
The Relationship between Parenting Practices and both Variables of Perfectionism and Self-Regulation among Students with Single-Child and many Children Families

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Received: 11 December 2017, Revised: 20 January 2018, Accepted: 29 February 2018

ABSTRACT

This paper aims to investigate the relationship between Parenting practices and both variables of Perfectionism and Self-regulation and to compare it among students with Single-child and many children families. The statistical population entails the entire high school students across Tehran of whom 486 female students were selected as the statistical sampling using the Multi-stage random sampling. The research tools entail 1- Multidimensional Perfectionism Scale (MPS), 2- self-regulated learning (SRL) by Pintrich and DeGroot model, 3- Parenting Questionnaire (Baumrind, 1973). Findings showed that a significant relationship exists between Parenting practices and both variables of Perfectionism and Self-regulation, i.e. a positive significant relationship exists between Authoritative parenting practice and self-regulation, whereas a negative significant relationship exists between permissive and authoritarian parenting practices and self-regulation. Further, there is a positive significant relationship between Self-oriented and socially oriented perfectionism and the Authoritative and authoritarian parenting practices. There is a significant difference between parenting practices and Perfectionism and Self-regulation among students with Single-child and many children families. In general, parents' emotional engagement with their children affects severely children's self-regulation skills and perfectionism whereby as the parents are the first teachers for children and their influence on children in the early childhood is of typical, so the parents can adopt the correct way of training in dealing with children in order to use rearing styles upmost.

Keywords: Parenting Practices, Perfectionism, Self-Regulation, Single-Child, Many Children Families.

Introduction

One of the important topics in contemporary education is the very notion of self-regulation learning. Important implications for self-regulation in the learning process, learning and success in life have been reported. Adjustment and success in school requires that students develop self-regulation or similar processes in order to expand cognition and emotion, or behavior whereby they could refer to organizing and self-managing their behaviors in order to achieve their goals (Shank & Zimmerman, 1997). On the other hand, perfectionism is a personality construct which specifies with the features like attempting to complete and determine the superior criteria together with tendency to critical evaluation of behavior (Stouber & vatter, 2006; Esleny, Ashby & Trippy, 1995). It is definite that learning Perfectionism and Self-regulation are influenced by a variety of factors and variables where it is addressed to one factor including parenting practices in this paper. Parenting practices are those standard patterns of child which specify using the specific responses and traditions by parents to the children's behaviors (Hastings, Lagos, and Molton, 2002). Many researchers consider perfectionism as a consequence of the interaction of children with their parents (Kavamora, Frost and Hamartz, 2002). More perfectionist children are grown in the families who respond to the less perfect performance with explicit or implicit criticism. As a result, the children of such families might learn the critical styles of evaluation of their performance. The research shows the direct relationship between authoritarian parenting practices and negative sides of the perfectionism (Hewitt *et al.*, 1995, quoted Kavamora *et al.*, 2002). Kavamora *et al.* reached to similar findings where it is stated that parents' behavior and children's personality can be influenced by a variety of variables and we cannot predict constant features for the

single-child parents having expected the specific difficulty or behavior from them. It is long thought that the number of single-child parents due to various causes have been increased, where the main causes include:

It is difficult to finance large families.

Parents can easily control the upbringing of their children.

All are concerned about overpopulation.

Some parents do not tend to encounter the difficulties that might appear among the children, they prevent from the complexity of the family problems occurring by having more than one child.

Some marry in elder age, so they won't have the opportunity for having more than one child.

Some parents feel than having less children would be equivalent with the notion of increasing more convenience.

Some couples before having the second child broke up.

Some parents have found one child enough to continue their life ((peak Hart, translation Hajizadeh, 1384).

