



Investigating the Relationship between Family Performance of Shemiranat Students and Their Methods of Flourishing Children through Perfectionism Approach

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ABSTRACT

This study was to "examine the relationship between family functioning and parenting style and perfectionism of adolescent students of Shemiranat that has conducted in a descriptive-correlation style. The statistical population in this study includes all high school students in the Shemiran city that has been done according to the latest available statistics and data in 10625. According to the extend size of the studied population, a simple random sampling method is used. Finally from the mentioned population, a sample size with amount of 371 students was chosen. To measure the variables used in the study, I used 3 questionnaires according to BOMRIND (1971) parenting style, NATAN B. ENSTIEN et al (1998) questionnaire and HILLS perfectionism questionnaire (2004). The content and form of the questionnaires was approved by experts. The GERONBACH ALFA for parenting style questionnaire was 0.85, for family functioning questionnaire was 0.86 and for perfectionism questionnaire was 0.87. The data analyzing was according to the results of Pearson correlation test and Regression. Pearson correlation test results indicated that there is a positive and meaningful relation between authoritative parenting style and perfectionism style. But between authoritative parenting style and perfectionism there is a reverse and negative relation. Finally there is no meaningful relation between Leniency style and perfectionism. Also the results of regression test showed that there is a meaningful relation between family functioning (solving problem, communication, roles, emotional replication, emotional involvement, behavioral control, general family functioning) and perfectionism. In general, the results showed that among family functioning features, four features (emotional involvement, behavioral control, general functioning, and emotional replication) have the ability to predict perfectionism.

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Introduction

Teenager is a person that is nor adult nor child. He/ she is a being in limbo lost childhood and adulthood yet to come; a being that has wavered role imitation in the childish form, but his/her role is still not settled. In other words, teenage is the very yesterday child. In terms of attachment, adolescence is a period of transition that at some point in this period, the teen began many activities to obtain independence and take care of the paintings of the early attachment (Mashhadi & Mohammadi, 1488, p. 131).

Adolescence is a critical stage of growth that is clarified with physical, social and emotional changes. In all areas the growth is not necessarily linear or harmonic. Almost a teenager has always different growth rates in different areas (Najmi & Fayzi, 1390, p. 106).

Adolescence is primarily a disproportionate time, since progress in one area is not necessarily coordinated with other areas. To justify adolescent imbalances, we need to notice different individual-environmental factors. Albert Bandura (according to the Shar Arays, 1383, p. 76) writes: Teen's behavior is the result of child's learnings in the family and society. Adolescent's behavior is not only the result of environmental factors but the behavior reflects the process of mutual coercion. (Nasaji, 1390, p. 32). Perfection seeking, perfectionism or adoring perfection is one of adolescence

characteristics that have involved many people. In psychology, perfectionism is a belief that all jobs should be done in an obsessional manner; otherwise are not acceptable. From pathology point of view, perfection adoring is a kind of characteristic disorder that is related to obsessive and persuasion manner. In this case if doing something or the result of something is less than perfect, it's not acceptable for the person. In such cases, mentioned beliefs are unhealthy and psychologists refer such persons as abnormal perfectionisms (Bitaraf et al., 1389, p. 77). Many factors influence the formation of this perfection seeking in adolescents, and family functioning and parenting styles is one of them.

The family is the first and most fundamental institution that plays an essential role in the formation of human personality. Human's life begins in the family and his basic characteristic forms there and his intellectual values and criteria are established. The initial effects have a determinant role on his behavior, his communication with others and adapting to the environment in the future in general. The child's character always becomes the same as the family emotional environment. Although the relation between the parents' behavior and the child's behavior is actually obvious, but more recently have realized its importance. Exclusivity and undesirable behaviors are rooted in parents that their behavior are overly emotional,

supportive, childish, and dismissive and are extremely conscientious. (Saef., 1380, quoted by Vahedi, 1388, p. 108).

Since the family and the relationships within have its own complexities, many theories have been presented in the context of its functions. Koldool study (1995) that has been based on marital and family systems has considered three components for family functioning (including flexibility, integration and communication), while the other models, and have introduced more components (Abdullah Poor & et al., 1388, p. 161).

One of the most important models in the field of family functioning, which is more comprehensive than other models and uses observational instruments and also self-evaluation tools is McMaster family functioning model. This model grew in the early 1960s by Epstein, Bishop and Levin at McMaster University and evaluates marriages and families. This model is a systemically model with clinical characteristics of family functioning that determinates the structural and organizational specifications of the family group and exchange patterns between family members. After family life, this model evaluates six dimensions including: problem solving, communication, roles, affective responsiveness, affective involvement, behavior control and general family functioning (Abdullah Poor & et al., 1388, p. 161).

