

PARENTING STYLES AND PERSONALITY TRAITS AS PREDICTORS OF EXAMINATION ANXIETY AMONG STUDENTS OF NATIONAL INSTITUTE FOR NIGERIAN LANGUAGES, ABA, NIGERIA.

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ABSTRACT: This study examined parenting styles and personality traits as predictors of examination anxiety among student National Institute for Nigerian Languages, Aba, Abia State, Nigeria. 400 students of National Institute for Nigerian Languages, aged 18-48 years (mean-age 30.1) and SD 8.10 were sampled using convenient sampling technique. A predictive design was used while the Parenting Style Scale, (PSC) Big Five Personality Inventory (BPI) and Examination Anxiety Scale (EAS) were the instruments. Statistics was Hierarchical regression. Result indicated that only authoritarian parenting significantly predicted examination anxiety ($R^2 = .079$, $t = 2.434$; $p < .05$). All the dimensions of personality traits significantly predicted examination anxiety, with openness to experience ($R^2 = .238$, $t = 5.672$; $p < .05$), conscientiousness ($R^2 = .238$, $t = 3.350$; $p < .05$), agreeableness ($R^2 = .238$, $t = 5.278$; $p < .05$) and neuroticism ($R^2 = .238$, $t = 3.490$; $p < .05$) positively predicting examination anxiety while extraversion ($R^2 = .238$, $t = -2.978$; $p < .05$) negatively predicted examination anxiety. Recommendation was for parents to abstain from using authoritarian parenting on the children, so as to reduce students' examination anxiety.

KEYWORDS: Parenting Styles, Personality Traits, Examination Anxiety, National Institute for Nigerian Languages, Aba.

INTRODUCTION

Tests and examinations at all stages of education, especially at higher education level have been considered an important and powerful tool for decision making in competitive society, with people of all ages being evaluated with respect to their achievement, skills and abilities. Zollar and Ben-chain (2010) have the opinion that the era in which people live is a test-conscious age in which the lives of many people are not only greatly influenced, but are also determined by their test performance. It has been found that understudies reliably see assessment as a wellspring of expansion in uneasiness and a circumstance overwhelmed with vulnerability/shamefulness in allowing them to show their actual accomplishments (Zollar and Ben-chain, 2010; Spielberger, 2012). Such sentiments among understudies limit their expected presentation during the assessment circumstance, bringing about higher assessment uneasiness which straightforwardly influence the

understudies' accomplishment (Slope and Wigfield, 2014).

Assessment nervousness is described by sensation of pressure and dread, expanded physiological excitement, view of risk and hazard, diminished mental and conduct execution, and additionally aversion and departure (Oludipe, 2009).

Guardians are an immense piece of a kid's life in light of the fact that, in the early piece of a youngster's life, the person in question acts anything that the guardians say, and anything that they do generally influences a kid's improvement from the second they are conceived (Santrock, 2009). Most guardians gain nurturing style from their own folks, some, they acknowledge while certain they dispose of (Santrock, 2009).

A few investigations directed on assessment tension have recognized different factors, for example, orientation, age, concentrate on propensities (Ergene, 2011) and course load (Sangiry and Kavita, 2016) as central point

impacting assessment uneasiness among students. Little exploration has analyzed factor like character attributes as indicator of assessment nervousness in Nigeria (Oludipe, 2009; Okon, 2013). There is no study known to the researcher that has examined the impact of both Parenting Styles and Personality Traits on Examination Anxiety among university undergraduates in the study area. It is on this basis that the present study was conducted to determine the impact of Parenting Style and Personality Traits on Examination Anxiety among students of National Institute for Nigerian Languages, Aba.

Statement of the Problem

Most students are nervous or afraid of examinations, and a moderate nervousness is often an advantage when students have to perform at their best. In the school setting, anxiety is experienced often by students when being evaluated, such as when taking a test or giving a public performance. Examination anxiety can also be labeled as anticipatory anxiety, situational anxiety or evaluation anxiety. Some anxiety is normal and often helpful to stay mentally and physically alert.

Symptoms of Examination Anxiety have been documented since the existence of mankind. It is one of the problems encountered by many Nigerian adolescents and youths. Prolonged examination anxiety when not corrected can be harmful and cause physical and psychological disorders like depression, digestive problems, schizophrenia and academic failure. It has been suggested that examination anxiety is prevalent among 20% of Nigerian students who experience psychic and social pressure (Ergene, 2011). Nevertheless, there is a slow but growing interest in the subject in Nigeria as there is a rapid increase of reported examination anxiety cases among undergraduate students. Examination Anxiety can also hinder development of the students' life-skills. Thus, this study is therefore timely and necessary to examine if Parenting Styles and Personality Traits predict Examination Anxiety among students of National Institute for Nigerian Languages, Aba, Abia State.

Purpose of the Study

1. To examine if age will significantly predict examination anxiety among

students of National Institute for Nigerian Languages, Aba, Abia State.

2. To ascertain if parenting styles will significantly predict examination anxiety among students of National Institute for Nigerian Languages, Aba, Abia State.
3. To investigate whether personality traits will significantly predict examination anxiety among students of National Institute for Nigerian Languages, Aba, Abia State.

Research Questions

The present study sought to answer the following questions

1. To what extent will age significantly predict examination anxiety among students of National Institute for Nigerian Languages, Aba, Abia State?
2. To what extent will parenting styles significantly predict examination anxiety among students of National Institute for Nigerian Languages, Aba, Abia State?
3. To what extent will personality traits significantly predict examination anxiety among students of National Institute for Nigerian Languages, Aba, Abia State?

Significance of the Study

Theoretically, the work will enrich the existing literatures on examination anxiety like the self-presentational theory of social anxiety (Leary & Kowalski, 1995; Schlenker & Leary, 1982) which proposes that people experience anxiety when they are motivated to make a desired impression on other things but doubt that they will successfully do so. The research will in addition serve as a reference point for future research work on the subject and stimulate further research in the area of Examination anxiety with dearth of literatures. Such studies and the present effort will help to fill the gaps existing in the literature on parenting styles and personality traits as well as the problems associated with Examination anxiety.

