



Relationship between Methods of Parenting Education and Academic Self-regulation in High School Students

Abdul Salam Nusrat Nahooki*, Ayob Dehvari**, Mohamad Sadegh Mohamadi***
Soraya Sepahian****

*Department of Psychology, Saravan Branch, Islamic Azad University, Saravan, Iran

**Department of Elementary Education, Saravan Branch, Islamic Azad University, Saravan, Iran

***Education Management of Saravan, Iran

****Education Management of Saravan, Iran

(Corresponding author: Abdul Salam Nusrat Nahooki)

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ABSTRACT: Family and educational methods of parent are important implications for psychosocial development and range of behaviors, including subjective well-being, health and educational issues of adolescents. The aim of this study was to investigate relationship of resilience and self-regulation of their parenting education in high school students in 2014-2015 academic years in Fanuj city that due to the nature of the subject, this research as descriptive research solidarity. The population consisted of 1,012 high school students of Fanuj city in Sistan-Baluchistan province that sample size was estimated at 278 Morgan and multistage cluster sampling subjects were selected from among students. The analysis of data Pearson correlation coefficient and stepwise regression and T-test for independent groups was used. Instruments included a questionnaire of parenting styles questionnaire is self-regulation. The results showed that there is a significant relationship between educational practices of self-regulation by the significant level $P < 0.01$.

Keywords: parenting styles, authoritarian, permissive, authoritarian, self-regulation

INTRODUCTION

The most important feature of human is socialization of children. (Alizadeh, 2000). Support and the right way of parenting behaviors or acts of kindness, assistance and cooperation of parents toward their children expressed refers, right way of education and parenting that children receive from their parents, leading to significant health is stable, because the relationship between parents and children by providing health conditions for growth and mental development, the social and biological. In fact, just Parenting styles affect growth and mental health. Especially during early period of life, the parents of a child are often the main source for development of a sense of self-esteem and personal control are learning effective ways of communicating with others, providing the correct way. Parents are important factors that contribute to the growth and development teenage characters. Home Mehdi school education is getting the family context of the evolution of human life; there is no institution of family fatefully. Parents and families to help teens cope succeeded in what is necessary to become independent. Children are growing up in the foster family. This means that society placed second in this case. Parents are the most important role as Members of the family are responsible for the upbringing and development of children. The mother plays a special role. Mother is as primary caregiver and the only source of food security and the early years of a child's life, all life and

childhood. Bowlby speaks of it as an attachment and believes that attachment plays a vital role in human life (Burke, 2007). This means that interest not only in childhood but throughout life affect children's behavior and character.

But in addition to this type of education that parents choose for their children's growth and development and implement the lives of their children's future, so that each parent Personnel's working differently than others their children's education and different children in the future people with different behavior, their community has to offer.

Family and parenting style are important implications for psychosocial development and a range of behaviors, including subjective well-being, health and educational problems of adolescents (shock Smith et al., 1995, Chan and Koo, 2009). Responding after parental controls can be used to identify the three types of parenting. These techniques include autocratic or domineering approach that includes mandatory rules and hard and low levels of acceptance.

Authoritative style combines the control and protection and rational Favorites along with the adoption and enforcement of these parents, and how lax they are associated with low levels of control (Simons and Kanjr, 2007). Each style of parenting is separately different outcomes for individuals. Authoritative style is most appropriate method of parenting.

People whose parents had authoritative parenting style, the overall consequences of personal, social and emotional education have shown better (Janas, 2007; Harris and Goodall 2008; Bvgntal and Grvss, 2006). Parents have the motivation and participation from their peers (Lamborn *et al.*, 1991).

Research on parenting style suggests that parents who used harsh patterns, relationships with peers and aggressive behavior have children with. In contrast, parents who are warm and receptive to their style, their children face fewer social problems (Eiser *et al.*, 2005). Undoubtedly, parental educational styles impact on children's development. Adolescence is a period of no growth without that person's life in a state of transition from childhood to adolescence and adulthood as well. This experience is for the first time away from family (Arendt, 2000). Education and parenting styles Parents can play a decisive role in shaping the character of their children.

One of the important structures in this field is self-regulation of academic interest in the subject of motivational structures by which students organize their own learning. Self-regulation is one of the most important predictors of academic success in the learning environment. The theory is based on how students learn self-regulation on the basis of cognitive, motivational and behavioral organize their own (Shank, 2001). This approach is constructive learning process and potential learners are able to control and regulate the learning process. They can be on different aspects of cognition, motivation and behavior as well as environment monitoring, regulation and control exercises. Students with skills in self-regulation, their learning experiences and actively conduct various ways and when necessary, use learning strategies in response to their requirements, characteristics and circumstances alter task and to successful way to stabilize and increase their motivation level while performing their job duties (Zimmerman, 2008).

