International Academic Institute for Science and Technology

International Academic Journal of Humanities Vol. 1, No. 2, 2014, pp. 104-122.
ISSN 2454-2245

International Academic Journal of Humanities

www.iaiest.com

The relationship between perceived parenting styles and academic procrastination and fear of success

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Abstract

The present study aimed to determine the relationship between perceived parenting styles and academic procrastination and fear of success of girl students of district 1 of Tehran city. The study method is descriptive-correlation. The study population is all the girl students of third of high school of state schools of district 1 of Tehran city in academic year 2013-2014. The sampling is multi-stage cluster and 331 subjects are selected by Kerjeci-Morgan Table. The study measures are Baumrind parenting style (PAQ), academic procrastination questionnaire of Solomon & Rothblum (1984) and fear of success of Zuckerman.M. Allison. Descriptive statistics including central measures, dispersion and inference statistics including Pearson correlation coefficient and multi-variate regression are used for data analysis.

The results of hypotheses test showed that there was a positive and significant relation between perceived permissive and authoritarian parenting styles and academic procrastination. Also, there was a significant association between perceived authoritarian parenting styles and fear of success. There was no relation between perceived permissive parenting style and fear of success. The results of regression analysis showed that authoritarian parenting style with coefficient 0.20 and permissive with coefficient 0.15 can predict procrastination. Also, authoritarian parenting style with coefficient 0.34 and permissive with 0.21 have share in prediction of fear of success. There was no relation between authoritative parenting style and academic procrastination and authoritative parenting styles and fear of success.

Keywords: Perceived parenting styles, Academic procrastination, Fear of success

1-Introduction

Fear of success refers to illogical condition as when a person is superior to others is doubtful or sad (e.g. when a person feels ashamed for success)(Heatherington, 1993; cited in Torknejad, 2001). Brooks (2001) believes that fear of success is fear of progress and fear of the inability to respond to responsibility and relevant responsibility.

Horney (1937) considers the fundamental root of fear of success in formation of one's social identity in childhood. He believes that fear of success is due to unsuitable environment in which the child should be a winner in it and his abilities are ignored (cited in Heidari et al., 2010). Brooks (2001) in a deeper view considers fear of success as inhibiting factor to achieve his demands as they fear of the practical result coming with success.

Sullivan (1953) discusses about parents interventions in one's attempt for progress. He believes that if parents show negative reaction to the independent attempts and successes of a person, that person quits the efforts to achieve development. Various definitions are presented about procrastination. For example, procrastination is postponing a task done by a person. Academic procrastination is a form of general procrastination and it is one type of procrastination. IN other words, the studies regarding procrastination state two types of procrastinations. 1- Academic procrastination in which some duties as preparation of article or being prepared for test are postponed. 2- General procrastination or daily procrastination in which people delay the tasks and procrastination is turned into a life style. According to Walters (2003), academic procrastination includes failure in activities but they are delayed to the last minute (cited in Islak, 2011). Academic procrastination in students is linked with losing time opportunity to do the tasks and delaying the mid-term tests.

The reasons of procrastination are found in some theories as psychological theories of Freud as he considers the experiences of childhood and bad models of parents associated with procrastination (Burka, J. B. & Yuen, L. M, 1983; Ellis, A. & Knaus, 1977). For example, Birder (1993) considers procrastination as defense against impulses and unsuitable children rearing model. Indeed, psychodynamic theories focus on false parenting and failure of the best education type. One of the basic issues in scientific and educational fields in the world is parenting styles and educating the children. Parenting styles are one of the global constructs showing parent-child relations (Darling,N &Steinberg,L, 1993).

The set of behaviours and attitudes of parents to children creates parenting method and the feeling, perception and evaluation of children of the educational styles of parents is perceived parenting.

According to Baumrind (1989), authoritative, Authoritarian and permissive parenting styles affect the relations between parents and children.

In authoritative parenting style, there is wide verbal communication in child-parent interaction and there is also high intimacy and friendly behaviour to the child (Cited in Biria et al. , 1996). Authoritarian parents impose their rules as inflexible and are harsh, punishing and cope up with bad behaviour, they have high expectations, frank, dissatisfied, limiting and inflexible. They have much control on the behaviour of their children and present no reasoning for their limitations and don't tolerate any disagreement from the children (Grantmir, 2006). Permissive parents involve in the life of their children but they consider few limitations for them and are more responsive. These parents ask as favor and hopelessness (Baumrind, cited in Russell, 2009).

Based on procrastination and its adverse effects on people and families in society and by considering the fact that fear of success is a barrier to development, it is unpleasant for people. Also, family is the first and most important education center of children and it has great effect on

personality and his fears as fear of success, academic procrastination and life affairs. Thus, the study in these fields is an important issues and our current society needs to enter these fields.

