



---

## Comparison of pupils' social skills and assertiveness with parenting styles

Gita Seyrdowleh <sup>a\*</sup>, Hamed Barmas <sup>b</sup>, Hassan Asadzadeh <sup>c</sup>

<sup>a</sup> MA in Educational Psychology, Islamic Azad University of Saveh Branch, Saveh, Iran

<sup>b</sup> Faculty member of Islamic Azad University, Karaj Branch, Karaj, Iran

<sup>c</sup> Assistant professor of Educational Psychology, Allameh Tabatabaee University, Tehran, Iran.

---

### Keywords:

Social skills

Assertiveness

Parenting styles

---

### Abstract

**Introduction:** The present study aimed at comparing social skills and assertiveness of girl pupils of grade fifth in elementary schools of Arak city by applying different parenting styles including (permissive, Authoritative and authoritarian) in the academic year of 2012-2013.

**Materials and method:** For doing so, a sample of 180 persons was selected among the fifth grade students in elementary schools of Arak city as study subjects. Gambrill and Richey's assertiveness questionnaire, Matson's Social skills questionnaire and Baumrind's parenting questionnaire were employed to measure pupils' social skills, assertiveness and parenting styles respectively.

**Results:** Results shows that there is a significant difference between levels of social skills in parenting styles and also between levels of assertiveness in parenting styles.

**Conclusion:** The attitudes, assumptions and family behavior have the highest level of effect on children personality. Authoritarian parenting styles let the children get obedient personality which is accompanied with less creativity and less social skills but applying democratic parenting style causes children to have much more creativity and through their parents support they increase social skills. Furthermore democratic parenting style creates much more assertiveness and authoritarian styles lessen the assertiveness. The authoritarian parenting styles cause enmity and hostility between parents and their children, theses in their own turn, create complexes which can affect the whole life of persons and individuals.

---

## **1. Introduction**

Family is the first and the most lasting factor in most societies which plays an important role and play in formation of child's character and his or her subsequent behaviors. Even most of the psychologists hold this view that the roots of many personality disorders and psychic or mental disorders go back to their childhood bringing up. Parents are the first who create a relationship with child, so they have the most important role in educating the child emotionally and psychically and due to this family enjoy high level of importance in forging healthy or unhealthy children (SadeghKhani, AliAkbari, & Jooybari, 2012). The parents and children relationship is a complicated and perplexing system which is formed based on mutual interaction. This system is in communicative relation with expanded systems like district, society and country and affects children directly or indirectly through pedagogical and educational methods (Tanhaye Reshvanloo & Hejazi, 2014). The family atmosphere and parent's way of life or even their motifs put a higher impression on children's feelings or their subsequent capabilities. The educational practices are opportunities that let children create a positive image of them by assessing their present relation with others. It also helps them to access necessary skills in their own social life and to adapt and make themselves compatible with their environment. Many researches (Rajaeepour & Mohammadi, 2014; Pajaohande, Farzad & Kadivar, 2014) believe that this prevents children from psychic and mental problems.

The early experiences of child in family are the creator of his or her personality and subsequent behaviors. So, the roots of many personality disorders should be sought in the early upbringing of the child. The process and family actions as like as the quality of relationship between child and parents has a greater level of affects on children social skills growth and of course, their next assertiveness. Psychologists have noticed that the upbringing methods of the child has grave effects on the children social compatibility, assertiveness, self-confidence and other aspects of child's life (Hossein Chari, Delavarpour & Dehgani, 2007; Mahdian, Tanhaye Reshvanloo, Zahmatkesh & Javidi, 2014).

Of the main problems of the individuals especially in their teens is inability of them in self-expressing that causes shyness, isolation or even aggressive behavior and lack of sophistication which in its own turn leads to lessened assertiveness? All these, put together, affect considerably the social adaptability of the child. Any kind of isolation or withdrawal can have different causes which among them we can point at lack of individual skills practices, failure in observing proper pattern and unsuitable parenting styles. So, all these factors can affect the child self confidence and self-esteem negatively (Bahri, 2010).

So the family type and their different parenting styles can play a very important part in forming the children's moods and moralities and affects their social skills and assertiveness (Tanhaye Reshvanloo & Hejazi, 2014). Also, the inherent characteristics of the child can have very important role in defining and determining parenting styles. Nowadays, most fans support their child's up bringing model to be based on mutual interaction or transactional model. Consequently most stubborn children cause kind of aggressive and authoritarian behaviors of their parents.

Kaiser, Hemmeter, Ostrosky, Fischer, Yoder, and Keefer (1996) studied the positive and negative effects of parenting on social performance of the children. The results indicated that there was a significant relationship between positive parenting and children social skills expanding. Also, the results proved a negative relationship between disorders in social skills of child with negative parenting styles. There was a direct relationship between the aggressiveness and negative parenting style.

