International Academic Institute for Science and Technology

International Academic Journal of Humanities Vol. 2, No. 1, 2015, pp. 8-14.

ISSN 2454-2245

International Academic Journal of Humanities

www.iaiest.com

The Relationship between Parenting styles and Incapable students

Hadi Ahmadi [a], Afsaneh Ahmadi Moghadam [b], Parvin Hemat Afza[c]

[a] *Master of Educational Research, Faculty of Educational Sciences, Tehran University, Iran.*

[b] *Post-graduate Student Educational Management, University of Bojnourd, North Khorasan, Iran.*

[c] *PhD student of Psychology, University of Urmia,* Iran.

Abstract

The Purposeof this study was to examine the relationship Parenting styles With Incapable of students in third grade boy is Bojnoord city. The sample consisted of 321 people.Sampling Multi-stage cluster sampling population was selected. The instrument used in this study, "Responded the questionnaire parenting, academic self-handicapping scale (SHS)"Was that participants have completed them.Data collection and the data collected for analysis using SPSS software and data processing, according to research questions, statistical tests were used. the data obtained from the sample,Using descriptive and inferential statistics

Statistics were analyzed.The results showed That Pro parenting styles are associated with self-handicapping.($P < 0.05$).

Keywords: : parenting styles, incapable of self-assertion, Behavioral self-handicapping.

Introduction:

Family of important and fundamental social institutions that play an essential role in life and society. The importance of the family as a social institution is indisputable problem (Ghaemi) impact of comprehensive development of the family in child birth began with the power and reach of a particular moment appears and remains throughout life. Research shows That Among the different variables that affect children and adolescents in foster healthy character,Interaction between parent and child relationship between the child and parents and how to handle and is considered the most important and most fundamental factors. (Amato and Avchiletry 1986). Every family has unique way of personal and

social education of their children to work. This method, called parenting style which is influenced by cultural factors, social, political, economical (Hardy et al, 1993).

Diana responded the home of the first people to study the behavior of parents with children, parenting style is the same pay. Self-handicapping recently as one of the barriers to educational achievement has been the focus of many researchers. Bereglas and Jones (1978) was the term used to describe the process of self-esteem harvested to maintain in the face of potential risks.

In their view, self-handicapping includes any operation or set of functions is That Individual applies them to increase opportunities for foreigners effects failures or excuse for his failure to provide internal factors of the success. Self-handicapping behaviors and actions multiple actions, such as changing the quantity or quality of academic training or sports (Ruduvalt, Saltzman and White Mer 1985), physical problems or overstate about them, such as illness or injury or focus on disadvantage real or imaginary. Most believe that the use of self-handicapping strategies to deal with their self-preservation leads to motivation (Arkin, 1981; Arkin and bam Gardner, 1985; Thyas, 1998). Self- incapable of action or series selection practices that opportunity the failure to increase external and internal success, while one negative consequence of the failure of protection. Preventive self-handicapping strategy Where self-handicapping in the direction of its assessment, creates barriers that could prevent a possible failure to keep his reputation ratio and the (Bereglas. 1978).

According to Smith (1982) in which one predicts poor performance will result in the questioning of the competence and self-esteem also will be reduced, handicapping their behavior to avoid of the negative consequences failure. As well as to create conditions that increase their positive reduce the negative feedback and open.Behavioral and claimed self-handicapping can be in two forms (Rudult, and Tergalys, 2002). The self-handicapping internal claims and accidents and does not reduce the chances of good performance, but rather to limited excuses (Moore, 2006; Rudult, 1990 and Bereglas, 1990).

For example, insufficient efforts or the drug, a claim of self-handicapping in the treatment of stress or bad mood, self-handicapping is the type of claim (Arkin, and Bamgardner, 1985). According to the theory, we can say Bereglas and Jones, one of the variables on self-handicapping tends to affect parenting style.The base is the link between the child's family environment creates around him (oghlidos). So the family as the first center in interaction with other factors such as environment and personal characteristics have an important role in shaping the personality of the child (Kheyrju).