The relationship between parents and children is one of the important facts that have attracted experts' and specialists' discretion for years. Family is the initial base that creates the connection between the child and his environment. Children's basic beliefs about the world will be learned in family and will grow physically and mentally; he will learn ways of talking, basic norm behaviors and ultimately his views, behavior and emotions will be formed. In other words he will be social (Ahadi & Darya Afzoon, 1388).

Thus, according to above mentioned documentations, the researcher in this study sought to conduct research to answer in a scientifically way that what is the relation between family functioning and parenting style with perfectionism students? It is hoped that the results of this research give principals and specialists of Education indispensable information and knowledge for the proper and efficient use of family functioning and parenting style as a factor affecting on student perfectionism.

Theoretical Foundations of Research

A) Parenting styles

Each family has a certain style for upbringing their children. The set of views, actions and nonverbal and verbal statements of the parents that specifies parent-child's nature interactions in different situations is known as parenting style (Slicker et al., 2005, p. 229).

Darling and Esternberg defined parenting style as a constellation of views and behaviors which creates a widespread emotional atmosphere and determines the nature of parent-child's interaction (Hillstrom, 2009, p. 4).

Parenting styles, as a set or constellation of behaviors that describes parent-child interactions over a wide range of situations, creates an effective interactional atmosphere. Parenting styles are important and effective factors that plays important role in child's psychopathology and growth (Komayjani& Maher, 1386, p. 64).

Baumrind (1991) collected a lot of information about parenting studies by observing the interaction of parents with pre-school children in home and laboratory. He found that parenting styles differ in two dimensions. The first dimension is the expectation; the parents determine high standards for their children and insist their children to achieve those standards.

Some parents expect little of their children and rarely try to influence their behavior. The second dimension is receptivity. A group of parents are acceptors and responsive towards their children. This group has verbal exchange with their children and do free discussion with them and some others are the ones who discard and are dismissive. Baumrind believes the child who is going to be socialized follows and complies the necessary requirements of others while keeping his characteristic integrity feeling which is the key element of parenting responsibility.

The Baumrind's initial studies were focused on the impact of parenting childhood patterns in childhood era. Therefore he began to develop the concept of parental control; controlling is defined in various forms for different scholars including being serious in using corporal punishment and consistency in punishment (Bamrynd, 1966, as quoted by Hassanpour Ghara Chal, 1389, p. 18).

The purpose of parenting styles, are the styles that parents use to control their children. In a series of researches, Diana Baumrind collected some information about parenting styles under supervision of parents who were interacting with their preschool children. It turned out that parenting has two vast aspects: the first aspect is, being demanding. Some parents set high standards for their children and expect them to meet these criteria. Other parents expect too little and rarely try to influence the behavior of their children. The second aspect is respondents. Some parents are receptive to their children and respond to their demanding. They often do open discussion and dialogue with their children. Also some parents reject their children and disregard them. Various combinations of demanding and responsiveness create four styles of parenting. Baumrind's study emphasized three of them: authoritative, authoritarian, permissive. Authoritative parenting style has three dimensions or components including communication (supportive and receptive), order (control) and autonomy (free partnership). Also authoritarian parenting style has three components including physical coercion, verbal punitive and non-explanation hostility. Finally the permissive parenting style has one oblivious component (George, 2004, p. 14).

Authoritarian Style: Authoritarian parents often humiliate their children and give no explanations about their punishments. Using powerful disciplines causes disorders in child's processing on their parents and others messages and dialogs. These children live in a constant fear. (Laible & Thompson, 2002, p. 1189).

Authoritative style: Authoritarian and permissive parenting styles are the sides of a continuum. In contrast, authoritarian style is somewhere between this two. Parents using this style have good attention to their children and use a moderate parenting control that allows them to be increasingly autonomous (Dwairy et al, 2006, p.236).

Permissive style: Parents who use this style are kind and receptive, but are not expected and refuse using any controlling. Permissive parents allow their children to decide at any age while they are not yet able to do so. They can eat and sleep whenever they want and watch television whatever they want. These children are not obliged to learn good attitude or do housework. These parents are inefficient and have no plans for managing their family. Such parents abandon their children without showing them an example of a responsible adult. In addition, whatever protests the children and adolescents have against their parents, they do not really desire equality with them (Burke, 1995, translation: Seyyed Mohammad, 1383, p. 61).

