

The Role of Parenting Styles of Family in Self-Education and Social Discipline of Students

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ABSTRACT

The purpose of this study was to identify the role of parents in parenting styles, self-education and students social discipline that performed by descriptive correlational method. The study population included 3,000 male students in secondary schools in the second period in area of one in Karaj that through Morgan table, a sample size of 400 were determined randomly. Measurement tool consisted of parenting style questionnaire of Baumrind (1967), the questionnaire of Bandura (2000) and a questionnaire that was designed by the authors of the current research on social discipline. The results showed that parenting styles involved in academic self-efficacy of education and social discipline of students. So that there were correlation from strong to weak among parenting styles, authoritarian style ($r=0.832$) in one direction, permissive style ($r=0.52$) in one direction and despot style ($r=0.3$) in the opposite direction with the self-study of students. It means that authoritative parenting style had the most impressive role to improve the efficacy of education and among parenting styles, authoritarian style ($r=0.863$) in one direction, despot style ($r=0.293$) in one direction and the permissive style (0.573) in opposite direction involved in the students social discipline and in each main theory correlation between solidarity style with self-education and social discipline was very poor. Overall, this study showed that there was a positive correlation between parenting styles and self-education and social discipline of third year of high school.

KEYWORDS: styles of parenting, self-education, social discipline, self-efficacy, students.

1. INTRODUCTION

The relationship between parents and children have attracted education experts and professionals for many years. The family is the first place that creates the bond between the child and his/her surrounding environment. Children in the family learns the basic beliefs about the world, and also ways of speaking and basic norms, behavior and attitudes, and his/her ethics and attitudes shape and get social [1]. Each family has a specific way of training of their children that is under influence of different factors, including cultural, social, political and economic [2]. The contemporary studies in the case of parenting styles have been originated from children and their families. Bamrind emphasizes with the approach of typology on combination of different parenting styles practices. Differences in the composition of the core elements of parenting (e.g., to be warm, engaged, mature applications, monitoring and supervision) create changes in children's responses to parents influence [3]. Schafer based on the interactions observed among children in 1 to 3 years old with their mothers has offered a classification based on two aspects of parental behavior including the freedom to control (easily measured against strict) and cold warmth (acceptance versus rejection), and concluded that the adoptive or rejection mothers can be strict or leniency [4]. The methods of parenting are classified in different ways. In general, several researchers have designed four basic parenting styles based on two main factors, namely the parental warmth (parental Responsiveness), parental controls, and parental demandingness [5]. In authoritarian parenting, parents request high levels of control and low level of response. They expect their children to obey and often to prevent disobedience, they punish their children. In Permissive parenting, parents unlike strict parents are very responsive and allow great autonomy to children, and they do not force them for having grown behavior [6, 7]. Authoritative parenting style, parents have a high level of responsiveness and control and their children are more social and effectively competent and show little behavioral problems [8]. Several studies have been carried out on parenting style and psychological and mental health consequences, that can mention to the role of strict disciplinary methods in raising negative emotions of children [9], the lack of participation, intimacy and reward in the relationship between parents and children as predictor of future problems [10], the role of parents in impulse tolerant, (aggression, lack of independence and responsibility in children [11], the impact of parental overprotection or rejection in disorders (inner disorders in children [12], the impact of authoritarian parenting styles on early identity and identity confusion [13]. People who have "successful identity" and "identity suspension", seem that have a solid foundation of affection with too much freedom to pretend their ideas. These characteristics are similar to intimate and liberal parenting style and help young people to acquire the concept of

