Parent's training styles and the feeling of need for achievement

Hossien Mirzaei [1]
Assistant Professor of Sociology, Ferdowsi University of Mashhad, Mashhad, Iran

Mojtaba Mirzaei
Ph.D. Candidate of Economic Sociology and Development, Ferdowsi University of Mashhad, Mashhad, Iran

Elham Mazlumi
MA in Social Science Research, Tabriz University, Tabriz, Iran

Extended Abstract

1. Introduction

Nowadays all societies seek the development of which human being is its basic factor. The development would not be completed if the human beings as the basis of it are not paid attention to and are not improved during this process. Human beings not only are the main purpose of development ،but also they are the main factor and the capital of this development. Therefore, it is very important to consider all the factors that influence this vital capital. Given all the studies on this issue, it is necessary to consider the variables affecting motivation, job commitment, need for achievement, diligence and being competitive of work force. The family is one of the vital variables that has an important role in the life style, future, and personality formation of people. In this research, we have attempted to measure the impact parent's training styles on the feeling of need for achievement among female students of Tabriz University

2. Theoretical Framework

Development theories have been categorized into different dimensions. In this paper, we divided them into pessimistic and optimistic theories. Some pessimistic thinkers believe that development path is not open for some societies (under developing and third world countries); Andre Gunder Frank (1971) is one of this scientists. On the other hand, optimistic thinkers suppose that there is no inherent barrier for the development of countries, and this way is open for the third world countries and other societies.

The modernization theories belong to optimistic view. These theories are presented in three areas of social, economic and psychological types. In the social field, we

─────────────────
1 Corresponding author, hmirzaei@um.ac.ir

have theorists such Smelser (1959), Hoselitz (1952), and Eisenstadt (1973). In the economic field, Hirschman (1973), Schumpeter (1962), and Rostow (1960) can be seen. And in the area of psychological renewal theory, which points to the beginning of development as human renewal and the personality system, it is possible to refer to Hagen (1962) and McClelland (1953) theories. These theories consider the beginning of development as human renewal and personality system. In this study, we focused on McClellan's Need for achievement theory. According to this theory, the main factor for development and modernization is the tendency to success. Of course there are many different and important variables which influence this need. Some of these variables are mass media, formal and informal educational system, organizations, religion, family, and etc. For some limitation, we have chosen only the factor of "parents training style" as the main variable which affects the need for achievement.

3. Methodology

The present study is an applied research using a survey method. In this investigation we utilized the first-hand data gathered by the use of questionnaire. The questionnaire was designed by the researchers and the pre-test was also taken before administration. A sample of 166 students are chosen among all female students in Tabriz University during 2013-2014 school year. The sampling was done using Chochran's formula and random stratified sampling technique.

We measured parenting styles according to the APA (1960) model. She recognized three different parenting styles. *Authoritarian* ("too hard") (or despotic) : the authoritarian parenting style is characterized by high demandingness with low responsiveness. Permissive ("too soft") (or easygoing): this parenting style is characterized by low demandingness with high responsiveness. And authoritative ("just right") (or democratic): this parenting style is characterized by high demandingness with huge responsiveness.

4. Results

The main purpose of this study was to investigate the effect of parents training styles on the feeling of need for achievement in female students. According to this end, the results of the correlation coefficient showed that there is a positive and significant relationship between the "democratic training style" and the "feeling of need for achievement". According this important result, we can conclude that Democratic training style will provide the basic conditions for increasing the need of achievement. But "despotic training style" had a negative impact on need achievement of female students. And there was no relationship between "easy training style" and the feeling need for achievement. The results of regression analysis also confirmed these findings. Other results showed that there is negative

and significant relationship between educational level and need of achievement and there was a positive and significant between dependent variable and "the degree of interest in the field of study".

5. Conclusion

Today it is proved that the development process is impossible without interested and highly motivated human resources. For this reason, each society that wants to follow the development process must give particular attention to human resources. The results of the research showed that the training styles of parents has important effect on the feeling of need for achievement among female students. In other words, parents can increase the need for success in their children directly and indirectly if they behave democratic with their children. The findings of this study confirmed, the views of McClelland (1953), Hagen (1963) and other scholars in the psychological field of development process. In terms of empirical research, the results of the present study are consistent with the results of the research conducted by Santrock (1984), Glasgow (1997) and Beirami and Khosroshahi (2010). Finally, according to these findings, researchers suggest that we must train parents for development process in every society especially in third world countries. And the family is the first step for development and every society must start its development from its families.

