Relationship between Attachment Styles and Parenting Styles with Self-Esteem in Dyslexic Children of Kermanshah City, Iran

Fatemeh Heydarpour[1], Rahele Siahkamari[2], Parisa Heidarisharaf [3], Arash Ziapour[4], *Fateme Dehghan[3]

[1]Research Center for Environmental Determinants of Health, Kermanshah University of Medical Sciences, Kermanshah, Iran. [2]Department of Psychology, Social Science Faculty, Razi University, Iran. [3]Department of Midwifery, Nursing and Midwifery Faculty, Kermanshah University of Medical Sciences, Kermanshah, Iran. [4]Students Research Committee, Kermanshah University of Medical Sciences, Kermanshah, Iran.

Abstract

Background

Dyslexia refers to children's disorder in reading. Most psychologists consider dyslexia merely as a sign of a special disorder in the process of reading instruction which is an important factor to lower the confidence of these children. We aimed to investigate the relationship between attachment styles and parenting styles with self-esteem in elementary dyslexic girl students.

Materials and Methods

In a cross-sectional study, the study samples included elementary dyslexic girl students in Kermanshah Center of Learning Disorders No.2, Kermanshah city (Iran); and 116 elementary dyslexic girl students selected by available sampling method. The tools used in this study included Cooper's Self-esteem questionnaire, Attachment Scale (RASS), and Parenting Styles Questionnaire. Children completed the self-esteem and attachment scale questionnaires and parents answered the parenting styles scale. Data were analyzed using SPSS software version 22.0.

Results: The mean of self-esteem in elementary dyslexic girl students was 28.84±13.06 (ranged 0-50), attachment styles were 27.87 ± 6.41(ranged 0-90), and parenting styles were 29.12 ± 8.67 (ranged 0-150). There was a significant positive correlation between self-esteem with ambivalent attachment style (r=0.28), and easy-going parenting styles (r=0.27), and rational authority parenting styles (r=0.21) at level p <0.001. Also, regression model showed that attachment styles (28%), and parenting styles (38%) have the ability to predict self-esteem in elementary dyslexic girl students (P<0.05).

Conclusion

According to results, there was a positive correlation between ambivalent attachment style, easy-going parenting styles and rational authority with self-esteem, and these variables have the ability to predict self-esteem in elementary dyslexic girl students.

Key Words: Attachment Styles, Children, Dyslexia, Self-Esteem, Parenting Styles.

Corresponding Author:

Fateme Dehghan, Department of Midwifery, School of Nursing and Midwifery, Kermanshah University of Medical Sciences, Kermanshah, Iran.

Email: fateme.dehghan1368@gmail.com

1- INTRODUCTION

All children in literate societies have the right to education and it is expected that at the end of the elementary school, students will read fluently and understand what they have red. Therefore, there are a lot of concerns about children with reading difficulties in the education system(1). As a result, the reading disorders should also be considered from the psychological aspect(2). Dyslexia is a broad term and a type of learning disorder that includes the verbal mental, the accuracy to read, speak and spell disorders. It can create problems in phonological awareness, dictation decoding, short-term hearing memory and rapid identification. Reading disorder is a brain-based learning disability, in which a person's ability to read is particularly vulnerable (3). Children with reading difficulties have problems in these fields: recognizing letters and words, understanding the words and maps, speed and reading fluently and general skills in vocabulary (4, 5).

In the fifth grade, Diagnostic and Statistical Manual of Mental Disorders DSM-5 (2013) of reading disorder term has been not used, instead, the psychological neuropsychiatric class has been entered; this class among all the various disorders that began at the pre-primary level and before it, only involves learning disabilities and communication disorders. There are three different forms of reading disorder and seven different forms of communication disorder but what is not clear on the DSM-5 list is that there are various interactions with internal communication (6). Failure to read is considered to be the most important failure factor in school, so that more than 25% of children's failures in elementary schools originate from reading disorders (7, 8). Dyslexia is a language learning disorder that leads to defects in written language, including reading and spelling. Several percentages are mentioned for dyslexia, 5-5% of which are common to many researchers (9). Studies have shown that dyslexia will occur in all groups of children, regardless of their gender and in all social groups, mental states and geographical areas. These people have been damaged in the field of phonology and aesthetic consciousness (10, 11). Reading disorders occur in the word-level decoding skills, the weak perceivers decode well, but also have problems in understanding what they have red (12). Some evidence suggests that children with learning disabilities have trouble in decoding the nonverbal social symptoms such as facial expressions. Children with learning disabilities also want to commit antisocial acts (13).

