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TEST ANXIETY AS A MEDIATING VARIABLE BETWEEN
PARENTING STYLES AND ACADEMIC ACHIEVEMENT

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A Thesis submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Arts to the Department of Social and
Behavioral Sciences at Haigazian University

Beirut - Lebanon

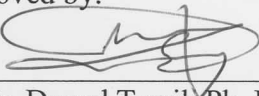
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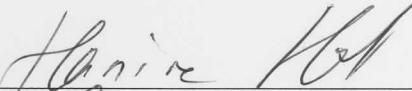
Test Anxiety as a Mediating Variable between Parenting Styles and Academic Achievement

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DEDICATION

*I dedicate this thesis to my LORD Jesus ... and to my wonderful parents
for giving me the foundation to be who I am today.*

*"For the LORD giveth wisdom: out of His mouth cometh
knowledge and understanding."*

Proverbs 2:6

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Abstract

A study was conducted to test the hypothesis that examined the effect of parental styles on academic grades amongst elementary Lebanese children. This study also aimed to validate specifically Test anxiety as a mediating variable between parental styles and academic grades. The Westside Test anxiety scale and the Parental Authority Questionnaire were administered to a sample of 140 students between the ages of nine and eleven, enrolled at the Beirut Baptist School. A correlation and regression analysis were undertaken to analyze the results which did not support our expected hypothesis. Further analysis of results however indicated the importance of tutoring and test anxiety in relation to grades. A number of factors accounted for these results among which are cultural differences, and a limited sample group.

Test Anxiety as a Mediating Variable between Parenting Styles and Academic Achievement

Parent- child relationship is one of the most essential topics that has been discussed by several researchers over many years, in relation to the influence of parental styles on children's educational, psychological and physical development.

The present study focuses on two issues that children often face in their schooling. Firstly, children's fear of their parents reaction when it comes to poor school performance. Many children are severely scolded, punished or even physically reprimanded when they return home with low grades. Secondly, children's anxiety towards examinations when considering their parents reactions should they perform poorly in a test. Often, during an examination, children don't solely concentrate on the expectations and test grades. Some students are only primarily concerned with their parents' reaction in the instants they don't perform well.

Past studies have concluded that the primary influence in children's achievement is the family interaction and the social environment that surrounds the child. Consequently, much research has been dedicated toward investigating the links between the influences of home and performance at school. Researchers have in the past linked home characteristics to school achievement. The main focus of these earlier studies was on the nature of parental influence on children's academic results and school-related performance. Research findings suggest that the approach to parental styles is an active predictor for children's adjustment to the education in middle childhood. Furthermore, results indicate that striving for excellence in a child's education should reach beyond the realm of the classroom to the most important influence on children's school related functioning, which is their parents. (Grolnick & Ryan, 1989).

Past studies have also shown that a reliable measure of children's academic achievement would be based upon the children's own perception of their parent's parenting styles, rather than the parent's perception of their parental style (Aunola, Stattin & Nurmi, 2000).

Three hundred and fifty four students of the age of 14 were asked to complete a Strategy and Attribution Questionnaire as well as a family parenting style inventory. The purpose of this questionnaire was to report on the way they perceived their parent's parenting style, whether it be authoritative, authoritarian, permissive or neglectful. Findings showed that it is possible to differentiate four family types as described by Baumrind.

Thus, as part of this study, children were questioned about the way they perceive their parents "since feeling controlled, devalued or criticized is very much a subjective experience" (Jacobs, 2005, p.433). The focus is on the way elementary students view their parents' child-rearing styles.

Former Researchers have demonstrated significant relationships between parental expectations and the academic performance of their children. They highlighted the important role that the expectations and aspirations of parents play on the children's academic achievement. Further studies by Ma's (2001) supported the value of parental expectation and attitude. Her findings suggested that "the most important predictors of student's academic involvement were parents' expectations and plans for their children's studies" (Jacobs & Harvey, 2005, p.432). Based on past and early studies that have discussed parental styles and its effect on children's school performance, we extend the present research to involve the importance of test anxiety and the role this anxiety plays in conjunction with the different parenting styles discussed by Baumrinds, namely the authoritarian, authoritative and permissive. Thus, our general hypothesis suggests that

test anxiety is the mediating variable between the three above mentioned parenting styles.

Past research suggests that children who come from authoritarian homes are passive, less independent and reveal lower academic performance than children with other parenting styles. A study was conducted on 196 students using the Parental Authority Questionnaire to examine the relationship of the three parenting styles. Findings suggested that the authoritative parenting style is associated with students' mastery orientation while children from authoritarian and permissive styles are related to students' performance orientation (Gonzalez, Holbein & Quilter, 2002). Other earlier studies have demonstrated that authoritarian parenting was strongly associated with maladaptive strategies in particular, passive and inactive behavior. This controlling, discouraging, hostile, critical and non-responsive parenting style is directly related to helplessness among children and a feeling of incompetence (Aunola et al., 2000).

The present study agrees with the previous findings that children with authoritarian parents are associated with low school grades and seeks to provide support to the claim that these children suffer from higher anxiety towards school tests than children with authoritative or permissive parents. Because of the pressure and high expectations authoritarian parents impose upon their children they become afraid of achieving low grades and consequently this creates test anxiety. Test anxiety however is a contributing factor towards children achieving low grades. Therefore, the current study hypothesizes that test anxiety acts as a mediating variable between the negative effect of authoritarian parenting style and low grades.

Similar to the authoritarian parenting style discussed above, another style of parenting is the 'authoritative' style. Authoritative parents are controlling but at the same time understanding, not restrictive, encourage their children to try harder and offer help

whenever needed. A large bulk of literature has associated authoritative parenting with positive school performance. However, children who perceive their parents as authoritative also manifest high levels of anxiety during examinations. This anxiety is not due to a fear of the parents, but is the result of self efficacy, responsibility, and the endowment of trust by the parents (Leung, Lau & Lam, 1998). These children feel responsible towards themselves and their parents and consequently strive to achieve higher grades. A study was undertaken in Hong Kong, the United States and Australia to test the relationship between the four parental styles and children's academic achievement. The findings revealed that in the United States, higher academic achievement was strongly associated with parental authoritativeness whilst in all three cultures, academic achievement was negatively associated with academic authoritarianism. (Leung, Lau & Lam, 1998). Authoritative parents tend to trust their children and expect high grades but don't punish, devalue or criticize their children if they fail to meet the parents' expectations. Separate research has also shown that authoritative parenting style is positively connected with good academic performance. (Chen, Dong & Hong Zhou, 1997). Based on this, the present research predicts that test anxiety will have a lesser impact on children subjected to authoritative parenting styles as a mediating variable, and that under these circumstances; test anxiety would positively influence children's grades.

