

Study on Correlation Between Parenting Styles with Social Adjustment and Achievement Motivation among Students at Secondary Schools of Izeh

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Abstract: This study aims at investigating the correlation between parenting styles with social adjustment and educational achievement among students at secondary schools of Izeh. The present study is a correlational research and the statistical population comprises all female and male students at secondary schools of Izeh. Multistage random cluster sampling method is applied in this research. The sample is comprised of 300 students including 150 girls and 150 boys. Data is gathered using three questionnaires, namely, Schaefer Parenting Styles, social adjustment and achievement motivation. Data has been analyzed based on both descriptive statistics in which indices of central tendency (mean, standard deviation, etc.) have been used and inferential statistics which applies Spearman correlation coefficient test, Kruskal-Wallis rank test and Mann-Whitney U test. The results reveal that there is a correlation between parenting styles, social adjustment and achievement motivation in students at secondary schools. In general, the required freedom and control and close communications in families will desirably lead to an increase in achievement of motivation and social adjustment in students.

Key words: Parenting styles, social adjustment, achievement motivation, students at secondary schools

INTRODUCTION

The human being lives in a space called family. Each person has capacity and talents inherited from parents. Therefore, the people are influenced by environmental factors (Jahangardi, 1994). Each family employs a specific method of individual and social training for children. These methods are called parenting style. Parenting style is influenced by cultural, social, political, economic and other factors (Hardy *et al.*, 1993).

The effect of family on training the future citizens has been always discussed by social and political scholars. For example, Robinson considers family as the most important socialization problem. It cannot be ignored that the families and its problems and their internal and external relations have undergone many changes in modern periods. The social changes due to industrialization process have led to the incidence of gap in families. According to Parsons, it is attributed to separation of family from relativity network and reducing family group to small single-core family (Segalen, 2001).

In the book entitled "Education in Islam", Motahari explains that the marriage is the first step taken by humans from egotism to non-egotism (Motahari, 2010). It can be concluded that the social adjustment is established by marriage and thus an appropriate context is necessary to create social adjustment space for children. The

continuation of human generation and trained individuals for future communities are among the important goals of marriage (Motahari, 2010).

The kinds of correlation between various roles and differences of each power structure or parenting styles (authoritarian, democratic, etc.) lead to different types of behavior by children in society.

This research investigates the way of changing human beings in society in family as well as the family relations and parenting style in different communities and indicates the effect of childhood experiences on human destiny. The parents' ways of treating with children build the human characteristics (Ezazi, 2003).

The psychologists have considered the individual adjustment as a set of normal characteristic features which people show against their environment and through which adjust with world. Wiseman argues that "the social adjustment is a reflection of evolution and satisfaction with roles and the way of performance in roles which is probably influenced by previous characteristic, culture and expectations of family.

Feenberg reveals that the parenting styles are correlated with adolescents' adjustment. Hettrington and Park (1994) states that the adolescents will not reach the identity cohesion if they are not helped to find proper answers to their questions. Therefore, the parents have their own specific social pace in identification; hence, it can be argued that identification is influenced by a

correlation which exists between parents and their children in passing from childhood to adolescence (Mazloom, 2033). The tendency to adjustment with environment is the origin of behavioral learning and external adjustment. The tendency to control the environment is the origin of human instrumentation and the tendency to increasing capacity is the basis of accumulation, organization and work division. Finally, the tendency to symbolic depicting environment is the origin of analytical mathematics and logic (Mazloun, 2003).

In all communities and cultures, parents expect their children to show a specific behavior in a certain age during growth process. In this regard, the parents apply strategies which are called parenting styles (Baumrind, 1991). According to the results of numerous studies, it can be concluded that various training methods lead to the creation of various characteristics and social behavior in children.

Meanwhile, Islam has emphasized on the emotional relations between children and parents and presented some advices to supply mental health in children. Psychologists have more emphasized on fulfillment of emotional in children. The parent's positive and high attention to child which is the researchers' most interesting advice as an important factor in his mental health during life (Shokrkon; quoted by Salarifar). Regarding emotional relations between parents and children, religious scholars have advised kind conversations with children (Salarifar; quoted by Hor Ameli), kind look at children, touching their heads, kissing and hugging them, playing with them, intimate behavior, preventing violence and anger and respecting them by respectful dialogue (Salarifar; quoted by Hor Ameli).

