

**A CONSIDERATION OF THE PARENTS'CHILD REARING METHODS AND THEIR RELATIONSHIP WITH STRESS COPING,SELF REGULATION AND EDUCATIONAL ACHIEVEMENT OF THE JUNIOR HIGH SCHOOL IN ZANJAN-IRAN**

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**Abstract:**

The purpose of the present study is to consider the parents'child rearing methods and their relationship with stress coping,regulatory and educational achievement of the junior high school in Zanzan.

The study is of causal-comprehensive type.The statistical population included all 18917 junior high school students along with their parents in Zanzan in 2007-2008 .

The measurement instrument was the Diana child rearing questionnaire,Zimerman and Martiz ponny(1986)questionnaire as well as the Caror etal stress coping questionnaire(1989) and finally, the students'averages at school.

The results show there is a linear and significant relationship between stress coping methods,self-regulation and academic achievement.also,there is no linear and significant relationship between child rearing methods,self-regulation and academic achievements.

**Key words:** child rearing, stress coping.

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## 1-Introduction:

Most adults who are parents learned what their culture and their extended families expected of them by directly experiencing the daily practices of their own parents as children and by observing the practices of other parents in their nearby environment as they reached parenting age. There is an unbroken web of adult-child relationships and expectations passed down from one generation to the next with minor modifications and individual interpretations. Typically, the expectations of parents are reinforced by strongly held cultural beliefs and values, often embedded in religious practices (Bankston, 1997), and reinforced by other adults in the extended family, the village, and the larger society. Within this paradigm, children have little say, explicit consciousness, or comparative examples outside their own cultural milieu about how parents behave or how they go about the business of being parents. If older children have opinions about the quality or style of their parents' practices or comparisons with other parents it is generally expected that they will keep them to themselves. The idea that adolescents might have very different perceptions of how parents should parent or express a critical perspective on their own parents' practices would be considered an unacceptable breach of the natural order in most societies around the globe(1).

William(2008) developed a Q-sort scale regarding childrearing methods. It is a major strength of the Child Rearing Practices Q-sort (Block, 1965) that it assesses a very wide range of parenting practices, and does so using a forced distribution that encourages parents to provide a thoughtful prioritising of their parenting practices. One can see the importance of a particular practice as it competes against many other beliefs and behaviors that are also important to parents.

Unfortunately, these strengths work against scale development – there are simply too few conceptually redundant items. There are many examples in the research literature (e.g., Roberts & Strayer, 1987) of CRP-Q scales that were valid in their originating sample, but which failed to replicate in new samples. Block herself apparently abandoned the attempt to develop scales, resorting, in her later publications, to a strategy of analysing results on an item-by-item basis (e.g., Block, Block, & Gjerde, 1986)(2). Manuel tested a model of parental inducement of academic self-regulation. One hundred and five elementary-school students were surveyed to assess their perceptions of (a) their parents' influence on their academic self-regulation and (b) their own academic self-regulatory behavior. Their standardized academic achievement scores

were also recorded. Factor analysis disclosed that measures of parental modeling, encouragement, facilitation, and rewarding of the students' self-regulation loaded on a factor separate from, but related to, academic achievement; path analysis disclosed that parental self-regulation inducement significantly predicted student academic achievement through mediation of student self-regulatory behavior(3).

### **Methodology:**

The method, here, was causal-comparative. In addition, the statistical population consisted of all the 3<sup>rd</sup> grade secondary school students in Zanjan province in 2007-8 including 18917 students and parents. The sampling was carried out through multi-level probable sampling. The final sample was 380 students (55% boys-45% girls). The measurement tools were child rearing (Diana Bamirand), self regulation (Zimmerman & Martinz Pous) and stress-coping (Carrer etal) questionnaires.

### **Findings:**

The stress coping strategies among students was different based on the child rearing methods (5% Sig). Also, the self-regulation among 3 child rearing groups wasn't significant. Additionally, there was a significant and linear relationship between the stress-coping variables, self-regulation with educational achievement.

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