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PERSONAL VALUES IN RELATION TO PARENTAL RELATIONSHIP AND VULNERABILITY TOWARDS PSYCHOPATHOLOGY

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ABSTRACT

The present study investigated value priorities in relation to parental relationship and vulnerability towards psychopathology including anxiety and depression. A sample of 225 students was recruited through disproportionate stratified random sampling from three universities. Personal values were assessed through Portrait Value Questionnaire (PVQ- Urdu Version). The psychopathology was assessed through Depression and Anxiety Scales of Symptom Checklist-Revised. The participants were asked to rate the relationship with their parents on 5 point Likert scale. The results revealed that Tradition value had significant negative relationship with father, whereas, no significant relationship was found between any value and relationship with mother. Further, no significant relationship emerged between personal values and anxiety and depression.

INTRODUCTION

The present study aimed to investigate the value priorities in relation to their parental relationship and vulnerability towards psychopathology: anxiety

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and depression. Parental relationships have been extensively studied due to its importance with numerous factors. Poor parenting affect the relationship of off springs with their parents and may have a negative impact on their personality traits. The available literature suggested that due to poor parenting, one may develop anxiety and depression (Mcleod, Wood, & Weisz, 2007; Rapee, 1997; Hudson & Rapee, 2001); experience adjustment problems (Baumrind, 1991); indulge in delinquency (Palmer & Hollin, 2000).

According to Schaefer (1965) relationship with parents depends on several factors like acceptance and rejection, psychological control and autonomy etc. There is empirical research evidence which highlighted that authoritarian parenting is associated with psychological control and resulted in emotional problems of the children (Soenens, Maarten, & Vansteenkiste, 2010). Authoritarian parenting was defined as ''…. socialization pressure that is non-responsive to the child's emotional and psychological needs (but instead) stifles independent expression and autonomy'' (Barber, 1996). Moreover, Barber, Stolz, and Olsen (2005) suggested that psychological control plays an important role in internalizing problems.

Similarly, Rapee (1997) suggested that early rejection and control of the parents lead to depression and anxiety in later life, more specifically, rejection leads to depression and control leads to anxiety among children. Likewise, perceived parental control and parental involvement affect well-being, self-esteem and peer relationship of adolescents (Cripps & Zyromski, 2009). In contrast, well-adjusted children reported to be reared with firm, warm and supportive parental styles (Baumrind, 1991). Aluja, Balleste, and Torrubia (1999) suggested that parental style and social values affect process of socialization.

Value is defined as "desirable, trans-situational goals, varying in importance that serve as guiding principle in people's life" (Schwartz, 1992, p.1). Values are taken as positive goals and aspiration which are mostly linked with subjective well-being (Romero, Villar, Luengo, & Fraguela, 2009). Subjective well-being is related to how successfully one identifies his/her values or how important are those values for him/her (Sagiv & Schwartz, 2000).

Roccas, Sagiv, Schwartz, and Knafo (2002) found that people who perceive their relationship with parents as warm, supportive and less controlling give priority to the personal values of Benevolence; Respect and Security.

According to Aljua, Barrio, and Gracia (2005), students who socialize better than others reported to have more warmer, supportive, less rejecting and controlling parenting and pursued for Benevolence value more, in contrary to those who pursued Power value more. Moreover, Patten et al. (1997) also concluded that children who perceive their parents as non-supportive reported to have depressive symptoms. They further found that the girls who were living with single and non-supportive fathers were at high risk for depression.

Afifi (2007) and Smithbattle (2008) also suggested that culture has its important role in shaping parental rearing practices that parents adopt to rear the children. These practices are influenced by certain beliefs that prevail in religion and culture to discipline the children and these are transmitted through tradition to the next generation (Campbell, 2005). Cultural values affect perception of child rearing (Afifi, 2007; Xu, Tung, & Dunaway, 2000), and it has been observed that in some cultures, harsh parenting is considered as a norm to discipline the children (Belsky, 1980).

