

Prediction of Academic Performance based on Child-Raising Styles and Social Growth in Teenagers aged 12-18 who are addicted to Internet in Rasht City

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ABSTRACT

The present research aims to investigate academic performance by child-raising styles and social growth in teenagers aged 12-18 who are addicted to internet in Rasht City. Research methodology was descriptive correlation. The statistical population of the research included all teenagers aged 12-18 in grades 2 and 3 in high schools of Rasht City who were addicted to internet. 504 students received internet addiction test and 200 addicted students were identified and were selected by means of stratified cluster sampling method. Young's internet addiction questionnaire (1998), Bamrind's child-raising styles questionnaire (1973) and Whitesman's social growth questionnaire (1990) were used for data collection. The results of the research showed that child-raising styles and social growth can predict academic performance of teenagers ($p < 0.01$). considering the role of child-raising styles and social growth in academic performance of addicted individuals, we recommend that some appropriate measures should be taken for individuals who are at risk.

KEYWORDS: academic performance, permissive child-raising style, authoritarian child-raising style, authoritative child-raising style and social growth

INTRODUCTION

Addiction to internet is the absence of an individual's control over use of internet and its application in a patient-like manner. This disorder has been classified in impulse control disorder class based on DSM-IV-TR diagnostic criteria. Addiction to internet or behavioral dependence on internet is a chronic, endemic and recurrent phenomenon in addition to being considered as a disease or a psychological harm or social disorder. It is followed by many physical, financial, family, social and psychological harms (Cratt et al, 1998). Soller (1999) believes that understanding of the internet users' needs can contribute to their patient-like use of internet. He summarized internet users in the followings: 1. Sexual relationship, 2. Progress and success, 3. Belonging, 4. Relationship, 5. Self-actualization. He believes that internet's ability to satisfy these needs directs users towards addiction. Based on mass media game theory (Stephenson, 1988), internet creates welcoming relationship experiences and convinces users to use it again and again. These repetitive uses directs users to addiction-like behaviors. Taang was the first who introduced problematic and extreme use of internet as addiction to internet. From his opinion, addiction to internet is a wide phrase which embraces a wide range of impulse control problems (park et al, 2008). Internet makes it possible to establish wide communications in virtual communication groups and therefore satisfies users' needs for communications and belonging. Increase in addiction to internet and its negative consequences in social, physical, psychological and occupational aspects put it in the class of addiction-like disorders (Yaang et al, 2011). Other researchers have defined overuse of internet as a syndrome of serious mental occupation in internet (Chaw, 2001); Treir et al, 2001; Kaplan et al, 2009), spending a lot of time on being online, impulsive use of internet (Kaplan, 2005), having problem with time management, a sense of boredom when out of internet, an individual's resentment and worry when a break happens in network use, reduction or elimination of many social activities due to overuse of internet and serious sense of solitude and depression (Nalova and Anand, 2003). One of the problems of such individuals is their academic performance because it is a multidimensional element and is related to physical, social, cognitive and emotional growth of students. Moreover, those who have been fully grown socially, have usually a level of skill in social relations so that they can be easily compatible with people (Mason et al, Translated by Yasayee, 2001). Basic indicators of social growth can be found in friendship with others, self-confidence, following peers, development of social activities, interest in criticism and amendment, tendency to help others and interest in leadership (Talkhani, as quoted from Fatehi Zadeh, 2001). Rohani and Tari's research showed that (2011) there is a reverse relationship between addiction to internet and academic motivation of female and male students of high schools. Further, there was no significant relationship between addiction to internet and social growth of

