

Studying the Relationship between Parenting Methods and Students' Shyness in the High Schools of Eghlid City

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ABSTRACT: Introduction: human is a social creature that needs communicating others so that satisfy many of his/her needs in terms of capabilities and creativities actualization through interpersonal interactions and social communications. This is why that human seeks to achieve the skills for facilitating the communications with others and obtains his/her perfection. Research methodology: this study is a correlational research. In such researches, the authors examine direction and degree of the relationship between research variables. Generally, there are several factors and phenomenon that can influence the shyness. This is why that the present is determined to examine the relationship between the parenting methods (landscape, arbitrary, and powerful) and the students' shyness in the high schools of Eghlid city. The statistical sample of this study includes 166 ones of the statistical populations that have been selected randomly. The research data has been collected from these 116 ones. In order to collect the research data, the shyness scale that has been developed by Samoei was used and also the questionnaire of parenting methods of Bamrid was used. In order to analyze the research data and test the hypotheses, correlation coefficient has been employed in the SPSS. Results: the results of this study revealed that there is a significant relationship between parenting methods and the students' shyness ($p \leq 0.05$). Also the results showed that the permissive parenting methods has positive relationship with students' shyness significantly ($p \leq 0.037$, $r = 0.19$). Also a significant negative relationship has been found between authoritative parenting methods and students' shyness ($p \leq 0.040$, $r = -0.19$). Finally, the results revealed that there is a significant positive relationship between arbitrary parenting and students' shyness ($p \leq 0.027$, $r = 0.20$). Conclusion: it can be said as a result that the authoritative parenting methods lead to less shyness among students.

Keywords: Parenting Methods, Shyness, Students.

INTRODUCTION

One of the main problems that influences young people's effectiveness and efficiency and also prevents from their health identity and actualization of mental and physical capabilities is the problem in social communications or shyness (Montazerghayb, 2009). The shyness refers to paying more attention to the self and actions and fear from contacting others, fear from communicating others and interacting them, fear from not being confirmed by others, concern about ridiculing by others, inability in expressing emotions and thoughts, valuating others' judgments, and reviewing the irrational and automatic thoughts in a new position with strangers (Zimbardo and Radle, 1981). The sense of shyness is one of the most important issues in both psychology and psychiatry that is studied by many authors and researchers in today's world. Many psychologists, sociologists, and psychiatrics strived to define the shyness experience, but it is a concept that was defined rarely by Heiser et al, (2003) (Borna, 2011). They believe that shyness is a personality trait, attitude, or a preventive condition. On the other hand, shyness refers to a mental, emotional, and social phenomenon that is created during human evolution because of several reasons and cannot

