

Relationship between Perceived Parental Styles and Attribution Style with Social Acceptance in Adolescents under Rehabilitation Support

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ABSTRACT

The general target of the present research is to determine the relationship between perceived parenting styles and attribution style with social acceptance in teenagers under rehabilitation support. The present research methodology was correlation. Statistical population of the research included 1300 adolescents who were under rehabilitation support. Chocran's formula was used to select 150 adolescents as sample members by means of stepwise cluster sampling. The respondents responded to attribution styles questionnaire (Silgman et al, 1978), social acceptance (Crown and Marlo, 1960), and perceived parenting style (Shiffer, 1965). Pearson correlation coefficient and multivariate regression method were used for analyzing data. Results of regression coefficient showed that perceived parenting style variable was able to predict variance of social acceptance. Results of correlation coefficient showed that there is a significant relationship between attribution styles and social acceptance. Further, there was a significant relationship between social acceptance and parenting styles ($p < 0.01$). Results of regression analysis showed that only perceived parenting style had the greatest predicting power in social acceptance variable. Therefore, it seems necessary to provide guidance and teaching for supporters of these children in order to enable them to make adolescents socially accepted.

KEYWORDS: parenting styles, attribution styles, and social acceptance.

INTRODUCTION

One of the important impacts of family on child is parents' rearing styles. Parents' rearing styles can be considered as a set of parents' attitudes towards children which create an emotional atmosphere in parents' behaviors (Darling, Steinberg, 1993; as quoted from Desjardins et al, 2007). These styles are models for rearing children which provide parents with criteria for responding to children's behaviors (Desjardins et al, 2007). In addition to rearing styles, there are other factors which are important to formation of child's personality. These factors should not be ignored in normal development and formation of clinical problems. For instance, in addition to rearing styles, factors like experience of childhood period, genetic factors and bio-nervous malfunctions also cause social anxiety disorder (Arrindell et al, 1983, 1989; Bruch and Heimberg, 1994; Lieb et al, 2000; Parker, 1979; as quoted from Bandelow et al, 2013). Furthermore, considering the environmental impacts of family, experiences of childhood which are related to parents' rearing styles play role in individuals' social anxiety (Rapee and Melville, 1997; as quoted from Banerjee, 2010). Because many studies have been conducted on experiences of childhood, it is difficult to systematically conclude about childhood factors related to this disorder (Rapee, 1997; as quoted from Banerjee, 2010). Rearing is one of the functions of parents in family. Family plays an important role in determination of destiny and future, ethics and psychological health of family (Shams Nia, 2006). Adolescents and youths compatibility relies on the quality of family relations in childhood (Lamborn, Mounts, Steinberg and Dornbusch, 1991; as quoted from Agha Mohammadiyan and Hoseini, 2005). In fact, children learn relationship skills and styles when they observe and interact with their parents (Bronstein, Fitzgerald, Briones and Pieniadz&D'ari, 1993; as quoted from Agha Mohammadiyan and Hoseini, 2005). By attribution style, we mean the type of thinking and perception of an individual about a situation and this perception can be effective in success or defeat of an individual. They also investigated the predicting power of attribution style and the influence of negative emotions in predicting of excitement and health. They found that emotions are very important in prediction of individuals' health. Furthermore, general attributions for negative events are the best predictors of psychological and physical health of individuals. Optimistic individuals are healthier than pessimist individuals. This is because pessimist individuals believe that their actions play unimportant role in their achievements. Therefore, they are not likely to change their behaviors to prevent from disease. Investigation of 72 young adults showed that optimistic individuals become less ill than pessimist individuals. When optimist individuals become ill, they are more likely to recover by referring to a physician or drinking liquids or resting (as quoted from Schultz, translated by Seyyed Mohammadi, 2004). Furthermore, optimism is useful for getting along with stress arisen from AIDS. Social acceptance is

