



PREDICTIVE RELATIONSHIPS OF PARENTING STYLE AND ROLE OF STUDENTS SELF-EFFICACY ON EXAMINATION ANXIETY AMONG O'LEVEL STUDENTS IN AFIKPO NORTH L.G.A.

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ABSTRACT

The study investigated the predictive relationships of parenting style and the predictive role of students self-efficacy with high-stakes examination anxiety among O'level students in Afikpo North. One hundred and one (101) students (51 males and 50 females) drawn from three different JAMB and WAEC lesson class participated in the study. They comprised both male and female aged 16-20 years with the mean age of 18.5. Cross-sectional design and linear regression analysis was adopted for the study. Baumrind (1991) Parenting Authority Questionnaire (PAQ) was used as a measure of parenting style; Students self-efficacy Questionnaire (SSQ) developed and validated by Melodie and Gerdamarie (2013) was used to measure students self-efficacy; and Cognitive test anxiety questionnaire (CTAQ) adapted and modified by Cassady and Johnson (2002) was adopted as a measure of examination anxiety. The result of the analysis indicated a significant positive relationship between authoritarian and permissive parenting styles with examination anxiety (β .118, t .693, $p < .05$) and (β .344, t .579, $p < .05$) respectively. Authoritative parenting was shown to have a significant negative relationship with examination anxiety (β -.107, t -.774, $p < .05$). The findings evidenced also, that Students self-efficacy had a significant positive relationship only between Authoritative parenting style and examination anxiety (β .173, t 1.248, $p < .05$). Implications of the findings to examination anxiety were discussed, and recommendations which includes that, the school administrators should encourage parents during Parents Teachers Association (P.T.A) meeting to always be responsive and emotionally supportive to their children during high-stakes examination so to avoid every source of exam anxiety.

Key Words: Parenting Styles, Students Self-efficacy, High-Stake Examination Anxiety

Introduction

High-stakes examination according to the National Center for Fair and Open testing (2007) is a standardized test used widely to assess the performance of students on entrance into a higher educational curriculum level. It is standardized because every candidates involved are assessed with the same questions and under similar evaluative situation. The scoring is also in the same way. The scores of the students are used to make final decisions about possibilities of entrance and certificate.

Observation has shown that because of the perceived importance and the consequences attached to high-stakes examination, many students experienced greater sense of apprehension with the fear of being tested and examined. This type of apprehension

tends to impair the students' mental states and sense of emotional stability (Heidi, Mera, El Ramahi, Steven, Lincoln, & Amanda, 2015). Vomiting and fainting is often reported by the press as one of the symptoms of exam anxiety experienced by these students while taking high-stakes standardized examination.

Research has shown that test anxious students are always overwhelmed with the repercussions of failure (Spielberge, & Vagg, 1995), and may include also, fear of being punished by parents if failure occurs. Any student who is overwhelmed by the above negative consequences, may experience feelings of cognitive tension, nervousness, difficulty in organizing ones thoughts, worry, fidgeting, pacing, feelings of dread, racing thoughts and excess feeling of failure.

High-stakes testing anxiety, however, is a

negative construct which is referred to as the set of physiological and behavioural responses that proceeds much concerns about possible negative consequences and failure on an examination or similar evaluative situation (Marks, Benjamin, Michael, Aaron & Nicole, 2005).

Naturally, a worrisome student may experience psychological distress and insecurity while taking high-stakes examination. Harris and Coy (2003) assert that such anxious student experience one or two of the following physical symptoms; stomach aches, headaches, vomiting, increased heart rate and palpitations, handshaking, sweating and panic. All these symptoms are often unhealthy to students. A research was conducted by American Psychological Association (2014) with teens aged 13 to 17 in the United States with the aim of finding how examination anxiety affects students well-being. The result showed that respondents reported higher levels of stress towards exam that is unnatural. This indicates that high-stakes test anxiety has the possibility to interfere with students' well-being, and if it becomes severe, it may make it more difficult for the students to perform at their highest academic self-efficacy.

