

## The relationship between styles of parenting schooling success, aggression and mental health in high school students (girls and boys) of the town of Bandar-e- Mahshahr (Iran)

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**Abstract:** The aim of this study is to examine the relationship between the styles of parenting with factors such as educational success, aggression and mental health of high school students of Bandar-e- Mahshahr town (boys and girls). Our sample included 17565 boys and girls students, which amongst them 432 were selected for this research as sample. In this research we used the sampling method. That is to say we selected 3 male school and also 3 female school from the schools of the city and totally 18 class from all levels were selected. The questionnaire used in this research include: The Alabama parenting questionnaire, the questionnaire of depression, anxiety, and psychological pressure (DASS), and the Bass Vapri questionnaire.

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**Key words:** parenting styles, educational success, mental health, aggression

### 1- Introduction

Training teenagers and adults is one of the most difficult and controversial subjects in the field of child rearing. In this conditions because parents would be able to the training of their young adults in a sufficiently well manner, they require a philosophy through which they can understand their adults and learn how to motivate them. Because motivating teenagers and youths by parents not only make them progress, but also adults would be able to pass this stage smoothly and attain maturity and modesty in life. And if the adult does not attain the necessary abilities of a life stage, the process of growth changes and the person would have difficulties in coping with the environment and also mental health issues (Ganji, 1378).

Now a days coming to terms with an adult in comparison with past years has become increasingly difficult. We have to search the reason in technological and sociological changes that have emerged in our times. Adults have been always under various activities, information and person that have challenged their familial norms and values. Such challenges has not been so excessive than today. Today parents have come to the conclusion that their adults have drastically changed from what they conceived adulthood in their times. Of course these changes have contained positive points for the society, but equally also have caused problems.

In the current research, with the increase of violence and aggression in families in the second phase of adulthood and also the increasing

emergence? of aggression and threat to adults health (boys and girls) in this level (high school) and also the significance of family, specifically the important factors of training or parenting styles, have been elaborated. In this way we try to grab the attention of other researchers to these issues.

### 2- The research problem

Mental health in the family environment, as the first social position and also the best institution for growth, constitution of values and construction of identity should be protected. Because family health is the most significant factor in providing a context for growth of thinking and personality in future. With the significant role of the spouses specifically as parents in families, therefore their mental health has great impact upon the growth and development of their children. And from another side, their psychological disorders not only reduces the chances making satisfactory relationships, but also has destructive effect upon their children's mental and physical health (Heydari, 1391).

Moreover, psychologists believe that no kind of behavior emerges without any pretexts and background, and it is caused by various context making factors. Moreover, delinquent? Behaviors of youth are also not an exception from this rule. The family is one of the context making factors in giving rise to delinquent behavior and other behavioral disorders in youths. Dysfunctioning of the family causes behavioral disorders in the members of the family. Children and adults because of their

susceptibility are more likely to become victims of adverse functioning of a family. The unsuitable style of family training, divided and broken family and other unsuitable family conditions are some examples of the adverse functioning of a family. Therefore, an unhealthy family could provide a context for behavioral disorders and delinquency and conversely a healthy family could provide the context for a situation in which children would be able to grow.

Another factor upon which family could be influential is the educational situation of children in schools; additionally Steinberg et al (1992) reasoned that the relationship between parental intervention, achievements and scientific success depends on parents. Their findings indicate that the sensitive environment of authoritarian and firm families increases the parental intervention in the educational success of adults. Adults whose parents play role in their educational affairs, can have a better performance only if parents are firm and authoritarian (Bandal and Bejarnardoti, 2009).

