

THE CAUSATION BETWEEN FATHER'S AUTHORITARIANISM AND TEST ANXIETY: AN EMPIRICAL STUDY AMONG ADOLESCENTS

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ABSTRACT: *The present study aimed to investigate the effect of fathers' authoritarianism on test anxiety among adolescents (men and women) and also investigated the difference in level of fathers' authoritarianism and test anxiety across rural and urban areas. Purposive sampling was used to collect data from adolescents (50 men, 50 women), age range 13-19 with a mean age of 17.96 ($SD = 1.65$), and their fathers from seven different cities and their surrounding villages. Urdu version of Test Anxiety Inventory (TAI) was used to collect data from adolescents and Paternal Authoritarianism Scale (PAS) was used to collect data from their fathers respectively. Simple Linear Regression indicated father's authoritarianism emerged as a significant predictor of test anxiety in adolescents, $\beta = .45$, $t = 3.47$, $p < .01$, scores of father's authoritarianism also explained a significant proportion of variance in scores of test anxiety, $R^2 = .20$, $F(1, 48) = 2.66$, $p < .01$, in adolescents. MANOVA indicated a significant main effect of residence (rural and urban) on father's authoritarianism, $F(1, 85) = 6.92$, $p < .05$, whereas all other main and interaction effects of demographics were non-significant. Overall results indicated that Fathers' authoritarianism can be an important determinant of academic performance of the adolescents. Fathers were more authoritarian in rural areas and educated fathers adapt more flexible and supportive parenting style as compared to illiterate fathers. Results are discussed in the socio-cultural context of Pakistan.*

Key words: Authoritarianism, test anxiety, residence

1. INTRODUCTION

Urban and rural are considered independent of any other geographic territory. Rural and urban are the two aspects of the same concept. Urban is referred to all population, territory, and housing units which are located in the places where the population is 25000 or more than 25000 [1]. New norms, techniques, and new ideas arise in the city. Interaction between men and traditional constraints in the city is very few than in the rural community. Modern facilities like hospitals, parks, educational institutions, advanced technology, shopping malls are the prominent features of urban community. Rural community is, marked by villages and hamlets with population of 5000 individuals [1] From psychological point of view, one of the differences between rural and urban community is in the way, in which they rear their children. In Pakistani culture authoritarian style of parenting is to be preferred by fathers for the better development of children.

Parenting style is defined as certain set of psychological, behavioral aspects and strategies including moral values that parents use while raising their children. Parenting styles play very important role in the later personality development of children because parenting styles is important in the development of the concept of self. They learn the societal norms and values, and internalize them through early socialization and family especially parents are the most important and dominant agent of early socialization.

Researchers have concluded that there are four basic parenting styles which are used and practiced in almost every culture. These parenting styles are named as authoritarian parenting, authoritative parenting, uninvolved parenting, and indulgent parenting [2]

Authoritative parents are those parents who are demanding but they are responsive too. They provide proper guidelines to their children and direct their behaviors. They consider the questions of children and then answer their questions [3]. Cognitive growth in children is enhanced by affectionate and warm relationship between parents and children [4,5,6] Authoritarian parents are those parents who are not responsive but they are very demanding and directive. They put many demands on their children. Children are supposed to follow and obey the strict rules made by their parents. And if, they fail to fulfill those established rules, then they are given punishment. [4]

Authoritarian parents use any way (including degradation and spanking) required making their children obey their rules. There are many negative consequences of authoritarian parenting involving the ability of children to think about themselves becomes limited and stifled, parent-child relationship becomes abusive, children start believing that their success is much more important for their parents than they are, when such children become parents they repeat the same attitude with their child. [7,8]

Uninvolved parents (also called neglecting and rejecting parents) are those parents who are neither responsive nor demanding. They are not interested in their daily life but however they fulfill all the basic needs of their children. Permissive parents are those parents (also called nondirective and indulgent parents) who put very few demands on their children. If they put any demand then they are more responsive than demanding. They avoid confrontation. They are polite and nontraditional. [7]

