

Prediction of Self-Motivation on the Basis of Parental Styles and Parental Perfectionism in the Sixth Grade Elementary Students

Tayebeh Kalantari Sarcheshmeh, Mohammad Hosein Fallah and Saeid Vaziri
Department of Counseling, Islamic Azad University, Yazd Branch, Yazd, Iran

Abstract: One of the most important elements in any business is motivation to do the job, these incentives can be given to you by the environment, including family or you can motivate yourself. This study aimed to predict Self-motivation on the basis of parental styles and parental perfectionism in the sixth grade elementary students. The research method was correlation and statistical population included all students of the sixth grade of primary school education in Yazd city which had been studying in the academic year 2015-2016. The sample consisted of 282 students in the sixth grade of primary school and they were selected by convenience sampling method. The data were analysed by perfectionism questionnaire of Hill and educational styles of Baumrind and Researcher made self-motivation questionnaire. In this study, descriptive statistics were used to describe the variables better. Statistical indicators, including frequency, mean and standard deviation are used. In order to investigate the role of predictive variables, stepwise regression analysis was used. The results suggest that parental styles and parental perfectionism predicts 15% of self-motivation in students, so the main hypothesis was confirmed in this study.

Key words: Self-motivation, perfectionism, educational styles, Baumrind and researcher, predictive variables

INTRODUCTION

One of the most important rules for success in any business is creating an incentive to do it. Creating motivation for one's self is called Self-motivation. These incentives can be given to you by your surroundings or you find your own motivation. Motivation is related to processes that give force and direction to behavior. These processes include needs, cognitions, emotions and external events. Needs are related to internal conditions that are necessary for life and growth and health. Knowledge include, ideas, beliefs, mental events, expectations that show how to think more. Emotions are mental, biological, social and multi-dimensional and purposeful phenomena (Alden and Bieling, 1993).

External events are incentives that make the behavior of the individual stronger and the events that had led to this event may predict positive or disturbing consequences. If we consider the character as a combination of actions, thoughts, emotions and motivations of the individual, character builder components may vary in people. On the other hand it is possible that these components are combined in different ways so that they create different personality patterns. Many researchers believe that the individual differences and personality characteristics, distinguishes the people's respond to stressful situations (Abbaspoor, 2006).

Reaction of people in adolescence to their surroundings is naturally influenced by social norms and culture that they grew up among them (Quade, 2009).

The role of parents' attitudes is an important issue in the field of education and psychology. This is of particular importance that society of today family is losing its shape and importance. As a result, relations within the family, the relations of parents and children on the one hand and children's relationships with the other people on the other hand have been transformed. So the family that forms the core of society and has a significant role in shaping children's personality should be the center of focus. On the other hand maintaining and improving physical and psychosocial health of children by parents is one of the main tasks of parents, that is affected by parenting attitude (Rezaei, 2008).

Certainly parenting style has a significant impact on the development of children. Research indicates that one of the major factors affecting self-esteem and child behavior is parent-child relationship (Tanhaye and Hejazi, 2012). Therefore, maintaining a positive relationship between parents and teenager can increase his motivation related to his academic success. And lack of attention of parents to building a healthy mental and emotional environment for children and adolescents and lack of proper relations, in most cases cause emotional, motivational shortage and psychological problems (Stafford, 1991).

One important component that is always considered by education professional's students' achievement motivation. Achievement motivation is the most important type of motivation for educational psychology. This factors influencing the learning process is associated with various psychological variables. Perfectionism is one of the important personality variables that can affect the type and level of motivation. Studies show that there is a relationship between perfectionism, especially its negative aspects with psychological injuries (Farahani, 2006). Parental Expectations and in other words perfectionist parents are a kind of fulcrum on which the self-esteem of children is uncertain and shakily built. If these expectations are reasonable, they could be used as a stimulus factor in the growth and development of the child's personality and confidence and if irrational and negative can result in failure and vulnerability of confidence of the child (Alden and Safran, 1987).