Another factor in this research is aggression and effect of models of parenthood on this issue. Mitchell (1972) in his research came to the conclusion that models of parental training, such as insistence on obeying, a suitable and moral behavior, prevention from dangerous behavior and aggression, causes the sociable adults to have a better educational development (Athari et al, 1381). From amongst large factors of health related interventions, parents are considered a key factor in changing anti-social attitudes of children. Therefore, solving the complex parental issues, specifically the mother, leads to the improvement of her mental health and subsequently her role and function as a parent. If parents feel unworthy, they lose their ability, gain high stress and low self-confidence. Moreover, gradually this situation will lead to depression, and other psychological and mental problems. Such stress reduces their ability for effective upbringing and training of their children. Also feeling of being ineffective and weak functioning in parents will lead to an unstable and powerless pattern of parenting, which naturally affects children's functioning (Casteen et al, 2004).

Hence, taking into considerations, disorders such as depression, anxiety and psychological pressure, which lead to other disorders such as aggression and quarreling with same age groups and also failure in education and their overall development; and also because the researches in this field have been so far limited, this research aims to attempt to this question whether patterns and styles of parenting influences adult's educational success, aggression and their mental health, or not?

### 3- Research Background

There has been several researches both inside and outside the country on the subject of the current research, which we will point to some of these here:

Bandal and Nardoti's research (2009), studied the practices of parents and school dropping of students in Island. The result of this research indicates that behavioral style and pattern of parents have had influence over determining and predicting school droppings. Moreover, it indicated that the functioning of these adults who had firm and powerful parents in comparison with those who had authoritarian parents was better. This point was true in both genders.

In a research by Deniz and Tizer (2008); this research with the subject of parenting style in Turk adults, studied their understanding of their parents behavior and gender patterns. The result of this research indicated that adults who conceived their parent's behavior as powerful were circumspective, in comparison with adults whose parents were authoritarian or were not concerned. Also this research showed that adults who considered their parents as kind, were more as circumspective compare to those with authoritarian or weak parents.

Jenis (2007) completed a research with the subject the relationship between parental intervention and educational success of students. The results indicated a positive effect of parents' intervention on the success of students at the high school level. Parental intervention as a general and effective factor upon educational variants is influential. Positive effects of parental intervention on white children and also other minorities are correct.

In another research from Nardoti and Hafintstion (2001) with the subject of adult's understanding of parental behavior and drug consumption, the results showed that children with powerful parents in comparison with weak parents were protected against drug usage. Moreover, again adults with benevolent and kind parents showed a different pattern of drug usage visa-vis those with weak or authoritarian parents in a span of time.

In a research from Paulson (1994) with the subject of the relationship between parental behavior and intervention with students educational success; this research studied the influence of parenting patterns and style and their intervention on adult's educational success, adults reported that parental behavior has a significant influence in determining their success.

A research from Bamerband (1991) in Sanfrancisco with the subject of parent's behavior on ability or usage of drugs; this research demonstrated that powerful parents who were more strict and interested in protecting their adults from dangers

related to drug usage, were significantly successful in doing so. In other words the research showed that powerful parents were successful in protecting their adults from drug usage.

Another research in this area is Samani, Kheir and Sedaghat's (1389), with the subject of parenthood styles and patterns in various kinds of family, and also the model of family content and process. The results of this research indicated that healthy families in comparison with other kinds of family has a good participation of the father and use less physical punishment. In contrast, unhealthy families, use more physical punishment and have lesser degree of overseeing. Overall, the result of this research showed that different kinds of family in the model of process and content of family have different styles and models of parenthood.

Another research in this area is from Samani and Behmanesh (1389) with the subject of the comparison of processes and effect and action of families on normal and delinquent adults. The results indicated that there is a significant difference between actions and family outcomes of normal adults and delinquent adults. In other words, there was a significant difference in terms of family respect, decision making processes, problem solving and confrontational skills, in these two groups.

Another research in this area is from Kamachali et al (1387) with subject of the relationship between childrearing and growth and adults mental health and their educational success. This research showed that mental health and educational success of those with strong and trustworthy parents are more than those with authoritarian or weak parental behavioral patterns. In addition, mental health and educational success of children had a direct relation with father's level of education. Father's information makes them conscious of pattern and style of training and this leads to a better behavioral pattern of training.

