

Abstract

The purpose of the study was to examine the roles and effects of parenting styles, academic expectations and learned helplessness on test anxiety among 70 Hong Kong Chinese fifth graders. Correlation and regression analyses revealed that learned helplessness, expectations of parent/teachers and expectations of self were positively associated with and independently explained test anxiety. None of the parenting style attributes correlated with test anxiety. Parenting style attributes correlated significantly with other independent variables of learned helplessness and academic expectations, suggesting that parenting styles may indirectly affect test anxiety of children.