Original Article

Investigating the Predictive Role of Thinking Styles and Ineffective Parenting Attitudes on Child Anxiety

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Abstract

Background and aim:Theoretical models emphasize the role of parenting behaviors in the growth and survival of child anxiety. One of the most important predictors of parental behavior that has so far not been widely studied in children's anxiety disorders is parent's knowledge and beliefs. The purpose of this study was to investigate the predictive role of mothers' thinking styles and their parenting attitudes on child anxiety.

Methods: For this purpose, 234 mothers of 6 years old children (girls and boys) were selected from preschool centers in Mashhad through cluster sampling and they filled up Sternberg Thinking Styles Questionnaire, Adult Adolescent Parenting List (AAPI-2), and a Spence Children's Anxiety Scale Questionnaire (SCAS) and Pearson correlation coefficient and multiple regression analysis were used to analyze the data.

Results: The results showed that second-order thinking styles of mothers, especially conservative thinking style, positively predict child anxiety. Inappropriate expectations of the child and the lack of empathy with the child's needs predict the child's anxiety positively.

Conclusion: Combining the style of conservative thinking with inappropriate expectations and the lack of empathy with the needs of the child, better predicts anxiety.

Key words: 1-Thinking styles 2- Parenting attitudes 3- Children's anxiety

Introduction

The family as the first social institution plays a stable and determining role in shaping the behavior, thoughts and personality of individuals. The interaction of the child with others and society in the later life of the child is influenced by the experiences that she has gained from the family environment. Researchers have identified the type of interaction between children and parents as one of the most important family factors that predict their mental health and social behavior.

The ways in which parents interact with their children has a long and lasting effect on the development of the child's personality and its behavioral and ethical characteristics. The healthy and well-groomed family with righteous children is the guarantor of the health and well-being of the society, so for the growth and excellence of the society, one must think about the growth and advancement of the family (1). Children experience these emotions in their socialization with their parents and siblings. One of the approaches to how parents and children are influenced is parenting.

Parenting styles are considered as one of the characteristics of parents that by modifying the particular actions that they do and changing the experience of children in the process of socialization, affect parents' efforts to socialize children. Growth and transformation in a succession, and a joyful and calm way to experience stable and secure relationships with parents are one of the most

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important adversaries of socialization. (2). Social anxiety disorder refers to the apparent and continuous fear of social or functional situations and it is believed that one will act in such situations as shy or humiliating. People with social anxiety disorder typically avoid fearful situations and rarely find themselves in need of social or functional status, but if they encounter these situations, they will be severely anxious. Based on researches, parenting methods are related to social anxiety of the child. For example, Kleonsky and Dutton and Leibell have shown that the fathers of female students who have high social anxiety are discarded and neglected, and are using hegemonic adaptive laws, and that their mothers are either too neglectful or excessively supportive. Also, in a comprehensive overview, Rappi has suggested that negative parenting behaviors are associated with high levels of anxiety and depression. In addition, some evidence suggests that exclusion, lack of emotional warmth and excessive support may increase the risk of internalizing problems (anxiety and depression) and outflow (3). Disorders Anxiety is one of the most common psychiatric disorders in childhood, according to studies that 12% of children have a variety of anxiety disorders, which indicates the importance of this - which is about 8 disorders.

Among the most common anxiety disorders in childhood, we can refer to separation anxiety, general anxiety, panic disorder with or without transient phobias, obsessive-compulsive disorder, and specific fears (4).

Methods

This research is a correlation research. Independent or predictive variables including mothers' thinking styles (thinking styles of type I and thinking styles of type II), and ineffective parenting attitudes of mothers (including inappropriate expectations of children, lack of empathy towards child's requirements, the use of physical punishment as a method of education, the reversal of the parent-child's roles and abusive and ignoring the power and independence of the child) are the variables of the child's anxiety.

The statistical population of the study consisted of 6-year-old mothers (girls and boys) who were admitted to one of the preschool centers of Mashhad and of these, 234 subjects were selected by cluster sampling, so that all the private preschool centers in Mashhad, which included one hundred and eleven centers, were under the supervision of the Welfare Organization, in 10 districts based on the city's geography and the amount of urbanization and division facilities.

