

## Examine the Relationship between Parenting Styles and Parental Perfectionism and Self-efficacy among Students School

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### ABSTRACT

The purpose of this study was to investigate the relationship between parenting Styles and parental perfectionism with Academic self-efficacy among female high school students in Minab. The design of research was descriptive and correlational method. The population of the study were all female high school students in Minab. The sample size was 100 individuals who were selected by non-random sampling method. The instruments used in this study were parenting style scale, Perfectionism Scale and Academic self-efficacy questionnaire. Pearson correlation and multiple regression methods were used to analyze research data. The results showed there was a significant positive relationship between parenting Authoritative style and academic self-efficacy ( $r = 0.30$  and  $\alpha = 0.01$ ). Also, authoritarian and permissive parenting style had negative significant relationship with academic self-efficacy ( $r = -0.28$  and  $\alpha = 0.01$ ,  $r = -0.23$  and  $\alpha = 0.01$ ). Regression analysis showed that among parenting styles, authoritative is the only significant predictor of academic self-efficacy ( $\beta = 0.23$  and  $\alpha = 0.02$ ). The results also showed there was a significant negative correlation between parental perfectionism and academic self-efficacy ( $r = -0.29$  and  $\alpha = 0.01$ ). Regression analysis showed that parental perfectionism is a negative predictor of academic self-efficacy ( $\beta = -0.29$  and  $\alpha = 0.01$ ). In conclusion we can say that perfectionism and parenting styles have significant impact on children's academic self-efficacy.

**KEYWORDS:** Parenting styles, parental perfectionism, and academic self-efficacy and high school students.

### 1. INTRODUCTION

Parenting styles can be considered as a system of parental feedbacks to the child which in total, create an emotional atmosphere in the expression behavior of parents [1]. Therefore, the role of communication within the family, communication of parents with each other, communication of parents-children and children with each other are important in shaping personality, calm, confidence, compatibility and, ultimately, good behaviors and not suffering from a mental disorder. Studies have shown that the use of appropriate educational styles is associated with children's health, and parental inhibition is associated with children's poor health. Parenting styles are also important in shaping a child's personality [2] which must be considered not only in normal development but also in the formation of clinical problems [3]. Darling [1] consider parenting styles as a feature of parents that affect their efforts for socialization of children by adjusting the specific actions that parents do and changing experience of children in the socialization process. Subsequent studies of Hart et al. [4] supported Baumrind's findings about the influence of parenting styles on children's behavior.

Self-efficacy is a degree of sense of mastery of an individual about his/her ability to perform specific activities. Theory of self-efficacy of Bandura puts an emphasis on the role of trust, confidence and self-esteem about the individual's ability to perform the desired behavior. Family is the most important context in shaping self-efficacy [5]. In the way of healthy life and adapting to the world around, humans require access to a myriad of health-mental abilities, and family is the biggest context for growth and excellence of physical, behavioral and personality characteristics. Human opens his/her eyes in the family and continues his/her move on the path of life according to many skills and having close relations with the events and how the environment works.

Hardy et al. [6] suggest that the history of patients with a strong tendency to perfection shows that they had perfectionist, strict and seemingly religious parents who ruled at home with absolute power and often discriminated between children and treated unfairly with them. Keiley et al. [7] define perfectionism as the individual's belief to being perfect, and feelings of anxiety and high stress and fear of being unable to live up to his expectations.

According to Watson and Hubbard [8] perfectionism is a common debilitating phenomenon, and perfectionists are vulnerable to negative emotional states such as feelings of guilt, feelings of failure, low self-esteem and negligence. Perfectionist parents may apply the wishes and norms they have failed to reach to their children, critically evaluate their behaviors and involve in techniques of psychological control which is a component of parenting [9]. Another possibility that relates parental perfectionism and their parenting styles is the failure of self-esteem in perfectionist parents. Perfectionist parents may have self-conditional value which is

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specified by personal feelings of achieving high standards or certain expectations. Every family applies certain ways for personal and social education of their children. These practices called parenting styles are influenced by cultural, social, political, and economic factors [6].

Studies of Baumrind [10] focus on children and their families. With a typology approach, she puts an emphasis on combining different parenting styles. Differences in the composition of the core elements of parenting (like being intimate, being involved, adult requests and supervision) make changes in how the child responds to parental effects.

According to Bandura, individual, environment and the individual's behavior affect and are affected by each other, and none of these three components can be separated from the other components and considered as the determinant of human behavior. Bandura calls this three-way interaction reciprocal determinism or determination [11].

Parenting styles reflect satisfaction and pleasure for teens from interaction and dialogue with parents. The social cognitive theory is based on the tripartite causal model of the behavior, the environment and the individual. This model emphasizes the interrelationship between behavior, environmental effects and personal factors (cognitive, emotional and biological factors) which refer to the individual's perception for describing psychological functions. According to this theory, people affect their behavior and motivation in a tripartite casual system. Bandura [12] rejected the one-dimensional environmental effects on the individual's behavior which was one of the key assumptions of behaviorist psychologists. The nature of family relationships in adolescence has a certain quality.

In general, studies have shown that parenting styles have long-term effects on the behavior, performance, expectations and finally the personality in the future. For example, strict and authoritarian parents hinder the child's progress and creativity [13]. On the issue of perfectionism, Paul Hewett states that parental perfectionism creates serious problems for children. It destroys their self-esteem and creates a deep sense of failure and anger and a lack of assertiveness in them [14].

Based on the findings of previous research and the theoretical foundations in this study, we attempted to answer this question: Is there a relationship between parenting styles and parental perfectionism and self-efficacy in students?