Schwartz, Sagiv, and Boehnke (2000) explored the relationship between value priorities and worries and found that those who purse for Universalism and Benevolence values were having low micro worries (related to self) and high macro worries (related to society and world), whereas, those who prioritize Power, Hedonism values and give less importance to Achievement value reported high micro worries and low macro worries. Romero, Villar, Luengo, and Fraguela (2009) concluded that conflict between personal and environmental values affect one's well-being and social values related to environment and circumstances, negatively. Sagiv and Schwartz (2000) described that well-being is related to the congruence between personal values and the values that prevail in the environment. Values and social sanctions are determined by the parents and peers as they all share the same environment, resultantly, they do share common values which are usually expressed through beliefs, values and behaviors while living in the same vicinity (Holland, 1985).

The current study aimed to develop an insight regarding the link between parental relationship with their off springs and then their attribution to the personal values. The present study also explored that participants who reported to have satisfactory relationship with their parents are less vulnerable to psychopathology: anxiety and depression. Another goal of present research was to explore that what kind of personal value prevailed amongst university students who are vulnerable for anxiety and depression.

METHOD

Participants

Survey design was used and a sample of 225 students of 18-29 years (*M* = 21.96, *SD* = 1.96) was taken from three public sector Universities of Lahore. The sample consisted of 57 boys (25%) and 168 girls (75%). Only those students were included in the sample whose both parents (father and mother) were alive.

Measures

Four measures were administered on all research participants.

Demographic Questionnaire

Demographic Questionnaire was devised by the researchers to gather demographic information such as age, education, occupation, family system and socio-economic status of participants etc.

Portrait Value Questionnaire (PVQ)

The Urdu version of 40-item Portrait Value Questionnaire (PVQ; Schwartz, 2001) was used in present study to measure Personal Values on a six point Likert scale. The PVQ-40 comprises of 10 subscales that measure 10 Value types. The Cronbach's Alphas obtained in the present study for PVQ-40 and its ten scales are as such: PVQ-40 (.91); Stimulation (.48); Self-Direction (.61); Universalism (.73); Benevolence (.74); Conformity (.71); Tradition (.55); Security (.66); Power (.48); Achievement (.66); and Hedonism (.26). Tests retest reliability of Values as measured by PVQ range from .62 to .88, respectively.

Symptom Checklist-R

The vulnerability towards psychopathology of participants was assessed through Anxiety and Depression subscales of an indigenous checklist based on 4-point Likert scale ranged from 0 to 3. This instrument was developed by Rahman and Sitwat in 1992 and revised by Rehman, Dawood, Rehman, Mansoor, and Ali in 2009. Depression scale consisted of 24 items while Anxiety scale comprised of 29 items. The Cronbach's Alphas obtained in the present study are as such: Anxiety (.95) and depression (.87) indicating satisfactory internal consistency.

Relationship with parents was assessed through 5 point Likert scale in which the participants were asked to rate their relationship with their father and mother on this scale where 5 (*very strong relationship*) and 1 (*not at all*) for mother and father separately.

Procedure

Pilot study was conducted on a sample of 30 university students to assess the understandability of translated version of PVQ and to rule out any ambiguity reported by the participants. As Urdu is the mother tongue in Pakistan, Urdu version of PVQ was developed through translation and back translation for better understanding of participants before conduction of pilot study.

All instruments were administered in group setting after taking permission from head of each department. Data was collected through Stratified Disproportionate Random Sampling from 225 student boys and girls from three Universities. Only those students were included in the study whose parents (both father and mother) were alive.

Written informed consent was taken from each participant and detailed instructions and purpose of the study was explained before administration. Along that ethical considerations were also briefed to the students that they can withdraw from study at any point, all their information will be retained as confidential and will only be used for research purpose.

Statistical Analysis

The Statistical Package for Social Science (SPSS- Version 17) was used for computing descriptive statistics. Pearson Product Moment Coefficient of Correlation was employed to find the relationship between the Personal Values with Anxiety and Depression while Rank Order Correlation was computed to find out relationship of Personal Values with Parental relationship.

