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## Prediction of Anxious Thoughts and Prospective Student's Ruminants Based on Parents' Parenting Styles

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### A B S T R A C T

The view of the future can be rolled back to a point where people realized that what would happen or what they should do was uncertain and had no access to the future, except to look for it through their potential forces in the past. Therefore, the link between the past and present and the reference to experiential-emotional is the introduction and the key to understanding the future. Since parenting styles are one of the most important developmental experiences in shaping the person's future behavior and personality, this study aimed to investigate the role of parental parenting styles in predicting anthropometric thoughts and prospective ruminants of. Students. This research was conducted on second-grade female students in Bandar Abbas. A sample of 300 students was selected through a one-stage stratified random sampling method among male and female students. In order to assess the variables of the research, questionnaires were used by Bumerind parenting method (1972), Welsh anxiety thoughts questionnaire, and ruminant questionnaires: Nullen Hoeksma and Marrow (1991). Parenting style in one stage and anxiety and rumination in three stages was evaluated. To analyze the data, the scores of parenting styles and the difference in the scores of anxiety and rumination thoughts in three stages were used through multivariate regression analysis. The results showed that parenting styles significantly influenced students' anxiety though 6.7% and had a significant effect on 35.87% on futuristic rumination. It should be acknowledged that parenting styles affect children's intellectual and mental stresses. Therefore, the use of proper parental style by parents will affect the reduction of anxiety and stomach upbringing of students.

**Keywords:** Anxious Thoughts, prospective Ruminants, Parenting Style, authoritarian parenting style, authoritative parenting style, permissive parenting style.

### INTRODUCTION

The subject of "the future," and the very possibilities surrounding it, have always focused on the human mind and the disambiguation of its events has been the main concern of mankind in history (Goldberg et al., 2006). The evolved form of this interest in the future is advances such as weather forecasting; from this perspective, the future is a cognitive (rational) orientation to a personal future; it is a kind of practical reasoning and control itself which helps individuals to help their long-term goals (Hamidzade & Vajargah, 2009).

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But sometimes worry and fear of the future affects everyday life. The trigger of this concern seems to be drawn by a disturbing thought that may appear as "what if, if ..." and cause cognitive and physical symptoms of anxiety (Bahrami & Rezvan, 2007). Concerns about what is unclear is a key factor in the emergence of anxiety as this concern is considered as a chain of negative and possibly uncontrollable thoughts, impressions and emotions (Rajabi, Gashtil, & Amanollahi, 2016).

Some psychological theories also acknowledge that the tendency to avoid uncertainties about the future (uncertainty) is likely to play a pivotal role in the extension and continuation of psychiatric pathology of anxiety and mood disorders (Cuijpers et al., 2014; Gentes & Ruscio, 2011; Shihata, McEvoy, & Mullan, 2017). People who are worried about the uncertain future experience a lot of stress, which can turn off negative emotions and potentially lead them to come to terms with tension situations, use inefficient cognitive processing such as thoughtful and ruminant thinking (Bomyea et al., 2015; Yook, Kim, Suh, & Lee, 2010).

Therefore, one of the related structures that has a lot of companionship with anxiety and anxiety thoughts is ruminant (Alipour & Mohammadi, 2015). Although it is believed that rumination is more related to depression, studies in a non-clinical sample have shown that rumination is strongly associated with anxiety (Muris, Roelofs, Meesters, & Boomsma, 2004; Nolen-Hoeksema, Gilbert, & Hilt, 2015); therefore, rumination is a thought-provoking one about the future (Fahimi et al., 2014; Gentes & Ruscio, 2011; Merino, Senra, & Ferreira, 2016; Yook et al., 2010), which is known as a permanent job for thought or subject and thought about it, prevents the adaptive problem from being solved and leads to an increase in negative emotions.