A preschool center was selected randomly from each district, and all mothers of children in each pre-school center formed the subjects of the research.

Results

AAPI-2 Factor Analysis

The results of the factor analysis of the AAPI-2 questionnaire by main component analysis and the use of the varimix rotation are shown in Table (1). Items with a factor of less than 0.20 were deleted. Of the 40 items in the questionnaire, items 1, 9, 10, 21, 27 are scored in reverse order. Factor analysis results showed that six of the seven items in the first factor were inappropriate expectations, with their factor load in the range from 0.86 to 0.48, and this scale explained 11.48 of the total variance (49.24) Goal 8 (rigorous training is the best way to educate children) has a factor of less than 0.30 that was removed from this scale. 9 items out of 10 belong to the lack of empathy in one factor whose factor load was between 0.65 and 0.39, and this scale covered 10.54 of the variance. Article 39 ("Because I say" this only an argument that is sufficient for the parent (weighs less than 30/0), which was deleted. 10 items out of 11 items related to the scale of

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using physical punishment with factor load ranged from 0.73 to 0.43 in a separate factor, which covered 10.43 of the total variance, Article 3 (deprivation, depriving, an effective way to educate children (with a factor of less than 30% in this factor). Six of the 7 articles related to the reversal of weight-bearing roles were between 0.76 and 0.56 in the fourth one, which explained 9.47% of the variance of the data. Article 3 (One-year-old children should be able to stay away from the items that hurt them), which is related to this scale. The factors of inappropriate expectations and lack of empathy, respectively were 0.36 and 0.39, respectively, due to Common factor burden was eliminated in other factors except for its related factor. The four factors in the ability and independence of the child, which had a factor of between 0.80 and 0.50, and 6.33% of the variance related to this scale, and eventually item number 34 (parents who encouraged their child to speak and ends in hearing complaints had weighs less than 30/0 and were taken and removed from the fifth factor.

Correlation of AAPI-2 subscales with each other and overall scale

The correlation matrix of the sub-scales with each other and with a general scale showed that all correlations are significant at P <0.01 level except for the correlation of the scales with the degree of self-efficacy in the child's power and autonomy, which is punished with none of the four sub-scales of inappropriate expectations Physical, role reversal, lack of empathy and total scale had no significant relationship. The highest correlation was found between inadequate expectations and empathy with a correlation coefficient of 0.46 and the least correlation between inappropriate expectations and the use of physical punishment with a correlation coefficient of 28.2. Sub-scale correlation is given in **Table 2**.

Reliability of Adolescent-Adults parenting Attitude Approach Questionnaire (AAPI-2)

AAPI-2 internal consistency

The internal consistency of the sub-scales and the overall scale of the AAPI-2 test were calculated by estimating the Cronbach's alpha coefficient for each scales and total scales, as shown in **Table 3**. Cronbach's alpha coefficients for each subset of inappropriate expectations (0.82), lack of empathy (0.72), use of physical punishment (0.73), reversal of roles (0.79), child power and autonomy (0.71) and the overall scale (0.83) were estimated.

The reliability coefficient of the split half method

The reliability of the sub-scales and the overall scale of the AAPI-2 questionnaire were calculated by the two-way sampling method through the Spearman- Brown formula, so that the correlation coefficient for sub-scales of inappropriate expectations, lack of empathy, use of physical punishment, reversal of roles and extortion of the child's power and independence were 0.73, 0.68, 0.63, 0.63, 0.80, 0.72 and 0.77 respectively, for the general test scale, as shown in **Table 4**.

Validity Results of Spence Child's Anxiety Inventory of SCAS-P Parent Form The items correlation with general scale

To calculate the test validity (SCAS-P), the correlation coefficient of each score was used to calculate the total score. The results are shown in **table 5**, except for the following: - My child is worried that others will think about him. 15/0, my child is afraid of insects or spiders. 17/0 My child is afraid of talking to the classroom 18.1 and my son has to do certain things in his correct way so that nothing is wrong for him (0.16), the correlation coefficient of the other items is significant with the whole scale (P <0.01), and in the range between 33 / 0 to 0,64.