RESULTS

Table 1

Frequencies and Percentages of Father and Mother's Relationship with the Participant (N =225)

Relationship	Father		Mother	
	f	*%*	*f*	*%*
Satisfactory	166	74	169	75
Slightly Satisfactory	37	16	44	20
Moderate	15	7	9	4
Slightly Unsatisfactory	4	2	2	0.9
Unsatisfactory	3	1	1	0.4

Note: *f* = Frequency, % = Percentage

Table 2
Showing Rank Order Correlation between Personal Values and Relationship with Parents (N = 225)

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. F	-											
2. M	.44**	-										
3. CON	.11	.024	-									
4. TRD	-.18**	-.051	.125	-								
5. BEN	.05	.012	.065	-.099	-							
6. UNI	-.06	-.063	.013	.029	.009	-						
7. SD	-.04	-.049	-.011	-.026	-.12	.01	-					
8. STM	.02	-.071	-.185**	-.160*	-.17*	-.05	.14*	-				
9. HED	.007	.07	-.025	-.110	-.08	-.23**	-.02	.05	-			
10. ACH	.05	.04	-.17*	-.07	-.16*	-.17*	.06	.05	.18**	-		
11. POW	.01	.01	-.20**	-.09	-.21**	-.03	.07	.19**	-.04	.12	-	
12. SEC	.03	-.006	.16*	.12	-.01	.02	.09	-.04	-.15*	-.11	-.14*	-
M	1.40	1.34	1.97	1.93	1.98	2.02	1.98	1.73	1.93	1.92	1.64	1.97
SD	.80	.74	.23	.25	.24	.16	.19	.46	.33	.28	.51	.22

Note: F=Father; M=Mother; CON=Conformity; TRD=Tradition; BEN=Benevolence; UNI=Universalism; SD=Self-Direction; STM=Stimulation; HED=Hedonism; ACH=Achievement; POW=Power; SEC=Security; M=Mean; SD=Standard Deviation; $p^{**} < .01$, $p^{*} < .05$

Table 3
Showing the Pearson Product Moment Correlation Coefficient between Personal Values with Vulnerability towards Psychopathology: Anxiety and Depression (N=225).

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. DP	-											
2. AN	.75**	-										
3. CON	.04	.08	-									
4. TRD	.007	.11	.17*	-								
5. BEN	-.04	.02	.23**	.05	-							
6. UNI	-.06	-.06	.22**	.07	.11	-						
7. SD	.01	-.04	-.23**	-.27**	-.19**	-.04	-					
8. STM	.02	-.05	-.44**	-.33**	-.25**	-.27**	.11	-				
9. HED	-.08	-.09	-.17*	-.15*	-.08	-.38**	-.09	.07	-			
10. ACH	.02	.03	-.27**	-.21**	-.28**	-.37**	-.06	.06	.08	-		
11. POW	.09	.000	-.41**	-.27**	-.35**	-.34**	.02	.24**	.04	.15*	-	
12. SEC	-.04	-.006	.02	.05	-.11	-.05	-.18**	-.25**	-.12	-.20**	-.26**	-
M	30.17	35.12	.33	-.02	.34	.27	.11	-.61	-.15	-.08	-.84	.09
SD	11.75	18.56	.62	.60	.69	.50	.60	.92	.72	.74	1.15	.61

Note: DP=Depression; AN=Anxiety; CON=Conformity; TRD=Tradition; BEN=Benevolence; UNI=Universalism; SD=Self-Direction; STM=Stimulation; HED=Hedonism; ACH=Achievement; POW=Power; SEC=Security; M=Mean; SD=Standard Deviation; $p^{**}<.01$, $p^{*}<.05$

