

TATTOO- BETWEEN PARENTAL PATTERNS AND ACCENTUATED PERSONALITIES

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Abstract: Tattooing represents a practice which has ancient origins. From tattoos discovered on mummies bodies to today`s tattoos which can be seen on the street, they are still a taboo subject. In Psychology tattoo represents a debating subject but there is no specialty literature in that direction. That fact promotes me to elaborate this research that focuses on tattoo and the act of tattooing from the perspective of the influence of the environment on our personality, especially familiar one. Thus, I correlated familiar environment and parental patterns with the developing of an accentuated personality. Also, I investigated if there are differences between people with tattoo and people without tattoo regarding tattooing issue, educational parental pattern and the developing of an accentuated personality using psychological instruments and analyzing all data obtained from psychological point of view.

Key words: environment, education, educational parental patterns, accentuated personalities

Introduction

Tattooing and tattoos are a debating subject which generate controverse even today, despite the fact that they represent a global phenomenon. From tattoo artists like Don Ed Hardy, Kat von D who are representative for tattooing culture to tattoo shops in our city or our neighbourhood to people who wear them on their body, tattoo gets different valences according to social, cultural or religious context or decade. Even today, tattoo represents a tabuu subject.

For tattooed persons is not easy to talk about their tattoos, about the story and the semnification of tattoos they wear. Fear of not becoming vulnerable in front of other people and the desire of protect themselves from others is due to some factors. One of those factors is represented by mentally

collective. According to the continent they live, geographical area which means natural environment, but above all the social environment, people have different conceptions regarding tattoos and the act of tattooing. In some geographical areas tattoo has got a curative and protective role while in other countries it is associated to convicted persons, gangsters or people with behavioural disorders. In some societies, tattooed persons are marginalized.

Other factor regarding that fear of not becoming vulnerable is tattoo itself. Many tattoos want to cover or try to cover a trauma or a memory. Many of traumatical events happen in the family sphere, mostly in childhood, thus a lot of tattoos are lead to traumatical events from very young age. Even it is an event more or less realized from the person, the trauma is felt. Therefore, according directly to parents or uncounsciously to childhood and experiences that were lived in that period of time, tattoo is adopted by many persons as a coping mechanism, a defense mechanism. In that way we can explain tattoo addiction.

According to James Elkins, "tattoos connect a person with other people, with his family, his town and his culture" (Friedman, A.F., 2015, p. 79). They represent a union between tattooed person's microcosmos and the macrocosmos he belongs. We can considerate tattoo as a form of union with the Universe and, also, for the fact that for the person who wears it represents a part of himself, of his identity, it means acceptance, integration, merging with oneself, selfacceptance and the acceptance of a new image. But what if that problem of selfacceptance generates the act of tattooing? What about being tattooed as a coping mechanism? Does tattoo represents a form of release? Is that a way through people try to adopt a new identity which can be more appropriate to the ideal self? Does family environment generate a pattern of personality which is predispose to tattooing as a coping mechanism? Which is that educational parental pattern? Does exist a pattern of an accentuated personality which is predispose to adopt this coping mechanism and a pattern of parental education to influence that predisposal personality's formation? These are few questions that generated the research for this study which is woven around tattooing and tattoos issue.

Without bringing disparagement to tattooed people, this study in Psychology wants to demonstrate the fact that exists one educational parental pattern that influences one pattern of personality which is more predispose to tattooing. Gravitating around the issue of tattooing and tattoos, this research situates tattoo and personality in the first plan and educational parental pattern in the second one. With these, this study wants to demonstrate that exists a strong influence of parental patterns on personality. Also, it is curious to observe if any difference between people with tattoo and people without tattoo

exists and if there is a generally valid pattern for both parts. For that, this research propounds few hypotheses.

Before moving to the methodology part, it is important to focus a while on the concept of personality, on its components, the factors that influence personality and the importance of the environment, especially the family in our evolution as adult persons.

Psychology as a science has the focus on what a human being is regarding biological, psychological, social and cultural dimension of his personality. Every person is a unique one and has its own genetic baggage. According to the environment where it is growing up and live, it develops its personality. Through personality we understand "the entire system of characteristics, qualities, social and ethical orientation of a person" (Iovan, M., 1993, p. 148).

The personality represents the burden of psychology. It totalizes "psychological characteristics which characterized [...] modern human and his behavior" (Rosca, A., 1976, p. 466).