Keywords: Development, McClelland, need for achievement, training style, students

References (in Persian)

1. Ahadi, H., & Mohseni, N. (1992). *Mafahim bonyadi ravanshenasi nojavani va javani* [Basic concepts of adolescent and youth psychology]. Tehran: Bonyad Publications.
2. Asadi, M., Zakai, N., Kaviani, H., Mohammadi, M., & Gohari, M. (2006). Rabeteh paszamineh ejtemai farhangi ba shiveh tarbiyati valedain, movafaghiyat tahsili va sabke yadgiri farzandan [The relationship between socio-cultural background and parenting style, educational achievement and children's learning style]. *Thought and Behavior, 12*(1), 21-28.
3. Azkia, M., & Ghaffari, Gh. (2009). *Jameshenasi touseh* [The sociology of development] (8th ed.). Kyhan Publications.
4. Azmi k sanavi Ghaderi, R. Fathi, M. Rafiee, h Qa'ed Amini Aarooni (1395). Rabeteh Sabkhaei farzand parvari Valedian va Hamaneshini ba hamsalan Bezehkar [Relationship between parental parenting styles and meeting with delinquent peers]. *Journal of Social Problems of Iran*. 7 (1), 77-57.

5. Bairami, M., & Khosroshahi, J. (2010). Ertebat shiveh tarbiyati valedain ba pishraft tahsili danesh amouzan rahnamai madares shahre ilkhchi [The relationship between parenting education and the academic achievement of secondary school students in the city of Ilkhchi]. *Journal of Educational Sciences, 3*(10), 7-21.

6. Hariri Akbari, M. (2008). *Modiriyate touseh* [The management of development] (1st Ed.). Tehran: Ney Publications.

7. Imani Rad, M. (1990). *Toseh va Barnameh dar Jahane sevoum* [Development and program in the Third World (Looking at the experiences of development in Iran)] (1st ed.). Tehran: Pishbord Publications.

8. Jalali, M. (2007). Tahlileh rabeteh nabarabariyhayeh tabaghati va nabarabariyhayeh amouzeshi ba takideh bar naghsheh motaghayerhaei vasetehi [Analysis of the relationship between class inequalities and educational inequalities with the emphasis on the role of intermediary variables]. *Quarterly Journal of Education, 23*(3), 15-53.

9. Nuri, F. & Abbaspour, J. (2009). Barrasi rabeteh beyne hoviyate kar, rezayate kar va edalate kar ba taahode karkonan [Investigating the relationship between work identity, satisfaction and justice with employee commitment]. *Social Sciences Research, 3*(4), 55-69.

10. Pourparizi, M., & Safurayi Parizi, M. (2010). Shivehayeh tarbiat farzandan [Children training styles]. *Journal of Women and Family Studies, 3*(7), 15-39.

11. Rahmani, F., Seyyed Fatemi, N., Baradaran Rezaie, M., Sedaghat, K., & Fathi Azar, A. (2006). Ertebat shiveh tarbiyati valedyin ba mizan moshkelate raftari danesh amouzan [The relationship between Parents' educational methods with students' behavioral problems]. *Iranian Journal of Psychiatry and Clinical Psychology, 12*(4), 365-370.

12. Razavi, A., Mahmoudi, M., & Rahimi, M. (2008). Barrasi rezayat zanashoui va sabkhayeh farzandparvari valedyn ba moshkelat raftari farzandan dar doureh ebtedai shahre arsanjan [The study of marital satisfaction and parental parenting styles with the behavioral problems of children in elementary schools of Arsanjan]. *Quarterly Journal of Family and Research, 2*(4), 73-90.

13. Saei, A. (2005). *Toseh dar makateb motaarez* [Development in conflicting schools] (1st Ed.). Tehran: Gomes Publications.

14. Shafizadeh, H., & Shojaei, J. (2008). Kar afarinan va niyaz be movafaghiyat [Entrepreneurs and the need for success]. *Tadbir Magazine*, *19 (*196), 34-37.

15. Shokr Kon, H., & Moheb, A. (2009). Barrasi amali Boudan, etebar, ravai siyahe angizeh pishrafte dar karmandan [Feasibility, validity, reliability, logic, achievement motivation in employees]. *Psychological Research, 1*(2), 61-75.

16. Zarei, A., & Hasani, K. (2005). Barrasi tasir khanevadh bar roshde ejtemai danesh amouzan ostan kermanshah [Effects of family on social development of

students in Kermanshah Province]. *Islamic Educational Research*, *1*(1), 101-104.

References (in English)

1. Glasgow, K. L., Dornbusch, S. M., Troyer, L., Steinberg, L., & Ritter, P. L. (1997). Parenting styles, adolescents' attributions, and educational outcomes in nine heterogeneous high schools. *Child Development*, *68*(3), 507-529.
2. Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, *62*(5), 1049-1065.
3. Patock Peckham, J. A., Cheong, J., Balhorn, M. E., & Nagoshi, C. T. (2001). A social learning perspective: A model of parenting styles, self- regulation, perceived drinking control, and alcohol Use and problems. *Alcoholism: Clinical and Experimental Research*, *25*(9), 1284-1292.
4. Santrock, J. W. (1984). *Adolescence: Introduction*. Dubukue, Lowa: Brown Publishers.