A number of researches have been conducted to find the impacts of particular parenting style on the later development of children. Many conclusions have been

drawn from the researches regarding impacts of parenting style. Children of authoritative parents are more satisfied with their lives. They are more happy, social, successful, and capable. They are more confident and competitive. Authoritative parenting style is thought to be as best parenting style. Children of authoritarian parents seem to be proficient and obedient. But their scores are low on self esteem, social competence and overall happiness. They are shy and unable to manage the social relations. Uninvolved parenting results in children who have no self control over themselves. Who are not competitive and have low self esteem as compared to their peers. This parenting style is considered as lowest in ranking across all domains of life. Permissive parenting results in the children who are at lower rank in self regulation and happiness. Their performance in school is poor. Poor parenting is linked to lower success in school, greater parental control, and less parental control both result in different social problems, and behavior such as lower school achievement and drug abuse show that indulgent and authoritarian parenting styles result in children which are aggressive and anti social [9,10]

Another study explores that excessive control and rigidity practiced by the father in everyday life of child raising can results in flaccid self-concept of the children. Such children try to avoid their fathers because they feel that the father has all the authority and they are powerless. This results in emotional distance in the relationship [11].

Children of authoritarian fathers have been seen to experience more test anxiety than the children of authoritative, uninvolved, and permissive fathers. Children of authoritarian fathers have shown poor performance in the school. Such children have poor social skills.

Thinking of doing poorly in tests, and then fear of not fulfilling the expectations of fathers have very negative effects on children's performance. They become upset and nervous in exams and ultimately show poor results. And, then along with other factors this situation becomes worse. This leads to development of many other mental problems in the children.

It refers to a psychological condition in which extreme stress, discomfort, and anxiety is experienced before and during taking a test [12]. Test anxiety is also defined as cognitive, emotional, behavioral, and responses, that come with concern about possible failure [13].

There are three basic components of test anxiety: behavioral, cognitive, and affective. There are many students who suffer test anxiety because of behavioral component. A number of students have inappropriate examination taking skills and inappropriate study skills [14]. Students who encounter test anxiety due to cognitions are poor in self confidence [15]. Students who suffer test anxiety due to affective component have somatic problems like muscle contraction, perspiration, increased heart beat, icy hands, disgusted feeling, and frequent urination [14].

Many factors have been seen which contribute in developing test anxiety in children. Some factors are poor preparation, perfectionism, bad experience, places, and social atmosphere. Sometimes test anxiety has genetic roots [16]. Researchers identified that importance of assessment and

feedbacks on subjects of failures obstruct performance for test anxious students than for low anxious students [17].

Large numbers of researches have been conducted on importance of parenting style, effect of authoritarian parenting style among children, father's authoritarianism and reasons of test anxiety among adolescents, and its negative impacts.

Role of family members play a significant role in child development. Many studies have concluded that in child development, family processes have valuable importance, and it has been recommended by psychologists [18,19,20]. As parenting style is said to be as parent's characteristic that is used to alter the efficacy of family socialization strategies and practices and acceptability of these practices by child. Similarly, parenting style is characterized by assemblage of nonverbal expression, parental attitude, and practices that describe the nature of parent-child relationship in different situations [21]. Parenting styles work as determinants for child's attitude. It is suggested that parenting behavior and child rearing practices is significantly correlated with differences in social realities in adults. Early socialization plays a very important role in later life of children [22].

Many aspects of child's life are influenced by particular parenting styles. Motivational orientation in children is influenced by particular parenting [23,24,25], and school-related competence and academic achievement is influenced by motivational orientation [26,27,28]. Poor parenting style is seen as avoidant, lower-tolerance, rejecting, punitive, withdrawal, and coercive forecast many behavioral problems in children such as external immaturity, anxiety, withdrawal, external disorder, drug abuse, anti-social [29,30].

There are many negative effects of authoritarian parenting style. As it is concluded, that Controlling and authoritarian parenting results in many psychological problems and disturbances in adolescents. Children of authoritarian parents use less coping strategies and behaviors than the children of authoritative and permissive parents [31].

Similarly, in another study it is explored that children of authoritarian and authoritative parents are seen as more decisive as compared to other children [32]. Likewise, it is also suggested that authoritarian parenting style was seen as linked with pessimistic and negative thinking [33]. Another studies showed the same result that authoritarian parenting style is negatively correlated with independence in children, expressiveness, and academic achievement [34,35].

There is a deep relation between parenting style and academic achievement. Many studies identified the same results. Researchers have observed the relationship between adolescent's school performance and permissive, authoritative, and authoritarian parenting styles. This research indicated that permissive and authoritarian parenting styles were negatively correlated with higher school grades [36]. Similarly, in another study it is seen that authoritarian parenting has been also negatively associated with children's self concept and adjustment at school [34]. Some researchers tried to find out the difference in the level of test anxiety among students of pure science and social science. The result of this study supported the idea that

students of pure science encounters significantly higher level of test anxiety than students of social science [38].

