Pakistan Journal of Social and Clinical Psychology
2017, Vol. 15, No.1, 11-19

Cross-Cultural Validation of Dysfunctional Attitude Scale

Farzaneh Fouladgar, Saima Dawood, & Nashi Khan
Centre for Clinical Psychology
University of the Punjab, Lahore.

The present research explored dysfunctional attitude in Iranian and Pakistani university students. For this purpose, a sample of 1500 students was taken with equal numbers from Iran and Pakistan. The age range of participants was 20-40 years. The data were collected from Public Universities of Iran (University of Isfahan & University of Kashan) and Pakistan (University of the Punjab and Government College University Lahore).The dysfunctional attitudes of participants were assessed through Dysfunctional Attitude Scale Form-A (DAS-A, Weissman & Beck, 1980). Exploratory Factor Analysis (EFA) identified the factors underlying each dimension of DAS and yielded four factor solutionof 40 items which reflected themes of Perfectionism (15 items); Approval (12 items); Achievement (7 items) and Autonomy (6 items).The findings indicated that Pakistani students expressed greater dysfunctional attitudes of perfectionism, approval and autonomy than Iranian students whereas, Iranian students scored higher on dysfunctional attitude of achievement compared to the Pakistani students. Regarding gender differences,the findings revealed that Pakistani male students showed more dysfunctional attitudes related to achievement than Pakistani female students and Iranian female students showed more dysfunctional attitude of autonomy than Iranian male students.It can be concluded that dysfunctional attitude of university students vary from culture to culture.

Keywords: Dysfunctional Attitude, Gender Differences, Cultural Differences, Iranian/Pakistani students

Culture makes us who we are. The humans have a tendency to step by step absorb cultural values passively without realizing it. Among other factors, culture influences cognitive schemas (Bhattacharya, Cross & Bhugra, 2010), and injects functional and dysfunctional attitudes to understand the self and the world. The human mind thus contains representations of culture-based information produced by general purpose mechanisms which are often content- independent. The nature of dysfunctional attitudes are often different for men and women (David, Lynn & Ellis, 2010).

The content of human mind, i.e., attitudes, knowledge and beliefs consist of information derived from *"outside"*-environment, and the social-cultural world (Cosmides &Tooby, 2006). The environment instills functional and dysfunctional meaning in one's mind and according to that one develops understanding about the world (David & DiGiuseppe, 2010).

Cultural values are closely connected with emotions, thoughts, and behaviors. Any individual may develop dysfunctional attitude related to self,world and future according to his/her culture (Brown, Hammen, Craske, & Wickens, 1995; Bilgin, 2001). Ellis (1977) believed that culture has significant influence on the development and nature of irrational beliefs (Ellis & Grieger, 1977).

Cognitive theory of anxiety puts emphasis on anticipation and perception of an event. It posits that the way an individual perceives and thinks about the world determines how (s) he behaves. The cognitive theory of anxiety states three basic origins of dysfunctional attitudes: a) early childhood experience, b) the innate temperament of the child and c) cultural influence (Clark & Beck, 2010).

Correspondence concerning this article should be addressed to Farzaneh Fouladgar, PhD Scholar, Cntre for Clinical Psychology, University of te Punjab, Lahore, email: zagrohere@yahoo.com

Beck (1987) declared that dysfunctional attitudes were common preventive themes or patterns related to one's relationship with others. They are shaped through the developmental process, continue to form and develop through childhood and early adulthood experiences, and are elaborated throughout one's lifetime. Early childhood experiences lead to basic beliefs about oneself, one's world and one's future which is called negative triad; it is a product of interaction between environmental stressors and underlying cognitive schema.

Beck (1967) asserted that underlying cognitive schema are core beliefs, which are defined as store of information that enables individuals to process incoming information gained from their physical and social/culture environments. These beliefs contain individual's perception of self, others and events, her/his experiences and the meaning that is assigned to those experiences. Cognitive schemas control information processing by evaluating and coding environmental stimuli. Symptoms of psychopathology (emotional, cognitive, behavioral) could be a result of biased information processing through schemas. According to Beck (1987) this underlying cognitive schemas construct dysfunctional attitudes which are characterized by definite, rigid, extreme and generalized beliefs. These beliefs are permanent, self-perpetuating, resistant to change and cause difficulties in ones' life.They have important influence over human feeling, emotion, motivation, perception and the way an individual interprets the world.

Young (1999) has identified some common dysfunctional attitudes that can lead to the development of psychological disorders in childhood and adulthood such as standards for the self (e.g., I should be upset if I make a mistake); dependence of one's happiness and worth on others' approval (e.g., I need other people's approval in order to be happy); and rigid expectations regarding how others should act (e.g., If I do nice things for someone, I can anticipate that they will respect me and treat me just as well as I treat them) Usually these attitudes are activated by a change in one's world as it may become basic to the individual. Negative schemas are thus likely to continue through adolescence and adulthood (Young, Weinberger & Beck, 2001; Beck,

1987).Burns (1980) classified seven major dysfunctional attitudes such as perfectionism, approval, achievement, love, autonomy, entitlement and omnipotance which increase adolescents' psychological problems.

David and DiGiuseppe (2010) suggested diffrent dysfunctional attitudes for both men and women. The studies on gender differences in dysfunctional attitudes showed mixed findings. Amongst the sample of undergraduates, some studies reported no gender differences (Barnett & Gotlib, 1990), whereas others found that men undergraduates had higher dysfunctional attitudes than women undergraduates (You, 2006). Kilic (2010) found that dysfunctional attitudes of university students varied significantly according to gender and was higher in women than men.