A child with learning disabilities may have problems in terms of social relations due to having difficulty communicating with others while listening and speaking. Also, among children with learning disabilities, those with low self-esteem have a worse educational performance than children with proper self-esteem (14). The concept of self-esteem is, on one hand, influenced by the environmental conditions and the biological status of individuals and on the other, is related to the personality characteristics and identities of individuals. Having mental health indices such as self-esteem, plays an important role in the dynamics and efficiency of a community (15). Self-esteem is a psychological source that can keep individuals away from distress and helplessness (16). Psychologists have long argued that human thoughts and the meaning of experienced events may affect their behavior (17). Every human being evaluates and judges himself on the basis of the criteria that he has, and determines his level of efficiency, success and worth. Self-esteem is a valuable feeling and in general, an evaluation that a person has on the basis of his own self-concept in terms of its overall value. In other words, self-

esteem is the level of confirmation, acceptance, and sense of value that a person has towards himself and is an important component in the development of children's personality, which plays an important role in the emotional-social adjustment and mental health of individuals. In fact, the meaning of self-esteem is to have the confirmation, acceptance, and sense of value of one towards himself (18). Self-esteem is defined as an emotional phenomenon and a dynamic process that has been expanded by successes and failures (19).

Self-esteem is self-assessment on the others' beliefs based on emotional processes, especially positive and negative feelings about oneself (20). When people become aware that they have failed in their ideas, their self-esteem can be reduced (21). One of the most important factors affecting dyslexia in children is the family. The family environment is the first and most durable factor affecting the person's personality development. The child inherits characteristics from his or her parents; thereby parents provide the means for the development of their children. Parents' influence on children is not limited to hereditary aspects, but parents play an important role in the child's familiarity with community life and community culture. The social status of the family, its economic status, thoughts and beliefs, customs, parents' ideals and aspirations, and their level of education influence the way the children behave (22). Attachment is also a powerful emotional connection between two individuals that is characterized by mutual affection and eagerness to maintain this continuity. Emotional psychology that develops between mother and infant is called the attachment. The interaction between the mother and child creates an attachment. The attachment begins from the time of birth and is stable over time (23). Attachment styles can be categorized into two secure and insecure attachment styles; insecure attachment style includes the ambivalent attachment style and avoidant attachment style (24, 25).The human is born with a psychosocial system called the attachment behavior system. The goal of this system in the child is to achieve a sense of safety and a real or perceived support of close interaction with an attachment image (26). Safe attachment facilitates performance and competence in interpersonal relationships and promotes social behavior and the spread the resistance (27). Individuals with a secure attachment have a higher level of trust and satisfaction and a lower level of conflict, while those with ambivalent attachment are characterized by an imbalance in higher emotions and conflicts, and those with avoidant attachment with less satisfaction and intimacy and more conflicts (28). While some researchers emphasize the relationship between mother and child in the development of dyslexia in children, some consider parenting styles in this regard. However, some researchers emphasize the relationship between mother and child in the development of dyslexia of children; some consider parenting styles important in this regard. Each family employs specific ways in the personal and social development of their children. These methods, called parenting methods, are influenced by cultural, social, political, economic, etc. factors (29). Since no research to date has studied two variables of attachment styles and parenting practices to predict the dyslexic children's self-esteem as well as considering the parent-child interaction in children's dyslexia field, the problems in these interactions can be addressed as a risk factor. The study aimed to investigate the relationship between the factors with dyslexia and show how attachment styles and parenting styles relate to the level of self-esteem, incidence and continuity of dyslexia in children.

2- MATERIALS AND METHODS

2-1. Study design and population

The present research is a descriptive correlational study. Kermanshah city has three education districts; the statistical sample includes elementary dyslexic girl students in Kermanshah Center of Learning Disorders No.2 in the academic year 2017-2018.

2-2. Methods

Given the fact that the study method was correlational, for each predictive variable level, the sample size calculated using 116, using Cramer formula that was selected by available sampling method; also in this study, attachment styles and parenting style had three components (secure, ambivalent, avoidant attachment), and (easy-going, authoritarian, and rational authority), respectively. The criteria for entering the study were studying in the second to fifth grade elementary school at Kermanshah Center of Learning Disorders No.2 and the exit criteria was having other mental disorders other than learning disorder and presenting incomplete and invalid information. The method was implemented individually and the entire process lasted two months.