As for the third style of parenting, the permissive style is in direct contrast to the restrictive authoritarian parenting. Permissive parents are lenient with their children, permit them to make their own decisions and to act freely with little boundaries. Therefore, in this study we expect children with permissive parents to not feel anxious during tests as they lack a sense of responsibility. Past research indicates that lower grades are associated to more authoritarian, more permissive and less authoritative

parenting. (Wendy S. Grolnick & Richard M. Ryan , 1989). In this study we have assumed that permissive parenting is associated with low achievement and expect test anxiety to have the least effect as a mediating variable between permissive parenting styles and grades. However, another suggestion would be that because these children lack parental supervision, they attend school exams being totally unprepared and this in turn creates a sense of test anxiety. In the absence of any detailed research on this subject matter, no predictions are made concerning the permissive parenting style and leave this for further studies.

Purpose of this Study

The purpose of the present study is to examine the relationship between children's perception of their parents and their test anxiety and performance at school.

Specifically, the present study aims to examine the impact of the following three parenting styles. Firstly, the Authoritarian parenting style, being that of control and restrictiveness causing children to have test anxiety and accordingly, low school performance. Secondly, the Authoritative parenting style, being that of warmth, control and equality which promotes children's motivation and responsibility, producing an anxiety to achieve higher grades. Thirdly, the permissive parenting style, typically exemplified by a lack of control and supervision, the result of which is the absence of test anxiety and ultimately low academic performance.

Hypothesis

General Hypothesis: In line with previous research, the Hypothesis remains that the three parenting styles have an affect on academic achievement. Specifically, authoritarian parenting has a negative impact on academic achievement; authoritative parenting has a positive impact on academic achievement; permissive parenting has a negative impact on academic achievement.

Concerning test anxiety as a mediating variable between parenting styles, the following hypothesis are formulated:

Hypothesis 1: Test Anxiety mediates between the negative effect of authoritarian parenting style and low grades.

Hypothesis 2: Test Anxiety mediates between the positive effect of Authoritative Parenting style and higher grades.

Hypothesis 3: Test Anxiety has the least effect as a mediating variable between permissive parenting styles and grades.

Note, the intervention of a tutor might mitigate test anxiety.

The significance of the Study

In our society parents are more likely to blame their children for getting low grades in school or miss behaving in class. Very few people go further than that and try to understand the underlying cause behind their children's failure. Studies have showed that the parent's attitude has a significant effect on the child's behavior and personality. Ma noted that parents' attitude and expectations for their children has the most important effect on the latter's academic performance and school participation (Educational Studies, 432). In this study, we are focusing on the role test anxiety mediates between the different parental styles. On one hand this study helps the parents take a deeper look and reassess their relationship with their children while on the other hand, it gives the

future researchers a better understanding of this area and helps them base their future researches on new perspectives.

Definition of Terms

Authoritarian Parenting Style: Authoritarian parents are highly demanding and directive, but not responsive. They expect their children to obey them without questioning. Authoritarian parents provide structured and well-ordered home environments with clearly strict rules. "Authoritarian parents can be divided into two types: non authoritarian –directive, who are directive, but not intrusive or autocratic in their use of power, and authoritarian – directive, who are highly intrusive" (Darling, 1999).

Authoritative Parenting Style: "are both demanding and responsive, they monitor and impact clear standards for their children's conduct. They are assertive, but not restrictive and intrusive." They are understanding and supportive to their children's needs. Authoritative parents encourage their children to be independent individuals yet at the same time, place control and limits on their behavior. "They want their children to be assertive as well as socially responsible, cooperative and self regulated" (Baumrind, 1991, p 62).

Permissive Parenting Style: also referred to as "indulgent" or "nondirective" Permissive parents are involved with their children but they don't place regulations or demands on them. Permissive parents are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self regulation and avoid confrontation". (Baumrind, 1991,p.62).

Test Anxiety:

Test anxiety refers to "the negative effect, worry, physiological arousal, and behavioral responses that accompany concerns about failure or lack of competence on an exam or similar evaluative situation" (Matthews, Zeidner, & Roberts, 2006, p. 175).

Overview of the Methodology

The present research employed the quantitative method of statistical analysis. A correlational study was implemented to test the set of hypotheses. Questionnaires were prepared to gather data about perception of parents, demographic information and test anxiety. Students participated in the questionnaires with the results being tabulated and analyzed. Data was then examined and a conclusion was drawn confirming the validity of the study.

CHAPTER 2

Literature Review

This chapter will first discuss the empirical and theoretical research relating to Parent- school connection followed by an overview of the relationship between each of the three parenting styles (authoritarian, authoritative and permissive) and academic achievement. The final section will take a closer look at the theoretical and empirical findings regarding the effect of test anxiety on academic achievement.

A- An Overview of Parent- School Connection- Theoretical and Empirical Studies

Many educators looked to the home for an understanding of children's achievement and found that families alone do not provide a full explanation for children's academic success and failure. Both families and schools are major factors for children's development (Rayan & Adams, 1995).

According to Rumberger (1995, p.431), "student family background is widely recognized as the most significant important contributor to success in schools." Rumberger's research supported the findings of earlier researches that the home has a major influence on the students' success. The quality of the relationship between the family members within the students' home environment has an important effect on school performance (Jacobs & Harvey, 2005). A number of studies relate parental attitudes, parent-child relationships and child rearing behaviors to specific aspects of child's development. Coleman (1966) agrees that the family background and social environment at home has the greatest influence on the child's achievement. Several researchers revealed the association between home characteristics, demographic information and achievement outcomes (Gronlnick & Ryan, 1989). Another large body of research showed that students' motivation at school is basically dependant on parental influence. Gonzalez reported that "It is imperative to study the family along with the

school to understand contextual effects on student motivation and learning." (Gonzalez, Holbein & Quilter, 2001, p.451).