A research from Roshanbin and Pouretamad and khushabi (1386) studied the relationship between the effects of collective training of positive childrearing on stress. This was specifically about the mothers with children suffering from over activeness and lack of care. The result of the research showed that the positive collective child rearing program leads to decreasing of stress of parenting and child rearing. It also indicated that feeling of trustworthiness and relationships with same age groups which are two

determinants in parenting stress, have significantly improved.

#### 4- Research Questions:

1- Is there a meaningful relation between styles of parenting educational success in students?

2- Is there a meaningful relation between patterns of parenting and aggression in students?

3- Is there a meaningful relation between patterns of parenting and mental health of students?

Sub-questions of the research

1) Is there a meaningful difference between educational success in male and female students?

2) Is there a meaningful difference between mental health of female and male students?

3) Is there a meaningful difference between aggression in female and male students?

#### 5- Research Method

The current research based on the objectives is descriptive- functional and based on the content and correlative method

#### 6- Population and Sampling

The population used in this study included all students (female and male) who were studying at the high school level of the city of Mahshahr in the academic year 1391-1392. The sample includes 17656 persons.

Sample and the method of sampling of this research includes 432 person from the mentioned population that was selected based on the sampling method of cluster. Data collection and sampling was done over 432 questionnaires. This was among the female high school and male high school so f the city; 3 female high schools and 3 male high schools were accidentally selected. Moreover, from every high school one class from each level was accidentally selected, and all students of each class participated in the research. Overall, 6 male and female high schools included 18 classes (Tables 1, 2, 3).

Table 1. Division of Examined Information Based on Gender

Gender	Frequency	Percentage
Female	221	51.2
Male	211	48.8
Total	432	100.0

**Table 2: Division of Examined Information Based on Age**

Group						Age(Year)
Total		Male Students		Female Students		
Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	
6.5	28	5.7	12	7.2	16	14
36.8	159	36.5	77	37.1	82	15
25.2	113	28.0	59	24.4	54	16
12.3	53	10.4	22	14.0	31	17
15.7	68	17.5	37	14.0	31	18
2.5	11	1.9	4	3.2	7	19
100.0	432	100.0	211	100.0	221	Total

**Table 3: Division of Information Based on Class Level**

Group						Class Level
Total		Male Students		Female Students		
Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	
38.7	167	38.9	82	38.5	85	First Grade
31.7	137	32.7	69	30.8	68	Second Grade
10.2	44	9.0	19	11.3	25	Third Grade
19.4	84	19.4	41	19.5	43	Fourth Grade
100.0	432	100.0	211	100.0	221	Total

**7- Method Of Data Collection:**

In this research data collection was completed in two stages. The first stage, for compilation of theoretical grounds of the research we used a library based method and in the second stage, for required data collection we used questionnaire compilation. In this research we used the following tools:

- Parental pattern questionnaire of Alabama.
- Aggression questionnaire of Bas and Parry.
- Depression, anxiety and psychological pressure questionnaire.
- School average as a parameter in determining educational success.

**8- Method of Examining Questions:**

For the purpose of data analysis in this research, in addition to descriptive statistics, we used the Pierson correlative statistics method and also the T independent test, in order to answer the questions raised by this research.

Also a meaningful level in this research is set as  $\alpha = 0.05$ .

**9- Research Findings****9-1 Descriptive statistics**

The descriptive finding of this research includes statistical parameters such as average and base deviance for all variances that are studied in this research that are given in the table 4.

