

Parenting Attitudes and Attributional Style in the First Secondary School Students of Kazeran City

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Abstract

Objectives: One of the most important factors affecting the psychological and educational performance of students is the documentation style. Parenting has a significant effect on the attributional style of students. This study was conducted with the aim of investigating the relationship between fathers' parenting attitudes (authoritative, authoritarian, permissive) and attributional style (internality (locus), stability, globality) in high school students.

Results: The results show that there is a positive and significant relationship between authoritative attitude and the dimension of totality and internality (locus), and there is also a negative and significant relationship between the parenting attitude of authoritarian and the dimension of stability in a negative situation ($p < 0.001$). There is no significant relationship between authoritarian parenting attitude and general dimensions and internality (locus), and a positive and significant relationship has been observed between authoritarian attitude and the style of sustainability documents in a negative situation ($p < 0.001$). There is a significant relationship between the permissive attitude and general attribution styles, internality (locus) and stability control (positive situation) ($p < 0.001$). Similarly, there is no significant difference between boys and girls in terms of parenting attitudes (authoritative, authoritarian, permissive).

Conclusion: It seems that there is a significant relationship between the two parenting attitudes of authoritative and permissive of fathers with the attribution styles (internality (locus), stability, globality) of students.

Introduction

One of the important topics of social psychology is the concept of attributional style and its purpose is to clarify the issue of what rules people use in their efforts to justify their behavior and what mistakes they have made (Carter et al., 2019). The term documentation refers to people's causal inferences to predict and explain their own and others' behaviors (Houston, 1994). This work consistently showed that attributional style often occurs in educational environments where people tend to attribute academic success to internality (locus) and stability reasons (such as ability and effort) and attribute academic failures to external and unstability reasons (such as the difficulty in work and luck) (Houston, 2016).

People consider their success as a sign of their ability, they attribute it to external factors, situations, conditions and environmental conditions, while people with positive documents consider their success or failure to be internal (Roshandel et al., 2016).

Attributional style is adapted from the theories of Weiner (1974), Abramson et al. (1978), and they have introduced the structure of attributional style for the first time (Gordeeva et al., 2020). Similarly, Martin Seligman is one of the pioneers of the application of attributional style in Mental health. In fact, attributional style refers to the quality of description and justification for understanding success and failure. attributional style is the ways in which people describe the positive and negative consequences or success and failure of their lives (Jeon et al., 2013). Attributional style, sometimes known as explanatory style, refers to the ways in which people explain the causes of events in their lives.

When people experience positive or negative events, they often wonder why this event happened (Leighton & Terrell, 2018). Positive and negative events in attributional styles include optimistic events and pessimistic events (Ledrich & Gana, 2013). People present attributional styles based on three basic dimensions: internal-external, stability-unstability

and specific-globality. People with a positive or optimistic attributional style usually believe that good events are caused by internal factors (for them), stability (i.e. permanent instead of changeable (and globality), that is, it affects all parts of life, not just a specific part, and they believe that bad events are caused by external, instability and specific factors. On the contrary, people with a negative or pessimistic style believe that good events are caused by External factors are instability and specific and bad events are caused by internality (locus), stability and globality factors (Gordeeva et al., 2020). The parenting attitude of fathers is one of the factors affecting people's attributional style.

The role of father in children's parenting has received much attention in recent years. Parenting style is defined as a set of attitudes and behaviors of parents towards children and the emotional atmosphere in which parental behaviors are expressed (Darling & Steinberg, 1993). Stability and durable behaviors regarding child rearing. Paying attention to the different roles of mother and father in the family, the styles and methods of parenting in childhood and adolescence may be different depending on the gender of parents and adolescents (Yaffe, 2023). Parenting refers to a combined activity that is the sum of many specific behaviors that work together or individually to ultimately affect the child's behavior (Bammerind 1978). Also, parenting is defined as a set of actions and interactions between Parents and children who have the ability to influence each other until the child reaches adulthood (Kong & Yasmin, 2022).

