

INVESTIGATING THE RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL GROWTH AMONG HIGH SCHOOL STUDENTS IN KERMAN

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ABSTRACT

The main purpose of this research is investigating the relationship between parenting styles on children's social development in high school students in district 2 of Kerman. The population of the study was male and female high school students in district 2 of Kerman. The study sample consisted of 50 high school students in Kerman (district 2). Random sampling was a sampling technique in this study. In this case, 25 boys and 25 girls were selected. In this study, methods for assessing parenting practices was Diana Bamrind Parenting Scale and Vienland scale was used for measuring social development. The data obtained by these methods were calculated by descriptive and inferential statistics. The results showed that there is a significant relationship between authoritative parenting styles and social development and the permissive and authoritative parenting styles had no impact on the social development.

Keywords: *Parenting Styles, Social Growth, Permissive, Authoritative, Authoritarian*

INTRODUCTION

The social emotional development of a child influences many attributes of a young child's life, and parenting plays an important role in how each child acquires developmentally appropriate social and emotional skills. There are three types of parenting styles. Authoritative parents tend to develop clear guidelines and expectations for their children, while providing lots of nurturing and love. They are consistent with rules, but can be flexible too. Authoritarian parents tend to set high standards and guidelines, and obedience is required. Authoritarian parents equate love with success and are not as nurturing as the other two styles of parenting. Permissive parents have little or no expectations for their children. They often view their children as friends and have few limits imposed.

Family is the most important and oldest social units of the institution called marriage (Ghanadan, 2004). Educational methods, handling of children by parents, are one of the most important factors in the emergence of behavior problems in children. Parents often do not have sufficient information and knowledge about the way they train their children. This is due to poor parenting, cultural, partial custody of either one parent or family quarrel or separation from parents. Children during socialization experience the kindness, friendship, sacrifice, anger, hatred, jealousy, suspicion and revenge, along with their parents and their siblings (Ahadi and Jomhori, 2001). At first, the baby is found to be dependent on others and the parents are incapable of providing both physical and psychological needs and requirements. But with the development of physical, mental and emotional attachment to the child slowly and their dependency alters and elsewhere will depend only on himself (Seif- Naraghi, 2001). Parents and children as a family try to pattern and behavior that are consistent with them (Khadem, 2004)

Because of the important role of parents in children's and Children modeling, Parents familiar with the proper methods of child rearing and how to deal with children, is so useful for mental health and family relationships, so it leads us to further investigate these patterns family. To improve parenting practices, better social development of children and applying proper methods and logical attitude from parents reveals the importance and necessity of this study. This study examines the relationship between parenting styles and children's social development and specifies which child rearing method leads to higher social development. The main question in this research is:

Is there a significant difference between parenting styles and children's social development?

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The research hypotheses are:

- 1-There is a significant difference between permissive parenting styles and children's social development.
- 2-There is a significant difference between authoritarian parenting styles and children's social development.
- 3- There is a significant difference between authoritative parenting styles and children's social development.

MATERIALS AND METHODS

Methodology

The population of the study is male and female high school students in district 2 of Kerman. The study sample consisted of 50 high school student in Kerman (district 2). Random sampling is a sampling technique in this study. In this case, 25 boys and 25 girls were selected. In this study, for assessing parenting practice, Diana Bamrind Parenting Scale and for measuring social development, Vienland scale is used.

Scale Parenting Practices: The initial view of a questionnaire to measure parental authority has (1971) three levels including authoritative, authoritarian and permissive (Buri, 1991).

The first authoritative 48 questions questionnaire was prepared, however, the scale of 48 questions, 36 questions were evaluated by 21 experts in the field of educational psychology. Bamrind was selected to the expression of three perspectives and finally 30 questions were replaced. Each of the 10 questions on parenting is one of the three styles (Han and Braken, 1993).

The questionnaire has been translated into Persian by Esfandyari (1995). The results revealed that the questionnaire was valid. In Esfandiari research (1996), the reliability was obtained for to be authoritative style (0. 77), for authoritarian (0. 73) and for permissive style (0. 96). In Buri research (1991), the reliability was obtained for authoritative style (0. 86), for authoritarian (0. 88) and for permissive style (0. 81). This questionnaire is valid as he has reported it. In this study, content validity of this instrument was reported by ten acceptable experts. In the present study, Cronbach's alpha was 0. 89.