As it was said regarding academic procrastination and fear of success and by searching the theses, articles, internet and available sources, no research has been conducted regarding parenting styles and its relation with fear of success and the method of this relation is not definite. The present study investigates this main and important question, is there any relation between perceived parenting styles and academic procrastination and fear of success?

2-1 Study purpose

The general purpose of study is determining the relationship between perceived parenting styles and academic procrastination and fear of success among all girl students of third of high school of state schools in district one of Tehran. The partial goals of study are determining the relationship between permissive, authoritative and authoritarian parenting sty les with academic procrastination and fear of success.

Study hypotheses

Main hypotheses

1- Parenting styles predict academic procrastination.

2- Parenting styles predict fear of success.

Sub-hypotheses

1- There is a significant relation between perceived permissive parenting style and academic procrastination.

2- There is a significant relation between perceived permissive parenting style and fear of success.

3- There is a significant relation between perceived authoritarian parenting style and academic procrastination.

4- There is a significant relation between perceived authoritarian parenting style and fear of success.

5- There is a significant relation between perceived authoritative parenting style and academic procrastination.

6- There is a significant relation between perceived authoritative parenting style and fear of success.

2-Review of Literature

2-1 parenting styles

Parenting method is defined as a set of behaviors describing the parent-child interactions in a wide range of situations. It is assumed that it creates an effective interactive atmosphere. Parenting method is an effective factor and plays important role in mental pathology and children growth (Alizade,H & Andries,C., 2002).

In another definition, parenting styles are the models and techniques by which the parents control their children (Russell,S.&Wentzel,K, 2009). Parenting methods are those parents apply regarding their children and are important in their growth in childhood and personality and behaviors traits.

2-2-1 Different methods of parenting from the view of Baumrind

Authoritarian parenting:

In this method, parents impose their strict rules and are harsh, punishing and cope up with bad behaviour, they have high expectations, frank, dissatisfied, limiting and inflexible. They impose much control on their children and don't present any reasoning for their limitations and don't tolerate any disagreement from their children (Grantmir, 2006). The children of such parents have no mental and thought stability and consider themselves as problematic, their sadness threshold is low and are vulnerable to mental pressures (Heibati, 2002).

The children of authoritarian parents are sad with low academic achievement and their relation with peers is weak (Alizade,H & Andries, 2002).

Specific discipline styles of authoritarian parents teach the children that blind obedience is the best method to cope up with the interpersonal differences (Mousavi, 2003). These parents are included in two groups as:

a. Non-directive or lenient parents as using their power without any authority.
b. Directive- strict parents using severe imposing methods.

The authoritarian parents have high expectations and they become indifferent, when children don't obey and their relation with children is low. Mostly, the emotional needs of these children are not met. Authoritarian parents don't give reasons for their orders. The decision is made by one of the parents, namely father and the father supervises the children behavior and none of the members of family give their own views. Some parents take this strategy of anger and others don't want to explain and discuss about their behavior (Borjali, 2005).

Permissive parenting

In these studies, Baumrind found that the children of permissive parents showed little positive behavior, they had low self-reliance and high self-esteem (Wentzel and Russell, 2009). In later studies regarding the reason of such educational model, they found that this method was a type of hate reaction against dictators of Second World War in 1950 and 1960s. These parents are very involved with their children but place few demands or controls on them. They are highly responsive. They ask for their expectations in favor or hopelessness (cited in Russell, 2009).

There are a few rules in these families and people are not committed to their social traditions and rules and each person does what he wants and interference is meaningless in these families. There are many views in permissive families and they decide together even in unimportant issues as eating. Parents have no expectation of children to have mature behavior and allow them to regulate their own activities and avoid control and don't insist on obedience (Massen, Translated by Yasayi, 2004). These children live based on their tendencies and there is no discipline in their life. These children are neglectful, lenient, proud and irresponsible people (cited in Borjali, 2005). Indeed, permissive parents allow their child to take his own decision.

Sears found that much freedom and low punishment at home have positive correlation with aggressive and anti-social behaviors. Also, he found that these children were mostly spoiled, selfish, irresponsible and ill- mannered (Sears et al., 1957).

Permissive parents allow their children to take decisions at any age but they can not do this. The can watch TV, eat food, sleep whenever they want and they are not obliged to help with the house chores as their parents believe that a combination of support and meeting the child demands and lack of limitation can increase self-confidence and creativity of their children. Their relation is based on affection and acceptance as there is no expectation and control (Shaffer &Kipp, 2007).