Diana Baumrind's Pillar Theory¹ is one of the most important theories in the field of parenting styles. Parenting style refers to a structure that is largely influenced by Baumrind's (1971) conceptualization of authoritative, permissive, and authoritarian parenting styles that includes various characteristics such as maturity, communication styles, nurturing, interaction, and participation. Eva & Kuppens Sofie (2019, Ceulemans. Extensive research in this field has led to the study of several researches, for example (Alamdarloo & Lashgari, 2017) conducted an experimental study on parenting styles and concluded that there is a positive and significant correlation. There is a correlation between authoritarian and permissive parenting style with behavioral problems (behavioral, psychophysical, anxiety and social passivity) of students with learning disabilities, but no significant correlation was observed between authoritarian parenting style and behavioral problems of students with learning disabilities (Alamdarloo & Lashgari, 2017).

Also, Karl (2022) also conducted a research in the field of parenting style and concluded that there is a significant relationship between attending positive discipline parenting workshops and reducing authoritarian parenting style, reducing permissive parenting style and reducing parental stress. Also,

¹Diana Baumrind's Pillar Theory emphasizes a child's behavior is associated with parenting styles as they grow and interact with new people. Parenting styles have always been perceived to be a major factor in children's development..

it is related to increasing the child's academic competence and reducing hyperactivity (Carroll, 2022). Similarly, Di Pentima et al. (2023) found that there is a negative correlation between authoritative parenting style with two measures of attachment styles (anxiety and avoidance) and lack of moral involvement. Correlation There is a positive relationship between autocratic and permissive styles with two measures of attachment styles (anxiety and avoidance) and lack of moral involvement (Di Pentima et al., 2023).

Perez et al. (2019) during a study found that aggressive and non-aggressive teenagers share a common pattern: both, authoritative parenting styles have always been associated with better outcomes than authoritarian or permissive parenting, but permissive parenting style was associated with the best results across all measures (Perez-Gramaje et al., 2019). Although there is a strong theoretical connection between fathers' parenting attitudes and attributional style, the current body of research lacks more empirical evidence and the evidence to support the relationship between parenting variables is ambiguous. fathers and the variable of document style. This causes research and study in this field of study for the researcher of the current research and other researchers in the future.

In the field of parenting, the family environment reveals multiple relationships between parents and children that influence each other, especially in terms of the attributional style. Every parent wishes the best for their children, especially in terms of intellectual abilities, moral values and character development (Kong & Yasmin, 2022). The family environment in the form of positive parenting style provides the right role models and learning facilities. A good parenting style creates a positive emotional environment, and increases the child's self-confidence during learning, which helps the child perform better at home and in the community (Also, Child styles, et al., 2018). Positive parenting provides a safer and more stability environment for children, which helps children develop a healthy personality and improve their education and social and economic progress. On the contrary, negative parenting can weaken children's character, self- confidence, and hinder character development. It also fosters maladaptive behaviors and possibly leads to a negative interpretation of the events that occur in their lives (Tang et al., 2014). Considering that primary school students are in adolescence, having documents The negativity that comes from their fathers' parenting styles can make them face various challenges. But by creating positive documents, we lead teenagers to prosperity in the field of life and education and communication with society. This study aims to answer this question: Is there a relationship between fathers' attitude towards parenting and the writing style of first secondary school students in Kazeron city?

Research Hypotheses and Conceptual Model

1. There is a significant relationship between fathers' parenting attitudes (authoritative, authoritarian, permissive) and attributional style (internality (locus), stability, globality) and the boldness of their children in the third year of middle school.

2. There is a significant relationship between the authoritative parenting attitude of fathers and the attributional style (internality (locus), stability, globality) of their children in the third year of middle school.
3. There is a significant relationship between the authoritarian parenting attitude of fathers and the attributional style (internality (locus), stability, globality) of their children in the third year of middle school.
4. There is a significant relationship between the permissive parenting attitude of fathers and the attribution style (internality (locus), stability, globality) of their children in the third year of middle school.

Parenting attitudes (authoritative, authoritarian permissive) Attributional style (internality (locus), stability, globality)

Method

Participants

The sample includes 190 First Secondary School Students (100 male students and 90 female students) who were studying in the academic year 1401 to 1402 in Kazeron city. The students are in the age group of 13 to 15 years. Also, the level of education of the parents has been checked in the educational levels of lower level than diploma, diploma, post-diploma, bachelor's degree, master's degree and doctorate.

