



Investigate the Relationship between Parental Attitudes with Secondary School Student's Self-Esteem

Mahnaz Masoudi Tafreshi^{1*}, Mohsen Hasani Fard²

¹ MSc in Education and Improvement of Human Resources from the Institution of Higher Education in Samangan, Amol, Iran.

² Assistant professor, Rey branch, Payame-Noor University, Iran.

ABSTRACT

This study aimed to investigate the relationship between parental attitudes with secondary school student's self-esteem in Tehran in the academic year 2015-2016. The study population is included all students in the third year of secondary education and Pre-university course in Tehran and by using Krejcie & Morgan table, 384 people were selected with stratified random sampling. Data collection method was two questionnaires that included: Eysenck parental attitudes and self-esteem questionnaire. Questionnaire reliability respectively has been reported as 0/32 and 0/88 that are accepted. The research design was descriptive - survey and correlational method. To analyze the data, Pearson correlation and regression were used and the results showed that there is a significant relationship between permissive, authoritarian parenting attitudes with students' self-esteem and each of these attitudes respectively, 37/6 percent, 4/5 percent and 15/7 percent, to predict of the self-esteem variable variance.

Keywords: parenting attitudes, self-esteem, high school students

Corresponding author: Mahnaz. Masoudi Tafreshi

INTRODUCTION

Humans are born as a blank slate that no elaborately carved on it. In fact, what is written on the slate, will make their social and cultural character in the future.

Psychosocial characteristics and cultural identity of children formed by family, school, mass media and other social environments, but it is noteworthy that these resources does not work equally and do not have the same effect on people and have different effect on different people.

Research shows that the greatest impact in the process of socialization and acculturation of people are established as a result of psychological and cultural character Up to 6 years and people who spend this time with their families, especially their parents. (Tamylysn, 2008)

When family with proper training can attract their children, minimized the effects of other forces even if, they are contrary to the family culture, and if approved will also intensify. In other words, if the family relationship is based on democracy and freedom, firstly, children are more inclined towards family, Secondly, strengthened his social aspect and he plays an active role in society. Otherwise, often are seen that person is isolated and dealt passively with their surroundings environment.

Laplantine study (2009) showed the existence of normal psychological and cultural character of children is depend on fundamental point that most of the studied families in this research seems common who have mental health, is the presence of parents in the family. (Agha Mohammadi, 2005)

In other words, when parents are at home or the champ that dominates in the family is impressive on this issue. However,

presence at home and space is not adequate but also physical presence at home, have relationship between verbal communication between family members is essential.

Parents relations whether educational or non-educational with children are the same relationship, and are not specific model and has relationship with parenting style. According to a study in France, these models are in relation with social class families. Castellán (2006) argues that does not exist one parenting style in all families, but there is different parenting style in the number of families.

For example, there are different models about the social activities of the children. In this regard, has been conducted research about 150 children from 4 years' old who were registered in the period of preparation, their parents were divided into three groups as follows:

1. There are parents that their children are forced to obey blindly. This group has limited their children, and give them less freedom, and believe that children behavior should be under their supervision. As a result, they are not flexible codes of conduct and is one-sided, sometimes for the implementation of these codes of conduct, Punish their children.
2. There are parents that have authoritative parenting style related to their children, but unlike the first group believes flexibility. Provide opportunity for their children, if is necessary to complain and will understand special education to them with reason.
3. There are parents that are tolerated toward their children's behavior and ignore their offenses. These parents are considered certain criteria to a child's behavior and seen other behaviors with tolerance seen, except behavior that causes physical injury to them. (Saif, 1989)

Ali Shariatmadari also introduced three methods of democracy, freedom and dictatorship, almost with the same content as child-rearing practices in families.

(Shariatmadari, 1988) In this study stated that the considerable points in parenting style is physical presence of parents in the home environment, it means that spent time with their children and how cultural spaces of the family.

Ali Shariatmadari also introduced three methods of democracy, freedom and dictatorship, almost with the same content as child-rearing practices in families (Sharifi, 2004).

Investigate the role of parental attitude is one of the most important topics in the field of Education and Psychology because, the character and behavior of individuals, although at different stages influenced by several factors but, parental attitudes is considered as the Foundations and influencing raw material (Rezvan khah, 2009).

In general, it can be noted that the family is the first social center that has influence on a variety of factors that is one of the major factors affecting the development of children, especially their mental growth and parental attitude style within the family framework. It should be noted that the parental attitude method, Comes from approved parenting style.