In Iran studies about the relationship between perfectionism parenting and self-motivation has been rarely done and it has not been determined whether these factors affect self-motivation. Due to the positive psychology movement in recent years about the role of these variables in the self-motivation, need for more research on identification and the proportion of each of the factors influencing the self-motivation seems essential. According to the content mentioned above and the role of these variables in self-motivation, the aim of this study was to determine the share of each of perfectionism and parenting styles in predicting students' self-motivation.

Theoretical foundations and literature review:

Mehrabizade *et al.* (2005), based on research conducted on pre university female students argue that perfectionism has a relationship with depression, anxiety, phobia and aggression. Furnhan and Cheng (2000) in a study on university students showed that there is a negative relationship between perfectionism and self-expression it means that the more the students are perfectionists, they are more unable to express themselves and get their right. Mehrabizadeh *et al.* (2005), in a study examined fear of success, self-esteem, perfectionism and fear of negative evaluation with imposter syndrome in graduate students of Shahid Chamran University of Ahvaz showed that fear of success, perfectionism and fear of negative evaluation has positive correlation with imposter syndrome and self-esteem has negative correlation with imposter syndrome.

Abbaspoor (2006) in a study to determine the relationship between perfectionism and self-esteem and mental health in students of Tehran University in

2004-2005 perfectionism showed that there are significant differences between male and female students, showed that there are significant differences between Perfectionism in male and female students in other words, perfectionism is more in men more than women. But in both self-esteem and mental health, the difference between genders was not significant. The results showed a significant negative relationship between perfectionism and psychological health and positive and significant relationship between self-esteem and psychological health. Studies have shown that the relationship between perfectionism and self-esteem is negative and significant. The findings of Burk (2007) that was done to study the relationship between dimensions of perfectionism and coping with stress and academic motivation in students with high academic achievement shows that for the dimensions of perfectionism there is a positive relationship between extrinsic motivation and other oriented perfectionism. Among the methods of coping with stress, ways of emotion and methods of avoidance has significant positive correlation with extrinsic motivation and Problem-oriented methods has a significant positive relationship with intrinsic motivation and has a n has opposite relationship with the lack of motivation and also there is a positive and significant relationship between perfectionism and self-centered and other-oriented ways of coping emotionally.

Jamshidi and Latifian (2009) in research on gifted and regular schools showed that students in aspects of (negative perfectionism) did not have significant difference with normal students but in the positive dimensions of perfectionism gained less score. Dabiri (2012) concluded that parenting styles have a significant effect on self-esteem. A possible explanation for this lack of effect is the existence of mediator variable to establish the connection between parenting styles and self-esteem of people Prosser. Rice *et al.* (1996), examined the association between self-esteem and perfectionism types, as well as the relationship between perfectionism and spatial features of the family types. The results showed that the perfectionists described their parents as less encouraging. This study suggests that all people with varying degrees perfectionist find their parents as perfectionist and demanding and strict. Sharifi (2011) in their study showed that only authoritative parenting style has impacts on self-esteem. Sumik and Kandak (2001) investigated the relationship between perfectionism and self-esteem and the results of this study showed that there is a negative correlation between perfectionism and self-esteem. Examined the relationship between perfectionism and anxiety on a sample of 185 students. The results of their study showed that perfectionism had

a strong relationship with anxiety and depression. Also feeling of concern is associated with anxiety and depression.

Enns *et al.* (2002) showed that the perfectionist parents have high expectations of their own selves and their children and this is associated with perfectionism and inconsistency of the children. Young *et al.* (2004) investigate the relationship between perfectionism of parent and self-esteem of the children. The results showed that there is a negative correlation between parental perfectionism and self esteem in children. Ebrahimi (2004) in a study entitled intergenerational transmission of perfectionism, investigate the role of parents in perfectionism of their children. The results showed that the perfectionism in parents has an impact in perfectionism of children. The results also showed that there was a stronger relationship between perfectionism of fathers and perfectionism of daughters. Young *et al.* (2004) investigate the relationship between perfectionism in parents (mothers = 18) and (76 = fathers) and self-esteem of the child (Children = 90). The results showed that there was a negative correlation between perfectionism in parents and self-esteem of children. Sheffield *et al.* (2005) investigate the role of perfectionism of mothers in developing children's perfectionism; results showed that students whose mothers were perfectionism had higher rates of perfectionism. Vitcher investigated the relationship between perfectionism and development by using the scale of MPS on 130 students found that students with high levels of self-oriented and self-oriented perfectionism and have a tendency of have higher levels of development in the class and the community oriented aspect is negatively correlated with academic achievement.