B) Family functioning

As a social unit, the family is the center of development and evolution, healing and damage changes and its side effects

that are both the base of blooming and also the relationship between its members. The family is one of the most important social institutions, the formation of society and the protection of human emotions. Any failure in its performance could affect adversely on the performance of children (Etemadi & Panahi, 1393, p. 98).

Family functioning refers to the characteristics of the family system. In other words, the family function means the family ability in making harmony or adapting with changes in life, solving conflicts, solidarity among members and success in disciplinary patterns, observing the boundaries between people and the implementation of the rules and principles governing this institution with the aim of protecting the entire system of the family (Shaker Dolgh et al., 1393, p. 124).

According to Epstein(1983), the functioning family model mostly relates to family properties and intercourses between its members than the internal psychological characteristics of each family member; and it includes seven dimension known as communications, emotional intercourse, role playing, overall performance, problem solving, emotional accompaniment and behavioral control. The family functioning is the important aspect of family environment that affects children's physical, social and emotional health. In fact, what happens within the family and the way of its functioning is a key factor in creating flexibility and reducing current and future risks associated with adverse events and conditions (Panahi & Etemadi, 1393, p. 98).

Willian Ogburn and Clark Tibbitts, two sociologists in 1934, emphasized six key functions for family; including reproduction, protection and care, socialization, regulation of sexual behavior, emotion and accompaniment and supporting social base. However the family also has other functions, such as: education, religious education, meeting economic needs, growth and stabilization of personality and so on, but six above mentioned are important functions for family (Boston, 1383, p. 6).

Stein Hauer & others (1984), suggest the process of family function in five dimensions that are: (1) doing responsibility, (2) playing role, (3)communication (including emotional expressing), (4) emotional interference, (5) control (Bostan, 1383, p. 67).

Although these two sociological and psychological perspectives have common points about family functioning, but in some ways they are different. However the important fact is paying attention to family functioning in the two scientifically fields. This, will apparent the importance of discussing about family functioning and the expectation there from the family (Hosseini, 1388, p.103).

Research on family functioning based on the McMaster model (since 1950) at McGill University in Montreal, Canada, started under Epstein's supervision by focusing on two subjects including non-clinical (it means that there is no specified mental illness, whether the family is healthy or not) and clinical families. Along it, the family functioning evaluation was scripted. He classifies the family functioning in six areas. Each area is a continuum of efficiency to inefficiency and each is divided in two separate implemental and emotional categories that are mentioned below (Mirzaee Alavijeh et al., 1392, p. 22).

C) Perfectionism

Perfectionism is one of the personality traits that can be both productive and useful, and destructive and negative. Historically, the concept of perfectionism attracted many psychologists' interest as an issue. If we assume perfectionism the two sides of the same coin, therefore one side will be success and achieving the goal, and the other side will be fear of failure

or being blamed by others or other social consequences of failure (Ebrahimi Gavam, 1383, p. 3).

Perfectionism is a personality construct and will be determined with specifications such as effort being perfect and fault-free and defining extremist standards in functioning along with tendency to critically assess the performance of certain behavior (Stoeber & Otto, 2006, p. 296).

Seeking perfection is an enduring desire to establish complete and achievable measures and do effort to achieve critical evaluations from personal performance (Besharat, 1383, p.2).

Lander (1978) considers perfectionism as an extensive network of knowledge, including expectations and events interpretations and evaluations. He expresses this term more detailed. People, who have very high standards, are constantly and meticulously working toward impossible goals and evaluate their value in terms of profitability and being perfect (Ebrahimi Ghavam, 1383, p.8).

According to the Neurotic normal classifying, there are two positive and negative perfectionisms. Positive or adaptive perfectionism is determined by high personal standards but available, tendency to be organized in affairs, a sense of satisfaction from performance, seeking for excellence in affairs and motivation to achieve positive rewards (Khormaei et al., 1390, p. 62). Homachek considered the normal perfectionisms, persons who obtain a real sense of job satisfaction from hard working and whenever conditions allow, they too allow themselves to be less accurate. In fact, he believed that normal perfectionism enjoys the effort and competition for superiority and perfection and meanwhile recognizes the individual limits. In other hand, Neurotic perfectionism are cannot satisfy perfectionism emotions since from their point of view they never have done a good job (Sigel & Sholer, 2000, p. 41). Negative or non-adaptive perfectionism with high and unrealistic standards is defined as excessive worry about the mistakes and cognitive deficits, high environmental pressure for completeness, high distance perception between private practice and standards and compulsory uncertainty in affairs and avoiding from self-functions consequences (Khormaei et al., 1390, p. 6).