The trend for youth population growth kept increasing in Iran; many reasons for increasing trend of youth population growth have been taken in Iran, however, economic conditions and positive attitude towards methods and Means of contraception have been taken as Inhibiting factors, still the growth of this population keep increasing. It is thought from the scratch having only one child among typical people is a fear and wrong belief. Many Iranian families at least middle-class families in the light of preventing from being isolated, or in a plain language preventing from letting their child get pampered, take action for the next pregnancy. This means that the idea for having single child has known as a dangerous factor for children's engagement in behavioral disorders and difficulties (Quoted by Godarzi, 2003). Hence, one of the factors

mentioned fundamental in students with Single-child and many children families is the very notion of parenting practices, thus it is expected that cohesion and flexibility of family influence the children's perfectionism. Parents and their experience at parenting practices play a major role in understanding the children in different environments where the children's understanding affects Children's motivational beliefs and self-regulation. By the passage of time, the human relations get complicated. The relationships among members of family, teacher, pupils, peers, and increase of single child parents as a result of principles and guidelines used in rearing the children by parents as before were not effective so that the research grounded on the Educational Fields have been increased. Since, rearing the child is reflected by the type of relationship the parents form with their children, so the parenting practice can influence Juvenile Welfare through the relationship between parents and children (Behroozi, 2004). Since the studies conducted in foreign countries with a culture different from Iran's culture, so the social-cultural infrastructure cannot to be underestimated. Further, in the light of maladaptive construct of perfectionism and its relationship with a wide range of mental disorders affecting the mental health and welfare in a direct way by self-esteem, anxiety, depression or indirect way by stress for the exam, so practically the essential trainings prevent from emerging this construct. Those involved in education and training can increase the parents' awareness on how the perfectionism and parenting practice might influence children's perfectionism (Nister & Fenich, 2006). The parenting practices can be used to rear the individuals who are limited by the control of internal stimulus rather than external stimuli and dependence on such stimuli, because the external supervision in a long term requires for excessive cost and price. Furthermore,

practically in all the conditions, that many benefits would not come to realize, but, Internalization of values and conversion of exterior views to interior views are the affairs which cause the waste of facilities and human abilities to be avoided, and drawing attention to those affairs would be realized. Drawing attention to what said above, the research grounded on the issues provided in this paper comes essential where the findings of this research cause the awareness of the society and single-child families appear so far this can be used to modify the parenting practices. Hence, this paper mainly intends to give response to this question whether there is a difference among the parenting practices, self-regulation and perfectionism among the students in single-child and many child families.

Research Methodology

Research method, statistical society and sampling: according to the nature of the topic of research, the research method is such a correlation type of method. The statistical society of the present paper entails the entire female students in single-child and many child families in secondary grade in districts 1 and 18 of Tehran and also the entire parents with one child or many child in districts 1 and 18 of Tehran.

Due to the fact that the number of families with one child comparing to the families with several children was low, so researchers in this paper chose 168 and 318 students respectively in single-child and many child families from two districts 1 and 18 within Tehran, and then went through performing the questionnaire. In general, the sample size includes 486 students in single-child and many child families as well as their families. Multi-stage random sampling method has been used. Using this method increases the accuracy at measuring the findings (Sarmad, Bazargan and Hejazi, 2001). In doing so, firstly referring to the educating system

website helped to select the sampling among districts 1 and 18, then six high schools in random were selected using the checklist including the female high schools within the districts 1 and 18, and then 4 classes with 21 individuals were selected in random from each high school.

Research Tools

To collect data, three questionnaires have been used:

Parenting Questionnaire (Baumrind, 1973): this questionnaire is prepared in California University (1973), where on a set of observations have been provided within it whereby patterns of parenting practices were specified. For this, a questionnaire was designed well-known to the name of Baumrind where it includes 30 sentences, mentioning that 10 sentences associates to the permissive parenting practice (1, 6, 10, 13, 14, 17, 19, 21, 24, 28), 10 to authoritarian parenting practice (2, 3, 7, 9, 12, 16, 18, 25, 26, 29) and the rest to authoritative parenting (4, 5, 8, 11, 15, 20, 22, 23, 27, 30). Across each term, there are five columns with the titles totally agree, agree, neutral, disagree, and totally disagree where the scores from 4 to 0 are provided. Sum of the scores for the questions associated to each method gives three distinct scores (Layl abadi, 1996).