Psychology attributes the term of "personality" to a mature human being. Through "mature human being" and "maturity" we refer at a decision-making capacity, selfcontrol, social integration, emotional and psychological maturity of a person in the process of its social and cultural development" (Moldovan, O.D., Ignat, S., Balas-Timar, D., 2014, p. 257). At maturity we not only talk about a maturity as a biological age, but even a mental one, about achieving autonomy. For that, the attribution of that term to children is inappropriate.

Beginning with the age of 16, personality starts to figure out. It is considered that personality is formed at the age of 18, but at some persons this period may continue to age of 20. Moreover, more current remarks support the idea that says personality's process of formation is finalized at the age of 35. As every human being is different from the other one, time of development and acquiring knowledge differs from person to person.

If regarding cultural and political life the term of "personality" is used to refer to exceptional human, in psychology it totalizes not only mental process, but even human behavior and his subjective experiences.

When we refer at the factors that influence personality, we talk about heredity, environment and education. Heredity represents the factor of psychological development which offers one set of natural, predisposant conditions. These can be favorable as in case of normal heredity or, contrariwise, unfavorable to development. According to subject's developing environment, but even to influence exercised by education, personality is figured out. In case of heredity, parents play the main role because through their means some characteristics and genetic informations are sent to sucesors.

The environment is represented by the "totality of external factors that actuate on organism" and determine "its relations influencing its development" (Șchiopu, U., 1967, p. 45). These "material and social conditions [...] exercise a direct or indirect action on psychological development" (Dughi, T., Roman, A., 2008, p. 108) of a person.

Being a natural environment (climate, resources, spatio-temporal framework) or a social one (family, school, church, peer group) it has an impact on personality's process of formation. From all of these, family has major contribution in psychological development of a child. Within family are building up harmonious relationships based on trust, help, respect or defective relationships with major impact on child's psychic and also on his emotional stability. The educational parental pattern and the attitude of parents influence child's wellbeing and his harmonious growing and developing process. These aspects were studied in researches "regarding family's structure and its role in child's psychic development" and also aspects which target the "type of authority which characterizes the educational parental pattern which is used" (Șchiopu, U., p. 47).

The environmental factor can be influenced by human through education. From the need of adaptation and satisfaction of his needs, passing instinctual needs (physiological needs) to the needs from the top of Maslow's pyramid (need of self esteem and the need of self-improvement, autonomy), educated man fructifies what heredity has given in the sight of reaching his objectives. That way, we can affirm that education "slips" behaviors in the purpose of adaptation at the environment, of his integration in socio-cultural life. Therefore, education is an important factor in formation and becoming of an individual. It means growing up, development, knowledge assimilation, experience.

As I mention before, family by parental patterns has an enormous contribution in the development of an individual's personality. It influences the way in which the child at adult age will refer to his own person and to other people. Self esteem, the implication or disengagement in some activities all of these are strongly related to educational parental pattern, the way in which parents educate their child. These styles of parental education are divided in four big categories: dictatorial/authoritarian style, democratic style, careless/inadvertent style and permissive style.

Another classification of educational parental patterns is found in the inventory for educational parental patterns, EMBU. Designed by professor Carlo Perris from Umea University in Sweden, the inventory comprises 81 questions classified on 14 subscales, each one with its own educational practice. These 14 ways of parental education are: abusive style, privative style, punitive, humiliating, rejective, overprotective, overimplicated, a tolerant educational

parental pattern, an affectionate one, a style directing performance, one which is generator of culpability or one incentive, favoring others or one favoring subject (the last two in case of family with more children).

Correlating these educational parental pattern with the characteristics of accentuated personalities and also tendencies towards these accentuated personalities, entire discussion gravitating around the issue of tattoos and the choice of being tattooed, I elaborated the research that follows. It has as purpose the identification of a connection between these variables and has the intention to emphasize psychological aspects regarding young tattooed people and the influence of experiences lived in familiar environment through the educational parental pattern.

Considered a modern art by tattoo artists who "paint on alive canvas", disputed in socio-cultural and psychological environment, tattoo is still a tabuu subject. But what is the connection between tattoos, educational parental pattern and accentuated personality to make this subject a topic for a research in clinical psychology?