Importance and role of rumination thinking in psychological well-being (Aghayosefi, Kharbu, & Hatami, 2015); Also, anxiety sensitization (Mashhadi, Ghasempour, Akbari, Ilbaygi, & Hassanzadeh, 2013), and the existence of negative thoughts in predicting social anxiety disorder, depression and suicidal thoughts (Pourhossein et al., 2014), has led many researchers to carry out research on rumination and its predictors. Factors such as positive and negative induced emotions (Bahrami & Rezvan, 2007), socio-emotional adaptation (behzadpoor, motahhari, & sohrabi, 2016; Fink et al., 2017), style of attachment to parents (Hoseiny, Jadidi, & Doosti, 2013; Jadidi, Dosti, & Hosseini, 2014), and defensive mechanisms (Pakoofteh & Akhlaghi, 2018), are as predictors of rumination and anxiety thoughts.

However, studies on the role of the family in shaping the behavior and character of children show that the family is one of the most important factors in the development of the child. Parenting style is a complex activity involving special methods and behaviors that individually or in interaction with each other affects the child's development (Alegre, 2011; Hamarta, Deniz, & Saltali, 2009; Khajeh & Shayof, 2015). Research has shown that parents' anxiety, parenting practices, and the lack of admission of children have significant psychological harmful effects on children (Yaghoubi Rad, 2014).

Authoritarian parenting style can increase anxiety (Tabatabaeirad & Akbari Balootbangan, 2017). Also, the results showed that students who have high parental support are better adapted to the conditions and less anxious (Yaghoubi Rad, 2014). While students with an authoritarian style parents have high anxiety and depression (Radziszewska, Richardson, Dent, & Flay, 1996); parents with a child-friendly parenting style have children with low anxiety and low-level obsessive-compulsive symptoms (Khanjani, Esmaeili Anamage, & Gholamzadeh, 2012). It is clear that people seek refuge in rumination in order to get rid of anxiety, so people with anxiety thoughts are also prone to rumination and depression.

Although past research has linked parenting practices to a wide range of outcomes (Khanjani et al., 2012), but the number of researches that investigated the relationship between parenting styles and anxiety and ruminant thoughts is very small. Given the foundations and the

role that parenting style can play in the future of anxiety and future thinking, the present study was conducted with the aim of anticipating the students' anxiety and prospective rumination based on parenting styles.

## **METHODOLOGY**

In this research, high school students from Bandar Abbas were evaluated. Based on the research objectives, 300 students (150 female and 150 male) were randomly assigned to one-stage classes (gender-selective). The purpose of the research and attention to the research indicators has led the researcher to consider the simple random selection method and to consider the same conditions for all people in the research evaluations. In fact, focusing on the variables of the research caused that the characteristics of the community did not interfere in the evaluations; hence, only the effect of the predictive variable (parenting style) on the criterion variables (anxiety and ruminant thinking) was evaluated. To evaluate the research variables and to strengthen the research data in order to achieve reliable results, criterion variables in the sample were evaluated in three stages. Accordingly, in the first stage, the parenting style as a predictive variable, anxiety and ruminant thinking were evaluated as criterion variables. In the second stage and after a week from the initial evaluation, the criterion variables (anxiety and ruminant thinking) were evaluated for the second time. In the third stage, after two months of the initial assessment, criterion variables (anxiety and ruminant thinking) were again evaluated in the research sample. The purpose of the evaluation was to evaluate the variables of the criterion several times, identify the stability and confidence in the effect of the predicted variable. In fact, the researcher attempted to evaluate the results in the short, medium and long term to ensure that parent' parenting style had an effect on the anxious thoughts and future thinking of students. In each assessment, satisfaction of the research samples were drawn and explained about the research objectives.

The research variables were evaluated using a questionnaire; standard questionnaires were used to evaluate the variables. The questionnaires used in this study were valid and reliable in Iranian society and widely used among Iranian researchers.