Practically, the outcome of this study will aid experts (psychologists) to know the link between the study variables (parenting styles, personality traits and examination anxiety). With this, measures will be derived that will help combat examination anxiety and improve academic performance and positive attitude to

learning among students. Undergraduate students through the findings will know how examination anxiety affects their academic performance, competence and attitude to learning. This invariably, will increase their awareness about anxiety impact on their test ability and achievement.

School managements through this study, will understand the level of examination anxiety among their undergraduate students and how this is connected to their personalities, which will help them bring up some measures to control the level of examination anxiety in the students.

Operational Definition of Terms

Parenting Styles: In this study it refers to a child rearing pattern adopted by parents and it is divided into three which include Authoritative Parenting Style, Authoritarian Parenting Style and Permissive Parenting Styles measured with the Parenting Style Inventory 11 (PSI-11). (Darling & Toyokawa, 1997).

Personality traits: Personality trait reflects people's characteristic patterns of thoughts, feelings, and behaviors, which is measured with the Big Five Personality Inventory Questionnaire (BFI) by John and Srivastava (1999).

Examination Anxiety: Examination Anxiety has to do with the feeling of uneasiness or apprehension that a student experiences before, during or after a test because of worry or fear of failure, as measured with the Westside Exam anxiety scale by Driscoll (2007).

LITERATURE REVIEW

Theoretical Review

Parenting Style Theories

Theory of Parenting by Baumrind (1967): Theory of Parenting, developed by Baumrind (1967) explains the connection between the parental way of behaving and the improvement of instrumental skill, which alludes to the capacity to control the climate to accomplish one's objectives. In the exploration, the analyst viewed what was considered as the four essential components that could be useful to shape effective nurturing: responsiveness versus lethargy and requesting as opposed to undemanding. From these, the scientist distinguished three general nurturing styles: legitimate, tyrant, and lenient (Baumrind, 1967).

Maccoby and Martin (2003) extended the styles to four: definitive, dictator, liberal and careless in 2003. These four styles of nurturing include mixes of acknowledgment and responsiveness from one perspective and request and control on the other (Santrock, 2009).

Baumrind accepted that guardians ought to be neither correctional nor detached. Rather, they ought to foster standards for their kids and be friendly with them. These nurturing styles are intended to depict typical varieties in nurturing, not freak nurturing, such may be seen in harmful homes (Health.Com, 2009).

Nonetheless, there has been a few reactions on this hypothesis, a significant number of the pundits (Wagner, 2016; Ausubel, 2014; Maccoby and Martin, 2013) have passed judgment on Baumrind's styles and said they are not sensible. Many additionally trust that the three elements of nurturing as per Baumrind (dictator, legitimate and tolerant) ought to be extended on the grounds that few out of every odd parent falls precisely under one component of the three styles. For instance; a few lenient guardians give broad verbal direction.

Owing to the pundits on this hypothesis, the analyst needs to present one more hypothesis by Furedi (2011) which integrates all the nurturing style into what he called newborn child determinism.

Theories of Personality

Psychodynamic theory (Freud, 1917): Psychodynamic theory (sometimes called psychoanalytic theory) explains personality in terms of oblivious mental cycles (for instance, wishes and fears of which we're not completely mindful), and battles that youth encounters are critical in molding grown-up character. Psychodynamic hypothesis is generally firmly connected with crafted by Sigmund Freud, and with analysis, a kind of psychotherapy that endeavors to investigate the patient's oblivious contemplations and feelings so the individual is better ready to figure out oneself (Freud, 1900/1953a; Freud, 1905/1953). Barely any hypotheses in brain research have evoked areas of strength for such from different experts and individuals from general society.

Contention in any case, no equipped therapist, or understudy of brain science, can

overlook psychodynamic hypothesis. It is essentially excessively significant for mental science and practice, and keeps on assuming a significant part in a wide assortment of disciplines inside and outside brain research (for instance, formative brain research, social brain research, social science, and neuroscience; Bornstein, 2005, 2006; Solms and Turnbull, 2011).

Theories on Examination Anxiety

Self-Presentational Theory (Leary & Kowalski, 1995; Schlenker & Leary, 1982).

The self-presentational theory of social anxiety (Leary & Kowalski, 1995; Schlenker & Leary, 1982) suggests that individuals experience uneasiness when they are persuaded to establish an ideal connection with different things however question that they will effectively do as such. Since the impressions that individuals make on others have significant ramifications for how they are assessed and treated in day-to-day existence, individuals are justifiably propelled to pass specific impressions of themselves and on to try not to establish specific different connections (Goffman, 1959; Leary, 1995; Schlenker, 1980).

The self-presentational hypothesis has gotten strong exact help, both from concentrates on that have taken an expressly self-presentational point of view as well as those arising out of other hypothetical practices (Leary and Kowalski, 1995). In connecting nervousness to individuals' self-presentational worries, the hypothesis envelops different ways to deal with assessment tension. For instance, much exploration has shown that scholarly capability shortfalls of different sorts incline individuals toward be assessment restless and that scholastic skill and emphaticness diminishes bashfulness and assessment uneasiness (Curran, 1977; Patterson and Ricks, 1997; Segrin, 1996).

As per the self-presentational point of view, the connection between scholastic skill and assessment nervousness is made sense of by the way that individuals who have unfortunate scholarly capability question that they will make wanted results or perform well scholastically. Different specialists and experts have supported a mental way to deal with assessment uneasiness, contending that specific maladaptive examples of thought for instance, holding exorbitantly

exclusive expectations or having adversely one-sided perspectives on oneself lead to assessment tension (Burgio, Glass, and Merluzzi, 1981; Lucock and Salkovskis, 1988; Pozo, Carver, Wellens, and Scheier, 1991). The self-show hypothesis refines the mental methodology by zeroing in consideration on the way that the discernments that underlie nervousness explicitly include how individuals see and are seen and assessed by one self and others.