Role of father in child development is considered very important. Poor care by father may lead to have direct effect on the offspring suffering from depression and anxiety [39]. Another study investigated that a child learns some of many important skills from his father. These skills comprise of self control, managing the emotions, and some important social skills [40].

Authoritarian fathers were found to have a significant influence on both female and male offspring's by lessening their feeling of independency from fathers, which ultimately results in high depressive symptoms [41]. A study proposed that children of inconsistent and authoritarian parents tend to show more test anxiety than the children of supportive parents [42].

There are many studies regarding test anxiety across gender. Researchers investigated that there is highly significant gender difference in experiencing the level of test anxiety [43]. Females have high level of test anxiety than male students [38,44]. Many studies investigated that there is no gender difference in test anxiety [45,46,47,48,49,50]. However, one finding showed that literature regarding this context is not sure about gender difference in test anxiety [51].

2. Rationale of Study

Academic performance of the student is affected by a number of internal and external factors. Parenting plays an important role in the development of cognitive, social skills, and academic abilities. Many factors can contribute in the development of test anxiety among adolescents. Father's authoritarianism can be one of the contributing factors. Father's authoritarianism can have a drastic effect on the performance of students in many aspects. Usually fathers are more authoritarian in rural areas. It is considered as virtue to be restrictive and authoritarian in rural areas. The purpose of the study is to investigate the relationship between father's authoritarianism and test anxiety especially among adolescents. Another purpose of the study is to examine the difference of father's authoritarianism and test anxiety in rural and urban areas. Effect of other demographic variables i.e. gender, socio-economic status, father's education, family system was also taken into account for the study.

3. Objectives

- To investigate the relationship between father's authoritarianism and test anxiety among adolescents.
- To determine the impact of demographic variables on father's authoritarianism.
- To determine the impact of demographic variables on test anxiety.
- To explore the effect of father's education on father's authoritarianism.
- To explore the effect of father's education on test the level of anxiety among adolescents.
- To compare the differences in father's authoritarianism across rural and urban areas.
- To compare the differences in test anxiety across residence.

- To investigate the differences in father's authoritarianism across gender.
- To investigate the differences in test anxiety across gender.

4. Hypothesis

- Father's authoritarianism will be an important predictor of test anxiety among adolescents.
- Demographic variables like socio-economic status, family system would be important determinants of father's authoritarianism.
- Demographic variables like socio-economic status, family system would be important determinants of test anxiety among adolescents.
- Father's education will be a significant predictor of father's authoritarianism.
- Father's education will have significant effect on the level of test anxiety among adolescents.
- Fathers in rural areas would be more authoritarian as compared to fathers in urban areas.
- The level of test anxiety would be higher in the adolescents of rural areas as compared to adolescents of urban areas.
- There would be a significant gender difference in father's authoritarianism.
- There will be a significant gender difference in the level of test anxiety.

5. METHOD

5.1 Participants

A purposive sample of 100 participants (50 males, 50 females) was drawn for the study. The age range for both gender was 19 to 27, ($M = 20.96$). Participants were taken from seven different cities (Lahore, Sialkot, Narowal, Gujranwala, Gujrat, Mandi Bahaudin, and Sheikhpora) and their surrounding rural areas.

5.2 Inclusion Criteria

Paternal Authoritarian Scale was to be filled by the fathers of the participants. So, an inclusion criterion was contingent upon the presence of fathers living with the participants.

5.3 Measures

5.3.1 Semi-Structured Interview

A semi-structured interview was used to gather the basic desired information. And consent forms were signed from the participants, and build a rapport with them for the study. Along with this bio-data form was also used. Semi-structured helped to verify the information obtained through the biodata form.

5.3.2 Test Anxiety Inventory (TAI)

Test Anxiety Inventory (TAI) was used to assess the level of overall test anxiety in the participants [33]. It consists of 20 items and assesses two components of test anxiety: emotionality and worry. It required participants to response on a four point scale ranging from '1' to '4' (almost never to almost often).

Cronbach's alpha for Urdu translated TAI was found, $\alpha = .89$, indicates its high reliability.

