

THE RELATIONSHIP BETWEEN PARENTING STYLES WITH ANGER AND ADJUSTMENT IN ADOLESCENT BOYS OF RASHT CITY

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Abstract

Anger is known to be an affection which more or less exists in all human beings and accompanies to with them in all stages of their life, however with varying intensity. Adjustment is a dynamic process which includes balance between what people want and what their society accepts. Therefore, the aim of study is to investigate the relationship between parenting styles and anger and adjustment in adolescent boys.

Research Method: Research method was descriptive of correlative type. Subjects were 400 male students studying in the guidance (middle) schools of Rasht city, who were selected through multi-stage cluster sampling. Pearson Correlation Coefficient and Multiple Regression were used to analyze the data. To collect the research data, three scales of adjustment, Baumrind parenting styles and anger were used, which had satisfactory reliability (retest & internal consistency) and high validity coefficients.

Findings: Based on the research findings, there was a positive relationship between anger and authoritarian style ($p < 0.5$, $r = .574$). Also, there was a negative relationship between anger and democratic style ($p < 0.1$, $r = -.264$). There was a negative relationship between adjustment and authoritarian style ($p < .01$, $r = .565$). There was a negative relationship between adjustment and permissive style ($p < .05$, $r = -.0119$). Parenting styles predicted 36% of anger and 23% of adjustment.

Keywords: Parenting styles, anger, adjustment, doles cant

1. Introduction

Anger, hot temper and aggression are concepts used interchangeably; hence, giving an explicit definition for each one of them and showing the differences excising between them seems to be difficult. However, anger can be defined as an emotional state or internal feeling which originates from physiological excitation, cognition or thoughts related to hostility (O'Neill, 2006).

To separate these three concepts, we can consider anger as an emotion, hostility as an attitude and aggression as a behavior. Anger is described as an emotional state that constitutes the basis of hostility and aggression. With hostility, we mean the aggressive attitude which leads the individual toward the aggressive behavior; whereas, aggression is considered as an observable behavior which is done to result in loss or damage (Del Vecchio & O'Leary, 2004).

Anger is a satisfying, and at the same time, a destructive emotion. It activates our internal system and prepares us to deal with the potential dangers surrounding us (Taylor & Novaco, 2005).

Adjustment means accepting and doing the appropriate behavior which is in accordance with the environment and environmental changes. Its opposite concept is maladjustment which means showing inappropriate response to the environmental stimuli and situations, in such a way that it may be harmful for the individual or for others, or even for both of them and the individual cannot satisfy his/her or other people's expectations. Maladjustment may arise in different contexts and situations and it may be internally- or externally- oriented. For this reason, the word maladjustment is usually used with an adjective. Thus, concepts like vocational adjustment, marital adjustment, academic adjustment, social adjustment, emotional adjustment, etc. appear in the literature. Uncontrolled anger, often results in aggression and maladjustment (Navidi, 2006).

Parenting styles are among the important issues which have attracted the attention of theorists and experts of education for many years. Family is the first institution where shapes the ties between the child and his surrounding environment shape. Parenting styles describe the interactions between children and parents as a set of behaviors along a wide range of situations. It is supposed that they create an effective interactive atmosphere. Parenting styles is a determining and effective factor which performs an important role in children's mental health. The study executed by Sears, Maccoby and Levin (1957) on socialization in family, has had an explicit influence on the thoughts of the theorists of this context. They concluded that by monitoring the common and interactive effects of different dimensions of the parenting styles, parents' behaviors can be understood (Rejaye & Khodakhah, 2009).

In fact, it is a long time that existence of an association between some of the parenting trends and shaping of maladaptive behaviors in children has been found. Based on the interaction, the disciplinary styles of parents often vary based on interaction in two dimensions. First dimension investigates the affective relationship with the children; which its scope begins from a responsive, receptive and child-oriented behavior and ends to an unresponsive and rejecting behavior focused on the needs and desires of the parents. The second dimension includes parental control on children and varies from a restrictive and demanding behavior to a permissive practice. In this dimension, few limitations have been considered for child behavior.