Permissive parents are responsive not demanding. They are non-traditional and lenient and don't expect their children to have mature behaviours and allow much self-regulation. As it was said in

previous studies and studies of Baumrind, their children have high self-esteem and social skill, they are less depressed and can have close relation with their parents (Darling, N., & Steinberg, 1993).
Baumrind (1991) presents a model and clarifies the effects of each of styles and their effect on behavioral manifestations of child clearly. Regarding the result of this educational model, Baumrind believes that this makes children impulsive and aggressive and if they are boy, they become angry soon and they are mostly follower. They have lower than average scores in class and they are mostly dependent (Wentzel, 1994). Others believe that children in permissive families have high psychological adaptation (Welfered et al., 2003; cited in Heibati, 2002). Generally, this group of parents can be included in these two classifications:

a. Democratic parents: They are fully lenient but responsive to their children.

b. Non-directive parents: They consider any type of freedom as acceptable for their children.

Authoritative parenting

This style follows fully logical and democratic model. Parents demand explicitly and insist on the limitations and rights of their children and never use violence. In such families, the child is encouraged to freedom of opinion and independence as there are some limitations on him. The combination of control by parents, reasoning discipline method and encouragement of independence and autonomy of child is called authoritative parenting style (Massen, Translated by Yasayi, 2004). There is extensive verbal give-and-take in parent-child interaction and there is high friendly behavior to the child (Cited in Biria et al., 1996).
One of the features of authoritative style is discipline with autonomous behavior. When children are prevented of something, violence is not used and they explain the problem for their children and give their reasons. There is labor division in such families and each of them have a responsibility and they decide and divide the income based on consultation, reasoning and intellectual behavior (Grantmir, 2006).
Compared to other groups, parents with authoritative style are kind, warm and supportive and are engaged as parents in their role (Massen, Translated by Yasayi, 2008).

Baumrind (1991) describes authoritative parents as kind and committed and believes that this warm, logical and kind behavior causes that their children take socialization trend better compared to other models (Wentzel, 1994).
The children nurtured by authoritative model are happier and logical and they have high participation and skills in problem solving. They are self-motivated with high self-confidence. They are best students in classroom and a real leader (Russell and Wentzel, 2009). The children in authoritative families have good feeling to themselves. The serious and reasonable expectations of parents enable them to evaluate their behaviors with acceptable criteria (Berk, Laura, 2004; Translated by Seyed Mohammadi, 2007).

3-2-1 Effective factors on parenting

Here, we refer to the social factors of parenting as social support, culture, social class and the relationship between parenting and gender, age and ethnicity.

Social support and parenting

Social support is an emotional, instrumental and information aid received by others (Krakenberg, 1988).

Initial supportive system includes marital relations and secondary supportive system includes social network support of parenting. Social network includes child care, transportation and aid during the child illness and the like (Wijnberg & Weinger, 1998).

Dercole (1988) believes that the mothers with family support have high self-esteem compared to the mothers without family support and this leads to better relation of mother-child and mother control is suitable.

Culture and parenting

Parenting skills are mostly affected by cultural values of people. Gutietrrez & Sameroff (1990) considers the parents values via cultural experiences as mixed besides the experience of the parents themselves.

Darling, N., & Steinberg believe that culture plays important role in parenting styles as many parents start child rearing based on their cultural values (Darling, N., & Steinberg, 1993).

Cohen (1969) believes that elements in cultural ground of parents affect the goals and values for their children. These values lead to some differences in parenting styles and this difference in the parents behaviour leads to the difference in children performance.

Thus, in western communities, we can observe individualism as a teenager separates from the family with different attitudes and values and he is also separated emotionally and lives on his own, but in Asian, African and South American teenagers who are affected directly by social authoritarian and collective culture, separation form family is not encouraged (Samarghandi, 2012).

Social class and parenting

Most people with authoritative parenting style are considered as average class of western communities. Although there are some evidences that the parents in worker and low-income social classes are much inclined to being independent. patriarchy was dominant in these families. The children living in big families (e.g. non-American cultures) are grown permissive compared to European American children. Chinese mothers have much control on their children by authoritarian style compared to American-European mothers (Fisher & Lerner, 2005).

Maccoby (1980) in his studies found that parents of high social class are different with parents of low social class in four fields:

1- The parents in low socio-economic are tended to respect and obedience and avoiding problems, the parents in high socio-economic class emphasize on happiness, curiosity, independence, creativity and self-esteem (Massen, translated by Yasayi, 2004).

2- The parents with low socio-economic class are limiting and authoritarian and make their own law., the parents with high socio-economic class are tended to be acceptable (Fisher & Lerner, 2005).