Observation has shown also that due to these unhealthy psychological/physical symptoms, and the pressure from the parents to perform well, many teens have chosen to practice cheating and malpractices. High-stakes test anxiety is suspected to be detrimental to every student when entering into the examination hall. Many studies have tried to examine the harmful effect of high-stakes test anxiety with different variables and groups of children. Natasha, John, Anisa, Nathan and Justin (2013) surveyed the differences in test anxiety on high-stakes standardized achievement testing and low-stakes testing among elementary school

children. 335 students in grade 3 through 5 participated in the study. Students completed assessment of test anxiety following NCLB (No Child Left Behind) testing and typical classroom testing. Students reported significantly more overall test anxiety in relation to high-stakes testing versus classroom test anxiety, effect sizes $r = -.21$ and $r = .10$. Students also reported significantly more cognitive ($r = -.20$) and physiological ($r = -.24$) symptoms of test anxiety in relation to high-stakes testing.

Another research conducted by Jerrell and Ronald (2001) examined the impact of cognitive test anxiety and emotionality and test procrastination on three course exams. Student self report questionnaire was used to examine their performance on Scholastic Aptitude test for 168 undergraduate students. Results showed that higher levels of cognitive test anxiety were associated with significantly lower test scores on each of the three course examinations. Result also revealed that, high level of cognitive test anxiety also were associated with significantly lower Scholastic Aptitude test scores. Procrastination in contrast, was shown to be related to performance only on the course final examination.

Adegoke (2017), also reported a predictive strength of cognitive test anxiety on academic achievement. Adapted and modified cognitive test anxiety scale and achievement test were used for data collection. Data collected was analyzed using Regression Statistical analysis technique. The result showed that cognitive test anxiety predicted academic achievement, and based on the findings also, it was recommended that students should thoroughly study in order to increase their confidence level and leave no room for self-doubt or self-defeating behaviour.

The study by Okogu, Osah, and Umedgere (2016) examined examination anxiety of students in Nigeria higher institutions and its consequences among the students. The study

noted that examination anxiety contribute negatively to students' academic performance, hence, there is the urgent need to exploring for a salvaging means. The significance of the study stems from the benefits of stake holders such as enhanced students' academic performance. The researcher concluded that examination anxiety is a common phenomenon among higher institutions students that result to poor academic performance.

The concern of the present research is to seek whether variables such as parenting styles and students academic self-efficacy could predict the levels of high-stakes exam anxiety experienced by most O'level students. Parenting styles according to Jihong, Shiguang, Maosheng, and Chengping (2017), is a relatively permanent pattern of behaviour used in training children. It is regarded as a major factor in children's education and training. Baumrind (1991) described it as parents practices in socializing their children and it has been assumed to be associated with differences in students behaviours and academic problems. Parenting styles can be defined as a pattern of attitudes held as a parent in child rearing. It is a complex process that significantly affecting the life span development of every person, (Hussain, Said, Ali, Abdulauwi, & Muna, 2011).

Researchers have tried to correlate students test anxiety with child-parent relationship patterns. Besharat, Azizi & Pourisharifi (2011) reported that parents have a powerful impact on child's growth. Azizi and Basharat (2011) assert also that child-parents relationship and characteristics are two factors affecting the children's characteristics and performance. Elizabeth, King, Ollendick, Gullone, Tonge, Watson and Macdermoth (2006) supported the view that different parenting styles could be related to childhood anxiety.

A study by Laleh and Javaaushir (2015)

examined child-parents relationship and test anxiety of elementary school students of Gorgian in a cumulative study of 205 children (9-12 years old) from the schools of Gorgian city and then parents were selected by the use of convenience sampling. Test anxiety inventory (TAI) and child-parent relationship scale (CPRS) were used and SPSS 16 based on correlation statistical model and regression analysis at significance level of $p < 0.05$. Results showed that there was a correlation between students test anxiety and child-parent relationship style ($p < 0.001$). The research result showed that parenting style is effective on students' test anxiety.