A central theme in Beck's cognitive theory is that culture profoundly influences cognitive patterns through shared knowledge structures (Nisbett & Norenzayan, 2002). Beck's cognitive theory is based upon dealing with a particular individual's cognitive patterns, which arise from her/ his value and belief systems. However, there has been a lack of knowledge and understanding about how cultural variables affect differently cognitive structure of men and women (Ekman, 1992, 1994; Izard, 1994; Shaver, Wu & Schwartz, 1992; Russell, 1994).

Presentation of dysfunctional attitudes may be different in various cultures. Distorted cognitions in one culture may be considered functional and adaptive in another culture (Kim, 2009). Different values lead to different fundamental assumptions and ultimately result in different distortions of automatic negative thoughts in various cultures. The DAS has been studied in different cultures and different factor solution have emerged so far. For example: the factor structure of the DAS has been reported with several factors (4, 5 & 7 factors) in various studies (Ebrahimi, Samouei, Mousavii & Bornamanesh, 2013; Sohrabi, 2015; Godsell, 2010). For example, Moore, Fresco, Segal and Brown (2014) reported one-factor solution based for 19 items;Talepasand, Alijani and Rezaie (2010) reported four-factor solution comprising of Perfectionism (29 items), Social Approval (12 items), Dependency (7 items) and Autonomy (8 items); and De Graaf, Roelofs and Huibers (2009) reported two-factor solution consisting of 6 items of Dependenc and 11 items for Perfectionism/Performance evaluation. Comparision of Iranian and Pakistani cultures may lead to the exploration of differences between students' values and beliefs and it may provide a good example of how a sample from these two countries differ on dysfunctional attitudes.

The present research focused on dysfunctional attitude based on Beck's cognitive theory to explore some cultural similarities and differences in Iranian and Pakistani university students. The present research findings will help the researchers to create awareness about the countribution of the cultural factor in the development of dysfunctional attitudes for both men and women.

Objectives of the Study

- To validate the Dysfunctional AttitudeScale (DAS-A) on asample of Iranian and Pakistani university students.
- To examine the differences in dysfunctional attitude in Iranian and Pakistani university students.
- To find out gender differences in dysfunctional attitude in Iranian and Pakistani students.

Method

Participants

In present study a sample of 601 male students and 899 female students (N=1500) was taken from Iran (Men=296, Women=454; 750) and Pakistan (Men=305, Women, 445; 750) with an age range of 20-40 years(*M*= 25.07, *SD* = 3.59). Majority of the participants were single (84%) and (17%) were married. The data were taken from the faculty of Arts (496 students, 33%), faculty of Science (630 students; 42%); and others (374 students, 25%); from two

Table 1
Demographic Characteristics of the Sample (N=1500)

Variable	Pakistan Data (n=750)		Iran Data (n=750)		Total (N=1500)	
	f (%)	*M(SD)*	*f*(%)	*M(SD)*	*f*(%)	*M(SD)*
Age		23.68(2.71)		26.64(4.51)		25.16(4.00)
Gender						
Men	305(50.7)		296(49.25)		601(40.06)	
Women	445(49.49)		454(50.50)		899(59.99)	
Residence						
Hostel	233(40.73)		339(59.26)		572(38.13)	
Rented house	80(36.19)		141(63.80)		221(14.73)	
Parents house	437(61.81)		270(38.18)		707(47.13)	
Marital Status						
Single	707(56.87)		536(43.12)		1243(82.86)	
Married	43(16.73)		214(83.26)		257(17.13)	
Faculty						
Arts	162(32.66)		334(67.33)		496(33.06)	
Science	474(75.23)		156(24.76)		630(42)	
Others	114(30.48)		260(69.51)		374(24.93)	

public universities of Iran: University of Isfahan andUniversity of Kashanand two universities of Pakistan: University of the Punjab and Government College University, Lahore (see Table 1).

Measures

Demographic Questionnaire.The Demographic Questionnaire developed by the researchers consisted of student's age, gender, residence, marital statues, faculty**,** race, ethnicity, country of birth, religion, socio- economic status.

Dysfunctional Attitude Scale Form-A(DAS-A). DAS-A was developed by Weissman and Beck (1980) and it has seven subscales including: Perfectionism, Approval, Achievement, Love, Autonomy, Omnipotance and Entitelment. However, in present research, the factor analysis of DAS-A yielded four factor solutions. It reflected themes of Perfectionism (15 items), for example: It is difficult to be happy, unless one is good looking, intelligent, rich and creative; Approval (12 items), for example, my value as a person depends greatly on what others think of me; Achievement (7 items), for example: If I am worthwile person, I must be truly outstanding in at least one major respect; and Autonomy (6 items), for example: I can be happy even if I miss out on many of the goof things in life.The items are to be rated on 1-7 likert type scale. Ten items are scored in the adaptive way which is as follows: Approval (items 2, 24 & 35); Achievement (items12 & 29) and Autonomy (items 6,17, 30, 37 & 40). All the remaining items of DAS-A are scored in the reverse direction. The total score on DAS-A is obtained by summing up the item scores of four subscales. The composite score ranged from 40–280, where higher scores indicate greater dysfunctional attitudes (De Graaf, 2009).

Procedure

Before data collection, formal permission was sought from all universities of both countries.Before the administration of DAS-A, the participants were informed about the nature of the study and were instructed on how to complete the scale. Participants were ensured that personal information about them would be kept confidential and would be used only for research purpose keeping data completely anonymous. After taking written consent, DAS-A alongwith demographic questionnaire were administered on all participants in one sitting as a group at different university departments. Time taken for data collection spanned from a few weeks to about a month.At the end, the researcher thanked all participants for taking out time to fill the questionnaires.

