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### Parents, Schools and Academic Behavioral disorders

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#### A B S T R A C T

This study conducted to investigate the simple and multiple relationships between parents, schools, and academic behavioral disorders of female high school students in Iran, using descriptive correlational method. The research population consisted of all female high school students in Iran in the academic year 2016-2017; among which 340 students were selected as samples by multistage random sampling. The selected samples were measured using parent-school collaboration and communication questionnaire and academic behavioral disorder questionnaire. The results of data analysis indicated that there is a relationship between the number of parent-school contacts and students' academic behavioral disorders. However, there is no relationship between parental involvement in school affairs and students' academic behavioral disorders. There is a relationship between family rules with respect to the academic behavioral disorders of students. There is no relationship between parental involvement in schools and teachers blaming students. There is a relationship between the component of parental participation in schools and the students' academic behavioral disorders.

**Keywords:** Academic Behavioral Disorders, Parents, Schools, Students.

#### INTRODUCTION

Behavioral norms are sets of behavioral rules in and out of school that students are bound to observe; otherwise they will be accountable to community supervision representatives. Community supervision representatives include school officials, parents, police and judiciary system outside the school (Kauffman, 1997; Tyler, White, Thompson, & Blair, 2018). Unjustified absence from school and violence are the two types of educational and behavioral disorders. According to the studies, children who enjoy a positive and open relationship with their parents and are given age-appropriate freedom and independence are less likely to experience behavioral abnormalities (O'Byrne, Haddock, & Poston, 2002). In a research conducted by Mohammadzaheri, Koegel, Rezaei, and Bakhshi (2015) on the role of parent-teacher association (PTA) and benefiting from the capabilities and expertise of parents in children's education, the following approaches were suggested to benefit from parents capabilities: parents participation in PTA general meetings, encourage families to continuously participate in family education courses, expansion of radio and TV advertising in this context, using the role of Education Councils in raising public awareness, invite parents to attend the school meetings and keep track of their children's education.

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According to Mousavi and Ahmadi (2012), the increased dependence scores in the independence-dependence parenting practices questionnaire indicated the significant increase of behavioral disorders in children; and the increased severity scores in the severity-permissiveness parenting practices questionnaire indicated the significant increase of behavioral disorders in children. Gonzalez-DeHass, Willems, and Holbein (2005), also found a significant relationship between parental supervision and student truancy.

According to a study conducted by Sekhavat (2001), on the factors influencing the behavioral disorders among students, behavioral disorders in students in and out of school have common roots and should not be considered as separate phenomena. Given the significant relationship between behavioral disorders and the above mentioned variables and according to the findings, having good relationships in the family and school, self-concept of students, conception of family income, father's job, conception of school discipline, success in school, gender, and bond with mother are more important in the behavioral disorders out of school. Smith (1996), Showed that seeing their mothers' bad behavior at home, teachers having no patience to deal with their emotional behavior due their economic problems, and experiencing teacher's angry behavior towards them strengthens children's spiritual crisis and causes them to develop deviant and abnormal behavior.

According to Sukhodolsky, Kassinove, and Gorman (2004), there is a relationship between truancy and different learning and teaching styles, poor teacher-students relationship, low teacher expectations, and discrepancy in school discipline. This research aimed to investigate the relationship between parent-school interactions and behavioral disorders of female high school students in Iran.

## METHODOLOGY

This is a descriptive field study. The statistic population consisted of all 5689 female students of Bandar Abbas High School Districts 1 and 2 in the academic year 2012-2013, among which 360 students were selected as samples using Cochran's sample size formula. Ultimately, the sample size was decreased to 340 students due to the missing answers and reduced number of retrieved questionnaires. The research used a multistage random sampling method. A questionnaire survey was conducted to collect data.

### 1. Parent-School Collaboration and Communication Questionnaire:

The questionnaire consisted of 31 items. Questions 1 to 11 evaluated parent collaboration and factors affecting this collaboration; questions 12 to 16 referred to the component parent communication; questions 17 to 21 were about parent participation, 22 to 26 referred to the role of family rules in school affairs, and questions 27 to 31 were related to voluntary communication. The total score of questions was considered the score of parent-school communication. Reliability of the scale was equal to 0.833 according to Cronbach's alpha coefficient, indicating the high reliability of the questionnaire.

**2. Academic Behavioral Disorders Questionnaire:** Academic behavioral disorders scale developed by the researcher consisted of 22 items evaluating behavioral disorders (such as theft, violence, etc.) and academic disorders (such as poor academic performance, not doing homework, etc.). A 6-point Likert scale was used for rating the questions. (1=Not at all, 2=very low, 3=low, 4=moderate, 5=high, and 6=very high). The total score of the questions was considered the score of academic behavioral disorders. Higher scores indicated greater abnormality. Reliability of the scale was 0.830 according to Cronbach's alpha coefficient, indicating the high reliability of the questionnaire. After entering data into SPSS they were analyzed by descriptive and inferential statistical methods. The study used descriptive statistics

parameters such as the mean, standard deviation, frequency, and diagramming; and inferential statistics such as Pearson correlation coefficient and multiple regression.