Although several studies have discussed the importance of developing healthy bonds between families, schools and children, it seems that parents are still not ready or even unwilling to invest their time and effort in order to maintain this successful linkage between the three. (Rayan & Adams, 1995). The word family comprises a number of variables that are considered by many researchers to be related to academic or cognitive outcomes in children, some of which are parental belief systems, socio- economic status and intact/ single parent families. Some other important variables that come under the family umbrella include parental involvement, parental level of education, parental attitudes and expectations in children's academics as well as parenting styles.

The above variables play an important role in the child's school achievement. Many researchers agree that children who come from low income and single- parent homes would have less school success than children who come from intact and high socio economic families. Parents from low income or single parent homes reported that they are less involved in their children's academic and school work, that they have low supervision on their children's general social activities compared to students from high economic and unbroken families (Jacobs & Harvey, 2005).

Likewise, high socio economic, and more educated parents are expected to be more involved in their children's academic life and enhance their social activities. Never the less, there are children who come from high socio economic families with highly educated and involved parents , and yet, perform poorly in school. Students may come from low income families and broken homes and still achieve high grades in school. Parental attitudes and expectations also play an essential role in student's achievement. Attitude and expectations have been investigated by Keeves (1972) in his study on

Australian middle school students. He found a moderate to strong association between students mathematical and science grades and parents' attitudes towards their children's education and ambitions for their future education and occupation. Many other researchers added to Kieve's findings and explicated the great influence of parental interest, attitudes, expectations and aspirations on children's academic achievement. This was further supported by Ma's (2001) who found that the most significant predictors of student's participation in school were parents' expectations for their children (Jacobs & Harvey, 2005). However, although parents are usually concerned about their children's education and success in school some of them have unrealistic high expectations and wish their children to perform exceptionally high in school only to satisfy their own desires for "personal recognition or high social status resulting from having an intelligent child" (Ablard & Parker, p 451).

In addition to the previously mentioned variables, i.e. (parental belief, socio economic status, intact/single parent families, parental involvement, level of education and expectations) that play an outstanding effect on children's academic life and especially in their early school years, the main focus in the present study is the parenting styles variable. In This study we tend to investigate the effect the three parenting styles; authoritative, authoritarian and permissive have on academic performance and the mediating role of the test anxiety. The role that test anxiety plays in the academic achievement of children will be discussed in a separate section.

Baumrind's (1971) significant work on the classification of parenting styles has played a great role in influencing studies about parenting and its effect on both children and adolescents. In her work, she identified three parenting styles which will be dealt with in the present study, a) the authoritarian, (b) the authoritative, and (c) the permissive parenting style. Parenting style is not measured on how frequent parents and

children interact, but on the quality of this interaction. Parents may talk to their children and discuss with them different matters, but the quality of this communication and the way parents transfer a message to their children could differ from one parenting style to the other (Pong, Hao & Gardner, 2005).

To order to better understand the effect of test anxiety as a mediating variable on each of the parental styles, an overview that defines test anxiety and its role is being presented.

B) Test Anxiety – Theory and Research

Test anxiety is considered by many researchers as a trait and a stable personality characteristic that pushes an individual to intimidating situations accompanied by unbearable psychological, physiological and behavioral responses (Hancock, 2001). Other studies define test anxiety as a state that refers to a transitory situation of anxiety and excessive worry a child experiences during examination setting (Elliot & McGregor, 1999).

The central part of test anxiety is the "fear of evaluation" that comprises two components. The first is related to the cognitive beliefs children carry with before and during the test. These beliefs are manifested through excessive worry, unwanted and uncontrollable negative thoughts that lead the child to doubt his capabilities and develop faulty thinking of his abilities and performance. The second component is the physiological component that is manifested through muscle tension, feeling sick, sweating, elevated heart rate and shaking (McDonald, 2001). It is suggested that the cognitive component undermine performance, mainly by distracting the child's attention throughout the testing process. As to the emotionality component, studies showed that it has a little if any harmful effect on performance (Elliot & McGregor, 1999).

In the present study, Test anxiety is perceived as the mediating variable between the three parenting styles and academic achievement.

C. Parenting Styles and Academic Achievement- Theory and Research

1) Authoritarian Parenting Styles and School Performance

Authoritarian parents are usually described as harsh, controlling, often using strict methods with their children; they rarely encourage brainstorming sessions even when the child feels that family rules and restrictions are unreasonable. Authoritarian parents expect their children to abide by their rules and to obey their requests without questioning. They provide their children with low level of trust, and poor engagement. This relationship is more adult- than child- centered. Authoritarian families are distinguished by a high level of psychological control, which is reported from an adolescent's point of view as a feeling of being controlled, devalued and criticized (Aunola, Stattin & Nurmi, 2000)

Baumrind stated that authoritarian style is high on demandingness and low on responsiveness. It manifests in high parental control and supervision, with emphasis on obedience and respect for authority (Pong, Hao & Gardner, 2005). It was also described by such terms "restrictive", "controlling" and "autocratic" and is known to be the extreme end of control that is distinguished by parent's use of power in achieving obedience in children (Grolnick & Ryan, 1989)

In the present study we associate children who perceive their parents as authoritarian with low academic grades. Test anxiety is expected to mediate between the negative effect of authoritarian parenting style and low grades.

A large bulk of literature supports the hypothesis that children who are raised up by authoritarian parents are associated with children who are less socially competent relative to children whose parents have an authoritative parenting style, and that

authoritarian parenting is negatively associated with school grades (Okagaki & Sternberg, 1993). Other researchers suggest that authoritarian parenting styles; especially that of excessive control, are associated with children's passivity, and lack of interest in school (Aunola, Stattin & Nurmi 2000). Furthermore, results showed in a survey that was done in the San Fransisco Bay area on 7,836 adolescents that Asian American parents were more authoritarian than European American parents and that for both European and Asian Americans, the authoritarian parenting style was associated with poor school performance (Leung, Lau & Lim Lam, 1998).