Results

Statistical Package for Social Science (SPSS-Version 21.0) was used to perform a series of EFAs to explore the clusters underlying each dimension of the DAS-A. Descriptive statistics (Mean, Standard Deviation and Percentages, etc.) were calculated for the total sample of two countries and *t*-test was employed as post-hoc tests to see gender and cultural differences of dysfunctional attitude in two countries.

EFA and Principal Component Analyses (PCA) was carried out with Orthogonal Varimax Rotation. The qualitative analysis yielded a four factor solution as the most meaningful one.The factors reflected themes of Perfectionism (15 items); Approval (12 items); Achievement (7 items) and Autonomy (6 items).

The results given in Table 4 shows Choronbach's Alpha reliability for overall items (40 Items) showed acceptable internal consistency for DAS-A (α=.81).

The Table 5 shows significant culture differences in dysfunctional attitude in Pakistani and Iranian students. Pakistani students show more dysfunctional attitude of Perfectionism (*M*=53.92, *SD*=12.39), Approval; (*M*=54.29, *SD*=8.09,) and Autonomy (*M*=22.25, *SD*= 4.49,) as compared to Iranian students' scores on Perfectionism (*M*=48.51, *SD*=12.54,); Approval (*M*=450.52, *SD*= 7.64,) and Autonomy (*M*=21.71, *SD*=4.38,). However, Iranian students showed dysfunctional attitude of Achievement (*M*=30.71, *SD*=5.70,) as compared to Pakistani students (*M*=28.07, *SD*=4.77,).

The results described in Table 5 show no significant gender differences in dysfunctional attitudes on Perfectionism and Approval among Pakistani students but gender differences were found on Achievement and Autonomy of men and women in this sample. Pakistani male students had higher mean score on Achievement (*M*=28.52, *SD*=4.68,) than Pakistani female students (*M*=27.76, *SD*=4.82,). In contrast, Pakistani female students had higher mean score on Autonomy (*M*=22.62, *SD*=4.39,) as compared to male students (*M*=21.71, *SD*=4.59,

Table 6 shows no significant gender differences on dysfunctional attitudes: Perfectionism, Approval and Achievement of Iranian male and female students but significant gender differences were found on Autonomy between Iranian female students (*M*=3.68, *SD*= .71,) and male students (*M*=3.53, *SD*=.75,).

Discussion

The present study aimed to validate the Dysfunctional Attitude Scale (DAS-A) in Iranian and Pakistani university students.The study also examined the differences in dysfunctional attitude in Iranian and Pakistani university students.

It is indicated that Iranian and Pakistani students, unanimously agree on four dimensions of dysfunctional attitudes. It seems that these attitudes may derive from the social and cultural environment that encourage students to be perfectionists, seeking approval, be achievement oriented and practice autonomy (Cosmides & Tooby, 2006). In addition, the present results give an indication that the commonly held dysfunctional attitudes would be due to the direct cause of family and university-based culture as students come in universities from diverse cultures (McGuire & Troisi, 1998).

The results given in Table 5 reveal that Pakistani and Iranian students significantly differed in their dysfunctional attitudes. Among dysfunctional attitude subscales, Pakistani students manifested more dysfunctional attitudes of perfectionism, approval, and autonomy than Iranian students.

Table 2
Factor Structure of Four Factor Solution of the DAS-A with Factor Loading (N=1500)

Items	Components			
	1	2	3	4
DAS1	.**38**			
DAS2		.**51**		
DAS3			.**47**	
DAS4	.**52**			
DAS5	.**54**			
DAS6				.**48**
DAS7	.48	.31		
DAS8	**.66**			
DAS9	**.70**			
DAS10	**.68**			
DAS11	.33		.**34**	
DAS12			**.53**	
DAS13	**.59**			
DAS14	**.56**			
DAS15	**.43**			
DAS16	.**38**			
DAS17		.**35**	.33	.32
DAS18			**.40**	
DAS19	.35	.**52**		
DAS20	.34		**.52**	
DAS21			**.67**	
DAS22			**.52**	
DAS23				.**46**
DAS24		.**60**		
DAS25		**.65**		
DAS26	.**53**			
DAS27			.**54**	
DAS28			.**44**	.32
DAS29			**.51**	
DAS30				**.30**
DAS31	.**33**			
DAS32	.33	.**49**		
DAS33		**.45**	.33	
DAS34		**.57**		
DAS35		**.51**		
DAS36			**.40**	.33
DAS37			.**65**	
DAS38		.**54**	.32	
DAS39		.33	.**39**	
DAS40				.**57**

Onlyloading ≥.30 are shown

Table3
Final Factors, Items, and Percentage of Variance, Eigenvalue and Alpha Coefficients of DAS-A account for Iranian and Pakistani Students (N =1500).

Factors	Items Retained	Final Items	Varience	Eigenvalue
Perfectionism	1, 8, 9, 10, 13, 14, 15, 16, 26, 3, 4, 5, 23, 11, 31	15	17.77	7.11
Approval	2, 19, 24, 32, 33, 34, 35, 38, 7, 39, 27, 25	12	5.92	2.38
Achievement	2., 21, 22, 12, 18, 29, 28	7	4.94	1.97
Autonomy	6, 17, 36, 37, 40, 30	6	3.95	1.44

Table 4
Reliability Analysis of Dysfunctional Attitude Scale for Iranian and Pakistani Sample (N=1500).

