

THE RELATIONSHIP BETWEEN PARENTING STYLES AND OPPOSITIONAL DEFIANT OF FIFTH GRADE MALE STUDENTS OF SHADEGAN CITY

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ABSTRACT

Behavioral disorders in children that usually appear as incompatibility and abnormal and immoral or anti-social behaviors result from the parents' education and conducts. The general objective of this study was to investigate the relationship between parenting styles and oppositional defiant of the fifth-grade male students of Shadegan. This is a correlational (descriptive) study. The instruments of the study were the parenting and oppositional defiant questionnaires. Simple random sampling used to select the fifty fifth-grade male students of Shadegan. The participants answered the two questionnaires. Pearson's correlation coefficient was used to analyze data. Results of the study showed that there is not a significant relationship between parenting styles and oppositional defiant (permissive and logical authoritative) and oppositional defiant at 0.001 level of significance. Moreover, there is a significant relationship between oppositional defiant and authoritarian parenting at 0.001 level of significance. Styles that parents apply to educate their children play a crucial role in children's mental health.

Keywords: Parenting, Oppositional Defiant, Male Students, Shadegan

INTRODUCTION

The experiences of the first years of life underlie individuals' mental health or illness (Mash & Barkley, 2002). The family is the first and most stable that is known as the infrastructure of personality and children's future behaviors if not in all societies, at least in most of them as and even according to many psychologists, the root causes of several personality disorders and mental diseases can be considered in the early education (upbringing) of family (Beirami, 2009). That usually appear as incompatibility and abnormal and immoral or anti-social behaviors result from the parents' education and conducts. Recently, scholars of education have turned attention largely to the issue of parenting. By parenting, we mean styles that parents employ in dealing with their children. Baumrind (1996) studied parents' interaction with children and found that there is a relationship between parents' behavioral differential patterns and children's behavioral patterns. He specified parents' behavioral patterns in interaction with children: 1) logical authoritative and reassuring parents: these parents usually love their children and have a warm relationship with them. While controlling children logically, the parents expect them to behave wisely and logically. They are unreasonable to their children and do not give significant freedom to the children in a certain framework. 2. Authoritarian and dictator parents: in this pattern, parents emphasize on forceful power and discipline. Masen believes that authoritarian parents have less warmth and affection to their children, control their children significantly and use power to them (Masen *et al.*, 2001). 3 Permissive parents: they do not control their children and do not have expectation from them and are warm and intimate. Such parents do not have order in home. They are not serious in punishing or rewarding to their children. As behavioral disorders affect all individual and social aspects of children, any attempt to determine, identify, prevent, control, treat, and improve mental health of society is valuable (Najafi, 2009). Several studies show that risky family factors, such as inefficient parenting of parents are powerful predictor of growth and children and adolescents' affective and behavioral problems (Pour, 2009).

One of the psychological problems in children is oppositional defiant disorder (ODD) that described as a persistent and recurrent pattern of negative behavior with defiant, defiant and hostile behaviors to the authorities. This disorder disturbs children's academic performance and social relations and leads to the

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feelings of incompetency and depression. Children's disobedience and defiance is an inevitable stage of their growth. The most striking oppositional behaviors emerge between 18 and 24 months and culminate in the three old year's children. The situation finds pathological aspect when it becomes abnormal in terms of persistence or intensity and its frequency increases, and in other words, it is not compatible with children's growth and age (Amini, 2004). Disobedience-defiance disorder is one of the externalized disorders, in which "inefficient styles of parents" mentioned as the main etiological factors (Steiner & Remsing, 2007).