Positive perfectionism idea versus negative perfectionism refers to initial definitions of normal perfectionism versus neurotic perfectionism and also refers to the important research that Slide and his colleagues done about satisfied perfectionism's characteristics versus dissatisfied perfectionism. Positive perfectionism is defined in a form of normal or healthy perfectionism that often has positive benefits for the individual. The positive perfectionism stimulates with positive forces such as self-esteem and self-satisfaction that are available for him. Such a person determines actual expectations for himself. According to behaviorism, the positive perfectionism behavior strengthens through praise, recognition or feeling of progress. Serious and hard work leads to success, but failure leads to adaptive behavior such as changes in standards, hard work or to express more easily, suffering. Therefore this type of perfectionism should be encouraged and developed (Besharat et al., 2005, p. 1610).

Hovit and Flat (1991 A) depending on perfectionism in social context, distinguished three dimensions including self-centered perfectionism, other-centered perfectionism and social-centered perfectionism. Self-centered perfectionism is specified with a tendency to create unrealistic standards for itself and concentrate on defects and failures in functioning with accurate supervisions. Other- centered perfectionism also shows a tendency to have excessive expectations and critical evaluation

of others and social-centered perfectionism refers to the need to comply with standards and meet the expectations of important people in order to gain their approval (Besharat and et al., 1389, p. 66).

Research literature

In a study, Kahrizeh et al (1393) examined the "relationship of psychological hardiness and family functioning with nurses' subjective well-being" and achieved these results that there is a significant positive and meaningful correlation between subjective well-being with psychological hardiness and family functioning.

The result of stepwise regression analysis for predicting subjective well-being from the aspects of family functioning and hardiness showed a 16% overall performance and 21% control of the subjective well-being.

In a study entitled "The relationship between attachment style and parenting style with student's perfectionism of Payam Noor University of Urmia", Hajilo et al (1392) gained these results that there is a significant relationship between attachment style and parenting style with student's perfectionism. Also the relation between parenting style and perfectionism became meaningful. But there was no significant difference between male and female students' attachment and parenting styles and perfectionism. Also the regression relationship between the three variables perfectionism, attachment styles and parenting style were meaningful.

In a study entitled "The relationship between parenting styles and children's perfectionism in a sample of Iranian families", Besharat et al (1390) found that the father's magisterial parenting style have a relation with child's self-centered, other-centered and social-centered perfectionism. Also the mother's authority style, predicts the children's other-centered perfectionism. To explain the research's results we can say families with magisterial parenting encourage their children for complete functioning and react against their failures with disappointment, anxiety and restlessness. As a result, children are also afraid of doing anything wrong and try to avoid mistakes by being a perfectionist.

In a study entitled "The relationship between family function with Noshahr city positive and negative perfectionism's students" Alizadeh Sahraee et al. (1388) found these results that there is a positive meaningful relation between the total score of family efficiency and its three components (roles, problem solving and assertiveness Emotions) with positive perfectionism. Also, there is a negative meaningful relation between the total score of family efficiency and its components (roles and expressing emotions), except the structural solving problem that did not show a significant relationship. Stepwise regression analysis that was done to separate the positive and negative perfectionism showed that two structural solving problem and expressing emotions are the best predictors for positive perfectionism, and family roles are the best ones for negative perfectionism. The results of this research confirm the differentiation between positive and negative perfectionism. While the positive perfectionism grows in an efficient environment, the existence of negative specifications in a family can be a background for developing negative perfectionism.

Ireland et al. (2005) results on the relationship between coping style, psychological hardiness and self-efficacy education shows that there is a negative meaningful correlation between emotional coping style and self-efficacy education. This means that people with low self-efficacy mostly use exciting-center coping styles. Also the results showed that people with psychological hardiness characteristics have higher self-efficacy.

MacCann et al. (2011) studied the role of mediator in coping style in relation between emotional intelligence and educational achievement and got these results that problem-oriented coping styles have the mediating role in the relationship between emotional intelligence and educational achievement. The results also showed that there is a significant relationship between problem-oriented coping with educational achievement. In a research Nguyen (2012) found that mental toughness in learning and motivations to learn have positive impact on the quality of students' life.

Research questions

- 1) What is the relationship between family functioning with Shamiran city adolescent students' perfectionism?
- 2) What is the relationship between the dimensions of family functioning (problem solving, communication, roles, affective responsiveness, affective involvement, behavior control, family general performance family) with Shamiran city adolescent students' perfectionism?
- 3) What is the relationship between the different dimensions of parenting styles (authoritative, authoritarian and permissive) with Shamiran city adolescent students' perfectionism?
- 4) Do any of the various dimensions of parenting styles (authoritative, authoritarian and permissive) have the ability to predict Shamiran city adolescent students' perfectionism?
5. Do any of the aspects of family functioning (problem solving, communication, roles, affective responsiveness, affective involvement, behavior control, family general performance) have the ability to predict Shemiran city adolescent students' perfectionism?