Variables	*K*	*M*	*SD*	*α*
Dysfunctional Attitude Scale	40	147.62	25.8	.86
Perfectionism	15	51.22	12.71	.81
Approval	12	52.41	8.09	.60
Achievemnet	7	29.38	5.42	.50
Autonomy	6	21.98	4.4	.50

Note: DAS = Dysfunctional Attitude Scale; PER = Perfectionism; APP = Approval; ACH = Achievement; AUT = Autonomy

Table 5
Cultural Differences in Dysfunctional Attitudes among Iranian and Pakistani Students (N=1500)

Variables	Pakistani Sample		Iranian Sample				95% CI		
	M	*SD*	*M*	*SD*	*t* (1498)	*P*	*LL*	*UL*	Cohen's *d*
DAS	150.49	23.55	144.74	26.23	4.47	.00	3.22	8.27	.23
PER	53.92	12.39	48.51	12.45	8.44	.00	4.15	6.66	.43
APP	54.29	8.09	50.52	7.65	9.26	.00	2.97	4.56	.47
ACH	28.07	4.77	30.71	5.70	-9.71	.00	-3.17	-2.1	.51
AUT	22.25	4.49	21.71	4.38	2.36	.02	.09	.99	.12

Note: Pakistani Students = 750; Irani Students = 750; CI = confidence interval; *LL* = lower limit; *UL* = upper limit; DAS = Dysfunctional Attitude Scale; PRF = Perfectionism; APP = Approval; ACH = Achievement; AUT = Autonomy

Table 6
Gender Differences in Dysfunctional Attitudes in Pakistani Students (n=750)

	Men		Women				95% CI		
Variables	*M*	*SD*	*M*	*SD*	*t* (748)	*P*	*LL*	*UL*	Cohen's *d*
DAS	150.98	22.78	150.15	24.08	0.47	.64	-2.61	4.27	.04
PER	54.20	12.45	53.73	12.35	.52	.60	-1.3	2.29	.04
APP	53.85	8.45	54.59	7.84	-1.23	.22	-1.9	.44	.09
ACH	28.52	4.68	27.76	4.82	2.14	.03	0.61	1.45	.15
AUT	21.71	4.59	22.62	4.39	-2.73	.006	-1.6	-.26	.20

Note: Men = 305; Women = 445; CI = confidence interval; *LL* = lower limit; *UL* = upper limit; DAS = Dysfunctional Attitude Scale; PRF = Perfectionism; APP = Approval; ACH = Achievement; AUT = Autonomy

Table 7
Gender Differences in Dysfunctional Attitudes in Iranian Students (n=750)

Variables	Men		Women				95% CI		
	M	*SD*	*M*	*SD*	*t* (748)	*P*	*LL*	*UL*	Cohen's *d*
DAS	146.45	25.62	143.63	26.59	1.44	.15	-1.02	6.67	.11
PER	49.31	12.47	47.99	12.42	1.42	.16	-.51	3.14	.11
APP	51.22	7.23	50.07	7.89	2.01	.05	.03	2.27	.15
ACH	31.14	5.71	30.42	5.68	1.70	.09	-.11	1.56	.12

Note: Men = 296; Women = 454; CI = confidence interval; *LL* = lower limit; *UL* = upper limit; DAS = Dysfunctional Attitude Scale; PRF = Perfectionism; APP = Approval; ACH = Achievement; AUT = Autonomy

In terms of perfectionism, the findings are in the line with the findings of Kawamura (2014), that Asian-American students generally had higher levels of perfectionism than Caucasian students. Similarly, Elion, Wang, Slaney, and French (2012) discovered that the students at the Southern university had higher levels of maladaptive perfectionism than those in the mid-Atlantic university. The findings of this study and review of literature provide support that culture has marked effects on the nature and intensity of perfectionism among university students. Asian culture possesses certain characteristics and social values which develop a perfectionist attitude in ones' mind (Balboa, 2013).

Regarding factor of Approval, the findings of Dozier, Husted and Macmahon (1998) provide support to present results. They found that need for approval is related with culture. It can be argued that in Pakistani culture, parental practices that are communicated in terms of disinterest, disapproval or rejection to the offspring, may create a generalized concern with others' evaluations and a strong desire to get approval and acceptance from the parents or significant others (Strickland, 1977).

In terms of Autonomy, the findings of the study showed Pakistani students scored high on autonomy as compared to Iranian

students.This finding is in the line with the findings of Anwar, Shoaib and Javed (2013) who showed that education was one of the determinants of autonomy in Pakistani students. Jamil, Alvi, Tariq and Saeed (2014) showed that gender equality being practiced in educational institutes may change the status of autonomy up to 11% in Pakistani students. In can be argued that Pakistani students living in authoritarian cultures where they receive directions from their parents about how to run their lives and parents expect that their order will be obeyed by the children, so, it is possible that children who are exposed to authoritarian culture develop dysfunctional attitudes that is manifested as other problematic aspects of the life (Hamamci & Bagci, 2017).

The results given in Table 5 also revealed that Iranian students exhibited more dysfunctional attitudes of achievement than Pakistani students. The results are consistent with the findings of Noohi, Hosseini, Rokhsarizadeh, Saburi, and Alishiri (2012) who assessed the relationship between progress motivation and academic achievement in the students of the Baqiyatallah University of Medical Sciences, Iran. They reported high academic achievement among Iranian students of medicine. The findings are consistent with the findings of Kavousipure, Noorafshan, Pourahmad and Nazhavani (2015) who also found high level of achievement motivation in students.

The results given in the Table 6 showed that Pakistani male students and female students did not differ in their dysfunctional attitudes of perfectionism and approval.

The findings are in line with the findings of Villiers (2009) who explored that perfectionism trait was similar across all cultures. The results also overlap with the findings of Lskender (2011); Bilge, Arslan and Dogan (2000) who did not find any gender differences in dysfunctional attitude in university students.