Self-regulated learning (SRL) by Pintrich and DeGroot model: this scale includes 47 terms organized in two parts of motivational beliefs and self-regulation learning approaches. The method for scoring this test is based on the Likret five-option scale in a way that the scores of 1, 2, 3, 4 and 5 respectively belongs to the responses of totally disagree, disagree, neutral, agree and totally agree. Yet, the terms of 4, 5, 15 and 16 have been scored in accordance with Pintrich and DeGroot model irrelevant with other items. To investigate the reliability of the questionnaire MSLQ, Pintrich and DeGroot used Cronbach's alpha

method where the alpha coefficients equal to 0.89, 0.87, 0.83 and 0.74 achieved for the scales of Efficacy, intrinsic value, and test anxiety, cognitive and self-regulatory strategies.

Multidimensional Perfectionism Scale (MPS): the dimensions of perfectionism with recourse to the Multidimensional Perfectionism Scale (MPS) were assessed. This scale was invented by Hewitt, P.L ;Felt in 1991 and was evaluated in Iran by Besharat in 2002. This scale include a test with 30 questions at which ten first articles evaluate the Self-oriented perfectionism, and ten second articles evaluates the other-oriented perfectionism and the rest ten articles associates the society-oriented perfectionism in a Likret five-option scales. The least and most score by test regarding the scales have been mentioned 10 and 50. This means anyone who attained score 10, had the least perfectionism and the one attained score 50, had the highest perfectionism within three dimensions of perfectionism. The method to score the scale for the entire articles was inverse i.e. the option "totally agree" and "totally disagree" assigned to score 5 and score 1.

The Method Used in This Research

The present paper by getting permission from the education system was conducted. The questionnaire prepared for parents with regard to the fact that the possibility to invite the parents to go through this was not allowed so the questionnaires were inserted into an envelope and essential information was given to the children to take it at home and filling them by their parents and then give it back to the consultant at the school. Finally, after collecting data, data analysis using SPSS software was conducted.

Analysis of Findings

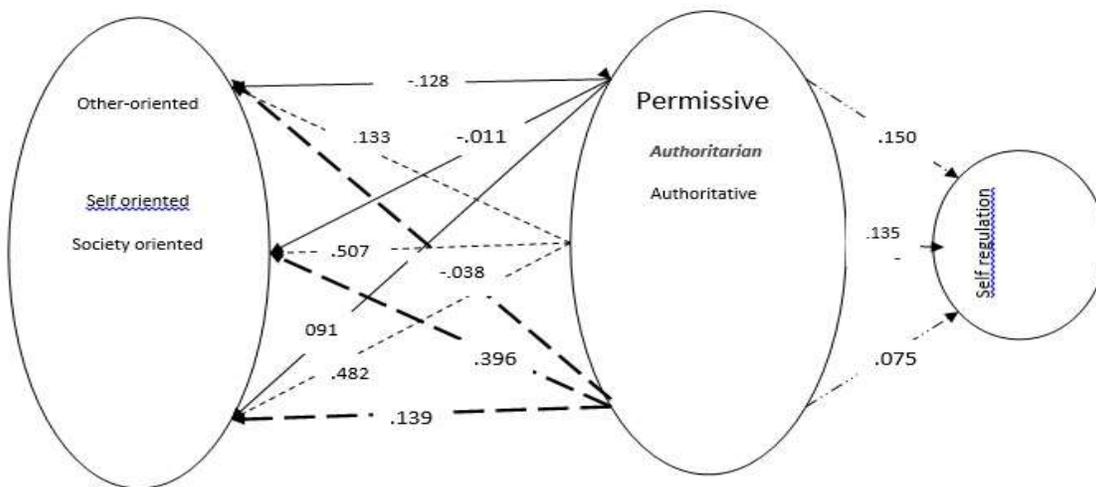
To investigate the relationship between independent variable and dependent

variables, the multiple statistical regression test has been used to investigate the correlation among the variables and then the beta coefficient was shown using path analysis method. Further, two sample t statistical test has been used for the purpose of comparison.