Method

Kazeroun city, one of the cities of Fars province, is located in the south of Iran. Kazeroun has 4 departments, 12 villages and 4 cities. In this research, the statistical population includes all the first high school students of Kazeroun city. The samples were selected from 4 first secondary high schools (from 4 sections, Central, Khesht, Kana Tahtah and Kamaraj, Jareh and Baladeh) of Kazeroun city by cluster sampling method. The researcher distributed the questionnaires among 200 students and 200 people from Fathers of the students, of which 10 fathers did not cooperate with the researcher in the research. Therefore, the researcher removed 10 subjects from the research process due to non-cooperation. The researcher has received the necessary permission to conduct the research from the General Administration of Kazeroun city. To conduct the test for the first secondary students. All the students and their fathers filled out the consent form to participate in the test, and the researcher is committed to preserve the personal and family information of the subjects and their fathers. The fathers of the subjects completed the Borai's (1991) parenting attitudes questionnaire and Peterson and Seligman's (1984) attributional style questionnaire.

Tools

Parenting Attitudes Questionnaire

This questionnaire was designed by Borai (1991) in order to measure the basic view of parents' authority by Baumrind (1971) in three levels of authoritative, authoritarian, permissive. First, 48 questions were designed based on Baumrind's (1971) basic model of parenting attitudes. authoritative, authoritarian, permissive, twenty-one experts (eleven women and ten men)

in the field of educational psychology and sociology worked on these questions, each of the experts had provided detailed explanations about Baumrind's primary model. (1971), and they were also asked to judge the accuracy and precision of each question based on the characteristics of the levels of Baumrind's model, and if a question was not placed in a special level of parenting practices, to change it. 95% of the judges (for example, at least 20 out of 21 people) agreed that a question clearly and unambiguously expresses one of the levels of Bamirind's parenting attitudes. Then, the question in question was placed in the final series of questions. Out of 48 questions Initially, 36 questions were found to be suitable, and 100% of the judges agreed on them. This level of agreement among 21 experts indicated that each of the questions accurately and correctly measures the parenting attitudes intended by Baumrind (1971). Finally, out of 36 questions, 30 questions were included in the final form of the questionnaire, each of which 10 Its question is related to one of the three levels of authoritative, authoritarian, permissive. The result of the research (Borai, Misiokanis, Elizard Müller, 1988) quoted by Borai (1991) showed that Borai (1991)' Parental Authority Questionnaire is a valid psychometric scale for measuring the primary perspective of Bamrind. in the field of parenting attitudes. Borai et al. found a positive and strong relationship between parental rational authority style and adolescent self-esteem. They also found a negative relationship between parental authoritarian attitude and adolescent self-esteem, and did not observe a relationship between the release style Parents and self-esteem. The results of this research were consistent with Bam Rind's research (1971, 1984), therefore, this questionnaire has a significant ability as a reliable tool in researching the correlates of logic authority, authoritarian, and permissive styles (Borai 1991).

Attributional Style Questionnaire

This questionnaire was designed by Peterson and Seligman (1984). The attributional style questionnaire evaluates the three dimensions of stability, internality (locus) and globality. At first, the initial form of 16 questions was prepared for each of the three explanatory dimensions, half of which constitutes good events and the other half is bad events. For the Ages and Stages Questionnaire (ASQ), it was done in such a way that one score is assigned for each internality (locus) or stability and globality response, and no score is assigned for each unstability and specific external response. Scales are formed by the sum of these scores obtained by the questions of each of the three dimensions, these dimensions separately include two positive and negative situations, the range of each of these scales is from zero to eight. After translating the ASQ and presenting it to a number of professors for validity of the content, the majority of them agreed that a number of ASQ questions depend on culture and have limited validity for measuring documents in Iran, these questions were removed from the questionnaire and 36 questions were used for implementation In the next step, the questionnaire prepared on 20 students was experimentally implemented in order to solve the shortcomings related to the wording and present the concepts at the level of the students.

Data Analysis

In the present study, IBM® SPSS® Statistics was used to produce all the analyzes of the demographic variables and check the hypotheses. The mean and standard deviation were used to describe the participants' scores on fathers' parenting attitudes and students' attribution styles. Also, to analyze the relationship between fathers' parenting attitudes and documentation style, Pearson's correlation was used to test the correlation between variables and t-test for the difference between variables and multivariate regression, because the data were normally distributed. Fathers' parenting attitudes (authoritative, authoritarian, permissive) were used as the independent variable of the research and the attributional styles (stability, internality (locus), globality) were used as the dependent variable of the research.