In psychology it is well known the fact that the environment exerts an important influence on a individual's development of personality. Especially familiar environment is one which influences attitudes and behaviors. Through values, knowledge that are sent by parents to their children accentuated personalities are building up or not, mentalities, behaviors. As clinician psychologist and psychoterapeut Sorin Nica specifies, in case of tattoo viewed as an expression of personality, we talk about an "unstable disrupted background" regarding "relationships with important people in one person's life". (<https://www.facebook.com/cabinetpsihoterapie.sorinnica/posts/1666325380272485>).

The most important persons are our parents, thus, the style they use in our education is so important and influences our personality. Educational parental pattern may let traces of traumatical events (more or less realized) on child's psychological and emotional health. This fact can generate the accentuation of any personality. Professor Sorin Nica talks about "fundamental" causes of tattoo in a post on his Facebook profile and also about tattoo's "current" causes. "Fundamental" causes refer to first ages in life of an individual, ages in which the main attachment figure (mother/father) plays the main role in formation of child's identity. This is the period of time in which many traumatical events occur in family sphere or are lead to parents. Even if the person considers that it passes these events formerly strongly present in his conscious, traumatical events whom it represses bringing them in unconscious, these are present and determin its thoughts, values, behavior. These events may involve "feelings of failure and helplessness" and also "the impossibility of

control in the relationship with parents”, “pain and suffering cause by attachment figures” (Nica (<https://www.facebook.com/cabinetpsiho/terapie.sorinnica/posts/1666325380272485>)).

Summing up those said before, I consider that exists a strong relation between educational parental pattern, personality and its accentuation and for that I elaborate the research that follows having as variables educational parental pattern and accentuated personalities at people with tattoo and people without tattoo to observe if any difference between them exists.

Hypotheses and Objectives of Research

Having in the first plan tattoo and personality of an individual and in the second plan parental styles, this research has the purpose to demonstrate the fact that exists a strong influence of educational parental pattern on personality of an individual and that some accentuated personalities or personalities with tendencies to accentuation of some characteristics as demonstrativity/demonstration (DEM), hyperexactness (HEX), hyperperseverance (HPERS), hyperthymia (HTIM), anxiety (ANX), emotivity (EM) etc., are more predispose to tattooing than others. Is interesting to observe if exists any pattern generally valid for tattooed persons different from the one of untattooed persons. For that, this research is propounding some hypotheses.

In order to emit the hypotheses is necessarily to make “precisation and delimitation of problem of research” (Rosca, A.) before. This is “the first step in psychological scientific research” (Rosca, 1976, p. 33). An hypothesis of reserch “is an anticipation of the possible answer at the question” (Rosca, A, 1976) the researcher ask himself about his study.

The hypotheses on which we are focusing in this article are the ones that fallow:

1. At persons with tattoo exists a relation between educational parental patterns and the type of subject’s accentuated personality.
2. There are statistical significant differences between maternal educational parental pattern of persons with tattoo and the ones of persons without tattoo.
3. In case of persons with tattoo predominates an overprotective maternal educational pattern.
4. In case of persons without tattoo predominates an affectionate maternal educational pattern.
5. There are statistical significant differences according to the gender of subjects regarding educational parental pattern at persons with tattoo.
6. There are differences according to the gender of subjects regarding accentuated personalities at persons with tattoo.

Methodology of Research

In the approach of realize this research I used psychological instruments. This research is based on data collected after the application of questionnaire for identification of accentuated personalities, P.A. (Accentuated Personalities), developed on the concept of "accentuated personality" elaborated by K. Leonhard and the inventory for educational parental patterns, EMBU.

