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Investigate the Relationship of Parenting Patterns with Mental Health and Educational Attainment among Khuzestan School Students

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Abstract: To investigate the relationship between patterns of parenting with mental health and academic achievement in children, a sample of 400 students from four districts in 3rd grade secondary including 200 boys and 200 girls were selected randomly. The 28-question questionnaire with demographic questionnaire was responded leaf Ravanigld health. Father of 400 students responded to the questionnaire of parenting style inventory. Academic achievement in this study was grade point average of previous semester of the previous children. The main independent variable patterns of parenting and dependent variables mental health and academic achievement in girl and boy children were. Results of analysis showed that mental health and academic achievement in children with parenting pattern decisive and reassuring, more than mental health and academic achievement in children with patterns of authoritarian parenting is permissive. In addition, mental health and academic success of children with paternal education had positive and significant relationship. The results show that increase information of parents would cause them to education style about their children and this issue will be led to the adoption of their parenting style.

Key words: Parenting style, mental health and academic achievement, children, adoption, style

INTRODUCTION

Many researchers, the general characteristics the behavior of the child's parents are defined in three dimensions. These dimensions are:

- Warmish: loving parents to their children's needs and interest's response more than ignoring and depriving him
- Monitoring and control: parents with behavioral dimension they want their children closely watched and decisive criteria for behavior and from their children expected to do them but do not punish them
- Dimension of being involvement: parents with this dimension, only able to describe their children's attitudes and behavior and from attitudes are child orientated

According to the behavioral dimensions of warmish and control, Baumrind, three types of parental behavior pattern provided:

- Decisive and authoritative behavioral pattern
- Authoritarian behavioral pattern
- Permissive behavioral pattern. Authoritarian parents impose too much control and little warmish, permissive parents impose low control and high warmish

Authoritarian educational pattern: Parents who their parenting style is authoritarian. Are very demanding. These educational patterns are based on not doing not love, blame, coagulation and strictness. Attitude of these parents is to do the same thing that I say! Because they expect their children to obey their orders unquestioning less to deal dialogue with them if child does not obey parents use the pressure and violence. Children, who have authoritarian parents, anxious, isolated and unhappy when they have trouble in interaction with their peers, react with hostility. The boys show a lot of anger and disobey and the girls becoming dependent and retreat from their challenging duties.

These parents often impose severe and difficult provisions that among them and their children, causes patron-client relationship is established. Autocratic behavior can have corrupted the relationship between child and parent, decrease the sense of security and self-esteem. Girls of authoritarian family are very passive, withdrawn and low self-esteem.

Parents blame the children due to its inability and any failure that do the child, dealt with him immediately. These children may continuously among depression (his blame), anxiety (expected to blame) and defensive behavior (blaming others) have fluctuated. Depressive symptoms and anxiety in more children of authoritarian family be found.

Permissive parenting pattern: In this style, the parents are kindness and acceptance and at the same time are not

varied and refuse to have any control. These parents allow to their children at any age, that they are deciding for themselves even if still not able to work, the children of these parents can at any time that they want. They eat and sleep as much as they want watch television. They do not have learned the good behavior or do house work. Some of permissive parents really believe that these are the best method. But most of them not shure about their ability to influencing the behavior of children. In this educational pattern, children are spoiled, weak-esteem, dependent and emotionally, child character are trained. A child who due to over behavior loving of his parents do not learned patience and tolerance against adversity, in adult will encounter many problems upset these people expect in the marital and social that all are subordinate their desires and when their demands are not met, angry, upset, aggressive and be upset. For these people, the views of others do not matter.

Educational pattern of decisive and reassuring: Authoritative parents reasonable demands from their children and these demands with determining the limitations and insisting that child should the follow them, they perform. At the same time they show intimacy and affection, patiently listen to children's viewpoints and family members are involved on decision-making. Authoritative parenting is the logical way in which parents and children's rights are respected. Parents always emphasize on their children's behavior and never address himself or his personality. For example, say to children: My son, I do not like that you talk with your sister harshly Never to tell her I do not love you because you speak with aggression. This parents the child due to making dirty carpet of houses or breaking windows do not reject and devote all their attention to the reform issue not try never made him afraid and distressed or blazon them blame. These parents say to their children that they are dissatisfied of their behavior and they do not justify that their punishment, only to modify behavior and never have intended to destroy their personalities. Parents to problems of children as part of normal life of children look and to bad behavior of children as action that is done to satisfy them, not pay attention but also bad behavior of the child, seen as a problem in need of solution. Parents believe, wrong behaviors of children to reach intellectual maturity and during adulthood is necessary to cope with problems. They never lose their control and corporal punishment as a last resort and when that is used another punishment is not helping (Burke, 1997). Children have decisive and reassuring parents in comparison with children with authoritarian parents, self-reliant and high self-confidence.