Oppositional defiant disorder is one of the most common mental disorders with a prevalence of 2 to 16% in preschool or early school age and occurs at the pre-adolescence stage. According to the fourth revised definition of Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-IR), oppositional defiant disorder is a negative stability pattern, disobedience, defiance, hostility and rebellion against authorities. This disorder exhibit itself with factors such as anger, disputing with adults, actively defying rules and wishes of adults or no cooperation with them, deliberately to upset others, blaming others for their mistakes and misconduct, irritability and petulance, annoyance, ruffle and malice and revenge (Sadok, 2003Y; translated by Rezaei, 2010). The incidence of oppositional defiant is seen among both genders of male and female but the prevalence of these behavioral problems among males is higher than females that results from the inherent differences between the genders (Deklin *et al.*, 1999; Barlow & Stewart-Brown, 2000). Children with this disorder often dispute with adults, often are outraged, insult and often are angry, weary and irritable. Often, such children actively disregard their parents' wishes, deliberately annoy others, and blame others for problems and mistakes (Beena, 2002; Bradly, 2002).

For accurate diagnosis of children with oppositional defiant, disorder should be a separate assessment by parents and educators of children interviewed. In an interview with the parents of the child's behavior, developmental history, medical history, parent-child interaction, parental characteristics studied (Aghaee *et al.*, 2011). The factors that contribute to the creation of behavioral problems and oppositional defiant disorder may be a combination of genetic or biological characteristics and tendencies of children, dysfunctional parenting practices, social and environmental against effects conditions and personality traits interact with children named (Beihaan and Kurr, 2000; Dick *et al.*, 2005).

Behavioral disorders, lead to performance failure in school, education and family and may eventually lead to academic failure and expulsion from school and criminal behavior and origin of the long adverse consequences (Evans, 2005). Due to the influence of parenting style on personality, the researchers studied the views of parents about child-rearing, parenting style based on two dimensions "receptivity-respondents" "expectation-control" category and the combination of these two dimensions four have introduced child-rearing practices. Which are; 1 "high control, high affection" related to strong parental 2 "Low control, high affection" for the neglectful parents 3 "high control, low affection" for authoritarian parents 4 "Low control, low affection" for the parents negligent.

Merind focused on three ways, powerful, permissive and authoritarian (Eini, 2006; quoted from Danesh, 2011) with Merind preliminary research, it became clear that powerful parenting during the years of childhood and adolescence with high self-esteem, social maturity - moral and academic achievement are related. Research showed that this style might increase or decrease positive or negative behaviors in children. Powerful parenting related to positive development outcomes, such as higher academic achievement, greater self-reliance, higher self-esteem, less behavioral symptoms and better relationships with peers. Permissive style related to delinquency, aggression, sexual behavior and sexual misconduct early and authoritarian style with the outcome of internal and external behavioral and and functioning emotional low levels (Stepnberg *et al.*, 2002; quoted Danesh, 2011). Danesh (2011) showed that parents' lack of knowledge to proper training methods and the use of arbitrary and draconian methods without regard for the rights, children's feelings can have raise anger and hatred toward one's self and others.

Zeynali *et al.*, (2010) also found a direct positive relationship between authoritarian parenting style and negative correlation of authoritative parenting style with the talent addiction in children and concluded powerful parenting style, is the most efficient style in terms of reducing vulnerability for addiction children. Pour (2009) achieved results, which show that teach positive parenting program to mothers lead

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to a change in parenting style in mother have children with oppositional defiant disorder. Beirami (2009) to evaluate the efficacy of life skills training on reducing the severity of symptoms oppositional behavior disorder and defiant ten-year-old male students in Nahavand city effectiveness of this program in reducing symptoms of disorder considered.

Astrm *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.

This effectiveness shown in several studies (Kerr, 2006; quoted Abbasi Makvand, 2009). Parents who accept their children's strengths and weaknesses, considered clear and acceptable criteria for them, and support them in achieving those standards, cause children to grow their children's self-esteem (Kurr, 2004; quoted from Danesh, 2011). Family factors and marriage serious conflicts create stubbornness and defiant has a significant impact (Dunn *et al.*, 1995). According to research findings, the type of relationship the child - parent, including the factors that influence the disorder, so that in the meantime, strict discipline by parents or contradictory instructions from them in the development of this disorder is very important. Happer (1996) and Tafrat (1998) teach some life skills such as cooperation in the group, explaining, listening through modeling techniques, coaching and playing a role in reducing or eliminating behaviors like aggression and excitement of children and adolescents with behavioral disorders considered effective.