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Correlations of the test sub-scales with each other and the overall scale

The correlation of each of the sub-scales with each other was calculated to range from 0.28 to 0.62. The highest correlation was observed between the general anxiety and separation anxiety (0.62) and the least correlation between the general anxiety and social anxiety (0.28) which is shown in **Table 6**. The correlation of each subscale with the general anxiety scale was 0.86 to 0.81, with the highest ratio of separation anxiety (0.81) and general anxiety (0.88) and the least correlation Fear of physical injury (0.66). As the results show, the correlation of each of the sub-scales with the total score is greater than the correlation of the scales with each other, which indicates the differential of the scale.

Reliability of Spence Child's Anxiety Questionnaire (SCAS-P)

SCAS-P internal consistency

The SCAS-P scale scales and sub-scales reliability were evaluated by evaluating the internal consistency of the SCAS-P and the subscales. The Cronbach's alpha coefficient for the general scale was 0.89 and for the sub-scales of general anxiety, 0.74, separation anxiety 0.73, obsessive compulsive - effectiveness 0.68, social anxiety 80.0, fear attack and open spaces were 0.84 and fear of physical harassment was 0.63 (**Table 7**).

Stacking Reliability for (SCAS-P)

The reliability coefficient was classified using Spearman-Brown formula for general scale and sub-scales of child anxiety inventory (SCAS-P) and the results are shown in **Table 8**. The correlation coefficient of the scale of general anxiety was 0.63, separation anxiety 0.71, obsessive-compulsive -0.73, social anxiety 73.0, fear of attack and open spaces 0.85 and fear of physical anxiety were estimated 0.06 and the correlation coefficient for the overall scale was 0.84.

Thinking and Anxiety Styles

The results of regression analysis for the first research question: Is there a relationship between thinking styles and anxiety and parenting styles can predict child anxiety? Showed that the second type of thinking styles of mothers (executive, minor, personal, conservative) with positive (P <0.01, P = 0.31) predicts child anxiety positively, and these styles (executive, minor, Conservative) explains ten percent of the total variance of the child's anxiety. The results of the regression analysis are visible in **Table 9**.

Attitudes of parenting in mothers and child anxiety

The child's anxiety prediction was calculated from the inappropriate mother's attitude about parenting using regression analysis. The results showed that the first hypothesis of the research (improper expectations of mothers about their child, predicts their anxiety) P <0.01, 22 / 0B =) is verified. Also, the results of regression analysis for the second hypothesis of the research (lack of maternal empathy towards the child, child anxiety) predicted that the lack of maternal empathy predicted the child's anxiety (P <0.001, P = 0.20) Slowly The results did not confirm any of the other hypotheses (third, fourth, fifth hypothesis), which means that the use of mothers from corporal punishment, the reversal of parent-child roles does not predict any child's anxiety. These components account for 22% of the variance in child anxiety. The results of regression analysis are presented in **Table 10**.

Combining parenting attitudes with thinking styles

The Results for the second question, that Does study better predict that a certain combination of styles of thinking and attitudes about child anxiety? Were included in **Table 11**. The results showed that children's inappropriate expectations (P <0.01, P = 0.15) and lack of empathy toward the child (P <0.01, P = 0.20) and conservative

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thinking style (P <0.001, P27 / 0B) =) is a positive predictor of children's anxiety. These components account for 27% of children's anxiety.