The questionnaire for identification of accentuated personalities, P.A., is a psychological instrument which measures anxiety, depression, emotional stability/ instability. It contains 88 items as questions on which the subject will answer with YES or NO, marking an "X" near his chosen answer on answer sheet. There are no correct or wrong answers. The administration time is unlimited. The items form ten groups of accentuated characteristics of personality (I-X). These are: demonstrativity (I DEM) (demonstration), hyperexactness (II HEX), hyperperseverance (III HPERS), uncontrol (IV NST), hyperthymia (V HTIM), dysthymia (VI DIST), cyclothymia (VII CICL), exaltation (VIII EX), anxiety (IX ANX) and emotivity (X EM). Analyzing the answer sheet, will observe that are significant items for all ten characteristics of personality (for each characteristic from the left column we have an item from questionnaire taken horizontally. So, for the first characteristic from the answer sheet noted with Roman figure V for hyperthymia we have items 1, 23, 45, 67. If at these questions the subject answers affirmative, the answers are counted and are taken into account in the process of data quoting. There are few significant items for negative answer. These items are: 5, 12, 25, 31, 36, 46, 51, 53, 59, 65. If at these questions the answer was YES, the answer is not taken into consideration. But how actually data quoting is realized? It is realized by psychologist directly on the subject's answer sheet. In the process of data quoting, firstly we identify negative answers that are significant and mark them by circling them and cutting the affirmative answer. Once we finished this task, we are going to count the YES answers horizontally for each scale, considering and counting the NO answers where they are significant instead of answer YES. Thus, for each of ten characteristics (I-X) we will obtain a coefficient which is noted in the table from the bottom of the answer sheet, next to its corresponding scale. There is one coefficient for each scale which will be multiplied with the total number of significant answers for each scale. The result is going to be written nearly. Each score over 18 points is considered to be an accentuated characteristic of personality and each score over 12 points is considered to be a tendency to an accentuated personality. Exists a proper accentuation of characteristic when the number of significant answers from the group is over 50%. Each weighted score is reported at standard and the symptomatic level (%) is determined by comparison of different groups of accentuated characteristics. For each of ten tendencies are few specific characteristics.

Demonstrativity is characterized by self-praise, self-pity, dissimulation, selfishness, intolerance to frustration etc; hyperexactness implies repression, meticulousness, formalism; hyperperseverance characterizes an individual who is stubborn, hypochondriac, jealous; uncontrol involves impulsivity, a low control of impulses and may generate antisocial acts; hyperthymia means cheerfulness, increased verbal flow, hypertension, a chaotic individual; dysthymia expresses itself by seriousness, slowness, severity; cyclothymia means oscillation of states from exaltation, euphoria to depression and reverse; exaltation involves enthusiasm, despair; anxiety totalizes anxious states, hypochondria shyness, fear, hesitation and emotivity implies sensitivity, accentuated emotionality, depth of feelings.

EMBU, the inventory for educational parental pattern measurement evaluates subject's memories about the behavior of his parents in his education. It sums up 81 items in form of questions on which the subject will answer by marking one of these answers: never, rarely, often, always. Each of those answers has an equivalent number from 1 to 4. Then we have: 1=never, 2=rarely, 3=often, 4=always. The subject will pass those items twice, firstly evaluating his mother's attitude and behavior in his education and secondly his father's attitude and behavior. Data quoting is realized totalizing each category's score (figures from 1 to 4 granted to answers). There are 14 subscales, each one having its own educational practice attributed. Those 14 subscales and educational parental patterns are: privative; punitive; humiliating; rejective; overprotective; overimplicated; tolerant; affectionate; one targeting performance; one generator of culpability; a stimulative pattern in which child is encouraged, supported, positively rewarded and, for families with more than one child, the one favoring others or one favoring the subject. For some items the score is inverted. So, 1 becomes 4 and 4 becomes 1; 2 comes into 3 and 3 becomes 2. Each score over 50% indicates the usage of that style in child's education and a low score evokes the lack of usage of that educational style.

EMBU was elaborated in 1980 by professor Carlo Perris and his contributors from Umea University in Sweden. The calibration on Romanian population was realized by Radu Vraști and co. from Jibou Psychiatric Hospital in 1990. For that, 152 clinical healthy subjects were taken part into.

Sample of Research

In realization of this research, I collaborated with tattooed persons having one ink to persons with a large part of their body covered by tattoos and also with persons without tattoo who claim that they will never tattoo their body as a manifestation of personality. Persons who were taken part at this study are in number of 60, both male as female between 20 and 40 years old. All participants are from Arad, Arad, Romania. The participants were divided into

two groups, one lot of 30 persons with tattoo (15 male and 15 female) and a lot of 30 persons without tattoo (15 male, 15 female). This division was made in order to obtain real results which can catalogue this research as valid.

Results and Discussions

Regarding data obtained after the application of these tests, questionnaires, these "cannot be considerate as final results of examination" (Rosca, A., 1976). They represent only "a preliminary orientation" (Rosca, 1976, p. 32). Therefore, we can not make considerations on these data unless "based on qualitative and quantitative analysis using the most advanced statistical methods and also based on interpretations" (Rosca, A., 1976). With these, I realized the thorough analysis of data. In this approach I used advanced statistical methods. Statistical results will be then interpreted from psychological point of view.