be treated by drug (Zimbardo and Radle, 2001). All in all, the shyness is a social phenomenon that can be characterized through anxiety in social situations, social prevention, or interpersonal behaviors that derive from concern about interpersonal evaluations. Generally, shyness can be defined as a concern and prevention (Jones et al., 1986), (Rajabi, 2010). Because the construct of shyness is defined based on the cognitive standard criteria, it has a social heterogeneous form and also is considered as a form that is not recognizable from psychiatric disorders (Heckelman and Schneier, 1993), (Hopko et al., 2005), (Rajabi, 2010). Shyness also is a silent individual problem that is breached out so much that can be considered as a social problem. The reason is that shyness leads to social anxiety, social fear, lack of confidence, lack of social skills, and inconsistency in the community (Zimbardo, 2000). There are several child, teenagers, and adults in every society that facing with behavioral disorder and prevent themselves from social personality development. In many cases, shyness is the main obstacle in actualizing capabilities, creativities, and responsibilities (Afroz, 2002). Zimbardo, (2000) believes that shyness is an extreme attention to self, mental involvement toward thoughts, emotions, and physical reactions that can result in a poor social anxiety or a preventive and serious social fear. The results of some studies revealed that there are factors that have relationship with shyness. For example, Rubin and Crosner, (1986) indicated that the low levels of social acceptability increases the danger of low levels of confidence. Rubin et al. (1990) found that shyness is predictive factor of social acceptability and low levels of confidence. Ginsburg et al, (1998) indicated that the shy people have low confidence and social acceptability. Deniz and Hamarta, (2005) found in their study that there is a significant relationship between poor social skills with sense of singleness, poor intrapersonal communications, and low confidence. The results of the study that has been done by Erozkan, (2009) revealed that shyness, social anxiety, and confidence are the main predictors of singleness sense. Psychologists refer to family as one of the fundamental reasons of such personality characteristics and believe that every behavior has its own backgrounds and derives from its factors. Also family or parenting methods are the main effective factors on these behaviors (Behmanesh, 2010). The parenting methods refer to the especial parenting methods that influence child's revolutionary issues independently or dependently. This also refers to the parents' responsibility and accountability (Bruke, 2005), (Ejheyi, 2011). Bamrind indicated that there are at least three parenting methods. These include authoritative, authoritarian, and permissive. The authoritarian parents not only expect their child to express matured behaviors and determine the clear behavioral orders for them, but also encourage them to be autonomous, and have flexible system for interactive communications with child. The authoritative parents usually value their autorotation and discourage their child to challenge parents' autorotation. In this method, the child is not permitted to discuss with their Parents or decide autonomously. The permissive parents allow their child to regulate their behavior, decide for themselves, and also they do not regulate any rules for screening their child's behavior (Bamrind, 1966), (Ejheyi, 2011). Every type of disorder in the family can have destructive effects on the child. The family can create both positive and negative characteristics in child. The reason is that learn the first experiences of life from his/her family and this is that influence their future activities and growth. All of the intrapersonal conditions and behaviors among social and non-social teen and mature periods derive from child's primary experiences in the family (Ahmadvand, 2010). One of the most important studies in terms of our research has been done by Chari (2007). He strived to identify and examine the role of family factors on presence of shyness. These factors include authoritative, permissive, and authoritarian parenting methods, control-based parenting methods, affection, and cool family atmosphere. The results of this study revealed that there is a significant relationship between parenting methods and students' shyness. Also the results of their study revealed that the control, affection, and cool family atmosphere are the main predictors of shyness. Vederohie et al, (2010) examine the relationship between parenting methods and female students' shyness in the high schools in the city of Noorabad Va Mamasani in their study and found that the parenting methods and parents' expectations have significant relationship with students' shyness. Also the results of their study revealed that there is a significant negative relationship between affective parenting methods and female students' shyness. A significant negative relationship was found between autonomous parenting methods in the personal issues and female students' shyness. Finally, the results showed that there is a significant relationship between age and female students' shyness. Because some studies have been done in terms of this issue and also because there are several factors about these factors that have not been answered to now, the present study was aimed to study the relationship between parenting methods and students' shyness in the high schools of Eghlid city.

Research methodology

The present study is a correlational research.

Table 1. the demographic characteristics of respondents

Gender	Frequency	%
Male	63	54.3
Female	53	45.7
Total	116	100

The statistical population and sample: The statistical population of this study includes all of the students in the high schools of Eghlid city in 2012. A sample of 116 students has been selected from this population randomly.

Data-measurement instrument: in order to collect the research data, the questionnaire of shyness that has been developed by Samoei in 2003 was used with 44 questions. The results of a study that has been done by Samoei indicated that the shyness questionnaire has good psychometric conditions and is applicable in the research and psychological cases. This questionnaire has been developed in five-point scale in which 1 refers to never, 2 refer to rarely, 3 refer to sometimes, 4 refer to almost, and 5 refer to always. The respondents were asked to study the questions and then select the option that suits their mental-psychological conditions. The scoring method of the questions with positive content can be done from zero to four and can be done from four to zero for negative questions. The characteristics of the questionnaire have been indicated in the following section.

1. **Internal homology of the questions:** in order to this, the correlation between score of every question and total score of the questionnaire has been calculated. The results of this step indicated that there is a significant positive correlation between all of the questionnaire items and total score of questionnaire.
2. **Questionnaire reliability through Cronbachs' Alpha Coefficient:** This value was 0.86 for female students and 0.8 for male ones and also its total value was 0.83.
3. **Questionnaire reliability through the half method:** this value was 0.7 that is significant ($p \leq 0.0001$).