The findings may be attributed to the fact that Pakistani parents are expected to be controlling, demanding, and evaluative about performance of the adolescents. Pakistani parents try to exert high levels of psychological control because they are worried about the conduct of their children (Abd-El-Fattah & Fakhroo, 2012). Thus, the children of psychologically controlling parents would develop a socially-prescribed perfectionist's orientation which would made them vulnerable to have low self-esteem. More specifically, if adolescents' perfectionism is driven by concern over what other people expect then this maladaptive state is linked to the level of emotional or psychological control employed by fathers. It has been observed that paternal practices that combine high expectations along with moderate to strong levels of general encouragement and approval of effort would result in adaptiveperfectionism which is based on personal standard and self striving tendencies in adolescents. In general, studies provide support for the idea that perfectionism represents a maladaptive construct that is associated withvarietyof dysfunctional attitudesin adults (Abd-El-Fattah & Fakhroo, 2012).

The results given in Table 6 showed that gender differences were found in two dysfunctional attitudes: Achievement and Autonomy among Pakistani men and women.The results revealed that Pakistani men had more dysfunctional attitude of achievement than Pakistani women. These findings are overlapping with the findings of Kayis and Ceyhan (2015) who demonstrated that men students have higher level of performance-aproachandgoal orientation in comparison to women students. The findings are in the line with the findings of Middleton and Midgley (1997); Roeser, Midgley and Urdan (1996); and White and Zenller (1996), who suggested that men students have higher level of aspirations for performance and goal oriented than women students. The findings could be attributed to the fact that in Pakistani culture, women may not develop high level of achievement motivation due to cultural reasons, such aspatriarchal system, male dominance, strict traditions, conservatism, religious misperception, women exploitation all create fear of success and result in low achievement among Pakistani women students as compared to men students (Ahmad, Said, Hussain, & Khan, 2014).

The results given in Table 6 also revealed that Pakistani women had higher dysfunctional attitudes of Autonomy than Pakistani men.These findings are in the line with the findings of Hajizadeh, Nakhle and Naghavi (2014) who suggested that women tend to show high level of autonomy in deciding content and syllabus while men were more dependent on their teachers. The findings may attributed to the fact that the government of Pakistan is taking initiative to create gender equality and trying to empower the women. It is argued that education enablesthe Pakistani women to practice power and autonomy. Due to which, Pakistani women start recognizing their own potential and start resisting against the barriers in getting education (Ratnakar, 2007).

The results given in Table 7 revealed that there were no significant gender differences in dysfunctional attitudes of Perfectionism, Approval, and Achievement among Iranian students. This implies that perception of Iranian men and women related to dysfunctional attitudes of Perfectionism, Approval and Achievement were at the same level. These findings are in the line with the findings of Villiers (2009), Brumbaugh, Lepsik, and Olinger (2012); Isanejad, Shoja, Rudbari, and Liaghatdar (2012); Nyland (2004) who showed that there have been no gender variations in terms of dysfunctional attitudes.

The findings could be due to the family socialization process which gets affected by different factors including cultural, socio-economic conditions (Hardy, Power, & Jeadicke, 1993). It can be argued that the parental practices that emphasize the obedience of children and enforce punishment to meet the desires are the important predictors of dysfunctional attitudes such as perfectionism, demand for approval, dependencyand achievement (Kawamura, Frost, & Harmatz, 2002). The present findings could be due to the provision of equal civil rights for both men and women in education which prevents discrimination against women and give priority to them in the distribution of resources and opportunities (Mehran, 2003).Therefore, beliefs and behaviors of students at a high level will be affected more by gender equality in education system which may facilitate them to have these dysfunctional attitudes at the same level (Al- Salameh, 2011).

The results given in Table 7 revealed significant gender differences in Iranian students in their dysfunctional attitudes of autonomy, reflecting that Iranian female students exhibit more dysfunctional attitude of autonomy than Iranian male students. The studies conducted by Hajizadeh, Nakhle and Naghavi (2014) and Kalantarkousheh (2012) to see the relationship between gender and autonomy indicated that Iranian women students scored significantly high on autonomy than men counterparts. Samaie, Khan and Habibi (2015) showed that women consider themselves more competent, participate more than men in language learning and engage themselves more in autonomy – related activities.

The findings of the study may be attributed to the socio-culture background of Iranian students and education system of Iran. Iran's cultural norms stress on egalitarian norms, equality and reciprocity. Thus, the need for autonomy, achievement and competence may

internalized by women university students in an autonomous manner (Downie, Koestner, Elgeledi, & Cree, 2004). On the other hand, students' desire for freedom and responsibility to decide about their academic activity such as what, where, when, and how to learn could be another reason to develop sense of autonomy among Iranian women because Iranian students behave in an active and independent manner in their classes like European students, though, they perceive teachers as an authority figure (Holden & Usuki, 1999; Littlewood, 2000; Chan, Spratt, & Humphreys, 2002).

Iranian and Pakistan students come from diverse cultures; it is clear that cultural diversity: social factors such as family, peers and community, and other personal and educational factors play important role in cultural differences in dysfunctional attitude of achievement (Henderlong & Lepper, 2002; Kaplan, Karabenick, & DeGroot, 2009; Maehr & Yamaguchi, 2001; Otsuka & Smith, 2005; Urdan & Maehr, 1995).

The results of the study highlighted significant role of cultural differences and gender differences in dysfunctional attitudes. It can be concluded that dysfunctional attitudes of university students vary from culture to culture. The results demonstrated that Pakistani students are more likely to have dysfunctional attitude which may predispose them to develop psychological distress as compared to Iranian students. In light of the findings of the present study, it is recommended to give more attention to the emotional aspects of university students in Pakistan by offering counseling programs which would aim to enhance students' self-confidence and to help them adapt more functional approach in their academics.

Accordingly, students exposed to an environment rich in dysfunctional attitudes will be likely to develop dysfunctional attitude, whereas, students exposed to an environment rich in functional attitude will definitely develop the functional attitude. Therefore, students become dysfunctional mainly due to their educational levels and learning history and the social-cultural environment they are living in (David & DiGiuseppe, 2010).

