



Investigation of Anxiety in Students with Learning Disabilities Based on Parenting Style

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Published: 1 Oct 2014

Abstract

In attention to the role of relationship between child and parents in child development, the purpose of the present study was to determine the relationship of anxiety in students with learning disabilities based on parenting style. This study was causal-comparative design. Study population included all parents of children with learning disabilities attending special centers during academic year 2012-2013, in which 150 parents of children with learning disabilities were selected as a sample group by using of multi stage cluster random sampling. Data were collected by using the Conner's rating scale and the short form and the Robinson, Mandelece, Olsen and hart parenting styles questionnaire. The data were analyzed by using correlations. The results of this study revealed that there is a significant and positive correlation between authoritarian and permissive parenting style (The authoritarian style, parents are demanding and receptive to the needs and desires of children. Also, a permissive style of parenting, exercise less control over their children, and their demands are not unreasonable) with anxious problems of students with learning disabilities ($P<0.01$), but significant correlation was not observed between authoritative parenting style (parents who use an authoritative style, convey facts to allow their children and their children are more willing to accept the reasons for rejecting a guide to show) and anxious problems of students with learning disabilities. The results showed that students with learning disabilities are problems with anxiety and parenting practices have a significant relationship exist. The finding is in line with most previous research in this area. In general, authoritarian and permissive parenting style is an important factor in the development of psychological disorders.

Keywords: Anxiety Problems, Parenting Styles, Learning Disabilities.

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