

Research Article

THE RELATION BETWEEN PARENTING STYLES, ATTACHMENT STYLES AND RESPONSIBILITY FOR PROVIDING A MODEL FOR FOSTERING RESPONSIBILITY IN FEMALE STUDENTS

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ABSTRACT

This study attempts to provide a structural model in the context of the relationship between parenting styles, attachment and responsibility styles. The population study involves all female students of first grade in Tehran State high schools during 92-93 academic year. The sample number is 360 people. Sampling method was a random cluster and disproportionate stratified sampling (Educational level taken for classification). Data was collected using standard questionnaire three was performed that include parenting styles, attachment styles and responsibility. The results showed that the ratio of chi-square to degrees of freedom equal to 2.93, which reflects the overall fit of the model. Other indicators are more than 0.90 and criteria that reflect this research is that the structural model is achieved to the desired degree. The results indicate that attachment styles are mediator variable between parenting style and social responsibility.

Keywords: Parenting Styles, Attachment Styles, Responsibility, Structural Equation Modeling

INTRODUCTION

Responsibility, especially in today's dynamic world, is one of the essential characteristics of human beings. Therefore, a responsible behavior in family, social and work are the important steps in the improvement of any society. On the other hand, the responsible behavior comes from oriented thoughts, in other words, style and way of thinking determine our life path.

Today, developing Societies need responsible and self- sufficient people, and teaching responsibility to children demands specific conditions at home. And school. We should provide conditions for children and adolescents, until they are able to make better decision using attitude and evaluation tools help attitude and evaluation tools make better decisions, which will help them lead a satisfactory and productive life.

Today more than before people need to take responsibility for their own life and destiny. This would be impossible unless the principles of the education be based on enhancing children and adolescents. To achieve these goals, achieving these goals demands a good deal of diligence and careful planning. One important factor which influences attachment and responsibility is parenting styles. From among social factors, parents and family system have the most important role in the formation of identity. Most experts believe that the influence of the family is undeniable. By family as an important factor, they meant the parenting style which influences development of personal growth, healthy character, and success or failure of the child.

This issue has especial importance in high school. However, it is difficult to determine that how the parents who are not interested in their children education can motivate them? People from different aspects have differences which these differences become apparent in their abilities, talents, desires and attachment style. Paying attention to these differences can lead to choosing appropriate education and job. One of the factors effective in the responsibility of people is their attachment styles. Psycho analyst John Bowlby in the 1950s and 1960s, most studies have been done about human infant attachment. His theory of combining the concepts of psycho analytic theories and practice of cognitive psychology. If a child is in the early years of her life can't attachment of a positive feeling make at least to one person, in adulthood, he will not be able to establish intimate relationships. Almost the longest part of life is from

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early twenties to early sixty years. In fact, this is part of life those developmental psychologists less has studied. Some of the clinical expertise who has studied attachment styles believes that the first link is very important because it determines the fate of next relationships of child (Hardy et al., 1999).

Waters (1977), has stated that children with insecure attachment in the face of difficulties, they excited immediately, it means that they act emotional, easily frustrated and are notable to get help from their care giver.

Due to the above cases, this study tries to is investigated the direct and indirect relationships, parenting style, attachment styles, and accountability through the provision of a structural model.

MATERIALS AND METHODS

Method

This survey is a correlation research and non-experimental causality that was performed in format structural equation modeling. Statistical population of the research includes all first grade female students of public high schools in Tehran in the academic year of 92-93.

For selecting the samples, were used random cluster sampling and random disproportionate stratified. The sample size formula ($n \times 40$) where n is the number of predictor variables that was determined 360 people (Tabachnick and Fidel, 2013).

And Data collecting was performed through a standard questionnaires three parenting styles Bamriynd ($\alpha=0.086$), long form thinking Styles Sternberg, Wagner and Zhang ($\alpha=0.84-0.57$) and accountability ($\alpha=0.90$). For data analysis structural equation modeling method were used.

