

Prediction of risky behaviors in high school students based on psychosocial development and perceived parenting practices

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Abstract

Background and Objectives: The aim of this study was prediction of risky behaviors based on psychosocial development and perceived parenting practices of parents in high school students.

Method: The study design was descriptive correlational type and the statistical population included of all high school students of Astara city that through them 200 subjects were selected by randomized and targeted sampling. For data collection, the participants responded the questionnaires of psychosocial development, parenting styles and risk behaviors in Persian adolescents. Hierarchical regression was used to analyze the data.

Results: Results of study showed that among the aspects of psychosocial development trust/mistrust ($\beta=-0.205$, $P<0.05$), industry/inferiority ($\beta=-0.204$, $P<0.05$) and identity/confusion ($\beta=-0.215$, $P<0.05$) dimensions and among the practices of parenting permissive ($\beta=0.164$, $P<0.05$), authoritative style ($\beta=-0.147$, $P<0.05$) and authoritarian style ($\beta=-0.185$, $P<0.01$) predict risky behaviors.

Conclusion: So, it can be concluded psychosocial development and parenting practices of parents are an important individual and environmental factors in risky behaviors in adolescents.

Keywords: Life experience, suicidal tendency, validation, factor analysis,fulness education, interaction with parents, interaction with teacher and interaction with peers, oppositional defiant

Background and Objectives

Among the members of a community, children and teenagers need to be monitored after personal care as a person with natural sensitivity and cognitive features for learning. The advancement of a community is possible only with the growth of the children of that society - those who are strong in terms of physical and psychosocial well-being¹. During adolescence, people have experienced learning and thus face a variety of risks, at this stage, the teenager is drawn from the family to the community and is seeking to gain a social status. In this period, they may choose friends that parents do not accept or may have cover that their parents dislike or compare their family with other families. In this episode, teenager may prove to be destructive and dangerous behaviors in order to prove himself and his place in society and family and to have a role and a base for himself. Among these behaviors are risk behaviors that refer to behaviors that increase the likelihood of negative, physical, psychological and social consequences for a person².

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One of the factors that can affect student achievement and academic failure is the incidence of high-risk behaviors among them³. The interaction between children and their parents causes their physical, emotional and cognitive development⁴. Parents and other child carers play an important role in shaping, expressing and regulating the child's emotional world⁵. Family performance patterns, ie, the functional dimensions of the family, are reflected in parenting styles and related to parenting styles⁶. Parenting practices are defined as a set of parenting attitudes towards children that leads to an emotional atmosphere in which parenting behaviors occur⁷. In research of Shokri and Yousefi distinguished parenting methods based on their differences in child control. He identified three parental behavior patterns in his interaction with his children⁸: 1. Parents are decisive and assertive (authoritative logic): Parents of this model tend to have affectionate children and they have a warm and intimate relationship with them. These parents, while controlling the logic of their children, expect them to behave wisely and reasonably, they are not in the way of dealing with a child, they give a certain freedom to their children in a certain framework. 2. Autocrats and dictators: In this model, parents emphasize the power and discipline of force. 3. Reliable parents; these parents do not control their children and do not expect them to be warm and intimate⁸. Such parents do not have the order in the house. They are not serious about punishing or rewarding their children. In the study of research of Schultz and Schultz, hardening was more correlated with mothers and supervised by fathers with at-risk sexual behaviors less than adolescents. In this study, these relationships were stronger for teenage girls than boys⁹. In study of Asgarpour showed that parental support behaviors with sexual risk behaviors in male and

female adolescents had a negative correlation¹⁰. Ericsson's perspective on psychosocial development has been of interest to many researchers due to its relative strength and theoretical completeness. According to this view, physical changes continue throughout life and affect the cognitive processes and behavior of the individual. Erickson believes that mental growth depends on the specific social relationships that a person develops in different stages or stages of life with others, and for the development process, eight special stages, each stage devoted to one of the age sections of the individual's life, are introduced. Slowly For each stage, a crisis or psychosocial conflict has been predicted from the combination of biological growth and psychosocial demands. In Erickson's view, how to solve any conflict on the existence or absence of conflicts will affect the next stages of growth. In fact, the conflict solution empowers me and positively contributes to solving the crisis of the next stage¹¹.