In addition to emotional relations and models, the social indices such as economic conditions, social derivation, occupational status, normal conditions, work conditions, housing conditions, etc have certain correlation with parenting styles. In other words, there is a clear correlation between social class and conventional parenting styles in family. The personal and social factors such as age, gender, religion and job and educational facilities for parents have been rarely investigated and each of them influences parenting styles (Salarifar, 2009).

The psychologists have found that the role of motivation in learning and academic achievement is more effective than the IQ degree and the lesson scores is wonderfully less than expected level. On the other hand, it is observed that most of the students with medium talent and high motivation have considerable academic achievement.

The human characteristic is one of the components influencing the human behavior. The types of human characteristic influence their behavior. Therefore, the individual characteristics affect their motivation to fulfill the works. The human motivation way is under the impact of their presence and past states. Furthermore, their motivation is influenced by self esteem and kinds of their works.

The aim of motivation psychology is to find the cause of simple and complex behavior. In fact, the motivation science seeks the causes of all types of behavior and thus it helps the psychology to explain behavior (Ghafouri, 1997).

Gage and Berliand have defined the motivation as simulating force of human activities and a factor creating the human behavior. Furthermore, Bolz has considered the motivation as a controversial concept since some psychologists feel that only the force finding aspect of behavior should be accounted for motivation and other mechanisms (learning and cognition) are responsible for directing the behavior. On the other hand, some psychologists have considered the concept of motivation unusable (Shokrkon, 1994).

The researchers, who have studied parenting styles and academic achievement, believe that there is a positive correlation between parenting styles (authoritative) and their children achievement motivation. In other words, the parents who have warm and intimate relationship with their children and give them authority and freedom of action give their children high achievement motivation (McCland, 1985; Bamrind, 2004; Shokrkon, 1994).

The academic achievement motivation is considered as one of the basic prerequisites of learning and has a high effect on individuals' performance. According to psychologists such as Bamrind (1991), motivation is one of the basic factors of academic achievement and most of the teachers agree with Bioglesky's view who has considered the motivation as a key factor in academic achievement.

In comprehensive studies on academic achievement, the researchers have studied the inter-personal (psychological) and environmental factors which predict the academic achievement. The academic motivation is one of the psychological factors. The academic motivation is cognitive, emotional and behavioral investment for achievement in education based on the academic objectives (Seyf, 2000).

The psychologists have considered the academic achievement motivation as human acquired motivations. McCland (1985) have investigated the achievement

motivation concept more than others. According to their views, the achievement motivation is discussed when the individuals model a distinctive pattern in their activities and seek success. Various studies indicate that the higher achievement motivation leads to higher success (Amir, 2001).

The motivation is a state which creates tendency towards a specific action in person. Such a state may be limitation or deprivation state (like hungry) or a specific value system and objective religious belief. The motivation can be considered as a simulating and supporting force in all human works. The personal needs and tendencies have strong effects on direction of behavior. There are various forms of motivation such as internal, external, physiologic and academic achievement (Bahrami, 2004).

The researches indicate that the higher achievement motivation leads to higher success. Moreover, the academic achievement motivation is considered as one of the basic prerequisites of learning and has a high effect on individuals' performance. According to most of the psychologists and trainers such as Bloom and Weiner, the motivation is one of the basic factors of academic achievement and most of the scholars agree with Bioglesky's view and motivation is a key factor in academic achievement (Amir, 2001).

Some of McCland's studies on the academic achievement refer to the way of evolution and advent of this motivation. According to him, the creation of academic achievement motivation in individuals depends on their parents' parenting styles. The successful people emerged in environments where they are expected to be competent and qualified and they are given independency at lower ages. There is a little patriarchy and no matriarchy in these environments (McCland, 1987).

Therefore, the researcher is seeking to study the correlation between parenting styles, social adjustment and achievement motivation in secondary school students in Izeh.

