The Relationship between Personality Characteristics, Perfectionism of Mothers and Emotional Problems of Their Daughters

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Abstract

In an examination of the relationships between personality characteristics, perfectionism of mothers and the emotional problems of their daughters, two hundred high school students and their mothers were asked to answer Terry-short, Neo-FFI, and Dass-21 questionnaire. To analyze data, Pierson Correlation and Stepwise Regression were used which showed that the relationship between mothers’ negative perfectionism and daughters’ emotional problems was negatively significant. It was observed that mothers’ perfectionism was a predictor of their daughters’ emotional problems. Results demonstrated that neuroticism, extroversion, agreeableness, and conscientiousness of mothers were related to their daughters’ emotional problems. Furthermore, neuroticism and agreeableness were found to be the predictors of daughter’s emotional problems.

Keywords: Personality characteristics; perfectionism; mothers; emotional problems; daughters

1. Introduction

Relationships between parents and children are one of the most important indicators of mental health of family members, especially children, so the negative relationships between parents and children can be one of the most important causes of mental disorders in children, especially in adolescents. According to Lovibond and Lovibond (1995), the definition of mental health, ability to control the internal and external world, is defined as a situation in which the person has a feeling of control over his internal and external world. They also believed that whatever the individuals sense of control decreases, those person losses her/his health state, and she/he goes further toward emotional and mental problems. Moreover, these two researchers proposed continuum control which is started by controlling over the internal and the external worlds (feel irritated) and continues with no control over these two

