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# *The Effectiveness of Parenting Education Based on Positive Childhood in Psychological Well-being and Educational Development of High School Students*

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Department of psychology, Ardabil Branch, Islamic Azad University, Ardabil, Iran Abstract

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### ABSTRACT

The purpose of this study was to investigate the effectiveness of parent education on the basis of positive parenting on psychological well-being and academic achievement of high school female students. The research method was semi-experimental and the applied design was pre-test and post-test with control group. The statistical population of this study included all parents and high school students in Ardebil province ( $n = 4346$ ). Using a suitable sampling method, a sample of 40 parents of students with their children (20 in the experimental group and 20 in the control group) were interviewed and evaluated using the psychological well-being questionnaire. Riff and Diana Bamirand Parenting Questionnaire were completed so that the psychological well-being questionnaire was completed by the students and Parva's Parent's Questionnaire was completed. Data were analyzed using MANOVA. Results showed that parent education improves psychological well-being and academic achievement based on positive parenting.

**Keywords:** *Parent education based on positive parenting, psychological well-being, academic achievement.*

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### INTRODUCTION

In different stages of development, man has to learn things that life is impossible for them without them, learns socially how to speak in a community and observe the rules of socialization. In moral terms, he learns to distinguish between good and bad, which requires learning from the surrounding environment, especially the parents. Because learning is permanent and positive, it varies from one person to another. In the process of learning, the whole personality is involved, that is, the physical aspects, the psychological characteristics, the goals and desires of the individual, the way they interact with each other, which forms the entire personality of the individual. Because each person is physically different, psychologically different. Hence, the learning flow varies from person to person. In addition to personality, learning position is also effective in learning, meaning learning status, circumstances, and conditions that influence the learning process. Normal conditions such as air, light, sitting and ... Abnormal conditions such as learner's desire to learn things, his / her opinion of the teacher, the teacher's desire, the learning position is influenced by the learning process (Abbas Zadeh, 2009). According to Abadi, 1391. There are several definitions of academic achievement as one of the dimensions of progress in the educational system, one of which is academic achievement as the level of individual school learning, as measured by various examinations such as dictation and mathematics (Seif, 1390). Considering that children and adolescents are the most appropriate executive arm for parents' psychological interventions. Parents are used to regulate child behavior in different situations. Parenting method is considered due to its unique characteristics among treatment methods. Positive parenting education is a set of actions designed to educate parents on how to modify the behavior of children and adolescents at home. Parents are familiar with the important principles of learning and then implement them at home. . Participating parents in the treatment process may increase the likelihood of changes in the behavior of children or adolescents (Barclay, 1987, quoted by Feers, 2002, p. One of the benefits of a child-rearing program is to reduce the destructive behaviors of children and adolescents and to improve parent-child relationships with the rest of the family. In fact, the goal of

teaching parents is to teach new skills. Parents who receive this training will feel more self-sacrificing and in a better way, reinforcing the child's ability to obey. Application of this method can reduce children's behavioral problems and reduce parental behaviors and reduce the burden they bear. On the other hand, self-belief and parental satisfaction in managing child behaviors in various research have been studied. Based on a significant number of studies, parental self-esteem affects the quality of child care and promotes mother's mental health and improves mother-child interaction (Moharri, Poe-rrior, Tehrani-Dost, 2009)

The Rhyph considers psychological well-being as an individual's attempt to realize its real potential. This model has been shaped and expanded through the integration of different theories of individual growth (such as Maslow's own self-development theory and Rogers perfect personality) and adaptive performance (eg, the theory of positive psychosocial well-being of Jahoda) (Compton, 2001). Weissing and Van Eden (1997, quoted by Aria Pouran, 2011) have identified a general psychological well-being as a combination of special qualities such as sense of coherence, life satisfaction, balance of emotion, and overall attitude toward good Nose or positive orientation toward life. Based on the Rheif model, psychological well-being consists of six factors: self-acceptance (having a positive attitude toward oneself), positive relationship with others (establishing warm and intimate relationships with others and empathy), autonomy (feeling of independence and ability to withstand pressures Social purpose), purposeful life (having purpose in life and meaning), personal growth (continuous growth feeling) and environmental mastery (individual ability to manage the environment) (Reef & Case, 2002). Therefore, the aim of the present study was to examine the effectiveness of parent education on the basis of positive parenting on the psychological well-being and academic achievement of high school female students.

If young people are to succeed in today's world with all its ever-growing competitive qualities, the fact that their academic achievements represent their intrinsic power is crucial and, at the same time, they must provide psychological resources for them to prepare for the necessary Facing life challenges. Unfortunately, this is not always taken into account, resulting in the loss of human potential (Lader and Searucci, 2000; Ebadi, 2013). Educational progress is one of the issues that is of great importance in educational settings, especially schools. It seems that variables such as aggression, depression and psychological well-being play an important role in this research.

