



A Comparative Study of Parenting Styles of School Teachers on Rostaq District of Takhar Province in 2023

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Abstract

The Parenting styles refer to the methods that parents use in dealing with children, which can have a great and profound effect on the development of a person during childhood and the subsequent characteristics of the adulthood personality. The main purpose of this research was to compare the level of tendency towards parenting styles among the school teachers on Rustaq District of Takhar Province, which was carried out with a descriptive survey method. The data collection tool was Bamrind's Parenting Styles Questionnaire (1991). The statistical population of this research included four schools in Rustaq district of Takhar province. The sample size was determined using Cochran's formula with 95% confidence level and 5% error level, which was calculated 171 people. The target sample was selected by stratified sampling. The data were analyzed through IBM-SPSS-24 software. The findings showed that the level of tendency towards autocratic and permissive parenting styles among the Schools teachers of Rustaq district was lower than the average and the level of tendency towards logical authority style was higher than the average. The Comparing of the level of attachment to parenting styles by gender showed that female teachers use permissive style more than male teachers. The result is that the tendency to the style of rational authority among the school's teachers can play a healthy educational role in their teaching activities and develop a healthy personality in their students.

Keywords: Comparison, Parenting style, Teachers, Rustaq district.

Introduction

The family environment is considered the first and most durable factor in children and adolescent's development of the personality. This environment is the basis for their social, moral and intellectual growth and also, it is the world that children get to know. the children learn from every small and unimportant moment in social life to how to behave, what to value and what to expect in life. (Mussen, Kagan & Conger, 1979).

Families use different methods in raising their children. Parenting methods mean relatively stable methods and patterns of parents for the communication of family members and provide a flow of influence and mutual influence (Sadr Al-Sat et al., 2018 as cited in Habibi

& Sadry 2019). The parenting approaches of parents are one of the basic components in the growth and schooling of children, which are often related to the most significant achievements of children, such as their cognitive and social abilities. This can be considered as the foundation of many personality dimensions, attitudes, feelings and habits of people (Qutbzadeh Asrar, Shakrinia, 2014 as cited in Habibi & Sadry 2019).

Each family Applying particular styles in the personal and social upbringing of their children. These styles, which are called parenting styles, are influenced by various factors, including cultural, social, political, economic, and... factors (Hardy et al., 1993). The research findings of most scientists in the psychology domain show that the experiences of childhood and the positive evolution of growth in this period is the basis of the child's personality in their adulthood. Also, parenting style has been considered an important and essential element in forming a successful family and a healthy society. So; parenting style is an important factor for the overall development of children and their future success (Darlik and Lippman, 2016).

Parenting styles can be defined as a set or behavioural system that describes the interaction of parents and children in a wide range of situations and creates an effective interaction atmosphere. Parenting includes a series of interpersonal skills and emotional expectations that are influenced by the characteristics of parents and the attachment style they have towards their children (Zokaeifar and Mousazadeh, 2020).

The interaction of parents with children can create noticeable changes in their behaviour and cause health in the life of children or even cause stress and disorder in their actions. parenting have significant effects on children's behavioural abnormalities. The method of children raising is very important, because that can prevent the occurrence of many psychological and social harms. Parenting style can be a predictor of psycho-social development, academic performance, well-being and health. Also that can be the even behavioural problems of children in the future (Tabatabaee, Fazli, and Yarali, 2013, p. 8).

Therefore; the Attitudes, beliefs and behaviours of parents, which are expressed in the form of family model, that is a very important factor in the formation of personality and stabilization of moral characteristics of children and their identity (Kargar Shoolli and Paknazaad, 2003). Respectively, each of these special educational methods can play an essential role in the formation of a child's personality and identity (Mohammadi, 2004). Parenting styles play an important role in children's psychopathology and development as a determining factor. According to Bamrind's classification, parenting styles are usually placed in one of logical authority, assertive, and permissive parenting styles. Despotically parents usually have a cold interaction with a lot of control over their children, whereas assertive parents consider control with a warm relationship and responsiveness to their children as their style. Despotically parents usually have a cold interaction with a lot of control over their children, whereas assertive parents consider control with a warm relationship and responsiveness to their children as their style. On the other hand, permissive parents expect little from their children and do not have any control or accountability towards them (Rajaei, 2017, as cited in Mirzaie, Chehzad and Yaghoobi, 2019). It is nearly impossible to discuss any of the children's difficulties without considering attitudes, behaviors, and parenting styles.