Paterson, Green, Basson, and Ross (2009) studied a group of students who suffered from anxiety and lack of assertiveness. The results indicated that the education effect was so high and could play a positive part in lessening the anxiety level. Pereira, Canavarro, Cardoso, and Mendonça (2009) who studied the parenting styles effect on elementary students showed that between different styles of parenting (less support, controller-supporter, controller-rejective and supporter) have different results and repercussions. So, the children with less support and high level of control had much more difficult than other groups.

Ross and Fuertes (2010) investigated the Engels model of emotional adjustment is and it was made clear that the parental attachment is better to be understood as an invariable construct. It was seen that attachment to father was able to predict social skills and its own turn improved and increased the communicative and adaptability of the youth while, attachment to mother was able to predict behaviors of conflict resolution.

McGarvey, Keller, Brown, DeLonga, Miller, Runge, and Koopman (2010) in an article titled "Parental Bonding Styles in relation to Adolescent Males' Runaway Behavior" studied the cases of 159 imprisoned adolescents. The participants filled in the descriptive and demographic questionnaires and parental confining styles to answer the questions like; have you fled away from home? Have you stayed out for a night? Pearson correlation coefficients show that the participants have reported there is a significant relationship between running away from home and unkindly parental control. ( $P=0.013$ ,  $R=0.20$ ). The Logistic regression indicates that father control over children increases significantly running away from home.

In a study by Froiland, Peterson, and Davison (2013), titled "Social-cognitive theory and the expectancy-value theory" they studied the role of parents in their children's achievements and they showed that parents can play and exert a positive role and effect in their children success.

Tramonte, Gauthier and Williams (2013) in their study titled "the effects of Maternal Practices on Children's Development" studied the parenting styles and their effects on children achievements. The results indicated that there was a positive relationship between parenting styles and cognitive and behavioral progress of 6 years old children.

Gursimesk and Goregenli (2009) showed that the inherent characteristics of the child can have a significant role in determining parenting styles, for most of the researchers believe in transactional model of parent-child relationship.

Boisvert, Vaske, Taylor and Wright (2012) in a study titled "the effects of different parenting on sibling, differences in self-control and delinquency among brother-sister pairs showed and proved that different maternal attachments and maternal non

acceptance had significant relation with different self-control of brothers and sisters. In this regard the present study aims to investigate if there is a difference between social skills amount in parenting styles (permissive parenting style, Democratic and authoritarian parenting styles) and also if there is a difference between assertiveness amount and parenting styles.

## **2. Method**

### *2.1. Participants*

The statistical community of this study included all fifth grade students of Elementary school in Arak city. The whole numbers of 5th grade students were 3785. In this study, due to Extent and Distribution of statistical community, Random cluster sampling was used. In cluster sampling the groups are heterogeneous and especially it is used when the geographical distribution is so extent. In this sampling the sample unit is not the individual but includes sample of individuals. However, in this study to sample, first we referred to central department of education in Arak city and received the list of all elementary schools. The city includes 2 areas of education. Area 1 included 6 regions. By using random sampling 3 regions were selected (regions 1,3,5).so from each region we selected 4 schools randomly and on the whole 12 elementary schools included third cluster sample. Then from each school, 3 classes were selected to fill in the questionnaires, put together they contained 36 classes. The whole volume of the sample included 180 students, 5 students from each class were selected.

### *2.2 Measurement*

In this research to gather and collect information 3 questionnaires were used which included Matson social skill questionnaire, Gambrell and Richey's assertiveness questionnaire and Baumrind's parenting questionnaire.

#### *2.2.1. Matson social skill questionnaire*

This questionnaire included 56 quiz tests with Likert type completely true, true, partly true, partly untrue, and completely untrue. Scoring was from 1-5. Also to evaluate the reliability of the questionnaire, the Cronbach's alpha test was used

which the Alpha coefficient obtained for this questionnaire was 0.94 which indicated higher level of reliability (Matson & Boisjoli, 2008).

2.2.2. Gambrill and Richey's assertiveness questionnaire

This questionnaire included 38 questions with Likert type; *I always do this work, I usually do it, I almost do it, I rarely do it and I never do it*. The scoring was from 1-5 (Gambrill & Richey, 1975). Again, to assess the test reliability; the Cronbach's alpha test was used which the Alpha coefficient obtained for this questionnaire was 0.90 which indicated higher reliability of research instrument.

2.2.3. Baumrind's parenting questionnaire

The third questionnaire was in quiz form and

contained 24 questions in Likert type; very little, little, somewhat, much and very much. The scoring was from 1-5. (Baumrind, 1991). The Cronbach's alpha test was used to assess the reliability of questionnaire. The Alpha coefficient obtained for each aspect of this questionnaire was different. For Authoritarian parenting it was 0.78, for democratic parenting was 0.75 and for Permissive parenting it was 0.79 which all showed and indicated higher level of test reliability.