The concept of identity lies at the center of the theory of Ericsson. For Ericsson, it was a multi-dimensional concept identity that was visible from a wide angle¹². According to research of Naseri Tafti and Pakdaman, the sense of identity in adolescents emerges to meet social demands and the challenges of growth, and efforts to mean their choices and commitments in life¹³. In his view, this process is associated with discomfort for some people. According to Ericsson, individuals in the sequence of the eight stages that define the life cycle develop their identity, which include: 1) trust-distrust, 2) independence-doubt and doubt, 3) initiative-feelings of guilt, 4) Quasha-Qutheri, 5) Identity-Confusion, 6) Intimacy-Isolation, 7) Generation-Recession, and 8) Perfection-Despair¹⁴. In a research study Asgarpour and Taghilo showed that quadrilateral

complexity is significantly related to aggression, failure, and withdrawal¹⁵. In the research by Dumas, results showed that identity commitment was a protective factor against the use of materials. Researchers concluded that identity development may be a good tool to prevent the negative consequences of peer pressure in adolescents at risk. In every society, the health of children and adolescents is of particular importance and attention to mental health helps them to be healthy and physically healthy and play their social role better. In this regard, the proper recognition of the various physical and psychological dimensions of this age group and the attempt to provide the material and spiritual conditions appropriate for their physical, emotional and intellectual growth are more clearly than those that need to be stressed¹⁶, and this emphasizes the importance and necessity of the present research. Parenting practices are likely to affect both the behavior of adolescents and their psychosocial evolution, so the need to examine these variables is felt together. So the purpose of the present research was to answer this question:

-Do psychosocial development and parental parenting practices predict the high-risk behaviors of students?

Method

The present research is a cross-sectional study, carried out among high school students in one of the main cities in the North of Iran (Astra), from 2015-2017. The research sample included 1024 students aged 15-19 years, representing all levels of the high school (first to third grades and pre-university). The research method was descriptive-correlational and the statistical population of the study included 200 random adolescents with a minimum sample size for research Regression¹⁷. In this way, by random selection of cultural and recreational

places, considering the criteria for entry into the research, including residence in Astara and informed consent of students, were selected purposefully.

Research tools

Risky behaviors questionnaire for Iranian teens. The high risk behaviors questionnaire for Adolescents Baumrind (2019) includes 38 items that include risky behaviors such as driving, violence, smoking, drug use, alcohol consumption, sexual relationship and sexual orientation, and opposition to gender bias at a 5-point scale. From totally agree to completely opposite. The reliability of the Iranian adolescents' risk aversion scale has been evaluated using Cronbach's alpha coefficient and its construct validity using exploratory factor analysis and main components analysis method. The KMO test was 0.94 and was very satisfactory at the level and Bartlett's sphericity test was statistically significant. The Cronbach's alpha coefficient for the general scale was 0.93, smoking was 0.93, drug use was 90%, alcohol consumption was 0.90, sexual relationship and sexual behavior were 0.85 and the opposite sex orientation was 0.80¹⁸.

Hawley's Psychosocial Change Questionnaire. Hawley's Psycho-social Change Level Survey (2019), 112 descriptive sentences, eight positive scales (total scores given to each of the positive scales), eight negative scales (total scores given by the subject to any negative scale), and The eight scale of the result (the sum of the algebraic sum of each of the positive and negative scales) in a Likert scale of 5 degrees "does not apply to me at all" = 1 "until" fully applies to me " = 5 ¹⁹. Borawski et al, (2019) research, internal consistency coefficients for negative scales ranged from 0.65 to 0.84 and positive between 0.69 and 0.83. Also, in the research of the prosecutor²⁰, correlation coefficients

were meaningful for examining the validity of the test in all cases. In the present study, the Cronbach's alpha coefficient for scales was at a range of from 0.70 to 0.53.

Bumerind parenting style questionnaire. Bamirind's Childbirth Practice Questionnaire (2018) contains 30 questions that assesses three rigorous, authoritarian, and authoritative styles in a Likert scale of "0 = Completely Disagree" to "4 = Completely Agree." Bori, Loelles, Misakanis and Buri & Louisell (2018) calculated the coefficients of Cronbach's alpha 0.81, 0.86 and 0.78, respectively, for authoritative, authoritative and authoritative styles for mothers, 0.71, 0.85 and 0.92, respectively, for authoritative, authoritative, and authoritative styles for fathers²¹. In the study of Dumas et al. (2018), the authoritarian style of an inverse relationship with the liberating style ($r = -0.38$) and authority style ($r = -0.51$), as well as father's authoritarian style, has an inverse relationship with the liberating style ($r = -0.51$) and authority style ($r = -0.52$). The questionnaire had formal validity and reported the coefficient of re-test for release style 0.69, autocrats 0.77 and authority 0.73. In the present study, Cronbach's alpha coefficient for releasing, authoritarian styles was 0.69, 0.73 and 0.82, respectively²².