A recent study was presented by Dornbusch to investigate the relationship between children's perception of their parents, their motivation and their academic achievement in school. Children's perception of their parents was measured by the new "children's perception of parents scale". Parents completed a questionnaire about their parenting behavior and some other parents were interviewed and asked about their parenting styles. To measure children's academic competence, teachers were asked to complete the "teacher rating scale". Four hundred fifty six elementary students from grades 3 through 6 participated in this study. The results of this study showed that children who perceived their parents as understanding, supportive and involved were positively associated with school achievement while those who perceived their parents as controlling, uninvolved and restrictive were negatively related to school achievement. (Grolnick ,Ryan & Deci,1991).

Another study done by Grolnick and Ryan aimed to investigate the parental influence on children's adjustment and performance in schools. The study differentiated between parental autonomy support and parental control orientations. Elementary school teachers, children and parents participated in this study. Results showed that "lower

grades were associated with reports of more authoritarian, more permissive, and less authoritative parenting." (Grolnick & Ryan, 1989,p.144).

In their book *The Family- School Connection*, Bruce and Gerald claimed that a strict, harsh and controlled parenting style is negatively related to children's school performance (Bruce A. Ryan & Gerald R. Adams, 1995). A research done by Abraham and Christopherson (1984) concluded that fathers' and mothers' punishing behaviors as well as mothers' controlling behaviors were negatively associated with children's perceived cognitive competence in middle school students.

Many studies argued that the parent- child relationship acts as one of the central factors that cause the development of anxiety disorders in children. Child's anxiety is highly increased by parental threats. A number of researches involved in child rearing support the link between authoritarian parenting style and anxiety. Research revealed that controlling parents not only develop anxiety in children but are also associated with other psychological disorders. Many parents, who were asked to report on their child rearing styles, highly supported the association between authoritarian parenting style and childhood anxiety. An observational study was done by Krohne & Hock(1991) to observe mother- child interactions while the child (age range between 10 and 13) is engaged in a difficult cognitive task. Mothers were observed during the interaction phase and were rated on ten global scales that measure maternal involvement and negativity. Children on the other hand, completed the Revised Children's Manifest Anxiety Scale. Results showed that mothers of girls with high anxiety levels were more controlling than mothers of girls with low levels of anxiety. In short, both observational and questionnaire researches provide strong evidence for the association between anxiety and parental control (Hudson & Rapee, 2000).

Based on the above and other findings, strict and controlling parents cause anxiety, fear and frustration in children. Hence, it is more likely that children with authoritarian parenting style have low self esteem, a negative attitude towards the world and are more anxious than other children (Chen, Dong & Zhou, 1997). In the present study, we suggest that test anxiety plays an important mediating role between the authoritarian, controlling parenting style and low school achievement.

2) Authoritative Parenting Styles and School Performance

Authoritative parenting style or what is known as "Flexible parenting style" consists of parental understanding, sensitiveness and awareness of the child's needs.

Authoritative parents are the kind of parents who encourage reasonable and logical rules and are ready to listen, debate, change or adjust those rules according to their children's rational requests. According to Baumrind, "some authoritative parents are both demanding and responsive. This means that they are controlling but not restrictive." (Baumrind 1991, p.46). It is a child centered rather than adult centered parenting style. It requires from parents to have a high level of open and clear communication, care, and active involvement in the child's life (Aunola& Stattin and Nurmi, 2000) Authoritative parents trust their child and motivate him/her to feel responsible, accountable and independent ; they encourage their children to work hard for their own sake and score high grades in school.

It is suggested that when children feel that they are trusted, and that their parents are sensitive to their needs, abilities and interests, they would do anything to obey their parents and follow their suggestions and advices. Furthermore, a study was conducted on a sample 304 second- grade children aged eight years to examine the relations between the two parenting styles authoritative and authoritarian and social and school adjustment. Parents, teachers and students participated in this study. Children completed

the peer assessment measure of social behavior, teachers completed a questionnaire on children's school related abilities and problems. Parents of the children were requested to fill a set of "Parental questionnaires" that includes children's background information and a measure of child-rearing practices. Results showed that children who come from authoritative homes are positively related to high school performance and social status, in contrast to those who come from authoritarian homes who are negatively associated with academic achievement, and peer acceptance (Chen, Dong & Zhou, 1997). Another study found that children with authoritative parenting style are expected to show the lowest level of maladaptive achievement, school avoidance, passivity and failure (Aunola & Stattin and Nurmi, 2000). A study done by Schaefer and Edgerton revealed that parents who are flexible and use progressive ways in dealing with their children, are more likely to have children who achieve higher scores on ability test (cited by Okagaki & Sternberg, 1993).

Therefore we suggest that children with authoritative parenting style grow with a high level of responsibility. They feel accountable to achieve high grades in school so that they meet their parent's expectation and thus pay them back the trust they endowed them with. This thrust to a better performance should not create test anxiety as children come to tests well prepared and ready to perform. However it might cause test anxiety in some children who are afraid to perform poorly. Nevertheless, and unlike the negative effect, test anxiety plays on children with authoritarian parents, Test anxiety plays a positive effect on children with flexible parents. Researchers view a beneficial effect of arousal or anxiety. "Without any fear of failure or encouragement to perform well on the test, a child is unlikely to put adequate effort into preparation or be sufficiently motivated when actually taking the test, and so will not perform to their fullest potential" (McDonald, 2001, p. 90). This anxiety and effort to achieve high grades push

them to move forward and do better in school."Anxiety is a function of self- efficacy and outcome expectations for component skills and of motivation in the form of goal-related mechanisms" (Smith, Arnkoff, Wright, 1990, p.314).

A considerable number of Western studies have also found different beneficial and positive effects of the authoritative parenting style compared to the authoritarian and permissive styles such as psychological competence, high self esteem, self efficacy, and academic success (Ang & Goh, 2006).

