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THE COMPARISON OF EMOTIONAL SELF-REGULATION OF STUDENTS IN DIFFERENT PARENTING STYLES

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ABSTRACT

This study aimed to compare the emotional self-regulation of students in different parenting styles. This was post-event research. Using multi-stage cluster sampling method, 300 middle and high school students in Qom in the range of 13 to 18 years old were selected as sample. The research tools included Mars's emotional self-regulation strategies questionnaire and Baumrind's parenting styles questionnaire. Using software SPSS, the data were analyzed by variance analysis, t-test, Pearson correlation, and regression. The results showed that there was a significant and positive relationship between permissive parenting style and emotional regulation of children. There was direct relationship between authoritative parenting style and emotional regulation of children. Also, there was an inverse relationship between authoritarian parenting style and emotional regulation of children. There was significant difference between emotional self-regulation strategies of students and different parenting styles. The results showed that there was a relationship between parenting styles and students' emotional regulation. Therefore, it seemed a necessary that parents to be aware about the impact of their parenting styles on children's mental and emotional self-regulation.

Keywords: Parenting Styles, Authoritarian, Permissive, Authoritative, Emotional Self-Regulation

INTRODUCTION

As the first social entity, the family is the foundation of social life. In addition to reproduction for the survival of human race, it has several tasks such as production, promoting culture, and raising children (Shariatmadari, 1988). The parenting styles are strategies that are used by parents to raise their children. There are significant differences among social groups in terms of their parenting styles (Atkinson, 1983, quoted by Baraheni, 2006).

Studying the interaction of parents with children, Baumrind (1973) found that distinct patterns of parent's behaviors are related to child's behavior patterns. He determined three behavior patterns of parents in interaction with their children:

Authoritative parents: these parents often love their children and have warm relationship with them. They rationally control their children and their expectations from their children are fair and reasonable. The children with authoritative parents are more likely to have high self-confidence, independence, and sense of responsibility (Shoarinejad, 1994). The authoritative style is the best parenting method. The rights of parents and children are respected in this rational and democratic method (Berk, translated by SeyedMohammadi, 2004).

Authoritarian parents: Peyroo *et al.*, (2010) believe that these parents have less warm and loving relationship with their children and control their children more. Shariatmadari (1988) states that there is one ruler in such families that controls the actions of others. This person is often the father; and the mother, in some cases, may also perform the role of a dictator at home.

Permissive parents: These parents control their children, but they do not have any expectations from them and have intimate interaction. These parents do not have regulation at home and are not serious in punishing or rewarding their children. They do not have reasonable expectation from their children and do not teach them to be independence (Masen *et al.*, 1985, quoted by Yasayi, 2006).

Research Article

During normal development period of children, a series of cognitive, emotional, and social changes are happened. During their growth and in the process of adapting to these changes, almost all children face with problems. The created stress and conflict may lead to behavioral-emotional and learning problems in them. Most of the children's behavioral problems reflect the complex interpersonal relationship with family members, especially parents (Hardy, 1993). The parents and their parenting styles have important effects in children's environmental perceptions. These perceptions, in turn, play an important role in children's motivational beliefs and self-regulation (Hill, 2006). On the other hand, people use different ways to reach psychological equilibrium and regulate themselves emotionally and behaviorally. For example, since people are very willing to have positive emotions such as happiness and pleasure more than negative emotions, they take actions to reach this purpose. These actions, sometimes, have cognitive dominant aspect and sometimes, their behavioral aspect overcomes (Baumeister & Uohs, 2004). People learn such methods through personal experience, trial and error, environment, or parents teachings (Bidel & Turner, 2005).

The self-regulation has valuable outcomes in the process of teaching, learning, and even life success. The consistency and success in school requires that students develop self-regulation or similar processes to develop their knowledge, emotions, or behaviors to reach their goals (Zimmerman, 1990). Numerous studies confirm the fact that the position of people in life largely depends on the type of acquired strategies used for emotion regulation (SalehiMoorkani, 2006). The self-regulation refers to processes of exercising control over the internal actions, conditions, and states (Bameester and Aouhs, 2004). The strategies that people use to regulate their emotions may improve their health in different biological, psychological, social, and moral aspects and increase their efficiency and quality of life (SalehiMourkani, 2006). The research has shown that there is relationship between emotional regulation and appearance of stress, conflicts, and turbulent behavior. However, people with emotional regulation problems are more likely to take risk and have dangerous behaviors (Rubin *et al.*, 1998, quoted by Schroder and Gordon, 2000). Therefore, many personal and social problems may be analyzed based on emotional characteristics of people.