Statistics Population, Sample and Sampling

The target population in this study consisted of all high school students in the Shemiranat that according to the latest statistics and information, the number of them is 10625 people. In this study, according to Shemiranat education statistics, and the availability of the number of people in this organization, a simple random sampling method is used. Finally, from the mentioned statistics population, a sample with 371 students was selected using Cochran formula and Gorjesy Morgan table.

Research Tools

The first tool used in this study, is the family functioning test that has been developed by Nathan B Epstein et al., Which aims to evaluate family functioning based on the MacMaster model. This model determines the structural, occupational and family interactional characteristics and specifies six dimensions of family functioning. Also specifies the family ability to adapt the field of family responsibilities on a five-point Likert scale to fully agree (5), agree (4) somewhat (3) Disagree (2), and completely disagree (1). For scoring the FAD, all the answers are coded from 1 to 5. The higher the score indicates normal function. To get the scores of each scale, the average scores of that scale is calculated. Then the scores for each subscale are added together and are divided by the number of materials of that scale. Therefore the score of each scale will be from 1 (poor) to 5 (healthy) and if 40% of a scale has not been full the scale score will not be calculated.

The second tool used in this study is Hill (2004) perfectionism questionnaire. This questionnaire evaluates the various dimensions of perfectionism (1- purposefulness, 2- discipline and organizing, 3- trying to be excellent, 4- interpersonal sensitivity, 5- the perception of pressure from parents, 6- high standards for others). This questionnaire includes 58 items, which is designed according to Likert quintuple spectrum.

The third tool used in this questionnaire is Baumrind parenting style (1991) which is adopted according to permissive, authoritarian and authoritative behavioral patterns. This questionnaire includes 30 items that 10 items in a permissive manner, 10 in an authoritarian and 10 in an authoritative manner concern to child fostering. In this questionnaire, parents determine their ideas according to Likert scale 5 degree. Previously these questionnaires were examined by Esfandiari (1374) and Rezai (1379) and were reported acceptable results examined.

In a study by Esfandiari, he asked 10 psychologist and psychiatrist to determine the validity of each question on the questionnaire. The results showed that the questionnaire has formal validity. For the questionnaire reliability he asked 12 mothers of that studied population to complete the questionnaire. After a week, the questionnaires were completed by the same people. The reliability was 0.69 for permissive style, 0.77 for authoritarian style and 0.73 for authoritative style (quoted by Esfandiari, 1374). Bori(1991) reported the reliability of the questionnaire with retest style 0.81 for permissive, 0.85 for authoritarian and 0.92 for authoritative styles (according to the same).

Data Analysis Method

To analyze the data of this research, the methods of descriptive statistics and inferential statistics such as multiple linear regression analysis and Pearson correlation test are used.

Findings

In this section, based on the information provided, the considered research questions are analysed. In this section, the tests of multiple linear regression and Pearson correlation coefficient are used.

First question: What is the relationship between family functioning and perfectionism of adolescent students of Shemiranat?

To examine the relationship between family functioning and perfectionism of adolescent students of Shemiranat, Pearson correlation is used. The results of it are presented in Table 1.

The table above shows that between two variables of family functioning and perfectionism of adolescent students, the reverse and negative relation is existed ($r=-0/548$). This relationship is significant at alpha level of 0/01. In other words, by improving family functioning, perfectionism of students will reduce and vice versa by reducing family function, perfectionism of students will increase. Also, the calculated coefficient of determination shows that the variable of family functioning is explained 0/29 per cent of the variance of perfectionism variable.

Second question: What is the relationship between each dimensions of family functioning (problem solving, communication, roles, emotional responsiveness, emotional involvement, behavioural control, general performance of family) and perfectionism of adolescent students of Shemiranat?

To examine the relationship between dimensions of family functioning and perfectionism of adolescent students of Shemiranat, the Pearson correlation is used. The results of it are presented in Table 2.

The table above shows that between aspects of family functioning (problem solving, communication, roles, emotional responsiveness, emotional involvement, behavioural control, and general performance of family) and perfectionism of adolescent students, a significant relationship is existed. This relation is significant in 0/01 alpha level. The correlation coefficient of each dimension are -0/36, -0/38, -0/48, -0/56, -0/59, -0/56 and -

0/41, respectively. In other words, the existence of family functioning aspects decreases the perfectionism of students.