2-3. Measuring tools

2-3-1. Cooper Smith Self-Esteem Questionnaire (30)

Cooper Smith Self-Esteem Questionnaire (1967) has been used to measure the self-esteem of dyslexic students (30). In this study, the translated version of Hosseini et al. (31) was used. It including 58 items that describe feelings, opinions, or reactions of an individual and the subject must respond by marking two squares (it looks like me [yes]) or (it does not look like me [no]).The items of each of sub-scale are: the general scale 26 items, the social scale 8 items, the family scale 8 items, the degree of education or occupation 8 items and the scale of falsehood 8 items; scores of the sub-scale, as well as the overall score, provide the ability to identify the fields that individuals have positive reactions to themselves. The scale of falsehood is not calculated in total scores. The maximum score on a general scale is 26 and in each of the other three scales is 8. The maximum total self-esteem score is 50. This scale has been standardized in the sample of Iranian teenagers and the reliability coefficient is 0.84 (31), in this study, Cronbach's alpha was 0.71.

2-3-2. Attachment Scale (RASS) (32)

This scale was first developed in 1990 by Collins and Read (32). It has 18 phrases in a 5-point Likert scale. The questionnaire has three sub-categories: affinity, dependency and anxiety. In Iran, trustworthiness with retest method as a correlation between two implementations showed that the difference between two implementations of A, B and C scales was not significant and the test was reliable at 95% level. Items: 2, 3, 4, 9, 10, 16, 17, 18 of scoring are done in reverse. The subjects based on the obtained results are placed in one of three groups of secure, anxiety, and avoidant attachments (33).Score of 45 or higher means a person's better situation. Pakdaman (2001) obtained the validity of this questionnaire by the internal consistency of attachment styles between 0.55 and 0.74 and its reliability was reported using re-test method in secure attachment (r=0.84), and in anxiety, insecure, and avoidant attachments (r=0.78) (34). In this study, the Cronbach's alpha coefficient for secure, ambivalent and avoidant attachments was 0.81, 0.71 and 0.73, and the reliability with re-test method for secure, ambivalent, and avoidant attachments was obtained 0.83, 0.77 and 79, respectively.

2-3-3. Parenting Styles Scale (35)

Baumrind parenting styles questionnaire with 30 questions was designed by Diana

Baumrind (35), the initial form of this questionnaire has 30 items. This questionnaire was translated by Hosseinpour et al. (36). The questionnaire measures parenting styles in three aspects. The validity and reliability of this questionnaire have been confirmed. Buri (37) used a differential method to check the validity and reliability of this questionnaire and found that authoritarian practice has a negative relationship with rational authority and the easy-going practice does not have a significant relationship with rational authority practice. Score of 75 or higher means a person's better situation. Buri (37) used the re-test method to calculate the reliability and obtained the following results: 0.81 for the easy-going practice, 0.86 for authoritarian practice and 0.78 for authority practice. He also calculated internal consistency using the Cronbach's alpha formula, which obtained 0.75 for the easy-going practice, 0.85 for authoritarian practice and 0.82 for rational authority (37). In Iranian Psychiatric Institute, Sanaei Kamal et al. (2013) translated the main form of the questionnaire and made the necessary amendments (38).The results showed that the questionnaire had formal validity 0.79; the reliability of the test on a sample of mothers in a rehearsal manner, for easy-going practice was 0.69, for authoritarian practice was 0.77, and for rational authority was 0.73.

2-4. Procedure

At first, permission was granted from the research assistant of Kermanshah Medical Sciences University and by referring to Kermanshah Center of Learning Disorders No.2 and obtaining consent from the parents and educators of primary school dyslexic children, 116 female students were selected by simple random sampling method. Children completed the self-esteem and attachment scale questionnaires and parents answered the parenting styles scale in paper-pencil method and individually. Then, the researcher checked all the questions.

2-4. Ethical Consideration

The ethical considerations of the study were as follows: 1) all parents received written information about the study and participation in the study was voluntary. 2) Parents were assured that all information is confidential and will be used for research purposes only. 3) The name of the participants was not registered in order to comply with privacy.

2-5. Data Analyses

In this research, descriptive statistics for academic level and condition indices such as (frequency, percentage), and for self-esteem, deviation of attachment styles and parenting styles (mean and standard deviations), and inferential statistics such as Pearson correlation and multiple regression indices have been used with SPSS software (version 22.0).