Bardon investigate the relationship between perfectionism and self-efficacy in a sample of 406 subjects of women. The results showed that there is negative correlation between induced social perfectionism and self-efficacy. Hill *et al.* (2004) investigate the relationship between perfectionism and explicit self esteem and the a moderating role of implicit self-esteem and showed that people with low self-esteem have a small amount of hope and people with lower explicit self-esteem than those with high implicit self-esteem have a greater degree of perfection. Stauber and Hachfeld shown that negative perfectionism (self-criticism) is associated with low self-efficacy and makes a perfectionist person lose his confidence after the defeat. Rice *et al.* (2008, 1996) in a study investigate the relationship between perfectionism in parents and their adolescent children's perfectionism and concluded that there is a relationship between perfectionism parents with children.

Wieth and Trull (1999), Rice *et al.* (2008), Clark and Cocker (2009), Camadan, (2010) and Azizi and Basharat (2011) in their research showed a significant relationship between perfectionism of parents and children, s that the development characteristics of perfectionism in children depends on characteristics of perfectionism in parents. Researchers such as Darling and Steinberg (1993), Brewin *et al.* (1996), Jamshidy *et al.* (2009), De Man (2000), Dunlop *et al.* (2001), Brown and Whiteside (2008), Hewitt and Flett (1991) and Williams *et al.* (2012), all emphasis on role of parents and the quality of communication and interaction between parents and teenagers in the formation of positive self-concept and increasing self-efficacy and self-esteem.

MATERIALS AND METHODS

The method and purpose: This study in terms of purpose is descriptive and it is in regression studies. Regression studies include all research in which we try to discover relationships between different variables using correlation. The aim of regression study is to find the changes of one or more variables with changes of other one or more variables (Khaki, 2011). According to the literature review and the intended purpose of research, the main hypothesis proposed in this study is as follows: Parental styles and parental perfectionism predict the self-motivating of elementary students.

Population and sample: The study population for this study comprised all students in primary school in the academic year 2015-2016 who had been studying in the sixth grade in Yazd. According to statistics provided by the Department of Education in Yazd Province, the total number of students in the sixth grade this year were 16409 students (8343 males and 8066 females) and in the city of Yazd there are 10112 students (5126 males and 4986 females). The sample consisted of 282 primary school students and they were selected by using convenience sampling method.

Data collection: Data collection methods in this study are divided into two general categories: library research and field research. In library method books, magazines and Internet study for the introductory part and literature as well as background of research are used. In the field method also the data necessary to verify the research questions are collected through questionnaires is used for analysis. In this study, to predict self-motivation on the basis of parental styles and parental perfectionism, questionnaire was used. The questionnaire used is closed and specific questions with answers are presented to users.

Table 1: Cronbach's alpha of all questions

Reliability	
Cronbach's alpha	Numbers
0.879	22

For perfectionism the questionnaire of Hill is used and for educational styles questionnaire of Baumrind and Researcher made self-motivation questionnaire are used. Self-motivation questionnaire was designed so that a number of variables were extracted from internal and external sources about the self-motivation. According to the number of experts and people with experience, these independent variables were examined and considering their views, 2 variables were selected and were added to the questionnaire in terms of mental and understandable statements and were provided to participants to obtain answers.

Validity and reliability of self-motivation questionnaire:

In this study, using the comments supervisor to ensure the right questions, that can measure self-motivation at the level of the population, this action was done and it was ensure, later on preliminary design of the study approximately 30 copies of the questionnaires were distributed among the sample then Cronbach's alpha values that were calculated to determine the reliability and Cronbach's alpha was calculated according to the following Eq. 1 (Table 1).

$$\alpha = \frac{sy^2 - \sum si^2}{sy^2} \cdot k$$

K = Number of questions

sy² = Total variance of the observed score

si² = The total variance of the total score

Since Cronbach's alpha of Questions is 0.879 and >7% so the reliability is acceptable.