Third question: What is the relationship between the various dimensions of parenting styles (authoritative, authoritarian and permissive) and perfectionism of adolescent students of Shemiranat?

To examine the relationship between the various dimensions of parenting styles and perfectionism of adolescent students, the Pearson correlation is used. The results of it are presented in table 3.

The table above shows that between different aspects of parenting styles and perfectionism of adolescent students, a significant relationship is existed. This relation is significant in 0/01 alpha level. The correlation coefficient of each dimension (Authoritarian, Authoritative and Permissive) are 0/51, -0/37 and -0/05, respectively. In fact, there is a significant and positive relationship between authoritarian parenting style and perfectionism. There is a reverse and negative relationship between authoritative parenting style and perfectionism. However, there is no significant relationship between permissive parenting style and perfectionism.

Fourth question: Do any of the various dimensions of parenting styles (authoritative, authoritarian and permissive) have the ability to predict the perfectionism of adolescent students of Shemiranat?

To evaluate the effect of different parenting styles on predicting the perfectionism of adolescent students, stepwise regression analysis is used.

To answer the fourth question of the current research that is whether various parenting styles have a role in predicting perfectionism of adolescent students of Shemiranat and also assign the amount of predictive variables in predicting perfectionism, step by step regression is used. According to regression analysis in table 4, it can be concluded that among various types of parenting styles, authoritarian and authoritative styles as predictive variables have criteria for inclusion in the final regression equation to explain the changes of perfectionism (criterion variable).

As it can be seen in the above table, the authoritarian style is presented in the first step with correlation coefficient of 0/50. This means that this aspect is explained 0/25 of perfectionism variance. The second step in which the authoritative style is interned; the correlation coefficient is equal to 0/56. This means that the authoritative style is explained 0/32 of perfectionism variance.

In addition, to determine the dimensions of parenting style in predicting perfectionism based on regression coefficients (Beta) in the second step can be noted that the share of each of the aspects of parenting style (authoritarian style and authoritative style) in anticipation of perfectionism are 0/43 and -0/26, respectively.

Fifth question: Are any of the aspects of family functioning (problem solving, communication, roles, emotional responsiveness, emotional involvement, behavioural control and general family performance) have the ability to predict the perfectionism of adolescent students of Shemiranat?

In order to evaluate the impact of each dimension of family functioning on anticipation of perfectionism of adolescent students of Shemiranat, stepwise regression analysis is used.

To answer the fifth question of the current research that is whether various aspects of family functioning have a role in predicting perfectionism of adolescent students of Shemiranat and also assign the amount of predictive variables in predicting perfectionism, step by step regression is used.

Table 1. The correlation between family functioning and perfectionism of adolescent students of Shemiranat

The level of Significance	(R) ²	Amount of Correlation	Type of Correlation	Variables
0/000	0/29	-0/548	Pearson	family functioning and perfectionism of adolescent students

Table 2. The Correlation between dimensions of family functioning and perfectionism of adolescent students of Shemiranat

Level of Significance	(R) ²	Amount of Correlation	Type of Correlation	Variables
0/000	0/12	-0/367	Pearson	Problem Solving
0/000	0/14	-0/383	Pearson	Communication
0/000	0/23	-0/489	Pearson	Roles
0/000	0/31	-0/565	Pearson	Emotional Responsiveness
0/000	0/34	-0/597	Pearson	Emotional Involvement
0/000	0/31	-0/564	Pearson	Behavioral Control
0/000	0/16	-0/413	Pearson	General Performance of Family

Table 3. Correlation between the dimensions of parenting styles and perfectionism of adolescent students of Shemiranat

Level of Significance	(R) ²	Amount of Correlation	Type of Correlation	Variables
0/000	0/25	0/506	Pearson	Authoritarian Parenting style
0/000	0/13	-0/377	Pearson	Authoritative Parenting style
0/157	0/00	-0/052	Pearson	Permissive Parenting style

Table 4. Results of stepwise regression analysis to examine the predictive relationship of various parenting styles in predicting the perfectionism of adolescent students of Shemiranat

P	T	Beta	B	R ²	R	Predictive Variables	Steps
0/000	11/26	0/50	0/39	0/25	0/50	Authoritarian	First Step
0/000	9/88	0/43	0/34	0/32	0/56	Authoritarian Authoritative	Second Step
0/000	-6/01	-0/26	-0/23				

Table 5. Results of stepwise regression analysis to examine the predictive relationship between family functioning in predicting perfectionism of adolescent students of Shemiranat