Empirical Review

Parenting Styles: Boulton and Macaulay (2022) tried if nurturing about difficulties can foresee 3 lists of youths' prosperity, in particular their social tension, upset study hall focus, and capacity to suddenly create strong methodologies; and all the more considerably, (b) in the event that credible confidence can intervene those affiliations whenever found. Teenagers (N = 836) finished a poll that deliberate all the review factors through self-report with the exemption that unprompted open inquiries were utilized to check their capacity to create versatile systems unexpectedly. Parental conversations of difficulties did altogether foresee each of the 3 prosperity files, and bona fide confidence was found to intercede this multitude of connections. These outcomes support the view that nurturing about difficulties is a training that supports prosperity and versatility in young people. It seems to do as such through advancing the improvement of valid confidence, an ability to assess the self in a positive way with regards to difficulties.

Qiu et al., (2022) investigated the association impacts between the examples of nurturing style and flexibility on sorrow/uneasiness side effects among center school understudies in China. An example of 2,179 Chinese center school understudies was remembered for this review. Inert profile examination (LPA) was utilized to look at nurturing style designs. Multivariable calculated relapse was utilized to examine the relationship of various nurturing examples and versatility with melancholy/tension side effects, as well as the cooperation impact. Inert profile investigation results showed that the most appropriate model included three-profile arrangement, which were

marked as certain nurturing, negative nurturing, and moderate nurturing.

Resulting examinations demonstrated that understudies across profiles displayed massive contrasts in their downturn/uneasiness side effects. In particular, contrasted with moderate nurturing, negative nurturing was emphatically connected with misery/tension side effects, while positive nurturing was adversely connected with these side effects. Besides, low degrees of strength were decidedly connected with discouragement/uneasiness side effects contrasted with an elevated degree of versatility. Albeit the cooperation impact was not critical, there were contrasts in that frame of mind between various nurturing examples and side effects of discouragement and uneasiness while defining strength. The review recognized three-profile arrangement of nurturing styles among Chinese center school understudies involving LPA as an individual focused approach.

Yanko et al., (2021) concentrated because of nurturing style on the youngster's way of behaving and a few elements impacted direction systems during the dental treatment. 49 kids matured somewhere in the range of 3 and 6 years with caries and its difficulties were analyzed during this review. These subjects introduced to the Local area pediatric dental center in Poltava. The Essential Guardians' Practices Report (PCPR) utilized in this review to survey the degree of nurturing style (tyrant, lenient, and definitive). The parent was approached to rank every way of behaving on a Likert size of 1-5 (1=Never and 5=Always) with regards to how frequently they and their mate/critical other (if pertinent) displayed every way of behaving. The scoring key of the PCPR used to characterize guardians into one of the three explicit nurturing styles.

Likewise, a youngster's way of behaving was explored in view of Frankle's scale. Conduct direction procedures during the dental treatment in light of suggestions of AAPD. Effect of nurturing style on a kid's positive way of behaving is assessed with the Chi-square test months. The degree of importance was $p < 0.05$. The prevailing tyrant style was not seen in that frame of mind; of 43 guardians (87,75%) ordered as prevalently definitive was higher than pace of six tolerant guardians (22,25%) ($p < 0,0001$). A

portion of offspring of tolerant guardians showed positive way of behaving during dental treatment. Greater part of offspring of definitive guardians showed positive way of behaving (67,44%), trailed by lenient (32,56%). There was measurably massive distinction ($p < 0,05$) between nurturing styles in sure way of behaving.

Techniques utilized for all youngsters were «tell-show-do», interruption, upgrading control, encouraging feedback (gifts and toys). Voice control utilized for a situation of nearby sedation. Methods utilized for youngsters with negative way of behaving were desensitization, parental nonappearance, defensive adjustment, and sedation. Upgrading control used to permit the patient with positive way of behaving (3 score) to expect a functioning job in the dental experience; the dental specialist gives the patient a sign to utilize in the event that he becomes awkward. Nurturing style and sort of dental guide (crisis or arranged) affect decision of direction methodology for kids with negative way of behaving. Creators began the executives of offspring of lenient guardians with negative way of behaving from parent nonattendance, this technique was fruitful in one case; desensitization utilized assuming procedure was ineffective. Seven 7 youngsters with negative way of behaving during the main visit got arranged dental guide after mental desensitization following visit.

Youngsters uncovered continuously through a progression of meetings to parts of the dental arrangement: guardians inspected them at home and kids made dental treatment with «Play-Doh Specialist drill and fill». This strategy was successful in 6 offspring of definitive guardians and 1 patient of lenient guardians. One offspring of tolerant kids and three offspring of definitive youngsters got crisis dental guide under sedation. Two offspring of legitimate guardians who need crisis dental guide, have contraindications to general sedation, consequently, defensive adjustment of the patients performed. Arranged dental guide under sedation (3 offspring of legitimate guardians), which is one of the techniques for positive inspiration for treatment, performed assuming that other direction systems were ineffective.

Consequently, offspring of definitive guardians all the more frequently showed positive

way of behaving, while tolerant nurturing style no affected youngster's way of behaving during dental treatment. Decision of direction procedure relies upon the sort of dental guide (arranged and crisis), nurturing style and youngster's way of behaving during dental treatment.

Personality Traits: Kukso and Kukso (2022) looked at understudies in changed utilitarian states as per the Robinson record, as per the proportion of individual qualities and physiological markers during assessment stress. As mental markers, character qualities recognized through the poll "Normalized multifactorial strategy for character research" (SMIL - Sobchik) was taken, and the system "Deciding the degree of tension" (Ch. D. Spielberg, Khanin) was additionally taken. The Robinson Record and omega potential were utilized as physiological markers. The investigation of midpoints and relationship examination were done. The review included 100 understudies matured 18-22 years. As per the Robinson Record, a necessary objective mark of the seriousness of psycho-emotional stress, two gatherings were acquired: the main gathering - without stress and the subsequent gathering - with moderate pressure. The accompanying ends were gotten. Two gatherings of understudies with various sorts of response to test pressure were distinguished.