5.3.3 Paternal Authoritarian Scale (PAS)

The Paternal Authoritarian Scale (PAS) comprising of total forty-two items was used to measure fathers' authoritarian

attitude towards their children. The responses of the subjects are given on a five point rating scale with scoring categories of "strongly disagree (as 1)", "disagree (as 2)", "undecided (as 3)", "agree (as 4)", and "strongly agree (as 5)". The Paternal Authoritarian Scale (PAS) showed a high split-half reliability ($r = .76$) along with Spearman Brown's Correlation ($r = .78$). PAS also showed a highly significant Cronbach's alpha for total PAS, $\alpha = .98$.

5.4 Procedure

Data collection for the study proved a daunting task especially in the rural areas. Re researcher visited the seven different cities and their surrounding areas and met the participants and with their fathers.

Participants were informed about the objectives of the study; they were assured about the confidentiality of information sought from them. Informed consent form was given to the participants before proceeding. Those who were volunteer were involved in the study and were given the debriefing sessions were conducted with the participants after they accomplished the task in which their feedback was taken regarding the present study. They were asked to respond whether the study was boring or interesting, did they find something threatening or problematic in the task? They were also briefed about possible implications of the study.

The data was collected in the two steps. In the first step, adolescents were requested to fill the questionnaire (TAI). In the second step, fathers of participants were requested to fill the questionnaire (PAS).

6. RESULT

Data collected for the present study were analyzed by using PASW (Predictive Analytics Software) Statistics 16 (Release 16.0.0). Main effects, interactions, differences and comparisons were determined by applying Regression analyses, t-tests, One way ANOVA, MANOVA, Univariate Analysis, and Correlation.

The reliability analysis was conducted for both measures. The Cronbach's alpha for TAI was computed and was found highly significant ($\alpha = .89$).

Table of simple Linear Regression indicated that Father's authoritarianism emerged as significant predictor, $\beta = .45$, $t = 3.47$, $p = .001$. The value of $R^2 (.20)$ indicated that 20 percent of the variance in the total score on TAI was accounted for by the total score of PAS. The value of R (.45) indicated that both variables had a good correlation

Multivariate analysis indicate that main effect of the residence of participants, $F (1, 85) = 6.92$, $p = .01$, found to have significant effect for the father's authoritarianism. Interaction between residence and monthly income $F (1, 85) = 185.42$, $p = .01$, was having significant effect for the father's authoritarianism. The main effect of gender, $F (1, 85) = 1.43$, $p = \text{ns}$, for father's authoritarianism and $F (1, 85) = 1.42$, $p = \text{ns}$, for test anxiety was not significant. The main effect of residence, $F (1, 85) = .29$, $p = \text{ns}$, for test anxiety was not significant. The main effect of SES, $F (1, 85) = .29$, $p = \text{ns}$, for father's authoritarianism, $F (1, 85) = 1.22$, $p = \text{ns}$, for test anxiety was not significant. The main effect of family system, $F (1, 85) = .02$, $p = \text{ns}$, for father's authoritarianism, $F (1, 85) = .14$, $p = \text{ns}$, for test anxiety was

Table 1

Demographic Characteristics of the Sample

Variables	f (%)
Age Range (19-27)	
M (SD)	20.96 (1.65)
Gender	
Men	50 (50)
Women	50 (50)
Father's Education	
Below Matric	33 (33)
Matric- F.A	43 (43)
F.A-Graduate	24 (24)
SES (monthly income of family)	
10,000-30,000	73 (73)
31,000-60,000	27 (27)
Residence	
Rural	51 (51)
Urban	49 (49)
Family System	
Nuclear	73 (73)
Joint	27 (27)
Mother's Education	
Below Matric	57 (57)
Matric- F.A	35 (35)
Graduate	8 (8)

not significant. These results indicate that overall effect of these variables on total score of father's authoritarianism and total score of test anxiety was not significant.

Univariate Analysis indicated that the main effect of residence, $F (1, 85) = 6.92$, $p = .01$, was highly significant for the father's authoritarianism. Table indicated that main effect of gender $F (1, 85) = 1.43$, $p = \text{ns}$, was not significant for fathers authoritarianism. Table indicated that main effect of monthly income $F (1, 85) = .00$, $p = \text{ns}$, was not significant for father's authoritarianism. Further table indicated that main effect of family system $F (1, 85) = .02$, $p = \text{ns}$, was not significant for father's authoritarianism. These results indicate that overall effect of these variables on total score of father's authoritarianism was not significant.