Also, psychologists have stated for a long time that the performance of parents has a significant effect on the formation of children's thoughts, behavior, and emotions. From the 1920s onwards, developmental psychologists were interested in how parents raised social development and competence in children. One of the most powerful approaches in this field is the study titled Parenting Styles conducted by Darling. Parenting style is defined as a set

or system of behaviors that describes parent-child interactions during a wide range of situations and is assumed to create an effective interaction climate. The parenting method is a determining and effective factor that plays an important role in the psychopathology and development of children. It is almost impossible to discuss each of the children's problems without considering the attitudes, behaviors, and parenting styles of the parents (Farzad Fard, 2008).

Each of the schools of psychology, based on the instructive and educational functions of the family and their foundations and values, and according to the emphasis they have on behavioral, motivational, intellectual, etc. scopes, introduces a special model and method in parenting and education. At first three decades of the 20th century, the methods of raising children by following the theories of the behavior school sought to create desirable behavior and reduce and eliminate undesirable behavior. As John B. Watson, the founder of the behaviorism school, believes: "There is a reasonable way to raise a child; treat the child as if he is a young adult, dress and bathe him with extreme attention. Treat him firmly in an objective manner and be kind to him/her. Never hug him or put him on your knee. If you have to, just kiss him on the forehead and shake his hand in the morning." After the 1940s The association between parents and children became more comfortable and flexible, and with the inspiration of the psychoanalytical school, emphasis was placed on the child's emotional security and the evasion of losses imposed by the forceful control of natural shocks. It didn't work well, so they presented the third technique as the middle method. According to Dina Bamrind's research, these styles are despotically style, permissive style, and authoritative style (Qutbzadeh Asrar, Shakrinia, 2014 as cited in Habibi & Sadry, 2019). Tabatabaee et al. (2013) in an article entitled "Study of parents' parenting styles with academic improvement and behavioral condition of Primary school students" concluded that most parents use authoritative parenting style in both sexes of children (84%) while the rate of use of permissive style is used more in boys than in girls (girls, 6%, boys, 7%).

Tayebipoor et al (2021) in a research by titled; examines the relationship between parenting styles and children's religious orientation and finds that 24% of the children participated in the authoritative style, 41.1%, 19.1% of the authoritarian style. And 15.4% of the style are permissive style. Also in the research, Mirzamohammadi, Mohsenzadeh and Arefi (2017) have investigated the relationship between parenting styles and psychological hardness with resilience in students. It shows that the mean scores are domineering, 26.42 with a standard deviation of 4.72. it has been 5.33. Meanwhile, Gorji and Mahmoudi (2012) in a study entitled Comparing parenting styles and general health in parents of deaf and mentally retarded children have shown that parents have used more decisive style and this rate has been used more in children with mental retardation than male deaf children. Also, Ismaili et al. (2021), by examining the relationship between parenting styles and moral development of preschool children with mediation of child attachment, have found that the average use of 39.52 release with a standard deviation of 4.88, authoritarian method. 40.62 with a standard deviation of 2.66 and the method of logical authority with 39.35 with a standard deviation of 4.90

In Afghanistan, families have many problems that make raising and choosing a parenting style less important to families. it looks like the family does not pay considerable attention to the selection of the educational style, which is appropriate for the upbringing of the children. It is now that the expectations from the teachers in this field are more than earlier, because the families of those who send their offspring to school expect from the instructors that the education system affects their upbringing, and the teacher role is considered a

noteworthy element in this setting. On the other hand, parenting style as a model of attitudes and actions of trainers can influence their official academic presentation in educational organizations. However, there has not been much research in this field in the country, or if it has been done, the results have not been published. Therefore, the present study was conducted with the aim of finding the degree of tendency and comparing the parenting styles of school teachers in Rostaq district, Takhar province in 2023.

