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Relationship of Parenting Style with Self-Regulation in Adolescent

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ABSTRACT

Background: Self-regulation is goal-directed behavior, and allows a person to delay gratification in the short term to achieve desired outcomes in the future. The aim of this study was to investigate, whether different parenting styles Leads to shaping various self – regulation in children? **Objective:** 376 high school adolescent boys and girls with the age range of 14-19 participated in this study and were selected through cluster Random Sampling method. Data were gathered through Parenting Style Questionnaire (PSQ) and self – regulation Questionnaire (S-RQ). In order to analyze the data, the researcher used Multiple Regression and correlation coefficient statistics. **Results:** The results showed, father and mother authoritative parenting style (PS) has positive and significant relationship with children self – regulation(S-R). Authoritative PS is direct and significant predictor of children S-R. Father and mother authoritarian PS and mother neglectful PS has negative and significant relationship with children S-R. Authoritarian PS and mother neglectful PS is reverse and significant predictor of children S-R. Father neglectful PS and father and mother Permissive PS hasn't significant relationship with children S-R. **Conclusion:** The present study introduce authoritative PS as the most efficient style in terms of increase of S-R and authoritarian and neglectful PS as the most inefficient styles in terms of reduction of S-R.

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INTRODUCTION

Self-regulation is defined as an individual's efforts to change his/her thoughts, emotions, interests and actions in order to achieve higher goals in future. Successful self-regulation involves strategic mobilization of thought, feelings and actions (de Ridder and de Wit, 2006). From the point of view of the present study, self-regulation encompasses purpose-oriented behavior, enabling an individual to delay short-term satisfaction in order to achieve the desired goals in future (Carey, Neal and Collins, 2004).

Kanfer (1970) articulated a three-step theory of self-regulation. 1) Self-monitoring, involves the ability to observe or become aware of one's behavior. 2) Self-evaluation, involves comparing that behavior to an internal or external standard, and 3) noting any discrepancy between the two. The perception of discrepancy may trigger efforts to change behavior, which are facilitated by the third step, self-reinforcement. In this view Self-regulation is the ability to develop, implements, and flexibly maintain planned behavior in order to achieve one's goals. Miller and Brown (1991) elaborated on self-regulation theory by expanding the number of processes involved to seven: 1) Receiving, 2) Evaluating, 3) Triggering, 4) Searching, 5) Formulating, 6) Implementing and 7) Assessing. Brown, Miller, and Lewandowski (1999) constructed a 63-item Self-Regulation Questionnaire (SRQ) that assesses the seven dimensions of self-regulation as articulated by Miller and Brown (1991). Carey, Neal and Collins (2004) developed one factor, 31-item, short self-regulation questionnaire (SSRQ) from Brown *et al.*, (1999) Questionnaire.

Self-regulation, as a latent factor, can even be recognized during the pre-school years and is moderately stable from childhood up to adolescence ($r^2=47\%-50\%$). Children (8-9 years of age) with low self-regulation might have low self-regulation during adolescence, too, which in turn makes them prone to various high-risk behaviors (Crockett, Raffaelli and Shen, 2006). One of the most important factors affecting self-regulation is the parenting style.

Studies on parenting style relate to the classic works of Baumrind (1971), which were reviewed by MacCoby and Martin (1983). According to Baumrind (1971) parenting style can be classified based on two determinants of demandingness and responsiveness. Based on these two determinants, Baumrind introduced three parenting styles: authoritarian, authoritative and permissive. Later, MacCoby and Martin (1983) added the neglectful parenting style. In this typology, Baumrind (1991) explained the 4 parenting styles as follows:

Authoritarian parents exhibit a high level of demandingness along with a low level of responsiveness. Authoritative parents have a high level of demandingness along with a high level of responsiveness. Permissive parents exhibit a low level of demandingness along with a high level of responsiveness, and neglectful parents exhibit a low level of demandingness along with a low level of responsiveness.