In other words, the family is the most basic element of training and natural, innate, divine institution and is important school of education and human development and the first centers of human development and peace (Haji Babaei, 2012).

As mentioned earlier, parenting style refers to the dominant method of educating children's from parents and plays a major role in the way of growth and development of children's personality. Self-esteem is also one of the issues that are influenced by parenting style.

In fact, self-esteem is not acquired and will have to be discovered and nurtured such as a seed that is planted in the realm of objects and is manifested with the arrival of necessary materials, as far as self-esteem is success factor in everything and to follow honor and victory of human. (Ahmad Zadeh, 2005) In the end, according to what was said, can be said that the way of parental attitude (Permissive, Authoritarian and Possessive) are involved in self-esteem of children.

The aim of this study was to investigate the relationship between parental attitudes with children self-esteem and tries to answer the question, whether or not parental attitude has any effect of school student's self-esteem (secondary school)?

Review of related studies

On the subject of this research, several studies have been done that number of them are mentioned below:

A) Internal research:

1. Sareban et al (2013) in his research with a title, the relationship between parenting attitudes with mental - social health (self-concept and social interaction) of teen girl came to the conclusion that the components of parental attitude have a significant impact on teenage mental - social health.

2. Khodakhah and Rezai (2009) Research with a title, investigate the relationship between parenting styles and Cognitive beliefs with academic achievement among high school students, showed that there is no significant relationship between epistemological beliefs and academic achievement.

3. Chenari (2008) has been examined the relationship between self-concept of eligible students of parents with positive and negative attitudes with regard to students gender and concluded that whatever parental attitude is a more positive, their children have higher self-concept.

B) External research:

1. Mulyadi, Rahardjo and Heru Basuki (2016) with his research concluded that, there is positive and significant relationship between parents through mediation role of self-esteem on students' academic stress. Parents also play an important role in building confidence related to school activities in their home.

2. Zuffiano et al (2013) in their study showed that there is relationship between self-esteem, goal-oriented components (dominating, practice approach and avoidance) and academic achievement.

3. Ajilchi et al (2013) in a study investigate the relationship between parenting attitude and self-esteem that results showed that there is a significant relationship between self-esteem of children and mothers' parenting style.

RESEARCH METHOD

This is a descriptive - analytical research and in term of the procedure is survey research. The study population included all third-year students in secondary and pre-university in Tehran that are studying in the academic year 2015-2016. The sample size is 384 people and were selected as random stratified sampling.

To achieve the research objectives were used of the two questionnaire:

1. Parenting attitude questionnaire: parenting attitude questionnaire by Drews and Teahan in 1957 and consists of 30 conceptual question five-grade scale (Likert) that examined three subscales (dominating, Possessive and negligence). Each 10-question of this questionnaire that assessed a Sub-scales. This Questionnaire translated and introduced in 1993 with a lot of efforts of University of Ahvaz professors and under the supervision of doctor Shokrkon and doctor Najarian. Questionnaire validity obtained by Kefayat (1994) using the same methodology and reliability for domination scale was 0/35, Possessive scale was 0/29 and negligence scale was 0/46 and is significance at 0.01 level. The reliability coefficient of this questionnaire by Cronbach alpha coefficient for the entire test is obtained 0/32, dominating scale 0/26, Possessive scale 0/22 and negligence scale 0/19 that is in lower levels of 0.001 significant level (Kefayat, 2004).
2. Eysenck self-esteem questionnaire: The questionnaire has 30 Likert scale question that was made by Eysenck in 1977 and is frequently used and verified in internal and external research. Hormozi Nejhad (2001) has reported the validity of this questionnaire for male students 0/74 and for female students 0/79. The reliability coefficient of this questionnaire using Cronbach's alpha was expressed 0/88 and split-half was equivalent to 0/87. In order to analyze collected data is used from descriptive and inferential statistics (mean, standard deviation, frequency distribution tables, Pearson correlation, simple and multiple regression). (Hormuz Nejhad, 2001)

RESULTS AND FINDINGS

The results showed that 104 people (27.1 percent) were female respondents and 280 people (72/9 percent) of the respondents were male.