Baumrind (1971) parenting style inventory: The questionnaire was designed by Baumrind (1971), consisting of 30 terms, 10 of which are in an authoritarian style and 10 other words in an authoritative style and 10 in permissive style. By adding the scores of phrases related to each style, a score of between 0 and 40 for each level is obtained. In other words, each parent has three separate scores in this questionnaire. In the research, the reliability of the test-retest with a one week interval, was 0.69, 0.77 and 0.73 for each style respectively. Content validity of the test was also confirmed by 10 psychologists.

Welsh Anxiety Inventory Questionnaire: This questionnaire is a multi-dimensional tool in a worry-minded fashion that measures social, health and well-being concerns. The Anxiety Thinking Questionnaire has 22 items that answer to each question with a four-degree Likert scale. Cronbach's alpha coefficients for social concern scale were 0.84, health and health concerns were 0.81 and 0.75, respectively. The test-retest reliability coefficient after one month for the subscales of social, health and social anxiety was 0.76, 0.84 and 0.77 respectively. The reliability of this questionnaire in the Persian version for three subscales of social worries, health and anxiety was 0.85, 0.83 and 0.77, and the test-retest reliability was 0.71, 0.81 and 0.70 respectively.

Rumination Questionnaire: Nolen-Hoeksema and Morrow (1993) developed a self-assessment questionnaire that evaluated four different responses to the negative mood. The response light styles questionnaire consists of two scales of rumination responses and a

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distracting responses scale of senses. The rumination response scale is 22, which requires respondents to grade each one on a scale from (1 = never) to (4= most often). Based on empirical evidence, ruminal response scales have high internal reliability. Cronbach's alpha coefficient is in the range from 0.88 to 0.92. Different researches show that the test-retest correlation for ruminal responses is 0.67.

It should be noted that after collecting data in the manner described in the beginning of this section, to analyze the data, the effect of parental parenting style on anxious and ruminant thoughts of the future was analyzed using the scores of differences in evaluations. To explain the effect of predictive variable on criterion variables in each step, multiple regression analysis was used in an Enter method.

## RESULTS

The descriptive statistics of each of the variables in the study are shown in Table 1; it should be noted that the variables of anxiety and ruminant thinking were evaluated in three stages, each of which was described separately.

**Table 1.** Descriptive statistics of research variables

	Variables	Min.	Max.	Mean	SD
	authoritarian parenting style	15	29	21.74	3.29
	authoritative parenting style	14	30	22.15	2.98
	permissive parenting style	15	34	22.36	3.34
Anxious Thoughts	First Stage	26	59	47.25	6.52
	One week later	37	77	57.96	7.09
	Next two month	34	70	56.77	6.70
	differences in evaluations	-93	-36	-67.48	11.40
ruminant thinking	First Stage	42	84	58.98	6.30
	One week later	35	67	51.35	5.02
	Next two month	37	76	52.47	6.27
	differences in evaluations	-60	-23	-44.85	8.01

Descriptive data analysis showed that the highest score in parenting style was related to permissive parenting style with an average of 22.89. In the anxiety variable, the mean scores are one week after the initial assessment (second stage) with an average of 48.24. In the ruminal variable, the mean of the one-week evaluation after the initial evaluation was 61.17. In the study of the difference in meanings, the findings also showed that the mean of the differences in the anxiety thoughts was -67.48 and in the rumination it was -48.85.

It is worth mentioning that the differences in evaluations were used to test the research models. In this way, multivariate regression model was used in a Enter method to predict anxious thoughts and prospective rumination through via parenting styles.

**Table 2.** Predictive regression of students' anxiety thoughts based on parenting styles

Predictors	Beta	t	p	R	R <sup>2</sup>	F	p
authoritarian parenting style	0.04	0.669	0.5	0.259	0.067	7.12	0.001
authoritative parenting style	-0.161	-2.70	0.007				
permissive parenting style	-0.175	-2.90	0.004				

As shown in the table 2e, and its dispersion is also visible on Chart 1, the authoritarian style of parenting is not able to predict students' anxiety thoughts. But the authoritative and permissive parenting style, given that the value of P in each of them is less than 0.05, has a significant effect on students' anxiety thoughts. The results indicate that the type of effect is

opposite and therefore, the more parents use a more authoritative or more effective parenting style, the lower the amount of anxiety thoughts in students. In sum, the results also indicate that parenting styles can predict 6.7 percent of anxiety thoughts in students.