Discussion

Parents reacting to events through anxiety make the children recognize those scary things and are afraid of similar incidents in the future(5). The results indicated that conservative style is one of the least common types of Thinking Styles (Executable, Conservative, Partial, and Unipolar), which the only styles of mothers' are thinking that predict the child's anxiety in a positive way(6). Mothers who use this type of thinking may exercise more control over children and not free children. It has also been shown that controlling behaviors limit autonomy in the child and lead to the perception that the environment is uncontrollable and creates anxiety(7). The result is that the second-generation thinking styles of mothers, especially the conservative thinking style, can affect the anxiety of the child in several ways. First, through information that they negotiate with their children. Also, styles of thinking through modeling and learning can be passed on to children and can make them vulnerable to anxiety(8, 9). In addition, thinking styles (especially conservative ones) can be effective by influencing parenting style and parenting behaviors on child anxiety. These parents may not place children in stressful situations and do not provide the child with opportunities to cope with challenging situations, and as a result, the child does not learn the skills and ability to face challenges and manage them. Recent research has also been conducted in this regard. Parents who score on this scale reflect a number of characteristics: Expectations beyond the ability to match the growth of the child tend to have little or no knowledge about the child's normal development of the child (10). It is assumed that parents who have higher expectations make children more sensitive to social failures. This conclusion seems consistent with the fact that research has shown that the parenting style of parenting and some parenting behaviors such as: lack of emotional affection, excessive control, excessive protection, negative parent behavior, rejection and the criticism is related to the child's anxiety. Many of the limitations and inadequacies observed in parenting care prevent the formation of a safe relationship with the child. When parents, with their despicable behavior, deprive the child of having a warm and intimate relationship, secure attachment does not take place in the child because the child has never received confidence in the affection of the parent. This condition causes the child to Future events in life become more vulnerable. On the other hand, in the same period of childhood, such children are more helpless and easily excited. This is a condition in the anxiety-depression syndrome. Results from parental parenting attitudes showed that mothers' inappropriate expectations and their lack of empathy with child needs predicts child anxiety. This pattern is consistent with parenting attitudes with the characteristics of descended parents and autocratic parenting style(11, 12). As it has been said, mothers who lack empathy have poor parenting skills and are potentially incapable of managing child-rearing pressures, do not care or care about children's natural developmental needs, conceal children's fears and Parents who have inappropriate expectations of children tend to Control and command and poor self-concept as their parent. According to this, continuous research has identified the relationship between child development and child anxiety. It should be noted that having expectations appropriate to the children's abilities along with a reasonable amount of affection will increase the perseverance and self-efficacy of the children. If the existence of irrational

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authority based on the parent's desire to dominate the child has a feeling of rejection, aggression and Ultimately, depression and anxiety lead to positive parenting According to research, positive parenting is associated with the emotional development of children, which involves engaging in emotional activities that enhance the social development of children as well as autonomy that helps the child To pursue its goals in accessible steps and to discover new ways and choices Set it. Parents 'positive behaviors raise the belief in the child that she is a valuable asset and can count on their parents' support when they are having problems. Old-age adopters who use an authoritative parenting style are more likely to cause endogenous problems in the child. As for the results for the second question, the study predicts that a certain combination of styles of thinking and attitudes about child anxiety is better predicted? Showed that the combination of attitudes toward childbearing inappropriate expectations and the lack of empathy of mothers with conservative thinking style explains 27% of child anxiety and this combination is related to each of the styles of thinking (10%) and attitudes of childbirth (22 Percent alone predict the child's anxiety better.

Conclusion

The result of this study showed that inappropriate attitudes of parents, including the lack of empathy towards the child's needs as well as the inappropriate expectations of the child's parent, can predict the child's anxiety. Lack of empathy and warmth and the response of the parent can cause insecurity in the child and also anxiety in her. It was also found that mothers' type II thinking styles, especially the conservative style, could predict the child's anxiety positively. Mothers who use conservative style can increase their anxiety in their children in several ways, including over-control of the child, providing an anxiety pattern, helping to create cognitive biases in the child, and ultimately this study showed that the combination A conservative thinking style with inappropriate expectations and a lack of maternal empathy better predicts the child's anxiety than the child's needs.

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Tables

Table 1. Factor Analysis of the Questionnaire (AAPI-2)

