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The Relationship between Parenting Practices and Students Stress in the High Schools of Mashhad

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Abstract

The present research was done to study the relationship between parenting practices and the students in the high schools of Mashhad city. The research sample consisted of all the students of high school course at District 6 of Mashhad in 2015-2016. In this research, to evaluate practices of parenting and stress, the questionnaires of perceived stress were used. The results obtained from statistical analysis of the research data showed that the statistical relation has been seen between the permissive parenting and authoritarian practices of parenting and perceived stress of the students and such a relationship is permissively in a negative direction and significantly in a positive direction.

Keywords: Parenting, Stress, Students, Relationship

Introduction:

The family has an important role in the framework of social institutions and is only institution that is designed to transform biological organisms into human being. Family has important implications for psychological-social adjustment in adolescents by establishing educational and behavioral models, performing different social roles and generally by the socializing practices in varying degrees. It is clear that parenting has a significant impact on the growth of children. One of the courses that make obvious the parental influence due to its specific characteristics is adolescence. Adolescence is a unique period of growth in which a person is in a state of transition from childhood to adulthood. This experience with being away from home is made for the first time (Arentt, 2000). Today, for many adolescents, it happens along with university entrance. This sudden change made family members somewhat unstable. Since

adolescence is the transition from the relationships depended on the parents to independent relationships, parenting system can play the unifying role at helping to deal with the challenge (McKinney, 2008). There are no doubt factors widely responsible for the problems of adolescents. We can certainly say that family and parenting practices have important consequences on the psychosocial development of children (Shucksmith, 1995). One of the issues associated with parenting is stress related to parenting made in parents. The stress in parenting is a type of extreme anxiety and tension that is related to the role of parent and parent-child interactions. The parents' view of children behavior, availability of resources to assist them in parenting and sense of competence in relation with the children growing, are all important elements in this definition. Stress can also cause the parents to punish and to be irritable. This, in turn, increases the risk of conduct, oppositional defiant disorder, antisocial behavior and attention deficit disorder in children. On the other hand, the increased stress of parenting is related to the lack of positive behaviors of parenting. Parenting stress, combined with other factors such as low social support and wrath expression, can lead to serious problems like child abuse in parenting.

According to available records, the importance of parenting styles on psychological factors of children in the lifetime, including association with perceived stress and mental health, the aim of this research is to study whether there is a relationship between the practices of parenting and mindfulness and children stress in the high school course.

Method:

The present research is of applied and developmental type and in terms of performance method, it is included in descriptive-correlational plans. The present research is a descriptive-correlational study that examined the relationship between parenting practices and stress of children in the high school course at District 6 Mashhad.

Statistical Population and Sampling Method

The statistical population in this research included all the students of the high schools at District 6 of Mashhad in 2014-2015 (5000 people). The 300 students have been selected among four high schools by cluster method and the intended sample has been randomly selected among the schools selected randomly. Given that the research plan is correlation, based on credible sources the minimum sample size for this research was of 50 people each group (Delawar, 2006) that in this study to enhance the statistical power and reduce sampling errors and sample size measurements, it was considered larger.

The Research Tool

The Questionnaires of Parenting Styles

The questionnaire has been designed by Buri (1991). The questionnaire evaluates three practices of maternal parenting; 10 questions, authoritarian practices, 10 questions, authoritarian practices and 10 questions examine permissive practice. The answering pattern of the questions is based on Likert 5-point scale. This questionnaire has been examined in several studies and its reliability and validity have been reported in satisfactory condition. The sentences numbers 28, 24, 21, 19, 17, 14, 13, 10, 6, 1 are relevant in permissive practice manner, and numbers 29, 2, 3, 7, 9, 12, 16, 18, 25, 26 in authoritarian practice

numbers 4, 5, 8, 11, 15, 20, 22, 23, 27, 30 in absolute and reliable method. Bury (1991) used retest method and reported the reliability of the tool in mothers and fathers respectively for permissive practice 0.81 and 0.77, and arbitrary method 0.86 and 0.85. He also reported valid the narrative-diagnostic manner of the questionnaire. So, the mother authoritarian practice has an inverse relationship with permissive practice (-0.38), and arbitrary practice (-0.48) and dictatorship method of mother has an inverse relationship with permissive practice (-0.38) and her arbitrary practice and also dictatorship method of mother has an inverse relationship with permissive practice (-0.50) and power (-0.52). He is also inversely related to ease of authoritarian mothers (50 / 0-) and power (52 / 0-) him. Khoeinejad and colleagues (2012), obtained alpha coefficients of authoritative, authoritarian and permissive styles questionnaires, respectively, 90.0, 83.0 and 0.61, and total alpha coefficient of the questionnaire 81.0, based on the sample group.