Material and Method

This research is descriptive by nature and survey in terms of type, in terms of purpose applied, in terms of data collection field research, and in terms of data analysis method, it is causal-comparative (Khaki, 2017). In descriptive research, the researcher seeks for what and how the subject is and wants to know what and how the nature of the phenomenon, variable, object or matter is (Sarwari, 2019).

Study Area

A statistical population is a set of individuals, events, or units that has similarity in at least one or several attributes and characteristics. The statistical population of this research is the teachers of the Rostaq city schools, whose number reaches (212) people. The research site includes four schools in Rostaq district, Takhar province, Afghanistan, which include Hazrat Omar Farooq High School, Khaja Sabzeposh High School, Female High School No. 1, Female High School Shahre khunah (Female High School No. 2).

Samples Collection

The sample size was selected from among the school teachers of Rostaq city, Takhar province with confidence (95%) and sampling error (0.5%) as a sample of (171) people based on the Cochran formula. The sampling method of this research is stratified and the sample size is determined using Cochran's formula. Since in determining the size of the sample using Cochran's formula, the value of p and q must be determined as a pre-test or the results of other people's research, and this was not possible for the researcher, in order to avoid sampling errors and rise the confidence level, the sample size was enlarged by 25%. The data collection tool of this research is the Baumrind parenting styles questionnaire. The questionnaire of parenting styles is made based on the Baumrind's theory of three patterns of liberation, autocracy and logical authority to investigate patterns of influence and parenting style. This questionnaire has 30 items, of which 10 items are related to absolute liberation, 10 items are logical authority, and the other 10 items are related to the logical authority of parents in raising children.

The scale of each of the items and questions related to parenting methods is a five-point Likert scale from very low to very high and is scored from 1 to 5. By summing the scores of the questions related to each style and 3 separate scores for the three styles of permissive, despotically and authoritative for each subject, it is obtained that the score of each style was higher and is reported as the dominant parenting style (Hassan Puri, 2002 as cited in

Tabatabaee, Fazli, Yar Ali, 2013). The scores of each dimension of the questionnaire are interpreted in three levels, which is shown in table (1).

Table1. The dimensions of the Baumrind's parenting styles questionnaire, the items and determining the levels of these dimensions.

Style type	Questions	Marks and levels
Permissive	1-6-10-13-14-17-19-21-24-28	= Low use23-10 = Normal use24-37 = High use38-50
Despotically	2-3-7-9-12-16-18-25-26-29	= Low use23-10 = Normal use24-37 = High use38-50
Authoritative	4-5-8-11-15-20-22-23-27-30	= Low use23-10 = Normal use24-37 = High use38-50
Combined use	1 to 30	= Low use30-70 = Normal use71-111 = High use112-150

Statistical Analysis

Excel and IBM-SPSS-24 programs were utilized to analyze the data. To check the validity or reliability of the research tool, the questionnaire was given to 5 members of the academic staff of Kunduz University, and the correspondence of the questions or items with the research variables or concepts was confirmed. Cronbach's alpha test was also used to check the reliability of the questionnaire. The results of the test showed that the variable alpha value of logical authority parenting style (0.75), permissive parenting style (0.72) and despotically parenting style (0.81) has suitable reliability. While this questionnaire has already been used in Iran by Esfandiari (1995) and Shahamat (2010). Esfandiari has reported the retest reliability of this questionnaire to be 0.68 for permissive, 0.77 for despotically, and 0.73 for logical authority. As well, Hosseinzadeh et.al (2020) has calculated the Cronbach's alpha coefficient of 0.84 for authoritative parenting style, 0.81 for permissive parenting style and 0.86 for despotically parenting style, which is considered reliable. The statistical calculations performed in this research were done in a descriptive way by using descriptive parameters such as frequency, average, percentages, and in the inferential dimension, tests such as chi-square coefficient, one-sample t-test, independent t-test and paired t-test were used.

