

The Influence of Parenting Styles on Mental Health and Perfectionism among 7th-grade Students in the City of Hamadan

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ABSTRACT

Objective the purpose of this study is to Investigate the relationship parenting styles, perfectionism And Procrastination Among Seven grade students in Hamedan city. Method of this research is the descriptive and correlational. Statistical population in this study consisted of all seventh grade students of second area of the city of Hamedan. The statistical sample are consisted of 350 girls and boys. The instrument used in this study was perfectionism Scale thre & shors, and Baumrind Questionnaire Parenting styles and Procrastination Questionnaire savari. For data analysis the Pearson correlation and regression analysis were used. Results significant relationship between parenting styles and perfectionism and Procrastination showed. It was also found that parenting styles predicted for perfectionism and Procrastination of individuals.

Keywords : Parenting Styles, Perfectionism, Procrastination.

I. INTRODUCTION

In developmental psychology, family, as a basic child-raising unit consists of father, mother and children. Therefore, it can play a major role in the formation of a child's personality and can contribute to the child emotional and cognitive development. Parenting styles encompass parents' beliefs, attitudes, behaviors and expectations (Boz and Ergeneli, 2014). The parents are the most influential people that children interact with them throughout their lives. They can have long-lasting and deep impacts on their children. Parenting styles usually stem from parents' good and bad experiences they have faced with during their own childhood (Lipps et al, 2012).

Diana Baumrind who conducted extensive studies of parents-children interactions, believe that parenting styles include two dimensions of a variety of different normal behaviors. Based on her studies, Diana Baumrind delineated various parenting styles, which can be classified along two dimensions: responsiveness (warmth) and demandingness (control). Combination of the two dimensions can form four different parenting styles including authoritative, authoritarian, permissive-

indulgent and uninvolved. Baumrind put her focus on the three first styles and the last style was studied by other researchers (Faramarzi et al, 2013).

Authoritarian parenting style is characterized by high level of mandatory rules and expectations and low level of acceptance. On the other hand, authoritative style can be identified as a combination of control and parental support. In permissive-indulgent style, parents have a very low level of control on their children (Lavasani et al, 2011).

Parenting style can play an important role development of children and can have important impacts on children achievements like their social and cognitive skills. The styles can also form different dimensions of people's personality, attitudes, feelings, and habits.

Parenting styles are not influenced by cultural patterns and they include a combination of attitudes, actions and non-verbal behaviors, which indicate the nature of interaction between children and their parents (Vadudi et al, 2012).

According to other studies, psychologists and sociologists believe that people's personalities which is a foundation for other behaviors is formed during the first few years of life which is spent in family.

Baumrind (1997) also believe that people's level of energy, curiosity, having control on environment, self-control, socialization and vitality is not only influenced by their genes, but they are also influenced by parents' behaviors (Eslami, 2013).

State of mental health can also be influenced by parents' behaviors. Mental health depends on the way people think, feel and act. Generally, healthy people have a positive attitude towards life, they are ready to deal with life's problems, they feel good about themselves, and other people and they shoulder their duties and responsibilities in their lives. When we are mentally healthy, we can deal with challenges and achieve success. We can learn to stay in good mental health. Sometimes people's physical health and mental health are closely linked, so we should pay more attention to our body to improve our overall health state (Rad et al, 2013).

So far, a considerable number of studies have shown that there are significant relation between children poor mental health and their parent's wrong child raising styles. As an example, children of parents who have well control on their children, set healthy boundaries with their children, and pay attention to quality of their relationships with family member, are less likely to turn to risky behaviors during teen years (Keyes et al, 2014). Other variable, which can be influenced by parenting style, is children's perfectionism, so that children's positive perfectionism can improve their self-image and having a satisfying self-image can improve mental health.

On the other hand, negative perfectionism can damage children self-image and this can damage children mental health and increase individual's emotional complications (Tutunchi; Samani and Zandi, 2012).

Perfectionism has different aspects. The current study focuses only on negative aspects of the perfectionism (Stoeber; Haskew and Scott, 2015). According to Hewitt and Flett multidimensional perfectionism scale (1991), perfectionism can include two dimensions of social

perfectionism and individual perfectionism and each dimension can cause problems including mental and physical health problems, relationship problems, and achievement difficulties.