Univariate Analysis indicated that main effect of gender $F (1, 85) = 1.42$, $p = \text{ns}$, was not significant for test anxiety. Table indicated that main effect of residence $F (1, 85) = .29$, $p = \text{ns}$, was not significant for test anxiety. Table indicated that main effect of monthly income $F (1, 85) = 1.22$, $p = \text{ns}$, was not significant for test anxiety. Further table indicated that main effect of family system $F (1, 85) = .14$, $p = \text{ns}$, was not significant for test anxiety. These results indicated that overall effect of these variables on total score of test anxiety was not significant.

One way analysis of variance indicated a significant main effect of father's education, $F (4, 99) = 1.61$, $p = .04$, on total score of father's authoritarianism. Means further indicated this fact. Mean of category 1 (below matric) ($M = 42.28$, $SD = 10.60$), and category 2 (matric to intermediate) ($M = 42.17$, $SD = 11.22$), and category 3 (graduates) ($M = 35.13$, $SD = 11.14$), for father' education also indicated that score was different for all the groups.

One way Analysis indicated a statistically significant main effect of father's education $F (4, 99) = 2.50, p = .04$ for emotionality. Means further indicated this fact. Mean of category 1 (below matric) ($M = 24.06, SD = 6.58$), and category 2 (matric to intermediate) ($M = 24.74, SD = 6.94$), and category 3 (graduates) ($M = 19.83, SD = 7.03$), for father's education also indicated that score was different for all the groups. Table indicated that main effect of father's education $F (4,99) = 1.25, p = \text{ns}$, for worry was not significant. Table indicated that main effect of father's education $F (4,99) = 2.03, p = \text{ns}$, for total score of test anxiety was not significant. These results indicated that overall effect of father's education on worry and total score of test anxiety was not significant.

Table indicated that father's authoritarianism, was not found significant $t (98) = .60, p = \text{ns}$, for both groups. Means for men ($M = 136.88, SD = 13.55$) and women ($M = 138.60, SD = 14.69$) also indicated that their performance on TAI was not significant. Table indicated that test anxiety, was not significant $t (98) = 1.02, p = \text{ns}$, for both groups. Means for men ($M = 39.42, SD = 11.12$) and women ($M = 41.72, SD = 11.33$) also indicated that score did not differ. Table further indicated that subscale worry of TAI, was not significant, $t (98) = .30, p = \text{ns}$ for both groups. Means for men ($M = 14.56, SD = 4.54$) and women ($M = 14.84, SD = 4.51$) also indicated the non significant results. Further table indicated that subscale emotionality of TAI, was not significant $t (98) = 1.19, p = \text{ns}$ for both groups. Means for men ($M = 22.58,$

Table 2
Simple Linear Regression Analysis for the effect of PAS on TAI

Model	R	R ²	B	SE	B	t	p
PAS	.45	.20	.28	.08	.45	3.47	.001

$F (1, 48) = 2.66, p = .001$

Table 3
MANOVA for effect of Demographic Variables on the total score of PAS and TAI

Source	Dependent Variables	SS	Df	MS	F	p
Gender	PAS Total	265.62	1	180.93	1.42	0.23
	TAI Total	180.93	1	265.68	1.43	0.23
Residence	PAS Total	1284.48	1	1284.48	6.92	.01
	TAI Total	36.70	1	36.7	.29	.59
Monthly Income	PAS Total	.002	1	.002	.00	.99
	TAI Total	155.5	1	155.5	1.22	.27
Family System	PAS Total	3.75	1	3.75	.02	.88
	TAI Total	18.7	1	18.7	.14	.70
Residence*	PAS Total	1184.0	1	1184.0	.01	
	Income	7.80	1	7.80	.08	
Error	PAS Total	15760.87	85	185.42		
	TAI Total	10765.55	85	126.65		
Total	PAS Total	19116888.00	100			
	TAI Total	177085.00	100			

Note: All the non-S-significant interactions have been omitted.