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stability of their self-esteem [14]. Herz, in his study found that parenting style has a negative correlation with extreme care and the low level of acceptance and self-esteem [15]. It seems that the styles of parenting also play a role with self-efficacy beliefs. The concept of self-efficacy has been originated from Bandura's social cognitive theory and refers to beliefs or judgments of a person about person's duties and responsibilities. He knows self-efficacy as beliefs and judgments about the person's capabilities in the specific practices in certain situations [16]. Studies show that low self-efficacy is also correlated with depression [17, 18], stress and psychological health and low self-esteem [19]. Although significant research on the relationship between parenting styles and efficacy do not exist, but there is considerable evidence that high self-efficacy is correlated with high quality of maternal-child interactions [20] sensitivity, warmth [21] and maternal responsiveness [22]. These parental features may have associated with different parenting styles and are considered as important protective factors to child development and adolescent behavior problems [23], promotion of child self-esteem, academic performance and social competence and low levels of anxiety and depression [24]. It is agreed that parenting styles are related with various consequences such as mental pathology, behavioral problems and academic achievement. Some studies have shown that there is correlation between parenting style and parental psychopathology [25]. Thompson and colleagues have mentioned about authoritarian parenting attitudes as a threat to the Seleucid problems [26] and Turner and colleagues in a study aimed to determine the relationships between authoritative parenting style and academic achievement, self-efficacy and achievement motivation of students identified that authoritative parenting is built on student achievement and academic intrinsic motivation and self-efficacy influence [27]. Oyserman et al in a study showed that taking parenting style was associated with adolescent depression and anxiety symptoms and positive parenting style and with depressive symptoms [25]. Vostanis et al in a study showed that the combination use of reward and punishment was correlated with mental disorders and parenting styles with high encouragement and not penalized with a lack of mental disorders [28]. Also, some studies suggest a correlation between mental health and parenting styles [29]. Shieck in a study investigated the effects of parenting styles on the mental health. In his research concluded that parental characteristics associated with mental health, but the general characteristics of father on mental health was more effective. Ray and Plop studied the impact of the quality of parenting on children with coping and behavioral disorders and found that normal adolescents count their parents as controller and careless people [30]. According to the mentioned items, doing a research on investigating parental style ways, social discipline, and educational self-efficiency in students was necessary. Therefore, the current study was to investigate if parenting style had role on academic self-efficacy, children's social discipline, and if irresponsible parenting style, authoritarian parenting style and autocratic parenting style had role on academic self-efficacy and social discipline of students.

2. METHODS AND MATERIALS

The purpose of this study was to identify the role of parenting styles in self-education and social discipline of students that performed by descriptive correlation method. The study population included 3,000 male students in secondary schools in the second period in area one of Karaj city that by using a Morgan table, a sample size of 400 people were randomly assigned. In the current research three questionnaires were used as follows.

1. The questionnaire on parenting practices ways: The questionnaire was designed by Bandura (1967) was made. The questionnaire included 30 articles, 10 articles for each of parenting styles, permissive, decisive, and authoritative style, 0.69, 0.77 and 0.73, respectively.
2. The educational self-study questionnaire: This questionnaire had 17 articles on the theory of Bandura (2000) in which the expectations and academic self-efficacy of students were measured [31].
3. The questionnaire of social discipline: This questionnaire had 30 articles by which in three domains of family, school and community discipline were evaluated. The validity of this questionnaire was approved by 10 psychology professors with different amendments and Chronbach alpha was used to measure alpha reliability. The alpha for Chronbach was obtained 0.83, indicating that reliability was desirable.

3. RESULTS

The main assumptions

Hypothesis 1: Family parenting styles plays role on students' academic self-efficacy in male students at the level of three.

Table 1. Means, standard deviations and correlation related to variable of academic self-efficacy with the variables of parenting styles

authoritative	arbitrary	permissive	standard deviation	Mean	variable
**0.83	*0.29	**0.52	17.34	47.67	academic self-efficacy
**-.053	-0.068		6.78	30.72	permissive style
**0.221			8.42	32.97	arbitrary manner
			7.85	35.11	authoritative style

*P <0.01, ** P <0.05

As seen in Tables 1, variable of educational self-efficacy had weak correlation with parenting practices (0.29 for arbitrary parenting style) to strong (0.83 for authoritative parenting style). There was correlation of 0.2 to 0.5 between parenting styles at the significant level of 0.01 that shows low to moderate correlation.

Given that the determining factor analysis was 0.899 and the result of variance analysis (ANOVA) with degree freedom of 3 and 392 were 551.673 at a significance level of 0.01, so the regression was statistically significant. Parenting practices contribute significantly to the prediction of academic self-efficacy (significance level of 0.01), so family authoritative style (beta = 0.646) had the only strongest contribution to the academic self-efficacy in explanation of variables, as have explained variance by the other variables in controlled models, although permissive style of family (beta = 0.383) and arbitrary style of family (absolute beta = 0.074), had a significant statistics contribution in terms of their predictive power of the next academic self-efficacy, however, the three variables with each other explain 89.9% of explained Self-efficacy variance (Table 2).