3. Results

Mean Differences between pair groups in social skills are shown in Table 1.

**Table1.** Difference between mean of pair groups (social skills)

Parenting styles		Average difference	S.E	sig.
permissive	Democratic authoritarian	-0.027	0.120	0.97
		0.299	0.098	0.008
democratic	Permissive Authoritarian	0.027	0.120	0.72
		0.32	0.120	0.020
Authoritarian	Permissive democratic	-0.29	0.098	0.008
		-0.32	0.120	0.020

Not: S.E and Sig stands for standard error and significance in turn

Table 1 shows that, the social skill variable average pair has been compared among different styles of parenting. Given the sig obtained from the fourth column of Table and Significance level smaller than a 0.05 it is seen that the difference in score mean of social skill is significant between two

interested groups. But when it is higher than 0.05 the difference would not be meaningful or significant. To prove the first hypothesis of the research it should be said that there is a difference between social skills amount in parenting styles.

**Table2.** Results of ANOVA social skills in different parenting styles

Index	Sum of Squares	Degrees of freedom	Mean Square	F	sig
Between groups	5.150	2	2.575	4.234	0.016
Within groups	107.48	176	0.608		
Total	112.198	178			

Not: DF, F and Sig stand for degree of freedom, f test and significance in turn

According to Table 2, the result of Test, the sig of F Test was 0.016 and less than 0.05. As a result the assumption of average difference if social skills in different parenting styles were ratified and their

statistical sameness assumption of them are

rejected. Namely, at least, one of the parenting styles is different from other styles in terms of average rating. Also to prove the second hypothesis

it can be said that there is difference between assertiveness amounts in different parenting styles.

**Table3.** Difference between mean of pair groups (assertiveness)

Parenting styles		Average difference	S.E	sig.
permissive	Democratic authoritarian	-0.28	0.11	0.040
		0.067	0.09	0.762
democratic	Permissive Authoritarian	0.28	0.11	0.040
		0.35	0.11	0.008
Authoritarian	Permissive democratic	-0.06	0.09	0.762
		-0.35	0.11	0.008

Not: S.E and Sig stands for standard error and significance in turn

In Table 3, the assertiveness variable average pairs have been compared in different parenting styles. Given the Sig amount in 4th column of the table and

significance level smaller than 0/05 it is seen that the average rating of assertiveness is different between two groups.

**Table4.** Results of ANOVA assertiveness in different parenting styles

Index	Sum of Squares	Degrees of freedom	Mean Square	F	sig
Between groups	4.238	2	2.119	8.831	0.001
Within groups	42.235	176	0.24		
Total	46474	178			

Not: DF, F and Sig stand for degree of freedom, f test and significance in turn

According to Table 4 and the test result the Significance level of F Test was 0.000 and less than 0.05. So the assumption of assertiveness average difference was proved in different parenting styles and their statistical sameness is rejected.

#### 4. Discussion

The results in line with Kaiser et al, (2011) indicate that the parenting styles have significant relationship with social skills. The reason for this compatibility can originate from this fact that the attitudes, assumptions and family behavior have the highest level of effect on children personality formation. By applying authoritarian parenting styles the children get obedient personality which is accompanied with less creativity and less social skills. Also, the study showed that applying democratic parenting style causes children to have much more creativity and through their parents support they increase social skills. Also, the results obtained from the study and its second hypothesis ratifies that democratic parenting style creates much more assertiveness and

authoritarian styles lessen the assertiveness. The present results were in line with Peterson et al. (2009), Mahdian et al. (2014), Alamin, karimzadeh and Bakhtiyari(2014), Tanhaye Reshvanloo and Hejazi(2014), Abolmaali, and Barkhordari( 2014).

Also it was seen that the authoritarian parenting styles cause enmity and hostility between parents and their children, theses in their own turn, create complexes which can affect the whole life of persons and individuals. This certainly would affect the whole society's progress or healthy mood. The study urgently asks the individuals to avoid any kind of authoritarian parenting styles.

#### Acknowledgment

This study is derived from M.A thesis in Azad University of Saveh. So Authors greatly appreciated Professor Fateme Shatteryanfar their support and contribution as the reviewer.