MATERIALS AND METHODS

Statistical population, sample and procedure: The statistical population consists of all female and male secondary school students in Izeh City. As the statistical sample, 300 people (150 females and 150 males) are selected through multi-stage cluster sampling. To obtain required data, the questionnaires are distributed among the samples after coordination with relevant organizations.

Data collection tools:

- Parenting style questionnaire
- Social adjustment questionnaire
- Achievement motivation questionnaire

Parenting style questionnaire: Sharifi (1997)'s parenting style questionnaire which is normalized by Naghashian in Shiraz, is measured the parenting styles. Therefore, the parenting style in this study is equivalent to score obtained from Shifer's questionnaire. This questionnaire is developed based on two dimensions of affection (intimacy-coldness) and control (control- freedom) and consists of 77 positive and negative items. The items 1-42 measure control dimension and items 43-77 measure affection dimension; the items 1-14 show high freedom and low control; items 15-42 show low control and low freedom; items 43-60 show high intimacy and items 61-77 show high coldness. On the other hand, high control and coldness indicate the authoritarian parents; high freedom or low control with coldness indicate non-warm family; high freedom or low control with warmness indicate permissive family; and average to high freedom and control with warmness indicate authoritarian family.

Validity and reliability of Shifer's test: This scale is provided by Naghashian based on Sharifi (1960)'s research. Naghashian reported the reliability of this test equal to 0.87 through split half method. Using Cronbach's alpha coefficient and test-retest, Yaghoub and Ghiasvand (1993) reported the reliability of 0.63 for control-freedom dimension and 0.82 for intimacy-coldness dimension. The split half and Cronbach's alpha coefficients are reported equal to 0.92 and 0.82 respectively for entire questionnaire. Using Cronbach's alpha, Tahmtan (1998) also reported the reliabilities of 0.74, 0.89 and 0.85 for control-freedom, intimacy-coldness and the whole questionnaire, respectively.

Social adjustment questionnaire: California Test of Personality (CTP) is utilized for social adjustment and has 90 yes/no items (1 for yes and 0 for no). The reliability and validity of this questionnaire have been investigated in various studies. Masoudinejad has reported reliability of 78% for this test (Afshari, 1996). Furthermore, Sharifi (1997) reported the reliability of 0.80 by Cronbach's alpha. It should be noted that the reliability of this questionnaire is 69% by Cronbach's alpha method.

Achievement motivation questionnaire: Hermanas achievement motivation questionnaire is used to measure or evaluate motivation. To write items of questionnaire,

Hermanas selected 10 features which distinguish samples with high achievement motivation from those with low achievement motivation as the bases and guidance for selection of questions. Firstly, he provided 92 items for questionnaire and finally selected 29 multiple-choice items as the final questionnaire of motivation achievement based on the obtained correlation coefficient.

The questionnaire items are in the forms of 29 incomplete sentences followed by some alternatives. These alternatives are given scores based on the intensity of achievement motivation from high to low or low to high. According to scored questionnaire, the questions 1, 4, 9, 10, 14, 15, 16, 27, 23, 28 and 29 are scored as A (1), B(2), C(3) and D(4) and the questions 2, 3, 5, 6, 7, 8, 11, 12, 13, 17, 18, 20, 19, 21, 22, 24, 25 and 26 scored as A(4), B(3), C(2) and D(1) indicating the existence of high motivation in person and the lower scores indicate the low achievement motivation.

Reliability and validity of questionnaire: Cronbach's alpha and test-retest have been used to measure the reliability of achievement motivation questionnaire, so that the Cronbach's alpha coefficient is measured to investigate the consistency coefficient for questions. The reliability coefficient is obtained equal to 84% for questionnaire. Using test-retest in main questionnaire studies, the obtained coefficient is obtained equal to 82% after 3 weeks (Sheykhi, 1993).

The questionnaire is valid since Hermanas wrote the items of this questionnaire based on previous researches on achievement motivation and measured the correlation coefficient of each item by achievement behavior. Correlation coefficients reported for questionnaire range from 31-57%. Additionally, Hermanas referred to a higher correlation between this questionnaire and Thematic Apperception Test (TAT) (Sheykh, 1993).

RESULTS AND DISCUSSION

Descriptive statistics of variables

Descriptive statistics of parenting style questionnaire: The following Table 1-4 shows descriptive statistics including Number (N), mean, standard deviation (Std. Deviation), minimum and maximum for each variable of Parenting Styles Questionnaire.