The aim of this study was to investigate the relationship between parenting style and oppositional defiant in fifth-grade male students of Shadegancity. The overall goal has developed based on the following hypothesis:

- 1 There is a significant relationship between parenting style and defiant.
- 2 There is a significant relationship between parenting style (permissive) and defiant.
3. There is a significant relationship between parenting style (authoritarian) and defiant.
4. There is a significant relationship between parenting style (logical authoritative) and defiant.

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 oppositional defiant in fifth-grade male students. The study population included all fifth-grade male students in the academic year 2014-2015 in Shadegan city. The study sample consisted of 50 patients by random sampling selected. In this study, the following tools used to measure the variables under study:

A) Oppositional Defiant

B) Baumrind parenting

In this study, to evaluate and diagnosis of oppositional defiant oppositional defiant Questionnaire used. The questionnaire by Harada et al in 2004 in Japan made. Oppositional Defiant Questionnaire (ODD) had 18 articles and by the parents or guardians of children filled.

Each questionnaire has the option, "rarely, once or less a month," "sometimes, once a week" "often, twice or three times a week," "Always, four times a week or more" and the weight of 3,2,1,0 for each option considered respectively.

Scores ranged from 0 to 54 and are based on the responses of parents and guardians, if the score obtained is more than 20 oppositional defiant disorder will be determined and score is closer to 54 the severity of the disorder become more.

In the present study, to determine the reliability of oppositional defiant questionnaire Cronbach's alpha and split-half was used and for the entire questionnaire coefficients respectively was 0.87 and 0.90, and the coefficients of the subscales of this questionnaire is shown in Table 1.

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

Scale	Cronbach's alpha	Split-half
Oppositional defiant	0.78	0.90

As seen in Table 1, range reliability coefficients for the entire tool 0.87 and by split-half for entire tool is 0.90. In Iran Naghdi (2013) has reported reliability and validity of the questionnaire good. For calculating questionnaire validity (OBDI) Children Depression Inventory (CADS) Janbozorgi (1999) and Spielberger anxiety Inventory (1970, quoting the Naghdi, 2013) was used. The correlation of the scale with Spielberger anxiety was 0.27 at 0.01 and with Depression Inventory 0.49 at level 0.01. In the present study to determine the validity of oppositional defiant Inventory criterion questions used and the validity 0.62 at $0.001 > p$ was significant.

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 \times 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, 0.90 and 0.1, and the coefficients of the subscales of this questionnaire is shown in Table 2.

Table 2: Parenting scale reliability coefficients using Cronbach's alpha and split-half methods in research

Scale	Cronbach's alpha	Split-half
Permissive	0.60	0.57
Authoritarian	0.82	0.80
Logical authoritative	0.81	0.79
Whole Tools	0.90	0.91

As seen in Table 2, 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 is from 0.61 to 0.82 and for all articles tool 0.90, split-half for the subscales ranging from 0.57 to 0.80 and for all tool articles 0.91.

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 0.77 at the $0.001 > p$ 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

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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 3: Distribution of subjects according to the scale of parenting

Variable	Subjects	Mean	Standard deviation	Maximum	Minimum
parenting scale	Permissive	12.94	5.16	25	3
	Authoritarian	17.98	7.58	31	5
	Logical authoritative	19.48	7.48	29	4

Table 4 Shows the mean, standard deviation, minimum and maximum scores of oppositional defiant (parent form).

Table 4: Mean, standard deviation, minimum and maximum scores of oppositional defiant (parent form)

Variable	Mean	Standard deviation	Maximum	Minimum
Defiant	18.08	8.93	34	2

Hypothesis1: There is a significant relationship between parenting style and defiant.

Hypothesis 2: There is a significant relationship between parenting style (permissive) and defiant.

Hypothesis 3: There is a significant relationship between parenting style (authoritarian) and defiant.

Hypothesis 4: There is a significant relationship between parenting style (logical authoritative) and defiant.

