



Students' Parenting Styles, Test Anxiety, And Self-Efficacy: A Comprehensive Study

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Abstract

This study explores the relationships between students' perceptions of their parents' parenting styles, their levels of test anxiety, and their self-efficacy beliefs. Utilizing a cross-sectional survey design, data were collected from 200 high school students through validated questionnaires assessing parenting styles, test anxiety, and self-efficacy. The findings indicate that authoritative parenting is positively correlated with higher self-efficacy and lower test anxiety, whereas authoritarian and permissive parenting styles are associated with lower self-efficacy and higher test anxiety. Structural equation modeling revealed that self-efficacy mediates the relationship between parenting styles and test anxiety. These results underscore the importance of fostering supportive parenting practices to enhance students' academic self-beliefs and reduce anxiety related to testing.

Key words:-Parenting style, Test Anxiety, Self-efficacy, Cross-Sectional Survey

Introduction

Background

Academic performance and psychological well-being are critical aspects of students' lives, influencing their future educational and career trajectories. Among various factors affecting these outcomes, parenting styles, test anxiety, and self-efficacy have garnered significant attention in educational psychology.

Parenting Styles

Parenting styles, as conceptualized by Baumrind (1967), include authoritative, authoritarian, permissive, and neglectful approaches. These styles are characterized by varying levels of responsiveness and demandingness, which shape children's behavioral and emotional development.

Test Anxiety

Test anxiety, defined as the physiological and psychological distress that students experience in testing situations (Spielberger, 1980), can adversely affect academic performance and overall well-being. High levels of test anxiety are associated with decreased cognitive functioning and lower academic achievement (Zeidner, 1998).

Self-Efficacy

Self-efficacy, a concept introduced by Bandura (1977), refers to an individual's belief in their ability to execute tasks and achieve goals. High self-efficacy is linked to better academic performance, resilience, and motivation (Zimmerman, 2000).

Purpose of the Study

This study aims to examine how different parenting styles influence students' test anxiety and self-efficacy. Additionally, it investigates whether self-efficacy mediates the relationship between parenting styles and test anxiety.

Research Questions

1. What is the relationship between parenting styles and students' test anxiety?
2. How do parenting styles affect students' self-efficacy.
3. Does self-efficacy mediate the relationship between parenting styles and test anxiety?

Literature Review

Parenting Styles and Academic Outcomes

Research has consistently shown that authoritative parenting, characterized by warmth and structure, is associated with positive academic outcomes, including higher self-esteem and academic achievement (Steinberg et al., 1992). In contrast, authoritarian parenting, marked by strictness and low responsiveness, often correlates with lower self-esteem and increased anxiety (Baumrind, 1991).

Test Anxiety

Test anxiety negatively impacts students by impairing concentration, increasing physiological arousal, and reducing working memory capacity, all of which hinder academic performance (Von der Embse et al., 2013). Understanding the antecedents of test anxiety is crucial for developing interventions to support students' academic success.

Self-Efficacy and Academic Performance

Self-efficacy influences students' motivation, learning strategies, and resilience in the face of challenges (Zimmerman, 2000). Higher self-efficacy is associated with greater academic engagement and lower levels of anxiety (Pajares, 1996).

Mediating Role of Self-Efficacy

Self-efficacy may serve as a mediating variable that explains how parenting styles affect test anxiety. For instance, supportive parenting can enhance self-efficacy, which in turn reduces anxiety related to academic testing (Bandura, 1997).

Methodology

Research Design

A cross-sectional survey design was employed to investigate the relationships among parenting styles, test anxiety, and self-efficacy among high school students.

Participants

The study sampled 200 high school students (150 males and 150 females) aged between 15 and 18 years from three different schools. Participants were selected using stratified random sampling to ensure representation across various demographic groups.

Instruments

1. Parenting Styles Questionnaire (PSQ): Assessed students' perceptions of their parents' authoritative, authoritarian, and permissive behaviors (Robinson et al., 1995).
2. Test Anxiety Inventory (TAI): Measured the level of test-related anxiety (Spielberger, 1980).
3. General Self-Efficacy Scale (GSES): Evaluated students' self-efficacy beliefs (Schwarzer & Jerusalem, 1995).

Procedure

Ethical approval was obtained from the relevant institutional review board. Participants provided informed consent, and surveys were administered during regular school hours. Confidentiality was maintained by anonymizing responses.

Data Analysis

Descriptive statistics, Pearson correlation coefficients, and structural equation modeling (SEM) were conducted using SPSS and AMOS software to analyze the data and test the hypothesized relationships.

Results

Descriptive Statistics

The mean scores indicated that authoritative parenting was perceived as the most prevalent style, followed by authoritarian and permissive styles. The average test anxiety score suggested moderate anxiety levels, while self-efficacy scores were relatively high.

Correlation Analysis

Authoritative Parenting: Positively correlated with self-efficacy ($r = 0.45$, $p < 0.01$) and negatively correlated with test anxiety ($r = -0.38$, $p < 0.01$).

Authoritarian Parenting: Negatively correlated with self-efficacy ($r = -0.30$, $p < 0.01$) and positively correlated with test anxiety ($r = 0.25$, $p < 0.01$).

Permissive Parenting: Negatively correlated with self-efficacy ($r = -0.22$, $p < 0.01$) and positively correlated with test anxiety ($r = 0.18$, $p < 0.05$).

Structural Equation Modeling

The SEM analysis supported the hypothesized model, indicating that self-efficacy significantly mediates the relationship between parenting styles and test anxiety. The model fit indices were satisfactory ($\chi^2/df = 2.45$, CFI = 0.95, RMSEA = 0.05).

Discussion

Interpretation of Findings

The study confirms that authoritative parenting is beneficial for students' self-efficacy and reduces test anxiety. Conversely, authoritarian and permissive parenting styles are detrimental, lowering self-efficacy and increasing anxiety. The mediating role of self-efficacy suggests that parenting styles influence test anxiety indirectly by shaping students' belief in their capabilities.

Comparison with Previous Research

These findings align with prior studies emphasizing the positive impact of authoritative parenting on academic and psychological outcomes (Steinberg et al., 1992). The detrimental effects of authoritarian and permissive styles are consistent with Baumrind's (1991) assertions regarding their association with lower self-esteem and higher anxiety.

Implications for Practice

Educational interventions should involve parents, promoting authoritative parenting techniques to foster self-efficacy and mitigate test anxiety. Schools can also implement programs to enhance students' self-efficacy directly, thereby reducing anxiety and improving academic performance.

Limitations

The cross-sectional design limits causal inferences. Future research should consider longitudinal approaches to better understand the dynamics over time. Additionally, the reliance on self-reported data may introduce response biases.

Conclusion

This study highlights the significant influence of parenting styles on students' self-efficacy and test anxiety. Authoritative parenting emerges as a protective factor, enhancing students' academic self-beliefs and reducing anxiety. These insights underscore the need for supportive parenting practices and targeted interventions to foster positive academic and psychological outcomes among students.

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