Procedure

The data was computerized and analyzed using the statistical package of social sciences (SPSS) version 18, and before data entry, all completed questionnaires were evaluated by the main investigator. Then, the distribution of the responses was assessed and the main variables were described. After selecting and visiting cultural and recreational sites, providing the same instructions on how to complete the questionnaires and familiarizing people with the aim of research and satisfaction and taking into account the criteria for entering and leaving the participant's research. The questionnaires were completed individually and far from the others. In this research, moral considerations including informed consent and privacy were observed.

Results

112 of the female participants (56%) and 88 (44%) of the participants were male. 10% (22.5%) of participants were 15 years old, 59 (29.5%) were 16 years old, 105 (52.5%) were 17 years old and 26 (13%) were 18 years old. It should be noted that the mean and standard deviation of the age of the subjects were 16.73 and 0.7477 respectively. Father of 92 (46%) of the participants had public employment, father of 106 (53%) of the participants had a free job, and the father of two of them were unemployed. Mother of 20 (10%) of the participants had public employment, mother of 12 (6%) of the participants had free job and mother of 168 (84%) were housewives (Table 1).

Table 1. Hierarchical Multivariate Regression in Prevention of Highly Risked Behaviors Based on Psychosocial

Variable		b	SE	β	t	Sig
	Trust-distrust	-0.709	0.316	-0.205	-2.243	0.036
	Independence-doubts	0.304	0.357	0.090	0.852	0.396
Psycho-social transformation	Initiative - feeling guilty	-0.128	0.386	-0.034	-0.330	0.742
	Quasha-Qutheri	-0.745	0.297	-0.204	-2.509	0.013
	Identity-Confusion	-0.614	0.246	-0.215	-2.495	0.014
	Intimacy-Isolation	0.147	0.246	0.043	0.596	0.552
	Birth-stagnation	-0.008	0.296	-0.003	-0.026	0.979
	Perfectionism-Despair	0.175	0.250	0.061	0.700	0.485
	adjR ² =0.198 and R ² =0.231		P<0.001, F(8.190)=7.159			
	Liberator	0.683	0.281	0.164	2.434	0.016
Parenting practices	Tyranny	-0.587	0.256	-0.147	-2.295	0.023
	Authority	-0.646	0.227	-0.185	-2.850	0.005
	F(11.87)=7.433, P<0.001		adjR ² =0.262 and R ² =0.303			

Transformation and Parenting Styles

b: unstandardized beta coefficient; SE: Standard Error; β : Standardized beta; t=t-test statistic; Sig=significant value

As (Table 1) shows, psychosocial transformation dimensions, which in the first stage enters the predictive equation of high-risk behaviors in adolescents, predicted high risk behaviors at a significant level of 0.01. Multivariate correlation study showed that the value of multiple correlation coefficient (R²) is equal to 0.231. This shows that dimensions of psychosocial development have explained 23.1% of the variance in high-risk behaviors of adolescents. Regression coefficients showed that the dimensions of trust-unreliability (P <0.05, α = -0.205), quasi-quantitative (P <0.05, α = -0.204), and identity-confusion (P <0.05, β = -0.215) positively and predicts high risk behaviors in adolescents at a significant level of 0.05.

Based on the results of (Table 1), with the introduction of parenting practices (liberator, authoritarianism, and authority), the predictive equation of high-risk behaviors in adolescents in the second stage reached the value of (R²) to 0.303. This suggests that the entry of parenting practices into the predictive equation has led to 30.3% of the variance of risky behaviors. The value of R² (R² Δ) changes

was 0.772. This finding means that with the introduction of child-rearing practices in the predictive equation and controlling the effect of the dimensions of psychosocial development, the value of the explained loneliness increased by 7.2%, which is statistically significant at the level of 0.01 (P <0.01, ΔF =6.125). Regression coefficients showed that the free method of transition (P <0.05, P₄ = 0.64) was positively and tyranny (P <0.05, β = -0.147) negative and at the level of 0.05 predicts high-risk behaviors for adolescents. Also, the authoritative approach predicts negative behaviors at risk level of 0.01 (P <0.01, β = -0.185).