Uwe, Susanne, Jeremy, and Miles (2003) surveyed the relationship between parenting styles, depersonalization, anxiety and coping behaviour in a normal high school students sample ($N=276$). The correlation analysis revealed that perceived parental psychological pressure correlated positively with depersonalization and trait anxiety among adolescents. Perceived parental warmth was positively associated with active coping and negatively correlated with trait anxiety in adolescents. A cluster analysis revealed four types of parenting styles; authoritative, authoritarian, permissive and indifferent. The group with the authoritarian parenting style showed higher scores on depersonalization and anxiety. The group with the authoritative and permissive style of both parents showed the highest score on active problem coping.

Most of these studies have not really compare the three parenting styles on high-stakes testing anxiety in particular. This has lead the researcher to ask the first question as slated; which of the three parenting styles contribute mostly to students high-stakes exam anxiety? Thus, this study aimed to investigate the predictive relationships between the three parenting styles and high-stakes test anxiety

among O'level students.

Baumrind (1991) identified three different parenting styles (from Maccoby & Marting, 1983 parental responsiveness and parental demandingness) which includes; authoritative, authoritarian and permissive parenting styles. Authoritative parenting has an attributes of warmth, responsiveness, expectation of maturity and control. Authoritarian parenting has an attribute of strict decision making attitude and high on expectation. He/she strictly do not allow the children to do their wish. The permissive parenting has the attribute of less responsiveness and less demandingness. Christopher, (2005) asserts that permissive parenting styles obey their children's wishes and demands.

Moreover, the moderating role of student's self-efficacy on high-stakes testing anxiety despite the parenting styles is another variable which caught the interest of the researcher. Owens, et. al (2012) has suggested that the score of a test anxious person is determined by such persons' academic self-efficacy. (I.e. the cognitive ability to maintain task related focus in high-stakes examination). So, if the students' academic self-efficacy is relatively low together with a particular parental attitudinal style, it may be difficult for the students to overcome high-stakes testing apprehension. And if it is high despite the type of parenting style, such students may not experience any exam anxiety. Now, the second research question is; Do self-efficacy moderate high-stakes testing anxiety despite the type of parenting style?

Academic self-efficacy, moreover, is refers to students cognitive judgment concerning their ability to master an academic task and produce favourable outcomes (Melodie & Gerdamarie, 2013). The theoretical review of academic self-efficacy according to Bandura (1997), emphasized more on social cognitive theory. This theory assumed that students

academic performance is a consequence of interactions from cognition, emotions, behaviours, and social environment. However, vicarious learning, persuasive characteristic and physiological reactions are elements of academic self-efficacy. Bandura proposes that a person's capability is determined by his/her self-efficacy. High academic self-efficacy may motivate a student to do well in any challenging high-stakes exam. Any failure encountered may be attributed to as little efforts (Bandura, 1997). Thus, students with low academic self-efficacy may assume that the failure is as a result of the difficulty and hard experienced from high-stakes examination.

Already, Jennifer, Samantha and Carrie (2013) carried out research on anxiety, self-efficacy and college exam grades with 110 participant. Pre and post-questionnaires assessing anxiety and self-efficacy before and after a single college exam was completed. Grades were obtained from the instructor. Results showed a strong relationship between both test anxiety and exam grades, and self-efficacy and exam grades. Multiple linear regression analyses showed that exam grade could be predicted by test anxiety and self-efficacy moderated the effects of anxiety.

Another studies by Lida, Mojtaba, and Muhammad (2014) compared the self-efficacy, test anxiety and competitiveness in top private and public high schools students by using Ex Post Facto Research. 338 participated on the study, and they are second grade math and physics high school students (172 males and 166 females) in Tehran. The selection was made through Multi-stage cluster sampling. Self-efficacy questionnaire for children, Test anxiety inventory, and Winning, mastery and performance questionnaire were used respectively to measure, self-efficacy, test anxiety and competitiveness respectively. The results

showed that general self-efficacy, test anxiety and competitiveness were higher in TPS students (emotional and academic self-efficacy were higher and there was no significant difference for social self-efficacy).