Descriptive statistics of social adjustment questionnaire variables: This questionnaire includes the social framework, social skill, anti-social interest, family relation, school relation and social relation.

Descriptive statistics of achievement motivation questionnaire: Obtaining high score in responding to questions of this questionnaire indicates high achievement motivation but the low scores indicate low achievement motivation.

First Hypothesis: There is a correlation between parenting styles, social adjustment and achievement motivation in secondary school students. Spearman rank correlation is utilized to investigate this hypothesis.

With regard to probability values of Spearman rank correlation in Table 5, all of them are <0.05 , the null hypothesis is rejected and the alternative hypothesis indicates that there is a correlation between parenting styles, social adjustment and achievement motivation in secondary school students.

Second hypothesis: There is a correlation between parenting styles (authoritative, authoritarian, permissive and neglectful) and social adjustment in secondary school students. Kruskal-Wallis test is applied to investigate this hypothesis.

Given the significance level of Table 6, the null hypothesis is rejected and the alternative hypothesis indicating the correlation is confirmed between parenting styles (authoritative, authoritarian, permissive and neglectful) and social adjustment in secondary school students. The results of Kruskal-Wallis test are used to investigate and prioritize the social adjustment for four parenting styles:

According to the results of Table 7, the mean rank of social adjustment for permissive family is put in the first priority and then, the social adjustment of authoritative, authoritarian and neglectful families are placed in the next ranks. The existence of correlation between parenting styles types and social adjustment scales is studied through Spearman rank correlation.

As shown in the Table 8, all scales of social adjustment except for school relations are correlated with parenting styles at the level of 0.05, so that the social

Table 1: Descriptive statistics of parenting style questionnaire

Item index	No. of questions	Mean sum of responses		SD	Minimum	Maximum
		of each question	Mean of each item			
Freedom	14	43.34	3.10	16.496	14	69
Control	28	79.89	2.85	32.980	28	139
Intimacy	18	52.21	2.90	5.840	43	60
Coldness	17	69.81	4.11	5.400	61	77

Table 2: Mean acquired score for each item according to the types of families

Item index	Number	Mean freedom	Mean control	Mean intimacy	Mean coldness
Permissive family	65	60.75	43.43	55.67	65.19
Neglectful family	45	61.52	45.14	47.01	73.39
Authoritative family	101	42.32	82.57	56.13	65.17
Authoritarian family	89	22.60	121.05	46.82	73.73

Table 3: Descriptive statistics of social adjustment questionnaire scales

Index scale	Number of question for each item	Mean sum of responses for each question	Mean of each scale	SD	Minimum	Maximum
Social framework	14	9.6	0.69	3.048	3	14
Social skill	16	9.31	0.58	3.144	3	16
Anti-social skill	15	6.35	0.42	2.576	1	11
Family relations	15	10.34	0.69	1.83	7	15
School relations	14	10.32	0.74	1.955	7	15
Social relations	16	10.35	0.65	1.988	7	15

Table 4: Descriptive statistics of achievement motivation test questions

Item index	Number	Mean of freedom	Mean of control	Mean of intimacy	Mean of coldness
Permissive family	65	63.82	14.81	41	89
Neglectful family	45	49.87	13.01	32	72
Authoritative family	89	44.11	7.69	30	57
Authoritarian family	101	81.95	14.68	58	108
Total	300	61.98	20.35	30	108

Table 5: Investigating the correlation between parenting styles, social adjustment and achievement motivation in secondary school students in Izeh city

Parameters	Parenting style	Social adjustment	Achievement motivation
Parenting styles			
Spearman correlation coefficient	1.000	0.120	0.151
Probability value	-	0.038	0.009
Social adjustment			
Spearman correlation coefficient	0.120	1.000	0.619
Probability value	0.38	-	0.000
Achievement motivation			
Spearman correlation coefficient	0.151	0.619	1.000
Probability value	0.009	0.000	-

Table 6: Kruskal-Wallis test

Parameters	Kruskal Wallis statistic (χ^2)	df	Sig.
Achievement motivation mean score	226.373	3	0.00

Table 7: Prioritization of social adjustment for each type of parenting styles

Family type	Mean rank of social adjustment
Permissive family	234.45
Authoritative	206.59
Authoritarian	70.53
Neglectful	61.51

framework, social skill, family relations, school relations and social relations all are positively correlated with freedom and intimacy and negatively correlated with control and coldness. However, the result is reverse for anti-social interests; in other words, it has negative correlation with freedom and intimacy and positive correlation with control and coldness.

