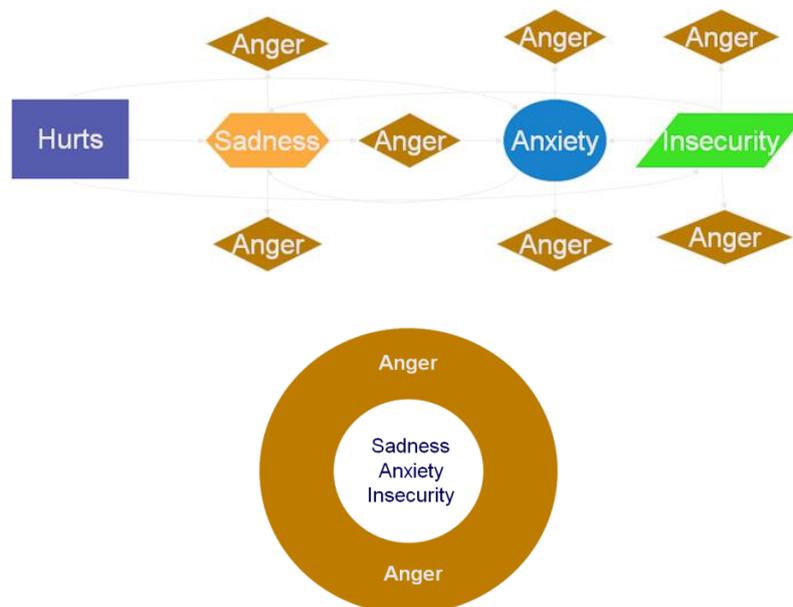
change in state anxiety, which might have effects on psychological well-being. The data were analyzed by employing mean, SD and 't' ratio. Results reveal a significant decrease in both State and Trait Anxiety levels and positive change in the Subjective Wellbeing of the students. (Jaun Jesu's sola –carmona et al) Trait mindfulness and trait emotional intelligence are associated with improved mental health and increased life satisfaction. Conversely, trait anxiety is widely associated with lack of psychological well-being. Furthermore, it was found that trait mindfulness, trait and trait anxiety were significant predictors of satisfaction with life as hypothesised. The findings confirm the importance of these variables in the psychological well-being of working adults. (Carmelo Vazquez et al.,)

VII. DISCUSSION

The present study reveals that there is positive relationship between children manifests anxiety and trait anxiety of parents. Researchers have found as many as students suffer from an anxiety disorder and the condition often goes unrecognized. Social anxiety disorder is the most prevalent type of anxiety and is the third most prevalent psychiatric disorder after depression and alcohol dependence. These behaviors included a lack of or insufficient warmth and affection and high levels of criticism and doubt leveled at the child. Such behaviors the researchers say are well known to increase anxiety in students and if engaged in chronically can make it more likely for students to develop a full-blown anxiety disorder of their own, the investigators say. "Children with an inherited propensity to anxiety do not just become anxious because of their genes, so what we need are ways to prevent the environmental catalysts in this case, parental behaviors from unlocking the underlying genetic mechanisms responsible for the disease, Ginsburg said. During the research, investigators analyzed interactions between 66 anxious parents and their 66 children, ages 7 to 12. Among the parents, 21 had been previously diagnosed with social anxiety, and 45 had been diagnosed with another anxiety disorder, including generalized anxiety disorder, panic disorder and obsessive-compulsive disorder. Parents diagnosed with social anxiety showed less warmth and affection toward their children, criticized them more and more often expressed doubts about a child's ability to perform the task. That there is positive relationship between children manifest anxiety and trait anxiety of parents Quality of attachment between children and their parents has also been identified as a factor in separation anxiety disorder. If the child senses emotional distance, the behaviors may be an attempt to draw the parent in more closely. Despite disagreement about the predominant cause of academic stress, researchers agree that the most common form of anxiety causing academic stress is achievement anxiety. Achievement anxiety is a fear of failure in an academic setting that arises when parents, teachers or the student's own expectations exceed what the student believes she can realistically achieve. Sources of achievement anxiety include failure to satisfy ambitious or overly critical parents' expectations in early