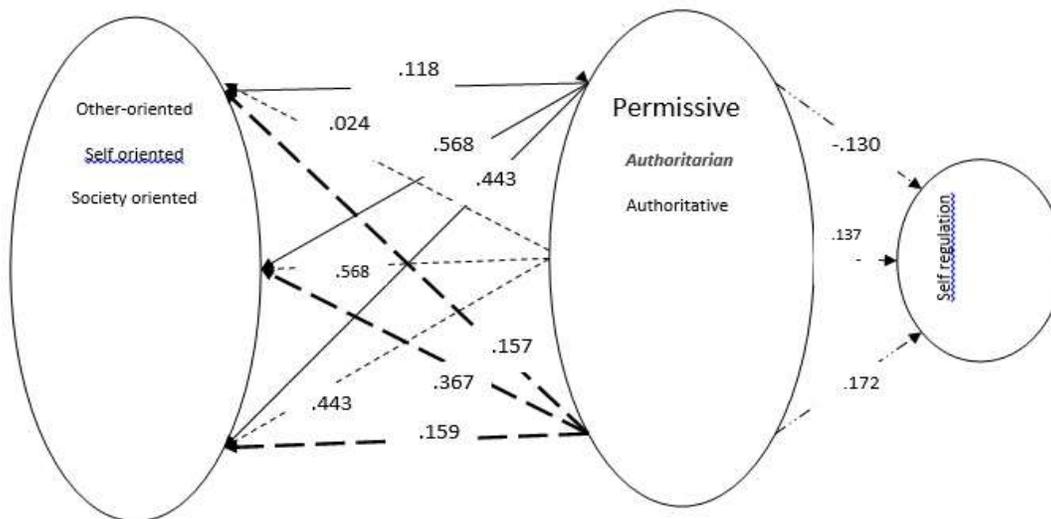
Path Analysis of the One-Child

According to the Path analysis of the one-child and Beta coefficients shown, it is assumed that a positive significant

relationship exists between two variables of self-oriented and society-oriented perfectionism and the authoritative and authoritarian parenting styles. Yet, a negative significant relationship exists between other-oriented perfectionism and permissive parenting style. Further, there is a positive significant relationship between two variables of self-regulation and authoritative parenting style. No relationship exists among other variables.



Path Analysis of Many Children



According to the Path analysis of many children and Beta coefficients shown, it is assumed that a positive significant relationship exists between two variables of self-oriented and society-oriented perfectionism and the authoritative and authoritarian parenting styles, where also a positive significant relationship exists between other-oriented perfectionism and

permissive parenting style. Further, a positive significant relationship exists between self-regulation and authoritative parenting style. Yet, a negative significant relationship exists between self-regulation and permissive and authoritarian parenting styles, mentioning that a significant relationship was not reported among other variables.

Table 1. Test of comparing the means of two groups including single-child and many children

Variables	Number of children	Frequency	Mean	T	Significance level	Hypothesis	Result
authoritarian parenting practices	Single children	168	4.06	3.439	.001	H ₁	The research hypothesis confirmed
	Many children	318	3.81				
Self-regulation	Single children	168	4.30	1.192	.234	H ₀	The research hypothesis rejected
	Many children	318	4.23				
Authoritative parenting practice	Single children	168	4.52	6.072	.000	H ₁	The research hypothesis confirmed
	Many children	318	4.17				
Permissive parenting practice	Single children	168	2.98	2.040	.042	H ₁	The research hypothesis confirmed
	Many children	318	2.69				
Other-oriented	Single children	168	3.31	-.884	.377	H ₀	The research hypothesis rejected
	Many children	318	3.42				
Self-oriented	Single children	168	4.23	4.647	.000	H ₁	The research hypothesis confirmed
	Many children	318	4.02				
Society oriented	Single children	168	4.20	3.963	.000	H ₁	The research hypothesis confirmed
	Many children	168	4.03				

