



## Studying the Relationship between Parenting Styles and Self-Concept in Adolescents

Aabedi-Asl, Hamid-Reza<sup>1</sup>, Refahi. Zhaleh<sup>2</sup>, Refahi. Niloofar<sup>3</sup>

<sup>1</sup>Department of Counseling. Marvdasht Branch. Islamic Azad University. Marvdasht, Iran,

<sup>2</sup>Department of Counseling. Marvdasht Branch. Islamic Azad University. Marvdasht, Iran

Corresponding Author: [dr.refahi@miau.ac.ir](mailto:dr.refahi@miau.ac.ir)

<sup>3</sup>Department of Counseling. Faculty of Educational Science & Psychology. Shahid Chamran University. Ahwaz, Iran.

**Abstract:** *The aim of this study was to investigate the relationship between parenting styles and self-concept in adolescents. It is a descriptive correlational study. The study population consisted of male and female high school students in Darab city in academic year of 2012-2013. The sampling method was multi-stage cluster sampling. First, among the 16 high schools in Darab, 4 high schools were selected randomly. In the next step, two classes were chosen randomly from each high school and questionnaires were distributed among the students of selected classes. They were 181 male and female high school students. The tools used in this study were Alabama parenting styles questionnaire and self-concept survey questionnaire (Mandaglio & Pirate). To analyze the data, Pearson correlation coefficient and stepwise regression analysis were used. SPSS software was used to perform these statistical operations. Results showed that there is a significant correlation between parenting styles and self-concept. Moreover, results showed that parenting style has a strong predictive authority for self-concept.*

**Keywords:** *self-concept, parenting styles*

### INTRODUCTION

Family influence on growth is so obvious that despite the dispute between experts in psychology, many of them have common opinion about the importance of parenting styles and their impact on growth. Parenting styles are a set of attitudes, actions and non-verbal aspects that determine the nature of interaction between children and parents in all different situations and are proposed in three areas of logical, autocratic and permissive authority (1). One of the most important questions and concerns of parents about adolescence is the manner of effects of different family relationships on adolescent development process (2). In general, family and parenting styles are considered as an important source in the development of self-concept in children and adolescents (3). In fact, the foundation of parenting styles represents the efforts of parents on controlling and socializing children (4). Parenting styles are a set of attitudes about children, manner of communication with children, manner of children care and the emotional atmosphere of parental behavior (5).

There are many definitions of self-concept. Self-concept or self-perception is a combination of all the thoughts and feelings that one has about himself or is a comprehensive picture of himself and has two physical and mental dimensions (6). In terms of content, self-concept also changes in the course of development from childhood to adolescence (7). Protective styles are accompanied with high self-concept in adolescents and young people and also parenting styles based on positive evaluation such as support and participation strengthen self-concept of children and adolescents (8). Research has shown that in general there is no

significant difference between self-concept of girls and boys. Moreover, in the category of academic and social self-concept and also self-worth, there is no significant difference between girls and boys. But only in sports concept, there is significant difference in favor of boys (9). Coopersmith (6) in a study entitled "factors shaping self-concept" showed that parenting styles are a key factor in the development of self-concept. His research results showed that self-concept has a significant and positive relationship with warm and supportive family environment. Henricson & Rucker (10) showed that parenting styles especially supportive style would form and increase self-concept in children and adolescents, while lack of support and use of autocratic methods leads to various problems such as drug abuse and dropout. Seginer & Vermulst (11) based on a structural model showed that family background and also family parenting styles have direct and indirect effect (via the variables of self-concept, performance and self-esteem) on adolescents' academic progress. Garcia, Borzekowski & Asmets (12, 13) in their research showed that there is a positive relationship between negotiator authoritative parents and their children's self-concept levels especially academic, emotional, social, physical and family self-concept.

Information obtained from such studies can be effective in students' self-assessment and better understanding of their individual and social situation and also can make a better understanding of their capabilities in them and provide conditions for the implementation of self-regulatory methods in individual-social and educational behaviors. Therefore, the present study seeks to answer the question of whether there is a significant relationship between parenting styles and self-concept in adolescents.

## Method

**Design of the Study:** this study is an applied research which is done with descriptive approach and in a correlational method.