**Table4: average and base deviance of examined marks in variance of the research**

Num bers	Base Deviance	Average	Examined Characteristics	Statistical	Variants
221	12.91	50.62	Female Students		Positive Parenting Style
211	12.19	48.81	Male Students		
432	12.58	49.74	Total Students		
221	7.23	20.64	Female Students		Physical Punishment Style
211	7.23	20.83	Male Students		
432	7.23	20.73	Total Students		
221	6.34	16.82	Female Students		Father's Participation Style
211	6.35	19.14	Male Students		
432	6.44	17.95	Total Students		
221	2.24	6.19	Female Students		Lack Of Awareness From Each Other Style
211	2.68	8.46	Male Students		
432	2.71	7.30	Total Students		
221	2.59	7.58	Female Students		Powerful Parenting Style
211	2.68	7.62	Male Students		
432	2.63	7.60	Total Students		
221	3.92	10.75	Female Students		Weak Overseeing Style
211	3.63	11.55	Male Students		
432	3.80	11.14	Total Students		
221	16.81	78.29	Female Students		Aggression
211	19.19	72.48	Male Students		
432	18.22	75.45	Total Students		
221	5.38	20.54	Female Students		Aggressive Aggression
211	6.13	18.80	Male Students		
432	5.81	19.69	Total Students		
221	5.85	20.36	Female Students		Physical and Verbal Aggression
211	6.10	19.63	Male Students		
432	5.98	20.00	Total Students		
221	4.94	19.41	Female Students		Aggression in the Context of being upset
211	5.24	16.61	Male Students		
432	5.27	18.04	Total Students		
221	5.19	17.99	Female Students		Aggression in the context of Mistrust
211	5.91	17.45	Male Students		
432	5.55	17.72	Total Students		
221	12.56	33.29	Female Students		Mental Health
211	11.14	25.04	Male Students		
432	12.57	29.26	Total Students		
221	5.16	9.72	Female Students		Depression
211	4.60	7.14	Male Students		
432	5.06	8.46	Total Students		
221	4.19	12.19	Female Students		Anxiety
211	4.16	10.04	Male Students		
432	4.30	11.14	Total Students		
221	5.05	11.39	Female Students		Psychological Pressure
211	4.50	7.86	Male Students		
432	5.10	9.66	Total Students		
221	2.50	15.57	Female Students		Educational Success
211	2.99	14.42	Male Students		
432	2.82	15.10	Total Students		

**9-2 Correlation Factor and Manova Test:**

In this part the Pierson correlation method is being used.

1- Is there a meaningful relation between styles of parenting and aggression in students?

**Table 5: Simple Correlation Factor between Styles of Parenting and Aggression in Students**

Numbers of Sample (n)	Meaningful Level (p)	Correlation Factor (r)	Forecasting Statistical Characteristics	Base Variance
432	0.135	0.07-	Positive Parenting Style	Aggression
	0.0001	0.22	Physical Punishment Style	
	0.141	0.07-	Father's Participation Style	
	0.101	0.08-	Lack of Awareness from Each Other's Style	
	0.012	0.12	Powerful Parents Style	
	0.232	0.06	Weak Overseeing Style	

As it can be see in the table 5, there is a direct and positive relation between physical punishment and aggression in students. In other words, with the increasing of physical punishment, their aggression also has increased.

There is a positive and meaningful relation between parental style and aggression. In other

words, as much as parent's authoritarian style increases, the level of aggression also increases in students.

2- Is there a meaningful relation between styles of parenting and mental health in students?

**Table 6: Simple correlative factors between styles of parenting and Dysfunctioning in mental health of students**

Numbers N	Meaningful Level	Correlative Factor (r)	Predictive Statistical Variants	Base Variant
432	0.0001	0.27-	Positive Parenting Style	Dysfunction in Mental Health
	0.0001	0.24	Physical Punishment Style	
	0.0001	0.26-	Father's Participation Style	
	0.0001	0.17-	Lack of Awareness Style	
	0.222	0.06	Authoritarian Style	
	0.947	0.01	Weak Overseeing Style	

As you can see in the table 6 there is a negative relationship between positive parenting and disorder in mental health of students. In other words, increasing in the positive parenting style of students is alongside with the decrease in mental health disorders.

There is anegative relationship between father's participation and disorder in mental health of students. In other words, as much as positive parenting increases, mental disorders in students

decreases.

There is meaningful relationship between lack of awareness from each other and mental disorders in students. In other words, increase in lack of awareness from each other increases chances of mental disorders in students.