Data analysis: In this study, descriptive statistics were used to describe the variables better. Statistical indicators, include frequency, mean and standard deviation. In order to investigate the predictive role of variables, stepwise regression analysis was used.

RESULTS AND DISCUSSION

Correlation: Initially correlation between the study variables were analyzed using Pearson correlation coefficient and results are listed in Table 2. The results of

Table 2: Table of correlation between variables

Variables	1	2	3	4	5
Self-motivation	1	-0/09	-0/16	0/23	02/29
Permissive parenting style	---	1	0/21	0/14	0/02
The despotic parenting style	---	---	1	-0/30	0/2
The authoritative parenting style	---	---	---	1	0/31
Perfectionism	---	---	---	---	1

Table 2 shows that the despotic parenting style has a negative and significant relationship with self- motivation (p<0/01 and r = 0/16) and a significant positive correlation with authoritative parenting style (p<0/01 and r = 0/23). There is also a significant positive correlation between Self-motivation of students and parents perfectionism (p<0/01 and r = 0/29).

Testing hypotheses

The main hypothesis: Parental styles and parental perfectionism predict the self-motivating in elementary students. In order to investigate the predictive role of variables to stepwise regression analysis was used.

Table 3 shows that the multiple correlation coefficient for the relationship between parental styles and parental perfectionism and self-motivation of students is 0/38 which at p<0/001 is significant. The amount of R² indicates that parental styles and parental perfectionism predicts 15% of self-motivation in students, so the main hypothesis was confirmed in this study.

Hypothesis 1: Parental styles predict the self-motivating in elementary students. Table 4 shows that the multiple correlation coefficient for the relationship between parental styles and Self-motivation of students is 0/29 which at p<0/001 is significant. The amount of R² indicates that parental styles predict 8% of self-motivation in students, so the main hypothesis was confirmed in this study. The values of the standard weight (β) and non-standard (b) shows parental styles shows that despotic parenting style (0/22 = Beta, p<0/0001) has a positive and significant role in predicting students' self-motivation. In addition permissive style (Beta =-0/15, p<0/01) and authoritarian style (Beta =-0/12 p<0/05) also have a negative and significant role in predicting students' self-motivation.

Hypothesis 2: Perfectionism of parents, predict the self-motivating in elementary students

Table 5 shows that the multiple correlation coefficient for the relationship between parental perfectionism and self-motivation of students is 0/29 which at p<0/001 is significant. The amount of R² indicates that parental perfectionism predicts 8% of self-motivation in students, so the second hypothesis was confirmed in this study.

Table 3: Regression analysis with simultaneous entry to predict students' self-motivation

Indexes	Predictive variables							
	The criterion variable	MR	R ²	F P	perfectionism	Permissive parenting style	The despotic parenting style	The authoritative parenting style
Self-motivation	0/38	0/150	18/12 = F 0001/0 = P	0/26 = β 0/14 = b 4/45 = t 0/001 = P	-0/15 = β -0/52 = b -2/74 = t 0/006 = P	-0/16 = β -0/51 = b -2/69 = t 0/007 = P	0/12 = β 0/29 = b 2/08 = t 0/380 = P	71/64 11/46

Table 4: Results of regression analysis to predict students' self-motivation based on parental educational styles

Indexes	Education style of parents						
	The criterion variable	MR	R ²	F P	permissive parenting style	The despotic parenting style	The authoritative parenting style
Self-motivation	29/0	089/0	02/9 = F 0001/0 = P	-0/15 = β -0/52 = b 2/66 = t 0/008 = P	-0/12 = β -0/40 = b -2/07 = t 0/039 = P	0/22 = β 0/50 = b 3/68 = t 0/001 = P	28/81

Table 5: Results of regression analysis to predict students' self-motivation based on perfectionism of parents