**Participants:** the study population consisted of high school students in Darab city in academic year of 2012-2013. The sampling method was multi-stage cluster sampling. Of the 16 high schools in Darab 4 high schools were selected randomly, two girls' high school and two boys' high school. In the next step, two classes were chosen randomly from each high school. Therefore, a total of 8 classes were selected from 4 high schools. Parenting styles, body image and self-concept questionnaires were distributed among the students of selected classes and students in the classes responded to the questionnaires. The selected sample size is 181 people, consisting of 95 female students and 86 male students. After determining the population and sample of study and coordination with relevant authorities, according to the plan, researcher went to high schools with sample members. After communicating and reducing the sensitivity of subjects to questionnaires and necessary explanations about the reasons for choosing subjects and the manner of completing, questionnaires were distributed and subjects referred questionnaires to the researcher after completing them.

## Theoretical and Operational Definitions of Variables:

**Parenting Styles:** they are behavioral styles that are used by parents for children training (14). In this study parenting styles are scores that a person gains of Alabama parenting style questionnaire (child form) and consists of positive parenting, physical punishment, father participation, knowledge or awareness of plan to each other, exercise of authority and weak monitoring. In this questionnaire, one and five are the minimum and maximum scores in subscale (to calculate the score of each subscale, the scores of questions are added together and then they are divided by the number).

**Self-concept:** self-concept is a dynamic system which is associated with beliefs, values, interests, talents and abilities of person. Self-concept is people's general assessment of themselves. This assessment is the result of the people's subjective assessment of their features, which may be positive or negative (15). In this study, self-concept is the score that a person gains of Mandaglio and Pirate self-concept survey questionnaire. This questionnaire has four academic, athletic, value and social dimensions and the overall score of self-concept is achieved by the sum of these four dimensions. Responsive can select five options and according to his description must choose one option from the maximum to minimum acceptable. The total scores of 24 questions show the total score of individual's self-concept.

## Instruments

**Alabama Parenting Styles Questionnaire:** this questionnaire has 6 parts and 49 phrases and based on Likert scale, responses are set in 5-point scale from always to never. Score 5 is used for always and score 1 is used for never. This questionnaire is provided by Ferik (14) in 6 parts to measure parental behavioral styles. The first part, positive parenting (questions 49, 36, 34, 31, 27, 25, 23, 19, 18, 12, 11, 9, 5, 3, 1), the second part, physical punishment (questions 51, 50, 48, 47, 46, 45, 44, 43, 42, 40), the third part, father participation (questions 35, 20, 16, 13, 10, 2, 6), part four, knowledge (questions 29, 26, 14), part five, authority (questions 24, 22, 21, 17) and the sixth part, monitoring (39, 38, 37, 8). This scale is basically in three forms of parents, children and telephone interviews with children. In this study, the children form is used which has been adapted for use in Iran by Samani et al., (2). The amount of Cronbach's alpha and retest coefficient for different parts of the questionnaire is as follow: positive parenting, Cronbach's alpha is 0.86 and retest coefficient is 0.86; father participation, Cronbach's alpha is 0.82 and retest coefficient is 0.80; physical punishment, Cronbach's alpha is 0.82 and retest coefficient is 0.87; parental authority, Cronbach's alpha is 0.55 and retest coefficient is 0.78; lack of knowledge of each other, Cronbach's alpha is 0.56 and retest coefficient is 0.77 and weak monitoring, Cronbach's alpha is 0.52 and retest coefficient is 0.75.

**Self-Concept Survey Questionnaire:** this questionnaire consists of three parts. The first part includes data on demographic variables of the subjects such as age, sex. In the second part, the importance of opinions of people who are involved in life (father, mother, best friend, teacher) and the importance of four educational, social, sporting and value categories is questioned and students are asked to show their opinions as (very important, important, unimportant). The third part of the questionnaire consists of 24 questions and students are asked to determine their opinions based on the Likert scale (from strongly agree to strongly disagree). In this questionnaire questions such as “I feel my best friend thinks I'm smart” express views of assessment reflection, questions such as “I am smarter than children in my age” are an expression of social comparison view and questions such as “I have proved myself that I am a good person” express document views. The Cronbach's alpha coefficient of this questionnaire in Iran is reported as 87% in retest method. In this test, the higher score reflects the lower self-concept. These 24 questions measure four types of self-concept (educational, social, sporting and value).

**Results**

First results of descriptive statistics of research variables and then the results of the statistical analysis of data are presented to address the hypotheses which say there is a significant relationship between parenting styles and self-concept. For statistical analysis of data and for responding the research hypotheses, descriptive statistics (mean, standard deviation, charts, etc.) and inferential statistics (Pearson correlation coefficient, stepwise regression analysis by two independent groups) were used. SPSS18 software was used to perform this statistical operation.

**Descriptive Results:**

In Table 1, a summary of the descriptive statistics for parenting styles and subjects' self-concept variables is presented.