3- Parents with high socio-economic status apply complex and indirect language to talk with their children.

4- The parents with high socio-economic status are more inclined to warm and intimate relations with their children (Massen, translated by Yassayi, 2004).

Gender and parenting

Various studies have shown that parents are different in wide range of required features of parenting. For example, fathers and mothers have different parenting styles with their teenagers. Despite mothers, fathers dedicate less time to their children (Lewis, 2003). Bulanda,R.E ,Sabattini &Leaper (2004) believe that fathers with traditional view are less engaged in parenting compared to lenient fathers.

Generally, mothers are more inclined to have warm and supportive relations with their children and they use authoritative style. Fathers apply authoritative style regarding their male children and authoritarian style regarding their female children (Seifi Gandmani et al. , 2009).

These findings show that parents don't follow similar style and only the mother parenting style can not represent the whole family. Indeed, parents' child rearing and the difference between two genders has great influence on their children growth.

Age and parenting

The studies regarding gender difference propose that as the children get bigger, the external manifestation of some behaviors as affection and emotion and direct discipline behaviors by parents are reduced and verbal discussions are increased. The parents should provide the opportunities their children experience independence and self-efficacy to enter adolescence and youth (Maccoby, 2007).

Ethnicity and parenting

Authoritative parenting is a strong predictive for social benefit and mental adaptation performance among African-American, Asian, American, European-American, Spanish-American children. Also, there is a predictive correlation between authoritative parenting and economic income as observed on most of European-American samples (Wentzel and Russell, 2009).

1-3 Academic procrastination

The term procrastination is based on the Latin term "Pro" as front and "Crastinus) is future. Eliss & Knaus (1977) defines procrastination as " the defect of interactive performance and process avoiding behavior" as defined with a feature as working promise at another time or using excuse for delay.

The elements of reviewed definitions are very important as procrastination is negative problem as with some features as psychosis and suffering (neuroticism)(Steel, 2007).

Academic procrastination is a form of general procrastination.

The investigations of procrastination define two types of procrastinations:1- Academic procrastination, delaying educational and academic tasks and postponing the papers and tests, 2- General procrastination or daily procrastination in which people repeatedly delay assignments and procrastination is a life style method for them. According to Walters (2003), academic procrastination includes failure in the activities that should be done but they are postponed to the last minute (Walters, cited in Islak, 2011). In other words, academic procrastination in students and university students is linked with losing the opportunity for tasks and delaying the mid-term tests.

1-4 The fear of success

Some people fear of success! This is a reality. Fear of success is real for some people as disturbing their life and they make no attempts for progress. Although others can not understand them how a person fears of success.

Metzler& Conroy in their study regarding the fear of success among male and female athletes stated their observations regarding the fact that why they had phobia of success as five factors:

1- Social and emotional isolation
2- Guilt of competition
3- Fear of detecting their real potential
4- Anxiety regarding the expectations and compliment of performance
5- Continuous pressure for adaptation with the best previous performance (Metzler, J. N., & Conroy, 2004).

Nathali ,A & Jonathan (2011) regarding the definition of fear of success believe that when belief promotes suffering nature of success, a person views success as a terrible factor (Nathali ,A & Jonathan,N, 2011).

Human being is very complex and shows different reactions to a situation. By psychology and its factors, we can predict the results of behaviors. The fear of success is one of the cases we can not generalize it to different situations by complex personality of human being. Fear of success is based on internal conditions of a person and by mixing with real fears, a person is challenged increasingly. In this condition, a person has not good feeling not being aware of its reasons. Some people report inadequacy and inability without knowing that the cause of these feelings is anxiety. All the unsuitable feelings are threats to safe world of a person (Manfreda ,M & Crompets, 1990; translated by Shahriari et al., 1990).

The reasons of fear of success

It is observed that sometimes, a person believes that in case of success, the expectations of others are increased and others want much success. Thus, they think that new pressures are for their success. These people think that their success and failure are controlled by others and this creates fear for them (Cole, 2001).

Sometimes, fear of success is created due to fear of unwanted loneliness and it is created after achieving success. Normally, women are much vulnerable to this type of fear as they are concerned that after achieving success, they don't receive much attention by others. Another reason as with high procrastination, failure is higher and control is also increased. Another reasons of fear of success is fear of being suffered by probable enemies. Fortunately, some of the concerns are eliminated as they are not occurred as success in this regard is low. The main reason of fear of success is concern of inability to change the issues as we didn't change in the past (Goharshahi, 2011).

Fridman (1986) divide the reasons of avoiding success and procrastination in affairs leading to success into three groups:

1- False logic or cognitive errors and negative attitude to success: In other words, a person by observing the failure of others and failure for another person can ignore success and can ignore his talents.