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worlds (severe depression). In the middle of this continuum, these researchers believed two states which are stress and anxiety. Under stress situation, an individual has a sense of control with an oppressed feeling. However, in anxiety situation, she has lost control over the inner world in the hope of controlling the outer world. The level of feeling control over inner and outer worlds as an indicator of mental health is dependent on several factors (Samani et al., 2011). These factors can be divided into two general categories such as environmental and personal factors. In terms of environmental elements, researches indicate that parents play fundamental role in terms of providing mental health and wellbeing to their children (Desti & Ryan, 2008) or making behavioral and emotional problems. In a research conducted by Samani et al. (2011), dysfunctional parenting styles through increased negative cognitive emotion regulation strategies can increase emotional problems in adolescents. Comopas et al. (2001) showed that poor family relationships and stressful environments lead to emotional and behavioral problems in childhood which remains until adolescence and adulthood. The influence of behavior and mindset of parents on shaping the character and behavior of children is crucial. This is because children spend more time with their mothers so that they are highly affected by their mothers and on this basis, the social behavior of children is more affected by the behavior that their mothers have (Ahadi & Banijamali, 2003). Riahi et al. (2012) examined the relationship between children's behavioral problems and mothers' mental health. The results indicated that behavioral problems in children are reflection of the psychological problems of parents, especially mothers. In this regard, parental personality traits and characteristics are various factors influencing the mental health of children. According to personality theory proposed by Rohner (2007), personality, aptitude and readiness to respond (emotion, cognition, perception and motivation) and the actual response (overt behavior) in various real life situations or contexts are defined. In recent studies, the five-factor model, as the most common model, is introduced to identify psychological characteristics of individuals' personality. According to this model, the five personality traits are: neuroticism, extraversion, openness, agreeableness, and conscientiousness. Abester et al. (2012) examined the relationship between maladaptive personality traits of parents with mental disorders among female students aged 12-14 and showed that parents’ neuroticism factors play an important role in predicting mental disorders of children. Khanjani and Hadavandkhani (2012) showed that maternal neuroticism factor is a predictor of externalization and internalization disordered girls, however, mothers’ psychosis and extraversion do not predict disorders of internalization and externalization. Hayes and Joseph (2003) showed that high scores on each of the health measures with higher extraversion were associated with lower neuroticism and higher conscientiousness. These findings indicated that personality can predict 32 to 56 percent of the variance in mental health scores. Stability and change in parental extraversion and neuroticism were studied in transaction with their views of their child's temperament from the age of six months to the age of five-and-a-half years in 109 mother–father–child triads (parent–daughter: n = 61, parent–son: n = 48) (Komsi et al., 2008). While parental traits showed high stability, infants' higher positive affectivity predicted an increase in parental extraversion over 5 years, and infant's higher activity predicted a decrease in parental neuroticism. Initially higher parental extraversion predicted an increase in the child's effortful control, and higher parental neuroticism predicted an increase in the child's negative affectivity. The results indicate that parental personality and child temperament develop in transaction promoting change in each other (Komsi et al., 2008). Yazdkhasti and Ghasemi (2010) showed that in female students there is a significant relationship between conscientiousness and openness to others' experience with rejection and acceptance to children. Results showed that parents with personality traits of conscientiousness, openness to experience, agreeableness and extraversion are adoptive parents, but parents with neuroticism are rejecter parents. Perfectionism as a personality, with features such as efforts to be perfect, benchmarking of extreme performance, along with a critical assessment of trends was characterized (Besharat et al., 2011). Research findings confirmed the existence of a normal perfectionism (positive) against neurotic perfectionism (negative) (Hamachek, 1978). Basharat (2004), in an investigation of the relationships between perfectionism of parents and anxiety of students, showed a negative correlation between positive perfectionism of parents and test anxiety of children. Moreover, parents' negative perfectionism was positively correlated with children’s anxiety. Yavari Kermani et al. (2011) studied the relationship between perfectionism of mothers and mental health of daughters in Tehran city. The results showed that mothers’ perfectionism can predict mental health of daughters and mothers who have less perfectionism tendencies, daughters will have higher mental health. Significant positive correlation was achieved between parents' and children's perfectionism in which perfectionist parents have perfectionist children (Chang, 2000). Young et al. (2004) showed that there was a negative correlation between parental perfectionism and self-esteem in children. Feris abadi and Mehri (2007) found that there was a
significant relationship between personal well-being of mothers with depression and aggression in boys and girls. Rice et al. (2008) found an average integration between parents and children perfectionism. According to the results obtained, relationships between undetected compromise perfectionism among white parents and their children was much stronger than their relationships with black parents. Pacht (1984) claimed that perfectionist parents who impose their standards and expectations to their children cause development of personal perfectionism in children. In children, dimensions of perfectionism are associated with depression, anxiety and anger in and their perfectionism can be predictor of depression, anxiety and anger in kids (Hewitt et al., 2002). Perfectionism is involved in anticipation of disappointment and trauma in students (Conor, 2003). There is a significant relationship between maladaptive perfectionism with depression, anxiety, stress and anxiety (Beiling et al., 2004). Vieth and Trull (1999) stated that students with autonomous perfectionism are in relation to their same-sex parent’s perfectionism, but is not related to the not dissimilar parent. By the year of 2010, Camadan studied perfectionism in adolescents and their parents. There were relationships between some components of perfectionism (discipline, parental expectations, parental criticism and doubt) in daughters and their parents, but the scale of parental expectations for boys is predictable by the scale parental expectations. Azizi and Besharat (2011) showed a significant relationship between parental perfectionism and perfectionism of their children. There was a significant relationship between positive and negative attitudes of parents and the self-concept and social development of children with learning disabilities. Students who have parents with positive attitudes towards their learning disabilities have higher self and social development compared to students who have parents with negative attitudes toward their disabilities (Bayat Mokhtari & Akhavan-Tafti, 2008). Enns et al. (2002) believed that parental perfectionism with features such as high expectations of themselves and the children were identified in which it was related to both adapted and undetected forms of perfectionism in children. Negative perfectionist mothers never feel triumph and constantly blame themselves because of unrealistic expectations, finally, they experience high levels of anxiety and fear of failure which cause symptoms of depression and neuroticism (Flett and Hewitt, 2006). Salo et al. (2009) compared emotional availability, maternal self-efficacy beliefs, and child developmental status in caregiver–child relationships with prenatally buprenorphine-exposed and no exposed 3-year-old children. Results showed that biological mothers scored lower on Sensitivity and Nonhostility and self-efficacy beliefs, and their children scored lower on Responsiveness and the Bayley Cognitive Scale. Results showed greater engagement in academic failure, substance use, and risky sexual activity among upper vs. lower grade students. Overall, analyses revealed that both gender and grade-level differences could be explained by the common cause problem behavior syndrome (PBS) (Chun and Mobley, 2010). Young people in any society are the potential sector and mental illness impairs academic, social, and job performance. So that identifying characteristics of adolescents and their enjoyment of full mental health and the importance of family functioning on the mental health of children as well as scientific investigation of the role of perfectionism in emotional problems of teenagers seem to be necessary. The aim of present study was to investigate the relationship between mothers’ personality characteristics (five personality factors) and perfectionism (positive and negative), with their teenage daughters emotional problems.