In Hewitt and Flett's model (e.g., Hewitt et al., 1996), perfectionistic self-expectations and perfectionistic interpersonal dynamics are conceptualized as three distinct personality traits: Self-oriented perfectionism (SOP) is an intrapersonal dimension that involves requiring perfection of oneself. Other-oriented perfectionism (OOP) is an interpersonal dimension that involves unrealistic expectations for and harsh evaluations of others. Socially prescribed perfectionism (SPP) is an interpersonal dimension that involves the perception that others are demanding perfection of oneself (Desnoyers and Cribbie, 2015).

So many studies have indicated that, there is a strong relationship between perfectionism and various mental illnesses, including depression, eating disorders, personality disorders, suicide, and anxiety disorders (Levinson et al, 2015).

So given to the information, conduction of a study to investigate the relationship between these different variables is a necessity. The current study have been planned to answer the question that, is there any relationship between parenting styles and students mental health and perfectionism.

II. METHODS AND MATERIAL

Statistical population, samples, and sampling methods

The study statistical population includes all female and male 7th-grade students in district 2 of Hamadan city; during 2015-2016 school year (3788 students of whom 1956 were female and 1832 were male). The sample size for the study was calculated by Krejcie and Morgan method. Cluster sampling was used as sampling method. Out of all schools in the district (22 schools for girls and 19 schools for boys), 15 schools was selected by random. Then the questionnaires were filled by the students. The questionnaires were numbered from 1 to 350. The students' parents answered to 30 questions of Baumrind Child Rearing Questionnaire. Then the students filled mental health questionnaire and Terry-

Short Perfectionism questionnaire. After that, the questionnaires of the children and their parents were paired together.

Instruments:

Baumrind's Parenting Styles Questionnaire:

The questionnaire with 30 self-report questions was designed by Diana Baumrind in the year 1997. Each 10 questions evaluate one style of parenting including authoritative, authoritarian, permissive-indulgent parenting styles. Likert Scale (five-point disagree-agree scale) was used for the test. The questionnaire validity was calculated in Moore Study (1991): for authoritative mothers (0.78), for authoritarian mothers (0.86), for permissive-indulgent mothers (0.81). The figures were 0.88, 0.85, and 0.77 for authoritative, authoritarian, permissive-indulgent fathers, respectively.

The test re-test was also used to evaluate the reliability of the questionnaire and the results were 0.77, 0.73, and 0.69 for authoritative, authoritarian, permissive-indulgent parenting styles used by mothers, respectively.

General Health Questionnaire (Goldberg and Miller):

The questionnaire was developed by Goldberg in 1997 for the first time. The test is available in a variety of versions using 28, 30 or 60 items. The 28-question questionnaire (GHQ-28) was used for this study. The shorter version was developed by Goldberg and Miller in 1979. Developed as a screening tool to detect those likely to have or to be at risk of developing psychiatric disorders, the GHQ-28 is a 28-item measure of emotional distress in medical settings. The questionnaire incorporates four subscales of somatic symptoms, anxiety/insomnia, social dysfunction and severe depression. The validity of the questionnaires for mentioned items is 0.85, 0.74, and 0.84, respectively and 0.92 for the whole questionnaire. Reliability coefficient also is 0.70, 0.93, 0.90, respectively and 0.93 for the whole questionnaire.

Terry-Short Perfectionism Questionnaire:

The questionnaire was developed by Terry Short in 1995 to measure positive perfectionism (PP) and negative perfectionism (NP). The questionnaire include

40 questions of which 20 questions evaluate PP (2, 3, 6, 9, 14, 16, 18, 19, 21, 23, 24, 25, 28, 29, 30, 32, 34, 35, 37, 40), and 20 questions measure NP (1, 4, 5, 7, 8, 10, 11, 12, 13, 15, 17, 20, 22, 26, 27, 31, 33, 36, 38, 39). The test consists of 40 likert scale questions, with responses ranging from 'strongly disagree/1' to 'strongly agree/5'. The minimum score someone can get is 40 and the maximum is 200.

III. FINDINGS

With regard to the fact that high scores of General Health Questionnaire (GHQ) indicates low mental health and low scores shows good mental health, and considering the data presented in the table above, the Pearson correlation coefficient shows significant negative relation (0.49) between two variables authoritative parenting style and GHQ score. This means when authoritative parenting strengthens, the GHQ score decreases, which indicates that mental health conditions improve. According to the fact that the level of significance for R-value is lower than 0.05, the relation is significant.

The obtained correlation coefficient between authoritarian parenting style and GHQ score equals 0.35 and the level of significance for R-value is lower than 0.05. Therefore, the relation is significant, meaning with strengthening authoritarian parenting, the GHQ score increases, and consequently, mental health condition declines.