Index	The criterion variable	MR	R ²	F P	Perfectionism	Fixed amount
Self-motivation		0/29	0/880	99/26 = F 0001/0 = P	0/29 = β 15/0 = b 19/5 = t 0/0001 = P	94/48

CONCLUSION

The first hypothesis results showed that among the three educational styles, The despotic parenting style has a significant and positive impact on students' self-motivation and two permissive and authoritative parenting style has a negative impact on students' self-motivation, thus based on the results of this hypothesis it is offered to parents with regard to authoritarian parents with a relatively negative behaviors and preventive punishment, hinder the formation of a sense of self-esteem and confidence in children and permissive parents may have the inaction and neglect and this may show damage in interacting with the child so avoid using authoritarian and permissive styles. Also in despotic parenting style parents try to familiarize the children with undesirable events and aspects of their environment to make them mature and independent and self-motivated.

The results of the second hypothesis suggest a positive impact of perfectionist parents on self motivation. In this regard, given that children have the most interaction with their parents and in other words, perfectionist parents' expectations are a base on which child's self-esteem is based on.

If these expectations are reasonable, they could be used as a stimulus factor in the growth and development of the child's personality and confidence and if irrational and negative can result in failure and vulnerability of confidence of the child. Thus it is recommended parents to have utmost precision in dealing with children and training them. The results of this study are limited to one

geographical area, therefore, to generalize the results to other geographical areas it is recommended to conduct the study in other geographical areas and in other communities such as students of other grades, university students and so on and the results can be compared with this study.

REFERENCES

- Abbaspoor, P., 2006. Investigating the relationship between perfectionism and self-esteem and mental health in students. Master Thesis, Faculty of Psychology and Educational Sciences, Tehran University Teacher Training, Tehran, Iran.
- Alden, L. and J. Safran, 1978. Irrational beliefs and nonassertive behavior. *Cognit. Ther. Res.*, 2: 357-364.
- Alden, L.E. and P.M. Bieling, 1993. Perfectionism in an interpersonal context. *J. Consulting Clin. Psychol.*, 68: 114-124.
- Azizi, K. and M.A. Besharat, 2011. The relationship between parental perfectionism and child perfectionism in a sample of Iranian families. *Procedia Soc. Behav. Sci.*, 15: 1287-1290.
- Brewin, C.R. B. Andrews and A. Furnham, 1996. Intergenerational links and positive self-cognitions: Parental correlates of optimism, learned resourcefulness and self-evaluation. *Cognit. Ther. Res.*, 20: 247-263.
- Brown, A.M. and S.P. Whiteside, 2008. Relations among perceived parental rearing behaviors, attachment style and worry in anxious children. *J. Anxiety Disord.*, 22: 263-272.