For the first hypothesis I realized a correlational study using PSPP (Analyze→ Bivariate Correlation). I used the PSPP program for all data processing. I presupposed that at persons with tattoo exists a relation between educational parental patterns and the type of subject's accentuated personality.

Table 1. The Relation Between Educational Parental Pattern and The Type of Subject's Accentuated Personality

		<i>maternal parental pattern</i>	<i>paternal parental pattern</i>	<i>accentuated personalities</i>
<i>maternal parental pattern</i>	<i>Pearson Correlation</i>	1.00	.07	.06
	<i>Sig. (2-tailed)</i>		.730	.764
	<i>N</i>	30	30	30
<i>paternal parental pattern</i>	<i>Pearson Correlation</i>	.07	1.00	-.06
	<i>Sig. (2-tailed)</i>	.730		.770
	<i>N</i>	30	30	30
<i>accentuated personalities</i>	<i>Pearson Correlation</i>	.06	-.06	1.00
	<i>Sig. (2-tailed)</i>	.764	.770	
	<i>N</i>	30	30	30

Analysing table 1 we found that there are strong correlation between the educational parental patterns and the type of the subjects, that means the accentuated personalities of the subjects.

The hypothesis is confirmed. Accentuated personality of tattooed subjects correlates directly proportional with maternal parental pattern at a level of signification $p = .06$ and inversely proportional with parental pattern at a level of signification $p = -.06$, which means that in case of persons with tattoo maternal parental pattern is the one that has a major influence on development of an accentuated personality at persons with tattoo.

Forwards, I stated the hypothesis according to which there are statistical significant differences between maternal educational parental pattern of persons with tattoo and the ones of persons without tattoo. For testing the validity of this hypothesis, I suppose that are differences regarding educational parental pattern between persons with tattoo and persons without tattoo. The supposition is confirmed.

Table 2.1 Differences Between Persons with Tattoo and Persons without Tattoo regarding Educational Parental Pattern

T-TEST

T-TEST /VARIABLES= matern patern
/GROUPS=subject(1,2) /MISSING=ANALYSIS
/CRITERIA=CI(0.95).

Group Statistics

		<i>tip subiecti</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>S.E. Mean</i>
model parental matern	cu tatuaj		30	7.00	2.35	.43
	fara tatuaj		30	8.43	1.99	.36
model parental patern	cu tatuaj		30	6.67	3.35	.61
	fara tatuaj		30	8.53	2.27	.41

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality			
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>
model parental matern	Equal variances assumed	1.04	.312	-2.55	58.00	.014	-1.43
	Equal variances not assumed			-2.55	56.52	.014	-1.43
model parental patern	Equal variances assumed	8.68	.005	-2.53	58.00	.014	-1.87
	Equal variances not assumed			-2.53	51.03	.015	-1.87

*subiect= subject

*matern= maternal

*patern= paternal

- *model parental matern= maternal parental pattern
- *model parental patern= paternal parental pattern
- *tip subiecti= type of subjects
- *cu tatuaj= with tattoo
- *fara tatuaj= without tattoo

It is noticeable that exist differences regarding maternal educational parental pattern of tattooed persons and persons without tattoo. In case of persons with tattoo we have $t(58) = -2.55$ at a level of signification $p = .014$ and in case of persons without tattoo $t(56.52) = -2.55$ at a level of signification $p = .014$.

In case of parental educational pattern at persons with tattoo we have $t(58) = -2.55$ at a level of signification $p = .014$ and in case of people without tattoo $t(51) = -2.53$ at a level of signification $p = .015$.

For the second hypothesis that claimed that there are statistical significant differences between maternal educational parental pattern of persons with tattoo and the ones of persons without tattoo, I realized a correlational study.

Table 2.2. Significant Differences Between Maternal Educational Parental Patterns of Persons with Tattoo and the ones of Persons without Tattoo

		<i>accentuated personalities</i>	<i>maternal parental pattern</i>
<i>accentuated personalities</i>	<i>Pearson</i>	1.00	-.01
	<i>Correlation</i>		
	<i>Sig. (2-tailed)</i>		.915
	<i>N</i>	60	60
<i>maternal parental pattern</i>	<i>Pearson</i>	-.01	1.00
	<i>Correlation</i>		
	<i>Sig. (2-tailed)</i>	.915	
	<i>N</i>	60	60

maternal parental pattern	with tattoo	30	7.00	2.35	.43
	without tattoo	30	8.43	1.99	.36

Thus, we obtain in case of people with tattoo $t(58) = -2.55$ at a level of signification $p = .014$ and in case of people without tattoo $t(56.52) = -2.55$ at a level of signification $p = .014$. The hypothesis is confirmed.