The sample of the study was taken from university students, therefore, the generalization of the findings of current research will be increased by collecting more diverse sample in the future. Further, two factors namely perfectionism, approval appear to be reliable measures of specific constructs of dysfunctional attitudes. However, the reliability of achievement and autonomy remain relatively small. The smaller number of items in the achievement and autonomy might explain low Chronbach Alpha (Cane, Olinger, Gotlib, & Kuiper,1986). The number of items in a scale influences the value of Cronbach's alpha.Since total scores are often used in research and in clinical practice, the reliability of the total score of the DAS-A was examined and appeared in acceptable level (α=.82). Therefore, these findings suggest that the DAS-Form-A is sufficiently unidimensional to permit the use of a total score to assess dysfunctional attitudes (Dobson & Breiter, 1983; Weissman & Beck, 1980). The findings of the study may have very important implications for the patients, health professionals, researchers and also warrant the need for counseling services to identify factors which could affect individual feelings, and actions

References

Abd-El-Fattah, S. M., &Fakhroo, H. B.(2012).The relationship among paternal psychological control and adolescents' perfectionism and self-esteem: A partial least squares path analysis. *Psych, 3*(5), 428-439. doi. 10.4236/psych.2012.35061

Ahmad, I., Said, H., Hussain, A., & Khan, S. (2014). Barriers to co-education in Pakistan and its implication on girls' education: Critical review of literature. *Sci.Int (Lahore), 26*(1), 339-345.

Al- Salameh, E. M. (2011). Irrational beliefs among Jordanian college students and relationship with self-confidence.*AsianSocialScience, 7*(5), 137-144. doi:10.5539/ass.v7n5p137

Anwar, B., Shoaib, M., & Javed. S. (2013). Women's autonomy and their role in decision making at the household level: A case of rural Sialkot, Pakistan. *World Applied Sciences, 23* (1), 129-136.

Balboa, R. (2013, April). *Culture effect on perfectionism: A study of naturalized Asian students*. Retrieved from https://prezi.com/kmbw4_ctywmn/cultural-effects-on-perfectionism-a-study-of-asian-american-students/

Barnett, P. A., &Gotlib, I. H. (1990).Cognitive vulnerability to depressive symptoms among men and women.*Cognitive Therapy and Research, 14*, 47-61.

Beck, A.T. (1987). Cognitive models of depression. *The Journal of Cognitive Psychotherapy: An International Quarterly, 1*, 5-37.

Beck, A. T. (1967). *Depression: Clinical, experimental, and theoretical aspects*. University of Pennsylvania Press.

Bhattacharya, R.,Cross, S., & Bhugra, D.(2010). *Clinical topics in cultural psychiatry*.UK: RCPsych Publishe.

Bilgin, M. (2001).Investigating university students' values and their dysfunctional attitudes in relation to some variables.C*ukurova University Social Sciences Institute Journal, 8*(8), 33-53.

Bilge, F., Arslan, A., &Dogan, S. (2000). Ankara Shelter admitted to women 'sproblem-solving skills assessments, irrational thoughts, anger: A comparative study on the level of hope and self-esteem.*Turkish Psychological Counseling and Guidance Journal*, *13,* 19-29.

Brown, G. P., Hammen, C. L., Craske, M. G., &Wickens, T. D. (1995).Dimensions of dysfunctional attitudes as vulnerabilities to depressive symptoms.*Journal of Abnormal Psychology, 104,* 431-435.

Brumbaugh, J., Lepsik, R., & Olinger.C.(2012).The relationship between GPA and perfectionism.*Undergraduate Research Journal for the Human Science,6,*147-155.

Burns, D. D. (1980).The perfectionist's script for self-defeat. *Psychology Today*, 34–51.

Capri, B., &Celikkaleli,O. (2008).Investigation of preservice teachers' attitudes towards teaching and professional self-efficacy beliefs according to their gender, programs, and faculties.*Inonu University Journal of Education Faculty,9(15)*, 33–53.

Cane, D. B., Olinger, L. J., Gotlib, I, H., &Kuiper, N. A. (1986).Factor structure of Dysfunctional Attitude Scale in a student population. *Journal of Clinical Psychology, 42,* 307-309.

Chan, V., Spratt, M., & Humphreys, G. (2002). Autonomous language learning: Hong

Kong tertiary students' attitudes and behaviors.*Evaluation and Research in Education, 16*(1).

Clark, D. A., & Beck, A. T. (2010). *Cognitive therapy of anxiety disorder: Science and Practice*. New York: Guilford Press.

Cosmides, L., &Tooby, J. (2006).Evolutionary psychology, moral

heuristics, and the law.USA: Dahlem University Press.

David, D., Lynn, S. J., & Ellis, A. (2010).Social and cultual aspects of rational and

irrational beliefs: A brief reconceptualization. In D. Daivid& R. DiGiuseppe (Eds.),*Rational and irrational beliefs: Research, theory and clinical practide*(pp. 49-61). New York: NY, Oxford University Press, Inc.

David, D., &DiGiuseppe, R. (2010). Social and cultural aspects of rational and irrational beliefs: Abrief reconceptualization. In D. David., S.J. Lynn, & A, Ellis (Eds.), Rational and irrational beliefs: Research, theoryand clinical practice (pp.49-61). New York: NY, Oxford University Press, Inc.

De Graaf, L.E., Roelofs, J., &Huibers, M. J. H. (2009).Measuring dysfunctional *attitudes in the general population: The Dysfunctional Attitude Scale (Form-A) Revised. Cognitive Therapy and Research, 33(4), 345-355. doi:10.1007/s10608-009-9229-y*

Dobson, K. S., &Breiter, H. J. (1983). Cognitive assessment of depression: Reliability and validity of three measures. *Journal of Abnormal Psychology, 92*, 107-109.