Results

Preliminary Analysis

Demographic variables including age, gender, education of fathers, are analyzed in Table 1. According to the results, 190 people participated in the present study, and 100 of the subjects were male (52.6% of the participants' population), and 90 of the subjects were female (47.4% of the participants). The number of male participants was more than female ones. Also, 36 participants were 13 years old (18.94% of participants), 20 subjects were 14 years old (10.52% of participants), and 134 participants were 15 years old (70.52 % of participants). The number of 15-year-old subjects was more than other participants. In the study of fathers' education, there were 41 people with diplomas (21.57% of participants), 62 people with diplomas (32.63% of participants), 50 people with post-graduate degrees (26.31% of participants), and 34 people with bachelor's degrees (17.89 participants) and 3 people with master's and doctorate (1.57% of participants).

Table 1: Demographic variables of subjects

Variables		Frequency	Frequency%
Gender	Female	90	52.6
	Male	100	47.4
Age	Years	36	18.94
		20	10.52
		134	70.52
Fathers' education level	Less than a diploma	41	21.57
	diploma	62	32.63
	Associate Degree	50	26.31
	Masters	34	17.89
	Masters and Ph.D	3	1.57

The mean and standard deviation of parenting attitudes, authoritative parenting was 41.98 ± 7.56 , authoritarian parenting was 28.10 ± 6.25 , and permissive parenting was 27.58 ± 5.37 , which are listed in Table 2.

Table 2 : Mean and Standard Deviation of Rotation Rates of parenting Styles and Attribution Styles

Variables	Dimensions	Mean \pm SD	Count
Parenting Styles	Authoritative	41.98 ± 7.5698	190
	Authoritarian	28.10 ± 6.2563	190
	Permissive	27.58 ± 5.3700	190
Attribution Styles	Nucleus Control (Dorsal)	3.4647 ± 1.1978	190
	Total (Dorsal)	$3.1556 \pm 1.28.8$	190
	Stability (Dorsal)	3.5778 ± 1.3369	190
	Nucleus Control (Ventral)	3.1000 ± 1.2820	190
	Total (Ventral)	1.8111 ± 1.2542	190
	Stability (Ventral)	2.4444 ± 1.5507	190

The highest average belongs authoritative parenting.

The mean and standard deviation of attributional styles, internal control core (positive position) 3.46 ± 1.19 , globality (positive position) 3.155 ± 1.28 , stability (positive position) 3.577 ± 1.33 and internal control core (negative position) was 3.1 ± 1.28 and globality (negative position) was 1.81 ± 1.25 and stability dimension (negative position) was 2.44 ± 1.55 . The highest average is stability dimension (positive position).

The relationship between the variables of parenting attitude (authoritative, authoritarian and permissive) and attributional styles (stability, internality (locus), globality) with Pearson's correlation coefficient is given in Table 3. In the dimension of attitude towards authoritative parenting in general attributional style (positive position) internal control (positive position) and stability (negative position), the value of the statistic is lower than the first type error, which is 0.01, that is, there is a significant relationship between the attitude towards authoritative parenting and the attributional styles. In the dimension of authoritarian attitude only in attributional style of stability (negative position), the statistics value is less than 0.01, and as a result, there is a significant relationship between the authoritarian attitude and the attributional style (negative position). In the permissive attitude in attributional style of globality, internal control and stability are in the positive position of the statistics value. It is less than the first type error whose value is 0.01, that is, there is a significant relationship between the permissive attitude and all criteria of attributional styles (authoritative, authoritarian and permissive).

Table 3: Correlation between the variables of fathers' parenting attitudes (authoritative, authoritarian, permissive) and attribution styles (stability, internality (locus), globality)

		Globality dimension (Positive)	Globality dimension (Negative)	Internal control (Positive)	Internal control (Negative)	Stability (positive)	Stability (Negative)
Authoritative	r	-0.243	0.047	0.169	0.088	0.12	-0.258
	p	0.003	0.556	0.033	0.168	0.13	0.001
Authoritarian	r	0.088	-0.087	-0.006	-0.06	0.003	0.016
	p	0.2	0.2	0.2	0.9	0.9	0.04
Permissive	r	0.018	0.81	-0.019	0.806	-0.15	0.05
	p	0.03	0.6	-0.04	0.5	0.04	0.4