Results of Anzabi, Daramadi and Farajzadeh(2011) showed that there was no relationship between democratic style and aggression. There was a relationship between democratic style and hostility. There was a relationship between democratic style and anger. There was a relationship between democratic style and verbal aggression. There was no relationship between permissive style and aggression. There was no relationship between permissive style and physical aggression. There was no relationship between permissive style and anger. There was no relationship between permissive style and verbal aggression. There was no relationship between authoritarian style and physical aggression. There was no relationship between authoritarian style and hostility.

The study done by Rahmati and Etemadi(2007) titled" Comparing psychological disorders in girls students with respect to parenting styles of their parents" showed that the students who showed higher levels of depression, obsessive- compulsive disorder, sensitivity in their interactions, phobia, psychosis and physical complaints, had authoritarian and non-responsive parents. Besides, no variation was found between the four parenting styles in anxiety, hostility and paranoid ideation.

In their study, Farzi Golfazani and Mohammad Esmaeil (2003)found that there was difference between mothers of children suffering from depression, anxiety, obsession and compulsion and those of normal children in respect of using decisive, confident and

authoritarian parenting styles. Also, mothers of children suffering from depressive, anxiety, obsessive and compulsive disorders used authoritarian style in rearing their children more than those of normal children, while mothers of normal children used decisive and confident style in rearing their children more than those of children with depressive disorders. But their tendency to use this style (decisive and confident) was not different from that of mothers of children with anxiety and obsessive-compulsive disorders.

In their study, Mirzayee, Mitra Chehrzad and Yaghoubi (2009) suggested that based on instrument rating, parents are classified in two groups: little love and high support. Parents in Rasht city showed that they do not behave warmly with their children and reject them and by providing too much support to their children, prevent them from being independent or making advancement. This may, strongly, stem from unawareness of the appropriate way of parental behavior with the children in different stages of their growth and development. This may have irreparable consequences for the future life of the youth, which in turn indicates the necessity of public training based on structured plans for the parents, before their child is born.

Results of the research done by Rezayee and Khodamard (2009) titled "An investigation on the relationship between parenting styles and epistemological beliefs and the students' academic achievement" showed that there was a negative and significant relationship between epistemological beliefs: "simple/ absolute knowledge" and "fast/constant learning" and academic achievement. The relationship between authoritarian style and simple/ absolute knowledge and that between authoritarian style and fast/constant learning were positive and significant. The relationship between parenting styles and academic achievement was not significant. Among the components of epistemological beliefs and parenting styles, the variables: fast/constant learning and simple/absolute knowledge had the highest contribution in predicting academic achievement.

Dortaj et al. (2009) in their investigation titled "The effect of anger management training on aggression and social adjustment in boy students aged 12-15" showed that the aggression in the experimental group decreased in comparison to that of the control group. But their social adjustment showed increase.

Campbell (2004) did not find short-term training plan of anger management to be helpful for high school students whom suffering from emotional disabilities. In recent studies, the probability of type I error occurring as a result of shortness of training duration, low quality of the involvement plans and limitation of findings generalizability has been considered.

On the other hand, Nicolet (2004) administered the brief form of social skills curriculum on a small group of "the second step violence prevention program" for students of grade 3 of elementary school and found that the brief form of the curriculum of the second step of violence prevention could not create the expected social skills or enhance anger management. Research (Feinberg, Reiss and Hetherington, 2000) showed that parenting styles are related to adolescent adjustment. Dambo (1994) suggests that if the environment which surrounding the teenagers, and their parents, does not help them in recognizing the beliefs and values or in finding the correct answer to the question: "Who am I?", then their identity may never be established. Therefore, parents and society have special status in identity formation. Thus, it can be said that identity formation shall be affected by the relationship between parents and their children during the time from childhood to adolescence. As a result, the creating adjustment in teenagers, their parents must be familiarized with parenting styles.

2. Methodology

Regarding the study nature, it must be said that the study was of correlative type and regarding the objectives, it was of applied type. The study population consisted of all adolescent boys studying in Rasht guidance (middle) schools. The sample included 400 boy

students which studying in Rasht middle schools, who were selected through cluster sampling technique. Measurement tools included:

1) Aggregation Questionnaire

This questionnaire includes 30 items, 14 of which measure anger, and 8 items measure aggression and hostility. AGQ is a self-report paper and pencil scale. Subjects answer through choosing one of the four options: Never, Rarely, Sometimes, and Always. Values of 0,1,2,3 are assigned to these four choices, respectively.