Bulbi (1977, quoted by the pickup and Kelytman, 2006) believes that the attachment between the child with somebody who can take care of her child in adulthood does not protect against many problems. He says that poor parental care, parent-son bonding loose and breakable, while strong attachment valuable increase in adults. Considering that the threat to self-esteem as well as the launch of self-handicapping behaviors (Scott, Kelly and Marcus 2002). The importance of parenting style and parental interaction with children in creating a sense of self-handicapping realized.Darling and Astiring (1993¸ According to Sadeghi) showed that parenting styles are structures that the nature of parent - child reflect. The researchers educational methods and communication structures that define specific quality of relations between parents and children are described and believed that parenting style has important effects on the growth of children.On the other hand shown on the interaction between children and their parents influence adolescents' emotional and behavioral performance (Lidun Bradford and Nelson ¸1993).

One of the major issues in education are pupils and students who view available data rates despite the lack of hard intelligence, learning, progress in education are expected. Handicapping can answer your

question as to why some brilliant students do not progress? Why do some students are prompted by feedback failure and resort to fighting it, while some are experiencing distress (Heidari)

The idea of Casanova (2003) is a source of warmth and affection of parents who seek help kids in their environment, and thereby the sense of safety, trust others to achieve positive direction. Accepting on behalf of the parents of a necessary condition for specific behavior, such as self-esteem and confidence is high from 1991 to 2005 Diana responded on two factors determine the type of interaction of parents and children, adopters and demand has studied. The two later adopters and expect parents responded indicated that parental styles are authoritative, authoritarian and permissive. According to this classification, authoritative parents in both adopters and expectation are high. Authoritarian parents expect in terms of high and low receptivity and negligent parents after the acceptance of the low expectations are high and after (Silk¸2003). More examples of similar research on the theme of the article is given.

In this Rudult (1990) and Harris and Snyder (1986) showed that there is positive relationship between self-handicapping and depression and anxiety. While the relationship between self-esteem and negative self-handicapping. In any case, the tool used in the study communities are not the same, different results. But what is important is that some personality characteristics in effective use of self-handicapping strategies. Covington (1992) found that self-handicapping, negative relationship to self, sustainability and education rank high.Parapapis and et al (2002) and Miguel et al (1995) found that the relationship between self-efficacy and self-handicapping Dandd reverse and significant academic. So that both girls and boys by increasing self-efficacy, self-handicapping is reduced and vice versa. The results show a sense of low self-worth and self-efficacy could lead students to self-handicapping.

Purposes

Study the relationship between parenting styles with self-handicapping and student behavior is alleged.

Operational definition of variables

Parenting styles

In this study mean score of parenting is parenting that students responded the questionnaire said.

Self-handicapping (SHS)

In this study, self-handicapping purposes of self-handicapping scale score that students of Article 23 of Iran softened by Heidari et al., Takes place. The higher the score on this scale is more self-handicapping and self-handicapping anything less would be getting a lower score.

Research methodology

The population, sample and sampling

Students in third grade boy Bojnoord city community as a whole in 2185, according to Morgan table sample size of families who are 327 of us, the 6 questionnaires being removed because of flawed conceptual framework, the sample was reduced to 321 people. Multistage cluster sampling were selected from the population. Questionnaires parenting styles and self-handicapping was carried out and necessary information about the sample was collected. Data collected for analysis using SPSS software, data processing and the purposes of the study, statistical tests used.

Research tools

30-item questionnaire parenting style (Baumrind)

The basic form of the questionnaire has 30 questions which Baumrind by Diana (1973) was designed and manufactured. The questionnaire 's (1381), translated. This parenting styles questionnaire in three measures.In front of the 5 column (strongly agree, somewhat agree, somewhat disagree, disagree, strongly disagree) respectively from 0 to 4 was scored by totaling the scores of questions related in any way and dividing it by the number of inquiries score obtained separately.

Self-handicapping ***(SHS)***

The second test used in this study, a standard questionnaire performance ؛The 25-point scale by Jones and Rudult (1982) was the tendency of people to self-handicapping 5 = strongly agree with responses, almost agree = 4, 3 = slightly agree, slightly disagree = 2, approximately disagree = 1, strongly disagree = 0 measure. The correlation of the scale with its associated structures such excuses slightly Efforts of a sample of 245 people from 27/0 to 60/0, as well as the internal consistency of 38/0 to 70/0 is reported. (Kathleen, 1999).