Taking behaviors parents interact with their children in a manner dependent. While every parent wishes to provide the best facilities in the home may not be the right way they give their children. Children also differ in terms of the needs and characteristics. For each child according to person's unique characteristics of different codes of conduct should apply, there are various styles of parenting.

According to what was discussed here can be inferred that perhaps the educational practices of parents with school children there resiliency and self-regulation; so this research aimed to study in another geographic location with different culture in a region of Baluchistan and the main question of this study is whether relationship between practices parenting education and the self-regulation in high school students of Fanuj city.

The answer to this question can be provided to improve parenting practices, self-regulation to enhance the practical solutions offered and the ultimate success in various fields and to improve student achievement.

Theoretical Principles

Parenting style parenting style consists of two main criteria: the love and parental control. Those behaviors include parental controls, parents are in the service of socialization (social values of the transfer process from parents to children) are children. It acts as ability for parents to guide, stability, ability to withstand adverse behaviors (eg, screaming, pretext, crying, etc.) and use of incentives and strengthening acted. Love also includes intimacy, love, kindness and affection parents.

Parenting styles based on Baumrind's model

Responded in 1967 by studying the interaction of parents with children at home and in the laboratory found that child's behavior pattern is associated with distinct patterns of parental behavior of parents interacting with their children three behavioral patterns identified.

Decisive and reassuring parents (powerful sound)

The parents of this pattern have often with children with love and a warm and intimate relationship. Parents expect their children to the logic control are fair and reasonable, although these parents to respect their children's independence and decision-making. But in general, stand firm in their positions, and the reasons for this belief firmly in their guidance on control by the din of disciplining children guidance, and encouragement of self-determination and independence in children, control of "strong and reliable" of referred to by their parents.

Parents Authoritarian and dictator

Parent power is the first factor that distinguishes this approach from the other two methods. The parents are very demanding and receptive to the needs and desires of children. Verbal messages parent unilaterally and without emotional content. Authoritarian parents often commands when exercising, do not provide reason. The parents of the other parents in the intimidation against undesirable behaviors are moderate.

Among these three methods, parental love and affection to them show less authoritarian manner. In particular, parents rarely leads to happiness in a relationship that is children, participate. They are generally attributed to the efforts of children to protection and care of apathy and rarely use positive reinforcement. Expression of love in this model is at the lowest level. The parents have confirmation, communion and expressed little sympathy towards their children and little evidence of strong ties between mother and child there.

In fact, according to available reports, parents to control their children fear their practices and no understanding between parents and children, there is tyrant. The parents obey their children a good attitude and actions when they are children in conflict with the standards of punishment and coercion to control their children's demands.

In this model, parents are forced to emphasize power and discipline. Masen on Authoritarian parents believe that their children than parents with their warmth, their children are very controlled and alternative power they encourage their children not to defy the rules and their decisions and less with their warm and friendly (Yasaei, 1989).

Permissive parents (permissiveness)

Permissive parents exert less control over their children and their demands are not unreasonable. Love and affection they are moderate. The parent family is very upset. Family activities, irregular and regulations is permissiveness. Parents have little control over their children; also have conflicting attitudes about child discipline. But the seemingly nonchalant parents are sensitive to their children, but do not expect much from them. Lack of reasonable demands and refused to explain why the interview with the child, it is always feature of this method. The parents rarely correct information to their children or provide detailed description. At the same time parents are negligent and oppressive tyrant. They feel guilty and diversion methods used. The parents also often faced with the pretext and complaints to surrender to them.

Self-regulation

Zimmerman *et al.* 2000, Weinstein, *et al.*, (1992) believe that learning self is composed of three dimensions: meta-cognition (self-evaluation, environment and position), goal setting, and self-observation of their activities. In fact this aspect of self-regulation is process of interacting with each other. Zimmerman and Bandura (1994) argue that autonomy includes the observation of their activities, judge the performance itself - response.

The research was conducted in field, Ezhei and colleagues (2011) examined relationship between parenting styles and academic achievement according to mediating role of academic achievement and self-path analysis showed that parenting styles, there is significant relationship between achievement goals and self-efficacy in educational achievement. Shahamat (2010), in a research study of parenting styles and self-regulation to achieve the results that authoritative parenting style is significant predictor of levels of self-regulation. Gerami (2008), in her study of parenting practices and social maturity of students did self-regulation. The results show that logical way of parenting, social maturity and self-regulation and there

is a positive correlation. Kmachali *et al* (2008), in his research about child rearing patterns and the amount of self-regulation and academic achievement, self-regulation and academic achievement to the conclusion that among children with authoritative and reassuring patterns trained, more than self-regulation and the success of authoritarian or permissive parenting children who have a pattern.

The prevailing educational practices in the family and school environments, can other people's psychological characteristics predict the occurrence of many behavioral problems among students avoid. In the self-regulation structures another important concepts in the formation of human character structure can have a decisive role in the future.