## References

- Abolmaali, K., & Barkhordari, P. (2014). The Prediction of Mental Health Based on Social Problem Solving and Self-Efficacy among undergraduate students. *International Journal of Education and Applied Sciences*, 1(2), 78-84.
- Alamin, Z., karimzadeh, S., & Bakhtiyari, A. (2014). The Effectiveness of Family Instruction Program in schools of Tehran Based on Context, Input, Process, and Product Model. *International Journal of Education and Applied Sciences*, 1(2), 101-107.
- Bahri, N. (2010). The effect of assertiveness education on self-esteem of girl students by using group counseling. *Peyke Noor*, 29, 124- 137 [In Persian].
- Baumrind, D. (1991). Parenting styles and adolescent development. In J. Brooks-Gunn, R. Lerner, & A. C. Petersen (Eds.), *the encyclopedia of adolescence* (pp.746-758). New York: Garland
- Baumrind, D. (1991). The influence of parenting style on adolescence and substance abuse. *Journal of early adolescence*, 11, 56-96.
- Boisvert, D., Vaske, J., Taylor, J., & Wright, J. P (2012). The Effects of Differential Parenting on Sibling Differences in Self-Control and Delinquency among Brother–Sister Pairs. *Criminal Justice Review*, 37(1), 5-23.
- Froiland, J. M., Peterson, A., & Davison, M. L. (2013). Social-cognitive theory and the expectancy-value theory. *School Psychology International*, 34(1), 33-50.
- Gambrill, E. D., & Richey, C. A. (1975). An assertion inventory for use in assessment and research. *Behavior Therapy*, 6, 550-561.
- Gursimesk, I., & Goregenli, M. (2009). Educator s beliefs and value about child and education. *Social and behavioral science*, 1, 975-979.
- Hossein Chari, M., Delavarpour, M. A., & Dehgani, Y. (2007). The role of parenting styles in shyness of high school students. *Contemporary psychology Journal*, 2(2), 21-30 [In Persian].
- Kaiser, A. P., Hemmeter, M. L., Ostrosky, M. M., & Fischer, R., Yoder, P., & Keefer, M. (1996). The Effects of Teaching Parents to Use Responsive Interaction Strategies. *Topics in early childhood Special education*, 16(3), 375-406.
- Mahdian, H., Tanhaye Reshvanloo, F., Zahmatkesh, Z., & Javidi, D. (2014). General health, psychological and social wellbeing: The role of personal and occupational factors. *International Journal of Education and Applied Sciences*, 1(1), 61-67.
- Matson, J. L., & Boisjoli, J. A. (2008). Cutoff Scores for the Matson Evaluation of Social Skills for Individuals with Severe Retardation for Adults with Intellectual Disability. *Behavior Modification*, 32(1), 109-120.
- McGarvey, E. L., Keller, A., Brown, G. L., DeLonga, K., Miller, A. G., Runge, J. S., & Koopman, C. (2010). Parental Bonding Styles in Relation to Adolescent Males' Runaway Behavior. *The Family Journal January*. 18(1), 18–23.
- Mohsenzadeh, F., & Nazari, A. M. (2014). Marriage breakup reasons of divorced applicant Couples. *International Journal of Education and Applied Sciences*, 1(1), 14-25.
- Pajaohande, A., Farzad, V., & Kadivar, P. (2014). Devising and Validating the Adolescent Attachment Styles Questionnaire (AASQ). *International Journal of Education and Applied Sciences*, 1(1), 26-36.
- Paterson, M., Green, Y. M., Basson, C. Y., & Ross, F. (2009). Probability of assertive behavior, interpersonal anxiety and self-efficacy of South African register dietitians. *Journal of Human Nutrition and Dietetics*, 15 (1), 9-17.
- Pereira, A. F., Canavarro, C., Cardoso, M. F., & Mendonça, D. (2009). Patterns of Parental Rearing Styles and Child Behavior Problems among Portuguese School-Aged Children. *Journal of Child and Family Studies*, 18(4), 454-465.
- Rajaeepour, S., & Mohammadi, M. (2014). Emotional Intelligence and Personality traits as predictors of Academic Performance. *International Journal of Education and Applied Sciences*, 1(1), 1-13.
- Ross, J., & Fuertes, J. (2010). Parental Attachment, Inter parental Conflict, and Young Adults' Emotional Adjustment. *The Counseling Psychologist*, 38, 1050-1077.
- SadeghKhani, A., AliAkbari, M., & Jooybari, A. A. (2012). The comparison of Parenting Style Methods of 7-9 year old students' mother with stubbornness disorder in Ilam City. *Exceptional individuals periodical Magazine*, 90, 114-116 [In Persian].
- Tanhaye Reshvanloo, F., & Hejazi, E. (2014). Perceived parenting styles, academic achievement and academic motivation: A causal model. *International Journal of Education and Applied Sciences*, 1(2), 94-100.
- Tramonte, L., Gauthier, H. A., & Williams D. J. (2013). The Effects of Maternal Parenting Practices on Children's Development. *Journal of Attention Disorders*, 15(3), 193-203.