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female and male students of high schools of Mazandaran province. In Aghayee et al's research (2012), there was also a positive and significant relationship between social growth and academic performance. Many previous researchers emphasized on the influence of mental abilities and cognitive capabilities on academic progress. However, passage of time showed that although mental and cognitive abilities are related to academic progress partly and predict academic progress to large extent, they are not the only key elements for prediction of academic progress. Parents' rearing styles brings important consequences for academic progress of teenagers. These styles are divided into four styles: authoritative, authoritarian, permissive and indulgent (Hetherington & Reiss, 1995). In authoritative rearing style which is the most appropriate rearing style, parents have reasonable requests for maturity and specify restrictions ahead of children's requests. Moreover, they express friendship and affection, listen to their children's viewpoints warmly and convince participation in family decision-making (Lotf Abadi, 2006). Bamrind's findings showed that children of such parents are grown very well. They are happy and joyful, have self-confidence in domination over new assignments and have higher academic successes. Parents with authoritarian style want their children to obey them completely (Choa, 2000). They rarely describe the reasons for their demands. They use force in most cases (Ahadi and Jomhori, 2007).

Permissive parents are in high levels of responding but their demands of their children are low and they do not have any expectations of their children. Bamrind found that children of permissive parents are very immature. They have problems with controlling their impulses and they did not obey the demands which were contradictory to their tendencies and they were very demanding and dependent on others. Such parents leave their children and do not pay attention to their children's education (Kanjor, 1977). Absence of parents' attention to making psychological and emotional environment of children and teenagers healthy and absence of appropriate relations cause emotional, motivational and psychological problems in most cases (Shamlou, 2007). Houg et al (2010; as quoted from Park et al, 2010) showed that individuals who were addicted to internet were not so friendly and were very rejecting and punishing (especially mothers).

Furthermore, studies showed that family experiences have a lot of impacts on individual growth during adolescence and after that and family communications influence other aspects of academic success (Bayern et al, 2002). Reinoldi and Haw (2012) concluded that parents' child-raising styles are predictors of external and internal behaviors and compatibility behavior of their children. Now, considering the fact that children are grown in family environment, parents' rearing styles are very important in children's academic progress. A review of the studies conducted on child-raising styles indicates the importance and role of rearing styles in formation of children's academic and occupational future. Child-raising styles and social growth are predictors of their better performance in future. Therefore, parents' familiarity with child-raising styles and application of them to child-raising can prevent from behavioral problems and results in better academic performance. Therefore, the researcher propounds this question: whether academic performance is predicted by child-raising styles and social growth in teenagers aged 12-18 who are addicted to internet or not?

METHODOLOGY

Considering the fact that the present research aims to predict academic performance using child-raising styles and social growth in teenagers aged 12-18 who were addicted to internet, research methodology was descriptive correlation. The statistical population of the research included all students aged 12-18 in grades 1 and 2 in Rasht City who were addicted to internet. In order to select sample size, first we use stratified cluster sampling and selected 14 schools out of 73 schools in Rasht City. 8 boys schools (3 first grade schools and 5 second-grade schools) and 6 girls schools (2 first-grade schools and 4 second-grade schools) were selected. Then, the 504 students (14 classes*36 people) received internet addiction test. 200 students of these schools were addicted to internet.

Research instruments

Bamrind's child-raising styles questionnaire: Diana Bamrind conducted some studies in California University in 1973 and specified styles for child-raising. He designed a questionnaire called by his own name. This questionnaire contains 30 questions. 10 questions (items) belong to permissive style, 10 items belong to authoritarian style and 10 items evaluate authoritative (democratic) style in front of each question, a scale from completely agree to completely disagree exists. The middle choices are agree, to some extent agree and disagree. These choices are scored from 0 to 40. After addition of the scores of each child-raising style, three separate scores are obtained. Bouri (1991) reported the validity of the questionnaire using retest method for groups of mothers as follows. 81% for permissive style, 86% for authoritarian style, and 78% for authoritative style. Furthermore, the validity coefficient among fathers was equal to 0.77 for permissive style, 0.85 for authoritarian style and 92% for authoritative style. He used discriminant validity method and observed that the fact of a mother being authoritarian has a negative relationship with being permissive (-0.38) and being authoritative (-0.84). Furthermore, a father's being authoritarian has an inverse relationship with being permissive (-0.50) and authoritative (-0.52).