Table 1: descriptive statistics related to dimensions of parenting styles and self-concept variables

Statistical Indicators Variables	Frequency	Mean	Standard Deviation
Positive Parenting Style	181	50.5359	8.36893
Physical Punishment Parenting Style	181	21.6575	7.79842

<b>Father Participation Parenting Style</b>	181	18.0718	6.22275
<b>Knowledge Parenting Styles</b>	181	8.1215	3.04898
<b>Authority Parenting Style</b>	181	8.8389	2.96868
<b>Monitoring Parenting Style</b>	181	10.1934	3.34849
<b>Self-Concept</b>	181	51.7680	8.88077

Pearson correlation coefficient was used for statistical analysis of data. In Table (2), correlation matrix between parenting styles and subjects' self-concept is presented.

Table 2: correlation matrix between parenting styles and self-concept

	<b>Positive Parenting Style</b>	<b>Physical Punishment Parenting Style</b>	<b>Father Participation Parenting Style</b>	<b>Knowledge Parenting Styles</b>	<b>Authority Parenting Style</b>	<b>Monitoring Parenting Style</b>
<b>Positive Parenting Style</b>						
<b>Physical Punishment Parenting Style</b>	-0.019					
<b>Father Participation Parenting Style</b>	**0.682	-0.110				
<b>Knowledge Parenting Styles</b>	0.077	**0.625	-0.034			
<b>Authority Parenting Style</b>	**0.0431	**0.475	**0.382	**0.312		
<b>Monitoring Parenting Style</b>	-0.058	*0.181	_0.046	*0.161	**0.447	

<b>Self-Concept</b>	**-.0249	**0.303	**-.0233	**0.285	**0.440	**0.239
	P<0/01 **		P<0/05 *			

As it is shown in Table 2, there is a significant and negative correlation between positive parenting styles and father participation with subjects' self-concept with 99% confidence (P <0/01). This means however the positive parenting styles and father participation is better (higher scores indicate more positive parenting styles and father participation), subjects' self-concept will be better too (lower score indicates a better and more positive self-concept). There is a significant and positive correlation between physical punishment, knowledge, authority and monitoring parenting styles with subjects' self-concept with 99% confidence (P <0/01). This means however the parenting styles using physical punishment, lack of knowledge, use of parental authority and monitoring is less (higher scores in these styles indicates parenting styles that use physical punishment, lack of knowledge, use of parental authority and less parental monitoring), self-concept will be more negative too (a higher score indicates a negative self-concept).

To evaluate the relationship between independent variables (six parenting styles) and dependent variable (self-concept), multiple linear regression analysis with stepwise method was used and according to the fact that positive parenting styles, physical punishment, father participation, knowledge and monitoring had no significant effect on the predictive power and have a high overlap and relationship with authority parenting style, they are not used in the equation. But authority parenting style is used in the equation that its squared correlation is (0.193). That means about 19.3% of the variance between authority parenting style and self-concept is common. These results are shown in Table 3. Moreover, to examine to what extent parenting styles have predictive power for subjects' self-concept, multiple regression analysis with stepwise method was used. In Table (3), results of multiple regression analysis for independent variable (parenting styles) on subjects' self-concept are presented.

Table 3: correlation coefficients and regression analysis between the components of authority parenting style and self-concept

<b>Statistical Indicator</b> <b>Independent Variable</b>	Correlation Coefficient	Coefficient of Determination	F Ratio	Significance Level	Beta Standard Coefficient	T Ratio	Significance Level
Stable	-	-	-	-	-	21.441	0.000
Authority Parenting Style (x)	0.440	0.193	42.935	0.000	0.440	6.552	0.000

As the results of Table 3 show, just authority parenting style is significant and is used in equation: beta standard coefficient is shown as authority parenting style on self-concept. According to the amount of beta (β) prediction equation is as follows:

$$\text{Self-Concept} = 40.137 + (1.316) x$$

**Discussion and Conclusion:**

The results showed that there is a significant relationship between self-concept and parenting styles. The results of this study are in line with the results of previous research (10, 12, 13, 16-18). The results of studies

in line with this study suggest that supportive family environment provides independence, self-actualization and recognition opportunity for children, while a control-based family environment puts youth in a rigid frame and denies them the opportunity of self-knowledge. Based on the obtained results, it must be noted that the concept is acquisitive and is influenced by the person-environment interactions particularly the interaction with the family and parents. In this situation, parents respond to their children effort to gain the support and attention and allow children to move toward self-knowledge, independence, self-actualization and high self-confidence; but if the family environment is an environment based on irrational and inflexible controlling, family activities will be irregular and regulations will be lax. In this situation, children will be in trouble in social relationships and achieving independence and flourish and they will become angry, secluded, sad and vulnerable to stress and pressure. Therefore, self-concept is caused by the reaction and interaction of people and personal experiences and parents' behavior especially in adolescence when its obvious features are autonomy, independence and even desire to ostentation and rebellion against the laws and values of family and parents can be effective in the formation of positive self-concept based on the abilities and limitations of adolescents. This is possible with parents' partnership and creating a warm and supportive situation in family.

