

Investigate the relationship between parenting styles and parents' perfectionism and positivism

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Abstract

The purpose of the present study was to investigate the relationship between parenting styles and parents' perfectionism and positivism in Amol city. This study was a correlational study. The sample of this study consisted of 35 elementary school parents of Amol city who were selected by the available sampling method. The data collection tools consisted of positivism questionnaire, Frost Multidimensional Perfectionism Questionnaire, and parenting style questionnaire. The results of multivariate regression showed that the null hypothesis (lack of relationship between authoritative parenting style and parent's perfectionism) is rejected and the existence of relationship between these variables was confirmed. Also, the null hypothesis regarding lack of relationship between authoritarian parenting style and parents' perfectionism was confirmed and finally the null hypothesis regarding lack of relationship between parenting styles and parents' positivism was rejected and the existence of relationship between these variables was confirmed (due to the confidence level of 95%). Therefore, it can be stated that there is a relationship between parenting styles and parents' perfectionism and positivism of Amol's elementary school students.

Keywords: positivism, perfectionism, parenting styles

Introduction:

The theoretical basis of positive psychotherapy belongs to Seligman. He assumed that happiness and pleasant life include living with joy and meaningful life. Therefore, people achieve pleasant life when they can experience positive emotions in various contexts of life. Life is felt by emotions when the person is engaged with work, love, entertainment, and games. Meaningful life is to utilize capabilities regarding something beyond the self and when these factors exist, a perfect life will be obtained (Seligman, 2002).

Nowadays, positive psychology, as a new branch of psychology, considers the scientific study of human's happiness and capabilities. Happiness and joy, as positive emotions, can solve problems in daily life. Psychological phenomena such as happiness, optimism, hope, creativity and knowledge that stem from positive experiences, are at the center of positive psychology studies (Kavar, 2010). When we have positive thoughts, we go beyond conventional styles of thought and we will have more flexibility. Also, we will be more creative and competent (Ye Ho, 2010). Positive emotions of behavioral features direct humans into positive direction (Bristel, 2002). Positive psychological interventions such as therapeutic methods or intentional activities to promote positive emotions, positive recognitions, increasing health and improving depression, are effective (Seligman, 2010). Is study by Seligman, Estin, Park, and Peterson (2005), this issue was significantly clarified. From two decades ago, Ayzen (2000) proposed evidences to confirm this hypothesis that positive emotions develop person's immediate thought and action. Studies have shown that positive emotion, facilitates behavior and activity. In these studies, researchers found that experiencing positive emotions encourages people to engage with their environment (Karvar, 2010). Yi Hu (2010) found that happy people indicate more flexibility compared to those with negative moods. Divergent thinking is more significant, classifies information comprehensively, and expresses more creative associations. Studies have shown that those who are happy, use new strategies to cope with problems, while people with negative moods always use old strategies in dealing with problems and do not think about modern strategies (Yi Ho, 2010).

In another study by Moradim Ja'fari, and Abedi (2005), it was found that happiness is related to cognitive, intra-control, optimism, and creativity dimensions (Moradi et al., 2005). Etak, Shimai, Matsomi, Etsoivo, and Fredrickson (2006) investigated the relationship between character features and mental happiness and found that happy people obtained higher scores in motivation for applied, cognitive and motional behaviors. They found that happy people have joyful memories, both quantitatively and qualitatively, in their daily life (Etak et al., 2006). Deriberi and Toker (1994) showed that positive emotion increases attention while negative moods such as anxiety, depression and failure bring limited attention (Deriberi and Toker, 1994).

Perfectionism is one of the personal features that can be both advantages and disadvantages. From historical point of view, perfectionism has been considered as a psychological category (Hornai, 1950). If we consider perfectionism on two sides of a coin, one side is success and the other side is fear of failure or repression as well as social consequences (Libomiresky, 2005). According to Broner, the origin of perfectionism is to communicate with perfectionist parents, since the frame of this communication that positively boosts the child for perfect performance. However, when the child faces problem on his way, his parents consider failure as a reflection of their own backwardness. These parents, instead of calmness, accompany their children with anxiety and stress (Abot, 2008). According to Frost et al. (1991), perfectionist parents prevent to change their child's behavior and only recommend them to have better performance. Most of the researchers consider perfectionism as a consequence of children's interaction with parents. These children probably learn critical assessment methods from their performance (Felt, 2002). Research findings indicate a direct relationship between violent and authoritarian parenting styles and negative aspects of perfectionism (Stober, 2009).