3) *Permissive Parenting Styles and School Performance*

Permissive parenting style is the other end of the restrictive spectrum. According to Baumrind, this style is " low on demandingness and high on responsiveness". Permissive parents accept their children to make their own decisions and allow them to act autonomously, and do not expect from them mature and considerate behaviors. These homes lack parental control and an active approach to child's education. Previous research found out that children's school grades and engagement are negatively affected if those students are coming from permissive homes. (Pong & Gardner, 2005) Many findings also documented that children of permissive parents tend to be less independent, revealed less determination and exhibited lower academic success than children who come from more democratic families (Holbein & Quilter, 2001). Another study investigated the relation between adolescents' achievement strategies and parenting styles. The sample consisted of three hundred and fifty- four 14 year old students who completed two types of questionnaires; the Family parenting style inventory and the Strategy and Attribution Questionnaire. Children's parents completed the Strategy and Attribution Scale for Parents to measure children's achievement strategies and Orebro Parenting style inventory to measure parenting styles. Results showed that children with permissive parents lack self regulation and are more

impulsive. "Permissive and neglectful parenting styles have been related to children's and adolescent's underachievement" (Aunola, Stattin & Nurmi, 2000, p.207).

In the present study, we suggest that children with permissive parenting styles perform poorly in school and that the role of test anxiety as a mediating variable diminishes and plays the least effect on these children. We propose that children from permissive homes should be the least anxious on tests since they lack parental involvement and supervision and they are allowed to do what they like with no outside parental pressure.

D. Test anxiety and its positive and negative relation to grades in school

In a newly published book on test anxiety, two well known researchers opened their chapters with the following statement "The detrimental effects of test anxiety on learning and academic performance are well documented", while the other in the same volume concluded '... it would seem that test anxiety is not the main reason why underprepared groups of students do poorly in exams. Nor is test anxiety the cause of the general debility in students' performances on major examinations'. This therefore implies that experts are still undecided whether test anxiety affects school performance or not (McDonald, 2001, p.90). However, other studies found extensive amount of evidence that test anxiety has a negative effect on academic performance and that it routinely causes poor academic results (Hancock, 2001). . children between 10 – 12 years of age believe that test scores are the index of their level of intelligence that is because their surrounded environment be that parents, teachers, peers, praise their test results rather than their efforts .In effect, a study showed that children who were praised for their test scores, would lie to their parents or peers when they get low results (McDonald, 2001).

In the present study, we suggest that test anxiety highly mediates between children with authoritarian parenting style and grades however, the mediating effect test anxiety plays diminishes as we move from the authoritarian to the authoritative to the permissive parenting style.

There is evidence that the origin of test anxiety lies in the high academic expectations parents place on their children. Because children are afraid not to meet these parental expectations, they become anxious on tests (McDonald, 2001). Many of the Arab culture parents demonstrate this situation, most of them encourage grades rather than efforts and this creates high levels of anxiety and fear when it comes to children's school performance. This was tested on BBS children through an item in the demographic questionnaire that stated: what happens if you get a low grade? Do your parents beat you up? Punish you? Talk to you? Or you are so scared to tell them about it. Results revealed that children are scared from their parents when it comes to test grades.

Based on the above literature, our current study aims to examine the relation between the three parental styles and academic achievement and to explore the impact of test anxiety as a mediating variable on each of the three.

CHAPTER 3

Methodology

Participants

The sample of the present study comprised 140 students (Males N= 63, Females N=77) from the Beirut Baptist School, the elementary department. Ages of the students ranged between 9 and 11 years. The study comprised three sections of grade five and three sections of grade six. The two grades were highly similar regarding socioeconomic class, gender, religious background and parental educational background. The School is multi sectarian with a large number of students of different religions and socioeconomic status.

Measures

A. Demographic information, this section asked about basic background information like student's gender, age, religion, parental condition (whether their parents are living together, divorced , father working abroad or whether their mother is a working mother). Another item questioned with whom they live; with their parents, mother alone, father alone, grandparents or others. Participants were asked whether they have a tutor at home. The last item posed whether parents beat their children when they get a low grade, punish them, talk to them or whether children are so scared to tell their parents about it.

For the Demographic information, refer to appendix A

B. Westside Test Anxiety Scale Several studies have supported and employed the Westside Test anxiety Scale some of which (the study done by Miller, Morton, Driscoll & Davis, 2005 on the Accelerated Desensitization with Adaptive Attitudes and Test Gains with 5th Graders. Another one on STARS-PAC accelerated Anxiety Reduction Rationale and Initial Findings (Driscoll, 2006) and the Test Anxiety: Age Appropriate Intervention study (David B, Driscoll, Richard, 2006). Westside Test Anxiety Scale is a brief and short scale that is easily administered. It consists of 10 five point- item Likert

Scale with (1) strongly agree to (5) strongly disagree. Test scores have different interpretations.

Past studies administered this test to both college students and fifth grade students and asserted the reliability and validity of this instrument. It is a scale that has public access and is free of charge for all schools to use. Driscoll et al., recommended using Westside Test Anxiety as an intervention program in schools to screen students with test anxiety impairments (Driscoll, 2004).

For the Westside Test Anxiety Scale sheet refer to appendix B.

C. Parental Authority Questionnaire (PAQ) by John R. Buri, University of St. Thomas. The results of several studies (among which is the one done by Gonzalez, Holbein & Quilter, 2002) have supported the Parental Authority Questionnaire as a psychometrically sound and valid measure of Baumrind's parental authority prototypes. The PAQ was designed to measure Baumrind's (1971) parental authority prototypes, the authoritarian, authoritative, and permissive style. It consists of 30 items; responses to each of these items are made on a 5- point Likert scale ranging from strongly disagree (1) to strongly agree (5). The items of the questionnaire were divided as such; Ten items measured the authoritarian parenting style, ten items measured the authoritative and ten measured the permissive parenting style (Buri, 1991). Each of these items was derived from the children's perspective evaluating the patterns of authority practiced by their parents at home. Measurements by Baumrind (1971) and Black (1967) of permissive, authoritarian, and authoritative parenting have been based on interviews with parents and their children as well as observations of parents interacting with their children (Buri, 1991)

For the Parental Authority Questionnaire, refer to Appendix C

Procedure

In cooperation with the Beirut Baptist School administration and staff, this research was successfully conducted. I have met with the school principal, and apprised him of the project and asked for his approval in collecting data by administering the three questionnaires to grades 5 and 6 students. I confirmed that I will carefully consider the ethical issues involved and maintain the confidentiality of the students in this school. The principal examined the documents and granted total permission and support to the project.