Furthermore, I supposed that in case of persons with tattoo predominates an overprotective maternal educational pattern and in case of persons without tattoo predominates an affectionate maternal educational pattern. For testing the validity of both hypotheses I analyzed in detail the results confirmed by the second hypothesis using the function Crosstabs (Analyze → Descriptive Statistics → Crosstabs). After the analysis I obtained results which confirm both hypotheses. It can be noticed the fact that exists a great weight regarding overprotective style in case of maternal parental pattern of persons with tattoo. Also, there is a great weight regarding the affectionate style in case of maternal parental pattern of persons without tattoo.

		Levene's Test for Equality of Variances		t-test for Equality						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Diff.	95% Conf. Int. Diff.	
									lower	Upper
maternal parental pattern	Equal variances assumed	1.04	.312	-2.55	58.00	.014	-1.43	.56	-2.56	-.31
	Equal variances not assumed			-2.55	56.52	.014	-1.43	.56	-2.56	-.31

Table 3. Weights for Maternal Parental Pattern at Persons with Tattoo and Persons without Tatoo

type of subjects*	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
maternal parental pattern	60	100.0%	0	0.0%	60	100.0%

Type of subjects * maternal parental pattern [count, row %, column %, total %].

Type of subjects	<i>maternal parental pattern</i>				
	tolerant	affectionate	Targeting performance	Generator of culpability	stimulative
with tattoo	4.00	4.00	.00	4.00	.00
	13.33%	13.33%	.00%	13.33%	.00%
	66.67%	25.00%	.00%	80.00%	.00%
	6.67%	6.67%	.00%	6.67%	.00%
without tattoo	2.00	12.00	4.00	.00	2.00
	6.67%	40.00%	13.33%	3.33%	6.67%
	33.33%	75.00%	100.00%	20.00%	100.00%
	3.33%	20.00%	6.67%	1.67%	3.33%

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Chi-square tests.

<i>Statistic</i>	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-tailed)</i>
Pearson Chi-Square	19.28	9	.023
Likelihood Ratio	22.92	9	.006
Linear-by-Linear Association	5.94	1	.015
N of Valid Cases	60		

Using T Test (Independent Samples T Test) we obtain statistical significant differences depending on gender of subjects regarding educational parental pattern at persons with tattoo. Thus, we have $t(28) = .77$ at level of signification $p = .477$ at male persons with tattoo and $t(27.78) = .77$ at a level of signification $p = .477$ in case of female persons with tattoo having as independent variable maternal educational pattern at 7.33 as mean in case of male persons and a standard deviation $std. dev. = 2.77$ and 6.67 as mean and a standard deviation $std. dev. = 2.26$ in case of female persons. These results emphasizes the fact that in case of tattooed persons, maternal parental pattern has more impact on men`s personality rather than women`s.

Table 4. Statistical Significant Differences According to the Gender of Subjects Regarding Educational Parental Pattern at Persons with Tattoo

Group Statistics

		<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>S.E Mean</i>
maternal parental pattern	male	15	7.33	2.47	.64
	female	15	6.67	2.26	.58
paternal parental pattern	male	15	5.87	2.61	.68
	female	15	7.47	3.87	1.00

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Diff.</i>
maternal parental pattern	Equal variance assumed	.47	.497	.77	28.00	.447	.67
	Equal variance not assumed			.77	27.78	.447	.67
paternal parental pattern	Equal variance assumed	4.82	.037	-1.33	28.00	.195	-1.60

Independent Samples Test

		Levene's Test for Equality of Variance		t-test for Equality						
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. 2 tail</i>	<i>Mean Diff.</i>	<i>Std. Erro Diff.</i>	95	
									<i>Lower</i>	<i>Upper</i>
accentuated personalities	Equal variances assumed			-1.33	24.58	.197	-1.60	.86	-1.10	2.44
	Equal variances not assumed							.86	-1.10	2.44
								1.21	-4.07	.87
								1.21	-4.09	.89

Regarding independent variable paternal educational parental pattern we have $t(28) = -1.33$ at a level of signification $p = .195$ in case of males and $t(24.58) = -1.33$ at a level of signification $p = .197$ in case of females at 5.87 as mean for male with a standard deviation $std. dev. = 2.61$ and 7.47 as mean with a standard deviation $std. dev. = 3.87$ for female. Hypothesis is confirmed. Also, I stated the hypothesis that are differences according to the gender of subjects regarding accentuated personalities at persons with tattoo. Hypothesis is confirmed.