Parenting styles are considered as a set of attitudes towards the child that lead to emotional atmosphere where parents' behaviors are manifested within it. These behaviors include certain behaviors though which parents follow their duties and behaviors unrelated to parenting goals such as gestures, change in tone of voice or unintentional emotional expressions. This definition of parenting has been consisted with most of the studies in third and fourth decades of the 20th century. In fact, parenting is a complex behavior and includes certain behaviors or separately affects child's behaviors. However, certain parenting behaviors have less importance compared to predicting child's welfare (Darling and Sterberg, 1993).

The importance of family as the main personal and social focus as well as its role in developing personal interactions, identifications and close and long term relationships of family members have always been

emphasized by psychologists. The evolution of family shows that changes in today's family functions are significant and parents are not only focusing on the physical growth of children, but consider sympathy and organizing family, social and marital relationships (Ghodsi, 2005).

Since human's thoughts and beliefs have significant effects on psychological and emotional states of children, this study aimed to determine the effect of perfectionism and positivism on parenting style and investigating the relationship between perfectionism and positivism of elementary school children's parents of Amol city.

Method

This study is a correlational study that has been conducted to investigate the relationship between perfectionism and positivism of elementary school children's parents of Amol city. The sample of this study consisted of 35 families whose children are at elementary levels who were selected by the available sampling method.

Positivism questionnaire: the positivism questionnaire consisted of 30 questions, each having 5 items. This questionnaire was design by Ingram and Vinski (1988). The scoring method in this questionnaire that is consisted of 30 questions each having 5 items is as follows: always: 5, sometimes: 4, rarely: 3, and never: 2. The scores range between 30 to 150 (Hasanzadeh et al., 2014).

The reliability of this questionnaire was estimated by Cronbach's alpha (0/94) and Split-half method (0/95). The validity of this questionnaire was confirmed by the panel of experts (Hasanzadeh et al., 2014). Frost Multidimensional Perfectionism Questionnaire: Frost Multidimensional Perfectionism Questionnaire (Frost et al., 2011) has been designed to assess various dimensions of perfectionism. This scale has 35 phrases and 6 sub-scales including: concerning about mistakes, doubt about practices, parent's expectations, parent's criticism, individual standards and discipline. Moreover, general scoring is obtained through summing the scores of all 35 phrases. High score in this scale indicates high individual perfectionism regarding the context of interest (Hasanzadeh et al., 2014). The used scale here is 5-point Likert scale. In order to obtain subscales scores, all scores should be summed. Higher score indicates high perfectionism. Frost et al. (1993) reported internal consistency of this scale between 0/73 to 0/93 and internal consistency of the whole scale as 0/90. In an Australian example, the internal consistency of the scale was reported between 0/77 and 0/90 and the internal consistency of the whole scale was 0/91 (Hasanzadeh et al., 2014).

Bamirand parenting style questionnaire: this instrument is an adapted tool that has been designed based on the effect of parenting styles. This questionnaire is consisted of 30 articles where 10 articles are related to absolute freedom, 10 articles are related to authoritarian style and 10 articles are related to logical authority style (Hasanzadeh et al., 2014). In this study, the subjects should choose their option of interest based on a 5-point Likert scale that has been scored between 0 and 4. This questionnaire has already been used by Esfandiari (1995) and Rezaei (1996) and these researchers have reported the validity and reliability of this questionnaire. Bori (1991) confirmed the reliability of this questionnaire as 0/81, 0/85, and 0/92 for with test-retest method for freedom, authoritarian and logical authority styles, respectively. Also, he confirmed the validity of this questionnaire: mother's authoritarian behavior has a reverse relationship with freedom (-/38) and her logical authority (-0/48). Father's authoritarian behavior has a reverse relationship with freedom (-0/50) and his logical authority (-0/52) (Hasanzadeh et al., 2014).