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another variable in the present research. A group of individuals always talk according to their own ideas and beliefs. If they are asked about a particular subject, they answer the questions honestly; they are resolute in their ideas and respond in the same way in all conditions even if their responses are followed by social non-acceptance. Another group of people speak so that they are confirmed and accepted by others. Bagherpour (2007) concluded that there is relationship between parenting styles and psychological health & academic success of military and non-military parents. Results showed that students who had been grown up using definitive and confident styles had more psychological health, social acceptance and academic success than those who had been grown up using authoritarian and permissive styles. There was no significant difference between military and non-military parenting styles. Sepah Mansour, Imami Pour and HasanzadehFarshid (2013) investigated child rearing styles, personality traits and conflict-solving strategies in children and their parents. Results showed that there is a positive significant relationship between conflict-solving strategies and parents' reasoning and parenting styles. Further, there is a positive relationship between conflict-solving strategies of verbal and physical aggression of parents and personality traits. Results of studies conducted by Glasgow, Troyer and Ritter (2014) showed that adolescents who were from illogical non-authoritative families had the lowest level of involvement in classroom activities and homework. Further, authoritarian and permissive style of parents had negative relationship with academic progress and doing homework. Handler & Landry (2013) investigated the relationship between parenting styles and attachment styles and personality traits in couples. They concluded that unsecure attachment style, child-rearing styles and neurotic personality traits were common in those individuals who had emotional disabilities and had reported more serious symptoms of isolation anxiety during childhood. If they are asked about a particular subject, they respond in a way that other people like it. They try to become compatible with social norms and rules and avoid social non-acceptance. Social acceptance refers to speaking and behaving according to others' expectations. Therefore, social acceptance is a spectrum at one end of which is very high social acceptance i.e. individuals who change their ideas and experiences in interviews and responding to questions and the other end of which is low social acceptance i.e. individuals who do not change their ideas and experiences. All these individuals are classified into three groups and it is natural that most of them are in the middle class. Since tendency to become verified and accepted by other is a common requirement for all humans, all people tend to be verified and accepted by others and try to achieve it. In fact, the present research tries to determine relationship between perceived parenting styles and attribution styles with social acceptance in adolescents who are supported under Organization of Rehabilitation.

METHODOLOGY

The present research is a descriptive-analytical correlation study. Statistical population of the research included all adolescents aged 12 and above who lived in rehabilitation centers all over Tehran. They were 1300 in number. Using single-stage cluster sampling method, 150 people were selected as sample members. Perceived child-raising styles questionnaire: this questionnaire was designed by Naghashiyan (1978) and based upon Schiffer's study (1960). The above questionnaire is a self-reporting questionnaire which asks respondents to reflect control and affection dimensions they receive from their parents at home. This questionnaire contains 76 items based upon 5-point Likert scale from very agree to very disagree. Items 1 to 42 measure control dimension and item 43 to 76 measure affection dimension. Score 5 is related to very agree and score 1 is related to very disagree. Any individual can acquire at least 42 and at most 210 points in control dimension. In affection dimension, at least 35 and at most 175 points were possible. Parenting style is the independent variable in this research and has four levels 1. Authoritative, 2. Authoritarian, 3. permissive, and 4. Neglectful (Zahrakar, 2008). bisection reliability coefficient of this questionnaire was reported to be equal to 0.87 by Naghashiyan. Furthermore, Zahrakar (2008) calculated reliability of this questionnaire by means of retest and Cronbach's alpha methods. Cronbach's alpha was equal to 0.63 for freedom control and equal to 0.82 for coldness and warmth of relations. Further, bisection coefficient and Cronbach's alpha (for total questionnaire) were equal to 0.92 and 0.82. Tahamtan (1994) calculated reliability of the present research by means of Cronbach's alpha. It was equal to 0.74 for control-freedom, 0.86 for coldness-warmness of relationships and was equal to 0.85 for controlling.

Attribution styles questionnaire: this questionnaire was designed by Silgman et al (1978). It measures individuals' causal attributions for positive and negative consequences in internal-external dimensions, stable-unstable dimensions and general-exclusive dimensions. This questionnaire has 12 notional situations and respondents should answer them considering their own conditions. Cronbach's alpha coefficients for source of cause, stability of cause and generality of cause were equal to 0.93, 0.89 and 0.90, respectively. Its reliability was equal to 0.85 for bad events and equal to 0.74 for good events (Rajabi, ShahniYeylaghi, 2005).

