

### A comparative study between student's IQ and Attributional Styles of parents

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**Abstract:** Introduction: The presence of mental retarded children in the family can cause problems and more stress. This tension is concerning to attributional styles of parents and how they justify their life issues. Therefore, the main purpose of this research is to study the relationship between student's IQ and Attributional styles of parents. Methods: The research population consisted of the parents of normal, gifted and mental retarded students who were enrolled in middle school in year of 2010- 2011. 90 cases (30 per group) were selected by casual - comparison method. The type of this study was practical for which, the Attributional Style Questionnaire (ASQ) was used as the research tool filled out by samples. To analyze the index the descriptive statistics (frequency, mean, standard deviation) and to confirm the hypothesis the multivariate analysis of variance test were employed. Result: There is a significant relationship between IQ students (gifted, normal and retarded) and attributional styles of parents. Conclusion: The student's IQ has to do with attributional styles of parents. The higher student's IQ, the higher marginally mean scores of parents in the pleasant styles. Moreover, the marginally mean scores of retardation student's parents is higher in the unpleasant styles. The results of this study, thus, is effective to understand the problems, view these issues from the perspective of parents and present the appropriate strategies for intervention. [M. E. Taghizadeh, S. Vafae, E. Davari Nezhad, N. Ganji, A. Bagheri, D. Shayan. **A comparative study between student's IQ and Attributional Styles of parents.** *Life Sci J* 2013;10(4s):371-379] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 56

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#### Introduction:

The reaction of all parents confronting with the mental retardation of their child are not identical. It is generally accepted that the vast majority of these children's parents exert a manner of undesirable reactions against their child's mental retardation that the type and measure of these reactions are quite different concerning to their personality dimensions, reaction time and so on. Self-concept of parents is transferred to their child. Thus if the smallest change, disability, insufficiency, and retardation are seen in their children, these parents think it is their violation or problems so that, it may hurt their pride, self love or narcissism. Hence when the offspring of these parents are diagnosed as mentally retarded, their parents think this diagnose is about themselves. (Davermanesh, 2008). The survey that Naser Shariati and Davermanesh (1370) carried out on a number of families with mentally disabled children showed that these families blame themselves about retardation of their child and get carried away loving them. Moreover, it was indicated that the rate of mother's interests in their child were more than these of father's. So the presence of retarded child in the family can severely affect the parents health and may enhance the physical and psychological pressure on

parents especially on mothers. (Davermanesh and Barati sade, 1992)

Noori ghasem abadi (1993) checked into the male students and indicated that unsuccessful people experience more depression after the stress of academic failure. It is the fact that inner and general attributions style in negative events have to do with depression. (Afrooz, 2008) Solaimani nejad (2003) also inspected the relationship between attributional style and achievement in junior students and indicated that the three dimensions of attribution are not significantly different between boys and girls in situations of success and failure. In addition, he looked into the relation between three dimensions of attribution and achievement and demonstrated that in defeat position, except for the inner and outer dimension, the other dimensions have nothing to do with academic achievement. (Afrooz, 2008).

In study background, it has been paid a little attention to the impact of child's disability on fathers. In one study it was found that they often have more difficulty in coping with the reality of having disabled child (in comparison with their spouses). Fathers may suffer from pressures because the financial costs and unusual roles they find, all created by their retarded child. For instance, they may find

new domestic duties. Such as cooking and shopping. These fathers experience lack of normal child (Kakavand, 2011).

Everyday observations of psychiatrists and psychologists demonstrated that presence of a retarded child would create much problems in families especially if the other children had the normal IQ or even higher than normal. The reactions of parents towards a retarded child are not similar and frequently it is up to the degree of mental retardation, tips of psychiatrists and psychologists, social and economic status of families ,parental personality, etc.(Milanifar,2010).

