Studying the Relationship between Maternal Rearing Practices with Behavioral Disorders (depression, aggressiveness, irritability and antisocial tendencies) among Female High School Students

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ABSTRACT

In this study, in order to examine relationship of maternal training practices with behavioral disorders (depression, aggressiveness, irritability and antisocial tendencies), a sample including 300 female High School students (first grade to third grade) from Gachsaran city was selected by multistage-cluster sampling method. The original hypothesis of this study was: there is a relationship the age of administering maternal rearing practices (independence training, mastery learning and care training) and their daughters’ behavioral disorders. Winter Bottom parenting styles questionnaire (independence training, mastery learning and care training) and Woodworth ethical traits questionnaire (emotionality, psychasthenia, obsession, withdrawal, paranoid, depression, aggression, antisocial tendencies and irritability) were performed that four traits of them were examined. Statistical results showed that there is a positive significant relationship between age teaching of mothers parenting (learning independency, mastery, learning care) and depression and aggression among their daughter (α=0.05), while there was a positive not significant relationship between the age of mothers teaching the parenting with anti-social tendencies.

INTRODUCTION

Many factors must be considered in attempt to conceive growing child’s behavior. Even, the simplest behavior has effective outcomes. In each time, child’s behavior and personality is the product of a continuous interaction of nature and nurture.

Several issues related to growth are important to conceive child’s behavioral difficulties. The effects of individual differences remind us that every child must itself be evaluated as an individual and the reciprocal influences between her/him and environment must be taken into account in this manner [11]. A child commences life through landscape on around and the most familiar faces (parents) are regularly being imprinted in her/his mind at the first experiences. The family educational influences are one of the most principle concepts in child’s personality development. Child’s personality is essentially being formed in a family. Parents must appropriately shape the personality, behavior and skills of child with special intricacy and sensitivity and by the use of proper rearing practices. If the reaction and behavior of parents take timely place in the childhood periods, a child will have the mental, behavioral and personality balance, otherwise, it is expected that a child will reveal the mental and reactions imbalance and maladapted behaviors in a child [10].

Various child-rearing practices cause to appear different behaviors in children and adolescents. The parents who continuously support their own children, are warm and intimate and have a reasonable and stable control, they create a type of aspiration in their own children to express acceptable social behaviors. On the contrary, restrictive parents have them believe that they couldn’t face the issues and problems of life in a good manner, by limiting children’s merits and preventing to perform their abilities with passage of time. The belief creates fear and anxiety in them.

Reid & Webster – Stratton [13], in a research on a sample of 882 people, showed that there isn’t a reasonable relationship between parents and children in the children with behavioral difficulties. The
relationship has more interventionist and critical that causes to supply a front against parents and defiance to prove their own safety in this way. More interventions in children affairs cause to appear aggression and behavioral contacts between children and parents.

**Problem statement:**

The exert of family rearing practices, how to behave parents with child, especially in primary ages of life, the role of family space in actualizing aptitudes and physical and mental abilities of child, and finally taking different factors into account in physical, mental, affective and ethical growth play an important role in the security of a child’s mental health or appearing her/his mental problems and disorders.

Evidently, it can be expected that the security of a child’s mental health would merely be in numerical families; in other words, the parents who have mental health patterns and a joint role in this area. Mc Farlane et al., (2003), in a research on a sample of 330 people, concluded that the children whose their mothers have been ill-treated, have more internal mental problems than external ones. The behaviors, such as depression, withdrawal and anxiety expose children more to suicide.

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The parents of children with behavioral difficulties often experience a variety of impacts, such as marriage disagreement, substance and alcohol abuse, financial problems, mental disorders and uni-parent. Training parents is necessary to decrease behavioral difficulties and the purpose of that is to change in confronting each other [6].

Trautmann-Villalba et al., [19], in a study on the mothers’ behavior of children with behavioral difficulties, indicated that there is a relation between mothers’ negative and conservative behavior and children’s appearance of aggression. The behavior causes to intensify behavioral disorders in children.

In performed research by Webster – Stratton et al., the parents of children with behavioral difficulties attained lower points in positive relation between parents and their children than others.

Bassaroth [3], in a study, showed that the factors like disorganized comrades, low economic-social status, risk adaptation and low scholastic achievement, poor parent-child connection, familial stress and a lot of number of children can be good predictors for the possibility of appearing behavioral disorders in children. Likewise, Stornashak showed that there is a correlation between five parenting styles (punitive discipline, maladjustment, flexibility, physical aggression and thrashing) and three destructive dimensions of children (aggression, hyperactivity and negativist behaviors). There was a high relation between familial qualifications, anxiety and children’s behavioral disorders, as well [8].