2- Past sins

The past actions can damage the self-esteem of a person and this affects his future behaviors. A person selects the duty as not suitable for him and this causes that his self-esteem is reduced in future (Fridman, 1973).

3- Fear of responsibilities of success

These feelings are arising from two following items:

a. Honest awareness of a person of his incompetence and as he achieves after success and this is called as **level of incompetence by** Lourance.J.Peter (1968).

b. Low self-confidence and low self-esteem

In the first case, a person accepts that he is incompetent and can not deal with the required success and he doesn't make efforts to select new and realistic goals. In the second case, this person can not use his abilities and have positive image of himself and he only can promote his small success (Beles, 1989; Translated by Qarachedaghi, 1992).

1-5 A review of studies and formulation of theoretical framework of study

The review of foreign studies

Based on the studies regarding authoritative parenting, we can say this parenting style is associated with low ill-manner and better relations with peers (Steinberg et al, 1994).

The study regarding the gender difference shows that girls are more susceptible to socialization practices than boys but controlling style is suitable for boys than girls (Pomerantz et al., 2005; Weiss & Schwartz 1996). MacIntrye (1964) states that parents with lenient model and parents with controlling model create procrastination in their children. Rathbloum (1984) by a study on high school students stated that there was a significant relation between procrastination and depression with correlation coefficient 0.88. Soloman and Rathblom (1984) found that there was an association between procrastination and anxiety. The results of the study of Afert (1989) and Ferrari (1991) showed that there was an association between procrastination and self-esteem and even emotional factors were involved (cited in Baghayian, 2011). Schouwenburg (1992) evaluated the relationship between the fear of failure and academic procrastination among BA students. He also found that there was an inverse significant relation between academic procrastination and fear of failure. Zuckerman & Allison (1976) by making fear of success scale(FOSS) (27 articles) investigated the success avoidance motivation among 188 men and 193 women BA students. It was found that women showed high success compared to men. Bougles & Murtive,V (1990) by this construct on 300 men and 340 women of BA of fine arts achieved the similar results to Zuckerman & Allison study (cited in Heidari et al., 2010). In another study by fear of success scale of Zuckerman & Allison (1976) on 53 men and 51 women as marketers, it was found that there was significant difference between fear of success among men and women. The mean of fear of success of women was higher than that of men (Khullar, 2000; cited in Davoudi, 2011). In the study of Horino (1991) regarding the comparison of fear of success of Japanese men and women with 611 BA students, women showed high fear of success significantly. Marshall, J. M., & Karabenick (1977) in a similar study reported similar results. They achieved that this rear was attributed to reduction of performance in male activities than female activities.

Local studies

Khaje et al., (2009) evaluated the relationship between family communicative models with academic procrastination. The results showed the significant difference of communicative models regarding academic procrastination. Zakeri et al., (2013) evaluated the relationship between parenting styles and academic procrastination. The results showed that acceptance-involvement style and acceptance-mental independence style had negative and significant prediction of academic procrastination. There was a positive and significant association between supervision-limitation style and academic procrastination. Generally, parenting styles have initial influence on developing procrastination. There are many empirical evidences showing that parenting variables have considerable effect on developing personality traits of children. The results of clinical observations and empirical studies (Ferrari and Ferrari) consider some evidences for the influence of father and mother in procrastination development (illogical tendency to delay the duties)(Ferrari, 2005). There is no study regarding parenting and procrastination. Only in two studies, the researchers evaluated directly the relations between authority of parents and development of doubt (Ferrari, 1989) or avoidant procrastination (Ferrari, 1994). They reported that the scores of

authoritarian father explained about 10% of variance of both avoidance procrastination and lack of decision. The generalization of these findings is limited. Karami (2009) in a study "prevalence of procrastination among students and its relation with anxiety and depression" found that more than half of studied subjects (61%) had high procrastination (24%) and very high procrastination (37%). Anxiety and depression had significant relation with procrastination but procrastination determined 3.5 and 3% of anxiety and depression variances. Yasaminejad et al., (2011) in a study " the impact of life styles training on reduction of procrastination and increasing academic achievement of girl students" and showed that training life skills reduces procrastination of girl students of experiment group compared to control group. Sepehrian (2011) conducted a study "academic procrastination and predictive factors" and found that anxiety predicted academic procrastination significantly. Also, perfectionism and academic year of students were not significant predictors of this variable. Shadmehr (2001) in a study "investigation of the relation between casual attributes (locus of control) and fear of success in managers, counselors and female teachers of high school showed that there was a significant relation between locus of control and fear of success motivation in female teachers. Due to some problems, female teachers showed higher fear of success compared to female managers and this affected their success or failure. Ferdoosipour (2002)in a study regarding fear of success with "achieving incompetence" among the employees of state organization of Kerman city found that there was a significant relation between fear of success and incompetence. This study found no researches regarding the relationship between fear of success and parenting styles and this question was remained, as was there any relation between them or not.