Downie, M., Koestner, R., ElGeledi, S., & Cree, K. (2004). The impact of cultural internalization and integration on well-being among triculturalindividuals.*Personality and Social PsychologyBulliten, 30* (3), 305-314. doi: 10.1177/0146167203261298

Dozier, J. B., Husted, B. W., &Mcmahon, J. T. (1998). Need for approval in low-context and high-context cultures: A communication approach to cross-cultural ethics.*Teaching Business Ethics, 2*(2), 111-125.

Ebrahimi, A., Samouei, R., Mousavii, S. G., &Bornamanesh, A. (2013).Development and validation of 26-item Dysfunctional Attitude Scale.*Asia-Pacific Psychiatry, 5,* 101-10.

Ekman, P. (1994). Strong evidence for universals in facial expressions: A replay to Russell's mistaken critique. *Psychological Bulletin, 115*, 268-287.

Ekman, P. (1992). An argument for basic emotions.*Cognition and Emotions, 6*, 162-200.

Elion, A. A., Wang, K. T., Slaney, R. B., & French, B. H. (2012). Perfectionism in African American students: Relationship to racial identity, GPA, self-esteem and depression. *Cultural Diversity and Ethnic Minority Psychology, 18*(2), 118-27.doi: 10.1037/a0026491

Ellis, A. (1977). The basic clinical theory of Rational Emotive Therapy.In A. Ellis & R. Grieger (Eds.), *RET Handbook of Rational Emotive Therapy* (pp.3-34*)*. New York, NY: Springer.

Ellis, A., &Greiger, R. (1977).*Handbook of Rational* Emotive *Therapy*. New York, NY: Springer.

Godsell, C. L. (2010). *Examinig dysfunctional process and their link to emotional wellbeing: A psychometric investingation of hypothesized mediator of disturbance and change* (Doctorate Thesis). University of Wollongon.School of Psychology.Retrieved from: file:///F:/Examining%20dysfunctional%20processes%20and%20their%20links%20to%20emotional%20we.pdf

Hardy, D.F., Power, T.G., &Jaedicke, S. (1993). Examining the relation of parenting to children's coping with everyday stress. *Child Development, 64*,1829–1841.

Hajizadeh, A., Nakhle, M., &Naghavi, M. (2014). Investigating the relationship between autonomy and motivation considering gender differences among Iranian second language learners.*International Journal of Environment and Pollution Research, 1*(2).

Hamamci, z., & Bagci, C. (2017). Analyzing the relationship between parents irrational beliefs and theirchildren's behavioural problems and family function. *Gaziantep UniversityJournal of Social Sciences, 16*(3), 733-740.doi.733-740. doi: 10.21547/jss.292722

Henderlong, J., &Lepper, M. R. (2002). The effects of praise on children's intrinsic motivation: A review and synthesis. *Psychological Bulletin, 128*(5), 774-795.

Holden, B., &Usuki, M. (1999). Learner autonomy in language learning: A preliminary investigation. *Bulletin of Hokuriku University,23*, 191-203.

Isanejad, O., Shoja, H. M., Rudbari, O. A., &Liaghatdar, M. J. (2012).Early maladaptive schemes and academic anxiety.*World Applied Sciences Journal, 18*(1), 107-112. doi: 10.5829/idosi.wasj.2012.18.01.3684

Izard, C. E. (1994). Emotional talk across cultures.In R. Hare (Ed.).*The Social Construction of Emotions* (pp. 234-260). Oxford: Block well.

Kaplan, A., Karabenick, S., & De Groot, E. (2009). Culture, self, and motivation: The contribution of Martin L. Maehr to the fields of achievement motivation and educational psychology. In A. Kaplan, S. A. Karabenick, & E. De Groot (Eds.), *Culture, Self, and Motivation: Essays in honor of Martin L.*Maehr (pp. vii-xxi). Charlotte, NC: Information Age Publishing.

Kalantarkousheh, S. M. (2012). The role of gender as a mediator in the association with self acceptance and autonomy among the Iranian university.*Journal of Teaching and Education, 1*(6), 39-46.

Kavousipure, S., Noorafshan, A., Pourahmad, A., &Nazhavani, A.D. (2015).Achievement motivation level in students of Shiraz University of Medical Science and its influentialfactors.*JAdv Med Educ Prof, 3(*1), 26–32.

Kawamura, K. (2014). *Differences in perfectionism across cultures: A study of Asian-American and Caucasian college students* (Master Thesis). University of Massachusetts Amherst.Department of Psychology. Retrieved from http://scholarworks.umass.edu/theses

Kawamura, K. Y., Frost, R. O., &Harmatz, M.G. (2002).The relationship of perceived parenting styles to perfectionism**.** *Personality and Individual Differences, 32(2*), 317–327.

Kayis, A. R., & Ceyhan, A. A. (2015).Investigating the achievement goals of university students in terms of psycho-social variables.*Educational Sciences: Theory &Practice, 15*(2), 445-462. doi:10.12738/estp.2015.2.2497

Kim, D. J. (2009). *Stress and anxiety among Korean international students at Liberty University: Analyzed by State – Trait anxiety Inventory (Form:Y)* (Doctoral Dissertation). Lynchburg, Virginia, Liberty University. Retrieved from http://digitalcommons.liberty.edu/doctoral/2

Kilic, D. (2010). Dysfunctional attitudes of university students.*International Online Journal of Educational Sciences, 2*(2), 403-418.

Littlewood, W. (2000).Do Asian students really want to listen and obey? *ELT Journal, 54*(1), 31-36.