3- RESULTS

This research was conducted on 116 female students selected as samples. Results showed that 4.3% of subjects were in the second grade, 29.3% in the third grade, 6.464% in the fourth grade and 19.8% in the fifth grade (**Figure.1**). Mean and standard deviation of self-esteem was 28.84 ± 13.06 (range 0-50), mean and standard deviation of attachment styles were 41.6 ± 87.27 (range 0-90), and mean and standard deviation of parenting styles were 67.8 ± 12.29 (range 0-150) (**Table.1**). There was a positive and significant relationship between ambivalent attachment style and self-esteem at level $p < 0.001$; but there was no significant relationship between ambivalent and avoidant attachment styles and self-esteem (**Table.2**). There was a positive and significant relationship between the easy-going parenting style and rational authority with self-esteem at level $p < 0.001$. But, there was no significant relationship

between authoritarian parenting style and self-esteem (**Table.3**). The attachment styles (0.28) and parenting styles (0.38) predicted a significant increase in self-esteem (p <0.05).

Table-1: The mean of General self-esteem, Attachment style and parenting style.

Variables	Mean	Standard deviation
General self-esteem	28.84	13.06
Attachment styles	27.87	6.41
Parenting styles	29.12	8.67

Self-esteem is higher than cut-off point =26, which means that in terms of self-esteem is in a moderate condition; The mean attachment styles are less than the cut-off point of 45; the mean parenting styles are less than the cut-off point of 75.

Table-2: The Correlation coefficient of attachment styles with self-esteem.

Variables	Secure attachment style	Ambivalent	Avoidant	Self-esteem	Significance
Secure attachment style	1	-0.98	-0.95	-0.09	0.9
Ambivalent	-0.98	1	-0.95	0.28	0.001
Avoidant	-0.95	0.89	1	0.08	0.8
Self-esteem	-0.09	0.28	0.08	1	0.001

Test Analyses**:** Pearson correlation.

Table-3: The Correlation coefficient of parenting styles with self-esteem.

Variables	Easy-going	Authoritarian	Rational authority	Self-esteem	Significance
Easy-going	1	-0.91	-0.93	0.27	0.001
Authoritarian	-0.91	1	-0.69	0.05	0.2
Rational authority	-0.93	-0.69	1	0.21	0.002
Self-esteem	0.27	0.05	0.21	1	0.001

Test Analyses: Pearson correlation.

Table-4: Multiple regression analysis of self-esteem predictive variables by attachment styles and parenting styles.

Variables	Non-standard coefficients		Standard coefficients	t-test	Significance
	B	Standard error	Beta		
Constant value	23.31	3.49		14.52	0.001
Attachment styles	0.55	0.189	0.28	4.76	0.001
Parenting styles	-0.91	0.32	-0.38	-4.23	0.002

4- DISCUSSION

The purpose of this study was to determine the relationship between attachment styles and parenting styles with self-esteem in elementary dyslexic girl students. In this study, it was found that dyslexic children's self-esteem is predictable by attachment styles and parenting styles. In explaining this finding, it can be concluded that self-esteem is one of the important elements in children and their progress and acts as a supportive factor in the development of a child's personality. Students with dyslexia have low social skills and interpersonal relationships, poor self-esteem, low psychological well-being and significant problems in personal compatibility and emotion regulation (39). This results in the

lack of interpersonal relationships and low self-esteem (40). In this regard, this research is consistent with Khodadadi et al. (41), Kaboudi et al. (42), Best (43), and Mihandoost et al. (44), based on the relationship between self-esteem and attachment and parenting styles. According to the results of previous studies, self-esteem on the one hand is one of the main determinants of behavioral-emotional patterns, especially in students and on the other hand, it also affects the academic performance. In addition, the relationship between low self-esteem and education failure in dyslexic children reveals the need for attention to this issue. Self-esteem concept is one of the most important factors in the desirable growth of personality, which plays a determining role in the individual's adaptation to everyday stress and a person in such situation is more likely to be more confident in dealing with these challenges and stresses (18). Smith (1979), quoted by Serafica and Harway (45), believes that the general or weak self-esteem or inferiority in both academic and non-academic fields may prevent progress can avoid the progress. According to Weinberg and Gold (46), low self-esteem leads to a person's vulnerability to psychological and emotional disturbances; children with higher self-esteem are more successful in school and academic achievement, have more interpersonal relationships in community-based and out-of-school communities and have higher social and emotional compatibility (47).