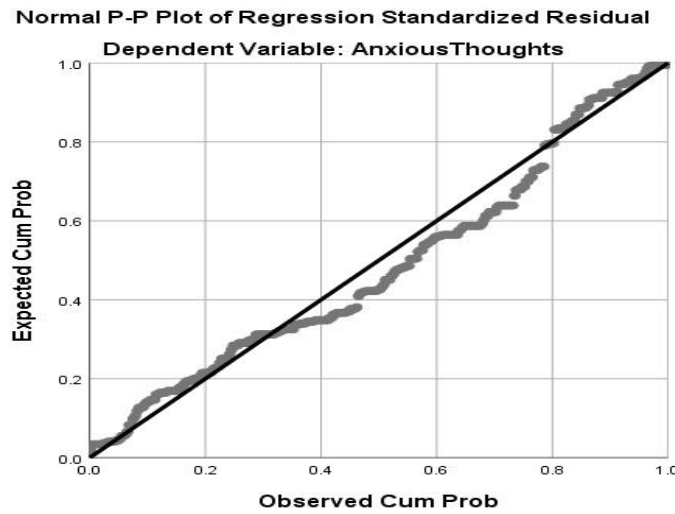


Figure 1. Distribution of parenting styles on students' anxiety thoughts

Table 3. Regression prediction of future thinking rumination of students based on parenting style

Predictors	Beta	t	p	R	R <sup>2</sup>	F	p
authoritarian parenting style	-0.221	-4.49	0.001	0.597	0.357	54.37	0.001
authoritative parenting style	-0.288	-5.83	0.001				
permissive parenting style	-0.322	-6.45	0.001				

According to the amount of Beta in parenting styles, the results indicate that each parenting styles have an opposite effect on the future students' rumination of students. The effect of each parenting style is statistically significant given that the value of P is less than 0.05. Totally, according to  $R^2 = 0.357$  and  $P = 0.001$ , parenting styles are able to predict 35.7% of prospective ruminants in students. According to the results, students in any case will experience future rumination, but the use of a permissive parenting style by parents can reduce the students' rumination in their students.



Figure 2. Distribution of parenting styles on students' rumination thoughts

### CONCLUSION

The role of parents in the lives of children is completely undenied. Philosophers, psychologists, and doctors are fully committed to this role, and they relate the basis of each person's growth to their parents. In this research, the present study was conducted to predict future anxiety and ruminant thinking based on parenting styles. Futuristic anxiety thoughts and rumination are one of the negative psychological consequences that can lead to the appearance of maladaptive states. Managing and controlling these injuries and preventing their consequences through data processing and continuous analysis is possible.

As mentioned, the effect of parents and, in fact, their kind of education has a significant effect on the development of children. The results also showed that the use of more effective parenting style by parents would reduce the anxiety of students in schoolchildren. Parents will keep their children away from psychological pressure if they deal with their offspring in an orderly manner. The authoritative style, based on the rationality of the behaviors and emphasis on rational justification of behaviors, reduces the anxiety and thought of high mental stress. In an authoritative parenting style, the children learn how to behave and act, and what behaviors and activities they do not have. In this situation, children have more control over their activities and behaviors, and they are less likely to be in mental stress. In another case, easy parenting style has an opposite relationship with anxiety thoughts in students. It seems that the parents' ease and flexibility has caused this.

The results also indicate that students in each case have a futuristic rumination and that the parenting style of the parent is also influential; this effect is opposed to all parenting styles. In fact, parenting styles will reduce the future rumination of students in schoolchildren. Parents are helping children in every way, and in fact they are backing children in every way.

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