Except for item 18, which has negative factor loading and inverse scoring applies for it, the total score of this questionnaire is from 0 to 90 and it is obtained through adding the scores of all questions. Individuals, who score lower than the mean, are those who are less aggressive.

Reliability and Validity of Scale

The psychometric characteristics of this scale which is constructed through factor analysis are as follows:

Retest coefficients obtained for subjects' scores in two phases (test & retest) for all subjects (N=90), girls subjects (N=48) and boys subjects (N=38), were $r=0.70$, $r=0.64$ and $r=0.79$, respectively. Regarding AGQ, Cronbach alpha (internal consistency) for all subjects, girls subjects and boys subjects were .874, .86 and .89, respectively. The correlation coefficients between the score of sub-scale *pd* (one of the sub-scales of MMPI) and AGQ for all subjects (N=105) ($p=.001$ & $r=.58$) have been reported by Zahedifar. Total correlation coefficients (Questionnaire surveys BDVIT character-sin, Bass & Doraki, 1957) and AGQ scale for all subjects (N= 215) ($p=.001$ & $r=.56$) have been reported.

2. Baumrind Parenting Questionnaire

This tool is an adaptation of the theory of parental authority which theory is formed based on Baumrind theory of permissive, authoritarian and authoritative parenting to investigate the influence patterns and parenting styles. This questionnaire includes 30 items, of which 10 items are related 10 permissive parenting style, 10 are related to authoritarian parenting style and 10 are related to authoritative parenting style. In this survey, the subjects, who were mothers of the study sample, should read each item and then state their opinion through marking in a 5- point scale (I fully disagree, I disagree, I partially disagree and I agree). Then the responses were scored from 0 to 4. From the total score, three distinct scores related to permissive, authoritarian and authoritative parenting styles were obtained for each subject.

Validity and Reliability of Baumrind Parenting Questionnaire

The questionnaire was previously used by Esfandyari (1995) and Rezayee (1996) and they reported good validity and reliability for it.

Buri(1991) reported the questionnaire reliability of 81%, 85% and 92% for permissive, authoritarian and authoritative parenting style, respectively. Also, he reported these results for the questionnaire validity: There is an inverse relationship between authoritarian mothers and permissive parenting style (-38%) and authoritative parenting style (-48%). There is an inverse relationship between authoritarian fathers and permissive parenting style (-50%) and authoritative parenting style (-52%).

3- California Personality Inventory

This test measures personal and social adjustment profiles of the individual and was first published by Thorp, Clarke and Tikes (Khodayarifard et al, 2002) and later revised in 1993. This test has five age levels: pre-school, elementary school, middle school, high school and adolescence, of which the middle school level was used in this study. This questionnaire has two main tests: self-adjustment and social

adjustment. Each test has six scales. The high school level has 15 questions per scale, totally amounting to 180 questions for 12 scales. In this study, only social adjustment test of California Personality Inventory was used.

Scoring California Test

Answering to 90 questions of social adjustment sub-test of California personality is to be done in the form of Yes and No. Based on test scoring key of the six scales, true answers score 1 and the false ones score 0. Then the scores obtained by correct answers related to 15 questions of each scale will be added to each other to result in the score of each sub-scale. Then scores related to all six scales will be added and the total score of social adjustment will be obtained.

California Test Validity and reliability

There is no report in test manual regarding test validity in empirical method. It's only stated that test questions are selected based on the judgment of teachers and principals, responses of students and point bi-serial correlation coefficient. The internal consistency has been found through dividing the test by Spearman-Brown method for social adjustment sub-test ($\alpha=.87$ to $\alpha=.90$) that shows all questions of the six sub-scales have good internal consistency.

In the present study, the internal consistency of California Personality Inventory was investigated through computing Cronbach α . And, Cronbach $\alpha=.98$ was obtained which indicates good internal consistency of this inventory.

3. Findings

Findings (table 1) showed that whereas high score in aggression questionnaire indicates high anger and high score in adjustment questionnaire indicates high adjustment; hence, there is a positive relationship between anger and parenting style ($p<.01$ & $r= .574$). It means that increase or decrease in using authoritarian style will increase or decrease aggression, respectively. Also, there was a negative relationship between aggression and democratic parenting style ($p=.01$ & $r=.264$). There was a negative relationship between adjustment and authoritarian parenting style ($p =.01$ & $r = .565$). Adjustment was negatively related to permissive parenting style ($p= .05$ & $r= -.119$).