In this study, the easy-going parenting style and logical authority have a significant positive relationship with self-esteem, but self-esteem has no significant relationship with authoritarian. Therefore, the results of this study are consistent with the results of studies by Paterson et al. (38) in which the punitive and violent behavior and harsh parental disciplinary practices are correlated with hyperactivity and

disturbance in children and also consistent with the studies of Buri (1991) that reported the use of intense disciplinary procedures violates children's self-esteem (37). Also, the results of this study are not consistent with the studies of Nazariand et al. (48), Nikoogoftar and Seghatoleslam (49), and Saeidipour (50), that reported despotic parenting practices cause anxiety, depression and social inactivity and inadequacy. Because in the results of our research, there was a significant relationship between self-esteem and easy-going practice, while there was no relationship with the authoritative practice. The relationship between parents and children and its role in shaping the child's personality is one of the key issues in child education. Parental behavior has different aspects and does not only include the uniform changes. Parents may love their children but reject them or at the same time be strict disciplinarians; the child's behavior is also the result of a combination of factors. Parenting practices are one of the aspects of the family environment. Destructive methods of child-educating destroy the family environment.

Parents may sometimes be easy-going and sometimes rigorous, and this instability is caused by a variety of factors, including the economic situation of the family, the birth of newborn, family disturbances, parents' education and children's gender. As mentioned above, children of the righteous parents have characteristics such as anxiety, lack of self-esteem, etc., and easy-going parents provide efficient, independent and self-dependent children. It is very important to note that excessive rigor and being easy-going are both disadvantages. Parents should be able to observe moderation in all their educational methods, including the control and supervision, care and protection of the child, providing giving freedom and other methods to get better results.

According to the results of this study, anxiety attachment is a predictor of self-esteem. In this case, our research is consistent with the results of other studies believing that the patterns of responding to environmental pressures are influenced by the emotional attachment of the mother to the child and has the most effective role in the formation of his/her personality and mental health even during adulthood. When attachment is accorded to the relationship between the infant and his nurse (often the mother), the child is more positive in relation to his/her peers in the future and shows more social adequacy (51). According to the attachment theory of mothers who are constantly available and who emotionally react to their child's attachment needs, forms of secure attachment are generated in children which makes exploratory behaviors in them.

Also, the results indicate that although mothers play an important role in their children's mental health, the role of fathers cannot be easily ignored. Father's participation in a child's education, as well as mother's participation, can have a significant effect on the development of a child. Fathers tend to transfer interpersonal behaviors to their children through modeling instead of direct education. Therefore, children who feel closer to their father and spend more time with him can learn more interpersonal behaviors and thus have more psychological compatibility (27). Therefore, when a person does not feel close to his father, this process does not occur, and as a result, insecure attachment to the father plays an important role in anxiety of social situations. Another researcher (34) in his research on self-confidence level of dyslexic students in elementary school concluded that self-confidence in students with dyslexic disorder was low. According to the results of the present study, the level of self-esteem in dyslexic children is lower than normal. Therefore, it is suggested that

self-esteem in anxiety disorders such as panic, general anxiety and obsessive-compulsive disorder should be considered. Regarding the low level of self-esteem in dyslexic children, it is suggested that the authorities and parents increase their self-esteem by fostering their sense of being positive, daring and intimate. In the present study, the sample group included elementary dyslexic students, which makes it difficult to generalize results to other age groups in other periods. Therefore, further research on other samples is important for the generalization of the results.

On the other hand, other learning disorders are also considered, which can be compared in other groups. Therefore, researchers, based on the initial results of this research, can undertake a research with a high sample size and compare their findings with the findings of the present study so that a good decision can be made on the generalization of research findings. The self-esteem in dyslexic children should be paid particular attention to, since full health in the school environment is very important. Lower self-esteem leads to further injuries. Considering the low level of self-esteem in these children, it seems that increasing self-esteem in these children should be highlighted in the goals of the specialists of education. Therefore, there is a need for training to raise self-esteem in dyslexic children.

5- CONCLUSION

According to the results of this study, there was a positive correlation between ambivalent attachment style, easy parenting styles and rational authority parenting styles with self-esteem. Also, attachment style and parenting styles have the ability to predict self-esteem in elementary dyslexic girl students. It can be concluded that the self-esteem of children at school comes from the attachment style that children had in their infancy and early birth with their mother or nurse as well as

the parenting method used by parents to train their child. Therefore, secure attachment styles and authoritarian parenting provide a strong predictor of high self-esteem among children and vice versa; that is, the insecure attachment style and the easy-going or rigid parenting style predicts the lower self-esteem at higher age levels.

6- CONFLICT OF INTEREST: None.

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