

STUDYING THE RELATIONSHIP BETWEEN PARENTAL STYLES AND STUDENT SELF-REGULATION

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Abstract. Parenting refers to the dominant way of parental upbringing and has a significant impact on the development and development of the child's personality. Family and parenting methods have important implications for social change and a wide range of behaviors, including health, self-regulation, and adolescent educational issues. The purpose of this study was to investigate the relationship between parents' educational methods and self-regulation in high school students in the academic year of 2018-2019. Regarding the nature of the subject, this research is descriptive and correlational. The statistical population consisted of 989 high school students in the city of Birjand, South Khorasan Province. The sample size was 278 using Morgan table. They were selected by multistage cluster sampling from the students of the subjects. Data were analyzed by Pearson correlation coefficient and stepwise regression as well as t-test independent groups. The research instrument was a parenting method questionnaire and self-regulation questionnaire. The results of this study showed that there is a significant relationship between educational methods and self-regulation at a significant level of $P < 0.001$.

Keywords: parenting styles, tyranny, chaos, authoritarianism, self-regulation

Introduction. One of the hallmarks of man is the socialization of children. Parents and child friendly approaches refer to behavior or affection, parental assistance and assistance to their children, appropriate parenting and parenting practices. Self-directed carries a significant sustained health, Because the relationship between parents and children by providing conditions for increased health leads to a development of mental, social and biological life. In fact, proper parenting practices affect the development of a person's mental health. Particularly during the initial period of life, the parents of a child are often the main source for the development of self-esteem and learning to be effective ways of personal control. They also provide the right way to communicate with others. Parents are important factors contributing to the development of a teenage personality. The family is the first school and the main source of education is the evolution of the evolutionary age, and there is no institutionalized fate of the family in human life. Parents and families help teenagers achieve what they need to be independent (Alizadeh, 2017).

The child is raised in the family. This means that society is in second place. Parents, as the main members of the family, have the most basic role of child upbringing. Meanwhile, the mother plays a special role. The mother as the primary caregiver and only source of security and food in the early years of the child's life is the whole life and health of the child. Bowlby refers to this issue as attachment and believes attachment plays a vital role in human life (Burke, 2007). This means that attachment affects not only childhood but throughout life on the child's behavior and personality. But in addition, the kind of education that parents choose and implement for the growth and excellence of their children creates the future of the children; so, given that each parent is different from the others, they educate their children, different children, and in the future, people with a different ethics and behavior. Family and parenting practices have important implications for social development and a wide range of behaviors, including mental well-being, health, and adolescent education issues (Schack Smith et al., 1995, Chan & Co, 2009). Baumirind uses parental control to identify three parenting styles. These practices include a tyrannical or dominant approach that involves forced and hard-hitting and low levels of admission. An authoritative method that combines rational control and support, and the application of confidential laws along with the admission of these parents and the lexical approach associated with low levels of control (Simon & Conger, 2007). Each parenting process has different consequences for individuals. The authoritative style is the most appropriate method of parenting. Individuals whose parents have an authoritative parenting style have generally shown a better emotional, personal, academic and social outcome (Jinns, 2007; Harris and Pelle 2008; Bogenthal and Grosses, 2006). Parent's children are motivated by progress and are partners with their peers (Lambourne et al., 1991). Research on parenting practices suggests that parents using hard-core patterns will have children with peer-to-peer relationships and aggressive behaviors. In contrast, parents who use warm and receptive styles face less social problems in their children (Iser et al., 2005). Undoubtedly, parenting styles have a significant impact on the development of children. The teenage period is an irreplaceable period of life that puts the individual in a transition from childhood to adolescence. This experience is the first

time away from the family (Arendt, 2000). Parents' parenting and parenting styles can play a decisive role in the formation of the child's personality. One of the important structures in this field, self-regulation is one of the most important elements in motivational discussions by which students organize their learning. Self-regulation is one of the most important predictors of academic achievement in learning environment. The theory of self-regulation learning is based on how students are structured in terms of metacognition, motivation and behavior (Shank, 2001). Learning in this approach is a constructive process and potential learners are able to control and adjust the learning process. They can identify different aspects of motivation and behavior, as well as the environment of self-monitoring, regulation, and containment. Students with more skill in self-regulation, conduct their learning experiences actively and in a very diverse way. Also, whenever necessary, the learning strategies used will be changed in response to their requirements, homework characteristics, and environmental conditions and in a successful way stabilize and increase their level of motivation while doing their homework (Zimmerman, 2008). Depending on the behavior of children, the way parents interact with them. Even though every parent is hoping to provide the best possible at home, they may not give their children the right way. Children also differ in terms of needs and characteristics. For each child, due to his unique characteristics, he has to apply different principles of behavior. There are different styles for parenting. Regarding what has been discussed here, it can be concluded that there is probably a relationship between parenting methods with self-reflection and student self-regulation, so the present study seeks to bring this study to another geographical location Different cultural backgrounds in the Balouchestan region are examined and the main question of the present study is whether there is a relationship between parents' educational methods and academic self-regulation in high school students in Birjand. By answering this question, we can provide a platform for improving parenting practices, improve applied self-regulation and, ultimately, improve student success in different areas and academic achievement.