The understudies of the primary gathering had regulating marks of the cycles of cardio-regulation and super-slow physiological cycles of the cerebrum. The understudies of the subsequent gathering showed an expansion in the cycles of cardio-regulation and super-slow physiological cycles of the cerebrum. A similar examination of the profile got by SMIL showed that in the primary tranquil gathering, the pointers are in the overall standard hall. The second gathering with moderate pressure had an expanded profile with the really persuasive spotlight on staying away from disappointment and impulsivity. Various interrelations of mental and physiological pointers were likewise gotten for every one of the gatherings distinguished.

Mugo et al., (2022) explored the connection between understudies' HEXACO character attributes and scholastic accomplishment. The review objective was to

investigate the connection between HEXACO character qualities and scholarly accomplishment in Murang'a District, Kenya. The review was directed by HEXACO Character Qualities Hypothesis (Ashton and Lee, 2006) and it embraced connection research plan. Purposive examining, proportionate testing and defined irregular testing were utilized to choose 379 structure three understudies (183 young men and 196 young ladies) going from 14 to a long time from 10 public optional schools in Murang'a Province, Kenya. Directing of the polls was finished in one of the public optional schools. Information was gathered utilizing HEXACO Character Stock (Ashton and Lee, 2006) and the scientist took on scholastic accomplishment proforma table. Scholastic accomplishment was acquired from their third term assessment scores.

Individual's Item Second Relationship Coefficient and Various Relapse Examination were utilized to test the expressed invalid speculation set at $\alpha=0.05$. Investigation of the gathered information was finished utilizing SPSS rendition 20.0 for windows while enlightening insights, for example, rates, means and frequencies were utilized to sum up the gathered information. The outcomes uncovered that there was no genuinely critical connection between HEXACO character qualities and scholastic accomplishment at the feature level yet there was measurably huge positive connection at the sub aspect levels like in the emotionality subscale, the features of dreadfulness ($r(377) = .14, p < .05$) and tension ($r(377) = .11, p < .05$) had critical positive connections with scholarly accomplishment.

Besides, innovativeness ($r(377) = .17, p < .05$) a sub feature of receptiveness to encounter had a critical positive connection with scholarly accomplishment. Proposal of the review was that understudies ought to gain proficiency with the character attributes that upgrade scholastic accomplishment like tension administration qualities and imagination while learning. Lorenzo, (2019) concentrated on HEXACO character attributes and capacity to deal with one's own impact in Italy. A sum of 400 and thirteen grown-ups partook in this review. Their ages went somewhere in the range of eighteen and 26. Females were 200 and ninety while guys were on hundred and 93. The outcomes

uncovered that HEXACO sixty and the capacity to oversee one's interest uncover that extraversion significantly affects communicating beneficial outcomes. This study utilized grown-ups while the ongoing review targets auxiliary going understudies. Besides, the review did exclude coarseness which is a variable in the ongoing review.

Examination Anxiety: Johnbosco and Sampson (2021) inspected the commitments of orientation, age, parent's occupation and confidence on assessment uneasiness among auxiliary school understudies. Members were 281 understudies (guys = 156, females = 125; mean age = 17.05, SD = 1.87) who were contender for brought together, high-stakes assessments in two haphazardly chosen auxiliary schools in Onitsha, Anambra state, Nigeria. Information was gathered utilizing polls including the State Confidence Scale, the Test Nervousness Stock and spaces for the arrangement of important socio-segment data. Consequences of a various leveled different relapse investigation demonstrated that age and orientation didn't fundamentally add to test nervousness. Parent's occupation made sense of 2% of the difference in test tension and confidence contributed 10% in making sense of test uneasiness. In light of the discoveries, individual inclinations make sense of test tension among school understudies more than do their socioeconomics.

Olanrewaju and Adeoye (2020) explored the impact of orientation and progress in years on assessment nervousness among college students of Ogun State, Nigeria. Illustrative exploration plan of ex-post-facto type was utilized in the review. One hundred and 49 (149) respondents were chosen haphazardly from Olabisi Onabanjo College, Ogun State, Nigeria. The respondents were estimated with adjusted approved instruments and the information got was broke down utilizing t-test and different relapse measurable investigation. Three (3) research questions were brought and responded to up in the review. The outcome showed that there was massive distinction in the assessment nervousness of male and female college understudies with male understudies having higher assessment uneasiness than their female partner, the free when arranged affect assessment

tension of college understudies with 58.2% of the difference was represented by the indicator factors.

Hypotheses

The following hypotheses were formulated to guide this study;

1. Parenting styles will not significantly predict examination anxiety among students of National Institute for Nigerian Languages, Aba, Abia State.
2. Personality traits will not significantly predict examination anxiety among students of National Institute for Nigerian Languages, Aba, Abia State.

METHOD

Participants: In the study, 400 undergraduate students of National Institute for Nigerian Languages were sampled. The researcher employed a convenience sampling method in recruiting these participants; this was because of the availability of the participants and their willingness to be part of the study. Convenience sampling is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach (Goodwin, 2013). There were 276 males (61.4%) and 124 females (38.6%). Participants ranged in age from 18 to 48 years ($M = 30.1$, $SD = 8.10$). 355 participants identified as Igbo ethnic group (75.7%), followed by 20 participants from Hausa/Fulani ethnic group (15.3%), 15 participants from Yoruba ethnic group (5.7%) and 10 others (3.3%) from other minority ethnic groups in the school. 355 participants identified as Christians (84.5%), 30 as Muslims (10.2%) and 15 identified as either traditionalists, pagan, or others (5.0%).