Results

The collected data and information in this study have been raw sources that should be analyzed with appropriate tools to transfer their applied load. Therefore, the best way to analyze the collected data is the use of statistical tools. Through statistical tests, the relationship between various variables have been identified and finally, the research questions were answered. Meanwhile, data analysis procedures,

converting data into information in order to examine research hypotheses and answering the questions are as follows.

A. Descriptive analysis of data

Table 1: frequency distribution of sample size according to the segregation of respondents regarding sex

Total	Male	Female	sex statistical index
35	6	29	Frequency
100	17/1	82/9	Frequency percentage

Table 2: frequency distribution of sample size according to the segregation of respondents regarding education

Total	Doctoral	Master's degree	Bachelor's degree	Associate degree	Diploma	Education Statistical index
35	5	6	18	2	4	Frequency
100	14/3	17/1	51/4	5/7	11/4	Frequency percentage

Table 3: estimating the descriptive indexes of research variables

Highest score	Lowest score	SD	Variance	Mean	Statistical index Variables
27	12	3/88	15/10	19/11	Concerns about mistakes
12	4	2/56	6/58	8	Doubt about practices
18	9	2/67	7/06	13/2	Parents' expectations
16	5	2/85	8/1	9/3	Parents' criticisms
25	12	3/57	12/7	17/6	Individual standards
21	9	3/35	11/2	14/7	Disciplines

97	49	15/34	235/5	66/28	Positivism
41	16	5/91	55/04	24/6	Free parenting style
39	14	5/81	33/8	25/25	Authoritarian parenting style

As can be seen in Table (3), in perfectionism sub-scale, there is concern regarding more error mistakes compared to other scales. The level of parents' positivism is at desired level and the predominant parenting style is logical style.

B. Inferential analysis of data

Hypothesis 1: there is a relationship between parents' parenting style and perfectionism

Significance level	r_m	Number	Statistical index Variable
0/007	-0/45	18	Concerns about mistakes and authoritative parenting style
0/009	-0/43	18	Doubt about authoritative parenting style
0/002	-0/51	18	Parents' expectations and authoritative parenting style
0/001	-0/56	18	Parents' criticism and authoritative parenting style
0/00	0/78	18	Individual standards and authoritative parenting style
0/004	0/47	18	Discipline and authoritative parenting style
0/00	0/56	9	Concerns about mistakes and free parenting style
0/00	0/67	9	Doubt about free parenting style

0/00	0/74	9	Parents' expectations and free parenting style
0/001	0/42	9	Parents' criticism and free parenting style
0/00	-0/52	9	Individual standards and free parenting style
0/008	-0/39	9	Discipline and free parenting style
0/02	0/37	8	Concerns about mistakes and authoritarian parenting style
0/004	0/47	8	Doubt about authoritarian parenting style
0/00	0/57	8	Parents' expectation and authoritarian parenting style
0/002	0/51	8	Parents' criticism and authoritarian parenting style
0/03	-0/36	8	Individual standards and authoritarian parenting style
0/035	-0/35	8	Discipline and authoritarian parenting style

According to the confidence level of 95% and the significance level of Pearson correlation coefficient that is lower than 0/05 and since r_m that is larger than 0/30, the null hypotheses (lack of relationship between authoritative parenting style and parents' perfectionism) is rejected and instead, the hypothesis regarding the existence of relationship is confirmed. In other words, it can be concluded that there is a relationship between these variables. According to the correlation coefficient values, it can be concluded that the relationship between parents' criticism, doubt about practices, expectations, concerning about mistakes with authoritative style is negative and the relationship between individual standards and discipline with authoritative style is positive.