Pearson Product Moment Coefficient of Correlation was conducted to find relationship of personal values with psychopathology: anxiety and depression. No significant relationship emerged between personal values with anxiety and depression. However, further analysis on personal values indicated that some personal values had positive while others had negative relationship with anxiety and depression. Like Conformity ($r = .04$); Tradition ($r = .007$); Self–Direction ($r = .01$); Stimulation ($r = .02$); Achievement ($r = .02$) and Power ($r = .09$) have positive relationship with depression while Benevolence ($r = -.04$); Universalism ($r = -.06$); Hedonism ($r = -.08$) and Security Values ($r = -.04$) had negative relationship with depression. There was a positive relationship of value Conformity ($r = .08$); Tradition ($r = .11$); Benevolence ($r = .02$); and Achievement ($r = .03$); with anxiety and negative relationship of Universalism ($r = -.06$); Self-Direction ($r = -.04$); Stimulation ($r = -.05$); Hedonism ($r = -.09$); and Security ($r = -.006$) values with anxiety.

DISCUSSION

The current study aimed to investigate that the students having unsatisfactory relationship with their parents attribute importance to what kind of personal values? The research further explored their vulnerability towards psychopathology: Depression and anxiety.

The results of present research revealed that students who scored high on Tradition value reported to have significant poor relationship with their fathers. According to the traditions prevail in Pakistan, majority of fathers are strict and are authoritarian in nature which may result in an unsatisfactory relationship with them. Rapee (1997) suggested that in Pakistani culture, fathers are usually perceived as controlling and those who perceive their parents as more controlling are more vulnerable towards anxiety. The results were also consistent with previous literature that culture affects child rearing practices and in certain cultures harsh parenting is perceived as an adequate way to discipline the children (Afifi, 2007; Belsky, 1980; Flouri, 2010; Xu, Tung, & Dunaway, 2000). Amato and Gilbreth (1999) also suggested that people who perceive their parents as non-supportive have more emotional and behavioral problems.

The results further showed that those scored high on Conformity; Benevolence and Achievement values also reported satisfactory relationship with their parents. Benevolence value promotes cooperation and support in social relations amongst those who have intrinsic motivation for such behaviors

(Schwartz, 1992). It may help in developing satisfactory relationship with parents (Aljua, Barrio, & Gracia, 2005). The results of present study are in line with these arguments because those who had satisfactory relationship with parents showed less vulnerability towards anxiety and depression.

The participants having high scores on Conformity value showed satisfactory relationship with their parents but found to be more vulnerable towards anxiety and depression. Moreover, participants who have high score on Universalism and Self-Direction reported to have unsatisfactory relationship with their parents because Self-Direction serves the purpose of dominance over people and independence. The participants who rated these values as important showed less vulnerability towards anxiety and depression.

The above discussion may have another aspect. According to Bobowik, Oudenhoven, Basabe, Telletxea, and Paez (2011) Conformity, Tradition, Benevolence and Hedonism values are societal oriented and are determined by parental values instead of one's own personality traits. Therefore, it shows that students who valued more to Conformity; Tradition; Benevolence; and Hedonism would have congruent values with their parents; hence they have more chances to have satisfactory relationship with their parents.

Parental characteristics are still under study as culture, norms, beliefs needed to be probed to predict children and adolescents' psychopathologies because they affect parental relationship and child rearing practices. The present study is an addition in existing literature as it has drawn attention towards tradition and culture. Some modification in interventions are needed to shape the prototypical father's rearing style pictured in Pakistani culture to discipline children as it made them highly vulnerable towards Anxiety and Depression.

The results of current research suggested that students who attributed high importance to Benevolence, Universalism and Security values had satisfactory relationship with their parents and were less vulnerable towards psychopathology. On the other hand, students who attributed more importance to Tradition value reported unsatisfactory relationship with their parents and were more vulnerable towards psychopathology: anxiety and depression.

The study was conducted on student population, so it's better to take sample from community and clinical population to generalize the results. However, the Values priorities of the parents could be assessed to check the

congruence between the participant's personal values and values prevailed in environment and being opted by the parents. The conflict between personal and environmental values might have some linked with psychopathology: Anxiety and depression, because conflict between personal and environmental values lead to stress.

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