Theoretical Foundations. Parenting practices include two major benchmarks: parental affection and control. Parental control includes those parenting behaviors that serve socially (the process of transferring social values from parents to children) of the child. This is reflected in the ability of parents to use guidance, stability, ability to tolerate undesirable behaviors (such as screaming, wailing, crying, etc.) and using incentives and enhancements. Love also includes affection, affection, kindness and affection of the parents.

Parenting styles based on Baumirind's model. Baumirind (1967), by studying the interaction of parents with their children at home and in the laboratory, found that parental behavioral patterns were related to child behavior patterns, he identified three parent behavior patterns in interaction with their children.

Strong and trustworthy parents (logical powerful). Parents of this pattern are usually affectionately loving children and have a warm and intimate relationship with them. These parents, while controlling the logic of their children, expect them to behave fairly and logically. Although these parents respect the independence and decisions of their children, they generally stand firm in their positions and give solid reasons for their guidance. This incitement and control from the side of the children, by disciplining the children through guidance, and encouraging the autonomy and independence of the child, are called "decisive and confident" control by the parents.

Autocratic and dictator parents. Showing parental power is the first factor that distinguishes this method in two other ways. These parents are very uplifting and do not embrace the needs and desires of children. The verbal messages of the parents are unilateral and lacking emotional content. The tyrant's parents often do not give reasons when making orders. These parents are moderately attitudes towards other parents in terms of intimidation against adverse behaviors. Among these three modes, the parents show the least kindness and affection in the autocracy. Parents in particular are rarely involved in relationships that lead to child satisfaction. They generally dislike support for children's efforts and rarely use positive reinforcement. The affection in this pattern is at the lowest level. These parents express approval and sympathy for their children, and there is little evidence of strong relationships between mother and child. In fact, according to reports, these parents use fears to control their children, and there is no agreement between their descendant parents and their children. These parents regard child obedience as a virtue, and when they act and behave the child in conflict with their criteria, they use punishment and enforcement to control the child's wishes. In this model, parents emphasize the power and discipline of force. Masen believes that the parents are less warm and affectionate with their offspring, they control their children very much and use their power, they do not encourage their children to oppose their own rules and they are less warm and kind to them. (Yasayi 2010). Negligent parents (liberator). This type of parents have less control over their children and their demands are not reasonable. Their love and kindness are modest. The parents' family is relatively turbulent. Family activities, irregularities and regulatory practices are negligent. Parents have little control over their children, as well as conflicting attitudes about child discipline. Parents are negligent, while seemingly sensitive to their children, but they do not expect much from them. The lack of reasonable demands, along with refusal to provide reason and dialogue with the child, is always a feature of this style. These parents rarely provide accurate information to their children or accurate explanations. At the same time, the parents are lethargic and repressive. They use methods of guilt and deviation. These parents also surrender in most cases in the face of child abuse and libel.

Self-regulation. (Zimmerman et al. 2000, Winstin et al., 1992) argue that autonomous learning consists of three dimensions: metacognition (self-assessment, environment and position), target setting, self-observation of its activities.

In fact, these dimensions are interacting in the process of self-regulation. Zimmerman and Bandura (1994) argue that self-regulation includes observation of their activities, judgments about performance, self-reaction.

In a study conducted in this area, the study of the relationship between parenting styles and academic success regarding the mediating role of achievement goals and academic self-efficacy by path analysis showed that parenting styles, achievement goals, and self-efficacy had a significant relationship with academic achievement. Shahamat (2010), In a study on parenting and self-regulation styles, these results showed that the authoritative parenting style was a significant predictor of self-regulation levels. Gerami (2008) conducted a review of child-rearing practices in the social setting of students. The results of the research show that there is a direct and direct relationship between the rational parenting style, social maturity and self-regulation. Kemachali et al. (2008). Therefore, educational practices in the family environment and even educational environments can predict other psychological characteristics of many behavioral disorders among students. Meanwhile, self-regulation is another important concept in shaping the structure of human personality and can play a decisive role in the future of the individual. Given the many studies that have been done in this field and discussed here, it can be admitted that students with high levels of self-regulation and self-regulation can better control their emotions, especially depression, anxiety and stress and control their behavior and are less anxious and therefore have higher academic performance.