Another issue to be addressed in this study is the psychological well-being of students. Defined as a reflection of the thinking and emotional reactions and positive emotions of life events (Bartram and Bunayol, 2007; quoted by Mikaeli, 2009). In recent years, a group of mental health researchers inspired by positive psychology has chosen a different theoretical and research approach to explain this concept. They consider mental health as a positive psychological cavity and conceptualize it in terms of the term psychological well-being. This group does not have enough illness to feel healthy, but they believe that having a sense of life satisfaction, good progress, effective interaction with the world, energy and positive mood, a good link with the community and positive development of the characteristics of a healthy person. (Mickey, 1388). Multaft and Noor (2012) examined the relationship between students' perception of their parents' lifestyle and their psychological well-being. The results showed that teacher control style negatively predicted all components of psychological well-being. While the perception of the structure of autonomy components predicts a positive growth of personal growth and environmental dominance. The results of the studies show that parents who have been identified with an intimate relationship In the health of family function and mental health of children and young people are recognized (Hosseini Hossein Abadi, 2004). Psychological well-being appears as a syndrome. Mental health, like illness, appears when a set of symptoms is at a specified level and for a specified period, and this health interacts with the action of distinct brain perceptions and social actions. To study psychological well-being, researchers need to take mental health action as a syndrome of health symptoms. Different factors change psychological well-being. A researcher showed that non-personality factors affect psychological well-being. He said that people with high psychological well-being are generally young, healthy, educated, high-income, outspoken, optimistic, uninterested, religious, married and with high self-esteem, spirited and happy, possessing intelligence that is high and low (Solar , 1381). Therefore, the present research seeks to answer the question: Does parenting education affect positive psychological well-being and academic achievement of children based on positive parenting?

### **Method**

Society, sample and method of sampling: The present research is a semi-experimental design with pretest-posttest design with control group. In this way, weekly three sessions for 90 minutes in seven sessions (from November 2014 to January 2015) were administered by the therapist in the appropriate centers, and the control group received no training. It should be noted that the first sessions were followed up by the tests. After the completion of the course, to test the degree of academic achievement, the test was repeatedly performed as a post-test in all subjects. Then data was analyzed by spss software. Finally, the results of the effectiveness of parental education on psychological well-being were obtained . Statistical population In this study, all parents whose children were students as students in Ardabil city in high school in 2014 were selected and their number is 4346. Considering the nature of the research, which is semi-experimental, and in the semi-experimental research projects, each group should have at least 15 people (Delaware, 2011). In this research, considering the probability of dropping out of subjects, 20 persons were selected for each group. The research method was available in a sampling way and was invited to collaborate among the volunteer parents.

**Achievement**

The students' last semester grade was also considered as the criterion for their academic achievement. Child Labor Practice Test: Diana Baermind's Childbearing Practice Questionnaire This questionnaire was designed in 1972 by Diana Baumarind. The questionnaire of the questionnaire measures three parenting styles: 10 questions, the authoritative method, 10 questions, the authoritative method, and 10 questions, is a lexical way. The answer to the questions is a 5-point Likert scale. This questionnaire has been studied in several researches and its reliability and validity have been reported to be desirable. Using the method of re-testing, the reliability of this instrument in mothers and fathers was 0.81 and 0.88, respectively, in the authoritative manner, the authoritarian method was 0.78 And 0.85, the tyranny of 0.86 and 0.77 have been reported for a reluctant manner. He also verified the diagnostic validity of this questionnaire. Accordingly, the authoritarian method of the inverse relationship with prolapse (-0.38), the decisive and assertive method (-0.48), and the father's steady-state, have an inverse relationship with prolapse (-0.51) and decisive and assertive (52.5 0-). In Iran, Esfandiari (1374) reported the validity and reliability of this questionnaire as desirable. In this study, the content validity of this tool was reported by ten qualified experts. In this study, Cranbach's alpha was 0.72 (Courage and Contributors, 2010). Psychological Well-Being Test: This scale of 54 items was developed by Reef (1998), which is used to measure six dimensions of psychological well-being (self-acceptance, self-control, environmental domination, personal growth, positive relationships with others, and purposefulness in life). Responsiveness to females on this scale takes place in the Likert range of 7 degrees from "completely opposite" to "fully agree". This instrument was first translated and standardized by Zanjani Tabasi (2004) in Iran. In this study, Cronbach's alpha was 0.94 for the test and for the subscales it was reported to be between 0.62 and 0.90. Content validity, construct, convergent and divergent validity of this tool have also been reported to be desirable. In another study, Joshun Lev, Rustami and Nusrat-Abadi, while confirming the validity of this tool, reported the internal consistency of its sub-scales between 0.43 and 0.60. The Cronbach's alpha coefficient in this study was 0.96.

