THE RELATIONSHIP BETWEEN PARENTING STYLE AND BEHAVIORAL PROBLEMS IN PRESCHOOLERS OF SHADEGAN CITY

*Majid Naeimavi, Gholam Hossein Maktabi, Khalil Tofanizadeh and Hamdan Rahimi
Shahid Chamran University of Ahvaz, Ahvaz, Iran
*Author for Correspondence

ABSTRACT
Children's behavioral disorders are prevalent and disabling disorders that for teachers, parents and children themselves can make many problems associated with many social problems. The aim of this study was to investigate the relationship between parenting style and behavioral disorders in preschool children in the Shadegan city. The method used in this study, is the correlational (descriptive). The sample consisted of 40 mothers of preschool children in Shadegan city with an available sampling have been selected. To measure the variables in the study Connors behavioral disorders questionnaire (parent form) and Bamirind parenting questionnaires used. To analyze the data, Pearson correlation analysis used. The results showed that there is no significant relationship between parenting style (permissive and logical authoritative) and behavioral disorder at 0.001. In addition, there is significant relationship between the style of parenting (authoritarian) and behavioral disorder at 0.001. The ways in which parents are educating their children, play an essential role in providing mental health of their children, in light of the healthy relationship that the child's needs and to provide the satisfaction of knowing they initiated.

Keywords: Parenting Style, Behavioral Disorders, Preschool Children

INTRODUCTION
Emotional intelligence is the newest developments in the field of understanding the relationship between cognition and emotion. In fact, the concept of a set of skills and social competencies encompasses the individual's ability impact on identify, understand and manage emotions, problem solving and adaptability and effectively adapt a person with needs, the pressures and difficulties of life (Bar–on, 2006).
Problem intelligence as an essential characteristic of individual differences among human beings since the beginning of recorded history humans has considered (Wong, 2003). Sulloway and Mayer (1999) first proposed the term emotional intelligence. Emotional intelligence as the purpose of those aspects of individual behavior is entirely rational abilities and his thinking is different (Bradbry and Graves, 2001.) Self-efficacy as one of the most important components of success and self-adjustment placed in the area of positive psychology (Snaydr and Lopez, 2002). Self-efficacy theory rests on the hypothesis that individual's belief about their abilities and talents has good effects on actions and it is most important determinant of behavior (Bandura, 1997). Confidence self-efficacy run the person's behavior and is waiting for the results (Chak and Bandura, 2004), Wolters (2004) study showed that self-efficacy could favorably improve student academic performance.
Attitudes and religious beliefs have a significant positive impact on the life. Behaviors such as trust in God, prayer, pilgrimage can by creating hope and encourage positive attitudes, would be the individual's inner peace. Meaning and purpose in life, a sense of belonging to a source of the sublime, hope to assist God in a stressful problem, to benefit from social support and spiritual and all are the ways that religious people against disaster and stressful pressure of life can suffer less (Yang and Mao, 2007).
Belief in the God who controls the situation and monitoring servants, reduce the anxiety associated with the situation, as most believers, their relationship with God, like a very close friend described and they believe that it is possible by reliance and resort to God, control the effect of uncontrollable events (Fontologys, 2008).
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Research (Mischel, 1990; Techann, 1994, quoted Homae, 2007) shows that people who have high persistence, perseverance and patience and have more control over their emotions, show higher self-efficacy in life. In addition, Peterides et al., (2007) believe that students who have high emotional intelligence scores show better academic performance because their self-efficacy and self-esteem has been very favorable. According to these studies, emotional intelligence creating self-control skills, perseverance and effort that creates in person, can feel self-efficacy and confidence in males and females, increases during childhood and adolescence, peaks in middle age and drops later age 60 (Gekas, 1988; Lachmn, 1985).

Self-efficacy beliefs in the people effort and their patience in the face of adversity and affects their anxiety. Pakhars and Valyn study (1997) showed that the self-efficacy of fifth-grade class was more powerful in writing skill: had less writing anxiety and higher levels of performance in the field of writing. In the past two decades, psychology, religion and spiritual issues, are increasingly of interest to psychologists. Most studies in the religion psychology were research on the relationship between religion and spirituality and mental health.