In a performed research by Sue et al., the multi-variable regression analysis of data has suggested that personality variables are significantly predicted by parenting styles. The influence of parent rearing practices higher academic grades has been more dominant than others. Affective maturity has been more impressive than nervous and behavioral disorders contrary to parenting styles [16].

The results of Baumrind’s observations from 1967 to 1991 also showed that good adjustment in children is relevant to the parents who use a consistent and constant discipline and are intimate and supportive [18].

The accomplished research showed that the use of educational programs and parent rearing practices has been effective on the children with behavioral difficulties. In result, abnormal behaviors and relation difficulties of children have arisen of parents’ improper behaviors.

The aim of the study was to reply to this question: Is there a difference between parents who have low expectations from children and ones who have reasonable expectations from them in appearing behavioral disorders? Is there a relationship between maternal rearing practices and their daughters’ behavioral disorders (depression, irritability, aggression, antisocial tendencies)?

**Research Importance and Necessity:**

The familial unity and integration is an issue that, nowadays, has been focused by majority of psychologists, sociologists, international assemblies, and state and non-profit organizations.

The most important ages of a child’s life are ethically the same as her/his primary ages of life when family influence is more than other factors in her/him. The relationship of parents with each other and their relationship with a child are an accurate and sensitive. If this affair isn’t precisely being considered, not only it will damage a child’s ethical personality but also may cause to appear mental disorders and next different deviations in her/him. The study can also help in this area for different utilities and suggestions to remove problems related to behavioral difficulties in children.

**Research Goals:**

The essential research goals: Home environment is the first and most effectiveness that affects on the growth of individuals’ personality. The influence of parents on children isn’t limited to genetic and hereditary agents. But, social and economical situation, thoughts and beliefs, manners and customs, and the level of parents’ nurture have much effect on the type of children’s behavior. The basic objective of present study was to investigate the effect of maternal rearing practices on their children’s behavioral disorders.
**Hypotheses:**

There is a relationship there is a relationship the age of common raining maternal rearing practices (independence training, mastery learning and care training) and their daughters’ behavioral disorders.

There is a multiple relationship there is a relationship the age of common raining maternal rearing practices (independence training, mastery learning and care training) and their daughters’ behavioral disorders.

**Methodology:**

Statistical population included all of first period female high School students from Gachsaran city. The sample consisted of 300 first period female high School students (first grade to third grade) was selected by multistage-cluster sampling. The entire city was divided into 10 areas and one area from city center and one from south were randomly selected of these areas. Then three schools were randomly selected of each area and finally first, second and third grade classes were listed and a desirable sample was selected of them. Firstly, mothers were guided to these schools by cooperating educational units. After introducing questionnaires and how to reply to them, they completed them in a proper space. At the next stage, their children were invited to complete Woodworth questionnaire (notably, mothers and children’s questionnaires were similarly coded).

Extremely, the obtained data was exactly inputted into the computer and necessarily calculated by SPSS software.

**Measurement Instrument:**

Winter Bottom parenting styles questionnaire: The questionnaire was developed by Winter Bottom to assess three child-rearing practices (independence training, mastery learning and care training) and translated into Persian by Bagheri under Shokrkon and Haghighi’s view in Education and Psychology Faculty of Shahid Chamran University. Broumandnasab computed the scores of the questionnaire by correlating each scale score with the score of criterion item, and extended the coefficients from 0.51 to 0.70. He computed its reliability through Alpha of Cronbach and split-halves method 0.76 and 0.75, respectively. Rezaee [14] extended its reliability by correlating each scale score with the score of criterion item from 0.34 to 0.61. He computed its reliability through Alpha of Cronbach and split-halves method 0.65 and 0.62, respectively.

In present study, the concurrent validity, that is a type of predictive, was used to validate the scale. In this way, one item was provided as the criterion item for each individual scale including its entire items content. The correlation coefficient was accounted between the mean of items reply of the items of each individual scale with the related criterion and the obtained value was considered as the validity coefficient (item 15 is a criterion for independence training; item 16 is a criterion for mastery learning; item 17 is a criterion for care training). In current study, the reliability coefficient of the questionnaire was also accounted through Alpha of Cronbach and bisecting method that was for the parenting styles 0.82 and 0.75, respectively. The noted scale reliability was represented in Table 1.

| Table 1: Reliability coefficient of parenting styles questionnaire in the study. |
|-----------------------------|-----------------------------|-----------------------------|
| scale                       | Reliability coefficient     | validity coefficient        |
|                             | Alpha of Cronbach           | split-halves                |
| independence training       | 0.64                        | 0.50                        | 0.26 (0.0001) |
| mastery learning            | 0.70                        | 0.72                        | 0.49 (0.0001) |
| care training               | 0.68                        | 0.65                        | 0.44 (0.0001) |
| Total                       | 0.82                        | 0.75                        |-----------------------------|

As observed in Table, the validity coefficients of the scale ranged from 0.26 to 0.49 (at the level of 0.0001) where suggested the rather good validity of the scale. Likewise, its reliability coefficient of the questionnaire ranged from 0.50 to 0.82 where indicated its reasonable reliability coefficient.