The statistical characteristics of the shyness questionnaire have been indicated in the following section. The findings revealed that the first quarter was 0.87, average, medium, and mod was 95, and the third quarter was 106. The findings revealed that the materials have normal distribution.

The parenting methods scale: this scale is derived from theory of parents authorization that has been developed based on Bumrinds theory according to three models of permissive, authoritative, and authoritarian parenting methods. This has been developed for examining the penetration styles and parenting methods. This questionnaire consists of 30 materials that 10 materials of them refer to the absolute permissive, 10 materials refer to the authoritative method, and 10 materials refer to the authoritarian method of parents in terms of child parenting methods.

Reliability: this questionnaire has been used by Esfandiari, (1995) and Binem, (2000) in their study. Esfandiari (1995) indicated that retest reliability of this questionnaire was 0.69 for permissive parenting, 0.77 for authoritative parenting, and 0.73 for authoritarian parenting. The reliability of this questionnaire was 0.81 for permissive parenting, 0.85 for authoritative parenting, and 0.92 for authoritarian parenting (Bori, 1991). Also he indicated the following reports for validity of the questionnaire: there is a significant negative relationship between father's authoritative and permissive method (0.50) and authoritative method (0.52).

Data collecting method and implementation method: as indicated in past sections, this study is a correlational research. The statistical sample of this study includes 116 students from statistical population that have been selected randomly and then the shyness and parenting methods questionnaires have been distributed among them.

Data-analysis methods: in order to analyze the research data and test the hypotheses, descriptive and inferential statistics have been used in the SPSS. Pearson correlation coefficient, multi-variable regression, paired-sample t test, and Cronbachs' Alpha Coefficient are the main inferential statistics that have been used in this study.

RESULTS AND DISCUSSION

Results

The collected data has been analyzed in this study, the findings of this study can be offered in two parts including descriptive and inferential statistics.

Table 2. the average, standard deviation, and respondents' scores in terms of research variables

Variables		Average	Standard deviation	Frequency
Parenting methods	Permissive parenting	20.53	5.07	116
	Authoritative parenting	22.84	5.69	
	authorization parenting	30.23	5.48	
Shyness		76.57	17.37	

First hypothesis: There is a significant relationship between permissive parenting method and students' shyness.

Table 3. correlation coefficient between permissive parenting method and students' shyness

The predictive variable	Statistical indexes	r	p	Frequency
Permissive parenting method	Shyness	0.19	0.037	116

As indicated in table 3, there is a significant positive relationship between permissive parenting method and the students' shyness ($p \leq 0.037$, $r: 0.19$). Therefore, it can be said that the first hypothesis is confirmed. In other words, it can be said that the permissive parenting method results in more shyness among students.

Second hypothesis: there is a significant relationship between authoritative parenting and students' shyness.

Table 4. correlation coefficient between authoritative parenting method and students' shyness

The predictive variable	Statistical indexes	r	p	Frequency
authoritative parenting method	Shyness	0.20	0.027	116

As indicated in table 4, there is a significant positive relationship between authoritative parenting method and the students' shyness ($p \leq 0.027$, $r: 0.20$). Therefore, it can be said that the first hypothesis is confirmed. In other words, it can be said that the authoritative parenting method results in more shyness among students.

Third hypothesis: There is a significant relationship between authorization parenting method and students' shyness.

Table 4. correlation coefficient between authorization parenting method and students' shyness

The predictive variable	Statistical indexes	r	p	Frequency
authorization parenting method	Shyness	-0.19	0.040	116

As indicated in table 4, there is a significant positive relationship between authorization parenting method and the students' shyness ($p \leq 0.040$, $r: -0.19$). Therefore, it can be said that the first hypothesis is confirmed. In other words, it can be said that the authorization parenting method results in less shyness among students.

Fourth hypothesis: There is a significant relationship between parenting methods (including permissive parenting, authoritative parenting, and authorization parenting) and students' shyness.