According to the confidence level of 95% and the significance level of Pearson correlation coefficient that is lower than 0/05 and since r_m that is larger than 0/30, the null hypotheses (lack of relationship between authoritarian parenting style and parents' perfectionism) is rejected and instead, the hypothesis regarding

the existence of relationship is confirmed. In other words, it can be concluded that there is a relationship between these variables. According to the correlation coefficient values, it can be concluded that the relationship between parents' criticism, doubt about practices, expectations, concerning about mistakes with authoritarian style is negative and the relationship between individual standards and discipline with authoritarian style is positive.

Hypothesis 2: there is a relationship between parents' parenting style and positivism

Table 4. The relationship between parents' parenting style and positivism

Significance level	r_m	Number	Statistical index Variable
0/00	-0/67	8	Freedom
0/005	-0/49	9	Authoritarian
0/04	0/39	18	Authoritative

According to the confidence level of 95% and the significance level of Pearson correlation coefficient that is lower than 0/05 and since r_m that is larger than 0/30, the null hypotheses (lack of relationship between authoritarian parenting style and parents' positivism) is rejected and instead, the hypothesis regarding the existence of relationship is confirmed. In other words, it can be concluded that there is a relationship between these variables. According to the correlation coefficient values, it can be concluded that the relationship between parents' criticism, doubt about practices, expectations, concerning about mistakes with positivism style is negative and the relationship between individual standards and discipline with positivism style is positive.

Hypothesis 3: there is a relationship between perfectionism and parents' positivism

Table 5. The relationship between parents' perfectionism and positivism

Significance level	r_m	Number	Statistical index Variable
0/002	-0/51	35	Concerns about mistakes
0/00	-0/62	35	Doubt about practices

0/004	-0/49	35	Parents' expectations
0/005	-0/39	35	Parents' criticism
0/00	0/65	35	Individual standards
0/00	0/75	35	Discipline

According to the confidence level of 95% and the significance level of Pearson correlation coefficient that is lower than 0/05 and since r_m that is larger than 0/30, the null hypotheses (lack of relationship between perfectionism and positivism) is rejected and instead, the hypothesis regarding the existence of relationship is confirmed. In other words, it can be concluded that there is a relationship between these variables. According to the correlation coefficient values, it can be concluded that the relationship between parents' criticism, doubt about practices, expectations, concerning about mistakes with positivism style is negative and the relationship between individual standards and discipline with positivism style is positive.

Discussion

The result regarding the first hypothesis showed that parenting styles are related to parents' perfectionism in Amol city. Also, the results showed that the relationship between parents' criticism, doubt about practices, expectations, concerning about mistakes with authoritarian style is negative and the relationship between individual standards and discipline with authoritarian style is positive. The relationship between parents' criticism, doubt about practices, expectations, concerning about mistakes with positivism style is negative and the relationship between individual standards and discipline with positivism style is positive. The relationship between parents' criticism, doubt about practices, expectations, concerning about mistakes with authoritative style is negative and the relationship between individual standards and discipline with authoritative style is positive. The relationship between parents' criticism, doubt about practices, expectations, concerning about mistakes with positivism style is negative and the relationship between individual standards and discipline with positivism style is positive. These results are consistent with Besharat et al. (2010).

In hypothesis 2, the results showed that parenting styles are related to parents' positivism. Also, it was shown that the relationship between authoritarian and free parenting style and parents' positivism is negative and the relationship between authoritative parenting and parents' positivism is positive. This is consistent with Darling and Stenberg (1993).

The results in hypothesis 3 showed that perfectionism is related to parents' positivism. Obviously, the elimination of research limitations will be the basis for future studies and this lead to the evolution in research area. The present study faced several limitations such as research area where only the elementary students' parents were considered; limitation in data collection tools where only questionnaires were used; limitation in time and place where only the academic year of 2013-2014 was considered; administrative limitations such as weak participation of parents to answer the questions. According to the sample characteristics regarding generalizability, caution must be observed. Also, it is suggested to

conduct this study in other organizations and compare the results with the results of this study. It is suggested to investigate the relationship in school as well as family and parenting styles with acquiring various identity styles. Due to the effect of sex and economic factors on determining perfectionism, it is suggested to study this issue in another population. Also, it is suggested to use more samples from provinces and educational contexts to generalize the results to students' population.

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