Results

Among the teachers of these 4 schools who had participated in this investigation, (64 people) from Hazrat Omar Farooq High School, which makes up 42%, (31 people) from Khawaja Sabzposh High School, which makes up 20.67%, (25 people) from High School Naswan Number 1, which constitutes 16.67%, and (30 people) from Naswan Number 2 High School had participated, which constitutes 20.0%, which is a total of 100% of participants. The Research findings have shown that 109 individuals, 72.67% of the participants have a bachelor's degree, and 41 individuals, who constitute 27.33%, have been trained in the fourteen-pass degree.

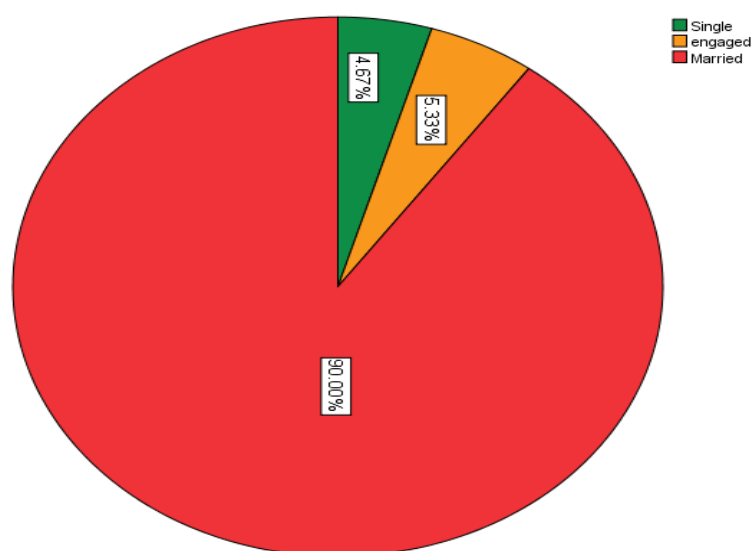


Figure 1. The percentage of marital status of teachers who participated in the research.

As figure (1) has indicated, among the teachers who had been participated in this research, (7) were single, which constituted 4.67%, (8) were engaged, which constituted 5.33%, and (135) were married which constitutes 90%, of a total of 100.0%.

The table (2) has appeared, among the teachers who participated in this study, (78) were men, which constituted 52%, and (72) were women, which constituted 48%.

Table 2. The percentage of participants in the survey according to gender.

Gender	Number	Relative percentage	Density percentage
Male	78	52.0	72
Female	72	48.0	100.0
Total	150	100.0	100.0

As table (3) has shown, among the teachers who participated in this study, (52 people), which is 34.7%, were in the young age group, (91 people) were in the middle age group, which was 60.7%, and (7 people) were in the old age group, which is 4.7%.

Table 3. The percentage of age groups of teachers participated in the investigation.

Age group	Number	Relative percentage	Density percentage
Young	78	52.0	72
Middle age	72	48.0	100.0
Adult	150	100.0	100.0
Total	150	100.0	

The results of table (4) show that among the teachers who participated in this research, 15 (10.0%) of the teachers used the method of permissive in the raising of their children, little (109) of the teachers (86.0%) used the permissive style normally and (6 people) which constitutes 4.0% used the method of permissive parenting style in raising their children a lot. Furthermore, the above table shows the highest percentage of teachers of Rostaq schools who usually use the permissive style in raising their children. The percentage of using logical authority style among school teachers in Rostaq city, Takhar province is such that at a low level (21) of the respondents, who make up 14.0%, use despotically style in raising their children. (121) people, who make up 80.7% of the statistical society, used despotically parenting style at a normal level in raising their children and (8 people) which is 5.3% used this style a lot. It is happening that among the teachers who participated in this research (3 people), which is 2%, they used the logical authority style in raising of their children, (88 people), which is 58.7%, used the logical authority style in average level. (59 people) which is 39.3% used this style a lot. In order to ensure whether the average use of parenting styles has statistical significance or not? Sample t-tests were used.

Table 4. The frequency of using parenting styles among school teachers in Rostaq city, Takhar province.