Table 1 states the descriptive statistics of the sample:

Table 1: Descriptive Statistics Research

statistics Variable	Average	Variance	The standard deviation	Maximum	Minimum	aberration	Elongation	Number
Parental attitude	97/65	212/52	14/57	140	39	-0/26	0/918	384
Domination	32/98	37/97	6/16	49	14	-0/416	0/327	384
Possessive	33/09	27/84	5/27	45	13	-0/69	1/47	384
Permissive	31/57	44/92	6/70	50	12	-0/066	-0/177	384
Self-esteem	94/22	178/99	13/37	140	62	0/58	1/39	384

In inferential statistics section, foremost, was performed Kolmogorov - Smirnov test regarding research variables and it was determined that the distribution of variables with 0/095 reliability, are normal and parametric tests should be used. Due to this issue, Pearson correlation coefficient was used to determine the relationship between variables. The obtained results of the correlation coefficient is shown in the following table:

Table 2: Correlation matrix of research variables

Statistic Variable	Parental attitude	Domination	Possessive	Permissive	Self-esteem
Parental attitude	1				
Domination	0/73 **1	**1			
Possessive	0/90 **4	*0/596 *	**1		
Permissive	0/79 **1	*0/223 *	*0/655 *	1	
Self-esteem	0/50 **0	**0613	*0/396 *	*0/212 *	1

As Table 2 shows the results, parenting attitudes variable has positive and significant correlation with the self-esteem of students. Then, using regression method, each of the sub-scales of parental attitudes were studied and the following results were obtained:

Table 3: Regression model of permissive Sub-scale

The predictor variable (independent): parental attitude style (permissive) The criterion variable (dependent): self-esteem				
R	The coefficient of determination R2	Adjusted R2	The standard deviation of error	Durbin-Watson statistic
0/613	0/376	0/374	4/87	2/27

Table results indicates that the two variables have a significant and positive relationship with each other and the value of this relationship is 0/613. So, with 0/095 reliability can accept this relationship. The forecast also said that the parental attitude (permissive) 37/6 percent of the variance is explained self-esteem variable.

Table 4: Regression model of Authoritarian Sub-scale

The predictor variable (independent): parental attitude style (Authoritarian) The criterion variable (dependent): self-esteem				
R	The coefficient of determination R2	Adjusted R2	The standard deviation of error	Durbin-Watson statistic
0/212	0/045	0/042	6/55	2/04

The results show that two variables have significant and positive relationship with each other and the value of this relationship is 0/212. So, with 0/095 reliability can accept this relationship. The forecast also said that the parental attitude (Authoritarian) 4/5 percent of the variance is explained self-esteem variable.

Table 5: Regression model of Possessive Sub-scale

The predictor variable (independent): parental attitude style (Possessive) The criterion variable (dependent): self-esteem				
R	The coefficient of determination R2	Adjusted R2	The standard deviation of error	Durbin-Watson statistic
0/396	0/157	0/155	4/85	2/56

The results show that two variables have significant and positive relationship with each other and the value of this relationship is 0/396. So, with 0/095 reliability can accept this relationship. The forecast also said that the parental attitude (Possessive) 15/7 percent of the variance is explained self-esteem variable.

DISCUSSION AND CONCLUSION

The aim of this study was to examine the relationship between parental attitude styles with the self-esteem of children (students). In this regard, the results showed that:

1. There is relationship between the parental attitude method (permissive) with students' self-esteem, and this method of training explain 37/6 percent of the students' self-esteem. The reason for this, is due to the fact that permissive don't monitor their children's and do not have expectation from them. These families unconditionally meet the child's needs and their parenting style is just affection and Kindness, so students who have more permissive parents are able to have a lot of confidence. The results of this

research are aligned with Sobhaninejad et al (2012), Valizadeh (2011) and Mehrafrooz and Shahr Aray (2002) research.

2. There is relationship between the parental attitude styles (authoritarian) with self-esteem of students, and this method of parenting explain 4/5 percent of the students' self-esteem. In authoritarian families, they don't have any permission for decision taking without their parents and all work is done at the discretion of parents. Time and energy of all family members are belong to father and he is entitled to use it in anyway. In these families, can frequently be found conflict context and children manifest of low self-esteem and anti-social and pathological behavior. The results of research are aligned with Ling shen (2011), Ajilchi et al. (2013) and Heru Basuki (2016) research.
3. There is relationship between parental attitude style (Possessive) with students' self-esteem, and this method of parenting explain 15/7 percent of the students' self-esteem. The attitude is for parents who believe that with the extreme support of children, can get their child under control. Parents like to give all of they have to their children, and children remain overly dependent on them. Obviously, this caused problems in social life and the education of their children. Poor educational performance, creativity and low self-esteem are the consequence of this style of parenting. The results of this research are aligned with Valizade (2011), Heru Basuki (2016) and Ajilchi et al (2013) research.