Social acceptance questionnaire: this questionnaire was designed by Crown and Marlo (1960). A group of individuals always talk according to their own ideas and beliefs. If they are asked about a particular subject, they answer the questions honestly; they are resolute in their ideas and respond in the same way in all conditions even if their responses are followed by social non-acceptance. Another group of people speak so that they are

confirmed and accepted by others. They try to become compatible with social rules and norms and they try to avoid social non-acceptance. Social acceptance scale designed by Marlo-Crown is one of the most valid scales for measurement of social acceptance. This questionnaire has 33 questions and respondents must select true or false for each question. Respondents' answers are adapted by means of scale's answer sheet and total sum of comparisons of responses with answer sheet yields total result for any individual. Minimum score is equal to 25 and maximum score is equal to 125. Rasouli et al (2010) investigated reliability and validity of this questionnaire. Reliability and validity coefficients were equal to 0.67 and 0.76, respectively by bisection method.

RESULTS

Table 1. Descriptive statistical indices of research variables (n=150)

SD	mean	variables
33.97	156.64	Attribution styles
20.78	51.07	Internal-external style
21.88	55.20	Stable-unstable
21.90	55.90	General-exclusive
21.60	55.61	Control dimension
21.40	55.82	Affection dimension
0.818	11.30	Authoritative
1.58	11.84	authoritarian
1.59	11.52	permissive
1.52	10.72	neglectful
33.76	145.20	Perceived parenting
22.95	60.16	Social acceptance

As it can be seen in table 1, mean value of social acceptance is equal to 156.64 and standard deviation is equal to 33.97. The greatest mean value belongs to perceived parenting (145.20) and a standard deviation equal to 33.76. Mean value of control dimension is equal to 55.61 and its standard deviation is equal to 21.60. Affection variable has a mean value equal to 55.82 and a standard deviation equal to 21.40. Authoritative has a mean value equal to 11.30 and a standard deviation equal to 0.818, authoritarian variable has a mean value equal to 11.84 and a standard deviation equal to 1.58. permissive style has a mean value equal to 11.52 and a standard deviation equal to 1.59. neglectful variable has a mean value equal to 10.72 and a standard deviation equal to 1.52. Attribution style has a mean value equal to 156.64 and a standard deviation equal to 33.97. Internal-external style has a mean value equal to 51.07 and a standard deviation equal to 20.78. Stable-unstable style has a mean value equal to 55.20 and a standard deviation equal to 21.88. General-exclusive style has a mean value equal to 55.90 and a standard deviation equal to 21.90. The lowest mean value belongs to social acceptance (60.16) and a standard deviation equal to 22.95. The lowest value belongs to internal-external style and the highest value belongs to general-exclusive style.

Table 2. Correlation test for investigation of relationship between perceived parenting and attribution style with social acceptance

Perceived parenting	Attribution style	Social acceptance		
0.212	0.191	1	Social acceptance	correlation
0.685	1	0.191	Attribution style	
1	0.685	0.212	parenting	
0.005	0.010	1	Social acceptance	significance
0.000	1	0.010	Attribution style	
1	0.000	0.005	parenting	
150	150	150	Social acceptance	number
150	150	150	Attribution style	
150	150	150	parenting	

Considering the results, there is a significant relationship social acceptance and attribution style (sig=0.010, R=0.191) in $p < 0.05$ level. Furthermore, there is a significant relationship between social acceptance and perceived parenting (sig=0.005, R=0.191) in $p < 0.01$ level.

Table 3. results of Kolmogrov-Smearnov test for investigation of normality of “parenting” points for adolescents

Attribution style		Sample size	
150			
145.20	Normal distribution parameters	mean	
33.76		SD	
3.90	Z statistic Kolmogrov-Smearnov		
0.000	Significance level		

As it can be seen in table 3, because significance level is equal to 0.000 and is greater than 0.05, H0 is supported. Therefore, it can be concluded that the scores of respondents in “parenting” has a normal distribution in (0.05) significance level.