Parenting styles	Levels	Number	Relative Percentage	Density Percentage
Permissive Style	Low use	15	10.0	10.0
	Normal use	129	86.0	96.0
	High use	6	4.0	100.0
	Collection	150	100.0	
Despotically Style	Low use	21	14.0	14.0
	Normal use	121	80.7	94.7
	High use	8	5.3	100.0
	Collection	150	100.0	
Logical authority Style	Low use	3	2.0	2.0
	Normal use	88	58.7	60.7
	High use	59	39.3	100.0
	Collection	150	100.0	

The findings of table (5) show that the average use of permissive style among school teachers in Rostaq city is $\mu=30.50>29.5267$, which is the standard deviation of 4.52. The calculation of the significance level showed that $p<\alpha=0.009<0.05$. The statistics of the sample T-Tech test show that the use of the permissive method in the raising of children among school teachers in Rostaq city is lower than the average. The average use of despotically style among school teachers in Rostaq city is $29.4800<30.50$ with a standard deviation of 5.162. Calculating the significance level showed that $p<\alpha=0.017<0.05$. The calculation statistics of the sample T-Tech test showed that the use of despotically methods in the raising of children among school teachers in Rostaq city is lower than the average. While the use of logical authority style among school teachers in Rostaq is $30.50>35.910$ with a standard deviation of 4.496. Calculation of significance level showed that $p<\alpha=0.000<0.05$. The calculation statistics of the sample T-Tech test showed that the use of logical authority parenting style in the raising of children among the school teachers of Rostaq city is higher than the average. In order to compare the demographic differences in the degree of tendency in using parenting styles, the chi-square test was used, and the results are shown in the subsequent tables.

Table 5. The statistics of the T-Tech test are a sample of the degree of tendency towards parenting styles among school teachers in Rostaq city.

Variable	Average	standard deviation	desire limit	T value	Degrees of freedom	The significance level	Accepted error
Permissive style	29.5267	4.52	30.50	-2.637	149	0.009	0.05
Despotically style	29.4800	5.162	30.50	2.2420-	149	0.017	0.05
Logical authority style	35.910	4.496	30.50	14.910	149	0.000	0.05

The findings of table (6) indicates that the amount of use of the permissive style among school teachers in Rastaq is different according to gender. As the use of permissive style is seen among the female teachers more than the male teachers. It can be seen that the level of high use of permissive style in men is 84.6% at normal level and 2.6% at high level, and among women it is reported at 87.8% at normal level and 5.6% at high level. In order to ensure the existence of this difference, the Chi-Square coefficient statistic showed that Chi-Square=2.167a, which confirms the meaning, Sig=0.0338.

Table 6. Two-dimensional table comparing the degree of tendency towards permissive parenting style according to gender among school teachers in Rostaq city in year 2023.

Gender	Amounts	Low use	Normal use	High use	Collection
Male	Frequency	10	66	2	78
	Percent	12.8%	84.6%	2.6%	100%
Female	Frequency	5	63	4	72
	Percent	6.9%	87.5%	5.6%	100%
Total	Frequency	15	129	6	150
	Percent	10.0%	86.0%	4.0%	100%
Sig=0.0338				Chi-Square=2.167a	

The findings of Table (7) have illustrated that the level of application of the despotic parenting style differs based on gender in different families. Thus, men use the despotic parenting style, 82.1% at the normal level and none of the participants have used this style in high level. Meanwhile, 79.2% of female teachers use despotic style in raising their children in average level and 11.1% of them use this style in high level. The calculation of chi-square coefficient has also calculated this difference as significant and expressed this difference as 2.167%.

Table 7. Two-dimensional table comparing the degree of tendency towards despotically parenting style according to gender among school teachers in Rostaq city in 2023

Gender	Amounts	Low use	Normal use	High use	Collection
Male	Frequency	14	64	0.0	78
	Percent	17.9%	82.1%	0.0%	100.0%
Female	Frequency	7	57	8	72
	Percent	9.7%	79.2%	11.1%	100.0%
Total	Frequency	21	121	8	150
	Percent	2.0%	91.3%	6.7%	100.0%
Sig=0.338				Chi-Square=2.167a	

The degree of tendency to use the logical authority style among teachers is different according to gender. Table (8) illustrates that 34.6% use the logical authority style at a higher level in the raising of children, and the female teachers of the schools of Rostaq city with 44.6% have a higher level of tendency to use this style in raising of the children. Each value of the chi-square coefficient shows a 3.917% difference between men and women, but this difference does not reach the significance level of Sig=0.141. Therefore, the level of tendency in this style is the equivalent between female and male teachers.