Family as the first and most important institution in education, personality formation, growth and attributes of children play unavoidable role. By review of literature, we can say most of them dealt with parenting styles with many variables (personality traits, self-efficacy, self-esteem, academic achievement, anxiety, depression and other psychological disorders and they referred less regarding the relationship with academic procrastination. According to the researcher, there has been no study regarding the relationship between parenting styles and fear of success in Iran or abroad. Based on many studies by available sources, there is no study in the abroad and Iran considering three variables of parenting, academic procrastination and fear of success beside each other and the relationship between perceived parenting styles and academic procrastination and fear of success is unknown.

In a final conclusion and based on Mehrabizade studies (2006), Shadmehr (2001) and Ferdoosipour (2002), we can say fear of success is associated with perfectionism, incompetence level, internal locus of contorl and self-esteem.

3-1- Methodology

The study method is descriptive, correlation design. The study population is including all girl students of third of high school of state schools of district 1 of Tehran city in academic year 2013-2014. The sampling is multi-stage cluster method. 331 subjects are selected by Kerjeci and Morgan Table. The study measures include Baumrind parenting style (PAQ) questionnaires with alpha coefficient a=0.725, academic procrastination questionnaire of Solomon & Rothblum (1984) and fear of success questionnaire of Zuckerman and Allison with alpha coefficient a=0.508. For data analysis, descriptive statistics including central measures, dispersion and inference statistics including Pearson correlation coefficient and multi-variate regression are used.

3-1-1 Study findings

a. The descriptive results of study

In this study, the features of variables are described by frequency and frequency percentage indices. Based on the study, median and mean indices of permissive variable were consistent to each other. Also, 35.8% of subjects achieved score 29-37. Median and mean indices of authoritarian variable were consistent. Also, 32.8% of subjects achieved 21-28 score. The median and mean indices of authoritative variable were consistent. Also, 33.4% of subjects achieved score 43-50. The median and mean indices of academic procrastination were not consistent with each other. Also, 39.1% of subjects achieved 88-97 score. The median and mean indices of ear of success were consistent. Also, 31% of subjects achieved 110-124 score.

B. Hypotheses test

The main first hypothesis: What is the share of permissive, authoritarian and authoritative variables in prediction of academic procrastination?

Variance	Sum of squares	Degree of freedom	Mean of squares	F	Significance level
Regression	18597.001	3	6199.000	4.978	P<0.01
Residual	322538.452	259	1245.322		
Total	341135.452	262			

Table 1- Variance analysis test to predict academic procrastination of parenting style variables

The results of regression analysis show that variance of academic procrastination variable of permissive, authoritarian and authoritative predictive variables statistically are at alpha less than 0.01. To determine predictive variables share we have:

Variables	B standard	Beta coefficient	T	significance level
Stability	33.424		1.718	P<0.01
Permissive	0.650	0.15	2.29	P<0.01
Authoritarian	0.851	0.20	3.10	P<0.01
Authoritative	0.485	0.09	1.49	P<0.05

Table 2- The slope coefficients of procrastination prediction of parenting styles variables (authoritarian and permissive)

The results of slope coefficients table show that authoritarian variable share with coefficient 0.20 and permissive with coefficient 0.15 are high in prediction of procrastination variable.

The equation of procrastination prediction of permissive, authoritarian and authoritative styles is as follows.

Procrastination= (stability coefficient) 33.4+(authoritarian score)0.851 +(permissive score)

The second main hypothesis of study: What is the share of permissive, authoritarian and authoritative variable in prediction of fear of success?

Variance	Sum of squares	Degree of freedom	Mean of squares	F	Significance level
Regression	9106.893	3	3035.631	11.503	P<0.01
Residual	6729.810	255	263.897		

Total	76400.703	258			

Table 3- Variance analysis test to predict fear of success of parenting styles variables

The results of regression analysis show that variance return of fear of success of predictive variables of permissive, authoritative and authoritarian is significant at level less than 0.01. To determine the share of predictive variables, we can say:

Variables	B standard	Beta coefficient	T	significance level
Stability	88.775		9.696	P<0.01
Permissive	0.437	0.212	3.265	P<0.01
Authoritarian	0.696	0.343	5.481	P<0.01
Authoritative	-0.196	-0.080	-1.283	P<0.05

Table 5- The slope coefficients of fear of success prediction of parenting styles variables (authoritarian and permissive)

The results of slope coefficients table show that authoritarian variable share with coefficient 0.343 and permissive with coefficient 0.212 are high in prediction of fear of success variable.