The Analysis of Data

It is intended to examine the relationship between parenting styles with self-handicapping variable (criterion variable), so we have to test the hypotheses (because we want to calculate the correlation of two variables over), regression will be used regression The three basic assumptions are: the normality of the data, test the camera / Watson to assess the independence of errors and multicollinearity test the coefficient of tolerance (Tolerns) are the variance inflation factor.

Research Findings

Normal distribution of variables

To study the normal distribution of variables in the community, Kolmogorov-Smirnov test was used. The interpretation of this test can be performed in two ways: The first way Kolmogorov-Smirnov Z is according to the index. The second way is due to the significance level. That achieved a significant level should be divided into two if the result is greater than 025/0, normal distribution and non-normal distribution would be otherwise. The results of this analysis are presented in Table 1.

Table 1: Kolmogorov-Smirnov test results to evaluate assuming normal distribution of variables

P	Z Kolmogorov-Smirnov	Number	Variables
0/06	**1/3**	**321**	**Self-handicapping claim**
0/51	**0/82**	**321**	**Self-handicapping behavioral**
0/76	**0/7**	**321**	**Authoritarian**
0/76	**0/72**	**321**	**Autocratic**
0/54	**0/8**	**321**	**Tolerant**

Since a significant level of Kolmogorov - Smirnov in all the variables more than 0/05. So we can say with 95 percent certainty normal distribution of scores is evaluated.

Hypothesis 1: between parenting styles and self-handicapping behavior had significant relationships.

Table 2: The data analysis on the relationship between parenting styles and self-handicapping behavioral

significance level	Pearson correlation coefficient	Variable
0/03	**0/11**	**Authoritarian and self-handicapping behavioral**
0/02	**-0/12**	**Authoritarian and self-handicapping behavioral**
0/007	**0/14**	**Tolerant and self-handicapping behavioral**

According to Table 2, In the above table can be seen between authoritarian and neglectful parenting styles and self-handicapping behavior There is a significant positive relationship but a significant negative relationship between authoritarian parenting styles are behavioral self-handicapping .

two hypothesis: the alleged relationship between parenting styles and self-handicapping was significant.

Table 3: Results of Pearson correlation coefficient for the relationship between parenting styles and self-handicapping claim.

significance level	Pearson correlation coefficient	Variable
0/000	0/27	**Authoritarian and self-handicapping claim**
0/06	-0/08	**Totalitarianand self-handicapping claim**
0/4	0/02	**Tolerant and self-handicapping claim**

Can be seen in Table 3 between authoritarian parenting style self-handicapping claim there is a significant positive relationship but authoritarian parenting styles and self-handicapping tolerant claim there is no significant relationship (05 / 0P>).

Conclusion:

Hypothesis 1: between parenting styles and self-handicapping behavior had significant relationships. The results can be seen in Table 2 between authoritarian and neglectful parenting style self-handicapping behavior There is a significant positive relationship geryon, Centaur, Tapson, (2000) in their study entitled handicapping teen depressive effect procedures looked motherly parenting.

Teenage mothers and their assessment questionnaires are handicapping a series of teen mothers parenting variables such as parenting practices (care overprotection) parental stress due to situational variables, the interaction of malfeasance children, parents completed the Child Behavior Features out.

Hypothesis 2: a significant relationship between parenting styles and self-handicapping, there was a claim.

According to the findings of Table 3 can be seen between authoritarian parenting style were positively correlated with self-handicapping claim Dard.yafth findings of this study (Zabihullah K. et al.) consistent. Their research, as the relationship between parenting styles perceived emotional intelligence with self-handicapping on 420 grade students in four high schools in Tehran (220 girls, 200 boys) were the results of the study showed that parenting styles perceived and self-handicapping components of emotional intelligence and its subscales have significant negative relationship. The results showed that among perceived parenting styles and components of emotional intelligence, perception of Interrupt October mothers' perceptions of father involvement and productivity of emotion are the best predictors of self-handicapping. Ray and colleagues (1990) investigate the quality of parenting and coping in adolescents with conduct disorders were studied. In this study, two groups of normal adolescents in comparison with impaired their parents as controlling desensitivise knew.stressful life trying to protect the life skills at all levels of school should be taught to students and families.