Abiodun, Erhabor, and Omotola (2017) investigated academic self-confidence effects on test anxiety, indicators of performance impairment and intrusive worry. Respondents were 206 Nigerian undergraduate students (mean age = 20.29, SD = 2.22; female = 43.2%). The students took the Westside Test Anxiety Scale (Driscoll, 2004) and the Academic Self-confidence Scale (Jones, 2001). Data were analyzed to predict performance impairment and intrusive worry from academic self-confidence, taking into account students' year of study and gender. Results suggest that academic self-confidence influenced both performance impairment and intrusive worry dimensions of test anxiety. Students who were high in academic self-confidence reported lower performance impairment or intrusive worry. Also, first year students reported higher intrusive worry than those in second, third, or fourth year of study. High manifestation of academic self-confidence is an asset for coping with test anxiety.

As the extent of literature reviews, examination anxiety is characterized by worrisome, cognitive tension, vomiting and other unhealthy physical and psychological distresses. The sources of high-stakes examination anxiety is influenced by various factors such as performance impairment, intrusive worry, parent-child relationship, and other individual personal characteristic according to the literature. Though, none of these literatures assessed the moderating role of students self-efficacy on high-stakes testing anxiety with Baumrind's parenting style in particular and in Nigerian context. However, this present study aim to investigate the moderating role of students

self-efficacy on high-stakes cognitive testing anxiety with each of the three Baumrind's parenting style. Parenting styles according to Jihong, et. al (2017), is a relatively permanent pattern of behaviour used in training children. It is regarded as a major factor in children's education and training. Baumrind (1991) described it as parents practices in socializing their children and it has been assumed to be associated with differences in students behaviours and academic problems. Academic self-efficacy, moreover, is refers to students cognitive judgment concerning their ability to master an academic task and produce favourable outcomes (Melodie & Gerdamarie, 2013). The theoretical review of academic self-efficacy according to Bandura (1997), emphasized more on social cognitive theory. This theory assumed that students academic performance is a consequence of interactions from cognition, emotions, behaviours, and social environment. Owens, et. al (2012) has suggested that the score of a test anxious person is determined by such persons' academic self-efficacy as well (i.e. the cognitive ability to maintain task related focus in high-stakes examination). So, if the students' academic self-efficacy is relatively low together with a particular parental attitudinal style, it may be difficult for the students to overcome high-stakes testing apprehension. Judgment on the findings will help school administrators in educating their students to keep on making personal great effort to buttress the levels of their academic self-efficacy, so to overcome high-stakes testing anxiety and also make a greater performance that will help in entrance into another educational curriculum level, and good certificate.

Method

A total of one hundred and one (101) students drawn from JAMB and WAEC lesson preparation class participated in the study. They comprised 51 males and 50 females

with the mean age of 18.5. Purposive sampling technique was used and three instruments were used for data collection. The instruments are; Parenting Authority Questionnaire (PAQ); this is a 20 items scale developed by Baumrind (1991). It were originally scored on a 5- point likert format ranging from 1(strongly disagree) to 5(strongly agree). Each form consisted of 10 items per parenting style. Examples of the item include; Once family policy had been established, my father/mother discussed the reasoning behind the policy with the children, my father/mother directed the activities and decisions of the children through reasoning and discipline. The Cronbach's Alpha of the parenting styles as provided by Buri (1991) are: Authoritative .75, Authoritarian .72, Permissive .65. Whereas the pilot study conducted by the present researchers two weeks before the main study indicated a Cronbachs Alpha coefficient of internal consistency of; Authoritative .67, Authoritarian .65, Permissive .61.

Students Self-efficacy Questionnaire (SSQ) is a 10 item questionnaire developed and validated by Melodie and Gerdamarie (2013). It is a 4- point likert scale ranging from 1(Not at all true) to 4(exactly true). Examples of the item includes; I am convinced that I am able to successfully learn all relevant subject content even if it is difficult, I know that I can maintain a positive attitude toward this course even when tension

arise. The Cronbach alpha's coefficient of internal consistency as provided by Melodie and Gerdamarie (2013) is $\alpha = 0.84$, while the pilot study conducted by the present researchers indicated a Cronbach alpha coefficient of internal consistency of $r = .81$.