Lskender, M. (2011).The influence of self-compassion on academic procrastination and

dysfunctional attitudes. *Educational Research and Reviews, 6*(2), 230-234.

Jamil, M. F., Alvi, A. K., Tariq, R., & Saeed, M. (2014). Relationship of women autonomy and gender equality in UMT Lahore, Pakistan.*Sci.Int.(Lahore),26*(5),2477-2479.

McGuire, M., &Troisi, A. (1998).*Darwinism psychiatry*. New York: NY, Oxford University Press.

Maehr, M. L., & Yamaguchi, R. (2001).Cultural diversity, student motivation, and achievement. In F. Salili, C. Chiu, & Y. Hong (Eds.), *Student motivation: The Culture and Context of Learning* (pp. 121-148). New York, NY: Kluwer Academic/Plenum.

Mehran, G. (2003). Gender and education in Iran. Background paper prepared for the Education for All Global Monitoring Report 2003/4.*United Nation, Educational, Scientific and Cultural Organization.*Retrieved from: datatopics.worldbank.org/hnp/files/edstats/IRNgmrpro03.pdf

Middleton, M. J., &Midgley, C. (1997).Avoiding the demonstration of lack of ability: An underexplored aspect of goal theory.*Journal of Educational Psychology, 89*(4), 710-718. doi:10.1037/0022-0663.89.4.710

Moore, M. T., Fresco, D. M., Segal, Z. V., &Brown, T. A. (2014). An exploratory analysis of the factor structure of the Dysfunctional Attitude Scale Form-A (DAS). *Assessment, 21*(5): 570-9. doi: 10.1177/1073191114524272

Nisbett. R. E.,&Norenzayan A. (2002). Culture and cognition.In D. L. Medin (Ed.). *Stevens' Handbook of Experimental Psychology: Sensation and perception (3rd ed., Vol.3, 1-29)*. New York, NY: Wiley &Sons, Inc.

Noohi, S., Hosseini, M., Rokhsarizadeh, H., Saburi, A., Alishiri, G.H. (2012). Progress motivation among Baghiyatallah University of Medical Science students and its relationship with academic achievement. *Iranian Journal of Military Medicine, 14*(3), 200-204.

Nyland, J. E. (2004). Dysfunctional attitude with perfectionist thinking utilizing the positive and negative perfectionism.*McNair Scholars Journal, 8*(1), 61-67.

Otsuka, S., & Smith, I. D. (2005). Educational applications of the expectancy-value model of achievement motivation in the diverse cultural contexts of the west and the east. Change.*Transformations in Education, 8*(1), 91-109.

Ratnakar, M. K. R. (2007). *Role of education in womens' autonomy.*Shehjar. Retrieved from: *www.shehjar.com/list/16/93/1.html*

Roeser, R. W., Midgley, C., &Urdan, T. C. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology, 88*(3), 408-422. doi:10.1037/0022-0663.88.3.408

Russell, J. (1994). Is there universal recognition of emotion from facial expression? *Psychological Medicine, 9*, 429-448.

Samaie, M., Khan, R., &Habibi, N. (2015).On the relationship between learner autonomy and language learning strategies among Iranian EFL students. *International Journal of Educational Investigations, 2*(6), 96-109.

Shaver, P. R., Wu, S., & Schwartz, J. C. (1992). Cross – cultural similarities and differences in emotional and its representation: A prototype approach. In M. S. Clark (Ed.), *Emotion: Review of Personality and Social Psychology* (pp.175-213). Newbury Park, CA: SAGE.

Sohrabi, N., (2015). Psychometric properties of Dysfunctional Attitude Scale.*Journal of Psychological Models and Methods, 6*(19), 1-12.

Strickland, B. R. (1977). The approval motive. In B. B. Wolman & L. R. Pomer (Eds.), *International Encyclopedia of Neurological, Psychoanalysis and Psychology* (pp. 86-87). New York: Human Sciences Press Periodicals.

Talepasand, S., Alijani, F., &Rezaie, A. (2010).Exploring factor structure of the Dysfunctional Attitudes Scale.*Journal of Social and Behavioral Science, 5,* 1400-1408. doi:10.1016/i.sbspro.2010.07.29

Urdan, T., &Maehr, M. L. (1995). Beyond a two-goal theory of motivation and achievement: A case for social goals. *Review of Educational Research, 65*(3), 213-243.

Villiers, D. P. (2009).*Perfectionism and Social Anxiety among College Students* (Doctoral Dissertation).Bouvé College of Health Sciences, department of counseling and applied educational psychology. Retrieved from http://iris.lib.neu.edu/couns psych diss/4/

Weissman, A. N., & Beck, A. T. (1980).*The Dysfunctional AttitudesScale.UnpublishedManuscript*.University of Pennsylvania, Philadelphia, PA.

White, S. A., Zenller, S. R. (1996). The relationship between goal orientation, beliefs about the causes of sport success and trait anxiety among high school, intercollegiate and recreational sport participants.*The Sport Psychologists, 10,* 58-72.

You, S. (2006). *Gender comparison, cognitive vulnerability as a function of moderation and mediation between negative life events and depressive mood* (Doctoral Dissertation).Purdue University, Department of Psychology. Retrieved from http://docs.lib.purdue.edu/dissertations/AAI3291219/

Young, J. E., Weinberger, A. D., & Beck, A. T. (2001). Cognitive therapy for depression. In D. H. Barlow (Ed.), *Clinical handbook of psychological disorders: A step-by-step treatment manual* (3rd ed.; pp. 264–308). New York: Guilford Press.

Young, J.E. (1999). *Cognitive therapy for personality disorders: A schema-focused approach* (3rded.). Sarasota, FL: Professional Resource Press.

Received: 10th May, 2017
Revisions Received: 17th June, 2017