Different parenting styles will have different effects on children. The children of authoritative parents have higher cognitive and social competencies, better psychological health and better behavioral interactions with others. The children of authoritarian parents exhibit low social competencies and self-esteem. The children of permissive parents have high social competencies and self-esteem; however, they have a low level of motivation for making progress and a low level of involvement with educational issues. The children of neglectful parents exhibit the lowest yields in cognitive and social competencies, educational performance and psychological health (Pellerin, 2005). Parenting styles have been introduced as positive and negative self-control determinant mechanisms (self-regulation) in children. Parenting style has a relationship with self-regulation and is a factor protecting against high-risk behaviors. Permissive parenting style has a negative relationship with proper self-regulation in children and authoritative parenting style has a relationship with a high level of self-regulation in children (Patoch-Peckam, Cheong, Balhorn, Negoshi, 2008). McKinny and Renk (2008) showed that adolescents who have at least one authoritative parent, in comparison with those who do not have such a parent, exhibit better adjustment. Authoritative parenting style is associated with a high level of self-regulation, scholastic performance and study skills in university students (Abar, Carter and Winsler, 2009). Patoch-Peckam and Morgan-Lopez (2006) reported that permissive parenting style can have a negative effect on the process of controlling children. A high level of warmth and affection and behavioral control results in the promotion of self-regulation abilities whereas a high level of psychological control prevents its development. Parents who use psychological measures (controls) in bringing up their children gradually compromise their children's efforts in independently managing programs and regulating aims, which deprives children of the experience of autonomous regulation of programs, aims and opportunities in which they can learn when and where self-regulation is necessary. A high level of parental acceptance and a low level of psychological control results in better development of self-regulation in children. A low level of self-regulation is associated with a high level of externalization and internalization of problems in children and adolescents. A high level of self-regulation is associated with positive behaviors such as socially acceptable behaviors and scholastic achievements (Moilanen, 2007). Authoritarian and neglectful parenting styles have a positive and significant relationship with insecure attachments, which in themselves have a positive and significant relationship with high-risk behaviors in adolescence (Zeinali, Sharifi, Enayati, Asgari and Pasha, 2011-a). Self-regulation has an important role in the development of resilience and competency in children who live under high-risk conditions (Dishon and Connell, 2006).

As discussed above, studies have shown that authoritative parenting style is associated with higher social and cognitive competencies and a feeling of better psychological health in children. Authoritarian parenting style is associated with low social competencies and self-esteem in children. Permissive parenting style is associated with high social competencies and self-esteem but with low motivation for making progress and low level of involvement with educational problems in children. Neglectful parenting style is associated with the least yields in relation to cognitive and social competencies, scholastic performance and psychological health in children.

The aim of the present study was to determine whether different parenting styles lead to different self-regulation skills in children or not. To this end, 4 different parenting styles were entered into the regression model in a correlation design as predictive variables in order to evaluate their effect on children's self-regulation.

Methodology:

Participants:

376 Iranian (urmia) adolescent high school boys (57.4%) and girls (42.6%) with the ages ranging from 14 to 19 years were participated in this study. Based on grade and gender, the sampling was performed using cluster random method (a total of 16 classes: 9 boys' classes and 7 girls' classes). Data collection was carried out based on the sample estimations and through referring to the mentioned high schools' classes. 380 questionnaires were filled in, of which, 4 questionnaires were incomplete and, therefore, were excluded from the study. Finally, 376 questionnaires were analyzed (216 male students, 160 female students; 147 students at first grade, 124 students at second grade and 105 students at third grade).

Materials:

The instruments for measuring the variables included Parenting style Questionnaire (Zeinali, Sharifi, Enayati, Asgari and Pasha, 2011-b) and self – regulation questionnaire (Carey *et al.*, 2004), which are described in the coming paragraphs:

Parenting Style Questionnaire (PSQ) measures 4 parenting styles, authoritative, authoritarian, permissive and neglectful, via child based on Baumrind's (1971) descriptions of the parenting style prototypes. The PSQ was developed by Zeinali *et al.*, (2011-b). The PSQ includes 25 items for the mother and 27 items for the father. Items rated on a 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree). Fit indices of the questionnaires were optimal (father: RMSEA=0.05, NFI=0.89, CFI=0.90, CMIN=399.68 and CMIN/DF=1.49; mother: RMSEA=0.06, NFI=0.90, CFI=0.93, CMIN=592.85 and CMIN/DF=1.86). Regarding the four parenting styles, the items of both questionnaires were well-loaded within a range of $\beta=0.30-0.81$. The internal consistency (Cronbach's alpha) for the fathers' authoritative, authoritarian, permissive and neglectful parenting styles were 0.89, 0.78, 0.73 and 0.80, and 0.84, 0.70, 0.73 and 0.77 for the mothers' parenting styles, respectively (Zeinali *et al.*, 2011-b).