weight	**Factors and Items**
	Inappropriate expectations scale-
0.86	28. Children should do what they are told.
0.80	18. Children learn the respect through a decisive education.
0.77	15. Parents should make their children behave better.
0.68	29. Children should be taught to follow their parents.
0.49	12. Good children always obey their parents.
0.48	4. It is necessary to teach excited children to respect their parents.
	- Lack of empathy scale
0.65	11. Children have a duty to keep their parents happy.
0.62	25. Nothing is worse than a 2 year old child.
0.60	36. Allowing children to sleep in the parents' bed is a completely wrong idea.
0.59	20. Good children always obey their parents.
0.57	7. Babies should learn how to consider their mother's needs.
0.55	24. Children who grow up with a sense of calm have a lot of expectations in the future.
0.55	30. Children should be aware of the needs of their parents without telling them something.
0.47	5- Children learn to wear clothes, use the toilet, eat, adults will be better at the earliest possible time.
0.42	16. Children should keep their feelings for themselves.
weight	**Factors and Items**
	- Scale of using physical punishment
0.73	31. Physical punishment is the last option.
0.70	14. Having a good shot, it never hurts anyone.
0.65	26- Sometimes beating is the only solution.
0.64	6. Beating children teaches them to recognize the right from the wrong.
0.58	19. Beating a child is different from anger by being beaten.
0.51	10. Without physical punishment children can learn good education.
0.47	37. Suitable punishment allows children to understand the meaning of their parents' wishes.
0.45	35. Children need education, not punishment.
0.44	22. Children should have some fear for their parents to respect them.
0.43	23. Kidding the child makes the children think that others are doing the right thing.
	- Scale reversal of roles
0.76	32. Children are responsible for the happiness of their parents.
0.74	40. Children should be the best friend of their parents.

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0.72	38. A good child after a parent's dispute makes them feel relaxed.
0.65	17. Children should have awareness of how to take care of their parents after a boring day.
0.59	33. Parents should be able to trust their children.
0.56	13. In the absence of the father, the son should be the man of the house.
	- Abuse Scale on Child Independence and Ability
0.80	1. Children need to be free to explore their world with security.
0.76	21. Children should be taught to use toilet when prepared, not earlier.
0.74	27. Children who are acclaimed will have high self-esteem.
0.50	9. Parents who educate children themselves are better parents.

Table2. Correlates the sub-scales with each other

Total scale	Extortion in the independence of the child	Reverse roles	Use of physical punishment	Lack of empathy towards the child	Inappropriate expectations	Scale
						Inappropriate expectations
					**0.46	Lack of empathy
				**0.37	**0.28	Corporal punishment
			**0.34	**0.42	**0.43	Reversal of roles
		0.04	0.03	0.010 -	0.017	Extortion in the power of the child
	0.12	**0.072	**0.70	**0.74	**0.70	Total scale

** - Significant at the level (P <0.01)

* - Significant level (P <0.05)

Table 3. Internal consistency (Cronbach's alpha), sub-scales and total scale of AAPI-2 questionnaire.

Alpha coefficient	number of items	Scales
0.82	6	Inappropriate expectations
0.72	9	Lack of empathy
0.72	10	Use of physical punishment
0.79	6	Reversal of roles
0.71	4	power extortion and child independence
0.83	35	Overall scale

Table 4. Spearman-Brown correlation coefficient for AAPI-2 questionnaire

The correlation coefficient	**number of items**	**Scales**

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0.73	6	Inappropriate expectations
0.68	9	Lack of empathy
0.63	10	Use of physical punishment
0.80	6	Reversal of roles
0.72	4	power extortion and child independence
0.77	35	Overall scale

Table 5. Correlation of the items with the general scale of the Child Anxiety Questionnaire

correlation coefficient	Items
**0.43	1. My child is often worried
**0.56	2. My child is afraid of darkness
**0.42	3. My child complains of strange emotions in her abdomen when she has a problem
**0.50	4. My child complains of fear
**0.52	5. My child is afraid of just winning at home
**0.34	6. My child is afraid of the exam
**0.47	7. My son is afraid when he has to use a toilet or a public bathroom
**0.59	8. My child is worried about being away from us (I).
**0.63	9. My child is afraid of doing something foolish in front of others
**0.54	10. My child is worried about bad performance in school.
**0.56	11. My child is worried that something bad happens to our family members.
**0.47	12. My child is complaining that without reason and suddenly it feels that he cannot breathe.
**0.46	13. My child is afraid of just sleeping
**0.46	14. My son is having trouble going to school in the morning, because he feels scared and worried.
**0.42	15. My child constantly checks that he has done his work correctly (such as turning off the lights or locking the door)
**0.45	16. My child is afraid of dogs
**0.43	17. It seems that my child cannot be silenced by bad and silly thoughts.

