The survey of examine the role of perceived parenting styles on perfectionism in gifted and ordinary teenagers

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ABSTRACT

This study was aimed to investigate the role of perceived parenting styles on perfectionism in gifted and normal adolescents. The study design was causal-comparative. The study society includes normal and gifted secondary school students in Tehran in the 2015-2016 academic year. Among them, 160 students (80 gifted and 80 normal) were selected by cluster sampling method and were tested. Tools of this study were Hill (2004) perfectionism Questionnaire and Bamrind Parenting Questionnaire. To analyze the data, multivariate variance analyze were used. The findings of this study showed that gifted students in compared with normal students experience more negative perfectionism. Also, people with authoritative parenting style in comparison with authoritarian and permissive parenting styles experience more negative perfectionism. At the same time, permissive parenting style in normal students and authoritative and authoritarian parenting style in gifted students experience more negative perfectionism.

KEYWORDS: parenting styles, perfectionism and gifted adolescents.

INTRODUCTION

Perfectionism is among the structures that has been widely studied in recent years. Although initially its negative aspects were merely considered as a structure, recent studies considers it as a complex, multidimensional structures (Navarez & Huelsman, 2011). Those who first studied “perfectionism” defined it as the following: the extreme tendency of an individual to flawlessness where the slightest mistake is unforgivable in which an individual anxiously await for consequences of his failure. Perfectionists consider the world on the law of all or nothing. Any result that may be achieved is either the complete failure or the complete success (Emami, 2003). From the perspective of some experts, the perfectionist people try to achieve the perfect and flawless results. This can damage their mental health. While later the researchers pointed out the multidimensional aspects of perfectionism (Hill, Huelsmen & Araujo, 2010). As Terry-Short, Owens and Dewey (1995) argued that there is a distinction between normal and abnormal perfectionism. Normal and positive perfectionism can increase the individual and social progress in education, job and so forth. On the other hand, abnormal perfectionism is defined as a motivation toward a certain goals in order to avoid the undesired consequences (Naderi & Novindegan, 2014). This structure is described as a multi-dimensional attribute consisting of components including high individual standards, parental expectation and criticism, fear from mistakes, organized structure and doubt about the actions (Davis, 2009). Although the “perfection” itself is considered in its desired form that is far away from the present situation, due to the attention to this distance as well as to the fact that what reference determines the desired form of perfection, perfectionism reaches its various species some of which is considered as abnormal. The forms of perfectionism are divided into the following forms: healthy and unhealthy perfectionism (Stamp & Parker, 2002), positive and negative perfectionism (Teryshot, et al., 1995) and active and passive perfectionism (Adkins, et al., 1996). The remarkable point is common point between these divisions concerning the attention to the normal and abnormal characteristics of perfectionism. Undoubtedly, the normal aspect of perfectionism is associated with positive individual and social consequences and achievements, while its abnormal aspects is followed by the undesirable consequences (Stuier & Chaildz, 2010). Chorpita and Barlow (1998) have considered the various familial variables associated with the incidence of these emotions including parenting style. Other various studies concerning the relationship between perceived parenting style and various psychological variables suggest that this component is associated with various variables including coping skills, psychological well-being, various aspects of perfectionism, anxiety, depression, academic achievement and children and adolescents’ compatibility (Aquilino and Supple, 2010).
2008; Cramer, 2002; Gorji & Mahmoudi, 2012). Several studies have conducted in this area includinh Craddock, Church and Sands (2011) who found that the functional and non-functional perfectionism is associated with authoritarian parenting style by which it can be predicted. In addition, in another study conducted by Kamura et al. (2002) aimed to determine the relationship between perceived parenting style and perfectionism among the students. They found that the perception of authoritarian and violent parents is associated with high level of concern over the doubts and mistakes about the actions that both are considered as the components for maladaptive perfectionism (Kamura et al., 2002). Ebrahimi and Zarei (2014) in a study conducted on 97 high school girls found that the authoritarian parenting style has been highly contributed to the prediction of children’s perfectionism and therefore the authoritarian parenting style plays more important role in predicting perfectionism compared with permissive parenting style. The studies by Besharat, Aziz and Poursharifi (2011) conducted on the relationship between the parenting styles and children’s perfectionism suggested that the families with authoritarian parenting style encourage children toward the complete and perfect performance and behavior reacting toward their failure with anxiety, hopelessness and therefore, the children fear from any mistake and try to avoid failure through being perfect (perfectionism). In fact, the families increase the negative perfectionism among their children. Farazi, Khamesan and Asadi Yunesi (2013) found that among the parenting style, it is only the mothers’ involvement and intimacy that has a negative significant relationship with society centered perfectionism. As a result, the mothers’ warmer relationships with children and their involvement in children’s activities would result in the reduced society-centered perfectionism. Jahanbakhsh et al., (2013) in a study found that the healthy perfectionism were more in authoritarian parenting style while there were less in neglectful parenting style. The unhealthy perfectionism were more in permissive parenting style compared to the authoritarian parenting style. Among the factors affecting the perfectionism with positive and negative aspects, is the wisdom and intelligence that is significant particularly among the intelligent individuals. Sigel and Sholer (2000) in a study examined the dimensions of perfectionism and intelligence among the guidance students and found that there is a difference between this group and normal group so that the intelligent students were normal in showing anxiety toward their mistakes, parent’s criticism and expectations, while they were less successful concerning the discipline and personal criteria compared with normal students. Another study aimed to compare the perceived parenting style among the intelligent and normal female students showed that more controlling actions result in their more sensitivity toward the negative evaluation (Pakdaman, Mortazavi and Nasiri, 2013). Besharat, Karami and Ezhei (2010) found that there is a difference between the normal and intelligent students concerning the society – centered perfectionism. The study on the comparison of perfectionism among the normal and intelligent students conducted by Jamshidi et al. (2009) also indicated that the students of exceptional talents schools objectively has less discipline compared to the normal peers. Now in this study, we seek to:

Is there a difference between normal and intelligent students concerning perfectionism?
Is there a difference between the perfectionism among the adolescent and various parenting styles?
Do the interaction between perceived parenting style and the students (normal and intelligent) affect the perfectionism?

Research method
This is a casual comparative study where the statistical population included all the high school students during 2015 – 2016 in Tehran city using the multistage cluster sampling method. Since this a casual comparative study, the sample size consisted of 15 individuals for each subscale (Sarmad, 2010). In the present study the sample size consisted of 160 individual (80 for normal and 80 for intelligent).

Research tools
baumrind Parenting style Inventory: this is a 30-item questionnaire developed by baumrind (1973). This questionnaire evaluates the parenting styles in three components including permissive parenting style, authoritarian method and reassuring parenting style. Buray (1991) used differential method for verifying the validity and reliability of the questionnaire and found that there is a negative relationship with permissive parenting style (r=0.38), and authoritarian parenting style (r= 0.48) and the permissive parenting style was not significantly associated with authoritarian style (cited by Mehr Afroz, 1999). He used re-test to calculate reliability and obtained the following results. permissive style, 86% for authoritarian style and 0.78 for democratic style. He also calculated the internal consistency using Cronbach's alpha coefficient that was equal to 0.75 for permissive style, 0.85 for authoritarian style and 0.82 for democratic style.

Perfectionist inventory: This questionnaire was developed by Hill et al., (2004) consisted of 59 questions and 8 subscales. The answers ranges from totally disagree to totally agree in 5item Likert scale. Jamshidi et al., reported
the Cronbach’s alpha, after studying 300 students equal to 0.90 for positive perfectionism and 0.86 for negative perfectionism. The validity and reliability of this questionnaire have been proven in several studies (Jamshidi, et al., 2009).

Findings

<table>
<thead>
<tr>
<th>Variation source</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive perfectionism</td>
<td>596/75</td>
<td>1</td>
<td>596/75</td>
<td>132/28</td>
<td>0/001</td>
</tr>
<tr>
<td>Negative perfectionism</td>
<td>133/22</td>
<td>1</td>
<td>133/22</td>
<td>45/25</td>
<td>0/001</td>
</tr>
</tbody>
</table>

Table 1. Multivariate variance analysis for comparing the perfectionism between normal and intelligent students

Table 2. Multivariate variance analysis for comparing the perfectionism between various parenting styles

<table>
<thead>
<tr>
<th>Variation source</th>
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<th>df</th>
<th>Mean squares</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive perfectionism</td>
<td>164/15</td>
<td>2</td>
<td>82/07</td>
<td>11/25</td>
<td>0/001</td>
</tr>
<tr>
<td>Negative perfectionism</td>
<td>7/30</td>
<td>2</td>
<td>3/76</td>
<td>0/97</td>
<td>0/38</td>
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Table 3. Multivariate variance analysis obtained from the interaction of the group and parenting style for the variable “perfectionism”.