Mothers may attribute this tragedy to different factors, including: Things they have done during their pregnancy or tablets they have used to prevent pregnancy or delay it for a long time, or premature pregnancy and low age differences between the children behind. Leisure of parents with disabled children is limited. Fathers suffer from the jealousy because of much avocation of mother with retarded child and her excessive sacrifices. Consequently, keeping on their life would be accompanied with resentment .But mothers also might burn out due to ongoing sacrifices and concerns they have about their child such as: anxiety about going to school, health-threatening surgeries and the amount of time they spend. Certainly these problems are partly up to parent's personality. In certain homes, there are not any obvious problems and children with disabilities are a great source of joy and happiness. (Ebingors, 2004)

**Gifted student:** According to the Wechsler division, Children who have an IQ above 130 are gifted or talented that makes up 2.2% persons of society. (Milani far, 2010)

**Retarded student:** educationally, retarded students are those children who due to limited ability need the specific methods and remedial training. Remedial training is a set of principles of psychology and medical training that would make turn the people with mental disability into the useful member of society. The people with IQ between 51 to 70 are called educated.(Milani far,2010).

Disabled children especially retarded ones are found in wide range of different fields of social - economic families. Usually child defectiveness brings about painful shock for their parents, because the presence of these children can disturb the normal lives of families and can cause the problems ma and issues. These problems may change by time elapsing and child's development, but not necessarily would be made easier. (Saif naraghi & naderi, 2009 Parents who have an abnormal child,will encounter much more responsibilities in term of the issues and problems that the defectiveness of their child could

impose..On the other hand, they can't provide the required time and space for performing training, educating and hygienic responsibility. This issue would eventually; lead to additional pressures on parents and it can cause devastating effect on their psycho social interaction. Undoubtedly, pressure from a disabled child as an intervener variable can make a detrimental impact on making up family members mind about psycho social lives. In fact, the quality of life undergoes radical changes for disabled child's parent, and their satisfaction of life is reduced. One of the most important reason which can be mentioned is the additional financial burden upon the families especially the middle class or poor families.(Trenbal & Trenbal,1990).

The presence of the disabled child in family has profound effect on the way family members communicate with each other and also with the child. But if this unpleasant effect is not resolved by a reasonable and remediable manner it will probably produce an irreparable damage to all members of the famil.(Davrmanesh,2007)

**Main objective:** studing the relationship between the students's IQ (gifted, normal and mental retarded) and the attributional style of parent.

Research theories: Research hypotheses are as follows:

1. There is a significant relationship between the student's IQ (gifted, normal and mental retarded) and the attributional style of fathers.
2. There is a significant relationship between the student's IQ (gifted, normal and mental retarded) and the attributional style of mothers.

**Method of data collection:** the research population consisted of 90 parents that 30 of them were parents of gifted students, the other 30 were parents of normal students and the last 30 were parents of mental retarded students. All they were studying at guidance school of sabzevar city within the years of 2010-2011. In order to collecting the data, the researcher used the Attributional Style Questionnaire (ASQ) of Seligman.

#### **Attributional Style Questionnaire (ASQ):**

The other questionnaire that was utilized for collecting the data was the attributional style questionnaire. This questionnaire is the tools for self reporting and initially was proposed by Peterson and Seligman for measuring the uncontrollable events. Attributional style questionnaire consists of 12 assumptive situations (6 good event and 6 bad events). For each event, four questions are come up. The first question is about the most important cause of the event. Although it doesn't apply in grading it's essential that subjects answer other three questions according to the following items: internal or external, permanent (constancy) or impermanent (inconstancy)

and global or proprietary events. The scores for each of three dimensions above can be considered, for one thing, the internal – external dimension is achieved by total scores of first question.

**Methods of grading :** If someone be in success position and mark the first question by the scores of 4,5,3,2,4,6 . Sum of the inner-outer scores of this person will be divided by 6. Respectively the scores are calculated in other dimensions and success position.

**Reliability and validity:** Briage (2001) reported the Cronbach's alpha coefficient of 0/8 for an Attributional Style Questionnaire. Eslami shahr babaki (1990) achieved 0/75 for Cronbach's alpha coefficient in the internal failure position , and 0/43 for permanent failure position, the 0/73 for global failure position, 0/74 in the internal success position, 0/56 in permanent success position, and 0/76 for global success position, during his research. Solaimani nezhad (2002) reported 0/74 the Cronbach's alpha for total questions from questionnaire.