The cognitive test anxiety Questionnaire (CTAQ) is a 27 items adapted and modified by Cassady and Johnson (2002). It is a 4-point likert format ranging from 4(Not at all typical of me) to 1(Very typical of me). Examples of the items include; while taking an important examination, I find myself wondering whether the other students will be better than I am. I loose sleep over worrying about examination. The scale had a high level of internal consistency of $\alpha = .91$. (33% of scores on CTA formed the high CTA group, and those students reporting below 33% of scores were classified as having low CTA). The pilot study conducted by the present researchers indicated internal consistency of $r = .88$.

Linear regression analysis was used to test the hypotheses of this study on whether the three parenting styles (Authoritative, Authoritarian and Permissive) and Students Self-efficacy could significantly predict Cognitive Test Anxiety. The demographic variables were controlled in the analysis by removing their effect first before regressing the main predictors into the regression model.

Result

The results of the findings of this study are presented in table 1, table 2, and in table 3.

Table 1: Cognitive test anxiety and authoritative parenting with the mediating role of self efficacy

Regression

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	64.016	13.346		4.797	.000
	authoritative	-.331	.461	-.100	-.717	.476
2	(Constant)	52.536	16.149		3.253	.002
	authoritative	-.355	.459	-.107	-.774	.443
	self efficacy	.372	.298	.173	1.248	.218

In table 1, the result of linear regression for the test of research questions showed that, authoritative parenting style do not significantly predicted cognitive test anxiety, ($\beta = -.107, t = -.774, p < .05$), and moderates self-efficacy ($\beta = .173, t = 1.248, p < .05$). The unstandardized regression coefficient (*B*) showed that for every one unit decrease in authoritative style, cognitive test anxiety increases, and self-efficacy increases. and if authoritative style of parenting increases, cognitive test anxiety will decrease.

Table 2: Cognitive test anxiety and authoritarian parenting with the mediating role of self efficacy

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Beta	Lower Bound
1	(Constant)	47.590	17.142		2.776	.009	12.857	82.323
	authoritarian	.350	.506	.118	.693	.493	-.674	1.375
	self_efficacy	-.084	.397	-.036	-.212	.833	-.888	.719

In table 2, the result of linear regression for the test of research questions showed that, authoritarian parenting style significantly predicted cognitive test anxiety and moderate the role of self-efficacy, ($\beta = .118, t = .693, p < .05$) and ($\beta = -.036, t = -.212, p < .05$) respectively. The unstandardized regression coefficient (*B*) showed that for every one unit increase in authoritarian style, cognitive test anxiety increases, and self-efficacy decreases. and if authoritarian style of parenting decreases, cognitive test anxiety will decrease, and self-efficacy will increase.

Table 3: Cognitive test anxiety and permissive parenting with the mediating role of self efficacy

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	45.530	23.983		1.898	.154	-30.794	121.854
1 permissive	.616	1.064	.344	.579	.603	-2.771	4.003
self_efficacy	-.153	.508	-.179	-.301	.783	-1.769	1.463

In table 3, the result of linear regression for the test of research questions showed that, permissive parenting style significantly predicted cognitive test anxiety and moderate the role of self-efficacy as well, (β .344, t .579, $p < .05$), and (β -.179, t -.301, $p < .05$). The unstandardized regression coefficient (B) showed that for every one unit increase in permissive style, cognitive test anxiety increases, and self-efficacy decreases. and if permissive style of parenting decreases, cognitive test anxiety will decrease, and self-efficacy will increase.