<table>
<thead>
<tr>
<th>Variation source</th>
<th>Variable</th>
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<th>df</th>
<th>Mean squares</th>
<th>F</th>
<th>Sig.</th>
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<tbody>
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<td>2</td>
<td>8/53</td>
<td>2/07</td>
<td>0/12</td>
</tr>
<tr>
<td>Parenting styles</td>
<td>Negative perfectionism</td>
<td>8/20</td>
<td>2</td>
<td>4/10</td>
<td>1/59</td>
<td>0/20</td>
</tr>
<tr>
<td>Positive perfectionism</td>
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<td>1</td>
<td>485/15</td>
<td>117/95</td>
<td>0/001</td>
<td></td>
</tr>
<tr>
<td>Negative perfectionism</td>
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<td>1</td>
<td>115/61</td>
<td>44/90</td>
<td>0/001</td>
<td></td>
</tr>
<tr>
<td>Positive perfectionism</td>
<td>58/54</td>
<td>2</td>
<td>29/27</td>
<td>7/11</td>
<td>0/001</td>
<td></td>
</tr>
<tr>
<td>Negative perfectionism</td>
<td>57/47</td>
<td>2</td>
<td>28/73</td>
<td>1/16</td>
<td>0/001</td>
<td></td>
</tr>
</tbody>
</table>

DISCUSSION AND CONCLUSION

The findings of the study suggested that there is a significant difference between the positive and negative perfectionism among the normal and intelligent students. These findings were in line with the studies by Sigel & Sholer (2000), Pakdaman et al., (2013) and Besharat et al., (2010). According to Horney (1950), the perfectionism is one of the needs in all individual that is highly regarded and is associated with the individual’s tendency to immunity from others’ criticisms. The perfectionist individual tries to protect himself from other’s criticisms not showing any weakness. However, these structures have also either positive or negative structures. When an individual tries to perfectionism in line with the social goals and seeks to the potential and actual abilities. In contract, when the perfectionism force an individual to satisfy others’ needs or an individuals considered goals that are out of his capacities and talents, can have a devastating effects on the individuals’ life. The determination of the goals and desires were more in among those who were intelligent and the perfectionism for these individuals not only damage the mental health but also can improve its personality (Shafren, 2001). In contrast, when the individuals are not compatible with goals and desires and cognitive abilities, the perfectionism is associated with negative aspects leading to neurotic aspects of it. Totally, it seems that the lack of coordination between the internal and external desires in normal people can lead to the increased negative perfectionism and reduced positive perfectionism. In addition, the findings obtained from the study showed that there is a significant relationship between the positive perfectionisms and various parenting style, these findings are in line with the studies conducted by Kamra et al., (2002) , Farazi et al., (2013 ), Jahan Bakhsh et al., (2013). According to the researchers including Cox & Clara (2002), Belft (1995), the family and the social environment play an important role on the development of the perfectionism for children and the childhood experiences, particularly in relation to the parents are among the most important factors and causes of the perfectionism. It seems that when parents are intrusive, annoying, punitive, children can develop the negative aspects of perfectionism (Anas et al., 2009). In contrast, when the parent are hostile, the children are provided with sufficient time to develop the positive aspect of perfectionism, resulting in his improvement in their personality and therefore they can achieve their desired goals and desires (Cradock, 2011). The findings obtained from the present study also indicated that the permissive parenting style among normal students and authoritarian and democratic parenting style among the intelligent has higher level of negative perfectionism. Perfectionism is considered as a personality structure with attributes trying to be perfect and flawless determining the extreme criteria in the performance with the critical evaluation of the behaviors (Jahan Bakhsh et
al., 2013). Nevertheless, it should be noted that this structure has multidimensional nature that is affected by interpersonal components and environmental factors. The interpersonal factors include the expectation of self, knowledge about the abilities, the goals and ideals and environmental factors include the high level of expectation of others particularly the parent from children. If there is a coordination between the external expectation and the real efforts of the individuals. It can lead to positive and effective perfectionism while lack of coordination can lead to the negative aspects of perfectionism resulting in the neurotic perfectionism. The difference between the perfectionism in terms of the interaction between the group (normal and intelligent) and curious parenting styles (permissive, authoritarian and democratic) is affected by such an issue. By considering the intelligence as an innate cognitive variables and parenting style as an environmental factor, it can be said that the students of the exceptional talent schools select the goals that are far more difficult other than those in normal school whose requirement is the exposure to the familial and emotional conditions. Tent the desires of the parent are not consistent with the goals of students, the student not only cannot achieve their goals but also can develop anxiety and high level of stress. It is in this situation that the individuals considered the desires of others superior that one self in order to satisfy the others (parents) that the negative aspects of the perfectionism can be developed in their personality proving the ground for neurotic perfectionism and mental damages.

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