Vienland Social Maturity Scale: Vienland scale is one of the measurements that measure one's ability to meet its operational needs and responsibilities. This scale is from birth to age 25 Zamyad used test-retest method for checking the reliability. He executed the scale for two weeks twice. The results showed that the reliability coefficients for socialization were 94% and for communication skills and daily living skills was 95%. The coefficients indicate substantial reliability for this scale.

For the analysis of raw data obtained from the questionnaire we use descriptive statistics such as mean, standard deviation and variance. Since the objective of this study was to explore the relationship between parenting practices and children's social development and because the data is in interval scale, PEARSON correlation coefficient is used.

RESULTS AND DISCUSSION

Discussion

Description of Test Scores Obtained from Vienland Social Development and Parenting

The results of parenting: A sample size of 50 patients was reviewed, among which 41 of them had permissive style, 6 of them had authoritarian style and 3 of them had authoritative style.

Table 1: Frequency distribution of parenting styles

Group	Percentage	Frequency
Permissive	82	41
Authoritarian	12	6
Authoritative	6	3
Total	100	50

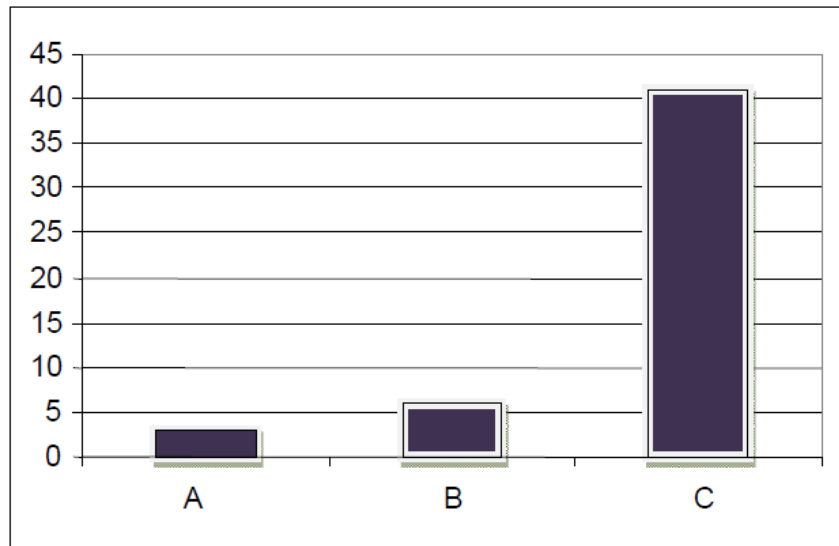


Figure 1: A bar chart of the distribution of parenting styles (A: authoritative style, B: authoritarian style, C: permissive style)

Frequency distribution of scores for social development, permissive parenting, authoritarian parenting style, and Authoritative parenting style is shown in Table 2, 3, 4, and 5.

Table 2: Frequency distribution of scores for social development

Categories	F	CF	XC	FXC	FXC ²	X ¹	FX ¹	FX ²
70-72	3	3	71	213	15123	-6	18	108
73-75	3	6	74	222	16428	-5	15	75
76-78	4	10	77	308	23716	-4	16	64
79-81	5	15	80	400	32000	-3	15	45
82-84	4	19	83	332	27556	-2	8	16
85-87	5	24	86	430	36980	-1	5	5
88-90	8	32	89	712	63368	0	0	0
91-93	7	39	92	644	59248	+1	14-	7
94-96	7	46	95	6650	63175	+2	14-	28
97-99	4	50	98	392	38416	3+	12-	36
Total		50			376010		44-	384

