



A STUDY ON RELATIONSHIP BETWEEN PARENTING STYLE AND PERSONALITY ON SPEECH ANXIETY AMONG ADOLESCENCES

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ABSTRACT The Present Study aimed at Investigating the Relationship Between Parenting Style and Personality on Speech Anxiety among Adolescents. A convenient sampling method was used to collect data from 223 (55 boys and 168 girls) high school students between the age of 13-17, who are studying in matriculation schools in Tamil Nadu. The adolescents were assessed on parenting style, Personality trait and speech anxiety by using Alabama Parenting Style (Frick, P.J, 1991), Eysenck's personality Inventory (Eysenck and Eysenck (1969)) and Speech Anxiety (PRPSA, McCroskey, J. C, 1970). Results were analyzed by using SPSS and the results indicates that there is significant influence of parenting style and dimension of personality namely neuroticism on speech anxiety. The results obtained from the study can be helpful in designing better training program for adolescent students to manage speech anxiety.

KEYWORDS : School students, Stage fright, Anxiety, parenting style, personality.

INTRODUCTION

Speech anxiety or Glossophobia or Communication apprehension is the fear that arise prior to public speaking. The word *glossophobia* is derived from the Greek language where *glōssa* means tongue & *phobos*, means fear or anxiety. Few individuals have specific phobia, whereas others may suffer from broader spectrum of social phobia or social anxiety disorder. Stage fear could possibly a manifestation of glossophobia. Speech anxiety is also sometimes called communication apprehension and it is defined as "the fear or anxiety associated with real or anticipated communication with others" (Dwyer 1998). The causes for speech anxiety are Concern that others are Judging, Past failures, Poor or insufficient preparation, are some of the cause of Speech Anxiety. Among the several causes the following are discussed.

Parenting style also causes speech anxiety. Parenting style is the affective atmosphere in which parents bring up their kids. It is a psychological framework indicating pattern of behaviors that parents engage in their childcare. Some parents tend to be very strict with the children not letting them talk in front of them. The children cannot express their opinions and views in the family. Speech readies the child to convey themselves, initially in the people in the household and close circle, later in their place of learning and to finally connect with their environment.

Personality is also found to influence speech anxiety. Lack of self confidence and exposure causes speech anxiety. Reserved type of character obviously ensures this speech anxiety. The individuals personality also has an influence on their speech anxiety. Extroversion and emotional stability are significantly related to public speaking anxiety (McCroskey 1982).

Speech anxiety is largely related to the situation rather than personal. Apprehension towards speech related assignments comes out of fear of being evaluated negatively. Exposure therapy helps in handling speech anxiety. "graduated exposure implicates exposing students with a anxiety stimulus for short duration of time ranging from a few seconds to a few minutes, depending on the causality of the catalyst" (Finn et al 2009). Structured and unstructured assignments help in decreasing students anxiety in the classroom (Booth-Butterfield, 1986). Other skills-based techniques that are suggested are the use are including number of short assignments (Beatty, 1988), devoted work hours for speech practice (Behnke & Sawyer, 2000), and incorporating opportunities for reflection after the speech delivery.

AIM :

To study the relationship between parenting style and personality on speech anxiety among adolescents.

OBJECTIVES :

- To assess the level of speech anxiety among high school students.
- To assess the personality, parenting style of the high school students.
- To assess the relationship between parenting style and personality on speech anxiety among high school students.

Hypotheses :

- There will be a significant relationship between dimensions of parenting style namely positive parenting, inconsistent disciplining & poor supervision and speech anxiety (**Hypothesis 1**)
- There will be a significant relationship between personality dimension namely extroversion & neuroticism and speech anxiety (**Hypothesis 2**)

MATERIAL AND METHODS :

Sample Description : The total sample collected was 223, among which 55 were boys and 168 were girls between the age of 13 to 17. The Mean age of the sample was 14.75. The study was conducted in a matriculation schools in TamilNadu, India.

Sampling Technique : Convenient sampling technique was used for the present study.

Inclusion criteria :

- Students aged between 13-17 were included.
- Students who are studying in matriculation school only were included.

Exclusion criteria :

- Students aged above 17 or below 13 were excluded.
- Students with special needs are excluded from the study.
- Students studying in CBSE and other international schools are excluded.

Tools used :

Alabama parenting questionnaire (APQ) : Alabama parenting questionnaire (APQ) was developed by Frick, P.J. (1991). It consists of 9 questions and used for measuring the parenting style. The scale has three Dimension namely Positive Parenting, inconsistent discipline and poor supervision. It is a 5 point scale. The score range from 0 to 45.

Eysenck personality Inventory (Eysenck and Eysenck (1969)): Eysenck personality Inventory (EPI) was developed by Eysenck and Eysenck, (1969). It consists of 57 questions. The traits measured are Extraversion-Introversion and Neuroticism. The Eysenck Personality Inventory (EPI) measures two independent dimensions of personality, namely Extraversion-Introversion and Neuroticism-Stability, which contributes for most of the variance in the personality characteristics. The form contains fifty seven, "Yes-No" items with no replication of items. The inclusion of a lie scale provides for the detection of response distortion. The traits measured are Extraversion-Introversion and Neuroticism.

Personal Report Speech Anxiety (PRPSA): Personal Report Speech Anxiety (PRPSA) was developed by McCroskey, J. C(1970). It consists of 34 questions. It is a 5 point scale. The score will range from 34 to 170. If the score is below 34 or above 170, there is probably a mistake in calculating the score. Scores of 131 and above indicates high Speech Anxiety, Low Scores of 98 and less indicates low speech anxiety, Moderate of 98-131 indicates moderate speech anxiety.