Data was collected by means of three questionnaires. First a background information review to collect student's demographic information, the second was the Parental Authority Questionnaire and the third was the Westside Test Anxiety Scale. The three tests were administered at different times in different sessions. The tests were distributed to the students during scheduled class sessions. I asked the teachers to administer the demographic information document as it was easy and short and I administered the PAQ and Test Anxiety Scale. Before handing out the questionnaires, I explained to students that in addition to being a counselor in the Beirut Baptist School, I am also a student in Haigazian University. And as a student I am conducting a research study to learn more about how students perceive their parental styles as they are growing up, whether authoritarian, authoritative or permissive. Students were assured that the three tests are not graded, and that their responses would remain totally confidential.

After distributing the PAQ, I defined the three parental styles and asked students to honestly answer the questions. I read and translated every item (to make sure every student would understand what he/ she is required to answer). Students asked for an interpretation to some items, four students however asked for dismissal. I recognized

that the items were better understood by the six graders than the fifth graders, because of age difference.

In the other sessions I explained that I am going to administer another questionnaire to see who has test anxiety, further explanation was about how test anxiety hinders some students from performing well on tests. Students were so excited to know the results and to find out whether they have high or low test anxiety. The Westside test Anxiety Scale was also verbally translated to all students.

Data was collected based on the students' responses. A number of students refused to answer some of the items such as; what happens when you get a low grade: your parents hit you, punish you or talk to you about it. Students noted the following near this item: I can't tell you about it , or I don't want to answer this question...

Statistics were entered to The SPSS program in order to analyze the correlation between different variables. A series of Regression analysis was also conducted , results were obtained and discussed accordingly.

RESULTS

The General Hypothesis stated that the three parenting styles have an effect on academic achievement. Specifically, authoritarian parenting has a negative impact; authoritative parenting has a positive impact; and permissive parenting has a negative impact on academic achievement. In attempt to test the above hypothesis, we applied the Parental Authority Questionnaire to measure the different parental styles. Averages of term one and of term two in the four subjects; English, Arabic, Math and Science were used as measures of children's academic achievement.

Concerning test anxiety as a mediating variable between parenting styles and academic achievement, the hypotheses state that the mediating effect is the highest in authoritarian parenting, lower in authoritative and the least in permissive parenting style.

Reliability Analysis

The Parental Authority Questionnaire and Test Anxiety Scale were examined for reliability. The Gronbach alpha α Coefficients ranged between 0.6 and 0.68 as follows:

Reliabilities

Subscales	Gronbach alpha α		
	Buri's obtained reliabilities		present research reliabilities
Authoritarian	Mothers	.85	.687
	Fathers	.87	
Authoritative	Mothers	.82	.686
	Fathers	.85	
Permissive	Mothers	.75	.623
	Fathers	.74	

Results obtained on the Test anxiety reliability test is .68 .

In order to test the above Hypotheses and determine the relationship between parental styles and academic achievement, parental styles and test anxiety, a series of Pearson correlation coefficients were calculated between different scores. Most of the results showed little significance while only three or four of them reached significant values.

Results are shown in table 1

Table: 1

Correlation Coefficients between parental styles, test anxiety and school grades.

Correlation Coefficients		Parenting Style			Test Anxiety
		Authoritarian	Authoritative	Permissive	
Term 1	English	-0.105	-0.011	0.036	-0.308**
	Arabic	-0.75	0.135	0.036	-0.253**
	Math	-0.104	0.144	-0.072	-0.377**
	Science	-0.02	0.134	-0.049	-0.401**
	Term 1 Average	-0.082	0.113	-0.034	-0.376**
Term 2	English	-0.034	0.124	-0.056	-0.387**
	Arabic	-0.61	0.139	-0.029	-0.231**
	Math	0.011	0.124	-0.034	-0.328**
	Science	0.019	0.263**	-0.219**	-0.384**
	Term 2 Average	-0.017	0.182*	-0.097	-0.370**
Test Anxiety		0.078	-0.022	-0.054	

* Correlation significant at the 0.05 level (2-tailed)
** Correlation significant at the 0.01 level (2-tailed)

A series of regression analysis was also conducted to test the above hypotheses using several control variables such as age, gender, home environment and parenting style.

Regression results did not show any significant relationship between parenting styles and academic achievement, nor was there any relationship between parenting styles and test anxiety.

In order to test the major hypothesis that test anxiety is a mediating variable between each of the parenting styles and school grades, two regression analyses were conducted with the academic grades as the dependant variable. One regression analysis was conducted with Test anxiety scores and one without it. No significant results were found in both cases.

However, two variables were consistently observed to be significant. These variables are a home tutor and scores achieved in the test anxiety questionnaire. Regression analysis showed that the scores of the students with home tutoring have an average which is 4.05 lower than students without home tutoring.

A sample of regression analysis with the dependent variable being science term 2

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	112.525	18.527		6.074	.000
	scores on authoritarian parenting style	.077	.129	.042	.594	.554
	scores on authoritative parenting style	.055	.120	.040	.460	.646
	scores on permissive parenting style	-.226	.120	-.158	-1.884	.062
	Age in years	4.183	1.694	.277	2.469	.015
	Class	-10.555	2.942	-.459	-3.588	.000
	Male or female	.965	1.700	.042	.567	.572
	Parents living together/not living together	-.850	1.116	-.058	-.761	.448
	Parents divorced/not divorced	-1.001	3.165	-.026	-.316	.752
	Father working abroad/not working abroad	-2.041	2.290	-.065	-.891	.375
	Mother working/not working	-.314	2.681	-.009	-.117	.907
	with whom do they live	-2.158	1.596	-.122	-1.352	.179
	tutor at home	-7.708	1.850	-.308	-4.166	.000
	parents reaction to school grades	1.799	1.886	.073	.954	.342
	scores on test anxiety scale	-4.031	1.104	-.285	-3.651	.000
	muslim vs christian	-.266	2.544	-.009	-.104	.917
	druze vs christian	4.960	4.040	.106	1.228	.222

a. Dependent Variable: term 2 science scores

DISCUSSION

It was generally considered that there was a direct correlation between Parenting Style and academic achievement which was evident in previous researches. In addition to the above hypothesis, this research undertook further examination to determine the correlation between parenting styles and Test Anxiety and the effect that both of these have on academic achievement.