Table 3: Frequency distribution of scores permissive parenting

Categories	F	CF	XC	FXC	FXC ²	X ¹	FX ¹	FX ²
9-11	8	8	10	80	800	-2	-16	32
12-14	8	16	13	108	1352	-1	-8	8
15-17	14	30	16	224	3488	0	0	0
18-20	6	36	19	133	2725	+1	+7	7
21-23	6	43	22	123	2904	+2	+12	24
24-26	4	47	24	100	2500	+3	+12	37
27-29	2	49	28	56	1568	+4	+8	32
30-32	1	50	31	31	961	+5	+5	25
Total		50		860	17189		+20	164

Table 4: Frequency distribution of scores on authoritarian parenting style

Categories	F	CF	XC	FXC	FXC ²	X ¹	FX ¹	FX ²
10-13	9	9	11.5	102.5	1190.5	-1	-9	+9
14-17	15	24	15.5	232.5	3603.75	0	0	0
18-21	11	35	19.5	214.5	4182.75	+1	11	11
22-25	8	43	23.5	188	4418	+2	8	16
26-29	4	46	27.5	82.5	2268	+3	3	9
30-33	3	48	31.5	63	1984	+4	8	32
34-37	1	50	35.5	72	2520	+5	10	50
Total		50		954	20168		31	127

Table 5: Frequency distribution of scores for Authoritative parenting style

Categories	F	CF	XC	FXC	FXC ²	X ¹	FX ¹	FX ²
15-18	5	5	16.5	66	1098	-2	-8	16
19-22	6	10	18.5	129.5	2395	-1	-7	7
23-26	10	21	24.5	220.5	5402	0	0	0
27-30	6	26	28.5	171	4873	+1	6	6
31-34	8	34	32.5	270	8450	+2	16	32
35-38	7	41	36.5	255	9325	+3	21	63
39-42	6	48	40.5	283	3960	+4	28	112
43-46	2	50	44.5	89	11481	+5	10	50
Total		50		1475	46978		+66	286

Research Hypothesis Testing

The first research hypothesis: There is a significant difference between permissive parenting styles and children's social development.

Statistics in table 6 was calculated to evaluate the hypothesis.

Table 6: Statistics related to the first research hypothesis

T value		d. f	T	Correlation coefficient
0.01	0.05			
2.70	2.2	48	1.73	0.228

There is no significant relationship between Permissive parenting styles and children's social development. Because t computed is smaller than t value (table) thus the hypothesis is rejected and the null hypothesis is confirmed.

The second research hypothesis: There is a significant relationship between authoritarian parenting style and social development.

Statistics in the table 7 was calculated to evaluate this hypothesis.

Table 7: Statistics related to the second research hypothesis

T value(table)		d. f	t	Correlation coefficient
0.01	0.05			
2.70	2.2	48	0.321	-0.45

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There is no significant relationship between authoritative parenting style and children's social development. Because t computed is smaller than t value (table) so the hypothesis is rejected and the null hypothesis is confirmed.

The third research hypothesis: There is a significant relationship between authoritarian parenting style and social development.

Statistics in the table 8 was calculated to evaluate this hypothesis.

Table 8: Statistics related to the second research hypothesis

	T value(table)	d. f	T	Correlation coefficient
0. 01	0. 5			
2. 70	2. 2	48	5. 58	0. 63

There is a significant relationship between authoritarian parenting style and children's social development. Because t computed is bigger than t value (table) thus this hypothesis is confirmed and the null hypothesis is rejected. Because the correlation coefficient obtained is positive, Correlation between two variables is direct so between authoritarian parenting style with children's social development, there are significant differences.

Conclusion

Child birth is like wax figures that are shaping by its parents, these are parents who consciously or unconsciously shape the personality of the children by their behaviors. And, it is obvious to everyone that the foundation pillars of character are formed on the base, named family. They grow their children with a method of parenting. In this study, 50 students were selected from high school. The researcher uses two standardized tests; one of them a test of the social development and the other Vienland test parenting style is used. And then calculate the statistical data obtained from both tests with the help of descriptive and inferential statistical methods, the result is that the third hypothesis was confirmed and proved. The other two hypotheses were rejected. Thus the permissive and authoritative parenting styles had no impact on the social development and only authoritarian parenting style has been effective. These findings suggest that there is a significant relationship between authoritative parenting styles and social development.

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