**Results:** the first theory: There is a significant relationship between the student's IQ (gifted , normal and mental retarded ) and the attributional style of fathers. In order to check into the theory multivariate variance analysis was employed. It is based on this fact that the design of this study has a factor variable with 3 levels of intelligence and multiple dependant variables which have the internal correlation with each other. Anova had been used; the occurrence of the first type of error would have been more likely. If dependant variables are considered together, it will cause obvious and effect on factor variable and its levels, while this different effects not be specified in ANOVA. To investigated the relationship between the factor variable (intelligence level) and attributional style the multivariate tests (table 1) were used. These tests aim to find the answer to this question that if there are any significant difference between the different groups (three levels of intelligence) in the linear combination of the dependent variable (attributional style)

**Table (1) : multivariate test to examine the hypothesis**

effect	Account	B	df	Error df	sig
<b>Gradient pilaiy</b>	0.999	5337.839	6.000	37.000	.000
<b>Landay velkz</b>	0.001	5337.839	6.000	37.000	.000
<b>Hetling effect</b>	865.595	5337.839	6.000	37.000	.000
<b>The biggest radix Roy's proprietary</b>	865.595	5337.839	6.000		.000
<b>Group pilaiy</b>	1.391	14.474	12.000	76.000	.000
<b>Landay velkz</b>	0.008	61.337	12.000	74.000	.000
<b>Hetling effect</b>	70.946	212.837	12.000	72.000	.000
<b>The biggest radixRoy's proprietary</b>	70.264	445.007	6.000	38.000	.000

As it's clarified in the table (1), all tests are significant, in other words: there is a significant relationship between the intelligence levels (IQ) of student and Attributional Style of fathers. In addition it is significant at 1%, or in other words there is relationship between the father's Attributional Style and student's IQ. Some of the Statistician believe that the ANOVA test should not be used after the multivariate tests .because the purpose of Multi-way analysis of variance is the investigation of relationship between the groups in a linear combination of the dependent variable but not the examination of differences in each of the dependant variables however, the other statistician believe that after the multivariate tests, the interpretation of univariate test should be used in order to investigate the difference between dependant variables. In table (1) the univariate test is used to evaluate the

differences between various levels of IQ students in each of attributional styles of fathers.

As it has been clarified in table (2) there is significant relationship between the Attributional Style in it's entirely and IQ's students.

In order to study the differences between fathers' scores in attributional style regarding to 3 levels of IQ in each of the dependent variable scores, the estimate marginal mean was used.

The estimated marginal mean has been demonstrated in table (3). As shown in this table, the marginal mean of fathers in the pleasant styles among the gifted student's father are higher than marginal means of retarded student's father. In unpleasant styles, this process is reversed: namely, the mean scores of retarded student's fathers in unpleasant styles are higher than mean scores of gifted student's father.

**Table (2) : univariate test to investigate the differences between each of the dependant variables**

Source	Dependant variable	Sum of square	df	Mean of square	B	sig
Compare	Father's appealing internal-external	144.848	2	72.424	405.803	.000
	Father's appealing Stable -unstable	150.933	2	75.466	411.522	.000
	Father's appealing partial-general	127.298	2	63.496	495.615	.000
	Father's unpleasant Internal -external	114.672	2	57.336	218.512	.000
	Father's unpleasant Stable -unstable	79.438	2	39.718	406.323	.000
	Father's unpleasant partial-general	143.385	2	71.692	634.095	.000
Error	Father's appealing Internal external	7.496	42	0.178		
	Father's appealing Stable -unstable	7.702	42	0.183		
	Father's appealing partial-general	5.394	42	0.128		
	Father's unpleasant Internal external	11.020	42	0.262		
	Father's unpleasant Stable -unstable	4.106	42	0.098		
	Father's unpleasant partial-general	4.749	42	0.113		