Considering the fact that some groups of people face with social, personal, and family problems due to their bad family condition, emotional gaps, internal insecurities, improper methods of education and parenting, intolerance, low self-esteem, and low self confidence, this study is conducted to answer these questions: whether there is relationship between authoritative, permissive, and authoritarian parenting styles and emotional self-regulation? Whether there is significant difference between emotional self-regulation strategies of students and different parenting styles?

This study assumed that there is relationship between authoritative, permissive, and authoritarian parenting styles and emotional self-regulation and there is significant difference between emotional self-regulation strategies of students and different parenting styles.

However, this study is important, because it addresses the parameters of parenting styles and emotional self-regulation in order to find the missing rings in individuals' mental health and explore the possible causes of some individual and social harm. This study aims to compare the emotional self-regulation strategies of students in different parenting styles and to identify and provide solutions and suggestions to improve emotional regulation.

MATERIALS AND METHODS

Methodology

This was post-event research. The population consisted of all middle and high school students in Qom in the range of 13 to 18 years old in 2013-2014. Considering the volume of population and using Cochran sampling formula, the sample was calculated (n=300). First, two districts were selected randomly from four districts of Education System in Qom. In the second step, the list of all high schools and middle schools in these districts were prepared and two high schools and two middle schools were randomly selected from each district. In the next step, one class was selected from second and third grades of each of the middle schools. Also, one class was selected randomly from first, second, and third grades in each

Research Article

of the high schools. In the last step, the sample was selected. After explanations and guidelines, the emotional self-regulation and parenting styles questionnaires were distributed among them. They were asked to answer the questions with their parents at home and submit them to school administration. The research tools include:

Baumrind’s parenting styles questionnaire: This questionnaire was made by Baumrind (1991). It is a self-report tool (is completed by parents) measures three methods of child-rearing by 30 items and 5-point Likert scale (1 to 5). The higher scores indicate dominant style. This questionnaire was already used by Esfandiyari (1995) and good reliability and validity was reported for it. Bouri (1991) reported the test-retest reliability of the questionnaire as 81% for permissive style, as 85% for authoritarian style, and 92% for authoritative style.

Mars’s emotional self-regulation strategies questionnaire: The questions of this questionnaire is mostly taken from self-regulation handbook of Larson and Priz. This questionnaire has 44 items and includes cognitive, behavioral, repositioning, changing emotions, decreased negative mood, and increased positive moods aspects.

However, it is a closed questionnaire with 7 options that range from never, rarely, sometimes moderate, often, sometimes, and always; its scoring is in reverse method. This questionnaire measures the kinds of strategies that are used to change the feelings (SalehiMorgani, 2006). Using the bisection method and conducting it on 60 patients (30 males and 30 females), its content validity was obtained 75%. Its Cronbach's alpha was calculated to be 80%.

RESULTS AND DISCUSSION

Findings

In this part, the research data will be described and analyzed. The mean, variance, and standard deviation were calculated to describe the data. Also, the Pearson correlation coefficient and analysis of variance were used to analyze the data. The significance test of difference between correlation coefficients in correlated samples was used for a comparative study of relationship between parenting styles and emotional self-regulation variables.

Table 1: Statistical indices of predictive and criterion variables

Statistical indices of variables	Mean X	Variance ² S	Standard deviation S
Emotional self-regulation	16/10	1/62	1/27
Authoritative parenting style	4/02	0/22	0/47
Permissive parenting style	2/61	0/39	0/62
Authoritarian parenting style	1/85	0/14	0/37

As it can be seen, the mean of parenting styles scores including authoritative, permissive, and authoritarian styles are 4.02, 2.61, and 1.85, respectively. This shows that the authoritative parenting style has the highest average. The following hypotheses were proposed to investigate the relationship between each of the parenting styles and emotional self-regulation of children. Also, the Pearson correlation coefficient was used.