Parenting Styles and Academic Achievement

In the first instance, the hypothesis suggested that the Authoritarian parenting style would be negatively related to children's academic achievement. Results showed that the statistics of the correlation coefficient analysis between Authoritarian Parenting style and grades were in the expected direction. Further research was done to explain the reasons of why the results did not achieve significance. Several studies suggested that many variables may affect and change the outcome of our results. For instance, a study at the University of Austin Texas stated that cultural differences has a major effect on the impact of Authoritarian parenting on Asian and Caucasian students. It was found that Authoritarian Parenting style amongst Asians was not necessarily associated with low grades. "Authoritarian parenting hurts Caucasian students but has no significant negative impact on Asian student's grades." (Pong, Hao & Gardner, 2005, p.52).

Similarly to the above, differences in culture have different impacts on student's perception of authoritative parenting style. Studies undertaken specifically on Asian students have shown that Asian children from authoritative families were not better in school than those Asian children from authoritarian families, whereas western students from authoritative families did perform better in school than those western students from authoritarian families. (Ang & Goh, 2006)

In considering the sample students that took part in this study, we assume that their cultural background may be classed as Asian and may therefore be the reason for the lack of significant results found in our research. Given the possibility of authoritarian parenting style having different meanings for different cultural groups, it is not surprising then that authoritarian parenting style is associated with negative or positive outcomes.

In the second instance, the hypotheses suggested that Authoritative Parenting style would be positively related to children's academic achievement. In Table 1, we see that the statistics of the correlation coefficient results between Authoritative Parenting style and grades indicated a positive direction. This supports our hypotheses that Authoritative Parenting is associated with high grades. Although this was in line with our expectations, not all the results were significant to support our hypotheses with the exception of Term 2 Science results and Term 2 Average results.

In the third instance, the hypotheses suggested that Permissive Parenting style would be associated with low academic achievement. Results showed that the statistics of the correlation coefficient between Permissive Parenting style and grades indicated a negative direction. This supports our hypotheses that Permissive Parenting style is associated with low grades. Although this was in line with our expectations, only one correlation between permissive parenting style and term 2 Science grades reached significance.

It was observed in both cases of Authoritative and Permissive parenting styles that the grades achieved for the subject of science produced significant results. It is suggested that the significance in science specifically might be by chance.

Test anxiety and Parenting Styles

We have hypothesized that authoritarian parenting styles produces high test anxiety and eventually resulting in low academic grades; however the results of this study did not support that. As noted previously, a major contributing factor for such a variance may be due to cultural influences. Different cultures have different impact on student's perception of authoritarian parenting style. Although Authoritarian parenting is associated with "control" and "strictness", the perception of such in western cultures is that of negative characteristics including parental hostility, aggression and dominance whilst in Asian cultures, it is that of positive characteristics including parental concern, care and involvement (Ang & Goh, 2006). "Authoritarian parenting style is not universally associated with negative student outcomes, especially when studying non-Caucasian samples. In fact, positive student outcomes have been associated with authoritarian parenting style in some Asian samples"(Chen, Dong & Hong Zhou, 1997, p. 856). Other research has also argued that although controlling and authoritarian strategies have been associated with behavioral problems amongst western children, such strategies may have positive effects and outcomes amongst students of Asian background.

In considering the conflicting impact of various cultures on authoritarian and authoritative parenting, we draw the inference that cultural differences will also be a contributing factor on student's perception of permissive parenting styles. Hence, we suggest that the reason for the results of our research in relation to permissive parenting and test anxiety being not significant, may also be attributed to cultural influences.

When considering parent-child relations within various cultures, we suggest that the subjects that participated in our research are closely associated with those of Asian background rather than that of a western background. It seems that the present results indicate something similar or closer to the results that would otherwise be obtained from Asian subjects.

Test Anxiety and Academic Achievement

As noted earlier, we considered that test anxiety has a negative effect on student's academic grades. Referring to the results of research in Table 1, the correlation clearly showed significant results between test anxiety and grades. The significant correlation was found to be evident amongst all four subjects. All the correlation coefficient results were in a negative direction which indicates that there was a high level of test anxiety and correspondingly low academic grades. Similar results were shown in previous studies conducted by the National Foundation for Educational Research United Kingdom where "higher levels of test anxiety where associated with lower test grades or scores." (McDonald, 2001, p.92). Reports produced by the same foundation noted that most studies undertaken in this field have produced results where the correlation coefficients between test anxiety and school performance were negative, with coefficients of up to -0.5 and -0.6, although more frequently these have been between -0.2 and -0.3 .

As stated earlier we hypothesized that there is a correlation between parenting styles and academic outcome where the mediating variable is test anxiety. We conclude from the results of our study that test anxiety is not a mediating variable but has a direct effect on student's academic achievement. This leads us to suggest that when children are sitting examinations, test anxiety is not brought about due to the fear of their parents but is chiefly due to the "aura" of the examination itself.

Tutoring

A series of regression analysis was undertaken to determine significant independent variable that affected the dependant variable, student's grades. When analyzing the results of the regression tables which highlight the extent of the effect each variable has on the grades for all academic subjects (ie, English, Arabic, Mathematics and science), we observed that there was consistently a significant contribution of the variable 'tutoring'. The significance

found was that the students who were offered home tutoring tended to have lower grades than those who were not offered home tutoring.

Although such results may contradict common logic, further research into the effects of home tutoring confirmed that home tutoring does not always result higher grades. Research undertaken by the International Institute for Educational Planning at Paris, suggests that although home tutoring may improve a students learning and provide constructive activities for pupils during out-of-school hours, it can also have negative consequences. "The problematic side includes distortion of the mainstream curricula, pressure on young pupils and exacerbation of social inequalities..." (Bray, 2003, p. 165). Other possible reasons for the adverse outcomes of home tutoring may include the quality of tuition, the qualifications of tutors and manipulation of clients by tutors. This leads us to the question as to why tutors are engaged by parents in the first place. One suggestion for such is that students are performing very poorly in the first instance and consequently, parents will engage tutors, but only to see very modest improvements in the child's performance; hence, a possible reason why in our research, student's receiving home tutoring continued to display low grades.