2. Materials and Methods

2.1 Methods

The present investigation consisted of 200 third grade high school female students in Tehran who were enrolled in the school year of 2013-2014 and their mothers. Sampling in this study was a multi-stage cluster. Questionnaires were distributed among students and their mothers and completed questionnaires were collected. Variables were controlled for age, gender and the whole sample was girls aged 17 years old.
2.2 Materials

2.2.1 NEO- Five Factor Inventory (NEO-FFI)

This questionnaire was a short form of the NEO Personality Inventory which by designed by Paul Costa was produced in 1985. The scale had 60 questions and each question was obtained a score of zero to four. Each question represented one of the main five personality factors, including Neuroticism (N), Extraversion (E), Openness to experience (O), Agreeableness (A), conscientiousness (C) respectively. Each of the factors covered 12 questions. In all questions, each scale scored zero to 48.

2.2.2 Positive and Negative Perfectionism Test

This scale was created in 1995 by Terry Short et al. This scale measures perfectionism through applied behavioral studies and has been developed to detect positive and negative perfectionism. The scale has 40 questions and each sample question is answered by one of the Likert scale. This scale also examines 20 positive perfectionism and 20 negative perfectionism questions. On this scale, question scores range from 20 to 100. The test cut-off point for people with impaired negative perfectionism was 69 point. In other words, scores below 69 means positive perfectionism.

2.2.3 Depression, Anxiety and Stress Scale (DASS-21)

This scale was developed by Lovibond and Lovibond in 1995 which is a short form consists of 21 questions that examines each of the psychological constructs of depression, anxiety and stress by seven different words. It also has ability to detect and screen symptoms of anxiety, depression and stress during the past week which is used for adults. Although this test is also capable of screening and diagnosis in adolescence, but it is better used for 15 years old or more. The scale evaluates depression, anxiety and mental stress with a range of four-item. Each item has four response options that are scored from zero to three.

3. Results

In order to determine the average and dispersion of scores of research in each of the variables studied, descriptive statistics was done for different variables (Table 1). According to Table 1, in terms of skewness and kurtosis values, variables were normal and had symmetric distribution. The reliability coefficient was measured in terms of emotional problems 0.90, perfectionism 0.97 positive perfectionism 0.83, and negative perfectionism 0.72 respectively. Reliability coefficient was 0.70 for the NEO 60 questionnaire. The reliability of the subscales of the NEO-FFI was 0.70 for neuroticism, 0.64 for extraversion, 0.32 for openness, agreeableness 0.67 and conscientiousness 0.82, respectively.

| Variable         | Mean | SD  | N   | skewness | Kurtosis | Min.score | Max.score |
|------------------|------|-----|-----|----------|----------|-----------|-----------|
| Neuroticism      | 2.86 | 0.61| 200 | 0.16     | 0.36     | 1.17      | 4.67      |
| Extraversion     | 3.28 | 0.52| 200 | -0.27    | 0.39     | 1.33      | 4.67      |
| Openness         | 3.02 | 0.39| 200 | 0.003    | 0.30     | 2         | 4.42      |
| Agreeableness    | 3.57 | 0.52| 200 | -0.13    | 0.05     | 1.83      | 4.92      |
| Conscientiousness| 3.83 | 0.65| 200 | -0.55    | 0.09     | 1.42      | 5         |
| Positive         | 3.92 | 0.48| 200 | -0.31    | 0.05     | 2.20      | 4.95      |
| Perfectionism    | 3.11 | 0.46| 200 | 0.21     | -0.27    | 2         | 4.53      |
| Negative         | 0.96 | 0.69| 200 | 0.62     | -0.24    | 0         | 2.86      |
| Perfectionism    | 0.79 | 0.60| 200 | 0.78     | 0.28     | 0         | 2.86      |
| Depression       | 1.31 | 0.70| 200 | 0.30     | -0.66    | 0         | 3         |

Table 1. Descriptive statistics of personality traits, perfectionism and emotional problems questionnaires
According to Table 2, positive associations between maternal neuroticism with daughters’ depression (0.218**), anxiety (0.228**) and stress (0.251**) were observed which was significant at 0.01 probability level. The correlation coefficient between these variables suggested that with increase in mothers’ neuroticism, more daughters got emotional problems. The negative significant correlation between extraversion with depression, and stress was also observed at 0.01 probability level (Table 2). The relationship between mothers’ personality trait of agreeableness with daughters’ anxiety, stress and depression was negatively significant at 0.01 and 0.05 respectively indicating an inverse relationship between emotional problems and agreeableness. This result indicates that with any increase in mothers’ agreeableness, daughters’ problems were decreased. Mothers’ conscientiousness was negatively significant with daughters’ stress and depression showing an inverse relationship of these variables.