The Questionnaire of Perceived Stress

The original version of PSS, which contains 14 items, assesses the feelings and thoughts of a person in connection with the events and circumstances that have occurred during the past month. Also two short versions of the questionnaire including PSS-4 and PSS-10 have been derived from 4 and 10 items of the original questionnaire PSS-14, respectively. So far this scale has been translated in different languages including Arabic, Swedish, Spanish, Chinese, Japanese and Turkish languages. The scale of perceived stress contains 14 items in which 7 items are positive and 7 items negative. The negative factor assesses the lack of control and negative emotional responses, while positive factor assesses the ability level to deal with outside stress factors during the past month. Each item is evaluated on the 5-option scale.

0 = never to 4 = very much

This questionnaire also includes inverse scores: (10, 9, 7, 6, 5, 4 and 13). In other words, all 7 positive items have inverse scoring.

4	3	2	1	0
0	1	2	3	4

Cohen used the following table to explain the inverse scores on his official website:

Coding	**Raw**	**Item**
0	0	1
4	4	2
1	1	3
3	2	4
4	0	5
1	3	6
0	4	7
1	1	8
1	3	9
3	1	10
2	2	11
2	2	12

4	0	13
4	4	14
....	**Total scores**	

The said raw scores are listed as such. The red numbers are the same inverse items. Cohen, on his official website, has announced that the set of questionnaires has not the certain cut score. Therefore, we must rely on interpretations in some studies: Cohen, Durts (2012), expressed that a high score on the questionnaire PSS specifies much psychological stress. Note that a high score in PSS scores is correlated with elevated markers of stress, such as cortisol.

Cohen and colleagues (1983) conducted a research and reported the appropriate reliability and validity for the 14-item version of the questionnaire. Klein (2000) reported alpha coefficient value of positive 7 items and 7 negative items 0.86 and 0.77, respectively, and for total items PSS-14, 0.83. In several studies, the confirmatory factor analysis (CFA) examined the psychometric properties of PSS in public population. The results certify all three versions of the questionnaire. Internal consistency reliability coefficients of the scale have been obtained by Cronbach's alpha in the range from 0.86-0.84 in two groups of students and a group of smokers in smoking cessation program. Mimora & Griffith (2004) conducted a research on Japanese students and obtained the Japanese main and revised scales of Cronbach's alpha coefficient, respectively, 0.88 and 0.81 (quoted by Aryapourian and Karami, 2009). In Iran, Pasha and Bozorgian (2011) obtained 0.84 for alpha coefficient for positive perceived stress and 0.81 for negative perceived stress.

Findings

Data of table and figure 1 shows that the average scores of participants in perceived stress variable is 25.67, and the variance and standard deviation 71.45 and 8.45, respectively. As well as positive tilt +0.33 indicates that the score of the majority of the participants is less than above average and positive elongation +0.51 indicates that the scores of many participants have been distributed around and close to the said average and there are only few participants with the average further away. In other words, the dispersion of the participants' scores is around the average and therefore flatness of the curve is less (the height of the curve around the average is high).