Woodworth ethical traits questionnaire: This scale assesses 8 different traits (emotionality, psychasthenia, obsession, withdrawal, paranoid, depression, aggression, antisocial tendencies and irritation) In this study, four characters of depression, aggression, irritation and antisocial tendencies are examined. Yousefian [20] used Alpha of Cronbach coefficient to determine the scale and computed it for 200 participants with 0.91. He also accounted its validity for 8 domains where was significant for the entire domains (p=0.001).

Ramazani [12] correlated it with ASA scale to determine the value of its validity where correlation range were from -0.11 to -0.21 with the domains of Woodworth behavioral disorders with a mean of 0.11. Except to withdrawal variable, all were significant at the level of α=0.05.

The reliability coefficient of the scale was calculated by Alpha of Cronbach and split-halves method that its results were represented in Table 2.

Table 2 shows that the whole reliability coefficient in this study was between 0.50- 0.70 which is desirable and is in consistent with the previous studies.
Irritations, education, learning style and depression,

Table 4: Correlation coefficients of maternal age, education, independence, learning and behavioral disorders of children and their mothers.

<table>
<thead>
<tr>
<th>Predictive variable</th>
<th>Statistical index</th>
<th>Correlation coefficient (r)</th>
<th>Sig. (p)</th>
<th>Sample number (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent learning style</td>
<td>depression</td>
<td>0.14</td>
<td>0.021</td>
<td>297</td>
</tr>
<tr>
<td>Aggressiveness</td>
<td>0.16</td>
<td>0.007</td>
<td>297</td>
<td></td>
</tr>
<tr>
<td>Irritation</td>
<td>0.10</td>
<td>0.003</td>
<td>297</td>
<td></td>
</tr>
<tr>
<td>Anti social tendencies</td>
<td>0.04</td>
<td>0.545</td>
<td>297</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows that there was a significant positive relationship between style of learning independence and maternal age, education, depression, and being aggressive, while there was a positive with not significant relationship between irritation and anti-social tendencies subscales with style of learning independence.

Table 5: Correlation coefficients of maternal age and behavioral disorders of children.

<table>
<thead>
<tr>
<th>Predictive variable</th>
<th>Statistical index</th>
<th>Correlation coefficient (r)</th>
<th>Sig. (p)</th>
<th>Sample number (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent learning style</td>
<td>depression</td>
<td>0.16</td>
<td>0.006</td>
<td>297</td>
</tr>
<tr>
<td>Aggressiveness</td>
<td>0.13</td>
<td>0.20</td>
<td>297</td>
<td></td>
</tr>
<tr>
<td>Irritation</td>
<td>0.07</td>
<td>0.178</td>
<td>297</td>
<td></td>
</tr>
<tr>
<td>Anti social tendencies</td>
<td>0.08</td>
<td>0.157</td>
<td>297</td>
<td></td>
</tr>
</tbody>
</table>

According to the results of Table 5, there was a significant positive correlation between maternal age, education, learning style and depression, while there was a positive but no significant correlation between irritations and antisocial tendencies subscales with it.

Table 6: multiple Correlation coefficients of learning autonomy, mastery and care for Students with emotional vulnerability with stepwise method.

<table>
<thead>
<tr>
<th>Regression coefficient</th>
<th>F</th>
<th>P</th>
<th>RS</th>
<th>MR</th>
<th>Statistical index</th>
<th>Criterion variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Predictive variable</td>
<td></td>
</tr>
<tr>
<td>$\beta=0.016$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Learning independency</td>
<td>aggressiveness</td>
</tr>
<tr>
<td>$t=2.46$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Learning care</td>
<td>Depression</td>
</tr>
<tr>
<td>$p&lt;0.015$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$\beta=0.016$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$t=2.76$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$p&lt;0.006$</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
According to table 6, it can be seen that among the educational methods of learning independency, mastery and care as predictor variables, are only treatment predictive for depression, while other predictive variables do not play a role. About aggressiveness, among the predictor variables, only the independent learning is predictive but other variables do not play a role.