3- Is there a meaningful relation between styles of parenting and educational success in students?

**Table 7: Simple correlative factor between styles of parenting and educational success in students.**

Number of Samples (n)	Meaningful level	Correlative Factor (r)	Predictive Statistical Characteristics	Variant Factor
432	0.724	0.01-	Positive Parenting Style	Educational Success
	0.496	0.03-	Physical Punishment Style	
	0.174	0.06-	Father's Participation Style	
	0.113	0.07-	Style of Lack of Awareness From each other	
	0.827	0.01-	Authoritarian Style	
	0.089	0.08	Weak overseeing style	

**Table 8: The results of a multi variants research (Manova) on marks, parenting style, aggression, disorder in mental health, and educational success of male and female students.**

Meaningful level	F	Error	Supposition	Level	Name of the test
0.0001	31.15	422	9	0.372	Pilaei Test Effect
0.0001	31.15	422	9	0.628	Lambod Wilkes test
0.0001	31.15	422	9	0.593	Hetling test effect
0.0001	31.15	422	9	0.593	Large root test

As you can see in the table 8, the meaningful level of tests, indicates that between male and female students at least between one of the dependent variants (parenting style, aggression, disorder in

mental health and educational success) exists a meaningful difference. To understand the difference, the results that have been obtained from the analysis of variants in Manova's text are given in the table 9.

**Table 9. Analysis of variants in Manova's text**

Meaningful level	F	Average of square sum	Freedom level	Square Sum	Variants	Average	Group
0.133	2.26	357.05	1	357.05	Positive parenting style	50.62	Female
						48.81	Male
0.778	0.079	4.75	1	4.75	Physical punishment style	20.64	Female
						20.83	Male
0.0001	14.39	580.20	1	580.20	Father's participation style	16.82	Female
						19.14	Male
0.0001	90.93	553.20	1	553.20	Lack of awareness from each other	6.19	Female
						8.46	Male
0.912	0.012	0.084	1	0.084	Authoritarian style	7.58	Female
						7.62	Male
0.028	4.85	69.62	1	69.62	Weak Overseeing Style	10.75	Female
						11.55	Male
0.001	11.21	3638.91	1	3638.91	Aggression	78.29	Female
						72.48	Male
0.0001	52.04	7357.86	1	7357.86	Disorder in Mental Health	33.29	Female
						25.04	Male
0.0001	25.05	189.81	1	189.81	Educational Success	15.57	Female
						14.42	Male

As you can see in the table 9, there is considerable difference between male and female students in factors such as father's participation, lack of awareness from one another, weak overseeing, mental health disturbance and educational success. In another words, female students compare to male students had more educational success, less mental

health disorders, lack of awareness, weak overseeing and aggression.

## 10 Conclusion and Suggestions

What is really important in any family and can have effect upon all family members are styles of parenting and treatments that every parents chooses. These include all mental and psychological situations

of the family, specifically children and adults. Wrong parental models of treatment can be a source of dysfunction in the family and thereby lead to endangering society. Since violence and mental and psychological disorders have largely affected adults, correcting parental methods would largely be helpful to this generation. Of course, apart from this factor, we have to take into consideration all other factors which affect family. These might include factors such as economic and social situation and friends and other family related factors. However, the current situation might not be able to prove some of the related family style variants, but with future research we will be able to reach to the conclusion that parental styles can have a tremendous effect on aggression, education success and mental health of adults in all ages. This research had not been able to reach to the desired conclusion of the researcher, because of lack of strong antecedent. Future research can work on this subject that parental style in all life stages are necessary factors.

According to the drawn conclusions in this research, we suggest the following suggestions for future research in this field:

1- We suggest that in future research, researchers also use adult-parent interview as well.

2- We suggest that a research with the same topic be undertaken in other geographical areas so that its results would be analyzed.

3- We suggest that in future researches other influential variants be checked and their results be compared to the result of the current research.

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