Discussion

The results of this study showed that the dimensions of trust-unreliability, diligence-quotient and identity-confusion negatively and significantly predict the high-risk behaviors of adolescents. These results are also consistent with the results of the studies of (23, 24)^{23, 24}. In explaining these findings, it can be said that during the years of childhood and adolescence, which is

often associated with massive changes in human and social relations, the basic orientations governing future behavior and lifestyles²⁵. From Ericsson's point of view, the interaction between the child and mother determines whether the attitude of trust in his personality will be integrated into the future environment or the attitude of unreliability. If the mother responds adequately to the physical needs of the child and provides kindness, affection, and security, then the child will develop a sense of trust. On the other hand, if the mother is abandoned and unresponsive or has a disorderly behavior, the child will develop an attitude of distrust and will be suspicious, fearful and anxious²⁶. Their great trust makes them unpopular and vulnerable to fluctuations in the world, while very little trust in frustration, anger, hostility, and depression. When children learn to do things in the right way, they feel hard-working, but if their efforts are not enough to achieve their goals, they feel better that the disruptive attribute is the period of the school²⁷.

The presented results provide a broad picture of the effect of family risk and protective factors on adolescents' health-risk behaviors. We found that family attachment, father education and family religiosity were protective factors²⁸. When teenagers decide what they want to be and what they believe in, they also understand what they do not want and what they like to believe, identity is defined positively and negatively. They often have to disagree with the values of the parents or deny the values of the group, a problem that can aggravate the confusion of their identities. Identity confusion is a syndrome of problems that are divided into self-image, inability to establish sincere relationships, to understand urgency, lack of focus on necessary assignments, and rejection of family or community criteria. Teenagers must experience some confusion about who they are before they can gain a stable

identity. It is possible that they leave the house, try drugs and sexual activity, replicate with the street and street clubs²⁹.

The results of this study showed that the authoritarian methods are positive and the high risk behaviors of adolescents are predicted. These results are consistent with the results of (30, 31)^{30, 31}. In explaining these findings, it can be said that different forms, composition and family structure may affect children's personality development in different ways. The development of children is one of the dimensions of parental functioning and the most important part of this process is parents. Parenting or parenting practices have significant effects on the behavioral abnormalities of children. The role of the quality of parent's behavior on academic performance, relationships with peers and adaptation in adolescence has been identified. The parenting style of authority has features such as warmth and affection. These parents encourage their children to express their opinions incorrectly or differently, as well as express their excitement in a proper and complete manner³².

One unique contribution of the existing study was to obtain the most important risk factor which was the predictor of the adolescents' health-risk behaviors in family, i.e. a family history of risky behavior. Adolescent in the families which excuse them for breaking the law are more likely to develop problems with risky behavior. Families whose parents engage in risky behavior inside or outside the home are at greater risks for exhibiting risky behavior. Adolescent parenting is characterized by high demands and responses from parents. Strong parents often set tough rules for their children and insist on enforcing them. They encourage their children to be independent, have a great interest in the advancement of their children, show positive feedback on their progress, and

help their child's educational achievement. It should be noted that having expectations appropriate to the child's abilities along with a reasonable limit of affection increases the child's self-reliance and self-sufficiency; while the existence of irrational authority based on the will of the parents to dominate the child is felt to be rejection, aggression, and ultimately Depression can be caused.

Autocratic parenting practices include hardship, hardening. These parents are unscrupulous and do not care about the needs of their children's development³³. Autocratic parenting is characterized by high demands from parents and low responsiveness. These parents do not need to give reasons for their commands and emphasize the indisputable obedience and respect of the children. Family treating is characterized by low parenting demands and high response rates. Freedom parents show too much attention to their children and they have few expectations. These parents often give their children a lot of independence and freedom, but they usually do not draw clear goals and expectations for their children. Most children of liberal families have low educational achievement. The tendency toward narcotic drugs and other antisocial behaviors in these children is very common³⁴.

Conclusion

In a juvenile adolescence, the period is a sensitive and risky one, and adolescents are likely to tend to high-risk behaviors. High-risk behaviors in adolescents are rarely limited by one particular reason. Based on the results of this research and previous studies, it can be concluded that some of the factors of the role of risk factors and others play the role of protective factors against the high-risk behaviors of adolescents. One of these factors can be the individual and social factors that affect one another or in

complex interactions with the development of high-risk behaviors by adolescents. According to the results of this study, one of the most important personal and social factors predicting high risk behaviors is the level of psychosocial development of adolescents, as well as the ways parents use their children. Each research in its own right will have a set of restrictions. The limitations of the type of research that have been done in a cross-sectional form suggest limitations in the context of the explanations and attribution of the underlying causes of the variables under consideration.

Competing Interests

The authors declare no competing interests.

Authors' Contributions

The authors contributed equally to the writing of the article

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