Table 4. Summary of multiple regression analysis models

model	R	R ²	adjusted R – square	SE
1	0.213	0.045	0.039	22.50

As it can be seen in table 4, intensity of relationship between parenting style and social acceptance has been calculated. Its value is equal to 0.045 for parenting variable and it can predict 45% of variance of social acceptance.

Table 5. Summary of the results of variance analysis for significance of regression model

sig	F	mean of squares	df	Sum of squares	Source of variance
0.009	7.02	3556.85	1	3556.85	Regression (parenting)
		506.39	148	74945.97	remainder

As it can be seen in table 5, parenting styles predict social acceptance in children significantly ($F=7.02$, $p<0.01$ for parenting).

Table 6. Summary of regression coefficients for parenting and social acceptance

Final model	Regression coefficient (B)	SE	Standard coefficient (beta)	t	sig
constant	39.15	8.13		4.81	0.000
parenting	0.145	0.055	0.213	2.65	0.009

Results of table 6 indicate the share of each of the model’s variables in social acceptance prediction model. As it can be seen, the greatest beta coefficient belongs to parenting. This indicates that “parenting” plays the most important role in social acceptance prediction. In other words, “parenting” has a stronger role in prediction of “social acceptance” in adolescents.

DISCUSSION AND CONCLUSION

The general goal of the present research was to determine the relationship between perceived parenting styles and attribution style with social acceptance in adolescents who were under Rehabilitation Organization support. Results of the research are consistent with the results of studies conducted by Bagherpour (2007), Sepah Mansour, Emami Pour and Hasanzadeh Farshid (2013), Caravselis et al (2013), Handert and Landert (2013). Sepah Mansour, Imami Pour and Hasanzadeh Farshid (2013) investigated child rearing styles, personality traits and conflict-solving strategies in children and their parents. Results showed that there is a positive significant relationship between conflict-solving strategies and parents' reasoning and parenting styles. Further, there is a positive relationship between conflict-solving strategies of verbal and physical aggression of parents and personality traits. Bagherpour (2007) found that parenting styles have relationship with psychological health and academic success in military and non-military parents' children. Results showed that children who had received definitive and confident rearing had higher psychological health and social acceptance and academic success than those who had been raised by permissive and authoritarian style. Further, there was no significant difference between military and non-military styles. Results of studies conducted by Glasco, Dornbach, Tryer, Steinberg and Reiter (2014) showed that adolescents from logical non-authoritative families had the lowest levels of involvement in classroom activities and homework and parents' permissive and authoritarian styles had negative relationship with academic progress and conduction of homework.

To explain and clarify the above results, it can be said that human's life forms over his or her childhood and a child learns how to establish emotional relationship with his or her surroundings. Successful children are those grown up in stable families and families in which relations are friendly. In stable families, parents establish good relationships with their children and provide them with many opportunities and make way for

their future success. Parents who have weaker beliefs about their children's scientific competencies and abilities have lower expectations from their children's performance in comparison with other parents. Further, children's evaluation of their abilities is affected by the way they perceive their evaluation. Handert and Lantiri (2013) investigated relationship between parenting styles and attachment styles with personality traits in couples. Results showed that unsecure attachment styles, parenting styles and neurotic personality traits were obvious in those who had emotional inability traits and had reported higher levels of isolation anxiety in their childhood. Parenting styles and rearing methods of parents are affected by their personality traits and religious system. In comparison with immature and unhealthy individuals, healthy and mature individuals usually pay attention to children's needs more sensitively and this kind of parenting persuades emotional security, independence, social abilities and intelligence success. Self-confidence, sense of trust in others, and domination over conditions have correlation with friendship, acceptance and being useful for their children. A depressed mother creates an atmosphere at home which is destructive and aggressive and has unfavorable impacts on children's growth. In addition to personality traits, parents' cognition and beliefs are also important in children's growth and rearing styles. When parents try to socialize their children and make them ready to be happy and to have good social lives, they evaluate their children's behaviors as being good, bad, mature and immature and they decide to persuade or limit a particular behavior. Therefore, parents who have more stable attribution styles rely on themselves and have more positive viewpoints towards solving problems. Such parents teach their children to be immune of social faulty performances and tensions. Therefore, considering the above findings, it can be said that parents should understand their children's expectations in order to establish balance in family life.

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