References:

Akbari, R. Examines the ways in dealing with mental stress (stress) and its relation to mental health in middle school students Sarab. MA thesis, University of Tabriz.

Arkin , R . M .,&Baumgardner,A.H(1985). Self-handicapping. In J.H. Harvey&G.Weary (Eds). Basic Issues in Attributation Theory and Reaserch. New York : academic Press.

Berglas, S.,&Jones , E.F.(1978). Drug choice as a self – handicapping strategy in response noncontingent success . Jornal of Personality and Social Psychology.36(4), 405-417.

Bradley, R. H., & Rock, S. L. (1998). Home environment and school performance: A ten-year follow-up and examination of three models of environmental action. Child Development, 59, 852-867.

Brodzinsky, D., M. (1987). Adjustment to adoption: A psychosocial perspective. Clinical Psychology Review, 7, 25-47.

Dehghani, A. Comparison between parenting styles and academic self-regulation and the influence the success of Persian and mathematics courses of secondary school male and female students. Shiraz University MA thesis.

Friedlander, S., Weiss, D. S., & Traylor, J. (1986). Assessing the influence of maternal depression on the validity of the Child Behavior Checklist. Journal of Abnormal Psychology, 14, 123-133.

ghazanfari, self-A..qdm Poor, examined the relationship between coping strategies and mental health in Mashhad residents Khorramabad, Quarterly sanitation, number thirty-seventh.

Glasgow, K. l.; Dornbusch, S. M.; Troger, D. L., Steinberg, L., & Ritter P. L (1997). Parenting styles, adolescent's attributions and educational outcomes in nine heterogeneous high schools. Child Development. vol. 68, N3. pp 507-529.

Hardy, D. F., Power; T. G & Jaedicke, S (1993). Examining the relation of parenting to childrens coping with every day stress. Child Development, vol. 64, p:18-48.

Heidari, M.; Khodapanahi, M, K; the peasants, the examination of parenting style on perceived self-handicapping sex, Journal of Family Studies, Issue 18.

Hill, M. S., Yeung, W., & Duncan, G. J. (2001). Parental family structure childhood behaviors. Jurnal of Economics, 14.

Karademas, C. E. and Azizi, K. A. (2004). The stress process, self efficacy expectations and psychological Health. Personality and Individual Differences. vol. 37 p. 1033-1043.

McLanahan, S., & Adams, J. (1987). Parenthood and psychological well-being. Annual Review of Immunology, 5, 237-57.

Midgley,C.,& Urdan , T . (1995).Predictors of middle school students , use of Self – handicapping strategies.Jornal of Early Adolescence, 15 (1), 389_ 411.

Mousavi Nasab, Sayyed Muhammad Hussein, piety, Seyed Mohammad Reza, the impact of stress assessment and strategies for mental health dream, Hormozgan Medical Journal eleventh year, the first issue of the spring 1386 pages 90-83

Muris, P (2002). Relationships between Self – efficacy and symptoms of anexiety disorders and depression in a normal adolecent sample. Personality and Individual Differences 32. pp 337-348.

Pagres, F (1996). Self-efficacy bliefs in academic setting. Journal Review of Educational. Reaserch vol 66. No 4.pp 543-578.

Rey, J. M. and plop, J. M. (1990). Quality of percieved parenting in positional and conduct Disorder Adolescents. Journal of American Academy of child and Adolescents psychiatn. 29 p. 382-389.

Rogers, Carl.dramdy on a human. (Judge, G.) .thran: Open University Press.

Schank, D. M. and Pajaris, F. (2002). The Development of Academic self – Efficacy. Sandiago: Academic press.

Tehran: Nshrdvran.

Zare, Ali Reza. The effectiveness of assertiveness training on self-handicapping school male students. Master's thesis, University of Quchan.