Given the probability value of table for school relations, the null hypothesis is rejected since these values are higher than 0.05 for freedom and control.

Table 8: Investigation of correlation between parenting styles and social adjustment

Parenting styles social adjustment	Freedom	Control	Intimacy	Coldness
Social framework				
Spearman correlation coefficient	0.249	-0.263	0.729	0.773
Probability value	0.000	0.000	0.000	0.000
Social skill				
Spearman correlation coefficient	0.311	-0.308	0.265	0.322
Probability value	0.000	0.000	0.000	0.000
Anti-social interests				
Spearman correlation coefficient	-0.158	0.190	-0.709	0.140
Probability value	0.006	0.001	0.000	0.000
Family relations				
Spearman correlation coefficient	0.260	-0.271	0.741	-0.756
Probability value	0.000	0.000	0.000	0.000
School relations				
Spearman correlation coefficient	-0.007	-0.31	0.428	0.473
Probability value	0.651	0.369	0.000	0.000
Social relations				
Spearman correlation coefficient	0.496	-0.483	0.246	-0.255
Probability value	0.000	0.000	0.000	0.000

Table 9: Kruskal-Wallis test

Parameters	Kruskal Wallis statistic (χ^2)	df	Sig.
Social adjustment mean score	188.043	3	0.00

Therefore, the school relations are not correlated with control and freedom, but are directly correlated with intimacy and coldness of family.

Third hypothesis: There is a correlation between parenting styles (authoritative, authoritarian, permissive and neglectful) and achievement motivation in secondary school students. Kruskal-Wallis test is used to investigate this hypothesis (Table 9).

Given the significance level of 0.05, the null hypothesis is rejected and the alternative hypothesis indicating a correlation between parenting styles

Table 10: Prioritization of achievement motivation for each type of parenting styles

Family type	Mean rank of achievement motivation
Permissive	234.35
Authoritative	165.41
Neglectful	99.34
Authoritarian	70.32

Table 11: Spearman rank correlation for investigation of correlation between social adjustment scales and achievement motivation

Social adjustment	Social framework		Social skill		Anti-social interests	
	Spearman correlation coefficient	Probability value coefficient	Spearman correlation coefficient	Probability value coefficient	Spearman correlation coefficient	Probability value coefficient
Achievement motivation	0.638	0	0.28	0	-0.691	0.006
Achievement motivation	0.725	0	0.322	0	0.642	0

Table 12: Prioritization of mean rank of four parenting styles based on gender

Description	Gender	Number	Mean rank	Sum of ranks
Authoritative family	Girls	51	50.82	2592.00
	Boys	50	51.18	2559.00
Authoritarian family	Girls	43	46.74	2010.00
	Boys	46	43.37	1995.00
Neglectful family	Girls	24	22.38	537.000
	Boys	21	23.71	498.000
Permissive family	Girls	32	35.06	1122.00
	Boys	33	31.00	1023.00

Table 13: Mann-Whitney U test

Paprameters	Permissive family	Neglectful family	Authoritarian family	Authoritative family
Mann-Whitney U test	462.0000	237.000	914.000	1266.000
Wilcoxon W	1023.000	537.000	1995.00	2592.000
Z	-0.86600	-0.341	-0.61600	-0.06100
Sig.	0.38600	0.733	0.53800	0.951000

Table 14: Result of ranking Mann-Whitney U test for investigating the social adjustment in female and male secondary school students

Description	Gender	Number	Mean rank	Sum of ranks
Mean score of social adjustment	Girls	150	149.15	22372.50
	Boys	150	151.85	22777.50

Table 15: Result of Mann-Whitney U test for investigating the social adjustment in female and male secondary school students

Parameters	Mean score of social adjustment
Mann-Whitney U statistic	11047.500
Wilcoxon W	22372.500
Z	-0.270
Sig.	0.787

(authoritative, authoritarian, permissive and neglectful) and achievement motivation in secondary school students is confirmed.