Table 2. Correlation analysis between personality traits with emotional problems

| Variable      | Neuroticism | Extraversion | Openness | Agreeableness | Conscientiousness | Depression | Anxiety | Stress |
|---------------|-------------|--------------|----------|---------------|-------------------|------------|---------|--------|
| Neuroticism   | 1           |              |          |               |                   |            |         |        |
| Extraversion  | -0.486**    | 1            |          |               |                   |            |         |        |
| Openness      | -0.055**    | 0.076**      | 1        |               |                   |            |         |        |
| Agreeableness | -0.386**    | 0.426**      | -0.014** | 1             |                   |            |         |        |
| Conscientiousness | -0.320** | 0.590**      | 0.007*   | 0.498**       | 1                 |            |         |        |
| Depression    | 0.218**     | -0.149*      | -0.024** | -0.167*       | -0.134**          | 1          |         |        |
| Anxiety       | 0.228**     | -0.098*      | -0.012** | -0.186**      | -0.193**          | 0.619**    | 1       |        |
| Stress        | 0.251**     | -0.151*      | -0.068** | -0.244**      | -0.144*           | 0.685**    | 0.714** | 1      |

Level of significance: *=0.05, **= 0.01, ns= not significant

Table 3. Correlation analysis between positive and negative perfectionism with emotional problems

| Variable          | Positive perfectionism | Negative perfectionism | Depression | Anxiety | Stress |
|-------------------|------------------------|------------------------|------------|---------|--------|
| Positive Perfectionism | 1                      |                        |            |         |        |
| Negative Perfectionism | 0.178*                | 1                      |            |         |        |
| Depression        | -0.118 ns              | 0.201**                | 1          |         |        |
| Anxiety           | -0.042 ns              | 0.191***               | 0.619**    | 1       |        |
| Stress            | -0.089 ns              | 0.191***               | 0.685**    | 0.714** | 1      |

Level of significance: *=0.05, **= 0.01, ns= not significant

Table 3 shows different correlation results among various variables. According to this table, positive significant relationships perceived between negative perfectionism with depression (0.201**), anxiety (0.191**) and stress (0.191**). In order to evaluate the latter hypothesis, stepwise regression analysis was used. Due to the linearity assumptions to establish the relationship between two variables, the continuous variables and the criterion, a significant number of participants compared to the independent variables, regression analysis was performed. Results of stepwise regression analysis are presented in Tables 4, 5, 6 and 7. According to Table 4, after conducting the first model of the stepwise regression, neuroticism was able to predict 7 percent of the variance of emotional problems (R2 = 0.07, F=14.70). In the second model, the agreeableness was capable to predict 9 percent of the variance of emotional problems (R2 = 0.09, F=0.40) (Table 4). Other variables in the model namely, extraversion, openness to experience and conscientiousness did not have any contribution in explaining the variance of emotional problems.

Table 4. Results of stepwise regression analysis to predict emotional problems through personality traits

| Model          | Source of variation | SS    | df  | F     | Sig   | R     | R2   | Adj. R2 |
|----------------|---------------------|-------|-----|-------|-------|-------|------|---------|
| First model    | Regression          | 4.79  | 1   | 14.70 | 0.001 | 0.26  | 0.07 | 0.06    |
|                | Residue             | 64.52 | 198 |       |       |       |      |         |
|                | Total               | 69.31 | 199 |       |       |       |      |         |
| Second model   | Regression          | 6.04  | 2   | 0.40  | 0.001 | 0.30  | 0.09 | 0.08    |
Table 5 demonstrates neuroticism and agreeableness variables in predicting emotional problems. According to this table, t-test for regression coefficients was significant at 0.05 probability level. Standardized beta coefficient indicated a significant positive relationship between neuroticism and the mean emotional problems. However, significant negative relationship between agreeableness and the mean emotional problems was observed.