According to Table 4, the value of the test statistic for the authoritative variable is equal to $f=1.603$ and $p=0.207$, so the significance level is greater than 0.05, that is, there is no significant difference between the two groups of boys and girls. In terms of authoritative variable, the value of the test statistic for the authoritarian variable is equal to $F=2.816$ and $P=0.095$, so the significance level is greater than 0.05. That is, there is no significant difference between the two groups of girls and boys in terms of the authoritarian variable. The value of the test statistic for the permissive variable is equal to $F = 0.128$ and $P = 0.721$, so the significance level is greater than 0.05, that is, there is no significant difference in the group of girls and boys in terms of the permissive variable.

Table 4: Variance analysis of authoritative, authoritarian, permissive variables between two groups of girls and boys

Type of attitude	Sum of squares	Degrees of freedom	Mean square	F	The significance level
Authoritative	67.072	1	67.072	1.603	0.207
Authoritarian	1036.057	1	103.057	2.816	0.095
Permissive	3.861	1	3.863	0.128	0.721

Discussion

This study has been conducted on 190 first secondary students in the academic year 2022 to 2023 in the age group of 13 to 15 years in the city of Karzon. This study was conducted with the aim of investigating the relationship between parenting attitudes (Authoritative, Authoritarian, and permissive) with attributional styles (stability, internality (locus), globality). According to the results, there is a significant relationship between fathers' attitudes toward parenting, authoritarian and permissive. with documentary styles (stability, internality (locus), globality). Although a positive and significant relationship has been obtained in the permissive parenting style in all criteria, which shows that contrary to the results of past research, the attitude towards permissive parenting is better than the attitude towards authoritative parenting. Fathers with authoritative and permissive parenting styles of their children related the causes of various consequences in life to the factors that exist in the person himself, and they believe that the cause of every incident or phenomenon is related to the factors that continue over time. According to the results of the present study, there is a significant relationship between the attitude towards authoritative parenting and the attribution style (stability, internality (locus), globality). Also, there is a significant relationship between the attitude towards authoritative parenting of fathers and stability (negative situation). The findings of the present study It is consistent with the researches of Puchel and Goncals (2006), (Alamdarloo & Lashgar, 2017) The findings of the current research are inconsistent with the research of Perez (2018), (Garcia et al., 2019). Over the past 60 years, parenting style

has been continuously investigated, especially considering its role in the development of children in different societies. The results of studies show that authoritative parenting is the best and most effective parenting style, which is universally used to support the optimal development of children (Rachmawati & Febiyanti, 2021). This style has been identified by Baumrind as the "just right" style, this style includes a moderate level of demand and a moderate level of responsiveness. The main focus is on positive reinforcement, and punishment is prohibited to discover the hidden abilities and capabilities of the child, and the main goal is to make the child aware of the adverse consequences of his misbehavior and mistakes.

Also, children are allowed to freely consider the world with limitations. This type of parenting style is perfectly fine, neither too strict like an authoritarian style nor too permissive (Jadon & Tripathi, 2017). Authoritative parenting styles usually fall somewhere between lax and overly punitive. and extremes are defined negatively in both directions (Xu et al., 2017). Positive parenting styles are characterized by high levels of parental care.

On the other hand, negative parenting styles are characterized by rejection and excessive parental support (such as strict monitoring, coercion, and authoritarianism) (Chen Wen-Wei, et al., 2021). According to Vasios et al. (2023), authoritative parenting style with high responsiveness and high demand in parenting behavior has a direct relationship with the internal and external symptoms of most children (Vasiou et al., 2023). Likewise, Coppens and Kolman (2019) believe that having

authoritative (positive) parents is associated with the most favorable outcomes (Ceulemans Eva & Kuppens Sofie, 2019).

