



The relationship between parenting styles and parents' social adjustment in children with learning disabilities

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Abstract

Aim: The purpose of this study is to investigate the relationship between parenting styles and parents' social adjustment in children with learning disabilities. **Methods:** In terms of purpose, this research is an applied research and in terms of execution, it is a descriptive type of correlational research. The statistical population of the research is all parents who have children with learning disabilities. 150 people were selected as a statistical sample. According to the nature of the research, data collection was done using Gholami and Delavar's learning disorder questionnaires (2021), Diana Baumrind's parenting methods (1973), Weizmann and Pekel's social adjustment scale (1978). In the analysis of the research findings, correlation coefficients were used. And multiple regression was used with SPSS 20 software. **Results:** The results of the research showed that Spearman's correlation coefficients in the parenting styles component are 0.352, permissive style 0.175, autocratic style 0.187, assertiveness and confidence 322.00 and significance level ($p \leq 0.005$). Therefore, parenting styles have a direct relationship with parents' social adaptation in children with learning disabilities. Also, the multiple regression coefficient between parenting styles and parents' social adjustment in children with learning disabilities is equal to ($R^2=0.377$). This value indicates the fact that parenting styles have been able to predict about 0.377% of the variance of social adjustment changes. **Conclusion:** It can be concluded that there is a relationship between parenting styles and social adaptation, and learning centers and other organizations related to learning disorders can pay more attention to parenting styles in the education of these types of children in order to provide them with a better education.

Keywords: parenting styles, social adaptation, learning disorder.

Introduction

Nowadays, learning is considered to be the most fundamental process, as a result of which, a helpless and helpless creature, over time and through physical interaction and growth, reaches a transformed person whose cognitive abilities and power of thought have no limits. The great variety and expansion of human learning time, is as wide as one's life span, caused people to have problems in the normal process of learning and education, despite the many differences they have in learning (Sheikh al-Islami et al., 2014). Among these, there are many children who have a normal appearance, their physical growth, height and weight indicate that they are normal; have more or less normal intelligence; They speak well and play like other children; They communicate with others like their peers; They also have the necessary self-help at home and they do the work that their parents entrust to them, and they have normal behavior and morals. But when they go to school and want to learn to read, write and count, they face serious problems. These children gradually find out that other children are better than them in terms of academic status and they experience a feeling of inferiority, and little by little, they develop a dislike for lessons and school. Their parents, who are often unaware of the reasons for their learning disability, increase the problem and multiply the difficulty with the pressure they put on the child (Bresserton, 2015).

Social adaptation includes a person's adaptation to their social environment, which may be achieved by changing himself or the environment. Emotional compatibility is good mental health, satisfaction with personal life and harmony between emotions, activities and thoughts. Social and emotional ability and competence are among the factors influencing intellectual adaptation (Mousavi et al., 2021). One of the factors that play a role in the compatibility of families is the family structure. Despite several decades of research on the importance of the social context, especially the family, still few researches have been conducted in the field of identifying factors affecting social adaptation (Pereira, 2019). Parenting styles are among the variables related to the social context of the family that can affect the social adaptation of the family. Researchers believe that parenting styles have an effect on emotional health. Parenting style expresses emotional relationships and the general way of communication between parents and children and is considered an important factor for children's development and learning (Hosseini Nasab, 2018).

The existence of a child with a learning disorder in the family can be considered a worrying factor for the adaptation of the family members, and the investigation of this requires the necessity of conducting this research. This necessity, especially considering the obvious cultural differences in different regions of the country as well as the importance of parenting styles in the behavioral and social health of children as the future builders of society, is felt more in areas where studies related to the research question have been done less. Therefore, the basic issue of the current research is: Is there a relationship between parenting styles and social adjustment of parents in children with emotional learning disorder?

Method

In terms of purpose, this research is an applied research and in terms of execution, it is a descriptive type of correlational research. The statistical population of the research is all parents who have children with learning disabilities. 150 people were selected as a

statistical sample. According to the nature of the research, data collection was done using Gholami and Delavar's learning disorder questionnaires (1400), Diana Baumrind's parenting methods (1973), Weizmann and Pekel's social adjustment scale (1978). In the analysis of the research findings, correlation coefficients were used. And multiple regression was used with SPSS 20 software.

Results

The results of the research showed that Spearman's correlation coefficients in the parenting styles component are 0.352, permissive style 0.175, autocratic style 0.187, assertiveness and confidence 322.00 and significance level ($p \leq 0.005$). Therefore, parenting styles have a direct relationship with parents' social adaptation in children with learning disabilities. Also, the multiple regression coefficient between parenting styles and parents' social adjustment in children with learning disabilities is equal to ($R^2=0.377$). This value indicates the fact that parenting styles have been able to predict about 0.377% of the variance of social adjustment changes.

Conclusion

The aim of this study was to investigate the relationship between parenting styles and parents' social adjustment in children with learning disabilities. The results of the present study showed that there is a significant relationship between parenting styles and parents' social adjustment.

Among the limitations of the present study, it should be noted that the statistical sample was limited to a certain region, which may lead to different results in other regions. Also, the present research was done only with quantitative method, which qualitative method can also provide deeper results to complete the quantitative method. The results of this research highlight the importance of the parent-adolescent relationship for counselors, schools and parents. Based on this, counselors and schools should pay attention to the type of parental authority in order to solve the educational problems of adolescents and also make efforts to educate the family and increase relational skills. Also, parents can guarantee their children's educational future by using correct educational methods based on increasing their children's adaptability. Also, like any other research, the limitation in the generalizability of the results to different societies can be stated as one of the main limitations of the current research.

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