The short form of self-regulation questionnaire was developed by Carey, Neal and Collins (2004) using one factor of the self-regulation questionnaire of Brown, Miller and Lawendowski (1999). The short form of the questionnaire has 31 items and is scored based on Likert 5-score scale (from completely disagree=1 to completely agree=5). Reliability of the questionnaire was reported to be 0.92 using Cronbach's alpha. In addition, the correlation between the short and long forms was reported to be 0.96 (Carey *et al.*, 2004). Zeinali *et al.*, (2011-a) translated and validated this questionnaire. Validity of this questionnaire was confirmed by factor analysis. The results of confirmatory factor analysis loaded the self-regulation questionnaire with 28 items on 1 factor at $\beta=0.30-0.60$. The fitness index of the questionnaire was reported to be favorable (CMIN/DF=2.54, CMIN=888.91, CFI=0.94, NFI=0.92, RMSEA=0.06). The reliability of the questionnaire was estimated at 0.88 using Cronbach's alpha (Zeinali *et al.*, 2011-a).

Procedure:

The questionnaires were completed by the students during class time at school authorities' discretion. Students were informed about the nature of the study and assured of confidentiality and anonymity by the researcher, prior to distribution of the questionnaires. During the questionnaires' filling in process, the students were required to communicate any probable questions or problems they encountered. The data obtained were analyzed using the statistical methods of partial correlation and multiple regression analysis

Results:

In the present study, 376 high school students in the 1st, 2nd and 3rd years of their high school studies were included, with 160 female and 216 male subjects. The subjects' courses were human sciences, experimental sciences, physics and mathematics, and technical-vocational. The subjects' age range was 14-19 years. Table 1 presents the means and standard deviations and differences between male and female students in the variables under study.

Table 1: means, standard deviations and differences between male and female students in the variables

Variables		M	S	t	P-value
Authoritative PS-F	Male	32.26	6.79	1.33	0.180
	Female	32.41	7.63		
Authoritarian PS-F	Male	28.29	6.19	3.40	0.001
	Female	26.32	6.86		
Permissive PS-F	Male	14.40	3.61	0.38	0.700
	Female	14.28	3.72		
Neglectful PS-F	Male	8.71	3.50	0.47	0.530
	Female	8.55	3.99		
Authoritative PS-M	Male	34.24	6.59	0.10	0.920
	Female	34.30	7.09		
Authoritarian PS-M	Male	19.34	4.87	3.05	0.002
	Female	18.00	4.99		
Permissive PS-M	Male	14.46	3.70	0.04	0.960
	Female	14.44	3.23		
Neglectful PS-M	Male	7.81	3.46	1.20	0.230
	Female	7.44	3.55		
Children's S-R	Male	97.50	15.63	0.57	0.560
	Female	96.73	14.02		

PS; Parenting Styles, F; Father M; Mother, S-R; Self-Regulation

Table 1 shows that boys, in comparison with girls, believe that their parents are more authoritarian; however, there were no significant differences between boys and girls in relation to the permissiveness, authoritativeness and neglectfulness of fathers and mothers. Self-regulation was the same in boys and girls.

In order to test the hypothesis of the study, first the partial correlation coefficient between the 4 parenting styles of fathers and children's self-regulation was calculated. (In the third-order partial correlation the effects of 3 parenting styles were eliminated from the relationship of the parenting style in question with self-regulation.)

The results showed a positive and significant relationship between authoritative parenting style of the father and self-regulation ($r=0.27$, $P<0.001$), with 7% of the self-regulation variance being explained by the father's authoritative style. There was a negative and significant relationship between authoritarian parenting style of the father and self-regulation ($r= -0.12$, $P<0.007$), with 1% of the self-regulation variance being explained by the father's authoritarian style. There was no significant relationship between father's permissive and neglectful styles and self-regulation ($r=-0.04$, $P>0.40$) ($r=-0.07$, $P>0.11$) (Table 2).

Table 2: partial correlation and coefficient of determination of participants' self-regulation with father's parenting styles

Variables	Self-regulation	P-value	r ²
Authoritative	0.27	0.001	0.07
Authoritarian	-0.12	0.007	0.01
Permissive	-0.04	0.400	0.00
Neglectful	-0.07	0.110	0.00

In order to determine the effect of fathers' parenting style on the prediction of children's self-regulation, 4 different parenting styles of the father were simultaneously entered into a regression model as predictive variables. The results of multivariate regression showed that 17% of changes in children's self-regulation are attributable to fathers' parenting style. The results of ANOVA and their significance showed that the presented model was significant (F_4 , $371=25.98$, $P<0.001$). The model showed that the father's authoritarian and authoritative styles had the greatest effect on children's self-regulation (-0.12 , 0.33). The father's authoritative style had a positive and significant effect on children's self-regulation and was a direct and significant predictor of children's self-regulation. The father's authoritarian style had a negative and significant effect on children's self-regulation and was a reverse and significant predictor of children's self-regulation. Based on the results, permissive and neglectful parenting styles of fathers had no significant effect on children's self-regulation (Table 3).