Also, according to the results of the present study, there is no relationship between the authoritarian parenting attitude and the attributional style (stability, internality (locus), globality). There is only a significant relationship between the attitude towards authoritarian parenting and the attributional style of stability in a negative situation. The findings of the present study are consistent with Research by Perez (2018), Puchel and Goncals (2006), Estlin (2021), Pentima (2021), Coppens et al. (2019), Garcia et al. (2019), Lorich et al, Chen Siang Ang (2021). Authoritarian parenting style, which is characterized by low responsiveness and high demand, is significantly associated with reduced ability to regulate behavior, reduced self-esteem and self-confidence, low social skills, adjustment problems, depression, and delinquency, extroversion and internal problems, aggression in boys and hyperactivity in girls, as well as problems in interacting with peers (Bagán et al., 2019). Also, authoritarianism and physical punishment, especially in childhood, can lead to suicide, depression in adulthood or problems in the later stages of a child's life (Alizadeh et al., 2011). (Alamdarloo & Lashgari, 2017) believe that one of the main causes of behavioral problems in students with learning disabilities is probably caused by the use of authoritarian parenting methods by parents (Alamdarloo & Lashgari, 2017).

Also, the results show that there is a positive and significant relationship between fathers' attitude towards permissive parenting and all criteria of documentation style (general, internal control). The findings of the present study are consistent with the research of Perez et al. (2018), Garcia et al. (2019) and it is inconsistent with the research of (Alamdarloo & Lashgari, 2017), Puchel Goncals (2006), Stelin (2021) and Pentima (2020). Permissive parenting is also called parenting without interference, in this type of parenting, parents emotionally are completely absent from the child's life and are sometimes physically absent at night, have no demands or expectations of their child, and have no concerns about it. The emotional needs of the child Children of these families lack academic and social competence, and also suffer from insufficient psychosocial development (Jadon & Tripathi, 2017). According to Garcia (2019), despite the differences in parenting styles and the results obtained so far, a common pattern was found between permissive parenting styles and psychosocial adjustment was: permissive parenting was associated with self-concept and well-being equal to or even better than authoritative parenting (Garcia et al., 2019). Permissive parenting style is an optimal strategy to strengthen psychosocial adjustment in children, so it confirms evidence from previous studies that permissive parenting style is more effective in raising children. According to the results of research on South American countries, three generations of families and their type of parenting and their developmental consequences were investigated. Children who have arbitrary parents have better adaptation and competence than domineering families based on criteria such as self-concept, (García et al., 2019), psychosocial maturity and internalization of values.

Also, the results of the present study showed that there is no significant difference between the parenting attitude and the attributional style (Internal control, globality) of the fathers of male and female students. The findings of the study are consistent with the research of Metsapelto et al. (2003) and are also inconsistent with the research (Garcia et al., 2020), Kopens & Coleman, 2019). Metzapelto believed that the most powerful parents in the family are mothers, and the parents who have a good emotional relationship with their children are mostly fathers. Similarly, the authority of the mother and the favorable emotional relationship of the father lead to raise successful children (Riitta 2003, Pulkkinen Lea & Metsäpelto Leena. Parent's gender has significant importance on raising children, but parents should learn to create a positive and supportive environment for their children, hence, they can risk externalizing behavior problems. and reduce the internal, especially since the parent-child conflict starts early in the child's life, and continues over time (Vasiou et al., 2023).

The results of the present study show that parenting styles can have a significant impact on the thoughts, feelings, and actions related to the quality of maintenance, upbringing, and documentation styles of children. However, this study has limitations that should be considered when interpreting the findings. First, this study was conducted exclusively in the city of Kazerun in the south of Iran, which may limit the generalizability of the results to other regions and countries. Second, the study used a small sample size, which requires careful examination of the generalizability of the findings. Finally, this research was conducted on a specific group of students aged 13 to 15 from Kazerun schools, which makes it difficult to extrapolate the results to other populations.

Several research suggestions can increase the effectiveness and scope of future studies. First, it is very important to address the limited number of participants in the experimental group, because it can have a significant impact on the reliability of the results. The use of a larger sample size in future research efforts is recommended to reduce this concern, thereby minimizing the influence of some factors. In the second step, conducting research at all age levels, from elementary school to adults, is suggested to gain a comprehensive understanding of the subject. This comprehensive approach provides valuable insights into the subject at different stages of development. Third, in-depth research on parenting attitudes of both parents and students' attribution styles is encouraged for future studies. Fourth, schools and social sectors can share knowledge about the influence of parenting style with parents, which enables fathers to improve their own parenting style and their children's resilience and ability to respond effectively to traumatic events, and furthermore, educators should teach students documents that are useful for improving students' performance in facing life problems.

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