Instrument: Three Instruments were used for the study: They include, the parenting style scale, big five inventory and examination anxiety scale.

Parenting Style Inventory II (PSI-2) by Darling and Toyokawa, 1997. It is a 30-item inventory designed to assess the construct of parenting style independently of parenting practice and the association of parenting style with child outcome across diverse population. The inventory assessed three dimensions of maternal parenting style which are: demandingness, emotional responsiveness and

psychological autonomy-granting. The scale followed a 5-point likert format ranging from strongly agree "5" to strongly disagree "1" for positively worded items. The positively worded items include: 2, 3, 5, 6, 8, 9, 13, 14, 15, while the negatively worded items are 1, 4, 7, 10, 11, 12. The PAQ has three subscales: permissive (P: items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28), authoritarian (A: items 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29), and authoritative/flexible (F: items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30). Darling and Toyokawa (1997) obtained an alpha coefficient reliability of 0.72, 0.74 and 0.75, for permissive, authoritarian and authoritative/flexible respectively. A pilot study was further conducted by the researcher to ascertain the reliability of this scale for the present study using 30 students from Nnamdi Azikiwe University. The result reported an overall alpha level of .70, while the scale was validated using the self-efficacy scale which showed a convergent validity of r .60.

Big Five Inventory (BFI): This instrument was developed by John and Srivastava (1999) to measure the big five traits of personality while Umeh (2014) provided the psychometric properties for Nigerian samples. The norms reported for the Nigerian sample in all the dimensions are: Extraversion M (n=60) 28.45, F (n=60) 27.10; Agreeableness M (29.75), F (28.73); Conscientiousness M (29.10), F (29.60); Neuroticism M (23.43) F (24.48); Openness M (38.07), F (35.18). The researcher obtained an internal reliability of .82 for the overall scale (BFI) through a pilot study conducted with 30 adolescent participants, which showed the reliability of the instrument. The instrument with 45 items has five rating point of strongly disagree =1, disagree a little =2, undecided=3, agree a little= 4 and agree strongly. Scoring: BFI scale scoring ("R" denotes reverse-scored items): Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36; Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42; Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R; Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39; Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44; Some items are scored direct while some are scored in a reversed form. The instrument has a validity of .90 and Cronbach Alpha of .87 respectively.

Examination Anxiety Scale: Examination anxiety scale developed by

Spielberg (1980) was used as a measure of examination anxiety of the participants. It is a twenty (20) items scale with responses anchored base on four points strongly agreed, agreed, disagreed and strongly disagreed. The scale had Cronbach's alpha of 0.80 on different samples of students at different times (Spielberg, 1980). A score of 41 to 80 indicates high examination anxiety while a score of 0 to 40 indicates low examination anxiety. A pilot study was carried out to ascertain the reliability of this scale using 30 students from Nnamdi Azikiwe University, Awka. The instrument reported a Cronbach's alpha of 0.88 and a convergent validity of r .61 with the self-efficacy scale.

Procedure: The data for the research were collected at the National Institute for Nigerian Languages, Abia State, Nigeria. This was because the undergraduates investigated in the study were students of the school. Also, the school was chosen because of accessibility and willingness of the participants to take part in the study. Copies of the study questionnaire were administered to 400 undergraduates, 100 participants from each level were conveniently selected from each department. At the end of the test administration, the returned filled questionnaires were used for analysis.

Administration of the study instruments were done after classes and participants were encouraged to fill and return them within 10 minutes. Following informed consent, briefing and willingness to take part in the research, copies of the questionnaire were administered to the carefully and conveniently selected students in each of the level or year of study. Confidentiality was provided by writing on the research instrument instructing respondents not to identify themselves in anyway so as to guarantee their anonymity. The participants were also informed that the exercise was for research purposes only.

Certain aspects of ethics were employed by the researcher They include: **Informed consent:** The researcher sought the consents of the respondents before embarking on the research. **Confidentiality:** The researcher assured the respondents that the result of the test and questionnaire will remain confidential. This was to give the respondents a relaxed state of

mind and avoid any thought of labeling that the participants might have.

Design and Statistics: The study is a survey study which adopted correlation design. Hierarchical regression model (HRM) was employed as appropriate statistics because the

hypotheses wanted to test and ascertain the influence of parenting styles and personality traits on examination anxiety. According to Coolican (2011), Hierarchical regression model (HRM) is the appropriate statistics for testing predictions, influences and impacts in variables or constructs that are in dimensions or domains.

RESULT

The major findings and other minor findings from the analyses are presented. Each result is given brief interpretation of it below it.

Table 1: Descriptive Statistics of parenting styles, personality traits and examination anxiety of students

| | N | Minimum | Maximum | Mean | SD | Skewness | Std. Error | Kurtosis | Std. Error |
|--------------------|-----|---------|---------|------|------|----------|------------|----------|------------|
| Age | 400 | 18 | 48 | 30.1 | 8.10 | .50 | .122 | -.82 | .243 |
| Gender | 400 | 0 | 1 | 0.48 | 0.50 | .07 | .122 | -2.00 | .243 |
| Ethnicity | 400 | 1 | 4 | 2.32 | 0.99 | .01 | .122 | -1.14 | .243 |
| Religion | 400 | 1 | 3 | 1.46 | 0.60 | .94 | .122 | -.12 | .243 |
| Authoritative | 400 | 25 | 47 | 36.0 | 7.93 | .10 | .122 | -1.38 | .243 |
| Authoritarian | 400 | 27 | 39 | 33.2 | 3.92 | .13 | .122 | -.77 | .243 |
| Permissive | 400 | 24 | 34 | 28.8 | 3.97 | .24 | .122 | -1.68 | .243 |
| Openness to exp. | 400 | 20 | 54 | 33.3 | 9.60 | .47 | .122 | -.75 | .243 |
| Conscientiousness | 400 | 20 | 54 | 31.8 | 8.65 | .58 | .122 | -.32 | .243 |
| Extraversion | 400 | 10 | 41 | 28.5 | 6.00 | -.81 | .122 | 1.60 | .243 |
| Agreeableness | 400 | 20 | 54 | 32.7 | 9.33 | .59 | .122 | -.58 | .243 |
| Neuroticism | 400 | 11 | 52 | 31.7 | 7.17 | .33 | .122 | 1.12 | .243 |
| Exam anxiety | 400 | 20 | 50 | 30.3 | 8.09 | .50 | .122 | .48 | .243 |
| Valid N (listwise) | 400 | | | | | | | | |