Research Method. The current research is a descriptive-correlational study aimed to investigate the relationship between parenting education and self-regulation in high school students in 2018. The statistical population of this research includes 989 high school students in Birjand, South Khorasan Province. The sample size was estimated using the Morgan table of 278 people and selected by multistage cluster sampling among the students of the subjects. Firstly, the schools were selected, namely 8 schools (4 girls' schools and 4 boy's schools), and 2 classes from each school and 17 students from each class were selected as samples. In order to select the exact sample size, only 23 students were selected from the same class so that the total number of students participating in the study would be 278. Statistical analysis was carried out at descriptive and inferential levels. At the descriptive level, the mean of the standard deviations of the research variables and the Pearson correlation coefficient and stepwise regression tests as well as the independent group T tests were used at the inferential level to answer the research questions. The research tools included parenting styles questionnaire and self-regulation questionnaire.

Baumirind parenting style questionnaire. This tool is an adaptation of the parental authority theory, which, based on Baumirind's theory, consists of three patterns of parenting liberalization, autocracy and authority in order to examine patterns of influence and parenting practices. This questionnaire was previously used by Esfandiari (1995) and Benem (2000). Esfandiari has tested the reliability of the questionnaire for releasing 0.69, 0.77 for authoritarianism and 0.73 logical authority. The reliability of this questionnaire was reported through a method of 0.81 for liberation, 0.85 for authoritarianism and 0.92 for fathers' rational authority (Buri 1991). He also reported on the credibility of the questionnaire that the father's despotic father had an inverse relationship with his release (0.50) and his rational authority (0.52).

Self-Regulation Learning Strategies Questionnaire:

This questionnaire was created by Pintrich and De Grote and is arranged in 47 parts in two parts: motivational beliefs and self-regulation learning strategies (cognitive and metacognitive strategies). Pintrich and De Groot (1990) in its validity study using the method of analysis acquired three factors for the motivational beliefs scale including self-efficacy, internal evaluation and test anxiety and two factors including use cognitive strategies and use metacognitive strategies and resource management for self-regulation learning strategies. The reliability coefficients of self-efficacy, internal evaluation and test anxiety, using cognitive and metacognitive strategies were 0.89, 0.87, 0.75, 0.83, and 0.74 respectively using Cronbach's alpha method. Mousavi Nejad (1997) also used content validity and factor analysis for assessing the validity of this questionnaire and extracted three factors of low level cognitive strategies, high level cognitive strategies and meta-cognitive self-regulation. To determine the reliability of these factors, he reported alpha coefficients of 0.98, 0.79 and 0.84, respectively. In this research, the Cronbach's alpha statistical method was used for the data obtained in the pre-test (36 people) that was used for self-efficacy, internal evaluation and test anxiety, using cognitive and meta-cognitive strategies (0.85, 0.86, 0.77, 0.84, and 0.88) respectively. The validity of the questionnaire was also verified by three university professors.

Research Findings

Table 1: Describes parenting and student self-regulation variables

	self-regulation	Parenting	logical	autocratic	Negligent	The statistics
As	186.92	42.54	15.87	13.65	13.99	Average
	28.80	12.14	4.76	4.58	5.17	Standard deviation
	892.93	147.51	22.69	21.006	26.81	Variance

Table 1 shows, parenting styles are in a better position than rational. Also, the variables of self-regulation and self-regulation are at an acceptable level.

Test of research hypothesis

The research hypothesis is:

- "There is a meaningful relationship between the parents' educational practices with the discipline of the students."

Table 2: Relationship between parents' parenting practices and student discipline

Significance level	Coefficient of correlation	Standard deviation	average	Abundance	Variables
0.001	0.73	12.14	42.54	278	Parenting styles
		28.80	186.92	278	Students' regulation

As shown in Table 2, the correlation coefficient is equal to 0.73. This value is significant at the level of 0.001 and since the acceptable level is less than 0.05. Therefore, we conclude that there is a significant positive correlation between parenting styles and the ordering of students.

Discussion and conclusion. The correlation coefficient was equal to 0.73. This value was significant at the level of 0.01 and since the acceptable level of significance is less than 0.05. Therefore, we conclude that there is a significant positive correlation between parenting styles and the ordering of students. Which is consistent with the findings of Ejei et al. (2011), Gerami (2008), Kemachali et al (2008), Courage (2010) and Lazarus (2004). In the investigation, there were no inconsistent results. Therefore, it can be admitted that each component of the educational process is effective in predicting self-regulation. Therefore, in each family, special methods are used to educate children that the type of educational style depends on the amount of knowledge and knowledge and experience of the parent. Although many parents, in their view, apply the best education, they face some problems in the near future, which are the result of the same type of education they use.

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