- Burke, L., 2007. From Conception to Childhood Developmental Psychology (Translations Seyyed Mohammadi, Yahya). Publishing Arasbaran, Tehran, Iran.
- Camadan, F., 2010. Predicting the students' perfectionism from their parents' perfectionism. *Procedia Soc. Behav. Sci.*, 2: 4260-4265.
- Clark, S. and S. Coker, 2009. Perfectionism, self-criticism and maternal criticism: A study of mothers and their children. *Personality Individual Differences*, 47: 321-325.
- Dabiri and Colleagues, 2012. The development of relations between parenting style. *Shades Res.*, 8: 141-159.
- Darling, N. and L. Steinberg, 1993. Parenting style as context: An integrative model. *Psychol. Bull.*, 113: 487-496.
- De Man, A.F., 2000. Predictors of adolescent running away behavior. *Soc. Behav. Personality*, 28: 261-267.
- Dunlop, R., A. Burns and S. Bermingham, 2001. Parent-child relations and adolescent self-image following divorce: A 10 year study. *J. Youth Adolescence*, 30: 117-134.
- Ebrahimi, G.S., 2004. The Relationship between Anxiety and Depression Dimensions of Perfectionism and Academic Performance of Students. Allameh Tabataba'i University, Tehran, Iran.
- Enns, M.W. B.J. Cox and I. Clara, 2002. Adaptive and maladaptive perfectionism: Developmental origins and association with depression proneness. *Personality Individual Differences*, 33: 921-935.
- Farahani, M.N., 2006. The relationship between mental health of teenagers 15-18-year socio-economic conditions of the parents educational styles. *J. Res. Mental Health J. Chapter*, 1: 45-48.
- Furnham, A. and H. Cheng, 2000. Perceived parental behaviour, self-esteem and happiness. *Soc. Psychiatry Psychiatric Epidemiol.*, 35: 463-470.
- Hewitt, P.L. and G.L. Flett, 1991. Perfectionism in the self and social contexts: Conceptualization, assessment and association with psychopathology. *J. Personality Soc. Psychol.*, 60: 456-470.
- Hill, R.W., T.J. Huelsman, R.M. Furr, J. Kibler, B.B. Vicente and K. Kennedy, 2004. A new measure of perfectionism: The perfectionism inventory. *J. Personality Assess.*, 82: 80-91.
- Jamshidi, A. and H. Latifian, 2009. Comparison of the dimensions of perfectionism of student s in gifted and regular schools. *J. Psychol.*, 49: 20-30.
- Jamshidy, B., M. Hosseinchari, H. Sh and M.R. Razmi, 2009. Validation of new measure of perfectionism. *Int. J. Behav. Sci.*, 3: 35-43.
- Khaki, 2011. Research Methodology at the end of a Programming Approach. Reflected Publications, Tehran, Iran.
- Mehrabizadeh, S., S.S. yeylagh and Haghighi, 2005. And multiple investigates the relationship between fear of negative evaluation with imposter syndrome. *J. Educ. Psychol.*, 3: 24-24.
- Quade, C.M.M., 2009. An investigation of the relationships among performance anxiety, perfectionism, optimism and self-efficacy in student performers. ProQuest, Ann Arbor, Michigan.
- Rezaei, M., 2008. A New Approach to Education, Family and Children. Daneshpur Publishers, Tehran, Iran.
- Rice, K.G., C.M. Tucker and F.F. Desmond, 2008. Perfectionism and depression among low-income chronically ill African American and white adolescents and their maternal parent. *J. Clin. Psychol. Med. Settings*, 15: 171-181.
- Rice, K.G., J.S. Ashby and K.J. Preusser, 1996. Perfectionism, relationships with parents and self-esteem. *Individual Psychol. J. Adlerian Theory Res. Pract.*, 52: 246-260.
- Sharifi, F., 2011. The relationship between the students perception of parenting styles vice chancellor of academic self-regulation and thus their religious Tgyry zone 2 in the Kerman Middle School. Master Thesis, Faculty of Education and Psychology, Ferdowsi University of Mashhad, Mashhad, Iran.
- Sheffield, A., G. Waller, F. Emanuelli, J. Murray and C. Meyer, 2005. Links between parenting and core beliefs: Preliminary psychometric validation of the young parenting inventory. *Cognit. Ther. Res.*, 29: 787-802.
- Stafford, L.C.H., 1991. Engage Parents and Kvdkan. Growth Publications, Tehran, Iran.
- Sumik, T. and Kandak, 2001. Perfectionism and self-esteem among japanese men parenting inventory. *Cognit. Therapy Res.*, 29: 787-802.
- Tanhaye, R.F. and E. Hejazi, 2012. [Maternal and paternal involvement, autonomy support and warmth: Predictors of adolescence self-esteem (Persian)]. *J. Behav. Sci.*, 5: 343-350.
- Vieth, A.Z. and T.J. Trull, 1999. Family patterns of perfectionism: An examination of college students and their parents. *J. Personality Assess.*, 72: 49-67.
- Williams, K.E., J. Ciarrochi and P.C. Heaven, 2012. Inflexible parents, inflexible kids: A 6-year longitudinal study of parenting style and the development of psychological flexibility in adolescents. *J. Youth Adolescence*, 41: 1053-1066.
- Young, E.A., J.R. Copton and M.k. Bleckley, 2004. Parental Perfectionism and Childrens Selfesteem. Texas Tech University, Lubbock, Texas.