Table 5. Differences according to the Gender of Subjects regarding Accentuated Personalities at Persons with Tattoo

Type of subjects		N	Mean	Std. Dev.	S.E Mean
accentuated personalities	male	15	8.93	6.64	1.71
	female	15	9.07	5.31	1.37

Independent Samples Test

		Levene's Test for Equality of Variance		t-test for Equality						
		F	Sig.	t	df	Sig.-tail	Mean Diff.	Std. Error Diff.	95%	
									Lower	Upper
accentuated personalities	Equal variances assumed	1.85	.185	-.06	28.00	.952	-.13	2.20	-4.63	4.36
	Equal variances not assumed			-.06	26.71	.952	-.13	2.20	-4.64	4.37

I obtained $t(28) = -.06$ at a level of signification $p = .952$ in case of tattooed male persons and $t(26.71) = -.06$ at a level of signification $p = .952$ for

tattooed female persons. These results emphasize the fact that more men than women with tattoo present accentuated personalities.

Conclusions

According to the purpose of this research, I demonstrated the fact that educational parental patterns influence the accentuated personality of subjects with tattoo. Data obtained show that, in case of persons with tattoo, educational parental pattern has more impact on development of an accentuated personality, obtaining a level of signification $p = .06$ in case of maternal parental pattern which correlates directly proportional with subject's accentuated personality and with paternal parental pattern correlates inverse proportional at a level of signification $p = -.06$. Also, we saw that there are differences between parental patterns at persons with tattoo and persons without tattoo. Regarding maternal parental pattern at persons with tattoo $t(58) = -2.55$ at a level of signification $p = .014$ and in case of persons without tattoo $t(56.52) = -2.55$ at a level of signification $p = .014$. In case of paternal educational pattern we have $t(58) = -2.55$ at persons with tattoo at a level of signification $p = .014$ and $t(51) = -2.53$ at persons without tattoo. Moreover, I demonstrated the fact that there are statistical significant differences between maternal parental pattern of persons with tattoo and persons without tattoo obtaining $t(58) = -2.55$ at a level of signification $p = .014$ for tattooed persons and $t(56.52) = -2.55$ at a level of signification $p = .014$ at persons without tattoo. In table 3 we can observe that in case of persons with tattoo predominates an overprotective educational parental pattern and an affectionate one in case of persons without tattoo regarding maternal figure of attachment. Hypotheses are confirmed.

I emphasized the fact that there are differences according to the gender of subjects regarding educational parental pattern at tattooed persons obtaining significant differences where $t(28) = .77$ at a level of signification $p = .477$ in case of male persons with tattoo and $t(27.78) = .77$ at a level of signification $p = .477$ in case of female persons with tattoo at 7.33 as mean in case of male persons and a standard deviation $std. dev. = 2.77$ and 6.67 as mean and a standard deviation $std. dev. = 2.26$ in case of female persons.

These being mentioned, all hypotheses were confirmed which means that the purpose and objectives of this psychological research were reached.

By realizing this research, I emphasized a controversial issue that represents a taboo subject not even in everyday space but also in the academic one. An evidence in that way is represented by the fact that there is no specialty literature in Psychology on the subject of tattoos and psychology of tattooed person, despite the fact that it represents a global phenomenon especially on teenagers and young adults. According to one study published in 2008 by

Archives of Dermatology, it seems that for persons with requests for tattoos removals, "in many cases, tattoos were realized around the age of 20" (Mifflin, 2015). This is the mean of age taken into account when I started the demarche of this research for which I chosen a sample of 60 persons, 30 with tattoo, 30 without tattoo, with ages between 20 and 40. The subjects are 30 men and 30 women.

Having into consideration these mentioned before and all data obtained, I suppose the level of innovation and actuality of this research in Clinical Psychology and I plead for the importance of this subject that made the topic of this research.

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