According to the results from the findings of independent two sample t test, a significant relationship exists between permissive, Authoritative and Authoritarian parenting styles, whereby the hypothesis of research has been confirmed. Furthermore, self-oriented and society-oriented perfectionism in single-child families is significant whereby the research hypothesis has been confirmed.

Yet, a significant difference in self-regulation and other-oriented perfectionism among the single child and many child families has not reported so that the research hypothesis has been rejected.

Conclusion

The present paper aimed to examine the relationship between Parenting practices

and both variables of Perfectionism and Self-regulation among students with Single-child and many children families. According to the findings, a positive significant relationship between Authoritative parenting practice and self-regulation, and a negative significant relationship between authoritarian and Permissive parenting practices and self-regulation exists. The results of this paper are in accordance with the results of the research by Yee(1984), Weed(1989), Juan Huang(2004), Wang Weijie(2012), Samadi(2007), Vahedi (2009), Dehghani(1999), Zyglmn (1999), Wolters (1998) Martinez(1996), Pvlkynn (quoted in Hill, 2001), Ryan and Grvnlyk (1986) and R Ryan, Knl and Desai (1985). It can say that Ashtrays and colleagues came to an end in this way that the parents' interactions and trainings play a major role in predicting self-regulation learning in children so that metacognitive strategy trainings help the children to learn their metacognitive knowledge and as a result improve the self-regulation. Indeed, it can say that the environments with perceived acceptance, involvement and autonomy support are more relevant with self-regulation approaches. According to the role and importance of Perceptions of family environment, it is learnt to the parents instead of Inhibition of children, persuade them to the self-inhibition where on following their own and being accepted are those important tools for expanding self-regulation and developing children' Motivational Beliefs.

Approximately, all the previous research conducted grounded on this topic addressed that the parenting practices are the most important factors influencing the Feelings of inadequacy and self-esteem in children. Hence, the parenting practices can be one of the factors influencing the self-regulation processes where it could be

also helpful for the children's academic achievement. Further, previous studies show that self-regulation affects success in all the affairs of life particularly academic achievement. Less evidences show the relation between self-regulation and parents' behavior where such a relation has not been confirmed. Furthermore, according to the results obtained from the findings of research, a positive significant relationship exists between self-oriented, society-oriented perfectionism and authoritarian and Authoritative parenting practices. Findings of the present paper are in accordance with the findings of the research by Burns, 1980; patch, 1984, Mysyldyn (1963); Hmachk (1978); Driscoll, 1982, and Mysyldyn, 1963, Anas al, 1995 Kavamora et al, 2002; into Krydak et al, 2009; Felt and Associates (1995), Anas and colleagues (2002). According to the findings, more perfectionist children are grown in the families who respond to the less perfect performance with explicit or implicit criticism. As a result, the children of such families might learn the critical styles of evaluation of their performance. The research show the direct relationship between authoritarian parenting practices and negative sides of the perfectionism (Hewitt et al., 1995, quoted Kavamora et al., 2002). Some other researchers believe that harsh and critical parenting styles can play a major role in developing perfectionism. The parents who use authoritarian parenting style control and evaluate the children's behaviors and attitudes based on the specific behavioral criteria; they do not believe in the speech between parents and children and as a result the children would be Unable to choose a rational and achievable purpose whereby they would have the feeling of inadequacy experiencing high levels of anxiety finding with low self-esteem (Barber and Harmon,

2002; trans-Seid Mohammadi, 2008). According to Adler, Family's faulty valuation based on the value of the function expressed by parents would be resulted in the wrong attitudes and views on the value. Such attitudes in future result in fruitless efforts for perfectionism-oriented criteria (Shalman, 1988).