Table 5: Correlation coefficient of parenting style (permissive/ authoritarian/ logical authoritative) and oppositional defiant

Variable	Correlation coefficient	Significance level (Sig)
Parenting style	0.22	0.12
Oppositional defiant		

According to Table 5 correlation coefficient between the two variables parenting style and oppositional defiant is 0.22, 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 oppositional defiant.

Table 6: Correlation coefficient of parenting style (permissive) and oppositional defiant

Variable	Correlation coefficient	Significance level (Sig)
Permissive parenting style	0.06	0.68
Oppositional defiant		

According to Table 6 correlation coefficient between the two variables permissive parenting style and oppositional defiant is 0.06, 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 oppositional defiant.

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Table 7: Correlation coefficient of parenting style (authoritarian) and oppositional defiant

Variable	Correlation coefficient	Significance level (Sig)
Authoritative parenting style	0.34	0.01
Oppositional defiant		

According to Table 7 correlation coefficient between the two variables authoritarian parenting style and oppositional defiant is 0.34, which is significant at 0.05 to, so the third hypothesis is confirmed that is there is significant the relationship between authoritarian parenting style and oppositional defiant.

Table 8: Correlation coefficient of parenting style (logical authoritative) and oppositional defiant

Variable	Correlation coefficient	Significance level(Sig)
logical authoritative parenting style	0.15	0.28
Oppositional defiant		

According to Table 8 correlation coefficient between the two variables logical authoritative parenting style and oppositional defiant is 0.15, 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 oppositional defiant.

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 oppositional defiant 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 Astrm *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).

Oppositional defiant disorder (ODD) is one of the most common disorders of childhood that if a child does not fix cause irreparable problems for the child and his family; therefore, it is necessary to intervene in this disorder. In this study, we tried to disobey one of the effective methods in reducing symptoms in children with ODD symptoms examined. This study examined the effects of Barclay parent education on reducing symptoms in children with oppositional defiant disorder has been developed. Therefore, two hypothesis was put forward by analysis of covariance was used to test the hypotheses. The intervention on the level of education and lack of training for control and education group as independent variables, reducing the symptoms of ODD in children in the post-test and pre-test scores as the dependent variable was considered as a variable control.

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).

Barclay method is a new method, but its infrastructure like other forms of parent training method, is change and modification principles of behavior. It would also be said Barclays doe more research on the effects of parental education on reduce children's defiant behavior symptom. There was no significant difference in reduction of oppositional defiant among girls and boys.

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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 regard to 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.

The findings of this research are consistent with study of Barclay (1997). Increasing the number of impaired than children who need mental health services and service providers and funding of these services, child psychologists and researchers should focus more on prevention programs. Early prevention programs demonstrate the impact of these programs on the prevention of problems of children depends largely on parent's participation in the intervention process because children are usually strongly influenced by family and direct involvement of the children is not possible; so one of the ways of access to children is parents (Sarrami, 2007). The prevention of creation and exacerbates the problem of children not only serve the child and his parents, but will also prevent problems of the next generation. In some cases, the child may have symptoms of behavioral problems, family therapy or treatment of the mother is the best way to prevent escalation or treat behavioral problems in children. Often the child behavioral disorders caused or exacerbated by inappropriate behavior of his parents (Sarrami, 2007). Research Schulz (1999), Bari (2001), Dragly and Larson (2006), Scott (2008) confirms this that the behavior of the parents, especially the mother and parenting method play a role in creates attachment and it is a factor in children's behavioral disorders.

The results of this study as well as research of Berkeley (1997), Barry (2001), Kalmi (2006) and other studies suggest that teach parents of children with symptoms of defiant disorder, the symptoms of this disorder in children is reduced in the post-test . In parental education methods according to research of Barkley (1997), Schulz (1999), Dragly and Larson (2006) and Coleman (2007) the best intervention way to reduce behavior disobedience in children has oppositional defiant disorder symptoms, lack of growth and inappropriate parents, parental stress levels, negative attitudes of parents, conflict between parents and child dropped. In addition, behavior management skills levels, followed by parents and positive disciplinary methods in the parents increased and because of disobedience behavior in children decreased.

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