In most of these studies, there was a positive correlation between religious beliefs and spirituality with mental health. For example, Wild and his colleagues have shown that 20 to 60 percent of adult mental health variables to explain religious beliefs (Vildov and Jasf, 1997).

In another study, Winfield showed that in a sample of 1,650 people with an average age of 50 years there is a positive relationship between religious attitudes and mental health. Therefore, it seems that the religious and moral and religious behavior as part of personality traits considered and should paid to the relationship with other psychological constructs. On the other hand, psychologists who have studied in the field of psychological constructs, emotional intelligence have considered an important factor in the lives of individuals and the use of religious and moral principles highlighted in their development (Rostami, 2004.)

Emotional Intelligence as a set of non-cognitive abilities effects on knowledge, skills, and the ability to cope successfully in different environmental conditions (Bar-On, 1997). Emotional intelligence in shaping, developing and maintaining effective human interaction play important role and generally, one of the main factors of emotional intelligence is that one how and when and in what form used strategies communication.

Emotional intelligence is a set of non-cognitive abilities that increase individual's ability to cope with environmental demands and pressures. Emotional intelligence is a collection of capabilities, such as self-awareness, empathy, self-regulation, self-motivation and social skills that affect individual's behavioral functions (Goleman, 1995). Another important factor that can affect student academic performance is self-efficacy. armour (1976) for the first time student's self-efficacy as students can control their functions has defined.

Askalvik (2009) of self-efficacy is closer to the Bandura's definition. They believe the student self-efficacy as its ability to organize and carry out the necessary activities to do specific tasks in the field of education. Confidence self-efficacy is the person run specific behavior with the opportunity and is waiting for the results (Chak and Bandura, 2004), Wolters (2004) study showed that self-efficacy can favorably improve student academic performance.

The aim of this study was to investigate the relationship between parenting style and behavioral disorders in preschool children of Shadegan city. The overall goal has developed based on the following hypothesis:

1. There is a significant relationship between parenting style and children's behavioral disorders.
2. There is a significant relationship between parenting style (permissive) and children's behavioral disorders.
3. There is a significant relationship between parenting style (authoritarian) and children's behavioral disorders.
4. There is a significant relationship between parenting style (logical authoritative) and children's behavioral disorders.
MATERIALS AND METHODS

Methodology

The method used in this study, is the correlational (descriptive). The aim of this study was to investigate the relationship between parenting style and behavioral disorders in preschool children. The sample consisted of 40 mothers of preschool children in Shadegan city in academic year 2014-2015 with an available sampling selected.

In this study, the following tools used to measure the variables under study:

**Baumrind Parenting Scale**

Conner's Parenting Rating Scale- parent's Short Form

Baumrind parenting scale is an adaptation tool of the theory of parental authority based on Baumrind theory of permissive, authoritarian and logical authoritative of parents to study the influence patterns and parenting style is built. The questionnaire consists of 30 articles, 10 articles as permissive way, 10 articles as authoritative way and 10 articles as logical authoritative way parents concerned in child training.

In this study, subjects were subjects mothers that have to study each of articles comment marked × according to a 5-degree scale (strongly disagree, disagree, almost disagree, agree and strongly agree) specified that later, in the order of zero to 4 scored and total scores, three separate score on permissive, authoritarian and logical authoritative obtained for each subject. Bury (1991) reliability of this questionnaire with retest 0.81 for permissive 0.85 for authoritarian and 0.92 for logical authoritative of parents reported. He is also about the validity of the questionnaire the results were reported. Authoritarian without mother is inversely related to permissive (-0.38) and his logical authoritative (-0.48). Father authoritarian is inversely related to permissive (-0.50) and logical authoritative (0.52).