Hypothesis 1: There is relationship between authoritative parenting style and emotional self-regulation.

Hypothesis 2: There is relationship between permissive parenting style and emotional self-regulation.

H3: There is relationship between authoritarian parenting style and emotional self-regulation.

According to results in Table 2, it can be seen that the correlation coefficient between authoritative, authoritarian, and permissive parenting styles and emotional self-regulation of students is 0.45, 0.26, and -0.39, respectively. Given these correlation coefficients, it can be deduced that there is a significant relationship between authoritative, authoritarian, and permissive parenting styles of parents and emotional self-regulation of students.

Research Article

Table 2: The correlation coefficient of parenting styles and emotional self-regulation

Statistical indices of variables	The correlation coefficient R	Validity of correlation coefficient tr	The coefficient of determination V	Significance level α
Authoritative parenting style Emotional self-regulation	0/45	8/70	% 20/25	0/045
Permissive parenting style Emotional self-regulation	0/26	4/65	% 6/76	0/051
Authoritarian parenting style Emotional self-regulation	-0/39	-6/66	% 12/96	0/044

Calculating tr, it may be noted that the calculated tr for mentioned coefficients is 8.70, 4.65, and -6.66, respectively; all of them are larger than t in the table. Therefore, the null hypothesis is rejected. It can be seen that the resulting correlation coefficient of authoritative parenting styles and students' emotional self-regulation is positive and direct. Also, the resulting correlation coefficient of permissive parenting styles and students' emotional self-regulation is positive and direct. The resulting correlation coefficient of authoritarian parenting styles and students' emotional self-regulation is negative and reverse.

Hypothesis 4: there is significant difference between emotional self-regulation of students and different parenting styles.

Table 3: Calculation of significance in difference between two correlation coefficients in correlated samples to determine differences in emotional self-regulation of students in each of the parenting styles

Correlation coefficients	x_1y	x_2y	x_3y
x_1y	—	*2/94	*2/70
x_2y	*2/94	—	**1/99
x_3y	*2/70	**1/99	—

The significance test of difference between correlation coefficients in correlated samples showed that the level of relationship between parenting styles and self-regulation of students, from more to less, is for authoritative, permissive, and authoritarian styles, respectively. Therefore, there is significant difference between emotional self-regulation of students in different parenting styles.

Table 4: The multivariate regression analysis to predict the simultaneous relationship between three parenting styles and students' emotional self-regulation

Statistical indices Variables	Multivariate correlation coefficient R	Validity of multivariate correlation coefficient F	Determination coefficient V	Significance level α
Authoritative parenting style Permissive parenting style Authoritarian parenting style Emotional self-regulation	0/57	11/98	% 32/49	% 1

Research Article

According to obtained multivariate regression coefficient, it can be seen that the multivariate correlation coefficient is equal to 0.57. There is a significant relationship between parenting styles and emotional self-regulation of students at 1% level. Since the obtained coefficient may be the result of sampling error, its statistical validity is 11.98. The relationship between mentioned variables is confirmed at 1% level. The calculation of coefficient of determination (v) shows that 32.49% of variance in students' emotional self-regulation scores is due to variance in parenting styles scores.

Table 5: The partial correlation coefficient to study separately the relationship between parenting styles and students' emotional self-regulation

Statistical variables	indices of	Multivariate correlation coefficient R	Validity partial correlation coefficient F	of Coefficient of determination V	Significance level α
R_{x_1y}	x_2x_3	0/53	10/49	% 28/09	% 1
R_{x_2y}	x_1x_3	0/36	6/66	12/96	% 1
R_{x_3y}	x_1x_2	-0/37	-6/88	13/69	% 1

According to results in Table 5, it can be seen that the partial correlation coefficient between authoritative, permissive, and authoritarian parenting styles and students' emotional self-regulation is 0.53, 0.36, and -0.37, respectively. Given the correlation coefficients in table, it can be deduced that there is a significant relationship between authoritative, authoritarian, and permissive parenting styles of parents and emotional self-regulation of students.