Source: Questionnaire Primary Data

Table 1 shows the examination anxiety (.50) being positively skewed, indicating that the students have high examination anxiety. The standard deviation (SD) of 8.09 showed wide variation in the examination anxiety of the students. The dimensions of parenting styles namely authoritative parenting (.10), permissive parenting (.24) and authoritarian parenting style (.13) were positively skewed showing that these parenting styles facilitates examination anxiety in students. Also, all the dimensions of personality

traits namely openness to experience (.47), conscientiousness (.58), agreeableness (.59), neuroticism (.33), were positively skewed except for extraversion (-.81), that was negatively skewed, which indicated that only extraversion personality trait reduced examination anxiety in students while the other positively skewed personality traits enhanced examination anxiety. The kurtosis (.48) for the examination anxiety indicated wider experience of examination anxiety among the students sampled.

Table 2: Summary Showing Pairwise Inter-Variable Correlations using Pearson Product Moment Correlations

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------------|---------|---------|---------|--------|--------|--------|-------|--------|--------|---------|--------|--------|
| 1. Age | 1 | | | | | | | | | | | |
| 2. Gender | -.085 | 1 | | | | | | | | | | |
| 3. Ethnicity | -.099* | .054 | 1 | | | | | | | | | |
| 4. Religion | .078 | -.229** | -.494** | 1 | | | | | | | | |
| 5. Authoritative | .054 | -.083 | .009 | .086 | 1 | | | | | | | |
| 6. Authoritarian | -.009 | -.022 | -.028 | .042 | .444** | 1 | | | | | | |
| 7. Permissive | -.024 | -.118* | .183** | -.025 | .172** | .555** | 1 | | | | | |
| 8. Openness to experience | .024 | -.008 | -.032 | .066 | .075 | .026 | -.026 | 1 | | | | |
| 9. Conscientiousness | .082 | -.031 | -.021 | .058 | .084 | .060 | .005 | .858** | 1 | | | |
| 10. Extraversion | -.124* | .000 | .080 | -.117* | .004 | -.005 | -.025 | -.061 | -.077 | 1 | | |
| 11. Agreeableness | -.018 | -.010 | -.013 | .042 | .052 | .019 | -.048 | .931** | .816** | -.049 | 1 | |
| 12. Neuroticism | -.173** | -.022 | .073 | .015 | .104* | .032 | .058 | .198** | .211** | .095 | .222** | 1 |
| 13. Exam anxiety | .277** | .014 | -.011 | .074 | .081 | .151* | .081 | .256** | .250** | -.201** | .137** | .162** |

*Correlation is significant at the 0.05 level (2-tailed); **Correlation is significant at the 0.01 level (2-tailed); N= 400

Source: Questionnaire Primary Data

The result from Table 2 shows several correlations between the variables in the study. Age positively correlated with examination anxiety ($P \leq .001$; $r = .277$; $N = 400$), indicating based on age, that the older students reported more examination anxiety. Authoritarian parenting style positively correlated with examination anxiety ($P \leq .001$; $r = .151$; $N = 400$), indicating that students raised with authoritarian parenting style experience more exam anxiety. All the dimensions of personality traits significantly correlated with examination anxiety, with openness to experience ($P \leq .001$; r

$= .256$; $N = 400$), conscientiousness ($P \leq .001$; $r = .250$; $N = 400$), agreeableness ($P \leq .001$; $r = .137$; $N = 400$) and neuroticism ($P \leq .001$; $r = .162$; $N = 400$) have significant positive relationship with examination anxiety. Nonetheless, extraversion ($P \leq .001$; $r = -.201$; $N = 400$) have significant negative relationships with university students' examination anxiety. The positive relationships show that those personality factors increase the level of anxiety in the students pertaining the examination while the negative relationships are necessary personal trait resources that reduces university students' examination anxiety.

Table 3: Hierarchical Regression Model Statistics of Parenting Styles, Personality Traits and Examination Anxiety.

| Sources | R | R ² | Adj. R ² | Std. E.E | F | Df | B | T | Sig. |
|-------------------------|------|----------------|---------------------|----------|--------|----|-------|--------|------|
| Model 1 | .291 | .085 | .075 | 7.780 | 9.136 | 4 | | | |
| Age | | | | | | | .280 | 5.770 | .000 |
| Gender | | | | | | | .056 | 1.132 | .258 |
| Ethnic group | | | | | | | .061 | 1.091 | .276 |
| Religion | | | | | | | .095 | 1.676 | .095 |
| Model 2 | .309 | .095 | .079 | 7.765 | 5.896 | 7 | | | |
| Age | | | | | | | .278 | 5.737 | .000 |
| Gender | | | | | | | .071 | 1.413 | .159 |
| Ethnic group | | | | | | | .035 | .615 | .539 |
| Religion | | | | | | | .085 | 1.485 | .138 |
| Authoritative parenting | | | | | | | .060 | 1.100 | .272 |
| Authoritarian parenting | | | | | | | .029 | 2.438 | .048 |
| Permissive parenting | | | | | | | .097 | 1.607 | .109 |
| Model 3 | .511 | .261 | .238 | 7.064 | 11.379 | 12 | | | |
| Age | | | | | | | .198 | 4.317 | .000 |
| Gender | | | | | | | .054 | 1.175 | .241 |
| Ethnic group | | | | | | | .058 | 1.100 | .272 |
| Religion | | | | | | | .055 | 1.054 | .293 |
| Authoritative parenting | | | | | | | .049 | .988 | .324 |
| Authoritarian parenting | | | | | | | .026 | 2.434 | .040 |
| Permissive parenting | | | | | | | .084 | 1.503 | .134 |
| Openness to experience | | | | | | | .775 | 5.672 | .000 |
| Conscientiousness | | | | | | | .417 | 3.350 | .008 |
| Extraversion | | | | | | | -.133 | -2.978 | .003 |
| Agreeableness | | | | | | | .647 | 5.278 | .000 |
| Neuroticism | | | | | | | .162 | 3.490 | .001 |