The equation of fear of success prediction of permissive, authoritarian and authoritative styles is as follows.

Fear of success= (stability coefficient) 88.7+(authoritarian score)0.0696 +(permissive score)0.437

The second main hypothesis of study: What is the share of permissive, authoritarian and authoritative variable in prediction of fear of success?

First sub-hypothesis of study: There is an association between perceived permissive parenting style and academic procrastination.

Significance level	Squared correlation coefficient	Correlation coefficient	Variables
P<0.01	0.1	0.13	Permissive and academic procrastination

Table 6- The results of Pearson correlation coefficient between permissive parent style and academic procrastination

The results of Pearson correlation coefficient show that there is a positive and significant relation between permissive parenting and academic procrastination. By increasing the variance of permissive parenting style, academic procrastination variance is increased by 10%.

Second sub-hypothesis of study: There is an association between perceived permissive parenting style and fear of success.

Significance level	Squared correlation coefficient	Correlation coefficient	Variables
P<0.01	0.0065	0.081	Permissive and fear of success

Table 7- The results of Pearson correlation coefficient between permissive parent style and fear of success

The results of Pearson correlation coefficient show that there is no significant relation between permissive parenting and fear of success.

Third sub-hypothesis of study: There is an association between perceived authoritarian parenting style and academic procrastination.

Significance level	Squared correlation coefficient	Correlation coefficient	Variables
P<0.01	0.1	0.14	Authoritarian and procrastination

Table 8- The results of Pearson correlation coefficient between authoritarian parent style and procrastination

The results of Pearson correlation coefficient show that there is a positive and significant relation between authoritarian parenting and procrastination. By increasing authoritarian style, academic procrastination increased by 10%.

Fourth sub-hypothesis of study: There is an association between authoritarian parenting style and fear of success.

Significance level	Squared correlation coefficient	Correlation coefficient	Variables
P<0.01	0.0918	0.303	Authoritarian and fear of success

Table 9- The results of Pearson correlation coefficient between authoritarian parent style and fear of success.

The results of Pearson correlation coefficient show that there is a significant relation between authoritarian parenting and fear of success. There is 9% common variance between two variables. Authoritarian style increases fear of success to 10%.

Fifth sub-hypothesis of study: There is an association between authoritative parenting style and procrastination

Significance level	Squared correlation coefficient	Correlation coefficient	Variables
P<0.05	0.0047	0.069	Authoritative and procrastination

Table 10- The results of Pearson correlation coefficient between authoritative parent style and procrastination

The results of Pearson correlation coefficient show that there is no significant relation between authoritative parenting and procrastination.

Sixth sub-hypothesis of study: There is an association between authoritative parenting style and fear of success

Table 4-15 The results of Pearson correlation coefficient between authoritative parent style and fear of success.

Significance level	Squared correlation coefficient	Correlation coefficient	Variables
P<0.05	0.001	-0.040	Authoritative and fear of success

The results of Pearson correlation coefficient show that there is no significant relation between authoritative parenting and fear of success among students.

Discussion of results and recommendations

The present study aimed to determine the relationship between perceived parenting styles and academic procrastination and fear of success. The results of Pearson correlation coefficient showed that there was a positive and significant association between perceived permissive and authoritarian parenting styles and academic procrastination. Also, there was a significant association between perceived authoritarian parenting style and fear of success. There was no association between perceived permissive parenting style and fear of success. The results of regression analysis showed that authoritarian parenting style with coefficient 0.20 and permissive with coefficient 0.15 can predict procrastination. Also, authoritarian parenting style with coefficient 0.34 and permissive with coefficient 0.21 is important in prediction of fear of success variable, respectively. There is no relation between authoritative parenting style and academic procrastination and between authoritative parenting and permissive with fear of success.

Based on the hypotheses, we recommend:

1- Based on first hypothesis

Percieved parenting style (permissive, authoritarian and authoritative) predicts academic procrastination.

In other studies, Dornbuch et al., (1987) and Steinberg et al., (1992) didn't find evidences of positive effect of authoritative parenting among African and African-American adolescents and this refers to relatives of this parenting method.

In a study done by Kahs and Zaho (1995, cited in Martiz and Garcia, 2007), authoritarian parenting (not authoritative) predicts satisfaction of the relation between parent and child (Schwartz, 1996). in local studies, Yusefi (2007) showed that in Iranian culture, family perception as authoritative and authoritarian predicts non-social behaviors of aggressiveness and impulsiveness of people and perception of family as intimate and supportive predicts all self-conception aspects of students.