Data analysis method: Findings were first descriptive including mean, standard deviation, and ... To examine the research hypotheses, one-variable variance analysis (MANOVA) should be used.

**Results**

In this study, t-test, paired comparisons were used to determine the mean of pre-test and post-test of the offspring.

**3-4-Descriptive Findings**

Table 1. Mean and deviation of parenting components in pre-test and post-test of control and experimental groups

control group		examination Group			
Standard deviation	Average	Standard deviation	Average	Parenting	
0	40	68.00	4.9800	Preliminary test	Authority style
0	40	1.55	5.38	Check back	
0	40	2.00	1.72	Preliminary test	Authoritarianism
0	40	3.00	2.500	Check back	
0	40	1.00	2.00	Preliminary test	Easy way
0	40	2.00	3.00	Check back	

As shown in Table 1, the mean (and standard deviation) of the total pre-test for parenting in the experimental group is 71 (71) and in the post-test is 10.88, but the total pre-test score The childbearing age in the control group is 120 (0) and in the posttest is 120

**4-4- Inferential Findings**

Table 2. The results of the box test regarding the prediction of the equality of the two groups of parental care and psychological well-being

Significance level	Second degree of freedom	F	First degree of freedom	Box test
0.01	3.576	5	12.687	13.45

Before using parametric test of multivariate analysis of variance, we used Box and Lone tests to observe its hypotheses. As shown in Table 2, based on the box test, which was not meaningful for any of the variables, the homogeneity condition of the variance / covariance matrices was correctly observed (P = 0.01) , F=12.687, BOX=13.45

Table 3. Results of the meaningful test of multivariate analysis of variance on total scores of parenting variable in the experimental and control group

	Name Test	Quantity	F	Df hypothesis	error df	p	Squat trough
Model	Piley effect	0.540	0.001	23.00	2.00	20.132	23%
	Lambda Wilkes	0.540	0.001	23.00	2.00	20.132	3%
	Hoteling effect	0.540	0.001	23.00	2.00	20.132	48.307
	The biggest root of the error	0.540	0.001	23.00	2.00	20.132	48.307
Group	Piley effect	0.987	0.001	23.00	2.00	53.649	0.564
	Lambda Wilkes	0.987	0.001	23.00	2.00	53.649	0.232
	Hoteling effect	0.987	0.001	23.00	2.00	53.649	8.23
	The biggest root of the error	0.987	0.001	23.00	2.00	53.649	8.24

The results of table (3) show that the significance levels of all tests allow the use of multivariate analysis of variance. These results indicate that there is a significant difference in the studied groups in terms of one of the dependent variables ( $P < 0.001$ ,  $F = 53.649$ ,  $F = 0.540 = \text{Wilk's Lambda}$ ). According to Eta, the difference between the two groups according to the dependent variables is significant and the difference is approximately 90% based on the Lambda Wilkes test, that is, 90% of the variation of the difference between the two groups is due to the interactions of the dependent variables be.

Table 4. Multivariate analysis of variance analysis (MANOVA) to compare the pre-test and post-test pre-test scores for general parenting in the experimental and control group.

	Dependent variable	P	F	MS	df	SS
Model	Parenting	0.001	115.934	2201.400	2	2201.546
	Psychological well-being	0.001	39.507	2083.400	2	2083.345
	Achievement	0.001	157.709	2484.300	2	2484.300
Group	Parenting	0.001	115.934	2201.633	2	2201.540
	Psychological well-being	0.001	39.507	2083.333	2	2083.333
	Achievement	0.001	132.489	30.400	2	2484.300
Error	Parenting	18.234	2	531.733		
	Psychological well-being	52.235	2	1476.533		
	Achievement	15.752	2	441.067		

The results of Table 4-7 show that between the mean scores of parenting ( $F1\ 238.868$ ) and psychological well-being ( $F = 79.14$ ) and academic achievement ( $F = 290.29 / 198$ ), between the experimental and There was a significant difference in control ( $P < 0.001$ ). In other words, parenting education, parenting, psychological well-being and academic achievement have significantly improved education-based commitment and progress.