Conclusion

The present research was performed to investigate the structural relationship and parenting style, thinking and responsibility styles among female students.

The results of the structural model tests showed that in general conceptual, model fits with the experimental data of research. All the important indicators, fitted to achieve a desirable level of being fit.

This means that it can is study the relationships between three important psychological construct of parenting style, styles of thinking and responsibility in a structural model. The results of this research are consistent with previous research results (Shirazi, 2005).

RESULTS AND DISCUSSION

Results

In the following tables shown descriptive variable indexes of parenting styles.

Table 1: shown descriptive variable indexes of parenting styles

Variable	M	SD	Min	Max	Curvature	Elongation
permissive style	27.88	5.73	10	46	.2110	0.214
authoritarian styles	25.61	6.31	10	46	0.118	-0.078
Authoritative Style	39.12	6.62	10	50	-0.879	0.819

According to the table above average logic power Style is 39.12 and a standard deviation is 6.62. After that comes loose Style and its average is 27.88 and the lowest amount is for autocratic style with the average of 25.61.

Research hypothesis: Based on parenting methods and through the intermediary of thinking styles it can be predicted to social responsibility. Structural model above hypothesis are as follows:

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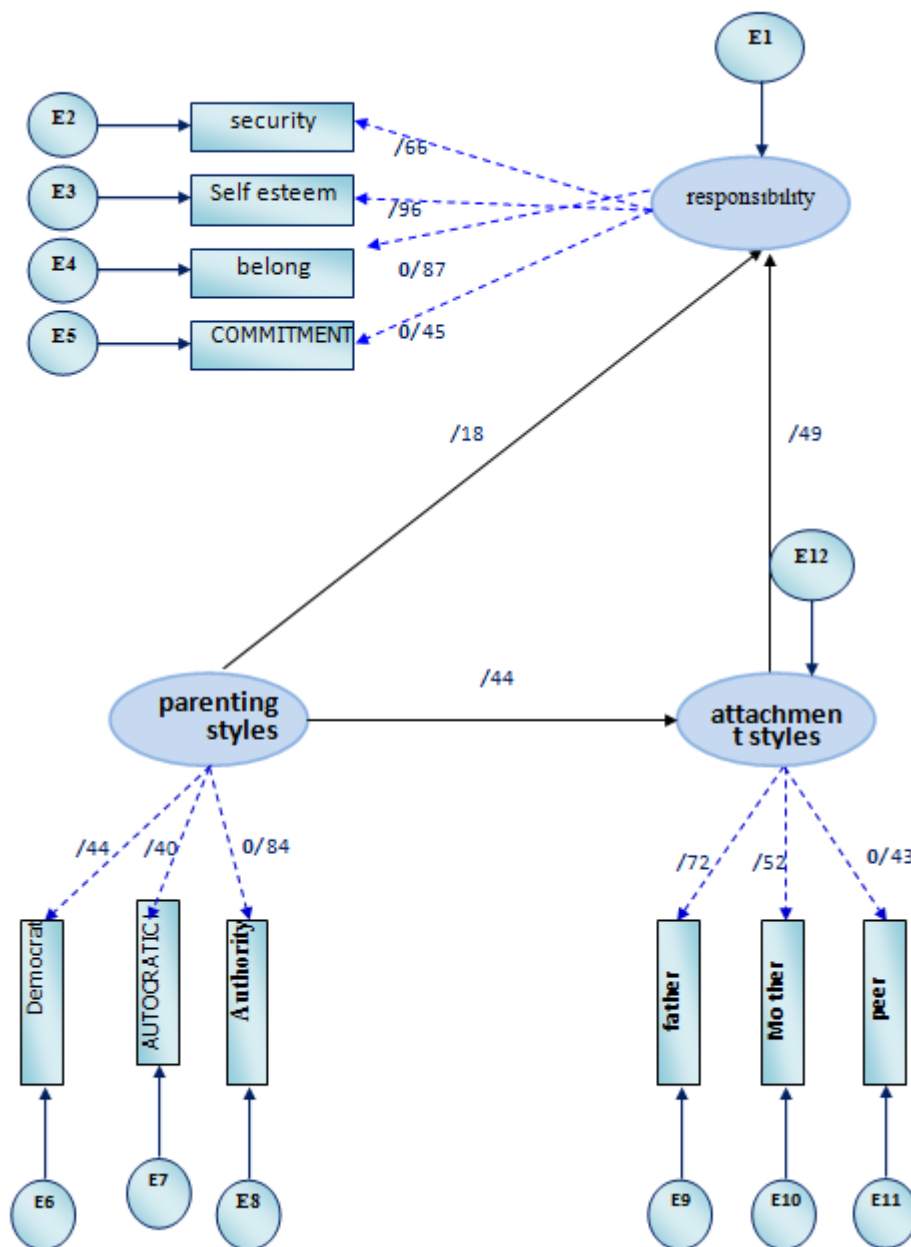