Discussion and Conclusion:
According to the results of this study, there is a significant positive relationship between age of maternal teaching with depression and aggression in $\alpha = 0.05$. However, between maternal age and antisocial tendencies and irritation was observed any significant difference.

There is a positive relationship between maternal age and depression and irritation and anti-social tendencies subscales, while these variables have a positive but not significant correlation with aggressiveness.

There was also a significant positive correlation between learning care of mothers and education and depression, but anti-social tendencies and irritation subscales had positive but not significant correlation with it.

The results of this study have consistent with ones of previous performed research by Reid and Webster-Stratton [13], McFarlane [7], Trautmann-Villalba [19], Stormashak and Bierman [17] and Farzi et al., [4]. The explanation of presented hypotheses and the reason of confirming them can be expressed as follows:

Home space is the first and most constant factor in the family individuals’ personality growth and a place for transferring beliefs, traditions, and various cognitions. A child paces first step toward socializing in family and become entire entity. One of the important issues in maternal rearing practices is their expectation from children. Parents expect their children to do behavior and activities, such as friend-making, studying without help, going school itself, and so on after they receive a defined age. As previous mentioned, children pass the different stages of physical and mental growth during different periods and at defined ages. On the basis, they gain abilities according to their own growth situation, and attain puberty. Now, in the periods, some of them cannot provide their parents’ expectations due to delay in growth, physical and cognitive disabilities, familial and environmental problems, genetic agents and other issues. Therefore, in the light of a child’s abilities at a defined age of growth, the level of parents’ expectations can be determinant in creating child behavioral difficulties at every age. In performed research by Becker on relationship between parent behavior and their children, showed that primary experiences of an individual in life periods, attained experiences from living with own parents, and conceptions on these experiences affect on her/his beliefs. Among the beliefs that can be impressive of childhood periods, a belief is in personal ability to manipulate the results of events [1]. For instance, when parents repeatedly allow children to make decisions about some affairs and they express own personal opinion, they’ll deliver the credence that they are in control of their destiny. So, higher age of leaking these beliefs in a child, more feeling of disability in facing with difficulties in her/him. He/she suffers from anxiety, depression and withdrawal. In the same reasons, a child shows more aggression behaviors to others. In permissive family, their children’s demands and tendencies are central pivots of activities of the family members. Parents have a faint in rearing a child or cognitive poverty and or haven’t enough power and treatment in applying practical solutions. Then, naturally, the education of independence training (training mother to child until he/she can personally and independently and without other help do things, like friend-making and going to school), care training (training mother to child until he/she can do own personal affairs, such as sleeping and brushing) and mastery learning (training mother to child to achieve some skills, like exercising and so on) to mothers in lower ages relevant to children growth leads to obtain more independence and ability in them. The same children show less affective and behavioral disorders in coping with difficulties.

In addition, in a research, Bamrind also concluded that the parents, who have deserving and developed children, simultaneously apply a range of control (a rate that parents try to intervene in children’s activities), request of maturity (pressures that a child receives to be consistent with her/his ability) and kindness in relation to child. Reasonably, parents consciously try to provide needed conditions to grow, actualize and offset their negative mental effects and behavioral difficulties by learning needed instructions about sound child-rearing practices and being familiar with the outcomes resulting abuse of unjust expectations from children at undue ages.

To explain this hypothesis that there is no significant relationship between the educational methods, antisocial tendencies and irritation, it can be said: gender of the subjects is important. The study was conducted on female students. Navabinejad [9] states that boys compared with girls, commit much more criminal and antisocial behaviors. It is verified five times more than girls’ tendency to antisocial and criminal behaviors.

Also, Barkley quoted by Herbert) sates that the proportion of irritability, impulsivity and aggression in boys and girls is 4 to 1.

One of the reasons that why the hypotheses regarding the relationship between parenting styles of mothers and antisocial tendencies and the agitation were not confirmed, is the female subjects in this research. Another issue refers to the questions used to assess antisocial tendencies and irritation that they had culturally negative effect and the subjects had doubt in answering the questions. As an example, I like to find a job like in which the
animals are killed, I have wished for others to happen bad events, I am often blamed for my dizziness, I have had to desire to rob something.

At last, it must be said that the results of this study indicate that family has a determinant role in people’s future behavior. The applied rearing practices by parents in childhood periods play a determinant role in individuals’ personality and motive in future. On the basis, parents are notified, if the ages of applying the method of independence training, mastery learning and care training children place at defined and proper time, their children will less possibly suffer from behavioral disorders in adolescence.

It is necessary to say this point that the rate of expectations must be relevant to a child’s physical and mental growth. If expectations are administered at lower ages and irrelevant to the physical and mental situation of a child, the risks will be followed.

REFERENCES