P	T	Beta	B	R ²	R	Predictive Variables	Steps
0/000	-14/30	0/72	-0/56	0/35	0/59	Emotional Involvement	First step
0/000	-5/95	0/52	-0/38	0/37	0/61	Emotional Involvement	Second Step
0/000	-3/55	0/34	-0/24			Behavioral Control	
0/000	-6/92	0/52	-0/45	0/40	0/63	Emotional Involvement	Third Step
0/000	-5/12	0/34	-0/40			Behavioral Control	
0/000	3/84	0/65	0/35			General Performance	
0/000	-4/85	-0/36	-0/34	0/42	0/65	Emotional Involvement	Fourth Step
0/000	-4/29	-0/34	-0/35			Behavioral Control	
0/000	5/25	0/40	0/51			Emotional Responsiveness	
0/000	-4/10	-0/33	-0/36			General Performance	

According to regression analysis in table 5, it can be concluded that among various variables of family functioning, four dimensions of it including emotional involvement, behavioural control, general performance and emotional responsiveness as predictive variables have criteria for inclusion in the final regression equation to explain the changes of perfectionism (criterion variable).

As it can be seen in the above table, in the first step in which emotional involvement is entered in the equation, the correlation coefficient is 0/59.

This means that this aspect is explained 0/35 of perfectionism variance. The second step in which the behavioural control is interned; the correlation coefficient is equal to 0/61.

This means that these two dimensions are explained 0/37 of perfectionism variance totally. The third step in which the general family performance is interned; the correlation coefficient is equal to 0/63. This means that these three dimensions are explained 0/40 of perfectionism variance totally. The fourth step in which the emotional responsiveness is interned; the correlation coefficient is equal to 0/65.

This means that these four dimensions are explained 0/42 of perfectionism variance totally.

Discussion and conclusion

The first question: What is the relationship between family functioning and perfectionism of adolescent students of Shemiranat?

This study shows that there is a reverse and negative relationship between two variables of family functioning and perfectionism of adolescent students of Shemiranat. In other words, by improving family functioning, perfectionism of students will reduce and by decreasing improvement of family functioning, perfectionism of students will increase. The results are well-matched with the previous findings.

In fact the results of this research are matched with (Sahrayi et al. 1388) who state that there is a positive and significant correlation between the total score of family efficiency along with its three components (roles, problem solving, and emotional express) and positive perfectionism. Also, there is a negative and significant correlation between the total score of family efficiency along with its components (roles and emotional express) and negative perfectionism. In defining the characteristics of a healthy family, helping members of family to achieve skills and discover talents are considered. They believe that a family with a desired function allows its members to feel secure and be free for self-discovery. It can be concluded that

healthy family members work together to solve their problems and find the best solutions to deal with difficulties. While, there is no empathy and cooperation among members of families with poor functioning of consultation and each person have to face difficulties alone. In this situation, certainly there are no appropriate mechanisms to deal with issues.

In fact, it can be assumed that when the function of a family is suitable, the perfectionism of children also will reduce. So, they have reasonable expectations from their children, assign achievable goals for them to consider, critique them logically and consider reasonable and appropriate standards for them. All cases mentioned above are indicates the low perfectionism.

The Second Question

What is the relationship between the dimensions of family functioning (problem solving, communication, roles, emotional responsiveness, emotional involvement, behavioural control and general family performance) and perfectionism of adolescent students of Shemiranat?

The current study shows that there is a significant relationship in alpha level of 0/01 between one of the aspects of family functioning (problem solving, communication, roles, emotional responsiveness, emotional involvement, behavioural control, general family performance) and perfectionism of adolescent students. The correlation coefficient of dimensions are -0/36, -0/38, -0/48, -0/56, -0/59, -0/56 and -0/41, respectively. This result is well matched with the previous findings.

In fact the result of this research is matched with (Sahrayi et al. 1388) who state there is a positive and significant correlation between the total score of family efficiency along with its three components (roles, problem solving, and emotional express) and positive perfectionism. Also, there is a negative and significant relationship between the total score of family efficiency along with its components (roles and emotional express) and negative perfectionism.

Family functioning is more related to the characteristics of household, systematic methods and relations between its members. Family functioning includes seven aspects known as communication, emotional sex, role playing, overall performance, problem solving, emotional accompaniment, and behavioural control. In this context, it can be concluded that a family with suitable performance can reduce the perfectionism of children through below method. In such a family, parents have decent communication skills, so they can express their difficulties and solve their problems. Parents play their roles appropriately and have decent emotional relationship with other members of a family. So, they fulfil their emotional needs. Finally, in such this family the behaviour of children can be controlled. Also, parents have reasonable expectations from their children and consequently the perfectionism of children will be reduced.