Moreover, results showed that authority parenting style is a stronger prediction for self-concept. In explaining the results, it can be said that authoritative parents have reasonable requests for sophistication. At the same time, cordiality and affection shows that parents patiently listen to the views of children and encourage the participation of children in family decision making. The rights of parents and children are respected. Baumrind findings (4) showed that authoritative children are grown very good. They are cheerful and confident in mastering new tasks and they are autonomous. Authority parenting style provides the right conditions for growth of self-concept in adolescents.

One of the limitations of this study is the lack of permission to researchers for entering to girl schools which sometimes caused difficulties for questionnaires' completion. Moreover, questionnaires are made in accordance with the culture of the West and this can affect research results. According to the results of this research, some suggestions can be posed as applied suggestions for parents, teachers, coaches, managers, officials, education planners and other interested people such as training classes for families in schools by consultants, workshops and introduction of proper educational styles for parents, training courses in cultural centers such as education and training centers, cultural centers of mosques, etc. It is also recommended that similar studies be done in other examples other than the student sample so that results can be generalized. Studies with a broader age range to study the other variables of self-concept and also research on ethnic differences in body image due to the existence of different ethnic groups in our country can be useful.

## References

1. Bukatko D, Dahler MW. CHILD Development: University of Massachusetts; 1992.
2. Samani S, Fulad-Chang m. Psychology of Adolescence. Shiraz, Iran: Molk-e-Soleyman; 2006.
3. Richardson LPG, Arison MM, Drangsholt M, Manol L, Leresch L. Association between depressive symptoms and obesity during puberty. *General Hospital Psychiatry*. 2006;28:313-20.
4. Baumrind D. Effective parenting during the early adolescent transition  
University of California: Berkeley; 1991.
5. Darling.N., L. S. Parenting style as context: An integrative model. *Psychological Bulletin*. 1993;1113(3):487-96.
6. Coopersmith S, Feldman R. Fostering a positive self concept and high self esteem in assroom, psychological concept in classroom: Merillanpublication; 1976.
7. Marsh HW. Influences of internal and externalframes of reference on the formation of math and englishself-concepts. *Journal of Educational Psychology*. 1990;82:107-16.
8. Chenari M. Comparing the self-concept of students eligible parents with positive and negative cultural attitudes with regard to gender students. *JOURNAL OF FAMILY AND RESEARCH*. 2008;2(4):91-108[Persian].

9. Alborzi S, Samani S. Comparing the self-concept among girls and boys in middle school children of sharpening brains in Shiraz. *Journal of Humanities and Social Sciences, Shiraz University*. 1999;14(2)[Persian].
10. Henricson C, Roker D. Support of the parents of adolescence: A review. *Journal of adolescence*. 2000;23:763-83.
11. Seginer R, Vermulst A. Family environment, educational aspirations, and academic achievement in two cultural settings. *Journal of Cross-Cultural psychology*. 2002;33(6):540-58.
12. Garcia JF. Internalization of Values and Self-Esteem among Brazilian Teenagers from Authoritative, Indulgent, Authoritarian, and Neglectful Homes, *Adolescence*. San Diego 2008.
13. Borzekoeski DL, AM. B. Body image and media use among adolescents. *Adolescent Medicine clinics*. 2005;16(2):289-302.
14. Frick PJ. Alabama parenting questionnaire. *Communication studies*. 1991;48:59-75.
15. Raghbi M, Mina-Khani MR. The relationship between body control, body image and self-concept. *Knowledge and Research in Applied Psychology*. 2011;12(4)[Persian].
16. Wentzel K, Feldman S. Relations of cohesion and power in family dyads to social and emotional Adjustmen during early adolescence. *Journal of Research on Adolescence* 1996;6(25-44).
17. Pour-abdoli M, Kadivar P, Homayouni A. The relationship between mother and child rearing perceived with parenting style and self-concept and locus of control children. *Housed and research in psychology*. 2008;37:107-28[Persian].
18. Dibaj-Nia P. Examine the relationship between family function and self-concept in students. *Inquiring* September and October. 2004;9:240-37[Persian].