Table 1. Correlation matrix between parenting style and anger and adjustment in boys adolescents

	Permissive	Authoritarian	Democratic	Anger	Adjustment
Permissive	1	0.264**	0.330**	0.035	-0.119**
Significance level		0.000	0.000	0.488	.017
Number	400	400	400	400	400
Authoritarian	0.264**	1	0.153**	0.574**	-0.565**
Significance level	0.000		0.002	0.000	0.000
Number	400	400	400	400	400
Democratic	0.330**	0.153**	1	-0.264**	-0.012
Significance level	0.00	0.002		0.000	0.817
Number	400	400	400	400	400
Aggression	0.035	0.574**	-0.264**	1	-0.297**
Significance Level	0.488	0.000	0.000		0.000
Number	400	400	400	400	400
Adjustment	-0.119*	0.565**	-.0012	-0.297**	1
Significance level	0.017	0.000	0.817	0.000	
Number	400	400	400	400	400

Table 2. Correlation coefficient between parenting style and anger in boy students

	Permissive	Authoritarian	Democratic	Anger
Permissive	1	0.264**	0.330**	0.035
Significance level		0.000	0.000	0.488
Number	400	400	400	400
Authoritarian	0.264**	1	0.153**	0.574**
Significance level	0.000		0.002	0.000
Number	400	400	400	400
Democratic	0.330**	0.153**	1	-0.264**
Significance level	0.00	0.002		0.000
Number	400	400	400	400
Aggression	0.035	0.574**	-0.264**	1
Significance Level	0.488	0.000	0.000	
Number	400	400	400	400

Whereas high score in aggression questionnaire indicates high aggression; hence there was a positive association between aggression and questionnaire parenting style ($p = .01$ & $r = .574$). This suggests that increase or decrease in parenting authoritarian style increases and decreases aggression, respectively. Also, there was a negative relationship between aggression and democratic parenting style ($p = .01$ & $r = -0.264$).

Table 3. Correlation coefficient between parenting style and adjustment in boys students

	Permissive	Authoritarian	Democratic	Adjustment
Permissive	1	0.264**	0.330**	-0.119*
Significance level		0.000	0.000	0.017
Number	400	400	400	400
Authoritarian	0.264**	1	0.153**	0.565**
Significance level	0.000		0.002	0.000
Number	400	400	400	400
Democratic	0.330**	0.153**	1	-0.012
Significance level	0.00	0.002		0.817
Number	400	400	400	400
Aggression	0.119*	0.565**	-0.012	1
Significance Level	0.017	0.000	0.817	
Number	400	400	400	400

There is a negative relationship between adjustment and authoritarian parenting style ($p = .01$ & $r = .565$). This suggests that increase or decrease in authoritarian parenting style will increase or decrease adjustment, respectively. Also, there was a negative relationship between adjustment and permissive parenting style ($p = .05$ & $r = .119$).

Table 4. Correlation coefficient of predicting the anger in adolescent boys by parenting styles

	R	R ²
	0.60	0.36

According to table 4, the multiple correlation of 0.60 was obtained and predictive variables predicted 36% of criterion variable.

Table 5. Analyzing the variance of predicting anger by parenting styles

Model	Sum of squares	Degree of freedom	Mean of sum of squares	F- statistics	Level of significance
Regression	25929.679	3	8643.266	75.523	0.000 ^a
Reminders	45320.259	396	114.445		
Sum total	71249.937	399			

With respect to the obtained significance level which is lower than 0.01, the model is significant.

Table 6. Standard and Non-standard coefficients

Model	Non-standard coefficient		Standard coefficient	t- statistics	Level of significance
	.β Coefficient	Standard deviation	.β Coefficient		
Constant	48.069	2.680		17.936	0.000
Permissive	-0.152	0.109	-0.063	-1.396	0.164
Authoritarian	1.116	0.085	0.566	13.147	0.000
Democratic	-0.335	0.094	-0.157	-3.558	0.000

Using ENTER method, the significance model was obtained, R= 0.60 and R²= 0.36, which shows that the predictive variables predict 36% of the criterion variable. Also, regarding the level of significance, it was found that authoritarian and democratic styles had significant influences on the criterion variable. And, the model will be as follows:

Anger= -48.069(democratic) -0.33(authoritarian) 1.116

Table 7. Correlation coefficient of predicting the adjustment in adolescent boys by parenting styles

	R	R ²
	0.57	0.33

The multiple correlation coefficient of .57 was obtained and predictive variables predicted 33% of the variance in criterion variable.

