

HOSTED BY



Contents lists available at ScienceDirect

Pacific Science Review B: Humanities and Social Sciences

journal homepage: www.journals.elsevier.com/pacific-science-review-b-humanities-and-social-sciences/

Parenting styles and psychosocial adjustment of gifted and normal adolescents

Q1.10

Q9 Sepideh Yazdani*, Golrokh Daryei

University of Sistan and Baluchistan, No. 11, Mahyar St., Islamic Republic of Iran

ARTICLE INFO

Article history:

Received 29 June 2016

Accepted 16 September 2016

Available online xxx

Keywords:

Parenting styles

Psychosocial adjustment

Self-esteem

Depression

Anxiety

ABSTRACT

This study examined the parental styles and psychosocial adjustment of adolescents and the relationship between them in gifted adolescents compared to normal adolescents. Four scales – The Parental Authority Questionnaire, Child Attitude Toward Parents, Rosenberg Self-Esteem Scale, and The Depression, Anxiety, and Stress Scale – were administered to 118 gifted and 115 normal adolescents in Amol city. The results indicate that parents of gifted adolescents tend to be more authoritative and less authoritarian than parents of normal adolescents. The attitudes of the gifted adolescents towards their parents were more positive than those of the normal adolescents. The gifted adolescents displayed a higher self-concept and fewer psychological reactions (depression, anxiety and stress) than the normal adolescents. The authoritative parenting style correlates positively with the psychological adjustment of both gifted and normal adolescents, while the authoritarian parenting style impacts negatively on the psychosocial adjustment of the gifted adolescents but not that of the normal adolescents. The study results indicate that the authoritarian parenting style is a crucial factor that influences the well-being of gifted children and may affect their mental health.

Copyright © 2016, Far Eastern Federal University, Kangnam University, Dalian University of Technology, Kokushikan University. Production and hosting by Elsevier B.V. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

1. Introduction

Family values, tradition, and expectations have a predominant effect on the development of children's talent and personality and on their creative productiveness as adults (Olszewski-Kubilius, 2000, 2002). There is an influence of family environment on the development of the children's talent (Kulieke and Olszewski-Kubilius, 1989; Olszewski, et al., 1987) and on their achievements (Albert, 1978) and personal growth (Jenkins Friedman, 1991). Parenting styles that maintain support and bonding with the children and, at the same time, give them "emotional space" and allow them to experience and cope with challenges, allow gifted children to achieve optimal adjustment (Olszewski-Kubilius, 2002). Manzano and Arranz (2008) note that analysing the influence of the family context on the development of gifted children requires the adoption of a contextual approach to investigate how family

context variables are associated with the development of such children. According to the model developed by Arranz (2005), family context variables can be classified as *ecological* or *interactive*. The ecological refers to the settings in which development occurs, such as socioeconomic status or parental age (from the model of Bronfenbrenner, 1986, equivalent to the Exo-system variables). These influence the quality of the interaction but do not show a direct interaction between family members. Meanwhile, the interactive includes specific interaction modes, day to day, among family members, such as, for example, educational styles of parents, lifestyle and family type, the presence of conflicts between parents or among siblings, the type of relationship established by the children with their peers, the support, stimulation and family cohesion (Variables related to the meso and micro system). However, in the studies reviewed by Manzano and Arranz (2008), there are data that may seem contradictory to each of these organic or interactive variables. For example, with respect to the age of the parents, some studies show that young mothers and fathers easily get motivated and invest energy in the education of their gifted children and are interested in their own professions (Cho and Yoon, 2005), while other studies found that gifted children had parents older than the rest of their fellow students (Rogers and Silverman,

* Corresponding author.

E-mail addresses: yazdani.sepideh61@gmail.com (S. Yazdani), golrokhdaryei@gmail.com (G. Daryei).

Peer review under responsibility of Far Eastern Federal University, Kangnam University, Dalian University of Technology, Kokushikan University.

<http://dx.doi.org/10.1016/j.psrb.2016.09.019>2405-8831/Copyright © 2016, Far Eastern Federal University, Kangnam University, Dalian University of Technology, Kokushikan University. Production and hosting by Elsevier B.V. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