Whitesman social growth questionnaire: this test was designed by Ellis Whitesman (1990) and contains 27 questions which evaluate independence, limit of independence, responsibility taking, foresight, moderation, hopefulness, pessimism and sense of humor, which are features of a socially grown person. Each question has three or four choices. Correct responses of the respondents are scored by means of test key. The score 24 and above indicates superb degree, a score between 15 and 24 is good, and a score between 5 and 14 is average and a score below 5 is weak. The scores of an individual's social growth are gathered in a column and their average value is calculated. The scores lie between 0 and 25. The reliability and validity of this scale were reported to be equal to 0.98 and 0.99, respectively (Ahmadi and Ghasemi, 1999).

Addiction to internet questionnaire: this questionnaire was designed by Kimberly Young (1998) based on diagnosis of pathological gambling. It contains 20 questions which embrace different aspects of addiction to internet like importance of internet, overuse, and ignorance of work, prediction, absence of control and ignorance of social life. It deals with the fact that whether overuse of internet can affect different life aspects or not. Respondents responded to the questions on a five-point Likert scale. The final score of each respondent puts him or her in one of the following three classes: 1. Ordinary user of internet, 2. a user who has some problems as a result of overuse, and 3. Addicted user who has become addicted to internet as a result of overuse and requires treatment. The internal consistency of the questionnaire was greater than 0.92 in Young et al's research. The validity was also significant by means of retest method. Alavi et al also normalized the questionnaire and reported Cronbach's alpha. Furthermore, they showed that the questionnaire has high levels of construct validity, convergent validity and discriminant validity (Alavi et al, 2010).

Findings

In this section, we describe data. then we predict academic performance by rearing styles and social growth:

Table 1: descriptive indices of group based on gender

Frequency percentage	frequency	gender
52.5	105	female
47.5	95	male

As it can be seen in table 1, most students who took part in this research were female (52.5%).

Table 2: descriptive indices of group in terms of grade

Frequency percentage	frequency	grade
22	44	Grade 1 high school
78	156	Grade 2 high school

As it can be seen in table 2, most students who took part in this survey were students of grade 2 in high school (78%).

Table 3: descriptive indices of group in terms of school's major

Frequency percentage	frequency	Academic major
28.5	57	Math and physics
25	50	humanities
24.5	49	Empirical sciences
22	44	First year

As it can be seen in table 3, most students who took part in this research were studying Math % Physics (28.5%).

Table 4: descriptive indices of rearing styles, social growth and academic performance

SD	mean	variable
5.17	23.89	Permissive style
4.15	24.88	style authoritarian
10.17	34.73	Logical style
14.20	48.72	Social growth
2.14	14.12	Academic performance

According to table 4, mean value of permissive style is equal to 23.89 and its standard deviation is equal to 5.17. mean value of authoritarian style is equal to 24.88 with a standard deviation equal to 4.15, mean value of logical style is equal to 34.73 with a standard deviation equal to 10.17, mean value of social growth is equal to 48.72 and its standard deviation is equal to 14.20 and mean value of academic performance is equal to 14.12 and its standard deviation is equal to 2.14.

Table 5: mutual correlations for prediction of academic performance using rearing styles and social growth for teenagers aged 12-18 who are addicted to internet

variable	1	2	3	4	5
1. academic performance	-	-0.17**	0.44**	0.28**	0.24**
2. permissive style		-	-0.60**	0.03	0.15**
3. authoritarian style			-	0.21**	-0.05
4. authoritative style				-	0.22**
5. social growth					-

P<0.01

As it can be seen in table 5, the values of correlation for prediction of academic performance out of child-raising styles and social growth for teenagers aged 12-18 who are addicted to internet are significant ($p < 0.01$). In other words, there are significant relationships between independent and dependent variables and because the correlation value between predicting variables is smaller than 0.90, colinearity condition does not hold and predicting variables can take part independently in prediction and clarification of academic performance.