In addition, the obtained correlation coefficient between permissive parenting style and GHQ score equals 0.25 and the level of significance for R-value is lower than 0.05. Therefore, the relation is significant, meaning with strengthening permissive parenting, the GHQ score increases, and consequently, mental health condition decreases.

As it can also be seen in the table above, Pearson correlation coefficient indicates a positive relation of 0.19 between two variables authoritative parenting style and perfectionism and the level of significance for R-value is lower than 0.05. Therefore, the relation is significant.

Pearson correlation coefficient indicates a positive relation of 0.34 between two variables authoritarian parenting style and perfectionism and the level of significance for R-value is lower than 0.05. Therefore, the relation is significant.

In addition, the coefficient value indicates a negative relation of 0.32 between two variables permissive parenting style and perfectionism and the level of significance for R-value is lower than 0.05. Therefore, the relation is significant.

The presented results of regression analysis show significant difference between scores of three different parenting styles ($P < 0.05$, $F = 75.63$). Regarding R square value, parenting styles could predict 0.39% of people's mental health conditions ($R^2 = 0.39$). To investigate the amount and direction of parenting style effect on mental health, regression coefficients were analyzed. The results have been provided in table 4.

As presented in table 4, the authoritative parenting style has a negative and significant effect (-0.43) on mental health score ($P < 0.05$, $Beta = -0.43$). Hence, one unit increase in the SD of predictor variable (authoritative parenting style), increases the SD of dependent variable (mental health) by -0.43, resulting in higher mental health.

The authoritarian parenting style has a positive and significant effect (0.39) on mental health score ($P < 0.05$, $Beta = 0.39$). Hence, one unit increase in the SD of predictor variable (authoritarian parenting style), increases the SD of dependent variable (mental health) by 0.22, resulting in lower mental health.

Furthermore, permissive parenting style has a positive and significant effect (0.17) on mental health score ($P < 0.05$, $Beta = 0.17$). Hence, one unit increase in the SD of predictor variable (permissive parenting style), increases the SD of dependent variable (mental health) by 0.17, resulting in lower mental health.

Regression analysis results presented in the table above show that perfectionism scores in three different parenting styles are significantly different ($P < 0.05$, $F = 28.63$). Given R square value, parenting styles could predict 0.19% of people's perfectionism ($R^2 = 0.19$). To

investigate the amount and direction of effects by parenting styles on perfectionism, regression correlations were analyzed. The results of analysis have been provided in table 6.

As is seen in the table above, authoritative parenting style has a positive and significant effect (0.11) on perfectionism ($P < 0.05$, $Beta = 0.11$). Hence, one unit increase in the SD of predictor variable (authoritative parenting style), increases the SD of dependent variable (perfectionism) by 0.11. In addition, authoritarian parenting style has a positive and significant effect (0.30) on perfectionism ($P < 0.05$, $Beta = 0.30$). Hence, one unit increase in the SD of authoritarian parenting style increases the SD of perfectionism by 0.30. Finally, permissive parenting style has a negative and significant effect (-0.22) on perfectionism ($P < 0.05$, $Beta = -0.22$). Hence, one unit increase in the SD of permissive parenting style decreases the SD of dependent variable (perfectionism) by 0.22.

IV. DISCUSSION AND CONCLUSION

To investigate if there is a relation between parenting styles and mental health among 7th grade students in Hamadan City, Pearson correlation coefficient was used. The coefficient indicates a strong and negative relation between two variables authoritative parenting style and mental health and proves the relation is significant. In addition, Pearson coefficient shows a significant relation between authoritarian parenting style and mental health. Furthermore, the value proves the significant relation between permissive parenting style and mental health.

The findings of the present study is consistent with researches by Ri, Etemadi and Mehrabi (2007), Zahra Kar (2008), Touzandehjani et al (2011), Ebrahimi et al (2011), Salibi and Ahmadi (2013), Lotfi-Azimi et al (2012), Oyserman (2002) and Shieck et al (2006). To elaborate the results, it is noticeable that parenting style and method along with some other variables could affect children's mental health. Regarding the impact of parenting style on children's mental health and future success, the parents are required to wisely choose among alternative styles after obtaining enough relevant knowledge. To clarifying the results, priority of authoritative parenting style over two other methods indicates that parents using authoritative style are highly

controlling and responsive. They see their children as efficient and prosper, shaping their expectation for their children based on their abilities, and respecting their character. Children growing by such tactful parents are independent, warm-hearted, amicable, cooperative, successful in self-expression and highly motivated, which most probably results in good mental health conditions.