**Table (3): The marginal mean for each of the attributional styles based on IQ levels of child**

Dependent variable Group	mean	Std error	95 percent confidence interval	
			Lower bound	Upper bound
Father's appealing internal-external				
Gifted	6.932	0.109	6.712	7.152
Normal	5.053	0.109	4.833	5.273
Mental retarded	2.552	0.109	2.332	2.772
Stable -unstable pleasant Father				
Gifted	6.421	0.111	6.198	6.644
Normal	4.631	0.111	4.408	4.854
Mental retarded	1.963	0.111	1.740	2.186
Father's appealing partial-general				
Gifted	6.453	0.93	6.266	6.639
Normal	4.841	0.93	4.655	5.028
Mental retarded	2.363	0.93	2.177	2.550
Internal- external unpleasant Father				
Gifted	1.219	0.132	0.952	1.486
Normal	3.207	0.132	2.940	3.474
Mental retarded	5.129	0.132	4.862	5.396
Stable -unstable unpleasant Father				
Gifted	1.575	0.081	1.412	1.738
Normal	3.430	0.081	3.267	3.593
Mental retarded	4.819	0.081	4.656	4.982
partial-general unpleasant Father				
Gifted	1.129	0.87	0.954	1.305
Normal	3.119	0.87	2.943	3.294
Mental retarded	5.496	0.87	5.321	5.671

**Table (4): Post hoc Tukey test to evaluate the differences between the scores of fathers in attributional style in terms of children's intelligence.**

Dependant variable	(i)Group	(j)Group	Mean difference (i-j)	Std error	sig
Father's appealing Internal - external	Gifted	Normal	1.8793	0.15426	0.000
		Retarded	4.3800	0.15426	0.000
	Normal	Gifted	-1.8793	0.15426	0.000
		Retarded	2.5007	0.15426	0.000
	Retarded	Gifted	-4.3800	0.15426	0.000
		Normal	-2.5007	0.15426	0.000
Father's appealing Stable –unstable	Gifted	Normal	1.7900	0.15637	0.000
		Retarded	4.4573	0.15637	0.000
	Normal	Gifted	-1.7900	0.15637	0.000
		Retarded	2.6673	0.15637	0.000
	Retarded	Gifted	-4.4573	0.15637	0.000
		Normal	-2.6673	0.15637	0.000
Father's appealing partial-general	Gifted	Normal	1.6113	0.13086	0.000
		Retarded	4.0893	0.13086	0.000
	Normal	Gifted	-1.6113	0.13086	0.000
		Retarded	2.4780	0.13086	0.000
	Retarded	Gifted	-4.0893	0.13086	0.000
		Normal	-2.4780	0.13086	0.000
Internal- external unpleasant Father	Gifted	Normal	-1.9880	0.18704	0.000
		Retarded	-3.9100	0.18704	0.000
	Normal	Gifted	1.9880	0.18704	0.000
		Retarded	-1.9220	0.18704	0.000
	Retarded	Gifted	3.9100	0.18704	0.000
		Normal	1.9220	0.18704	0.000
Stable -unstable unpleasant Father Retarded	Gifted	Normal	-1.8547	0.11416	0.000
			-3.2433	0.11416	0.000
	Normal	Gifted	1.8547	0.11416	0.000
		Retarded	-1.3887	0.11416	0.000
	Retarded	Gifted	3.2433	0.11416	0.000
		Normal	1.3887	0.11416	0.000
partial-general unpleasant Father	Gifted	Normal	-1.9893	0.12278	0.000
		Retarded	-4.3667	0.12278	0.000
	Normal	Gifted	1.9893	0.12278	0.000
		Retarded	-2.3773	0.12278	0.000
	Retarded	Gifted	4.3667	0.12278	0.000
		Normal	2.3773	0.12278	0.000

The Post hoc Tukey's test was used in table (4) to determine differences between the children's IQ in each of attributional styles of fathers. As it has been shown in this table there are significant differences between IQ student (two by two) in father's attributional styles, namely, regarding to the father's appealing attributional style, the average attributional styles of gifted student's father are higher than normal and retarded student's fathers. Furthermore, this trend is reversed in unpleasant styles. It means, that the scores of attributional styles of retarded student's fathers are lower than normal student's fathers and in this way, the attributional styles of normal student's fathers are lower than gifted one's in unpleasant style. According to these results, the first theory of the study is approved by 95% confidence level.