Table 5. Regression coefficients to predict emotional problems through personality traits

| Model       | Source of variation | B    | SE   | St. Beta | t     | Sig. |
|-------------|---------------------|------|------|----------|-------|------|
| First model | Constant            | 0.29 | 0.19 | 0.06     | 1.51  | 0.13 |
|             | Neuroticism         | 0.25 | 0.06 | 0.26     | 3.83  | 0.001|
| Second model| Constant            | 1.03 | 0.42 | 0.40     | 2.45  | 0.01 |
|             | Neuroticism         | 0.20 | 0.07 | 0.20     | 2.80  | 0.006|
|             | Agreeableness       | 0.16 | 0.08 | -0.14    | 1.97  | 0.05 |

Table 6. Results of stepwise regression analysis to predict emotional problems through positive and negative perfectionism

| Model       | Source of variation | SS    | df | F     | Sig. | R    | R^2   | Adj. R^2 |
|-------------|---------------------|-------|----|-------|------|------|-------|----------|
| First model | Regression          | 3.34  | 1  | 10.005| 0.002| 0.21 | 0.05  | 0.04     |
|             | Residue             | 65.98 | 198|       |      |      |       |          |
|             | Total               | 69.31 | 199|       |      |      |       |          |
| Second model| Regression          | 4.63  | 2  | 7.05  | 0.001| 0.25 | 0.07  | 0.06     |
|             | Residue             | 64.68 | 197|       |      |      |       |          |
|             | Total               | 69.31 | 199|       |      |      |       |          |

Tables 6 and 7 demonstrate the negative and positive perfectionism variables in predicting emotional problems. According to these tables, negative perfectionism was able to predict 5 percent of the variance of emotional problems (R^2 = 0.05, F=10.005). In the second model, the positive perfectionism was capable to predict 7 percent of the variance of emotional problems (R^2 = 0.07, F=7.05).

Table 7. Stepwise regression coefficient to predict the mean emotional problems through positive and negative perfectionism

| Model      | Source of variation | B    | SE   | St. Beta | t     | Sig. |
|------------|---------------------|------|------|----------|-------|------|
| First model| Constant            | 0.15 | 0.27 | 0.56     | 3.16  | 0.57 |
|            | Negative Perfectionism| 0.28 | 0.09 | 0.22     | 3.16  | 0.002|
| Second model| Constant            | 0.73 | 0.40 | 1.82     | 3.49  | 0.06 |
|            | Negative Perfectionism| 0.31 | 0.09 | 0.24     | 3.49  | 0.001|
|            | Positive Perfectionism| -0.17| 0.08 | -1.98    | -1.98 | 0.04 |

In Table 7, t-test for regression coefficients was significant at 0.05 probability level. Standardized beta coefficient indicated a significant positive relationship between negative perfectionism and the mean emotional problems. However, significant negative relationship between positive perfectionism and the mean emotional problems was observed.