Dependent Variable: Exam Anxiety

The first block in the hierarchical regression showed the determining influence of the demographic variables on exam anxiety. The independent contribution of age ($R^2 = .075$, $t = 5.770$; $p < .05$) on exam anxiety was significant. The R square result showed that the contribution of the demographic variables on determining exam anxiety was 7.5%. The second step which involved the three dimensions of parenting styles had no significant contribution on exam anxiety, except authoritarian parenting style which showed a significant positive influence on

examination anxiety ($R^2 = .079$, $t = 2.434$; $p < .05$). At this stage, the contribution of the variables on determining exam anxiety was 7.9%.

In the third block, personality traits were added and all the dimensions of personality traits had a significant contribution on exam anxiety as well, with openness to experience ($R^2 = .238$, $t = 5.672$; $p < .05$), agreeableness ($R^2 = .238$, $t = 5.278$; $p < .05$), conscientiousness ($R^2 = .238$, $t = 3.350$; $p < .05$) and neuroticism ($R^2 = .238$, $t = 3.490$; $p < .05$) reporting a positive significant influence on exam anxiety, while extraversion

($R^2 = .238, t = -2.978; p < .05$) indicated a negative significant influence on examination anxiety. The joint contribution based on the R square result on examination anxiety increased to 23.8%.

Summary of the findings

Correlation Results

1. Authoritarian parenting style has a positive significant relationship with examination anxiety among the students.
2. Authoritative parenting style has no significant relationship with examination anxiety among the student.
3. Permissive parenting style has no significant relationship with examination anxiety among the student.
4. Openness to experience dimension of personality trait has positive significant relationship with examination anxiety among the students.
5. Conscientiousness dimension of personality trait has positive significant relationship with examination anxiety among the students.
6. Agreeableness dimension of personality trait has positive significant relationship with examination anxiety among the students.
7. Neuroticism dimension of personality trait has positive significant relationship with examination anxiety among the students.
8. Extraversion dimension of personality trait has negative significant relationship with examination anxiety among the students.

Prediction findings

9. Authoritarian parenting style significantly determined examination anxiety among the students.
10. Authoritative and permissive parenting style did not significantly determine examination anxiety among the students.
11. Openness to experience, conscientiousness, agreeableness and neuroticism personality traits significantly determined examination anxiety among the students.

12. Extraversion personality trait negatively determined examination anxiety among the students.

DISCUSSION

One of the findings conform with Malakar (2020) who observed that the mean qualities for both nervousness responsiveness and test uneasiness were most extreme on account of tyrant nurturing style and the contrast among male and female was not critical both for view of pressure and test tension. Their outcomes further showed that the eighth-grade understudies contrasted altogether in tension responsiveness and test uneasiness with the variety in nurturing styles.

Tyrant nurturing is requesting yet not responsive. Elaborate becomes extremist nurturing. Dictator nurturing, likewise called severe nurturing, (Steinberg, 2009) is described by elevated standards of similarity and consistence to parental principles and bearings, while permitting minimal open exchange among parent and kid. Tyrant nurturing is a prohibitive, corrective nurturing style in which guardians cause their youngsters to follow their headings and regard their work and exertion. Regardless, analysts have found that in certain societies and ethnic gatherings, parts of dictator style might be related with surprisingly sure youngster results (Santrock, 2009).

This affirmed the discoveries of Mombini and Kalantari (2022) who concentrated on the connection between Character qualities and test nervousness This finding was additionally upheld by Gramstad et al., (2020) and Mount (2005) and have more internal solidarity to confront the upsetting circumstances all the more sufficiently (Roberts and Robins, 2010). They appear to be developed, cool and not prone to over respond in upsetting conditions (Cattell and Mead, 2008). They will generally be confident and self-adequacy in blind openings. However, they are believed to have more command over themselves.

As per Eysenck (1952) character hypothesis, in the event that a singular scores high on extraversion character attributes, it implies that the individual is extraverted and will in general be agreeable, decisive and friendly. At the point when they score high on neuroticism, it

implies the individual will in general be an exceptionally apprehensive, profound kind of individual. While it doesn't imply that the individual is fundamentally a masochist, it implies that the individual is bound to foster hypochondriac issues like fears, uneasiness, fixations, impulses, and despondency than somebody who scores low. As indicated by Eysenck (1952), Receptiveness to experience, good faith and suitability shows levels of hardwork, figuring out, hope and interest.

Implications of the Study

The findings will be utilized in managing students' apprehension about examination. Parents and educators will utilize the finding in inculcating self-adjustment in students as it concerns facing examination anxiety.

Conclusion

This research work has been able to examine parenting styles and personality traits as determinants of examination anxiety among students of National Institute for Nigerian Languages in Abia State. The result showed a significant influence of age, parenting style (authoritarian parenting) and all the dimensions of personality traits on examination anxiety of the students. Parents need to adopt effective training and parenting styles in rearing children.

Recommendations

Having gone through the study, the following recommendations are therefore highlighted.

1. Parents should be enlightened on the effects of parenting style. This will help the parents to enforce effective parenting style on the students before entering into the university.
2. Government should employ qualified counselling psychologist to schools who will be saddled with the responsibilities of helping students in resolving likely problems especially related to examination anxiety.
3. Undergraduate students should be enlightened on the need to improve their personality so as to reduce the examination anxiety as proved in the study.

