



Investigating the mediating role of rumination between parental control and shyness in adolescent girls

Ameneh. Hassanpour¹

Ebrahim. Alizadeh Mousavi^{2*}

Mohammad. Mohammadipour³

1. PhD student, Department of Psychology, Bojnord Branch, Islamic Azad University, Bojnord, Iran

2. *Corresponding author: Assistant Professor, Department of Psychology, Qochan Branch, Islamic Azad University, Qochan, Iran

3. Associate Professor, Department of Psychology, Qochan Branch, Islamic Azad University, Qochan, Iran

Email: iauqalizade@gmail.com

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Abstract

Aim: The purpose of the research is to investigate the mediating role of rumination between parental control and students' shyness. **Method:** The current research method is descriptive-survey of correlation type. The purpose of the research is applied and cross-sectional in terms of time. The statistical population includes all female secondary school students of Bojnord city who were engaged in the analysis in the academic year of 2014-2016. In order to estimate the sufficient sample size, Klein's (2005) sample size determination method was used, and 567 people were selected as the sample size. The sampling method is a single-stage cluster. In order to collect the desired information and measure the research variables, Hoeksma and Maro (1991) Rumination Questionnaire, Leslie et al.'s (1986) Parental Control (PLOC) and Stanford Shyness Questionnaire were used. SPSS and AMOS software were used to analyze the data. **Results:** According to the results, the causal model of students' shyness based on parental control with the mediating role of rumination has a suitable fit. **Conclusion:** parental control has a direct effect on self-criticism. Parental control has a direct effect on shyness. Parental control has a direct effect on rumination. Rumination has a direct effect on modesty. Rumination plays a mediating role between parental control and shyness.

Keywords: rumination, parental control, shyness, students.

Introduction

One of the main problems that can hinder the youth's dynamism and prevent the formation of a healthy identity and the flourishing of intellectual and emotional talents and abilities is the problem of creating social relationships among students. Some people find it difficult to communicate properly with others. According to the young population, every year a large number of young people are unable to communicate socially due to shyness (Goldfried and Davison, 2000).

Shyness is a difficult and complex mental, psychological and social problem that appears gradually during the growth period and cannot be cured with medication. Shyness is basically an acquired and learned behavior and it can be treated and it can be taken and treated to refresh and socialize the person in question. If a solution is thought about the antisocial behavior of this family of students, the person will experience severe stress and will probably have the most dangerous and acute condition for the treatment of severe mental illnesses such as schizophrenia or depression (Zimbardo & Radel, 2001).

Parenting methods and educational behavior of parents are very important environmental factors in the formation and development of personality traits, especially during adolescence. This is despite the fact that adolescence is a sensitive and critical period, one of the important features, and problems and inadequacies and misbehavior in this period can divert the adolescent from the path of progress and growth. Shyness in this age period can be more damaging than any other time. Shyness as an important psychological risk factor can lead to poor social performance in social situations (Goldberg and Schmidt, 2001).

Another factor affecting shyness is rumination. Rumination is an uncontrolled and limited way of thinking that is somewhat self-referential and a symptom of harm (Marchetti et al., 2016). Despite its importance, less research has been done on its cognitive mechanisms. An important model in rumination considers this voting process to use inconsistent thinking methods (Smith et al., 2018).

People involved with ruminating thoughts are less likely to find useful and effective solutions to deal with life's problems and events. Intellectual exuberance causes distorted interpretations of life, pessimism about positive future events, and leads to poor solutions for solving interpersonal problems (Papageorgiou & Wells, 2003). Since the sufferers of intellectual shyness, before facing the current social situation and even after facing it, talk about their lack of success and how they are seen from the eyes of others, and these ruminations cause the continuation of shyness in them (Wells, 2010).

Intellectual vitality is also one of the important factors in people's self-satisfaction with constant and quantitative review of exciting thoughts and it prevents people from stopping the vicious cycle and increases their shyness. However, the problem will not be solved until the identification of these emotions occurs completely and they are looked at with a soothing and receptive look. The purpose of this research was to answer the following question:

Does rumination play a mediating role between parental control and students' shyness?