childhood as well as early exposure to overachieving siblings or peers. Seeing others receive praise and rewards for their achievements can give students a false impression of what teachers and parents expect of them. There is positive relationship between children manifest anxiety and mother state anxiety because, there are students in schools that have enough potential for learning mathematics but there are problems that affected on their learning process. Regard to present research; it concluded that mother's anxiety is one of the effectiveness factors on learning process. The study of results indicates that there is positive relationship between children manifest anxiety of students and mothers' anxiety. That is, increasing mothers' anxiety increases mathematics anxiety of students or decreasing mothers' anxiety decreases mathematics anxiety of students. High mathematics anxiety makes difficult for person for future level of teaching regard to complex texts and future living with emphasis on mathematics seriously. Findings of research indicates that there is significant relationship between students with high and low anxiety that is, students with high anxiety have low mathematics performance rather students with low mathematics anxiety. There is positive relationship between children manifest anxiety and trait anger of parents because I was surprised in the early years of my practice that the history of these very angry children frequently did not reveal any serious emotional pain or hurts in their lives. Instead, these youngsters were overly indulged emotionally or materially by their parents who acted toward them in a permissive rather than in a responsible manner. The problem was that these children were not given appropriate correction and punishment for their hostile and disrespectful behaviours and were not taught virtues by their parents which can lead to the development of a healthy personality. In other children, however, angry and defiant behaviours are not the result of selfishness, but of serious emotional hurts from selfish, irresponsible or angry parents, siblings or peers or of modelling after angry parents, siblings or peers. There is positive relationship between children manifest anxiety and father trait anger. As already stated, clinicians often discover that the relationship in which children experience the greatest degree of disappointment, and subsequently the greatest degree of anger, is in the parental relationship, especially the one with the father. This is particularly true at the present time when almost forty percent of children and teenagers do not have their biological fathers at home. Numerous studies have documented difficulties with resentment and aggressive behaviour in the children of divorce (Block, Block, & Gjerde, 1988; Guidubaldi, 1988; Hetherington, 1989; Johnston, Kline, & Tschann, 1989; Wallerstein 1983, 1985, 1991; Wallerstein & Blakeslee, 1989). One study of parental love-deprivation and forgiveness revealed that most respondents implicated the father, not the mother, as being emotionally distant (Al-Mabuk, Enright, & Cardis, 1995). The major cause of anger in the father relationship is the result of growing up with a father who had difficulty in communicating his love and in affirming his children. Misdirected father anger may be a contributing conflict in our schools and homes today. Many children who have intense father-anger present with conduct disorders, oppositional defiant disorders, attention-deficit/ hyperactivity disorders, and intermittent explosive disorders. There is positive relationship between children manifests anxiety and

mother trait anger. Difficulties in the mother relationship that lead to intense anger which can be the result of not experiencing enough love and praise, feeling controlled or criticized, or being made to feel that one does not measure. Children also become very angry with mothers who give into the influence of selfishness and become less giving to them. At times, too, the child may have felt overly responsible for the mother, or may have come to the conclusion that she was overly critical or mistrustful of the father. There is positive relationship between psychological well being of students and trait anxiety of father. The major cause of anger in the father relationship is the result of growing up with a father who had difficulty in communicating his love and in affirming his children. Misdirected father anger may be a contributing conflict in our schools and homes today. Many children who have intense father-anger present with conduct disorders, oppositional defiant disorders, attention-deficit/ hyperactivity disorders, and intermittent explosive disorders. There is positive relationship between psychological well being and trait anxiety of mother. Difficulties in the mother relationship that lead to intense anger can be the result of not experiencing enough love and praise, feeling controlled or criticized, or being made to feel that one does not measure up to some standard. At times, too, the child may have felt overly responsible for the mother, or may have come to the conclusion that she was overly critical of the father. Anxiety and Anger: The first diagram below demonstrates the relationship between unjust hurts and the development of sadness, anxiety and weakness in confidence and its relationship to anger. The second diagram shows how anger can encapsulate in a sense emotional pain and can interfere with its resolution.



There is positive relationship between psychological well being of students and state anger of father. In terms of paternal relationship, a higher level of care received from the father leads to more positive affect, more father involvement, better communication and less anger between fathers and children. These results are in accordance with the research by Bean et al. (2004) which finds that when parent-child