Also, have independent spirit and sense of responsibility in dealing with practical problems, academic and intellectual are flexibility education also involve in social class differences for parenting. Middle-class parents are interested in verbal stimulus And tend to develop internal characteristics of children in the period of school (Borjali, 1999). Teenager gender is determinant factor for the granting of independence to children.

Now, according to what has been said, the question is raised that what types of educational styles and psychological outcomes? Can be seen relationship between fathers parenting styles with mental health and academic achievement in children? Are there a relationship between demographic characteristics of parents with mental health and academic achievement in children?

MATERIALS AND METHODS

Population, sample and sampling method: This study due to the impossibility of change in the varied styles of parenting is the kind of plans causal-comparative in this plans, researchers sought to investigate the role of a variable that has occurred in the past, deal. Also, all fathers and second and third grade students in the city of Ahvaz, the statistical population of this research constitute to access representative sample of parents and students, random cluster sampling method was conducted. First, in order to control variables such as income or severe cultural differences of this community, four educations, selected and this four area secondary schools were randomly selected. Finally, from the second and third grade male and female students of the four schools, 400 people randomly (200 of any gender) were selected. Then, through the coordination of school, in a meeting the fathers of these children were invited to attend school and with their absorbing cooperation, questionnaire of parenting patterns were at their disposal.

Research instruments

Parenting style questionnaire: The questionnaire included 30 questions that material 10 of it to permissive style, 10 material authoritarian styles. The 10 other materials decisive and reassuring styles in the parenting are related. In this study, subjects with study of any material their opinion based on a 5-degree scale are defined.

This questionnaire by Baumrind based on his theory was built by Esfandiari (1995) was translated into Persian. The validity of this scale in research of Esfandiari (1995) for permissive style 69 to authoritarian style 0.77 and for decisive and reassuring style 0.73 was obtained.

Baumrind, the validity of this questionnaire with retest method of 0.81 for permissive, 0.85 for authoritarian, 0.92 for decisive and reassuring pattern of fathers reported also, he reported in regard to the validity of the

results: authoritarian of mother has inverse relationship with permissive (0.50) and the authority of his logic (0.52) (Esfandiari, 1995).

General health questionnaire: General Health Questionnaire (GHO) 28-item has scale four each of which scales has 7 questions. The best and most suitable method of scoring, the use of Likert scale model (with scores of 3, 2, 1 and 0) is for options of the questionnaire. The score of 23 or higher, indicating a lack of public health and a lower score of 23, indicating the mental health (Dehghani, 2000). This questionnaire in 1972 by the of Goldberg was created. The results of the meta-analysis of Goldberg and Hillier (1979) showed that its average sensitivity is equal to 0.84 (from 0.77-0.89) in introductory study also questionnaire was evaluated.

For this purpose, all the people in study had completed preliminary questionnaire of GHQ were invited to a psychiatric interview sensitivity was calculated and then. Chong (1994), in a study the found that the 28-item reliability coefficient, this questionnaire to test-retest method for total test is equal to 0.55 and for values of physical symptoms was 0.44. This questionnaire in a sample group of students with 223 cases by Janbozorgi was used and of it reliability coefficient based on Cronbach's alpha test is equivalent to 0.94 was calculated (Dehghani, 2000).

RESULTS AND DISCUSSION

To investigate this question that is the mental health of children who have been training with different styles of parenting is different was used analysis of variance method results of this test showed that the mental health of children with different parenting patterns, there is a significant difference ($p>0.01$). To determine the status of differences of Tukey post hoc test was used.

The results showed that parenting style of permissive with decisive and reassuring parenting style there are significant differences in the level of $p \leq 0.01$ (Table 1). It should be noted that according to general health questionnaire, lower scores indicate greater psychological health. On this basis, the highest rate of mental health among children is seen that according to decisive and reassuring style educated and the lowest level of mental health among children can be seen that trained under authoritarian style.

To investigate this question that does the academic success of children with different educational styles have been fostered is different. From the analysis of variance was used. As seen in Table 2, different parenting pattern has created significant deference in the level of $p = 0.01$, between educational successes of children. To determine the status of differences of Tukey post hoc test was used. The results showed that permissive parenting style with decisive and reassuring parenting style and between authoritarian parenting style with decisive and reassuring parenting style there is a significantly different but between the permissive parenting style with authoritarian parenting style, there is no significant difference.

So, was concluded that the highest level of academic achievement among children is seen that according to decisive and reassuring style are educated and the lowest academic achievement, among children were observed in accordance with authoritarian or permissive style are educated.