According to the results and findings determined that, the best way of parenting attitude that has effects on students' self-esteem, is permissive method. Therefore, it is essential that parents and their children regarding the use of this style of training and follow these guidelines, and to increase the self-esteem of their children:

1. Love Your Child Unconditionally.
2. Involve your children in some decisions and activities.
3. For your children's word, be a good listener.
4. Consider your children's abilities.
5. Always have told them that they're in any circumstances support and care them.

REFERENCES

1. Agha Mohammadi, J. (2004) at the theoretical foundations of social pathologies in the field of family, Sanandaj: New publications of expression.
2. Ahmadvand, Muhammad Ali (2005) Mental Health, Tehran: PNU publication.
3. Aji Lchi, Bita. Rezaei Kargar, Flor. Kalantar Ghoreishi, Monir (2013) Relationship between the parenting Styles of overstressed with their Childrens self - esteem, procedia - social and Behavioral Sciences, vol 82, Jul 2013.
4. Chenari, Mihan (2008) the relationship between self-concept of eligible students of parents with positive and negative attitudes with regard to students gender, families and Research Journal, Vol. II, No. 4.
5. Haji Babaei, H. (2012) the role of the family in Islamic education, Peyvand Monthly Magazine, No. 397.
6. Hormozi Nejhad, M. (2001) A simple and multiple relationships of self-esteem, social anxiety and Perfectionism with assertiveness in students of Shahid Chamran University, Master's thesis, University of Ahvaz.
7. Kefayat, M. (2004) the relationship between parenting methods and parenting attitudes with first-year students creativity, Ahwaz high school, Master's thesis, University
8. Ling Shen, Yuh (2011) Effects of chinese parental practices on adolescent School outcomes mediated dy conformity to parents, self - esteem and self - efficacy, International Journal of Educational Research, vol 50, Issues 5- 6, 2011.
9. Mehrafrooz, H. and .Shahr Aray M. (2002) The relationship between attitudes toward parenting styles and locus of control with academic achievement, Journal of Education and Psychology Shahid Chamran University, third volume, ninth year, numbers 1 and 2.
10. Mulyadi , seto. Rahardjo, wahyu. Heru Basuki, A. m (2016) The Role of Parent Child Relationship, Self-esteem, Academic Self-Efficacy to Academic Stress, procedia social and Behavioral scieees, vol 217, Feb 2016.
11. Rezaee, Akbar and Khodakhah, Shabnam (2009) The relationship between parenting styles and cognitive beliefs with academic achievement among high school students, Journal of Education, Vol. II, No. 5
12. Rezvan khah, M. (2009) the relationship between the concept of self, family structure and parents' attitude towards education functions in adolescents, Journal of Psychology, Vol. I, No. 3.
13. Saif Ali Akbar (1989) Psychological Research (Psychology of Learning and Teaching), Tehran: Agah publication.
14. Sarban, Hamide, Issa Murad, A. and Taiebi, Z. (2013) the relationship between parenting attitudes with mental - social health dimension (self-concept and social interaction) adolescents girl, Journal of School Psychology, No. 3.
15. Sharifi, F. (2004) Family performance, Roshd-e-Moalem Journal. No. 187.
16. Sobhaninejad, Mehdi Shah Hosseini, Najiba, Mohammad Abadi, M., Hashemi, Khodabande and evili, A. (2012) Factors affecting student achievement in Yazd province in achieving first ranked in the universities entrance during the years 2005 until 2009, Journal Educational planning studies, Issue III.
17. Tamylsvn, Barbara (2008), Family Assessment Guide (Translator F. bahari and Seyed Esmaeil Mahdavi), Tehran: Turkey.
18. Valizadeh, Shirin (2011) parenting styles and academic achievement, self-assumed role of intermediary with self-esteem, developmental psychology Journal of Iran, the eighth year, No. 30.
19. Zuffiano, Antonio. Alessandr, Guido. Gerbino, Maria Luengo Kanacri, Bernadette paula. Di Giunta, Laura. Milioni, Michela. Caprara, Gian Vittorio (2013) Academic achievement: The unique contribution of self-efficacy beliefs in self-regulated learning beyond intelligence personality traits and self-esteem, learning and Individual Difference, Vol 23, Feb 2013.