Table 5. the multi-variable correlation coefficient of parenting methods and students' shyness through ENTER method

The predictive variables	R	R ²	F	P	β	T	P
Permissive parenting	0.35	0.12	5.31	0.002	0.18	2.00	0.047
Authoritative parenting					0.21	2.30	0.023
authorization parenting					-0.24	2.70	0.008

As indicated in table 5, the regression of shyness is significant for parenting methods (permissive method, authoritative parenting, and authorization parenting, $p \leq 0.002$, $F: 5.31$). Therefore, it can be said that the fourth hypothesis of this study is confirmed. The results revealed that the permissive parenting methods with beta of 0.18 and authoritative parenting methods with beta of 0.21 influence students' shyness significantly. On the other hand, the results revealed that authorization parenting method with beta of 0.24 influences students' shyness negatively. Also the coefficient of determination (R^2) indicated that about 12% of the shyness variances can be explained by predictive variables.

Discussion:

The human facing many problems in creating interpersonal relationships and social consistencies from entering to a collective life and living with others for achieving more security and easement. Undoubtedly, many people have several problems in terms of communications and social consistencies in today's complex world. This is more constructive than physical illness. Indeed, there are many cases that the physical illnesses are derived

from emotional and mental pressures and inappropriate and unsuccessful interpersonal relations (Afroz, 1997). The shyness is one of the phenomenons that many people's undertake it. There are many teenagers, Youngers, and child that undertake shyness and cannot actualize their capabilities and creativities. On the other hand, the shyness influences their interpersonal relations and social consistencies negatively. The family is the first environment that the children know interpersonal relations and can be developed in such environment (Ahadi and Banijamal, 1992).

CONCLUSION

The purpose of this study was to study the relationship between parenting methods and students' shyness of high schools in the city of Eghlid. The results of this study revealed that there is a significant relationship between parenting methods and students' shyness. The results of this study are in consistency with findings of past studies and also can be explained by them. For example, the results of this study are in consistency with the findings of Haydrovize, (2010), Khoeinejhad, (2007), and Lalifaz, (2008). As indicated in past sections, there is a significant negative relationship between authoritative parenting method and students' shyness. This means that increase in the authoritative parenting results in less shyness among students. Because the child with reliable and authoritative parents desire to do positive works, affect toward peers, cooperation with adults, autonomous, activation, educational achievement, and being continence (Berent, 1992). Also the results of our study are in consistence with findings of Baldwin, (1945). He found that there are significant relationships between the parents' democratic and acceptor attitude, rational and authoritative attitude, powerful attitude with child's mental development, emotional security, high skills, high confidence, high adequacy, and mental health. On the other hand, the exclusion and aggressive parents have child with several negative characteristics such as uncertain, unruly, aggressive, and militant. If the child has continuous control, rational limitations, individual freedom, and individual autonomous, they will desire to more social responsibility, high confidence, dialogue skills, individual autonomous, and cognitive adequacy (Smith, 2000). Other studies such as Drovize, (2010) and Chai, (2007) confirm these findings. Another part of the results revealed that there is significant relationship between permissive and authoritative parenting method and shyness. This refers that increase in the permissive and authoritative parenting method results in more shyness among students. These findings are in consistency with Brosheiny, (1994). He found that the supportive behaviors of parents results in self-expression behavior among child. On the other hand, the results of his study revealed that there is a significant relationship between punishing parents and child's positivity, continuous anxiety, and stress. The results of the study that has been done by Falsi, (1940) in terms of the relationship between parent and child indicated that the child can learn characteristics such as confidence, automatous, leadership, extraversion, successful exposure ability, and individual control in the affective climate of family. However, it implies that the individual efforts and autonomous in decision making and also autonomous behaviors are encouraged and rewarded (Baumrind, 1996). The parents who control their child seriously and interest about satisfying their own needs than child's that, cultivate the child with rare confidence and autonomous. Finally, the results of the study that has been done by Nelson, (2001) in terms of the relationship between parenting methods and child's shyness indicated that the controlled child have more shyness.

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