In the present study, to determine the reliability of parenting questionnaire two method Cronbach's alpha and split-half for the entire questionnaire was used coefficients respectively, 0.81 and 0.77, and the coefficients of the subscales of this questionnaire is shown in Table 1.

Table 1: Parenting scale reliability coefficients using Cronbach's alpha and split-half methods in research

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach's alpha</th>
<th>Split-half</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permissive</td>
<td>0.62</td>
<td>0.40</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>0.84</td>
<td>0.94</td>
</tr>
<tr>
<td>Logical authoritative</td>
<td>0.61</td>
<td>0.95</td>
</tr>
<tr>
<td>Whole Tools</td>
<td>0.81</td>
<td>0.77</td>
</tr>
</tbody>
</table>

As seen in Table 1, the reliability of this tool for the entire questionnaire and all its subscales has high level. The range of reliability coefficients for different subscales, using Cronbach's alpha from 0.61 to 0.84 and for all articles tool 0.81, split-half for the subscales ranging from 0.40 to 0.95 and for all tool articles 0.77.

Bora (1991) to investigate the reliability and validity of questionnaire used (differential) method and observed that authoritarian style has a negative relationship with the ease of practices (r =-0.38) and logical authoritative (r =0.48); and easy way had no significant relationship with logical authoritative style (r =0.38). In Iran, Esfandiari (1995) reliability and validity of the questionnaire has reported good. In the present study also responded to questions about the criteria used to determine the validity parenting and validity were 0.62 at the 0.001> p was significant.

Conner's behavioral problems scale parent-form built in 1996 by Conner. The tool consists of 48 items that will completed by the child's parents. Parents, in the form of questions based on Likert scale rating using 4 options so the range of scores for each question are scored from zero (not true at all, or hardly ever) to 3 is strongly true, or often almost always is variable. Qadiri (1998) reliability coefficient of Connors behavioral problems scale (parent form) obtained 0.36. In the present study to determine, the reliability of Connors behavioral problems (parent form) of Cronbach's alpha and split-half used for the entire questionnaire coefficients is respectively, 0.91 and 0.85 as shown in Table 2.
As seen in Table 2, reliability coefficients using Cronbach's alpha and split-half method is acceptable and reflects the high internal consistency of the questionnaire. The range of reliability coefficients for the entire tool 0.91 and by split-half for the entire tool is 0.85. Validity of questionnaire by the Institute of Cognitive Science 0.85 reported (Alizadeh, 2005). In the present study to determine the validity of Connor's behavioral problems questionnaire (parent form) criterion questions used and validity were obtained 0.58 at 0.001> p was significant.

Statistical Methods of Data Analysis

In this study, the significant level intended p < .05. As well as for data analysis, SPSS 18 software and statistical methods used:
1. Cronbach's alpha, split-half for determination of reliability
2. The descriptive statistics (such as mean, standard deviation, minimum and maximum) for a preliminary analysis of the data
3. Pearson correlation coefficient

RESULTS AND DISCUSSION

Results

Table 3 shows the mean, standard deviation, minimum and maximum scores in the scale of parenting.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Subjects</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Maximum</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>parenting scale</td>
<td>Permissive</td>
<td>25.45</td>
<td>3.52</td>
<td>34</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Authoritarian</td>
<td>7.90</td>
<td>1.79</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Logical</td>
<td>23.80</td>
<td>2.60</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>authoritative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows the mean, standard deviation, minimum and maximum scores of Connors behavioral disorders (parent form)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Maximum</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connors behavioral disorders</td>
<td>43.15</td>
<td>14.56</td>
<td>69</td>
<td>46</td>
</tr>
</tbody>
</table>

Hypothesis 1: There is a significant relationship between parenting style and children's behavioral disorders.
Hypothesis 2: There is a significant relationship between parenting style (permissive) and children's behavioral disorders.
Hypothesis 3: There is a significant relationship between parenting style (authoritarian) and children's behavioral disorders.
Hypothesis 4: There is a significant relationship between parenting style (logical authoritative) and children's behavioral disorders.
Table 5: Correlation coefficient of parenting style (permissive/authoritarian/logical authoritative) and behavioral disorder

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation coefficient</th>
<th>Significance level(Sig)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting style</td>
<td>0.07</td>
<td>0.66</td>
</tr>
<tr>
<td>Behavioral disorder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to Table 5 correlation coefficient between the two variables parenting style and behavioral disorders is 0.07, which is not significant at 0.05 to, so the first hypothesis is not confirmed that is there is not significant the relationship between parenting style and behavioral disorders.