Data analysis : Statistical analysis consisted of correlation analysis using Pearson's correlation coefficient for finding the relationship between speech anxiety, parenting style and personality trait on stage fright among adolescences.

RESULT AND DISCUSSION :

Table 1.1 Descriptive statistics of selected variable : N=223

	Mean	Standard Deviation
Parenting style	25.44	4.59
Extraversion	11.52	2.71
Neuroticism	12.80	4.05
Speech Anxiety	106.03	19.29
Valid N (listwise)		

Table 1.1 show the mean and standard deviation of all the variables chosen for the study. The mean score of Parenting style is 25.44, which falls in moderate range according to the manual. The mean score of the dimension of personality subscales namely Extraversion is 11.52, which falls in moderate range of the manual indicate people who are more talkative and assertiveness and Neuroticism is 12.80, which falls in moderate range of the manual score indicate people who are shy and also do not easily mingle with others. The mean value of the Speech Anxiety is 106.03, which falls in moderate range, where high scores indicate anxiety of the student.

Table 1.2 Descriptive statistics to test the normality of the sample. N= 223

	SKEWNESS		KURTOSIS	
	Statistic	Std. Error	Statistic	Std. Error
Parenting style	-.446	.163	1.022	.324
Extraversion	.284	.163	-.127	.324
Neuroticism	-.142	.163	-.420	.324
Speech Anxiety	-.651	.163	.568	.324
Valid N (listwise)		.163		

Table 1.2 shows the Skewness and kurtosis value of all psychological variable chosen for the present study namely parenting style, personality and speech anxiety. All the values fall in the normal univariate distribution.

Table 1.3 Correlating score on Parenting Style and Speech Anxiety.

		Correlations			
		SA	PS-PP	PS-ID	PS-PS*
Speech Anxiety	Pearson Correlation	1	.041	.244**	.172*
	Sig. (2-tailed)		.541	.000	.010
	N	223	223	223	223
** . Correlation is significant at the 0.01 level (2-tailed).					
* . Correlation is significant at the 0.05 level (2-tailed).					

SA – Speech Anxiety , PS- Parenting Style, ID- Inconsistent discipline, PS*- Poor Supervision

Table 1.3 shows the correlation between Parenting and Speech Anxiety. The results indicate that subscale of parenting namely positive parenting has no significantly influence on the Speech Anxiety on adolescences. The result indicate that subscales of parenting namely inconsistent discipline and poor supervision

significantly influence the adolescences on speech anxiety.

This finding was also supported by Xu J et al (2017), which indicated that paternal emotional warmth decreased anxiety while maternal overprotection increases it.

Table 1.4 Correlating score on dimension of Personality namely Extraversion and Speech Anxiety

		Speech Anxiety	Extraversion
Speech Anxiety	Pearson Correlation	1	0.03
	Sig.(2-tailed)		0.64
	Sum of Squares and Cross-products	82653.83	355.85
	Covariance	372.31	1.60
		N	223
Extraversion	Pearson Correlation	0.031	1
	Sig.(2-tailed)	0.64	
	Sum of Squares and Cross-products	355.85	82653.83
	Covariance	1.60	372.31
		N	223

** . Correlation is significant at 0.01 level (2-tailed).

Table 1.4 shows the correlation between dimension of personality namely Extroversion and speech Anxiety. It is found that there is no significantly influence of extroversion on Speech Anxiety, This finding was also supported by Ghaemi, F., & Sabokrouh, F. (2014) where a strong correlation between the level of extroversion and Speech Fluency was found.

Table 1.5 correlating score on dimension of personality namely neuroticism and speech anxiety.

		Speech Anxiety	Neuroticism
Speech Anxiety	Pearson Correlation	1	0.379**
	Sig.(2-tailed)		0.00
	Sum of Squares and Cross-products	82653.83	6571.18
	Covariance	372.31	29.60
		N	223
Neuroticism	Pearson Correlation	0.379**	1
	Sig.(2-tailed)	0.00	
	Sum of Squares and Cross-products	6571.18	82653.83
	Covariance	29.60	372.31
		N	223

** . Correlation is significant at 0.01 level (2-tailed).

Table 1.5 show the correlation between dimension of personality namely neuroticism and Personal Report Public Speech Anxiety. Neuroticism has a significantly positive influence on Speech Anxiety. This finding was also supported by Forster et al (2013) which indicated individuals who score high on neuroticism are less able to cope with environmental stress.

Summary and Conclusion :

Findings :

- The finding of the study suggest that the speech anxiety, parenting styles and personality trait levels are moderate.
- There was no significant correlation between the dimension of Extraversion in personality trait and Public Speech Anxiety. **(Hypothesis 1)**
- There was significant correlation between the Public Speech Anxiety and parenting style and the dimension of personality namely Neuroticism. **(Hypothesis 2)**

LIMITATIONS

- The result showed cannot be generalized because of the sample size used in the study.
- Sample study was collected in limited place in tamilnadu. Similar research study can be under taken on a larger sample belonging to same school or different schools
- .In this study reliability and validity does not analyzed for the sample.
- Usage of convenient sampling technique.

Implications :

The value of present study lies in identifying the factors that contribute

to speech anxiety among adolescences. The results obtained from the study can be helpful in designing better training programme for adolescent students to manage speech anxiety.

Suggestion for future study :

- Intervention programs can be developed on the basis of how to reduce the level of Speech anxiety.
- Larger sample can be selected using a Random sampling technique in order to ensure that various other influencing factors for speech anxiety are also included in the study.

CONCLUSION :

From the findings of the study, it can be concluded that the ability to reduce level of speech anxiety with the support of influencing of parenting style, and personality trait among adolescent.

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