Method

The current research was part of the semi-experimental designs with pre-test-post-test-follow-up with control group. The statistical population of the current study included all women with chronic obesity and body mass index who referred to the Kian nutrition counseling clinic in Tehran between May and July 2022. In order to form two groups using the purposeful sampling method (taking into account the entry and exit criteria), first 30 women with chronic obesity and body mass index were selected by screening method and then randomly 15 patients in the experimental group and 15 patients in the group The witnesses were grouped. The program of compassion-focused treatment sessions during 8 90-minute sessions was formed for the experimental group based on the protocol of Neff and Germer (2013). Also, the follow-up phase was performed three months after the post-test on all three groups. The research tools included the emotional eating behavior questionnaire of van Strein et al. (2009), the emotional dysregulation questionnaire of Gratz and Romer (2004), the perceived stress questionnaire of Cohen et al. (1983) and the rumination questionnaire of Nolen Hoeksma and Marrow (1991). The data of the research were analyzed using repeated measurement analysis of variance test.

Results

According to the average shyness score (above 100), it can be said that students' shyness is high. Considering that the value of skewness and elongation is between -2 and +2, therefore the distribution of scores in this variable is normal. According to the average scores of students' rumination, it can be said that their rumination is high. On the other hand, according to the average scores of the rumination subtests, the highest average is related to depression and the lowest is related to sinking thoughts. Due to the fact that the amount of skewness and elongation in all three dimensions is between -2 and +2, therefore the distribution of scores in this variable is normal. According to the average scores of students' parental control, it can be said that their parental control is low. Due to the fact that the value of skewness and elongation in all four dimensions is between -2 and +2, therefore the distribution of scores in this variable is normal.

To check the normality of data distribution, it is not enough to report univariate normality (skewness and kurtosis) because non-violation of univariate normality does not necessarily mean non-violation of multivariate normality. To check the multivariate normality of the data distribution, Mardia's coefficient was used, and according to the obtained value (2.073), which is less than the critical ratio, it can be concluded that the data has a normal distribution.

The chi-square index on the degree of freedom for the tested model was 2.88, which is less than the acceptable limit of 3. The GFI and CFI indexes were obtained as 0.92 and 0.91, respectively, which are more than 0.90. The PNFI index was also 0.60, which is equal to its permissible limit of 0.60. The RMSEA index for the tested model was also 0.07, which is less than its acceptable limit, i.e. 0.08. These results show that all the indicators of the developed research model are in the desired range. In general, the fit indices are within acceptable ranges. According to these contents, the structural model of the research is appropriate.

Parental control on shyness has an impact factor of 0.08 (standardized) and the critical statistic related to the direct effect of parental control on shyness (1.55) is positive and not significant at the 0.05 level. Therefore, the research hypothesis is

rejected with 95% certainty. That is, parental control does not have a direct effect on shyness. Parental control on rumination has an impact factor of -0.24 (standardized), which is the critical statistic related to the direct effect of parental control on rumination (-2.35) and is significant at the 0.001 level. Its significance level is less than 0.01, so the research hypothesis is confirmed with 99% confidence. That is, parental control has a direct effect on rumination. Rumination on shyness has an impact factor of -0.13 (standardized) and the critical statistic related to the direct effect of rumination on shyness (-1.65) is negative and not significant at the 0.05 level. Therefore, the research hypothesis is rejected with 95% certainty. That is, rumination does not have a direct effect on shyness.

The direct effect of parental control on shyness (0.08) is not statistically significant, and the indirect effect of standard parental control (0.08) on shyness is significant at the 0.05 level. Bootstrap value is minimum 0.04 and maximum 0.14. Therefore, the research hypothesis is confirmed with 95% confidence, that is, it can be concluded that rumination plays a mediating role between parental control and shyness.

Conclusion

The aim of the present study was to investigate the mediating role of rumination between parental control and students' shyness. The causal model of students' shyness based on parental control with the mediating role of rumination has a good fit. The results show that all the indicators of the developed research model are in the desired range. In general, the fit indices are in the acceptable ranges, according to the results of the research, parental control has a direct effect on self-criticism.

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