Table 1: The study of the descriptive indices of the participants in the perceived stress variable

297	**Total**
25.67	**Average**
0.49	**Mean standard error**
26	**Middle**
26a	**Index**
8.45	**Standard deviation**
71.45	**Variance**
0/33	**Tilt**
0/51	**Elongation**
53	**Variations range**
0	**Lowest score obtained**
53	**Higher score obtained**

7625	**Total scores**	
20	**First quarters 25**	**Percentage points (quarters)**
26	**Second quarters 50**	
31	**Third quarters 75**	

Data of table 1 shows that the average scores of the participants in permissive parenting style variable 32.81 of variance and standard deviation are 52.95 and 7.27, respectively. As well as, positive tilt (mild) +0.08 indicates that the scores of the majority of participants is less that the average and positive elongation (mild) +0.14 indicates that scores of many participants the scores of many participants have been distributed around and close to the said average and there are only few participants with the average further away. In other words, the dispersion of the participants' scores is around the average and therefore flatness of the curve is less (the height of the curve around the average is high).

Table 2: The study of the descriptive indices of the participants in the permissive parenting style variable

297	**Total**	
32.81	**Average**	
0/42	**Mean standard error**	
32	**Middle**	
32	**Index**	
7.27	**Standard deviation**	
52.95	**Variance**	
0/08	**Tilt**	
0/14	**Elongation**	
-0/25	**Variations range**	
0/28	**Lowest score obtained**	
38	**Higher score obtained**	
12	**Total scores**	
27	**First quarters 25**	**Percentage points (quarters)**
32	**Second quarters 50**	
38	**Third quarters 75**	

Data of table 1 shows that the average scores of the participants in authoritarian parenting style variable 26.31 of variance and standard deviation are 43.23 and 6.57, respectively. As well as, positive tilt (mild) +0.19 indicates that the scores of the majority of participants is less that the average and positive elongation (mild) +0.14 indicates that scores of many participants the scores of many participants have been distributed around and close to the said average and there are only few participants with the average further away. In other words, the dispersion of the participants' scores is around the average and therefore flatness of the curve is less (the height of the curve around the average is high).

Table 3: The study of the descriptive indices of the participants in the authoritarian (dictatorship) parenting style variable

297	**Total**	
42.16	**Average**	
0/28	**Mean standard error**	
43	**Middle**	
43	**Index**	
4.94	**Standard deviation**	
24.411	**Variance**	
-1.04	**Tilt**	
1.76	**Elongation**	
28	**Variations range**	
22	**Lowest score obtained**	
50	**Higher score obtained**	
12521	**Total scores**	
40	**First quarters 25**	**Percentage points (quarters)**
43	**Second quarters 50**	
46	**Third quarters 75**	

Discussion and Interpretation

This research examined the relationship between parenting practices and the stress of the students of high schools in Mashhad. The results obtained from statistical analysis of the data showed that there is a statistical relation between the permissive and authoritarian parenting practices and perceived stress in students and such a relationship is permissively in a negative direction and significantly in a positive direction. These results are consistent with the findings of researchers such as Gandomani, Kalantari, Meybodi and Fath (2009), Ehsan Bahrami and Aslami (2009), Javadian and colleagues (2007), Khazraei (2012), Firouzi (2014), Foadi (2014), and Rousseau (2014). The inconsistent results with the results are not found.

To explain these findings, we can say that the goal of all parenting practices is to shape mental character and strengthen the competencies of children. Family influence on child development is begun from birth and remains throughout life. Accurate and balanced relations between parents and children is one of the factors affecting the health and mental health. Among the various factors that affect the healthy character in children and adolescents, the interactive effect of child and parents and the relationship between parents and children are of the most important and most fundamental agents. As noted earlier, the process of parenting has two dimensions of reception and control. According to Bandura (1986; quoted by Ali Nia Korouei, 2004), the people of a system nurse themselves and enable them to nurture the mind, emotions and due to the educational practices of parents has long effects on behavior, expectations and character of children in the future, it can be said that the parents have dysfunctional parenting styles that do not allow children to express their feelings and potential talents, and as a result these children in the future will be neurotic and aggressive (quoted by Mehrabizadeh Honarmand et al., 2000). Therefore, during the stress experienced, because the ability of individuals in the field of cognitive control and the use of family

communication sources to solve problems can be very productive, we can explain the relationship between the two dysfunctional styles with perceived stress that the parenting dysfunctional styles because of cognitive disorder conditions in children and as well as not providing emotional and communicative appropriate context between parents and children reduces their ability to cope with stress and challenges of the coming period.

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