2001; Lopez-Aymes, et al., 2014). Copious research on parenting seeks to identify central parental factors associated with children's psychological states and adjustment. Thus, many parental factors have been studied that are associated with children's psychological adjustment. Baumrind (1966, 1991, 2005) suggests two orthogonal dimensions, high–low warmth and high–low control, and Schaefer (1965) suggests a similar pair (warmth–hostility and detachment–involvement). Rohner (1986, 1999) focuses on the dimension of parental acceptance–rejection in addition to parental control. Whatever the parenting style, the primary author suggests inconsistency and incoherent parenting as another important factor associated with children's psychological disorders (Dwairy, 2007; Dwairy et al., 2006a; Dwairy et al., 2013). Parenting style is considered a characteristic of the parent that is stable over time and constitutes the environmental and emotional context for child-rearing and socialization (Baumrind, 1989; Darling and Steinberg, 1993). Therefore, parenting style may have a greater impact on shaping a child's daily activities, eating behaviours, and emotional functioning (Darling and Steinberg, 1993; Lamborn et al., 1991; Maccoby and Martin, 1983; Symonds, 1939; Calafat et al., 2014). Baumrind's (1966, 1991) two-dimensional parenting factors (warmth and control) yield three major parenting styles: authoritarian, permissive, and authoritative. The 4 classic parenting styles, first described by Baumrind (1971) and later modified by Maccoby and Martin (1983), are authoritative, authoritarian, permissive, and neglectful. Maccoby and Martin (1983) operationalized the construct of parenting style by defining it in two dimensions, namely, (Ogden, et al., 2000) demands for maturity or self-control and (Whitaker, et al., 1997) sensitivity and emotional involvement (Calafat et al., 2014). Authoritarian parents emphasize control and obedience, enforce discipline via punishment, and expect children to obey their orders without arguing (Baumrind, 1966, 1991, 2005; Reitman, et al., 2002). Authoritarian parents have high demands for self-control but low levels of sensitivity. They are often insensitive to the child's developmental needs, providing minimal emotional support, and are viewed as strict disciplinarians. The authoritarian parenting style has been associated with poorer outcomes among children, such as lower academic grades, compared with the authoritative style. However, these results are not consistent across different ethnic groups (Dornbusch et al., 1987; Baumrind, 1972). Permissive parenting is characterized by low expectations for self-control and discipline in the setting of high sensitivity and warmth. Children from these families may be more self-confident but often show lower levels of self-control (higher rates of drug use and school misconduct) than do children from authoritative or authoritarian homes (Lamborn, et al., 1991). Neglectful parenting is defined by low levels of both demands for self-control and sensitivity. Neglectful parenting is associated typically with unfavourable child outcomes, such as high rates of depression, smoking, and poor school achievement and psychosocial development (Radziszewska, et al., 1996; Lamborn, et al., 1991; Kyung, et al., 2006). Indulgent parents, like the authoritative ones, also foster an environment of acceptance, dialogue and affection (Calafat et al., 2014). Permissive parents, in turn, allow children to make their own decisions and regulate their own behaviour with minimal control. Authoritative parents have high demands for maturity and self-control from their children but also display high levels of sensitivity, emotional warmth, and involvement. There is often a give and take between the parent and child in which the parent acknowledges the child's worth and opinions but maintains certain limits. The authoritative parenting style is often considered the ideal and has been associated with improved child outcomes, such as higher academic achievement, increased self-regulatory ability, frequent use of adaptive strategies, fewer depressive symptoms, and fewer risk-taking behaviours (Steinberg, et al., 1994). The

authoritative parenting style lies somewhere between the authoritarian and the permissive. Authoritative parents enforce limits in various ways, such as reasoning, verbal give-and-take, clear-cut instructions, and positive reinforcement. Authoritative parenting has been associated with better psychological adjustment of children (Baumrind, 1991, 2005; Steinberg et al., 1991, 1992a, 1992b). Children of authoritative parents have high self-esteem and tend to be self-reliant, self-controlled, secure, popular, and inquisitive (Buri et al., 1988; Wenar, 1994) (For a review of parental styles history, see Maccoby and Martin, 1983.). Readers of parenting literature encounter various overlapping and ill-defined concepts in reference to authoritarianism, such as controlling, strict, domineering, coercive, restrictive, regimenting, intrusive, interfering, demanding, and assertive of power. At the other end, they may find terms such as permissive, granting autonomy, indulgent, egalitarian, democratic, and laissez-faire (Rohner and Khaleque, 2003, 2005; Dwairy et al., 2013). Parenting literature points to three major categories of parenting factors influencing children's mental health. Some researchers focussing on authoritarian or controlling parenting found that authoritarian parenting was associated with children's psychological problems (Kochanska and Knaack, 2003; Stansbury and Zimmermann, 1999), while other researchers found it associated with better psychological adjustment (Belsky et al., 2000; Feldman and Klein, 2003). Still other researchers found minor or no significant association between authoritarian parenting and children's mental health (Dwairy et al., 2006a). Researchers focussing on the association between parental rejection and psychological disorders found inconsistent levels of effects on children's mental health. The explained variance in children's psychological disorders by parental rejection differs from one study to another and ranges between 27% and 46% (Kim, et al., 2006). Correlations between parental acceptance and parental control are not consistent either and range from $-.36$ to $-.77$ (Soenens, 2007). Whatever the association found between the acceptance–rejection factor and parental control, one can assume that the shared variance between the two variables will expose the difference between reductionist analysis, analysing the association between each factor separately and children's mental health, and another less reductionist one that analyses the associations between the two parental factors and mental health together (Dwairy, 2009).

This article will focus on the associations between parenting factors and children's mental health. The present study examined the parental styles and psychosocial adjustment of adolescents and the relationship between them in gifted compared to normal adolescents.

2. Method

Four scales of parenting styles and other psychosocial adjustment measures were administered to 118 gifted (38 males and 77 females) and 115 normal (36 males and 82 females) adolescents between 11 and 14 years old. The study was conducted in three academic grades (sixth, seventh and eighth and ninth) of students' junior high school in Amol city. In the gifted children's school to which they had been admitted, the gifted subjects were administered an IQ test by the Ministry of Education, while the normal subjects were administered the text from the normal children's school.

3. Instruments

The Parental Authority Questionnaire (PAQ) is a 30-item test developed to assess parental authority or disciplinary practices from the child's point of view (Buri, 1991). It is designed to reflect the three basic parenting styles: authoritarian, authoritative, and

Download English Version:

<https://daneshyari.com/en/article/6847817>

Download Persian Version:

<https://daneshyari.com/article/6847817>

[Daneshyari.com](https://daneshyari.com)