The Third Question

What is the relationship between the various dimensions of parenting styles (authoritarian, authoritative, permissive) and perfectionism of adolescent students of Shemiranat?

The current study shows that there is a significant relationship in alpha level of 0/01 between various parenting styles and perfectionism of adolescent students. The correlation coefficient of various parenting styles (authoritarian, authoritative, permissive) are 0/51, -0/37 and -0/05, respectively. In fact, there is a significant and positive relationship between authoritarian style and perfectionism. Authoritative parenting style has a negative and reverse relationship with perfectionism. But, there is no significant relationship between permissive

parenting style and perfectionism. This result is well matched with the previous findings.

In this context the results are matched with findings of (Hajilo et al. 1392) who state that there is a significant relationship between interest styles, parenting styles and perfectionism of students. The results also are well matched with (Besharat et al. 1390) who found that father authoritarian parenting style is related to self- perfectionism, other-oriented perfectionism and social-perfectionism of children. Also, the mother authority style, predicts other-oriented perfectionism of children. The research findings can be explained by families with authoritarian parenting style who encourage their children for full performance. Also, they react against children's failure by frustration and anxiety. So, children become frightened from their mistakes and try to avoid being a perfectionist and consequently attempt to be far from mistakes and failures.

Authoritative parents have reasonable requests for maturity. They put into force by assigning limitations and insisting on children to follow the rules. On the other hand, they show sincerity and intimacy, listen to the views of their children patiently and encourage family in decision making. Authoritative parenting style is rational and democratic manner in which the rights of parents and children are respected. Parents emphasize on free will and discipline. They encourage verbal communication. When they have expectations from children or avoid them from doing tasks, express the reasons of them. All of these features can reduce children's perfectionism.

Finally, parents who choose permissive parenting style tend to give more freedom to their children and take them under less control. Permissive parenting style has no limitations for children and they can freely express their ideas and opinions. So, they do not care their children and consequently their perfectionism.

The fourth question

Do any of the various dimensions of parenting styles (authoritative, authoritarian and permissive) have the ability to predict the perfectionism of adolescent students of Shemiranat?

The findings show that among the components of parenting styles, authoritarian and authoritative styles as predictive variables are criteria for inclusion in the final regression equation to explain the changes of perfectionism (criterion variable). In this context, authoritative parenting style reduces perfectionism, but authoritarian parenting style increases the perfectionism of students.

In general, it can be concluded that parents who follow the authoritative parenting style, in dealing with unpleasant behaviour of children, always focus on the behaviour of children and do not address his or her character. They devote all their attention to correct the problem and do not try to make him nervous and distracted. These parents express their unpleasant feeling because of children's behaviour and convince them that punishment is merely because of behaviour modification of children and not personality destruction of them. These parents consider the problem of children as part of a child's life. They try not to blame their children. Rather, they try to modify child's lack of knowledge and teach them logical thinking and essential skills.

These parents know that life is full of problems and failures and children cannot handle such adversity. Unless parents prepare them to deal with adversity. So, without make children unhappy, disappointed or unfairly treated them or without much controversy and turmoil, prepare child to deal with the suffering of life. In this training pattern, the child will not be rejected and the positive aspects of him are also considered. Authoritative

parents do not impose ideas to children. But, they satisfy to accept the idea of their children and respect them. Also, the right of suitable liberty increase the sense of cooperation and self-esteem of children. Also, it causes children to be compatible with the community. Obviously, such a style of training, encourage the mobility and independence of children. Moreover, children who are grown in this educational space, face with behavioural and psychological problems less. Thus, because of logical demands of their parents, do not have much perfectionism. But, parents who have authoritarian style, ask children to follow their rules. They expect children to obey the rules of elders incontestably. If a child does not obey, authoritarian parents will use pressure and discipline. This type of parenting style increases the perfectionism of children.

The Fifth question

Do any of the aspects of family functioning (problem solving, communication, roles, emotional responsiveness, emotional involvement, behavioural control, general family performance) have the ability to predict the perfectionism of adolescent students of Shemiranat?

The findings show that among the components of family functioning, four dimensions of it including emotional involvement, behavioural control, general public performance and emotional responsiveness as predictive variables are criteria for inclusion in the final regression equation to explain the changes of perfectionism (criterion variable).

In this context, it can be concluded that family who share their interests and needs with other members of a family and pay attention to emotional needs of each other logically, have rational expectations from each other and consequently decrease the perfectionism of children.

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