To investigate if there is a relation between parenting styles and perfectionism among 7th grade students of Hamadan, Pearson correlation coefficient was used. The coefficient showed a positive significant relation between two variables authoritative parenting style and perfectionism. In addition, Pearson value indicated a positive and significant relation between two variables authoritarian style and perfectionism. The correlation also proved there is a negative significant relation between the third parenting style, permissive style and perfectionism.

The obtained results are in line with findings of Besharat et al (2008), Hajilou et al (2011), Besharat et al (2011), Hajilo et al (2012), Faramzi et al (2013,) and Azizi and Besharat (2011), Kavamura et al (2002). To elaborate the results, it could be said that when parents who support authoritative style, are involved and amicable, their children enjoy high self-confidence. In fact, when people have got high self-confidence, would not experience negative perfectionism and consequently, will not define illogical criteria, which are above the ability of their selves and others. They also would not try to adjust themselves to the criteria created by others to gain their satisfaction. Therefore, parents who accept weak and strong points of their children, set clear and acceptable norms and give support to them. It will grow children's self-confidence and fade negative socially prescribed perfectionism.

In order to learn if parenting styles are suitable predictors for mental health and perfectionism among 7th grade students of Hamadan City, regression analysis was applied to the obtained data. According to the research data, parenting styles could predict 0.39

percent of people's mental health. In addition, parenting styles could predict 0.19 of people's perfectionism. The direction and amount of effects are determined.

The findings are consistent with results of Zaharakar (2008), Touzandehjani et al (2011), Ebrahimi et al (2011), Hajilou et al (2012), Faramazi et al (2013), Kavamura et al (2002), Oyserman (2002) and Shieck et al (2006).

To elaborate the results, it is mentionable that parenting styles are appropriate predictors of mental health and perfectionism among the students, because the present research found relations between parenting styles, and mental health and perfectionism. For instance, in parents who have authoritarian style, demand and control factors are strongly effective. They form, control and evaluate behaviors and attitudes for children in their usually absolute standard limits. The authoritarian style lacks enough responsibility. Authoritarian parents attribute negative behaviors and mistakes to the children's nature, considering inner grounds for them. They expect unquestioning obedience from children, which ends in negative perfectionism and poor mental health.

Adding to all mentioned, permissive parenting style is also capable to make changes in perfectionism and mental health conditions. Strengthening permissive behaviors decreases perfectionism and mental health. On the other hand, authoritative parents who are highly responsive accept their children's autonomy and encourage critical thinking. Therefore, they grow the ability of criticism (a positive feature of perfectionism) and mental health in their children.

As a major part of researches, the present study faced some limitations. For example, the results are relative and shouldn't be concluded upon and interpreted in cause-effect pattern.

Therefore, it is suggested that the same topic be replicated with experimental or semi-experimental research methods by the enthusiast researchers.

Table 1: The correlation coefficient Pearson For relationship Between styles Parenting and Positive perfectionism

Lax	Arbitrary	Ex cathedra	Variables Positive perfectionism
42/0-	19/0-	51/0	correlation coefficient
000/0	000/0	000/0	p.valu

Table 2 : The correlation coefficient Pearson For relationship Between styles Parenting and Negative perfectionism

Lax	Arbitrary	Ex cathedra	Variables Negative perfectionism
02/0	40/0	26/0-	correlation coefficient
61/0	000/0	000/0	p.valu

Table 3: The correlation coefficient Pearson For relationship Between styles Parenting and Negligence

Lax	Arbitrary	Ex cathedra	Variables Negligence
55/0	022/0	46/0-	correlation coefficient
61/0	34/0	000/0	p.valu

Table 4 : Multivariate regression analysis to predict the procrastination based on the style of parenting

R	significanc e level	F	Mean Square	D	Sumof squares	Source variance
40/0	000/0	15/78	92/11468	3	76/34406	regression
			74/146	346	73/50772	remaining
				349	5/85179	total

Table 5 : Regression coefficients procrastination and Sbkey parenting

significance level	t	Beta	standard error	B	Predictor variables
000/0	06/4		63/4	34/21	Constant
000/0	68/6-	29/0-	12/0	79/0-	Ex cathedra
006/0	76/2	11/0	11/0	32/0	Arbitrary
000/0	53/10	47/0	11/0	15/1	Lax

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