**Discussion and conclusion**

The results of the research showed that there was a significant difference between the experimental and control groups in parenting and, considering the significance level less than (5%), it can be said that parent education has been effective in the correction of child-rearing. Therefore, the research hypothesis is investigated. This finding is consistent with the results of Rhine studies, which reported in 2008 (2008) that the use of parent-parenting methods improves parenting skills, parenting satisfaction and adequacy in parenting, reducing parental differences and decreasing Problems with child upbringing (Rhine 2008). It also has a significant relationship with the research of Riff (2007) and Spalding, which was found in a research in the year 2007 (2007) that the social class, in comparison with family education, provides a better prediction of academic performance, and then the education of control in The family has a positive relationship with the educational achievement of children (Reff, 2007). Eyvazi (1378) studied the relationship between mother's parenting style and the aggression of their children (97 students and their mothers) but did not find any meaningful relationship between the authoritative and motivated behavior and the aggression of their boys. However, there was a reverse correlation between the decisive and assertive behavior of mothers with their aggression in boys, that is, the determination of mothers reduced the aggression of their children. A scholar in the year 1890 mentions the relationship between the motivation of academic achievement and child-rearing practices. He adds that there is a correlation between the expectations of parents from their children and the educational progress and the family structure (family power hierarchy), with motivation for girls' academic achievement (Reef, 1890). A scholar in the year 2000 (2000) reports the relationship between parents' parenting practices and the degree of adolescent academic achievement, so that the higher the level of parental support and parenting and the higher education, the high educational qualifications of the children is also high ( Spalding, 2000). Vallfart (2003) concluded that adolescents with despotic childbearing styles had anxiety and depression by examining two factors of child-rearing practices and family atmosphere. A study by Saunders and Christiansen (1985) has been conducted to compare child-management education and positive parenting. This study was conducted on parents of children aged 2 to 7 who had difficulty with behavioral problems. The results of this study showed that both methods of education have a meaningful reduction in the child's hard problems and abusive behaviors of the mother as well as an increase in targeted parenting methods. Connell, Sanders and Marquis-Dodges (1997) trained parents of behavioral problems parents for ten weeks.

The results of this study indicated that parents increase their efficiency, reduce ineffective parenting levels, low levels of anxiety, depression and stress in mothers, and reduce behavioral problems in children. A follow-up of 4 months was the same as the results of this study at the beginning of the intervention, after intervention, the mean score of psychological well-being, which was less in the control group than the experimental group, did not change. It is worth noting in addition to paying attention to the performance of the parents and the related activities, attention References are important and essential points in parenting education. Rahmani and Mohab (2011). By examining the ways of childbearing and emotional atmosphere of children with general anxiety and non-comprehensive children, the results showed that in terms of child's styles There is a difference between healthy and anxious people, as well as the emotional atmosphere of the family Healthy and anxious to reveal more. Navabakhsh and Soroush (2011) examined the ways of child-rearing and social adjustment of children and the results of this study showed that four types of parenting practices in children are applied to children: 1) Autocratic Teaching Method. 2) Decisive Educational Method. 3) Negligent educational approach. 4) Negligent educational practice. Each of these home-grown upbringing practices that parents use to educate their children themselves have an impact on the social adjustment of children. Zabihi Hesari and Hejazi (2011) studied the role of mediation of self-esteem in relation to parenting and assault methods. It was concluded that parenting practices have a positive effect on self-esteem while the effects of child-rearing and self-esteem in aggression is negative. A study by Saunders and Christiansen (1985) has been conducted to compare child-management education and positive parenting. This study was conducted on parents of children aged 2 to 7 who had difficulty with behavioral problems. The results of this study showed that both methods of education have a meaningful reduction in the child's hard problems and abusive behaviors of the mother as well as an increase in targeted parenting methods. An investigation was carried out by Freeman et al. (1993). In this study, parents who had significant problems with their children were trained. The results of the study showed that parenting education was beneficial and reduced children's behavioral problems. Connell, Sanders and Marquis-Dodges (1997) trained parents of behavioral problems parents for ten weeks. The results of this study indicated that parents increase their efficiency, reduce ineffective parenting levels, low levels of anxiety, depression and stress in mothers, and reduce behavioral problems in children. The 4-month follow-up also shows the same results. Bori (1991) studied the relationship between parental parenting practices and the self-esteem of the children. The results indicate that there is a high positive relationship between the parent's rational authority and the children's self-esteem. In this research, there is a meaningful relationship between the free parenting style and the self-esteem of the children. Bronson (1994) conducted a study entitled "Parent-Child Interaction Patterns in Mexican Families" in which the author sought to investigate patterns of inter-parent and child interactions in Mexican families. The relationship between parenting, The culture and social environment of the family can be found with the emotional and social development of children. The findings of the research showed that there is a relationship between supporting and warm-up parenting styles and self-acting behavior and child self-expression. While the behavior of the punishing and limiting parents was related to the child's perpetual and persistent perturbation and enduring anger.

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