Table 8. A two-dimensional table comparing the degree of tendency towards logical authority parenting style according to gender among school teachers in Rostaq city in 2023.

Gender	Amounts	Low use	Normal use	High use	Collection
Male	Frequency	3	48	27	78

	Percent	3.8%	61.5%	34.6%	100.0%
Female	Frequency	0.0	40	32	72
	Percent	0.0%	55.6%	44.6%	100.0%
Total	Frequency	3	88	59	150
	Percent	2.0%	58.7%	39.3%	100.0%
Sig=0.141				Chi-Square=3.917a	

Table (9) indicates that teachers including the young age group of 82.7%, the middle age group of 78.9% and the elder age group of 85.7% typically use the permissive parenting style in average level and tend towards it, while the elderly age group with 14.3% have more tendency of use this style, but the existence of this percentage of differences was not significant by calculating the chi coefficient, Sig=0.416. Hence, the level of tendency to this style between the (3) age group of teachers was considered the similar and normal. In other words, the level of tendency towards despotic parenting style in the age groups of teachers, from young to elderly, correspondingly, was 71.2%, 86.8% and 71.4% at the normal level and 1.5%, 1.1% and 14.3% at the high level. The calculation of the chi-square coefficient found it to be 9.593% and this difference in tendency is considered significant Sig=0.048. Meanwhile, logical authority style shows the highest tendency among teachers according to age groups. If the teachers include the young age group, 42.3% are interested in this style, middle-aged with 38.8% of high tendency, and elderly with 28.6% of high tendency are interested in using this style. Despite of the different percentages of tendency, the calculation of the chi-square coefficient didn't find it significant, Sig=0.646, and it can be claimed that teachers have the equal and high tendency to practice this style regardless of their age.

Table 9. Two-dimensional table comparing the degree of tendency towards parenting styles based on the age group of teachers of schools in Rostaq city in 2023.

ParentingStyle	Age Group	Low Use	Average Use	High Use	Total
Permissive Style	Young	11.5%	82.7%	5.8%	100.0%
	-MiddleAge	9.9%	87.9%	2.2%	100.0%
	Elderly	0.0%	85.7%	14.3%	100.0%
	Total	10.0%	86.0%	4.0%	100.0%
Sig=0.416			Chi-Square=3.926 ^a		
Despotic Style	Young	17.3%	71.2%	11.5%	100.0%
	-MiddleAge	12.1%	86.8%	1.1%	100.0%
	Elderly	14.3%	71.4%	14.3%	100.0%
	Total	14.0%	80.7%	5.3%	100.0%
Sig=0.048			Chi-Square=9.593 ^a		
Logical authority style	Young	0.0%	57.7%	42.3%	100.0%
	-MiddleAge	3.3%	58.2%	35.5%	100.0%
	Elderly	0.0%	71.4%	28.6%	100.0%
	Total	2.0%	58.7%	39.3%	100.0%
Sig=0.646			Chi-Square=2.491 ^a		