Table 4
Univariate Analysis for demographic variables and for score on PAS (N=100)

Source	SS	Df	MS	F	p
Gender	265.62	1	265.68	1.43	0.23
Residence	1284.48	1	1284.48	1.43	0.23
Monthly Income	.002	1	.002	.00	.99
Family System	3.75	1	3.75	.00	.99
Error	15760.87	85	185.42		
Total	19116888.00	100			

Table 5
Univariate Analysis for demographic variables on TAI (N=100)

Source	SS	Df	MS	F	P
Gender	180.93	1	180.93	1.42	0.2
Residence	36.7	1	36.7	.29	.59
Monthly Income	155.5	1	155.5	1.22	.27
Family System	18.7	1	18.7	.14	.70
Error	10765.55	85	126.65		
Total	177085.00	100			

Table 6
One Way ANOVA for the effect of Father's Education on PAS (N=100)

Source	SS	Df	MS	F	p
Between Group	33.77	4	.82	1.61	.04
Within Group	29.58	58	.51		
Total	83.36	99			

Table 6
One Way ANOVA for the effect of Father's Education on TAI (N=100)

Source	SS	df	MS	F	p
		TAI			
Between Group	983.58	4	245.89	2.03	.09
Within Group	11508.92	95	121.14		
Total	12492.51	99			
		TAI Worry			
Between Group	101.07	4	25.26	1.25	.29
Within Group	1911.92	95	20.12		
Total	2013.00	99			
		TAI Emotionality			
		4			
Between Group	471.03	95	117.75	2.50	.04
Within Group	4461.32	99	46.96		
Total	4492.36				

Table 7
Differences between Men (n=58) and Women (n=50) for score on PAS and TAI

Sources	Men M(SD)	Women M(SD)	t	p
PAS	136.88 (13.55)	138.60 (14.69)	.60	.54
TAI Total	39.42 (11.12)	41.72 (11.33)	1.02	.30
TAI Worry	14.56 (4.54)	14.84 (4.51)	.30	.75
TAI Emotionality	22.58 (6.82)	24.26 (7.25)	1.19	.23

df = 98

Table 8
Differences between scores of City (n=49) and Village (n=51) for total score of PAS and TAI

Sources	City M(SD)	Village M(SD)	t	p
PAS	134.76 (17.51)	140.61 (9.02)	2.11	.03
TAI Total	38.90 (11.21)	42.18 (11.21)	1.02	.30
TAI Worry	14.02 (4.46)	15.35 (4.49)	.30	.75
TAI Emotionality	14.02 (4.46)	24.39 (7.01)	1.19	1.19

df = 98

Table 9
(Correlation Matrices for the Sample (N=100))

	2	3	4	5	6	7	8	9	10	11	12
1.TAI Emotionality	.75**	.96**	.28**	.03	.12	.20*	.16	.14	.04	.04	.91
2. TAI Worry	-	.89**	.30**	.02	.03	.15	.19*	.14	-.10	.06	.24*
3. TAI	-	-	.29**	.02	.10	.19	.19	.14	.07	.035	.15
4. PAS	-	-	-	.10	.06	.15	.13	.20*	.17	.03	.22*
5. Age	-	-	-	-	.11	.19	.17	.03	.01	.16	.03
6. Gender	-	-	-	-	-	.06	.15	.10	.01	.20	.00
7.Monthly Income	-	-	-	-	-	-	.42**	.35**	.21*	.36	.07
8.Father Education	-	-	-	-	-	-	-	.30**	.41**	.08	.03
9. Residence	-	-	-	-	-	-	-	-	.40**	.03	.02
10.Mother Education	-	-	-	-	-	-	-	-	-	.04	.15*
11.Family System	-	-	-	-	-	-	-	-	-	-	.07
12.Father Attitude	-	-	-	-	-	-	-	-	-	-	-

* $p < .05$. ** $p < .01$.

$SD = 6.82$) and women ($M = 24.26$, $SD = 7.25$) also indicated that there is no difference.

Table indicated that father's authoritarianism, was significant, $t(98) = 2.11$, $p = .03$, for both groups. Means for city ($M = 134.76$, $SD = 17.51$) and village ($M = 140.61$, $SD = 9.02$) further indicated that there is a significant difference. Table indicated that test anxiety, was not significant, $t(98) = 1.02$, $p = ns$, for both groups. Means for city ($M = 38.90$, $SD = 11.12$) and village ($M = 42.18$, $SD = 11.21$) also indicated that there is no significant difference. Table indicated that worry was not significant $t(98) = .30$, $p = ns$, for both groups. Means for city ($M = 14.02$, $SD = 4.46$) and village ($M = 15.35$, $SD = 4.49$) also indicated that there is no significant difference. Further table indicated that emotionality, was not significant, $t(98) = 1.19$, $p = ns$ for both groups. Means for city ($M = 14.02$, $SD = 4.46$) and village ($M = 24.39$, $SD = 7.01$) also indicated that there is no significant difference.