Another type of the child-parents relationship which leads in neurotic perfectionism in viewpoints of theorists is the very notion of spoil the child so that it is thought Parents who pamper kids excessively lead to spoiled kids. Adler believed that spoiled kids believe in their disabilities so soon (Dreikurs, 1964), where they lose their will and ability to adapt themselves with the world. While grown and not supported by parents face with needs in external environment, so the feeling of inadequacy increases in them. As a result, they compensate the Feelings of inferiority though cheapening others in order to reach to success, superiority and powerfulness (Way, 1950). He has addressed how to define the individuals who had a big fear of encountering failure. The way they think is that people's value relies on their achievements where on by being inadequate and incompetent, they would go on destroyed. As a result of such an attitude so many irrational beliefs have been lied. Hollander (1965; quotes from Shaeran and Mansel, 2001) acclaimed that perfectionists keep on their efforts so far as get benefit from parents' evaluation. They believe that perfectionists believe by getting into doing their tasks completely, they would better people with best performances so that their parents would love them. He defined perfectionism as the result of Parental strictness to cope with children by applying dichotomous manner method and conditionally approved child. He believes that children in the light of working hard would be forgiven by their

parents. Fellet stated that there is a significant relationship between parents' parenting styles and children's perfectionism. Hamachk believes that the environment at which the perfectionists grow includes specific features like nonapproval including inconsistent and conditional and in contradict evaluations.

In an environment with features like nonapproval including inconsistent and conditional and in contradict evaluations, children do not know which functions are good and which are not, so they prioterize the perfectionism and do not accept anything rather than the superiority, perfectionism and achievement. While the parents' evaluations on the performance found by change, so the children continuously would feel themselves continuously subjected to evaluation whereby they would strive to meet the needs of parents without any deficiency. In Conflicting evaluations, children do not understand what exactly taken by their parents; followed by this attitude, theorists like Barrow and Moore (1983) defined four situations subjected to development of perfectionism, indicating the results of the paper as follows:

- 1- When parents are overly critical and demanding.
- 2- When an indirect criticism exists, but indicated parental expectations and standards for performance of the children's performance
- 3-while the children's performance is not evaluated by parents and/or the evaluations are conditional
- 4- While the perfectionist parents apply the models for forming the attitude and perfectionist behavior

Most parents provide the explicit patterns on how the performance is, reaction to mistakes and evaluations for children. In general, several researchers agree on the role of family and social

environment in creating and developing perfectionism in children, believing that the perfectionism has been rooted in experiences at childhood particularly the child-parents relationships. The results of present paper showed that a significant difference exists between parenting styles and perfectionism and self-regulation among the students in single-child and many child families. According to the findings, the difference of mean among the dimensions of parenting styles including permissive, authoritarian and authoritative parenting styles and dimensions of perfectionism including society-oriented and self-oriented dimensions among the single-child and many child families. The mean of the single-child families is higher than the mean for the many child families regarding all the dimensions of many child families, mentioning that such a difference is significant. There is not academic research relevant with the topic of the relationship between parenting style and "perfectionism and self-regulation". There is need for more studies to make this point clear and give response to it. Possible reasons such as target population, sample size, research instruments, and participants, birth order, socio-economic and cultural can be taken in order to make this point clear.

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How to cite this article: Parisa Farnoudian, Hassan Asadzade, Soghra Ibrahim Ghavam, The Relationship between Parenting Practices and both Variables of Perfectionism and Self-Regulation among Students with Single-Child and many Children Families. *International Journal of Advanced Studies in Humanities and Social Science*, 2018, 7(1), 12-22. http://www.ijashssjournal.com/article_84014.html