Results in Table 3 show that from 6 variable of model, 3 variables are able to explain changes in the criteria. It is interesting that the two variables are related to the education level of father. Bachelor's and Master's degrees in fathers with the value of $b = 1.667$ Master's degree and $b = 1.375$ for BA, Significantly, to predict the criterion variable Also, one of these variables is dependent to level of Fathers age. Age of father with the value of $b = -3.84$ for BA, significantly, to predict changes in the criteria. Also, one of these variables is dependent to level of father's age. Age of father with the value of $b = -3.84$, in a way significantly changes the criterion

Table 1: Analysis of variance to compare the mental health of children with parenting patterns

Parenting patterns	Mental health score	F-degree	Significant level	Status of differences based on Turkey's test
Permissive	34.30	193.114	0.0001	1>3, 2>3
Authoritarian	34.08	-	-	-
Decisive and reassuring	16.13	-	-	-

Table 2: Analysis of variance to compare the academic achievement of children with parenting patterns

Parenting patterns	Academic achievement score	F-degree	Significant level	Status of differences based on Turkey's test
Permissive	16.8	176.645	0.0001	2>3, 1>3
Authoritarian	16.96	-	-	-
Decisive and reassuring	18.94	-	-	-

Table 3: Indicators of regression analysis for father's demographic variables as predict academic achievement in children

	Standard-factor		Non-standard factor		
Model fixed value	b	SE	Value β	t-values	Significance level
Fathers age	17.922	0.5210	-	34.413	0.0001
Parents with MA education	-3.840	0.1400	0.160	-2.734	0.0007
Father with education	1.667	0.2020	0.372	8.242	0.0001
BA	1.375	0.1370	0.457	9.998	0.0001
Father job	-0.238	0.1360	0.082	-1.761	0.0820
No. of children	-2.150	0.0800	0.013	-0.270	0.7870
Family income	-4.520	0.0001	0.076	-1.761	0.0790

variable predicts. It also variable of father and fathers age with 99% confidence have explaining power of academic success variable. This study, the results of several previous studies in this regard, mistakenly for example, the result of Shirazi research based on this which people with high achievement motivation are grown in environments that adequacy and deserved expect from them and at an early age will be given independence to them, confirms in this study. Foreign researches that are consistent with the results of this study can be referring to the result of researches of Lamborn. He showed Adolescents their parents were classified as decisive and reassuring, the highest scores in social competence and the lowest score on the scale of socio-psychological disorders have gained. For the teenagers that their parents were classified as authoritarian, high scores on scales related to obedience and conformity indicated with the adults standards But relatively, in comparison with other teenagers, indicated lower self-concept in contrast, adolescents who were from permissiveness reasonable families, showed strong sense of confidence but some behavioral disorders in school and in absenteeism in school they reported.

CONCLUSION

The result of this research, based on the academic achievement children, parents with pattern of decisive and reassuring parenting, over the academic achievement of children, parents with pattern of decisive and reassuring parenting, more than academic achievement in children with authoritarian and permissive parenting patterns with the results of Jamshidi (1996) is also consistent. In this study has been shown that the factor of having order in the study and factor of conscientiousness, best way to predict the academic success and other personal characteristics as well as to a lesser degree with educational outcomes (GPA) is relevant (Jamshidi, 1996).

The existence of the relationship between demographic characteristics fathers (age, education, income, occupation, number of children) with mental health and academic success of their children, showed that there is a significant positive correlation in the group of subjects, only between father's education with mental health and the educational success of their children. Also, negative relationship between father's age and academic success of their children were found. Research findings of Borjali (1999) showed that social class differences in education to foster children are involved. Middle-class parents are interested in verbal stimulus and tend to foster internal characteristics of their children in school period. This study with the result of this research based on the educational success that with increasing the education of father, mental health and academic achievement in children increase and academic achievement in children with father's age has a negative relationship is consistent. With this description, although, no similar research of this study, directly to investigate the relationship between parenting style and mental health and academic achievement of children of fathers not paid But the results obtained while is consistent with most researches in this area, the results show that the role of fathers in providing mental health and academic achievement of children is beyond anything that was estimated another point that makes it necessary to research in this area. Another important point in this regard pays attention to the role of father in psychological explanations. As age of the mother and the relationship between mother and child psychology has emphasized as the basis of all psychology developments. In the psychological literature, the role of the father is usually lower pay attention and usual in evaluations as a marginal role are evaluated. However, some evidence, including the results of this study show that the father's role in the formation of specific characteristics such as psychological disorders, psychological or mental health and academic achievement is very serious and non-negligible. It is necessary to further research to recognize the effects of this phenomenon in the process of educating and breeding children perform and how the effects of this relationship should be considered.

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