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**0.40	18. My son is complaining that his heart is pounding when he has a problem
**0.47	19. My child suddenly starts shaking when there is no particular reason for it.
**0.44	20. My child is worried that something bad will happen to her
**0.43	21. My child is afraid of going to a doctor or a dentist
**0.57	22. My son is afraid and shaken when he is in trouble.
**0.40	23. My son is afraid of height (like being on the top of a cliff)
**0.52	24. My child has to think about certain things (such as numbers or words)
**0.49	25. My child is afraid of traveling by car, bus or train
**0.15	26. My child is worried that others will think of him.
**0.43	27. My child is afraid of being busy (places like shopping malls, cinema, bus and busy land)
**0.62	28. My fraternity suddenly feels really afraid without any reason.
0.17	29. My child is afraid of insects or spiders
**0.46	30. My son complains that he finds faint and weakness without any particular reason.
0.18	31. My child is afraid to speak in front of the classroom
**0.59	32. My son complains that he is starting to scream for no reason whatsoever
**0.61	33. My child is worried that he suddenly feels afraid when there is nothing to fear
**0.64	34. My child is afraid of being in closed and small spaces (like tunnels and small rooms)
**0.64	35. My son has to repeat certain things (such as washing hands, cleaning and putting things in their place)
**0.56	36. My child is annoyed by the images and thoughts in her mind
0.16	37. My son has to do certain things in his right way so that nothing bad happens to him
**0.44	38. My child is afraid of being outdoors all night long

** - Significant at the level (P <0.01)
* - Significant level (P <0.05)

Table 6. Correlation matrix of sub-scales

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General anxiety	Fear of physical injury	Attack Panic and Agoraphobia	OCD Obsessive Compulsive Disorder	separation anxiety	social anxiety	Inclusive anxiety	Scales
							Inclusive anxiety
						**0.28	social anxiety
					**0.39	**0.62	Answering anxiety
				**0.42	**0.48	**0.32	Obsessive-compulsive and practical
			**0.47	**0.46	**0.43	**0.40	Panic Attack and Fear of Outdoor (Agoraphobia)
		**0.41	**0.36	**0.41	**0.34	**0.33	Fear of physical injury
	**0.69	**0.66	**0.77	**0.71	**0.81	**0.79	General anxiety

Table 7. Cronbach's alpha coefficients, general scale and questionnaires sub-scales (SCAS-P)

Cronbach's alpha coefficient	Scales
0.74	Inclusive anxiety
0.73	separation anxiety
0.67	Obsessive-Compulsive
0.80	social anxiety
0.84	Panic attack and fear of open spaces
0.63	Fear of physical jest
0.89	Total scale

Table 8. Correlation coefficient for sub-scales and general scale

Correlation coefficient	Sub-scales
0.63	Inclusive anxiety
0.71	separation anxiety
0.73	social anxiety
0.85	Panic and agoraphobia
0.73	Obsession
0.60	Fear of physical injury
0.84	General anxiety

Table 9. Regression analysis of mothers' thinking styles and child anxiety

R^2	R	Sig	t	*Beta*	Factors
0.10	0.32	0.167	1.38-	0.127-	styles of Type I
		0.000	4.08	0.390	styles of Type II

* Anxiety as a criterion variable

* Adjusting mother's education

Table 10. Regression Analysis of Mothers' Parenting Attitudes and Child Anxiety

R^2	R	Sig	T	Beta	Factors

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0.22	0.47	0.001	3.23	0.22	Inappropriate expectations
		0.000	3.70	0.26	Lack of empathy
		0.450	0.74	0.04	Corporal punishment
		0.380	0.88	0.06	Reverse role

* The child Anxiety as a criterion variable
* Adjusting mother's education

Table 11. Regression analysis of parenting attitudes and thinking styles

R^2	R	sig	T	Beta	Factors
0.27	0.52	0.009	2.55	0.18	Inappropriate expectations
		0.002	3.21	0.21	Lack of empathy
		0.609	0.47	0.03	Corporal punishment
		0.442	0.31	0.05	Reverse role
		0.294	0.60	0.07	Executive style
		0.895	0.28	0.009	Minor style
		0.000	3.15	0.27	Conservative style
		0.795	0.16	0.01	Personal style

* Child anxiety as a criterion variable
* Adjusting mother's education

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