Table 3: multiple regression analysis of participants' self-regulation with father's parenting styles

Variables	Method	R	R ²	df	F	P-value	β	P-value
Authoritative							0.33	0.001
Authoritarian	Inter	0.410	0.17	4 371 375	25.98	0.001	-0.12	0.007
Permissive							-0.04	0.400
Neglectful							-0.08	0.110

In addition, the partial correlation coefficient was calculated between the 4 parenting styles of mothers and children's self-regulation. The results showed a positive and significant relationship between mothers' authoritative style and children's self-regulation ($r=0.22$, $P<0.001$) and 5% of self-regulation variance could be explained by mother's authoritative parenting style. A negative and significant relationship was observed between mothers' authoritarian and neglectful parenting styles and children's self-regulation ($r= -0.11$, $P<0.012$ and $r= -0.11$, $P<0.011$, respectively) and 2% of self-regulation variance could be explained by the mother's authoritarian and neglectful styles. There was no significant relationship between mothers' permissive style and self-regulation ($r=0.02$, $P>0.63$) (Table 4).

Table 4: partial correlation and coefficient of determination of participants' self-regulation with mother's parenting styles

Variables	Self-regulation	P-value	r ²
Authoritative	0.22	0.001	0.05
Authoritarian	-0.11	0.012	0.01
Permissive	0.02	0.630	0.00
Neglectful	-0.11	0.011	0.01

The four parenting styles of mothers were simultaneously included in the regression analysis as predictive variable in order to determine the effect of mothers' parenting style on prediction of children's self-regulation.

Table 5: multiple regression analysis of participants' self-regulation with mothers' parenting styles

Variables	Method	R	R ²	df	F	P-value	β	P-value
Authoritative							0.26	0.001
Authoritarian	Inter	0.38	0.15	4 371 375	21.64	0.001	-0.11	0.012
Permissive							0.02	0.63
Neglectful							-0.13	0.011

Multivariate regression analysis showed that 15% of changes in children's self-regulation scores were due to mothers' parenting styles. The results of ANOVA and its significance showed that the presented model was significant ($F_{4, 371}=21.64$, $P<0.001$). In the model presented, mothers' authoritative, neglectful and authoritarian parenting styles of the mother exhibited the highest to the lowest significant effects, respectively, on children's self-regulation (0.26, -0.13 and -0.11). Mothers' authoritative parenting style exhibited a positive and significant effect on children's self-regulation and was a direct and significant predictor of children's self-regulation. Mothers' authoritarian and neglectful parenting styles had a negative and significant effect on children's self-regulation and were reverse and negative predictors of children's self-regulation. Mothers' permissive parenting style had no significant effect on children's self-regulation (Table 5).

Discussion and Conclusion:

It was shown in the present study that authoritative parenting style of mothers and fathers has a positive relationship with children's self-regulation and is a direct predictor for it. The father's and mother's authoritarian styles and the mother's neglectful style exhibited a negative relationship with self-regulation and were reverse predictors of children's self-regulation. The father's neglectful parenting style and the father's and mother's permissive style had no significant relationship with children's self-regulation.

The results of the present study in relation to the authoritative parenting style of mother and father showed a positive relationship between this style and self-regulation, with this style being a direct predictor of children's self-regulation. Previous studies have shown that children of authoritative parents have higher cognitive and social competencies, a better feeling of psychological health and more appropriate behavioral interactions with others (Pellerin, 2005). Adolescents who have at least one authoritative parent exhibit better adaptation compared to adolescents who do not have such a parent (McKinny and Renk, 2008); in addition, it has been shown that authoritative parenting style is associated with a high level of self-regulation in children (Patock-Peckam *et al.*, 2001), consistent with the results of the present study. The results of previous studies and the present study confirm and show that authoritative parenting style (a combination of high demandingness and high responsiveness) is positively associated with self-regulation, sufficiency and competencies and is negatively associated with high-risk behaviors.

In addition, the results of the present study showed that the parents' authoritarian style has a negative relationship with self-regulation and is a reverse predictor of self-regulation in children. Research has shown that children and adolescents with authoritarian parents have low social competencies and self-esteem (Pellerin, 2005). A high level of psychological control prevents development of self-regulatory abilities, gradually compromising children's efforts to independently organize programs and aims (Moilanen, 2007). Awareness of having an authoritarian father is positively related to neurosis in boys (Patock-Peckman and Morgan-Lopez, 2009). Authoritarian parenting style has an indirect positive relationship with low self-regulation through attachment as a mediator (Zeinali *et al.*, 2011-a). The results of the present study in relation to the authoritarian parenting style are consistent with those of previous studies on the subject and confirm them. The results of previous studies and the present study indicate that children and adolescents with authoritarian parents (a combination of high demandingness and low responsiveness) exhibit low self-regulation, social and cognitive competencies and self-esteem.