Limitations

One significant limitation that was encountered in our research concerns the sample of students, noting that the students questioned were not from a diverse background. The students were from the same educational institution, of Lebanese background, being raised within a unique cultural environment and also resided in Lebanon. We therefore expect that such factors impose restrictions on the generalizability of the obtained results.

Conclusion and Implications of Further Studies

"All children behave as well as they are treated"

In conclusion, If this thesis has any future use, it will be a modest contribution as a reminder to all parents, teachers, guardians who are accountable in raising new generations to treat their students, children, by a feeling of love and respect and above all by gentleness rather than by fear and threatens. In our present study results did not support our hypothesis that test anxiety is associated with parenting styles nor that parenting styles has an effect on academic achievement but on the other hand, results manifested that clear relationships existed between test anxiety and low grades. Further studies can build on this outcome and investigate more on what might be the reasons behind this anxiety in the Arab and specifically the Lebanese culture. Furthermore, a special notice should be considered when observing "tutoring" that was consistently significant in all regression results. The significance found was that the students who were offered home tutoring tended to have lower grades than those who were not offered home tutoring. It is important to mention that there is little research on the effects of tutoring for students in Lebanon and we therefore suggest this line of research is worthy of further investigation.

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APPENDIX A
Demographic Information

Name: -----

Age: -----

Grade: -----

Kindly color the icon that applies to you.

Gender: Male Female

Religion: Christian Muslim Druze other -----

Death: Mother Father Brother other -----

Parents: Living together Divorced

 Father working abroad Working mother

With whom do you live?

 Mother and Father Mother alone

 Father alone Grandparent

 Others -----

Do you have a tutor at home?

 Yes No

Do you have any friends at school?

 Yes No

What happens when you get a low grade?

 My parents talk to me about it

 My parents hit me

 My parents punish me

 I am so scared to tell my parents about it

APPENDIX B
Westside Test Anxiety Scale
Page 1/2

Class: ----- Name: -----
Date: -----

Rate how true each of the following is of you, from extremely or always true, to not at all or never true. Use the following 5 point scale.

5	4	3	2	1
Extremely	highly or	moderately	slightly	not at all
Or always	usually	or sometimes	or seldom	or never
True	true	true	true	true

- 1. The closer I am to a major exam, the harder it is for me to concentrate on the material.
- 2. When I study, I worry that I will not remember the material on the exam.
- 3. During important exams, I think that I am doing awful or that I may fail.
- 4. I lose focus on important exams, and I cannot remember material that I knew before the exam.
- 5. I finally remember the answer to exam questions after the exam is already over.
- 6. I worry so much before a major exam that I am too worn out to do my best on the exam.
- 7. I feel out of sorts or not really myself when I take important exams.
- 8. I find that my mind sometimes wanders when I am taking important exams.

APPENDIX B
Westside Test Anxiety Scale
2/2
(Continued)

- 9. After an exam, I worry about whether I did well enough.
- 10. I struggle with writing assignments, or avoid them as long as I can. I feel that whatever I do will not be good enough.

APPENDIX C
Parental Authority Questionnaire
1/4

Parental Authority Questionnaire

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

- 1 = strongly disagree
- 2 = Disagree
- 3 = neither agree nor disagree
- 4 = Agree
- 5 = Strongly Agree

1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.

12345
2. Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.

12345
3. Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions.

12345
4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.

12345
5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.

12345
6. My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.

12345

APPENDIX C
Parental Authority Questionnaire
2/4
(Continued)

7. As I was growing up my mother did not allow me to question any decision she had made.

1 2 3 4 5

8. As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline.

1 2 3 4 5

9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.

1 2 3 4 5

10. As I was growing up my mother did *not* feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.

1 2 3 4 5

11. As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.

1 2 3 4 5

12. My mother felt that wise parents should teach their children early just who is boss in the family.

1 2 3 4 5

13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.

1 2 3 4 5

14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions.

1 2 3 4 5

15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways.

1 2 3 4 5

APPENDIX C
Parental Authority Questionnaire
3/4
(Continued)

16. As I was growing up my mother would get very upset if I tried to disagree with her.

1 2 3 4 5

17. My mother feels that most problems in society would be solved if parents would *not* restrict their children's activities, decisions, and desires as they are growing up.

1 2 3 4 5

18. As I was growing up my mother let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me.

1 2 3 4 5

19. As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her.

1 2 3 4 5

20. As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.

1 2 3 4 5

21. My mother did not view herself as responsible for directing and guiding my behavior as I was growing up.

1 2 3 4 5

22. My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.

1 2 3 4 5

23. My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me.

1 2 3 4 5

APPENDIX C
Parental Authority Questionnaire
4/4
(Continued)

24. As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.

1 2 3 4 5

25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.

1 2 3 4 5

26. As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it.

1 2 3 4 5

27. As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.

1 2 3 4 5

28. As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family.

1 2 3 4 5

29. As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.

1 2 3 4 5

30. As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.

1 2 3 4 5

Correlations

		scores on authoritative parenting style	term 2 science scores
scores on authoritative parenting style	Pearson Correlation	1	.263**
	Sig. (2-tailed)		.002
	N	143	143
term 2 science scores	Pearson Correlation	.263**	1
	Sig. (2-tailed)	.002	
	N	143	143

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		scores on permissive parenting style	term 2 science scores
scores on permissive parenting style	Pearson Correlation	1	-.219**
	Sig. (2-tailed)		.009
	N	143	143
term 2 science scores	Pearson Correlation	-.219**	1
	Sig. (2-tailed)	.009	
	N	143	143

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		average of arabic+english+math+science for term 2	scores on test anxiety scale
average of arabic+english+math+science for term 2	Pearson Correlation	1	-.370**
	Sig. (2-tailed)		.000
	N	143	143
scores on test anxiety scale	Pearson Correlation	-.370**	1
	Sig. (2-tailed)	.000	
	N	143	143

**. Correlation is significant at the 0.01 level (2-tailed).