Table 2. Summarizes of regression analysis related to educational self-efficacy study variable

tolerance	variance inflation	significant level	beta coefficient	Standard error	beta	variable
0.713	1.403	0.0001	0.978	0.067	0.383	permissive style
0.948	1.055	0.001	0.153	0.047	-0.074	arbitrary manner
0.681	1.469	0.0001	-1.428	0.059	0.646	authoritative manner

R²=0.889(N=392, P<0.01)

Hypothesis 2: parenting styles of family involve in social discipline of male students at level of three.

Table 3. The means, standard deviations and correlations related to variable of social discipline and parenting styles variables

Authoritative	Arbitrary	permissive	standard deviation	Mean	Variable
**0.873	**0.297	**-.573	19.159	122.596	To be social
**-.533	-0.05		6.79	30.71	permissive style
**0.194			8.35	32.76	Arbitrary style
			7.78	35.05	Authoritative style

** P <0.01

As shown in Table 3, variable of social discipline had weak to strong correlation with parenting styles variables and this correlation (0.29 to 0.87 as absolute) was in oscillation with each variables of parenting styles, and between parenting styles there were correlation of 0.19 to 0.53 at the level of 0.01 that this represents a low to moderate correlation.

Table 4. Summarizing the regression analysis related to effective variables in social discipline

tolerance	regression inflation	Significant level	beta coefficient	Standard error	beta	variables
0.713	1.403	0.0001	-0.458	0.076	-0.162	permissive style
0.959	1.043	0.0001	0.325	0.053	0.142	Arbitrary style
0.688	1.454	0.0001	1.871	0.067	0.759	Authoritative style

R²=0.894(N=392, P<0.01)

According to the data presented in Table 4:

- Assumptions of not bear no multicollinearity of tolerance (greater than 0.1) and variance inflation factor (all under 10) have been regarded.

- Since the coefficient of determination, the analysis of variance (ANOVA) equal to 0.894 with degrees of freedom of 3 and 392 equal to 517.603 at the significant level of 0.01, so the regressions were statistically significant. Parenting practices variables significantly contributed to the prediction of academic and social discipline (significance level of 0.001), of these variables, family authoritative style (beta = 0.795), had the only strongest contribution in explaining social discipline variables when the explaining variable by other variables were controlled in the model. Although family permissive style (absolute beta = 0.162) and family arbitrary style (beta = 0.142) had a statistically significant proportion but in case of social discipline, these three variables together, explained 89.49% of social discipline variance.

Secondary hypotheses

Hypothesis 1: Family permissive style sons are involved in academic self-efficacy.

Table 5. Correlation between family permissive style and academic self-efficacy

academic self-efficacy			permissive style
sig	r	n	
0.0001	0.52	400	

According to the data of the Table 5, there was significant correlation between family self-permissive style with academic self-efficacy of male students at the level of three in one direction (0.52) at a significance level of 0.0001; so, family permissive style moderately had role in academic self-efficacy of students.

Hypothesis 2: Family authoritative style are involved in academic self-efficacy of male students.

Table 6. Correlation between family authoritarian style and academic self-efficacy

academic self-efficacy			Authoritative style
sig	r	n	
0.0001	0.832	400	

According to the data of the table 6, there was a significance correlation between family authoritative style with academic self-efficacy at the level of 0.0001, in one direction (0.832); t therefore, the family authoritative style can have a constructive role in students' self-efficacy.

Hypothesis 3: The family arbitrary style involves in academic self-efficacy of male students at level three.

Table 7. Correlation between the family arbitrary style family and academic self-efficacy

academic self-efficacy			arbitrary style
sig	r	n	
0.0001	-0.3	400	

According to the data of the table 7, there was a significance weak correlation and in opposite direction (-0.3) between family arbitrary style with academic self-efficacy of male students at the last year of high school at the level of 0.0001; therefore, the family arbitrary style could have a minimum role in reduction of students' self-efficacy.

Hypothesis 4: permissive parenting style involves on social discipline of male students in the third year of high school.