It was shown in relation to the permissive parenting style that it has no significant relationship with children's self-regulation. Research on the subject has shown that children with permissive parents have a high level of social competencies and self-esteem; however, such children have a low level of motivation for making progress and low level of involvement with educational issues (Pellerin, 2005). Permissive parenting style has a negative relationship with proper self-regulatory processes (Patock-Peckam *et al.*, 2001). Patock-Peckham and Morgan-Lopez (2006) reported that permissive parenting style might have a negative effect on the control process of children. On the other hand research has shown that a high level of parental acceptance and a low level of psychological control (permissive parenting) results in a better development of self-control in children. A high level of self-regulation is associated with positive behaviors such as socially acceptable behaviors and scholastic achievements (Moilanen, 2007). As it was discussed, on the one hand the results of studies on the yields of permissive parenting style are contradictory and on the other hand the results of the present study are not consistent with the those of previous studies and do not confirm them. It was shown in the present study that permissive parenting style does not have a role in increasing or decreasing children's self-regulation; however, some studies have shown that this parenting style is associated with an increase in self-regulation while some others have shown it is associated with a decrease in self-regulation. One of the reasons for a discrepancy in the results might be cultural differences. It is possible that in western countries, permissive parenting style results in excessive permissiveness due to the absence of social limitations and obstacles, resulting in different results. However, in the Iranian society it is possible that permissive parenting style is balanced by the limitations in the society, negating the effects of excessive permissiveness. Permissive parenting style is characterized by a low level of demandingness along with a high level of responsiveness. Permissive parents show warmth and positive acceptance toward their children but due to their undemanding behaviors they exhibit no control over their

children's behaviors. It appears such a control is exerted in Iran by the state authorities; therefore, it can neutralize the detrimental effects of excessive permissiveness on self-regulation. In any case it is recommended that such issues be re-evaluated in further studies.

Finally, it was shown that mother's neglectful parenting style has a negative relationship with self-regulation and is a reverse predictor for children's self-regulation; however, fathers' neglectful style did not reveal a significant relationship with children's self-regulation. Studies on neglectful parenting style have shown that children and adolescents with neglectful parents have the worst yields in cognitive and social competencies, scholastic performance and psychological health (Pellerin, 2005). Neglectful parenting has a positive and indirect relationship with low self-regulation, mediated through attachment (Zeinali *et al.*, 2011-a). The results of the present study in relation to mothers' neglectful parenting style are consistent with those of previous studies on the subject and confirm them, but the question why fathers' neglectful parenting style is not a significant predictor of children's self-regulation might be explained by the fundamental role of mothers in developing cognitive and social competencies in children and in their scholastic performance. Fathers are of secondary importance in this respect. Fathers usually are away from home, busy with family's financial issues and have a minor role, compared to mothers, in controlling and socializing children. This finding shows, more than ever, the role of mothers in children's self-regulation.

As it was discussed, parents' permissive style and father's neglectful parenting style are not significant predictors of children's self-regulation and other parenting styles are significant predictors of self-regulation. Warm and affectionate parenting along with behavioral control (authoritative parenting) promotes self-regulatory abilities. However, parents who use psychological control measures (authoritarian parenting) in bringing up their children gradually compromise their children's efforts in independently managing programs and aims, which deprives them of the experience of autonomous implementation of programs and achieving aims and opportunities, in which they can realize when self-regulation is necessary. A low level of self-regulation is associated with a high level of externalization and internalization of problems in children and adolescents and a high level of self-regulation is associated with positive behaviors such as socially acceptable behaviors and scholastic achievements (Moilanen, 2007). Neglectful parenting style which is associated with a lack of involvement with children's problems and a lack of warmth and affection has a negative role in children's self-regulation. It appears permissive parenting has no role in increasing or decreasing children's self-regulation.

Based on the results of the present study, authoritative parenting style is the most effective (best) parenting style to promote self-regulation in children and to develop other competencies, consistent with the results of previous studies. Authoritarian and neglectful parenting is the most ineffective (worst) parenting style because it decreases self-regulation and other competencies in children, consistent with the results of previous studies. It is suggested that studies in future evaluate and make a judgment about the yields of permissive parenting style for children.

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