Discussion

In this study, the effects of parenting styles on students' self-regulation was investigated and it was tried that the more specific effects of parenting styles on children emotional self-regulation to be studied.

Hypothesis 1: There is relationship between authoritative parenting style and emotional regulation of students. The resulting correlation coefficient between authoritative parenting style of parents and students' emotional self-regulation is positive or direct (confirmation of first hypothesis). So, it can be said that with higher authoritative parenting style scores, the emotional self-regulation scores of students increase. This is consistent with following studies. Ismailzadeh (2002) showed that favorable family environment plays an important role in increasing the achievement motivation and provides an enabling environment for learning and education. In this way, the individuals have independence and their children in particular tend to increase self-regulation. The Hill (1995) found that authoritative parenting style has a negative correlation with organizing, academic achievement, and intellectual orientation in children. In a study, Mac (1980) concluded that children in authoritative families have more social development. Also, Baghepour (2008) concluded that there is significant relationship between learning and academic achievement of children and authoritative parenting style. Hikman (2000) concluded that authoritative parenting style is positively related to the adjustment and academic achievement of students.

Hypothesis 2: There is relationship between permissive parenting style and emotional regulation of students. The resulting correlation coefficient between permissive parenting style and students' emotional self-regulation is positive and direct (confirmation of third hypothesis). So, it can be said that with higher permissive parenting style scores, the emotional self-regulation scores of students increase. This is consistent with following studies. Studying the children in elementary schools, Buomrind found that the children with permissive parents have immature behavior, lack control over their behavior, lack social responsibility and autonomy, and have lower social and cognitive abilities (quoted by Malekpour, 2003). Also, Buomrind (1972) stated that the children of permissive parents are socially more developed than

Research Article

other two groups. These children are highly dependent on others and avoid from new situations. Also, Darling (1999) mentioned that children with permissive parents have more depression and behavior problems, but their social skills and self-esteem is high.

Hypothesis 3: There is relationship between authoritarian parenting style and emotional regulation of students. The resulting correlation coefficient between authoritarian parenting style and students' emotional self-regulation is negative and reverse (confirmation of second hypothesis). So, it can be said that with higher authoritarian parenting style scores, the emotional self-regulation scores of students decreases. This is consistent with following studies. Golfand and Teti (1990) found that authoritative parenting style generally reduces compatibility and, in particular, causes externalization behavioral problems in children. Based on the results of Ismailzadeh (2001), the authoritarian parenting style has a negative relationship with self-regulation. Based on the research results of Darling (1999), the children with authoritarian parents have average grades in school, have low self-esteem, and suffer from high levels of depression.

Hypothesis 3: There is relationship between different parenting style and students' emotional regulation strategies. The level of relationship between parenting styles and self-regulation of students, from more to less, is for authoritative, permissive, and authoritarian styles, respectively (confirmation of fourth hypothesis). This is consistent with following studies. The results of Heybati (2002) showed that parenting styles have a significant impact on children's method of dealing with stress. Moreover, students with authoritative parents use more problem solving methods in stressful conditions than students with permissive and authoritarian parents and the children with authoritative parents use emotion-orientation methods more than children with permissive and authoritarian parents. In a study entitled the relationship between parenting styles and self-efficacy and mental health of students, Hosseininasab *et al.*, (2008) found that there is significant difference among self-efficacy of students whose parents have different parenting styles and the mental health of students who have experienced different parenting styles differ from each other significantly. Also, Baumrind showed that the children with authoritative and permissive parents have significantly more abilities than children with authoritarian parents and the girls with authoritative and permissive parents are more independent, dominant, and successful than girls with authoritarian families (Yasayi, 1995).

According to above research, it is concluded that the parenting style plays an important role in children's emotional self-regulation. The parents' awareness of the results of this study may help them to understand the factors leading to psychological problems.

Considering the population of this study (students in Qom), the generalization of results to other populations is not suggested. It is recommended that the study be conducted in different populations and the effects of other variables such as socioeconomic status and social support on parenting styles and self-regulation to be considered in future investigations. Given the important role of parents in their children's emotional self-regulation, it is suggested that the organizations and educational institutions to adopt measures that prevent many individual and social problems and educate parents on parenting and emotional self-regulation.

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Research Article

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