According to numerous studies that have been conducted in this area was discussed here, it can be said that students who are high on the resilience and self-regulation should be based on their emotions, particularly depression, anxiety and stress are dominant and they are in control of their behavior and are less likely to develop anxiety and thus enjoy higher academic performance.

RESEARCH METHOD

Given the subject matter and purpose of the present study was descriptive research study is to investigate the relationship between parenting self-regulation of academic high school students was conducted in 2014 at Fanuj city. The study population consisted of 1,012 high school students in Sistan and Baluchestan in Fanuj city. The sample size was estimated at 278 Morgan and multistage cluster sampling subjects were selected from among the students, so that first identified the schools, the number of 8 students (4 girls and 4 boys) is selected from each school and each class 2 class of 17 students are chosen. To be precise sample is selected from class of 23 students chosen to participate in this research are equal to 278 individuals. Both descriptive and inferential statistical analysis conducted by mean and standard deviation of variables descriptive and inferential statistics to answer research questions. Pearson correlation coefficient and stepwise regression and T-independent test were used. Instruments included questionnaire of parenting styles questionnaire is self-regulation.

Parenting Style Questionnaire

This tool is an adaptation of the theory of parental authority responded that based on theory of three loose pattern, authoritarian and authoritative parents to influence patterns and parenting practices is made. The questionnaire used by Esfandiari (2000) and Anonymous (2000) is used. Esfandiari test-retest reliability of this questionnaire is to lose 0.69 to 0.77 authoritarian and authoritative 0.73 has reported.

The retest reliability of the questionnaire loses 0.81 to 0.85 to 0.92 to authoritarian and authoritative parents reported (Bury 1991). He also reported on the validity autocratic father loose inverse relationship with (0.50) and authoritative (0.52).

Self-Regulated Learning Strategies Questionnaire (MSLQ):

Pintrich and De Groot made questionnaire in two parts with 47 self-regulated learning strategies and motivational beliefs (cognitive and metacognitive strategies) are set. Pintrich and De Groot (1990) on the validity of the method of analysis for the scale of self-efficacy beliefs of motivational factors, internal evaluation and test anxiety and self-regulated learning strategies for scale factors of cognitive strategies and metacognitive strategies and resource management won and reliability coefficients efficacy subscales, internal valuation and anxiety, use of cognitive and metacognitive strategies by Cronbach's alpha, respectively, 0.89, 0.87, 0.75, 0.83, 0.74. Mousavi Nezhad (2000) also checked for validity and content validity and factor analysis using three low-

level cognitive strategies, cognitive strategies and metacognitive self-regulation to extract top level. To determine the reliability of above factors as alpha 0.98, 0.79 and 0.84 was reported. In the present study, Cronbach's alpha reliability of statistical methods based on data obtained in pre-test (n = 36) were used respectively for the subscales of self-efficacy, internal valuation and anxiety, use of cognitive and metacognitive strategies 0.85, 0.86, 0.77, 0.84, 0.78. The validity by three university professors were reviewed and approved.

RESULTS

As Table 1 shows, the styles of parenting logical way are better. The resiliency and self-regulation are at an acceptable level.

Testing research hypothesis

The hypothesis is as follows:

- "There is significant relationship between parenting styles ordering students."

Table 1: Variables of self-regulation parent parenting students.

Statistics	Permissive	Autocratic	logical	Parenting	Self-regulation
Mean	13.99	13.65	15.87	42.54	186.92
Standard deviation	5.17	4.58	4.76	12.14	28.80
Variance	26.81	21.006	22.69	147.51	829.93

Table 2: Relationship between parenting practices discipline of students.

Variables	Frequency	Mean	SD	Correlation coefficient	Sig.
Parenting practices	278	42.54	12.14	0.73	0.001
Self-regulation of students	278	186.92	28.80		

As can be seen in Table 2 was 0.73 the value of the correlation coefficient is significant 0.001. Since the acceptable level significantly lower than 0.05. Therefore, we conclude that the parenting style-parent discipline of students there is a significant positive relationship.

DISCUSSION AND CONCLUSION

The correlation coefficient was 0.73 the amount on the surface is a significant 0.001 since the acceptable level significantly lower than 0.05. Therefore, we conclude that the practices parenting ordering students there is a significant positive relationship that with the findings of Ezhei and colleagues (2011), Gerami (2008), Kmachali and colleagues (2008), Shahamat (2010) and Lazarus (2004) are consistent. In the study conducted by the non-aligned results found. So it can be said that each of the components of effective educational practices in anticipation of self-regulation. So in each family for the upbringing of children from certain practices used to that type of parenting style depends on the understanding and the knowledge and experience of parents.

Although many parents believe themselves to apply best practices training, but in the not too distant future problems are the result of the training is the same kind of style that have taken advantage.

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