**Second hypothesis:** There is a significant relationship between the student's IQ (gifted, normal and mental retarded) and the attributional styles of mothers.

In order to study this theory, just like the first theory, the multivariate analysis was used. As it was mentioned in descriptions of the first hypothesis, the purpose of using the multivariate analysis is examination of the relationship between one or more variables factor (As independent variables into research) and two or more variables that they are correlative. In other words, the researcher was to seek whether there is any significant difference between the various levels of intelligence in the linear combination of several dimensions of attributional style.

According to table (5), the results for multivariate tests came to significant. As it was pointed out in the last table, all of the multivariate tests are significant in



level 1, which indicates that there is a significant difference among 3 groups in linear combination of

dependant variables (attributional style).

**Table (5) : multivariate tests to examine the hypothesis**

effect	total	B	df	Error df	sig	total
Gradient pilaiy effect	.999	4553.005	6.000	37.000	.000	.999
Landay velkz	.001	4553.005	6.000	37.000	.000	.999
Hetling effect	738.325	4553.005	6.000	37.000	.000	.999
The biggest radix Roy's proprietary	738.325	4553.005	6.000	37.000	.000	.999
Group pilaiy effect	1.060	7.139	12.000	76.000	.000	.530
Landay velkz	.015	44.094	12.000	74.000	.000	.877
Hetling effect	60.456	181.368	12.000	72.000	.000	.968
The biggest radix Roy's proprietary	60.374	382.366	6.000	38.000	.000	.984

**Table (6): univariate tests to determine differences among the groups in each of the dependent variables**

Source	dependant variable	Sum of square	df	Mean square	B	sig
Comparison	Father's appealing internal-external	165.793	2	82.897	708.893	.000
	Father's appealing Stable -unstable	138.133	2	69.066	547.182	.000
	Father's appealing partial-general	116.279	2	58.139	182.061	.000
	Father's unpleasant Internal -external	150.261	2	75.130	233.807	.000
	Father's unpleasant Stable -unstable	89.480	2	44.740	84.953	.000
	Father's unpleasant partial-general	167.871	2	83.936	249.483	.000
Error	Father's appealing Internal external	4.911	42	0.117		
	Father's appealing Stable -unstable	5.301	42	0.126		
	Father's appealing partial-general	13.412	42	0.319		
	Father's unpleasant Internal external	13.496	42	0.321		
	Father's unpleasant Stable -unstable	22.119	42	0.527		
	Father's unpleasant partial-general	14.130	42	0.336		

This subject was gone over in table (6). Thus, the univariate tests indicate that all of the dependant variables (attributional style) are significant differences concerning the intelligence levels. In

other words, Attributional style scores for mothers are various regarding to intelligence levels and this difference is significant at one percent level.

**Table (7) : The marginal mean for each of the attributional styles based on IQ levels of child**

Dependent variable	Group	mean	Std error	95 percent confidence interval	
				Lower bound	Uppper bound
Father's appealing internal-external	Gifted	6.841	0.088	6.663	7.020
	Normal	4.407	0.088	4.228	4.585
	Retarded	2.141	0.088	1.962	2.319
Father's appealing Stable -unstable	Gifted	6.186	0.092	6.001	6.371
	Normal	3.940	0.092	3.755	4.125
	Retarded	1.896	0.092	1.711	2.081
Father's appealing partial-general	Gifted	6.153	0.146	5.858	6.447
	Normal	4.029	0.146	3.735	5.324
	Retarded	2.219	0.146	1.925	2.514
Father's unpleasant Internal- external	Gifted	1.285	0.146	0.990	1.581
	Normal	3.751	0.146	3.456	4.047
	Retarded	5.753	0.146	5.458	6.049
Father's unpleasant Stable -unstable	Gifted	1.719	0.178	1.341	2.097
	Normal	3.763	0.178	3.385	4.141
	Retarded	5.152	0.178	4.774	5.530
Father's unpleasant partial-general	Gifted	1.285	0.150	0.983	1.588
	Normal	4.009	0.150	3.706	4.311
	Retarded	5.997	0.150	5.695	6.300

To show the difference in the attributional styles as well as the differences that are present among the scores of gifted, normal and retarded student's mother in terms of intelligence, marginal mean was pointed out in table (7). As for the table (7) it can be determined that marginal mean scores of

gifted student's mothers were higher in pleasant styles than retarded student's mothers and in the same way marginal mean scores of retarded student's mother were higher in the pleasant styles and this trend is reversed in unpleasant styles.