## 2. MATERIAL AND METHODS

The research method is descriptive and of correlation type. The statistical population includes all female high school students in Minab in the 2012-2013 educational year. The sample size was determined 100 using Cochran formula. Therefore, the sample size was considered 115. The sample subjects were selected through the available sampling technique.

### The tools used in this study were:

#### 1. Parenting styles questionnaire (Baumrind)

The basic form of this questionnaire contains 30 statements designed by Diana Baumrind [10]. It measures parenting styles by three factors. Borai used the discriminant method to check its validity and reliability. Borai observed that the authoritarian style has a negative correlation with the permissive style ( $r = 0.38$ ) and rational authority ( $r = 0.48$ ). The permissive style had no significant relationship with rational authority ( $r = 0.7$ ). In the present study, Cronbach's alpha was obtained 0.95.

#### 2- Perfectionism Scale of Hill

The perfectionism scale of Hill et al. [15] was used to assess perfectionism. The questionnaire consisted of 59 statements and 8 subscales. To assess the convergent validity of the scale in the preliminary stage, the correlation between different dimensions of perfectionism was measured with a total score of general problems. The total reliability of the scale in the preliminary assessment (68 subjects) was obtained 0.80 using Cronbach's alpha (internal coherence). In the main assessment (with 313 subjects), this coefficient was obtained 0.90 for the total scale after factor analysis. In the present study, Cronbach's alpha was obtained 0.85 for the questionnaire.

#### 3- Academic self-efficacy questionnaire

The academic self-efficacy questionnaire was developed by Oven and Framan [16] to measure students' academic self-efficacy beliefs. The developers obtained the reliability of the questionnaire 0.90 within 8 weeks using the test-retest method. In the present study, Cronbach's alpha obtained from the questionnaire was 0.90.

## 3. RESULTS

**First hypothesis:** There is a relationship between parenting styles and academic self-efficacy of students in Minab high schools.

Pearson's correlation coefficient was used to analyze the results of the hypothesis. The correlation coefficient between the authoritarian parenting style and academic self-efficacy was calculated  $r=0.28$  which was significant at the alpha level of 0.01. Finally, the correlation coefficient between the permissive parenting style and academic self-efficacy was calculated  $r=0.23$ , which was significant at the alpha level of 0.02. Therefore the null hypothesis is rejected and the research hypothesis is accepted. The results are presented in Table 1.

**Table 1.** One-way analysis of variance, regression analysis of perfectionism and academic self-efficacy

Variable sources	Sum of squares	Degree of freedom	Mean of square	F	Significance Level
Regression	378.64	3	126.21	5.82	.001
Residual	2081.94	96	21.68		
Total	2460.59	99			

**Second hypothesis:** There is a relationship between perfectionism and academic self-efficacy of students in Minab high schools.

Pearson's correlation coefficient was used to analyze the results of the hypothesis. The correlation coefficient between perfectionism and academic self-efficacy was calculated  $r=0.28$  and a significance level  $\alpha=0.01$ . This value is significant at ( $p<0.01$ ) with  $n=100$ . Therefore, we can say that there is a relationship between perfectionism and academic self-efficacy of students in Minab high schools. Therefore the null hypothesis is rejected and the research hypothesis is accepted. The results are presented in Table 2.

**Table 2.** One-way analysis of variance, regression analysis of perfectionism and academic self-efficacy

Variable sources	Sum of squares	Degree of freedom	Mean of square	F	Significance Level
Regression	2936.427	1	2936.427	9.597	0.003
Residual	29986.323	98	305.983		
Total	32922.750	99			

#### 4. DISCUSSION AND CONCLUSION

The main objective of the study was to examine the relationship between parenting styles and perfectionism of parents and academic self-efficacy of female high school students in Minab. The analysis results of the first hypothesis showed that the authoritative parenting style had a positive significant correlation, and the authoritarian and permissive parenting styles had a significant negative correlation. The results of the regression analysis of this hypothesis showed that among the three predictive variables of parenting styles (authoritative, authoritarian and permissive), only the authoritative parenting style has a significant positive predictor of academic self-efficacy. In explaining this finding, it can be said that each family applies a particular parenting style for training children influenced by different factors including cultural, social, political and economic factors. The most important note in view of all education professionals is that each parenting style has its own outcomes. Parenting styles are related to different outcomes including psychopathology, behavioral problems and academic achievement [3]. About the significant prediction of the authoritative parenting style in academic self-efficacy in the regression model of this study, it should be noted that in the rational authority style, parents are flexible, set clear rules for children while granting freedom to them [17]. On the other hand, the negative relationship between the authoritarian parenting style and academic self-efficacy can be explained that in the authoritarian parenting style, parents set too difficult standards for children, and their high expectations which do not comply with the abilities and conditions of the child would lead to failure, and this failure is followed by severe criticism of parents. The results of this research hypothesis are consistent with studies of Turner et al. [18], Usher [19], Hosseini-Nasab et al. [3], Abbasianfard [14] (2008) and Hazrati [20].

The analysis results of the second hypothesis showed that the parental perfectionism variable is a significant predictor of the academic self-efficacy variable. In other words, the higher the parental perfectionism, academic self-efficacy will be lower. The children of such parents never feel happy because their behavior is not good enough to satisfy their parents. Therefore, these children, like their parents, see their success small and feel they will never meet their parents' expectations [17]. This study found a significant negative relationship between academic self-efficacy and parental perfectionism. In fact, this negative correlation indicates abnormal parental perfectionism that caused this negative relation. This study result is consistent with studies of Huh et al..

The results of this study can help psychologists and counselors guide families in proper training of children. The research limitations are the population limited to Minab students and the use of self-report questionnaires which should be considered in generalizing the results.

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