Table 6. the summary of stepwise regression results for prediction of academic performance out of rearing styles and social growth in teenagers aged 12-18 who are addicted to internet

model		Non-standard coefficient (b)	Standard error	B standard coefficient	t	sig
1	constant	8.45	0.83		10.20	0.01
	style authoritarian	0.23	0.03	0.462	7.93	0.01
2	Constant	6.38	0.93		6.85	0.01
	style authoritarian	0.23	0.03	0.454	7.41	0.01
	Social growth	0.04	0.01	0.262	4.28	0.01
3	constant	5.99	0.94		6.38	0.01
	style authoritarian	0.22	0.03	0.423	6.8	0.01
	Social growth	0.04	0.01	0.230	3.68	0.01
	Authoritative style	0.03	0.01	0.139	2.17	0.03

Considering the results of table 6, authoritarian style variable can predict 23% of variations in academic performance. In other words, as authoritarian style increases, academic performance increases by 0.23.

Academic performance = $8.45 + 0.23$ (authoritarian style)

In the second model, the authoritarian style has a standard B value equal to 0.454 and social growth has a standard B value equal to 0.262 and both of them influence academic performance directly. Authoritarian style predicts 0.23 and social growth predicts 0.04 of variations in academic performance. In other words, as authoritarian style increases by one unit, academic performance increases by 0.23 of a unit and as social growth increases one single unit, academic performance increases by 0.04.

Academic performance = $6.38 + 0.23$ (authoritarian style) + 0.04 (social growth)

In the third model, authoritarian style has a standard B value equal to 0.423, social growth has a standard B value equal to 0.230 and logical style has a standard B value equal to 0.139. These three variables have direct influences on academic performance. Authoritarian style predicts 0.22, social growth predicts 0.04 and logical style predicts 0.03 of variations in academic performance. In other words, as authoritarian style increases by one unit, academic performance is increased by 0.22, as social growth increases by one unit, academic performance is increased by 0.04 and as logical style increases by one unit, academic performance is increased by 0.03 units.

Academic performance = $5.99 + 0.22$ (authoritarian style) + 0.04 (social growth) + 0.03 (logical style)

CONCLUSION AND DISCUSSION

The present research investigated the prediction of academic performance out of rearing styles and social growth. The results showed that rearing styles and social growth can predict academic performance of teenagers who were addicted to internet. Authoritarian style was the strongest variable which was able to predict 19% of the variance of academic performance of teenagers. This is consistent with the results of studies conducted by Irandegani (2013), Saadatmand et al (2011), Anola et al (2000), and Dorenbach et al (1987) and Santrak (1984). Pan et al (2006) showed that children who were addicted to internet have more authoritarian style. It can be explained in this way that although presence of special features can cause internet addiction, introduction of a new technology like internet into home environment can affect the quality of family relations. Some researchers believe that internet can have positive impacts on families. For instance, internet allows for access to online information in some family fields like child-raising styles and school needs. Furthermore, participation in online discussions facilitates access of families to social networks and social support. Therefore, researchers have referred to the presence of intervening (especially punishing mother) and extreme punishing families in the families of those addicted to internet. Moreover, in such families, there are higher tendencies for disobedience.

authoritarian rearing style parents try to change, control and evaluate their children's behaviors and attitudes according to pre-determined standards. They believe that the only way for preventing from conflict between parents and child. They also believe that the children should understand the position of parents and respect them. In such a family, the authoritarian individual determines the duties of other members of the family. Therefore, children may try to obey completely and try harder in doing their tasks. Different studies showed that there is a negative relationship between authoritarian rearing style and academic performance (Beirami and Khosro Shahi, 2010). The results can be explained in this way that today, Iranian families pay more attention to academic status of children and try to have more successful children in schools and provide them with facilities. Furthermore, parents must establish good relationships with their children and give more freedom to them in order to socialize them and rear healthy, happy and accepted children.

Selection of children aged 12-18 was a restriction in this present research. This makes it difficult to generalize the results to other age groups. Further, selection of female students was another restriction. Therefore, it is recommended that subsequent studies use other age groups. The results revealed the important role of child-rearing styles and social growth in academic performance of students. Psychologists who work in schools are recommend to be used in schools and they can hold training courses on child-raising styles and social growth for improving academic performance.

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