**Table (8): Post hoc Tukey test to evaluate the differences between the scores of mothers in attributional style in terms of children's intelligence.**

Dependant variable	(i)Group	(j)Group	Mean difference (i-j)	Std error	sig
mother's appealing Internal - external	Gifted	Normal	2.4347	0.12487	0.000
		Retarded	4.7007	0.12487	0.000
	Normal	Gifted	-2.4347	0.12487	0.000
		Retarded	2.2660	0.12487	0.000
mother's appealing Stable –unstable	Gifted	Normal	-4.7007	0.12487	0.000
		Retarded	-2.2660	0.12487	0.000
	Normal	Gifted	2.2460	0.12973	0.000
		Retarded	4.2900	0.12973	0.000
mother's appealing partial-general	Gifted	Normal	-2.2460	0.12973	0.000
		Retarded	2.0440	0.12973	0.000
	Normal	Gifted	-4.4573	0.12973	0.000
		Retarded	-2.6673	0.12973	0.000
Internal- external unpleasant mother	Gifted	Normal	2.1233	0.20635	0.000
		Retarded	3.9333	0.20635	0.000
	Normal	Gifted	-2.1233	0.20635	0.000
		Retarded	1.8100	0.20635	0.000
Stable -unstable unpleasant mother	Gifted	Normal	-3.9333	0.20635	0.000
		Retarded	-1.8100	0.20635	0.000
	Normal	Gifted	2.4660	0.20699	0.000
		Retarded	-2.0020	0.20699	0.000
partial- general unpleasant mother	Gifted	Normal	4.4660	0.20699	0.000
		Retarded	-2.0020	0.20699	0.000
	Normal	Gifted	-2.0440	0.26499	0.000
		Retarded	-3.4333	0.26499	0.000
Internal- external unpleasant mother	Gifted	Normal	2.0440	0.26499	0.000
		Retarded	-1.3893	0.26499	0.000
	Normal	Gifted	3.4333	0.26499	0.000
		Retarded	1.3893	0.26499	0.000
Stable -unstable unpleasant mother	Gifted	Normal	-2.7233	0.21180	0.000
		Retarded	-4.7120	0.21180	0.000
	Normal	Gifted	2.7233	0.21180	0.000
		Retarded	-1.9887	0.21180	0.000
partial- general unpleasant mother	Retarded	Gifted	4.7120	0.21180	0.000
		Normal	1.9887	0.21180	0.000

In the table (8) the tukey test was used to investigate the differences between the student's IQ in each of attributional styles. As it has clarified in this table, there is a significant difference between the student's IQ and attributional styles. it signifies that, in pleasant style. the average of attributional styles of

gifted student's mother are higher than normal and the attributional styles of normal student's mother are higher than retarded. Furthermore, this trend is reversed in unpleasant styles. It means that , in unpleasant styles, the attributional styles scores of retarded student's mother are higher than normal and

the attributional styles of normal student's mother are higher than gifted.

**Discussion and Conclusion:** there is not much investigation on the retarded students and the kind of influences these children have on other members of family. Considering dimensions of personality, the issue of source of control and attributional style are the most important ones based of which some people usually attribute causes of all events which come about for them to diverse factors. The source of control and attributional styles of parent are very important factors that according them usually parents react to their child.