4. Counselling psychologists should intensify their effort in organizing workshops for educational stakeholders on the implications of parenting styles and personality traits on examination anxiety of students in the school.

Limitations of the Study

The outcome of this study should be adopted with caution in respect to generalizations concerning examination anxiety among students, since participants for the study were only chosen from National Institute for Nigerian Languages in Abia State, Nigeria only.

Suggestion for further Studies

Researchers are encouraged to increase the population while conducting related study. However, variables like self-concept, self-esteem, pedagogy and study mode should be considered as control variables in the further study.

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Westside Exam Anxiety Scale

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. Tick your answer:

5=extremely always true 4= highly usually true 3= moderately sometimes true 2= slightly seldom true 1= not at all never true

| S/N | ITEMS | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 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. | | | | | |
| 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. | | | | | |

BIG FIVE PERSONALITY INVENTORY

Instruction: Please tick (√) where appropriate

1= Disagree strongly, 2= Disagree a little, 3= Neither agree nor disagree, 4= Agree a little, 5= Agree strongly.

| N/o | Items | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 1 | I see myself as someone who is talkative | | | | | |
| 2 | I see myself as someone who tends to find fault with others | | | | | |
| 3 | I see myself as someone who does a thorough job | | | | | |
| 4 | I see myself as someone who is depressed, blue | | | | | |
| 5 | I see myself as someone who is original, comes up with new ideas | | | | | |
| 6 | I see myself as someone who is reserved | | | | | |
| 7 | I see myself as someone who is helpful and unselfish with others | | | | | |
| 8 | I see myself as someone who can be somewhat careless | | | | | |
| 9 | I see myself as someone who is relaxed, handles stress well | | | | | |
| 10 | I see myself as someone who is curious about many different things | | | | | |
| 11 | I see myself as someone who is full of energy | | | | | |
| 12 | I see myself as someone who starts quarrels with others | | | | | |
| 13 | I see myself as someone who is a reliable worker | | | | | |
| 14 | I see myself as someone who can be tense | | | | | |
| 15 | I see myself as someone who is ingenious, a deep thinker | | | | | |
| 16 | I see myself as someone who generates a lot of enthusiasm | | | | | |
| 17 | I see myself as someone who has a forgiving nature | | | | | |
| 18 | I see myself as someone who tends to be disorganized | | | | | |
| 19 | I see myself as someone who worries a lot | | | | | |
| 20 | I see myself as someone who has an active imagination | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 21 | I see myself as someone who tends to be quiet | | | | | |
| 22 | I see myself as someone who is generally trusting | | | | | |
| 23 | I see myself as someone who tends to be lazy | | | | | |
| 24 | I see myself as someone who is emotionally stable, not easily upset | | | | | |
| 25 | I see myself as someone who is inventive | | | | | |
| 26 | I see myself as someone who has an assertive personality | | | | | |
| 27 | I see myself as someone who can be cold and aloof | | | | | |
| 28 | I see myself as someone who perseveres until the task is finished | | | | | |
| 29 | I see myself as someone who can be moody | | | | | |
| 30 | I see myself as someone who values artistic, aesthetic experiences | | | | | |
| 31 | I see myself as someone who is sometimes shy, inhibited | | | | | |
| 32 | I see myself as someone who is considerate and kind to almost everyone | | | | | |
| 33 | I see myself as someone who does things efficiently | | | | | |
| 34 | I see myself as someone who remains calm in tense situations | | | | | |
| 35 | I see myself as someone who prefers work that is routine | | | | | |
| 36 | I see myself as someone who is outgoing, sociable | | | | | |
| 37 | I see myself as someone who is sometimes rude to others | | | | | |
| 38 | I see myself as someone who makes plans and follows through with them | | | | | |
| 39 | I see myself as someone who gets nervous easily | | | | | |
| 40 | I see myself as someone who likes to reflect, play with ideas | | | | | |
| 41 | I see myself as someone who has few artistic interests | | | | | |
| 42 | I see myself as someone who likes to cooperate with others | | | | | |
| 43 | I see myself as someone who is easily distracted | | | | | |
| 44 | I see myself as someone who is sophisticated in art, music, or literature | | | | | |

Developed by John and Srivastava (1999)

Parental Style Scale

Instruction: Please carefully read through these questions and tick (✓) the answers appropriately. 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly Agree.

| S/N | ITEMS | 1 | 2 | 3 | 4 | 5 |
|-----|--|---|---|---|---|---|
| 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. | | | | | |
| 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. | | | | | |
| 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. | | | | | |
| 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. | | | | | |
| 5 | My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable. | | | | | |
| 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. | | | | | |
| 7 | As I was growing up my mother did not allow me to question any decision she had made. | | | | | |
| 8 | As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline. | | | | | |
| 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. | | | | | |
| 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. | | | | | |
| 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. | | | | | |
| 12 | My mother felt that wise parents should teach their children early just who is boss in the family. | | | | | |
| 13 | As I was growing up, my mother seldom gave me expectations and guidelines for my behavior. | | | | | |
| 14 | Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions. | | | | | |
| 15 | As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways. | | | | | |
| 16 | As I was growing up my mother would get very upset if I tried to disagree with her. | | | | | |
| 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. | | | | | |

| | | | | | | | |
|----|--|--|--|--|--|--|--|
| 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. | | | | | | |
| 19 | As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her. | | | | | | |
| 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. | | | | | | |
| 21 | My mother did not view herself as responsible for directing and guiding my behavior as I was growing up. | | | | | | |
| 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. | | | | | | |
| 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. | | | | | | |
| 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. | | | | | | |
| | | | | | | | |
| 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. | | | | | | |
| 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. | | | | | | |
| 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. | | | | | | |
| 28 | As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family. | | | | | | |
| 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. | | | | | | |
| 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. | | | | | | |