Regarding this hypothesis we can say:

Based on Iran cultural difference from individualistic culture of America or Chinese collectivism, it seems that authoritative parenting style in our society has no effect on academic procrastination. Although the tools in the studies are effective, beside cultural difference, the statistical population difference can be considered.

Second main hypothesis: Perceived parenting style (permissive, authoritarian and authoritative) predicts fear of success.

Thus, some points are considered in these findings: First, this study is about high school girls and we can not predict regarding their fear regarding job, profession, marriage and academic schooling. Second, these results are affected by type of evaluation and perception of people of parents' behaviors namely educational model of mother. Third, type of education and applied model in

family are different for girls and this can predict fear of success among them. The role of Iranian culture in success of a woman and the barriers should be considered. Another important factor is the attitude of parents and their evaluation of success and their expectations of their children.

a. Study recommendations

1- It is recommended these three variables and their relation in students, boys' community, non-profit schools and other districts in Tehran city and other cities in Iran are evaluated.

2- As it is for the first time, parenting styles relation with academic procrastination and fear of success is studied, there are a few scientific studies in this regard and it is recommended to study the relationship between procrastination and academic performance, locus of control, short-term enjoyment, anger, role of peers, the role of mass media, achievement motivation and failure and prediction of procrastination and design of predicted models.

3- As the fear of success is considered much in Iran, all the studies in educational psychology are about cliché and repetitive issues. It is proposed to study regarding the relationship between parenting styles and fear of success in future studies.

4- It is proposed to evaluate the relationship between procrastination and fear of success as a new issue. This issue presents new topics of unknown fields and studies in education and applies new results to educational psychology.

5- As the present study is a correlation design from the view of children of the perception of educational methods of parents, it is proposed to investigate the parents perception and their evaluation of parenting method to define the share of each of the reports of adolescents and parents as predictor of different procrastinations for adolescents.

6- Based on the present study, it is proposed to conduct some studies based on intervention methods.

B. Applied recommendations

1- Based on the findings of the role of fear of success of students and its adverse effects, it is proposed to teach the training of solutions to cope up with fear of success of students in schools and institutions.

2- Implementation of educational plans in schools and holding practical workshops for parents to teach parenting styles and awareness of parents regarding the outcomes of using methods and styles.

3- Holding educational classes and workshops for teachers, managers and informing them regarding negative outcomes of competitive environments of schools and classes to avoid fear of success among the students.

4- Informing the schools and educational centers and parents to describe and explain the new issue of procrastination in education and training some solutions to cope up with academic procrastination.

5- Informing the schools and teachers and educational centers and educational system of our country for severe competitions in tests, matches and avoiding the problems for teenagers namely for important people of fear of success and the problems of unhealthy competitions and environment pressures for these people.

6- Dividing big projects to smaller units in classes and helping the students to finish their class researches and great projects as gradually and considering rewards to complete each specific sector of a project or its completion.

7- Training planning for doing projects at the end of term or tests and direct and indirect supervision on its implementation by students.

8- Organized action: Apply a calendar to finish the projects as daily, weekly and monthly and take a note of your activities. If two or three weeks are remained to present the project or test, recall it in your calendar, notebook or mobile. Generally, recall the time to deliver the project or tests some weeks before the deadline.

9- Talk with the teacher or professor of project or test. Ask your questions clearly to eliminate the ambiguity.

10- Using cognitive therapies as Edberg. Henrik cognitive treatment (2009) to cope up with procrastination.

11- To fight against fear of success, at first know your fear and try to identify your cognitive errors and central beliefs about fear of success.

12- Fight against your negative attitudes about success. Decide to change which attitude and be sure to replace new attitudes with healthy ideas with the old ones.

13- Focus on your past successes.

14- Search the success to be a winner to cope up with your fear.

15- Finally, decide about your success ideal level, then try to achieve it and keep it.

Study limitations

1- This study has been conducted on girl students of high school of state schools of district 1 in Tehran city and it can not be generalized to boys, other academic levels, non-profit schools and other regions or cities.

2- There are various factors for procrastination and fear of success and we can not present all of them in a study at the same time and all the relevant reasons and factors are not investigated in this study.

3- The evaluation of parents parenting styles is done from the view of their children and this is a limitation as their reports can be incomplete and as different perceptions are the questions are made or three questionnaires are translated from English to Persian, it is possible some of the questions are not comprehensible.

4- The tools in academic procrastination are new measures. Thus, it is possible that due to lack of motivation of students to responding or lack of perceiving the questions, the conclusion is affected.

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