In this study, the source of control and attributional styles of retarded student's parent were compared with other parents who had the students with higher IQ (bright and normal) and the significant relationship between the source of control and attributional styles of parent with student's IQ was obtained.

concerning to this investigation, it can be said that failure and infirmity to achieve the expected goal makes people to take up unpleasant way in their life, and even they may involve in the negative emotions. These results are consistent with the results of Noori Ghasemabadi (1994) who believed that stress can cause an unpleasant style and furthermore these are consistent with the results of Binger (1989) & Haris & Mc Hall (1989) & Dwa (1994) & Schwarz (2000), who emphasized that presence of retarded child can create quite a few negative emotions and unpleasant style. This is also compatible with the results of Wells & et al (2003) that negative event can create the overall attributional style, since, the role of mothers are very important in education of retarded children (Halahan Kaufman, 1994) the presence of retarded child can create a lot of negative emotions (Peterson, 2001) and make a bad impression (Bili, 2003) on mothers. Moreover it can affect the self esteem of mothers (Ahmadi, 1377). Additionally, these results are consistent with the investigations of Bili, Peterson & Ahmadi.

In terms of pleasant attributional styles, intelligent parents had higher scores subsequently; the attributional styles of normal and retarded parent were at lower positions. However In unpleasant attributional styles, it was vice versa. In other words, the grades of retarded parents were more than normal parents and at last the grades of gifted parents were lower than all. Based on these results, both assumptions were confirmed.

According to Kakavand (2011) It has been paid a little attention to the impact of child's disability on fathers. It was turn out in a study that fathers often have more difficulty in the period of compatibility (compare with their wives) with the reality of having

a child with disabilities, and usually have a tough time to get along with this reality. Fathers may be under pressure in a particular way, for instance, through the expenses that disabled child can produce and unusual roles that disabled child can create in the house. The survey was conducted in Iran by Nasser Shariati and Davar manesh between the years of 1987 to 1992 on the number of families with disabled child. They found that overdoing in expression of love toward disabled child was higher in the families who blame themselves for backwardness of their child. But these factors can be attributed to various causes.

1. Nascence and presence of retarded child can cause unpleasant attributional styles.
2. Children who can't make progress collaboratively with the norms of community can cause turn attributional styles into unpleasant in the years come.
3. Initially these parents have had the unpleasant attributional styles and that's why they did not apply proper consideration in the child's birth.

Consequently, the findings of this study can help us consider events from the perspective of parents and suggest some strategies to help them. It can also be understood why these parents have less contact and interchange of views about problems and issues related to their retarded child. Finally some methods can be introduced to get these parents to perceive their retarded children better and help them better.

#### **Restrictions on the control of investigator:**

4. This study has been conducted on parents of students in Sabzevar, and its results cannot be generalized to other cities.
5. This study compared the retarded student's parent with the normal and gifted parent and if any generalization to other exceptional parents is to make further investigations should be carried out.
6. This study is limited to retarded children, so its finding cannot be generalized to include other family members like siblings.

#### **Constraints out of control of scholar:**

There are a set of restrictions and problems in each study. Some of them can be controlled and eliminated but some others are out of control of investigator including:

- a) Time constraints, and the run-time the study
- b) Families with various cultural, social, economic and religious levels.
- c) Research and resources constraints are associated with considered investigation.

#### **Practical suggestions:**

1. The evaluations of parents are associated with their source of control and this evaluation has to do with self concept of child and her/his process



of life, so it is better to get these parents to alter the unpleasant attributional styles to pleasant.

2. Parents with retarded children may feel discouragements: therefore some circumstances and experiences should be created to produce achievement, success and encouragement. When someone attributes the causes of things to external causes, he/she usually consider everything unpleasant so definitely he/she is less collaborating to make progress the affair.
3. Some program and collaborations should be considered for parents in order to concentrate on their attributional styles. In fact when one's attribute causes problem to external factors and turns things unpleasant, the person will definitely find less interaction in his/her partnership with others to make progress.

#### Research Proposal:

1. Some researches can be conducted to study attributional styles of exceptional parents.
2. This study has focused on attributional styles of retarded students; one can inspect the other impacts these children may have on their parent's personality.
3. Attributional styles of retarded student's parent can be looked into in other cities.
4. It can be proposed to fulfill this study with samples of retarded student's parents from different social classes. Parental attitudes and reactions towards this issue in different classes of society can be discussed.

#### Contributors:

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