Table 6: Correlation coefficient of parenting style (permissive) and behavioral disorder

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation coefficient</th>
<th>Significance level (Sig)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permissive parenting style</td>
<td>0.31</td>
<td>0.06</td>
</tr>
<tr>
<td>Behavioral disorder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to Table 6 correlation coefficient between the two variables permissive parenting style and behavioral disorders is 0.07, which is not significant at 0.05 to, so the second hypothesis is not confirmed that is there is not significant the relationship between permissive parenting style and behavioral disorders.

Table 7: Correlation coefficient of parenting style (authoritarian) and behavioral disorder

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation coefficient</th>
<th>Significance level (Sig)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative parenting style</td>
<td>0.35</td>
<td>0.02</td>
</tr>
<tr>
<td>Behavioral disorder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to Table 7 correlation coefficient between the two variables authoritarian parenting style and behavioral disorders is 0.35, which is not significant at 0.05 to, so the third hypothesis is confirmed that is there is significant the relationship between authoritarian parenting style and behavioral disorders.

Table 8: Correlation coefficient of parenting style (logical authoritative) and behavioral disorder

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation coefficient</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>logical authoritative parenting style</td>
<td>0.04</td>
<td>0.78</td>
</tr>
<tr>
<td>Behavioral disorder</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to Table 8 correlation coefficient between the two variables logical authoritative parenting style and behavioral disorders is 0.04, which is not significant at 0.05 to, so the fourth hypothesis is not confirmed that is there is not significant the relationship between logical authoritative parenting style and behavioral disorders.

Discussion and Conclusion
The results of analysis of the Pearson correlation coefficient, the first hypothesis was not confirmed that there is no significant relationship between parenting and behavioral disorders according to the results of hypothesis 1 and the second and third hypothesis of research do not confirm. The research that done on the relationship between parenting and behavioral problems can point out Astm Shock et al., (2000) that the relationship between parental practices and behavior problems in early-aged schoolchildren showed. Research Rice et al., (1995) showed that 60% of aggressive behavior in children based on parents' negative behaviors is predictable.

The reasons for rejecting the first hypothesis, second and fourth of study is that children in school are required to implement the rules consistent and more lawful in school than the house has less freedom.
Teacher because more children has less supervision than their parents and the teachers less time spent with their children, hence children have a lower incidence of the behavior disorder unless acute problem or related to educational affairs of child.

Children who rose in a family with strong style, which has less behavioral disorders, this result will be in line with similar studies conducted in Iran. The results of testing this hypothesis are consistent with the results Hopper (1996) and Tafirt (1998) and Pour (2009). In addition, according to the results of the Pearson correlation coefficient the third hypothesis confirmed, the third hypothesis confirmed. The results of testing this hypothesis are consistent with the results of Zeynali et al., (2010), Danesh (2011). Studies have shown that prevention and education plays an important role in the control of behavioral problems. Meanwhile, the family is a major social and cultural center and plays an important role in the prevention of traumatic issues of the future, therefore the correct training, parenting style helped to decrease behavioral disorders. One of the limitations in this study is selecting the population among mothers with pre-school children, which reduces the strength of its generalization. However, the results of this research more explain family need to develop training programs for officials. Programs familiar parents with different aspects of parenting style and its consequences regarding the benefits of authoritative parenting style emphasis on education and promote it more. The findings of this study may be necessary to intervene for the prevention and control of behavioral disorders among preschool children.

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