Figure 1: Structural model of the research hypothesis

The structural parameters of the model fitting are presented in the following table:

Table 2: Fitness indicators of the final structural model

Fitness indicators	(χ^2)	df	/df ² χ	RMSEA (90% CI)	CFI	GFI	AGFI
Structural model	143.54	49	2.93	0.073 (-0.6—0.88)	0.965	0.936	0.90

Based on the above table, the number of estimated parameters (NPAR) is equal to 36, the chi-square value (χ^2) equal to 67.157, and degrees of freedom equal to 29 and significantly 0.001 and the chi-square index on degrees of freedom is 2.316. Chi square (χ^2) model is significant at 0.001 and this indicates that

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the model does not fitness but regarding to the Chi square (χ^2) is strongly influenced by sample size and in the larger the sample size, such as sample size of this research, it is always meaningful. So if other indicators are favorable, we can ignore this problem. Researchers believe that if the ratio of Chi square to degrees of freedom (df / χ^2) be less than 5, or 3 indicate that model have fitness (Schumacher and Lomaks, 2009; Klein, 2005). As is obvious value of this index in a given model is located in the desired range (less than 3). Also, researchers in the field of SEM, GFI and AGFI indices value know suitable higher than 0.90 (Ghasemi, 2010) and RMSEA index value between 0.05 to 0.08 acceptable to 08/0 to 10/0 and values between 0.08 to 0.10 the intermediate fit and higher levels of 0.10 to poor fit of the model considered (Ho, 2006), the present model its value is in the acceptable range.

According to the results of the fit indices, the overall structural model confirmed for responding to the research hypothesis that whether attachment styles is the mediator between parent styles and responsibility practices style or not? Direct and indirect coefficients between these structures should be examined.

Table 3: Direct and indirect standard effects and overall of main variables structural model of first hypothesis

From Structures	StructuresTo	Total effect	Indirect effects	Direct effect
Parenting styles	Attachment style	0.442	0.000	0.442
	Responsibility	0.397	0.22	0.181
Attachment style	Responsibility	0.49	0	0.49

** $p < 0.01$

As shown in figure 1-4 and Table 7-4 is specified there is a direct effect between parenting styles on attachment styles that of is equal to 0.44 and another direct effect parenting styles on the responsibility is that is equal to 0.18. But what is important in model of this hypothesis indirect relationship between parenting styles on the responsibility that result is a mediator variable that is attachment styles. Indirect coefficient between these structures is equal to 0.22 that is greater than its direct coefficient and is significant at the level 0.01. So research assumption is confirmed and can be claimed that in present study attachment styles of mediator variable is between parenting styles and social responsibility.

As above table show that ratio the chi-square value on the degrees of freedom is equal to 2.93 which are lower than the standard value, ie3. So we can say that show overall description of the model. Also other indicators are more than 0.90. Indicate that the structural model has achieved the desired degree of fit.

Conclusion

The results of this study are consistent with previous research results. Grovimen believes that Parents who have a permissive style, do not involved in their children’s problems.

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