Table 8. Analyzing the variance of predicting adjustment by parenting styles

Model	Sum of squares	Degree of freedom	Mean of sum of squares	F- statistics	Level of significance
Regression	19429.989	3	6476.663	66.563	0.000 ^a
Reminders	38531.371	396	97.301		
Sum total	57961.360	399			

With respect to the obtained significance level which is lower than 0.01, the model is significant.

Table 9. Standard and Non-standard coefficients

Model	Non-standard coefficient	Standard coefficient	t- statistics	Level of significance
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	.β Coefficient	Standard deviation	.β Coefficient		
Constant	79.004	2.471		31.970	0.000
Permissive	0.186	0.101	0.085	1.852	0.065
Authoritarian	-1.081	0.078	-0.608	-13.812	0.000
Democratic	-0.256	0.087	-0.133	-2.950	0.003

Using the ENTER method, the significant model was obtained, where $R = .57$ and $R^2 = .33$, indicating that predictive variables predicted about 0.335 of the criterion variable. Also, concerning the significance level, it was found that authoritarian and democratic variables had significant effects on the criterion variable. Thus, the model will be as follows: Adjustment = $-79.004(\text{democratic}) - .256(\text{authoritarian}) + 1.081$.

4. Discussion and Conclusion

This study was conducted to investigate the relationship between parenting styles and anger and adjustment in adolescent boys of Rasht city.

Findings showed negative relationship between anger and authoritarian parenting style; indicating that with increase or decrease in authoritarian parenting style, aggression will increase or decrease, respectively. Also, the adjustment was negatively related to authoritarian style. There was a negative relationship between adjustment and permissive style. Herein, anger was considered as a reaction to stress. People who have problems with controlling their anger, lack necessary psychological resources to deal with stress. They should learn to deal with and manage stress. This is a concept of cognitive-behavioral therapy that as a result of cognitive structure, the reaction of anger is determined in an insufficient and distorted manner. Because of this, cognitive and behavioral change or modification in situations that arise anger, leads to change and modification of behavior. To clarify the above conclusion, it may be suggested that authoritarian parenting style may intensify anger.

Besides, results showed that aggression is positively related to authoritarian parenting style; indicating that increase or decrease in using authoritarian style will increase or decrease aggression, respectively. Also, there is a negative relationship between aggression and democratic parenting style. This is in consistency with that of Anzay et al. (2011) who found the best practice to decrease aggression and its components is the democratic style.

This may stem in this fact that in authoritarian style, parents use more restrictive actions and punishment which lead to anger expression in teenagers. And, as the democratic parents promote independency in teenagers and control their performance, and there is balance in their responses, control and expectations; hence, their children will be less aggressive.

Based on results, there is a negative relationship between adjustment and authoritarian parenting style; implying that increase in using authoritarian style will decrease adjustment and vice versa.

Baumrind(1971) proposes that authoritarian parents use threatening as a practice to control their children. Golfand and Teti (1990) found that holistic and compulsive parenting styles decrease adjustment in general and cause accommodation behavioral problems, in particular. This result corresponds to that of Anzabi et al. (2011). They found that the best parenting practice to decrease aggression and its components is democratic style.

These results show that parents with authoritarian parenting style use compulsion, punishment and blame, which eventually result in shaping undesirable feelings in their children, arise emotional isolation and cause maladjustment. So, to gain more knowledge about parenting styles and their influence on children, it may be better for parents to get help from educational consultants and to participate in life skills classes.

According to the results, the parenting style variables predicted about 36% of aggression variable. Besides, in respect of significance level, it was observable that authoritarian and democratic styles had significant effects on criterion variable. This corresponds that of Anzabi et al. (2012) who found the best parenting practice to decrease aggression and its components is the democratic one.

Moreover, according to the findings, parenting styles predicted 33% of adjustment variable. And, there was a significant relationship between authoritarian and democratic parenting styles and the criterion variable.

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