Table indicated a positive correlation of emotionality with worry, total score of test anxiety, father's authoritarianism, and monthly income. Worry had positive correlation with total score of test anxiety, father's authoritarianism, father's education, and father's attitude. Test anxiety had positive correlation with father's authoritarianism. Father's authoritarian showed positive correlation with residence, and father's attitude. Monthly income had positive correlation with father's education, residence, and mother's education. Father's education showed positive correlation with residence, and mother's education. Mother's education had positive correlation with father's attitude.

DISCUSSION

The present study aimed to explore difference in father's authoritarianism in rural and urban areas through Paternal

Authoritarianism Scale and test anxiety in adolescents, through Test Attitude Inventory, based on two subscales emotionality and worry. The main objective of the study was to find out the effect of father's authoritarianism on test anxiety among adolescents.

The study also aimed to find out the difference in father's authoritarianism and test anxiety across gender. Difference in father's authoritarianism and test anxiety across father's education, SES, Family System were also focused.

To find out that whether father's authoritarianism was a predictor of test anxiety among adolescents simple linear regression analysis was also carried out. The result was consistent with hypothesis that father's authoritarianism would be an important determinant of test anxiety among adolescents. A finding also support the result that father's authoritarianism is negatively associated with academic achievement among students [36]. Children of authoritarian parents suffer from many psychological and academic problems in schools and colleges.

Second objective of the study was to investigate the main effect of demographic variable like parent's educational qualification, residence, SES, family system on father's authoritarianism and test anxiety. Multivariate analysis was used to investigate the overall effect of demographic variables on father's authoritarianism and test anxiety among their children. MANOVA did not yield significant results to uphold the hypothesis that gender, SES, and family system will be important determinants of father's authoritarianism and test anxiety among adolescents. According to many researches low SES was significantly correlated with authoritarian style of parenting [34,52,53,54]. A study supports the result that parents with low SES are more supportive and interactive [55]. Prior finding also support

the result that there is no relation of SES and test anxiety [56]. One reason for non significant results regarding SES might be that sample was no representative in case of socio economic class. Most of the sample was taken from low SES.

For further clarification main effect of demographic variables on both dependent variables (father's authoritarianism, test anxiety) were analyzed separately by using univariate analysis of demographic variables. Univariate analysis is less sophisticated than multivariate analysis.

The third objective of the study was to investigate the effect of father's education on father's attitude towards children. One way ANOVAs was run to identify the relation between father's education and father's attitude. The result was consistent with our hypothesis that there was significant effect of father's education on his attitude towards children. Preceding study supports the result that education has significant effect on the selection of parenting style by fathers [57]. Educated fathers choose more adaptive and supportive parenting style.

The fourth objective of the study was to investigate the effect of father's education on test anxiety among children. One way analysis was used to investigate the effect of father's education on test anxiety among children. The result indicated that there was significant effect of father's education on emotionality among children. Further, result indicated that there was no significant effect of father's education on worry and total score of test anxiety among children.

Many researchers concluded that father's education is a strong determinant of high academic achievement in children [58]. One reason of the result might be that highly educated fathers get busier in their jobs and business. And they do not spend quality time with their children.

The fifth objective of the study was to explore the difference in father's authoritarianism across residence (rural and urban). Independent t-test was used to explore the difference in father's authoritarianism in rural and urban areas. The result was consistent with our hypothesis that there is significant difference in father's authoritarianism across residence. One of the reasons of this result might be that fathers in rural areas are less educated. They have no idea that authoritarian parenting style may lead to many mental problems in their children.

The sixth objective of the study was to explore the difference in test anxiety across residence (rural and urban). Independent t-test was used to explore the difference in test anxiety in rural and urban areas. The results were not significant. The overall result indicated that there was no difference in worry, emotionality (subscales of TAI), and total score of test anxiety across residence. Mean indicated that students of both areas experienced almost same level of test anxiety. Mostly it is considered that students in rural areas experience more test anxiety than the students in urban areas. One reason of this result might be that now in rural areas branches of many well known schools and colleges have opened. Many well educated and courageous teachers are serving there. Now they have access to technology to

some extent, which is proved to be very helpful regarding academic achievement. And now students in rural areas have become competitive.