According to the results of Table 10, the mean rank of achievement motivation for permissive family is at the first priority and then, the permissive, neglectful and authoritarian families.

Fourth hypothesis: There is a correlation between social adjustment and achievement motivation in secondary school students (Table 11).

The correlation between social adjustment and achievement motivation is confirmed in the first

hypothesis. Here, we investigate the correlation between social adjustment scales and achievement motivation.

Given the output of Spearman rank correlation, all scales of social adjustments except for anti-social interests are directly correlated with achievement motivation and only anti-social interests are reversely correlated with achievement motivation.

Fifth hypothesis: There is a correlation between parenting styles (authoritative, authoritarian, permissive and neglectful) in secondary school students. Mann-Whitney U test is used to investigate this hypothesis.

Given the mean ranks of Table 12, it is clear that boys of authoritative families have the highest mean ranks and the girls of neglectful families have the lowest mean ranks. With respect to the significance level of this test, the null hypothesis is rejected since all the probability values for this variable are >0.05 . Therefore, there is significant difference between parenting styles (authoritative, authoritarian, permissive and neglectful) in female and male students at secondary schools (Table 13).

Sixth hypothesis: There is a significance difference between social adjustment in female and male students at secondary schools. Mann-Whitney U test is applied to investigate this hypothesis (Table 14).

With respect to the mean ranks of social adjustment in girls and boys in the table above, it is found that this rank is higher for boys. We investigate the following output to investigate this difference. Given the significance level of this test, the null hypothesis is rejected since the probability value is greater than 0.05 for this variable and this indicates that there is a significant difference between social adjustment in female and male students at secondary schools (Table 15).

Seventh hypothesis: There is a significance difference between achievement motivation in female and male students at secondary schools. Mann Whitney U test is used to investigate this hypothesis.

Table 16: Results of ranking Mann-Whitney U-test for investigating the achievement motivation in female and male secondary school students

Description	Gender	Number	Mean rank	Sum of ranks
Mean score of achievement motivation	Girls	150	152.66	22899.50
	Boys	150	148.34	22250.50

Table 17: Results of Mann-Whitney U-test for investigating the achievement motivation in female and male secondary school students

Parameters	Mean score of achievement motivation
Mann-Whitney U statistic	10925.500
Wilcoxon W	22250.500
Z	-0.432
Sig.	0.666

With respect to the mean ranks of achievement motivation in female and male students in the table above, it is found that this mean rank is higher for girls. We examine the following output to investigate this difference (Table 16).

Given the significance level of this test, the null hypothesis is rejected since the probability value of this variable is >0.05 and this indicates that there is a significant difference between achievement motivation in female and male students at secondary schools (Table 17).

CONCLUSION

First hypothesis: There is a correlation between parenting styles, social adjustment and achievement motivation in secondary school students. Spearman rank correlation is used to investigate this hypothesis. The obtained results confirm the correlation between parenting styles, social adjustment and achievement motivation in secondary school students. Given the values of Spearman correlation coefficients, the correlation between parenting styles and achievement motivation is higher than its correlation with social adjustment.

Second hypothesis: There is a correlation between parenting styles (authoritarian, authoritative, neglectful and permissive) and social adjustment in secondary school students. Kruskal Wallis test is used to investigate this hypothesis. The obtained results confirm that there is a significant difference between parenting styles (authoritarian, authoritative, neglectful and permissive) and social adjustment in secondary school students. Social adjustment is prioritized as follows according to four types of parenting styles:

- Permissive family
- Authoritative family

- Authoritarian family
- Neglectful family

In other words, the adolescents' social adjustment is more than others in permissive families, but it is less in neglectful families. The investigation of correlation between parenting styles and social adjustment indices indicate that all scales of social adjustment except for school relations are correlated with parenting styles at the confidence level of 0.05, so that the social framework, social skills, family relations, school relations and social relations are positively correlated with freedom and intimacy and negatively correlated with control and coldness. However, the result is reverse for anti-social interests; in other words, it is negatively correlated with freedom and intimacy, but positively correlated with control and coldness.