connectedness (bonding) is high, parents and children are more likely to provide emotional support and pay respect to each other, enjoy having activity together, communicate openly, and are less likely to experience hostility and resentment. Besides, when the father is perceived to be more overprotective, children reported more anger toward their fathers. There is positive relationship between psychological well being of students and state anger of mother. Because in terms of the overprotection factor, when the mother is perceived to be more overprotective, children reported poorer communication and more resentment or role confusion they had toward their mothers. This is probably because when parents overprotect their children, they might be perceived as restricting their children's freedom. Hence, when children are not given enough autonomy to be independent, they may be resentful toward their parents which results in poor communication with parents. There is positive relationship between subjective happiness of students and fathers trait anxiety. Trait anxiety of father has deeper roots and it refers to inherent anxiety proneness developed due to defective socialization whereas Subjective well-being is a function of the degree of congruence between individual's wishes, needs and his environmental demands and opportunities. So father trait anxiety affects subjective happiness. There is positive relationship between subjective happiness of students and Mothers trait anxiety. The affective responses related to subjective well-being are positive and negative affect. Positive affect reveals how much a person is motivated, active, and alert; it is a transitory feeling of active pleasure and a description of an emotional state. Negative effect, however, refers to a distracted state and unpleasing engagement; it is also transitory and an aspect of general anguish and dissatisfaction. It includes a range of emotional states such as anger, guilt, displeasure, and fear (Laurent et al., 1999; Watson, Clark, & Tellegen, 1988). Thus Mothers trait anxiety affects subjective happiness of students. There is positive relationship between subjective happiness and state anxiety of mother Subjective life satisfaction is considered to be the cognitive component of subjective well-being and an evaluation of life circumstances in general In other words, subjective life satisfaction is a cognitive evaluation of life as a whole, particularly as it relates to health, relationships, jobs, and self-esteem. Research has also found an association between life satisfaction and anxiety of parents. There is positive relationship between subjective happiness of students and father trait anger. Research has demonstrated that positive subjective well-being including happiness is associated with a wide array of highly desirable outcomes in adults. These include improved health, enhanced creativity, increased facial recognition and attention, more productivity and success in one's career, better social relationships, higher levels of hope, and more resilience and post-traumatic growth. There is positive relationship between subjective happiness of students and fathers state anger Fathers, too, have an important influence on children's lives and through their multifaceted roles as care providers, companions, spouses to mothers, protectors, models, moral guides, teachers, and breadwinners in families (Lamb, 1997b). Although there is controversy regarding whether biology predisposes women to be more optimally equipped for nurturing parenting than men (Rossi, 1984), considerable research has suggested there is

nothing about the biological makeup of fathers that prevents them from becoming a critical secondary (or even primary) attachment figure for infants (Lamb, 1997a). Research has confirmed that most infants do become attached to their fathers (Lamb, 1997a). There is positive relationship between subjective happiness of students and mother trait anger. Mothers continue to provide a range of financial, emotional, and instrumental support to daughters and sons across the adult years. Beginning in early adulthood, there is also a considerable amount of reciprocity in the relationship—especially in emotional and instrumental support. It is only after mothers become relatively older—typically in their 60s or 70s—that adult children are more likely to provide more support to mothers than they continue to receive (Rossi & Rossi, 1990). Thus, mothers often remain a critical social resource to daughters and sons through early adulthood and into middle age there is positive relationship between subjective happiness and Mothers state anger. The impact of family-related nonparticipation and part-time employment on mothers' subjective well-being the substantial share of mothers does not participate in the labour force due to family reasons and that these women are less satisfied with their lives than mothers engaged in full-time employment. Another large proportion of mothers, employed part-time, are found to experience decreased life satisfaction compared to mothers in full-time jobs as well.

VIII. EDUCATIONAL IMPLICATIONS

Although the educational applications of emotion research are still quite tentative, several general themes are emerging and they tend to support a perspective that many educators have long advocated. This isn't surprising, since we're continually learning what does and doesn't work when dealing with students' emotions. What this research may provide, however, is biological support for the profession's beliefs.

Here are some general principles and their applications to the classroom:

1. Emotions simply exist, we don't learn them in the same way we learn telephone numbers, and we can't easily change them. But we should not ignore them. Students can learn how and when to use rational processes to override their emotions, or to hold them in check. We should seek to develop forms of self-control among students and staff that encourage on judgmental, non disruptive venting of emotion that generally must occur before reason can take over.
2. Most students already know quite a bit about the complexity of emotions and the ways they and others experience them (Saarni and Harris 1991), although they may not be able to articulate what they know. Schools should focus more on Meta cognitive activities that encourage students to talk about their emotions, listen to their classmate's feelings, and think about the motivations of people who enter their curricular world. Activities that emphasize social interaction and that engage the entire body tend to provide the most emotional support. Games, discussions, field trips, interactive

projects, cooperative learning, physical education, and the arts are examples. Although we've long known that such activities enhance student learning, we tend to think of them as special rewards, and so withdraw them when students misbehave, or when budgets are tight, eliminate them altogether.

3. Memories are contextual. School activities that draw out emotions simulations, role playing and cooperative projects, for example may provide important contextual memory prompts that will help students recall the information during closely related events in the real world. Emotionally stressful school environments are counterproductive because they can reduce students' ability to learn. Self-esteem and a sense of control over one's environment are important in managing stress. Highly evaluative and authoritarian schools may promote institutional economy, efficiency, and accountability. But, so heighten non-productive stress in students and staff.

IX. DELIMITATIONS

- 1) The sample is restricted to Mathematics high achievers.
- 2) The sample size is restricted to 100 students, 100 Fathers and 100 Mothers only.

X. CONCLUSION

Parental emotions have an impact on Student's emotions among Mathematics High Achievers.

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