The next objective of the study was to investigate the difference in father's authoritarianism across gender. Again independent t-test was run to explore the difference in father's authoritarianism between boys and girls. Result indicated that there is no significant difference in father's authoritarianism across gender. Finding also supports the finding that restrictiveness from both parents (father and mother) was positively associated with anxiety in both boys and girls. Negative feedback/punishment from fathers was significantly associated with anxiety for both girls and boys [59]. Fathers treat equally both girls and boys. Many researches concluded that fathers are more authoritarian towards boys and mothers are more authoritarian towards girls. One reason of this result might be that now parents in rural and urban areas behave in the same way with both girls and boys. As in the past parents attitude was different for both girls and boys. But the trend is changed now. Both sons and daughters are thought to be of equal importance. So, that is why they are treated likewise.

The next objective of the study was to look at the difference in test anxiety between girls and boys. Independent t-test was used to investigate the difference in test anxiety across gender. The results were not significant. The overall result indicated that there was no significant difference in test anxiety across gender. Mean revealed that both males and females experienced same level of test anxiety. Many studies supports the result that there is no gender difference in test anxiety [45,46,47,48,49 and 50]. Typically it is thought that girls experience more test anxiety than boys. One reason of this finding might be that now societal and parental expectations for both girls and boys are changed. Girls are also earning for their families.

Final objective of our study was to find correlation among father's authoritarianism and test anxiety, its subscales and all demographic variables. Bivariate Correlation was used to explore the correlation. Result showed a significant correlation of emotionality with worry, total score of test anxiety, father's authoritarianism, and monthly income. One possible reason of the significant correlation between emotionality and worry is that people who are more emotional get tensed by a particular situation more easily. Reason of the significant correlation between emotionality and test anxiety is that students who are more emotional suffer more test anxiety. They are easily influenced by a situation.

Result showed a significant correlation of worry with total score of test anxiety, total score of father's authoritarianism, father's education. Reason of the significant correlation between worry and test anxiety is obvious that students who stay worry most of the time; they experience high level of test anxiety. They underestimate the things and get confused. And finally suffer from more test anxiety. Reason of the significant correlation between worry and father's authoritarian attitude is that students whose fathers are more restrict, they do not have that much confidence and necessary social skills. So, in this case they will go through

the test anxiety in their exams and quizzes etc. Reason of the significant correlation between worry and father's education is that students whose fathers are more educated, they have known how of their child's performance in the school and college. They can understand the course outline. And ultimately they frequently ask from child about his performance. And if child is not doing good job in the school, he gets worried.

Result showed a significant correlation of test anxiety with total score of father's authoritarianism. Reason of the significant correlation between test anxiety and father's authoritarian attitude is that students whose fathers are strict, they lose their confidence. They are bound by their fathers. They do not find any help from their fathers. In turn, they undergo many academic problems and test anxiety.

Result showed a significant correlation of Father's authoritarianism with residence. Reason of the significant correlation between authoritarianism in fathers and residence is that as fathers in rural areas are less educated, of low SES, more traditional, so they are considered harsher and careless toward their children.

CONCLUSION

It is concluded that Fathers' authoritarianism can be an important determinant of academic performance of the adolescents. Fathers were more authoritarian in rural areas and educated fathers adapt more flexible and supportive parenting style as compared to illiterate fathers. Preceding studies also support just about all the results and objectives of this study. All results are presented in the socio-cultural context of Pakistan.

Limitations and Suggestions

1. The sample was restricted to the cities and villages of Punjab Province. The data may be collected from the whole country for the sake of generalization.
2. The sample size was limited which reduced the chance for generalization of the study.
3. Sample was limited to adolescents. The results of the study may be different for different age ranges.
4. Role of mother was not taken into the account in this study.
5. Norms for the measures (PAS and TAI) were not available.

Implications

The study was conducted to help the social psychologists and educational psychologists in their respective fields of operation. In the field of social psychology, the study explored the dynamics of parent child relationship that how the personality of one (parent) affects the development of the other. The study will yield important suggestions for the family counselors especially in patriarchal societies.

The study is especially relevant in the context of Pakistani society. Pakistani society is the one with a very strong family set-up where the children remain reliant upon the parent economically and socially. In this kind of society, the personality of parents and especially father becomes a very determining factor for the growth of the child.

The study focuses the impact of the authoritarian behavior of fathers with the test anxiety among the adolescent students.

This again makes the study particularly relevant in the context of Pakistan where exams are the most important part of student's life as extra-curricular activities are very rarely employed with the academics.

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