Discussion

The result indicated that two of the three parenting style (authoritarian and permissive) predicted Cognitive Test Anxiety. The result of the analysis indicated a significant positive prediction between authoritarian and permissive parenting styles with examination anxiety (β .118, t .693, $p < .05$) and (β .344, t .579, $p < .05$) respectively. Authoritative parenting was shown to have a significant negative prediction on examination anxiety (β -.107, t -.774, $p < .05$). The findings evidenced also, that Students self-efficacy had a significant positive prediction on examination anxiety (β .173, t 1.248, $p < .05$) only if authoritative parenting style decreases. The findings evidenced that authoritarian and permissive parents increased examination anxiety of their children, and authoritative parents do not

predict examination anxiety.

Using Baumrind's theoretical explanation, the authoritative parenting styles may be more likely to promote the degree of self-control and social competence of children. Thus, it is likely that authoritative parenting style is always concern with anxiety following high-stakes testing and may be willing to reassure the child's efficacy towards the examination. This type of parenting-support and assurance may enhance the child's self relaxation, and as well reduce muscle tension that may occur before or during testing.

Moreover, the authoritarian parenting may strictly command the child to make sure that he/she come out of the exam with excellent result otherwise another vocation will be chosen for him/her. This type of parent may monitor the child's reading hour and sleeping hour. He/she (the parents) may keep on reminding the child the amount of money spent on registration of the exam, that if he/she (the child) happen to fail to credits all the subject, punishment will follow. With this kind of pressure to perform well on the high-stakes examination, there is the likelihood that the child may begin to experience a greater sense of apprehension during and after an examination. The permissive parenting, however, may lack all the advise and demands of good result from the child, instead may always attribute any failure of their child as the wickedness from the examiners. Their children in other hand,

might not experience any apprehension during and after any exam because they may always see reason to defend themselves. With the above attributes, the authoritarian and permissive parenting styles may be related to low self-control and lack of self-efficacy that may be experienced by some students. This type of parenting may also make it more difficult for these students to perform at their highest academic self-efficacy.

Implication of the Findings

The study has really portrayed some variables that significantly predicted high-stakes examination anxiety. Where each of the three parenting style is high, student self-efficacy will be low, and vice-versa. Brennam, et. al (2013) already asset that parenting style is an ideal pattern that were greatly affecting children's psychological and behavioural growth. The findings have shown the predictors of high-stakes test anxiety. This research may be helpful to school administrators in educating the parents during PTA (Parents Teachers Association) meeting to cordially relate with their children in a responsive pattern so to minimize the level of high-stakes testing anxiety, and then promote examination confidence and efficacy.

Limitation of the Study

The study only accounted for about 13% (authoritarian) and 12% (permissive) parenting variance in examination anxiety. Only authoritative parenting style accounted for about 40% of the variance in high-stakes Testing anxiety. There are possibilities that other variables may contribute to high-stakes examination anxiety. Further research should look into other variables which may contribute to high-stakes testing anxiety so to eradicate mass failure and build up self confidence and high academic performance among O'level student.

Recommendation

The following recommendations were with reference to the result and the findings of this study:

1. During Parent Teachers Association (P.T.A) meeting, School administrators should encourage parents to be responsive and emotionally support their children during high- stakes examination so as to minimize the level of examination anxiety experienced by these children, and also promote examination confidence.
2. School administrators should educate their students to keep on making personal effort to buttress the levels of their academic self-efficacy, so as to overcome high-stakes testing anxiety and make a greater performance.
3. Parent in other hand, should always be communicative and task oriented as authoritative parents do. This will back up the level of self efficacy of their children and reduce unhealthy examination conditons.

Conclusion

High-stakes examination anxiety is a negative construct which affect many students due to the pressure to perform well. Vomiting has been one of the unhealthy psychological symptoms observed always in examination hall. This study has significantly shown how the three parenting styles contributed to this unhealthy situation. The role students self-efficacy could play despite the type of parenting style was also tested. The results show that students self-efficacy increased in group of students with authoritative parenting style only and this particular group do not experience high level of exam anxiety. Therefore, parents are encourage to be responsive and emotionally supportive to their children during examination so as to avoid unhealthy conditions experienced by these students during exxaminationnss.

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