## RESULTS

**Table 1.** The Mean, Variance, and Standard Deviation for the Score of Academic Behavioral Disorders Questionnaire

Component	N	Min.	Max.	Mean	SD	Variance
Academic Behavioral Disorders	340	21	87	42.75	12.529	156.977
Blame teachers	340	1	6	1.88	1.139	1.298

**Table 2.** The Mean, Variance, and Standard Deviation for the Score of Parent-School Communication

Component	N	Min.	Max.	Mean	SD	Variance
Parent-School Communication	340	27	102	63.36	13.659	186.572
Parent Communication	340	7	32	18.4	5.095	25.958
Parent Participation	340	5	25	12.56	4.199	17.634
Family Rules on the school Affairs	340	5	25	18.78	3.652	13.339
Voluntary Communication	340	6	28	13.61	4.622	21.365

**Table 3.** Pearson Correlation Coefficient between the Variables and Components of the Present Study

No	Variables	1	2	3	4	5	6
1	Academic Behavioral Disorders	1	-0.173**	-0.117*	-0.06	-0.277**	-0.11*
2	Parent-School communication	-0.173**	1	0.821**	0.803**	0.611**	0.837**
3	Parent Communication	-0.117*	0.821**	1	0.557**	0.342**	0.548**
4	Parent Participation	-0.06	0.803**	0.557**	1	0.284**	0.627**
5	Family Rules on the School Affairs	-0.277**	0.611**	0.342**	0.284**	1	0.38**
6	Voluntary Communication	-0.11*	0.837**	0.548**	0.627**	0.38**	1

## CONCLUSION

Negative relationship between parent-school communication and the academic behavioral disorders of students is due to the fact that the continual parent-school communication can help parents to become aware of children's educational and behavioral status. Meanwhile, in case of the incidence of abnormal changes, the counselors, teachers, assistants, and school principals can help to detect where the problems stemmed from and take effective measures to solve them. Obviously, school officials alone cannot take necessary measures unless the parents are consistent enough, particularly if the source of abnormality is outside the school (eg, the family, etc.). This finding is consistent with the findings of latifi<sup>8</sup>.

There is a relationship between voluntary parent-school communication and students' academic behavioral disorders, and the research hypothesis is not supported. This finding is not consistent with the findings of Sukhodolsky et al. (2004), during their studies, they stated that parent involvement in school affairs at different levels, namely decision making, voluntary work, etc. will enhance their children's progress. Parents' involvement in school affairs such as funding, development activities, etc. cannot significantly modify the academic and behavioral disorders of students unless it is accompanied with tracking the educational and behavioral status of their children. Students with academic behavioral disorders whose parents help funding the school (especially private schools) are the evidence for this statement (Sukhodolsky et al., 2004). Some parents just fund the schools but for various reasons (namely lack of time, job involvement, etc.) are not taking part in solving their children's academic behavioral disorders.

## Parents, Schools and Academic Behavioral disorders

There is a relationship between family rules on their children's education and students' academic behavioral disorders. According to the research literature, this finding is confirmed by reinforcement theory. This theory states that continuing or stopping a behavior depends on the encouragement or punishment. Encouragement will result in continuing a certain behavior while punishment will stop the behavior. Children tend to continue a behavior when it is encouraged by family rules, and stop the behavior when it is disciplined. The research finding was consistent with control theory. Control theory focuses on the subject that deviance results from lack of social control. According to Freud, people have a natural tendency toward deviance; and will continue the behavior if they are not curbed. Family rules can be one of the most important controllers of students' academic behavioral deviancy and abnormality.

There is a relationship between voluntary parent-school communication and students' academic behavioral disorders. This finding is consistent with the findings of previous studies. In their studies on the role of parents in American children's behavioral problems, Garber, Robinson, and Valentiner (1997), showed that parents, life style, family conflicts, and maternal depression play an important role in predicting children's behavioral problems. Children whose mothers had better experiences in raising their kids, had less depression and had tried to resolve family conflicts had fewer behavioral problems.

There is a relationship between parent-school communication and teachers blame the students, and the hypothesis is not supported. Shek (1998), showed that seeing their mothers' bad behavior at home, teachers having no patience to deal with their emotional behavior due their economic problems, and experiencing teacher's angry behavior towards them strengthens children's spiritual crisis and causes them to develop deviant and abnormal behavior.

There is a relationship between the components of parent collaboration and the academic behavioral disorders of students. This finding is consistent with the findings of Sekhavat (2001). A study conducted by Sekhavat (2001), based on the reports of the teachers, assistants, and school principals on the psychological and social causes of behavioral disorders in Iranian students indicated that the students had one of the characteristics of theft, homosexuality, drug addiction, etc. The study results indicated a low level of parent reconciliation, mutual respect, and cooperation.

Findings of this study indicate that parent-school communication should be conducted voluntarily and not based on invitations from teachers; parents should attend parent-teacher meetings which are held at the school at certain intervals to become aware of the programs offered by the school, and cooperate with the school in implementing the programs. Training families to build stronger ties between parents and children is essential, particularly with respect to parents' education and occupation. Parents who for some reasons have difficulty in learning should be given priority. Certain academic and behavioral disorders (eg. truancy, backbiting, academic failure, irregularity, etc.) should be considered in the future studies.

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