Discussion

Variances in family behavior and educational patterns elected by parents play a significant role in the development of children's personality and behavioral schema (Tabatabaei et al., 2013, Farzad Fard, 2008). According to this fact, there is no similar pattern of behavior in the family system that a huge number of families follow. Nevertheless, various types of parenting styles have been provided by researchers in this field. Bamirand has indicated the results of his research that three parenting styles prevail in the family education system (Baumirnd, 1991). While the results of this research have also revealed that the teachers of schools in Rostaq City of Takhar province often use these three parenting styles (Table 4). However, the tendency towards each of these styles possibly different, likewise the approaches of psychology schools also emphasize this issue. For example, the behaviorists emphasize on the behavioral, motivational, cognitive patterns and introduce specific parenting and educational methods, whereas psychoanalysts accentuate the emotional safety of the child and preventing the losses caused by the forceful control of natural impulses (Qutbzadeh Asrar et al., 2015 as cited in Habibi, Sadry, 2019). The parenting styles offered by Baumrind and other scholars are rooted in these theoretical models that take practical form in families. While, the results of the t-test sample in this research exhibited that the school teachers of Rostaq city were applied the logical authority style in higher level, $\mu=30.50>29.5267$ significance level $p<\alpha=0.009<0.05$ has been confirmed. The main objective of this investigation was to discover the tendency and compare parenting styles amongst the families of school teachers in Rostaq city, Takhar province in 1402. Whereas the attitude, tendency and behavioral patterns of teachers can have a determinant effect on their official decisions in teaching. Data analysis has revealed that the school's teachers of Rostaq city have a high tendency to use logical authority style and a lower tendency than usual to permissive and despotic parenting styles. The outcomes of this study has conformity with the research findings of Tayebipoor et al (2021), who also exhibited the variance in the tendency towards parenting styles in his investigation.

Also, the findings of this research have shown that female teachers of schools in Rostaq city have a high and significant tendency to use the permissive parenting style, while teachers of both sexes use the permissive and despotic styles in raising their children in the equivalent method. The results of this research are correspond with the research of Gorji and Mahmoodi (2012), which in their research found differences in the tendency towards parenting styles and disclosed that the level of use of this Styles differ between parents.

The discoveries of this study illustrated that the high tendency towards the logical authority style is common amongst the teachers of the of Rostaq city schools. Also, the outcomes presented that this tendency in the groups of teachers is based on life experience (age groups). The results of this study are consistent with the finding of Ahmadpoori (2010) which investigated the relationship between parenting methods and the social development of preschool children and showed that logical authority parenting style is considered the best predictor of behavior with children. In the same context, the findings of the above research with the results of Motamedi (2008) quoted by Tabatabaei et al, 2013 and

Elamulhuda and Miri (2016) witch stated that the style of childbearing of rational authority among parents has this more use and is in line with positive organization, academic achievement and rational orientation.

Calculating the chi-square coefficient in comparison and obtaining the alteration in the tendency towards permissive parenting style has revealed that female teachers of schools in Rostaq have a greater tendency to use this style than male teachers. Also, the Chi-square test found the difference in the degree of tendency in the age groups of teachers and it was found that the degree of tendency to use the permissive style was normally and equally used in the age groups of teachers. As the result of the Esmaeili et al. (2021) has correlation with the findings of this research. Their research explored the relationship between parenting styles and the moral development of pre-primary school children through the mediation of child attachment and found that the pattern of permissive was one of the leading approaches of parents in raising their children, which is the findings of this research.

Conclusion

Based on the outcomes of this study, it can be claimed that the parenting styles of school teachers, have a superior effect on the education progression of their students. In addition, the style is a determining pattern in the formation of the personality of their kids. On the other hand, understanding about parenting styles and choosing a pattern suitable with children's psychological features will absolutely be a significant reason in the future success of children as well students in schools. By emphasizing the findings of the current research, the teachers of the schools in Rostaq City of Takhar province have the essential familiarity in raising their children and students with the dominant use of logical authority parenting style. However, they are less permissive and despotic parenting styles in the raising of their children and students and avoid from extremes. According to the current conditions, cultural changes, cultural and intellectual invasion using official and virtual channels and the conditions of families, the use of the logical authority style of parenting provides more confidence for the birth of a healthy child. While, the autocratic and permissive method in the results of education have a negative consequence and make educational goals deviate, they are not compatible with the goals of children's health and success. Thus, in the logical authority parenting style, children according to their situation and capabilities have the right to interfere in the management of household affairs and express their opinion on issues. Whereas this research has studied the tendency and comparison of parenting styles of schools' teachers in Rostaq City, therefore, further research is needed to study the styles at the country level. In addition to finding out the level of tendency towards parenting styles among the country's teachers, it should also comprehensively study its influence on academic achievements, social development, creativity and mental health of students. Furthermore, by launching awareness programs, the Ministry of Education should take appropriate action to enhance the scientific capacity of Afghanistan schools' teachers.

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Data Availability Statement:

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest:

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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