4. Discussion

Relationships between parents and children are one of the most crucial factors in family members’ mental health. The aim of this study was to investigate the relationships between mothers’ personality characteristics and perfectionism with emotional problems of their daughters. However, significant negative relationships were perceived among mothers’ extraversion, agreeableness, and conscientiousness with adolescents’ emotional problems. In contrast, no significant relations were seen between mothers’ openness and daughters’ emotional problems. Mothers with neurotic emotions create an environment with social instability created that makes it difficult to cope with emotional and behavioral difficulties in children (Comopes et al., 2001). These negative beliefs, poor social relationships and the difficulty in controlling emotions may cause an individual to be vulnerable.
facing with the pressures of life which can lead to occurrence of internalizing disorders such as depression and anxiety. The results of this study were similar to the findings of Riahi et al. (2012) and Abester et al. (2012). To explain the negative relationship between mothers’ extraversion and children emotional problems, Khanjani and Hadavandi (2012) observed that mothers’ extraversion could not predict the inner and outer disorders which was not consistent with the result of this study. However, if mothers are more passive, introverted, reproaching themselves, and experienced anxiety, they could transmit them to their children. In explaining the negative relationships between mothers’ agreeableness and conscientiousness with children emotional problems which were consistent with the findings Hayes and Joseph (2003), it can be understood that people who scored high on the conscientiousness are more likely to achieve their goals and be effective in the society. Since the elements of conscientiousness are competence, discipline, obedience, progress, ambition, self-regulation and accountability (Garoofarshi, 2001), it seems that high existence of the above characteristics in mothers could be effective in their high levels of safety and efficacy. The high rate of positive factors will have positive impacts on children emotional problems to be decreased. This is because these factors will promote parental child-rearing practices. The results also showed that mothers’ personality traits of neuroticism and agreeableness in the first step predicted 7 percent and in the second step 9 percent of the variance in adolescent emotional problems. The other factors of emotional problems in adolescents were explained by other variables. The factors of neuroticism and agreeableness were the strongest predictor variables which significantly explained emotional problems in adolescents. The results of this study were similar to the findings of Riahi et al. (2012), Komsi et al. (2008), and Yazdkhasti and Ghasemi (2010). In the current investigation, significant relationships were observed between negative perfectionism of mothers and emotional problems of their daughters. However, no significant relationships were perceived between positive perfectionism of mothers and emotional problems of their daughters. The results revealed that mothers’ negative perfectionism in the first model and positive perfectionism in the second model predicted 5 and 7 percent of the variance of emotional problems among daughters. The remaining factors of daughters’ emotional problems were explained by other variables such as biochemical factors, cognitive and emotional factors, etc. These findings were consistent with other studies conducted by Samani et al. (2011), Yavari Kermani et al. (2011), Chang (2000), Young et al. (2004), Feris abadi and Mehri (2007), and Rice et al. (2008). In explaining these findings, it can be said that perfectionism is growing in families in which parents impose their standards and expectations to their children (Besharat et al., 2011; Pacht, 1984). Studies suggested that there is a relationship between perfectionism, especially its negative aspects, and psychological damage (Hewitt et al., 2002; Conor, 2003; Beiling et al., 2004). Several studies reported significant associations between perfectionism of parents and children, so that the development of children’s perfectionism was influenced by parents’ characteristics (Vieth &Trull, 1999; Rice et al., 2008; Camadan, 2010; Azizi and Besharat, 2011). Children and adolescents self-esteem are uncertainly relied on parents’ expectations or perfectionism. If these expectations are reasonable, they can serve as a stimulating factor in the development of character and self-esteem of children and if they are negative or irrational, they can cause failures and vulnerabilities in children’ confidence (Bayat Mokhtari & Akhavan-Tafi, 2008). The results of the present research were in parallel with Enns et al. (2002) who believed that perfectionist parents expect a lot from themselves and their children which is associated with perfectionism and intolerance of their children. The perfectionist mothers because they have high expectations from their children and are not satisfied with their performance, and consistently creating unrealistic and unreasonable standards to seek approval and acceptance from children, their enormous efforts are failed. Adolescents with negative perfectionist mothers do not have social and emotional development, cannot participate in group works, and refuse to take responsibility. These mothers do not encourage their children for doing good work and always believe that children should do everything best. Negative perfectionist mothers never feel triumph and constantly blame themselves because of unrealistic expectations, finally, they experience high levels of anxiety and fear of failure which cause symptoms of depression and neuroticism (Flett & Hewitt, 2006). Moreover, these mental health problems are directly related to behavioral problems in children and adolescents (Salo et al., 2009; Chun and Mobley, 2010; Riahi et al., 2012). In fact, teenagers in these families without parental attention and control feel a sense of abandonment or suspension and cannot find a safe haven for critical times so they experience psychological problems such as anxiety, depression and stress.
5. Conclusion

Given the importance of early childhood and family as a child development center, this study examined the relationships between positive and negative perfectionism of mothers with emotional problems of their daughters. In the current investigation, significant relationships were observed between neuroticism of mothers and emotional problems of their daughters. However, no significant relationships were perceived between positive perfectionism of mothers and emotional problems of their daughters. In contrast, mothers’ extroversion, agreeableness, and conscientiousness were negatively significant with their daughters’ depression, anxiety, and stress. On the other hand, negative perfectionism of mothers was positively significant with emotional problems of their daughters so that neurotic, anxious, depressed, ingrained, irrational and moody parents could not establish good relationships with children. Therefore, children over time may experience depression, stress and anxiety, and may be faced with the pressures of life which internalize disorders such as depression and anxiety. However, perfectionist parents by creating high expectations and standards for their children and others cause stress and anxiety to them. The stepwise regression analysis showed that mothers’ neuroticism, agreeableness, positive and negative perfectionism can significantly predict emotional problems of their daughters. Although, other factors such as cognitive and emotional elements can also cause emotional problems. Mothers play an important role in the growth and development of children and those who do not have the mental health of their relationships with children, whether direct or indirect, have negative effects on them. In future studies, more investigations should be done in both genders, as well as in other cities of Iran or foreign countries with different cultures. More importantly, the role of fathers in children's emotional problems can also be studied.

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