The school relations are not correlated with control and freedom, but they are directly correlated with intimacy and coldness of family. The strongest correlation belongs to social framework and coldness (directly) and then the family relations and coldness (reversely). Moreover, the weakest correlation belongs to anti-social interests and coldness (directly) and then the anti-social interests and freedom (reversely).

Third hypothesis: There is a correlation between parenting styles (authoritarian, authoritative, neglectful and permissive) and achievement motivation in secondary school students. Kruskal Wallis test is used to investigate this hypothesis. The obtained results confirm the significance difference between different parenting styles and children's achievement motivation. The achievement motivation is prioritized according to four types of parenting styles as follows:

- Authoritative family
- Permissive family
- Neglectful family
- Authoritarian family

In other words, the highest achievement motivation belongs to authoritative families, but the lowest achievement motivation belongs to authoritarian families.

Fourth hypothesis: There is a correlation between social adjustment and achievement motivation in secondary school students.

The correlation is confirmed between social adjustment and achievement motivation in the first hypothesis. According to the studied correlation between social adjustment scales and achievement motivation. All

social adjustment scales except for anti-social interests are directly correlated with achievement motivation and only anti-social interests are reversely correlated with achievement motivation. Among social adjustment scales, the family relations (directly), anti-social interests (reversely) and social framework (directly) are highly correlated with achievement motivation, but the social skill and school relations are less correlated with achievement motivation.

Fifth hypothesis: There is a significant difference between parenting styles (authoritative, authoritarian, permissive and neglectful) in secondary school students. Mann-Whitney U test is used to investigate this hypothesis. The lack of significance difference is confirmed between parenting styles (authoritative, authoritarian, permissive and neglectful) in female and male students at secondary schools according to the probability values of this test. According to the prioritization of results, the boys in authoritative families received the highest mean scores, but girls in neglectful families received the lowest mean scores.

Sixth hypothesis: There is a significant difference between female and male secondary school students in term of social adjustment. Mann-Whitney U test is used to investigate this hypothesis. Given the probability values of this test, the lack of significance difference is confirmed between female and male secondary school students in term of social adjustment.

According to the prioritization results, the boys gained higher mean scores than girls in terms of social adjustment; however, the difference is not significant.

Seventh hypothesis: There is a significant difference between female and male secondary school students in term of achievement motivation. Mann-Whitney U test is used to investigate this hypothesis. Given the probability values of this test, the lack of significance difference is confirmed between female and male secondary school students in term of achievement motivation.

SUGGESTIONS

Given that there is a correlation between parenting styles, social adjustment and achievement motivation in secondary school students, the families are suggested to pay more attention to utilize their parenting styles in order to breed more social and successful children. However, it should be noted that the parenting style affects the achievement motivation more than the social adjustment.

According to research findings, the adolescents' social adjustment is more than others in permissive and authoritative families. Therefore, the families who are willing to have society-adjusted children are recommended to utilize the permissive or authoritative parenting styles.

Furthermore, the findings also indicate that the adolescents' achievement motivation in authoritative and permissive families is higher than others. Therefore, the families who are willing to have children with high achievement motivation are recommended to utilize the permissive or authoritative parenting styles.

In general, the adequate freedom and control and high intimacy in families lead to the increase in students' achievement motivation and social adjustment at desired levels. Therefore, the families are suggested paying enough attention to these items.

RECOMMENDATIONS

Suggestions for further studies. The following suggestions are offered for conducting future studies: Given that the parenting styles have more influence on children at lower ages, it is suggested investigating the correlation between parenting styles and primary and pre-school students' social adjustment and achievement motivation. Further studies can compare the correlation between parenting styles with social adjustment and achievement motivation in secondary school students in villages or small cities. Further studies can compare correlation between parenting styles with social adjustment and achievement motivation in secondary school students at different ages (primary and secondary school, or primary and high schools).

LIMITATIONS

- Lack of enough justification for students to respond questions of questionnaire
- Not precise response to questionnaire;
- Lack of enough time to interview with experts in this case;
- Lack of enough resources for research subject

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