Table 8. The correlation between permissive style with social discipline.

social discipline			permissive style
sig	r	n	
0.0001	-0.573	400	

According to the data of the table 8, there was a significance moderate correlation and in opposite direction (-0.573) between family permissive style with academic self-efficacy of male students at the last year of high school at the level of 0.0001; therefore, the family permissive style could have a moderate role in reduction of students' social discipline.

Hypothesis 5: Authoritative style parenting style involves on social discipline of male students in the third year of high school.

Table 9. Correlation between authoritative style of families with social discipline.

social discipline			authoritative style
sig	r	n	
0.0001	0.863	400	

According to the data of the table 9, there was a strong significant correlation between family authoritative style with social discipline of male students at the level of three in one direction (0.863) at a significance level of 0.0001; so, family authoritative style could have strong role in students social discipline.

Hypothesis 6: family arbitrary style has role on social discipline of male students in the third year of high school.

Table 10. Correlation between the family arbitrary style with social discipline

social discipline			arbitrary style
sig	r	n	
0.0001	0.293	400	

According to the data of the table 10, there was a weak significant correlation between family arbitrary style with social discipline of male students at the level of three in one direction (0.293) at a significance level of 0.0001; so, more arbitrary style, more students social discipline could be seen.

4. DISCUSSION AND CONCLUSION

The results of the present study were in consistent with the results of previous research [3, 9, 20, 21,24, 25,32] and indicated that parenting styles had a significant impact on academic self-efficacy and social discipline in students. The results also showed that the mean total scores of academic self-efficacy in authoritative parenting style in comparison to primitive and arbitrary parenting styles were higher. These results were in consistent with Hosseininasab et al. 1387. Thus, it can be said that the authoritative parenting style compared to the permissive and arbitrary parenting styles had a greater impact on academic self-efficacy. In explaining of above results and competent of authoritative parenting style compared to the permissive and arbitrary parenting styles, it should be said that these parents had high level of control and responsive. Also, these parents respect to their children character and their children, are independent, warm, intimate, and a spirit of cooperation and assertiveness skills and are highly motivated and such procedures may have probably led to higher academic self-efficacy. The results of this study in consistent with the previous findings of other researchers [3, 9, 20, 21, 24, 25,32, 33] indicated that parenting styles also are effective on students social status discipline. In a way that, the effect of each parenting styles on social discipline were different and authoritative and permissive parenting styles had more significant correlation on social discipline. While arbitrary parenting style in terms of mental health has adversely affect. These findings were in consistent with the results of previous research [3, 9, 20, 21,24, 25,32, 33], but in coordination with other research [34,35] were inconsistent. It seems that adolescents and young adults in families with authoritative parenting are quiet, hopeful, and relying on themselves with their personal identity do not damage. Also, this kind of parenting style by higher affection to parents especially in childhood period and more satisfaction of life, provide context for valuable sense and more self-esteem in adolescent and as a result more favorite psychological health condition. If the arbitrary behavior by children can cause adverse health effects including undesirable emotional effects, and low confidence, that provide context for mental disorders and disturbances. In this regard, some researchers believe that authoritative parenting style against arbitrary style is related with children sense of independency and individuality that has significant importance in promotion of social discipline and improving psychological condition. While arbitrary parenting style, with harshly behavior, limiting and extreme controlling damages to individuality and independence of children in the household [32]. Probably because of the more opportunity to self-style of permissive style for children and more love to their parents instead of violence and punisher compared with the arbitrary parenting style has caused better situation in terms of mental health for children. Researches also show that, the use of disciplinary procedures with low control and high acceptance by internalizing of moral standards, especially in people aged 16 and 17 have a positive relationship and helps the resolution of conflicts between parents and teens with less control in comparison to high control leads to use violent and destructive ways [33, 36-39]. According to the current obtained results, parenting styles have different effects on students' social discipline and academic self-efficacy. It is recommended that as a preventive approach and social discipline promotion in psychological health programs for all women and men especially whom are going to marry and also family education for students parents in different educational level of their children in schools, and to consider parenting styles education in order to parents be successful in promoting their children social discipline and also preventing psychological disorders in them by increasing their awareness and use of suitable parenting styles.

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