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**THE RELATIONSHIP ANALYSIS OF GRADE IV GIRL STUDENTS PARENTAL  
STYLES WITH THEIR SELF-ESTEEM AND EXAM ANXIETY IN NEYRIZ**

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**ABSTRACT**

This study applied research and research methods of descriptive - correlation is The Relationship Analysis of Grade IV Girl Students Parental Styles with Their Self-esteem and Exam Anxiety in Neyriz The population consisted of all female students in fourth grade Neyriz to approximately 135 people, Using two-stage cluster sampling method based on the determination of sample volume (1970) A total of 100 students were selected randomly Subjects that parents and students responded to the questionnaire parenting styles questionnaires by SarasonAizengself-esteem and anxiety were evaluated. The following results using Pearson correlation and stepwise regression analysis were:1. between authoritative parenting style and there is a significant positive relationship with self-esteem, but the self-esteem and parenting style neglectful and authoritarian relationship was not observed. 2. authoritative parenting style with test anxiety is a significant negative correlation between test anxiety and more permissive and authoritarian parenting styles is a significant positive relationship. 3. The authoritative parenting style to predict 46% of the variance in self-esteem. 5. Permissive parenting style to predict 24% of variance test anxiety.

**Keywords:** Parenting styles - self - test anxiety

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**INTRODUCTION**

Today, experts believe that one of the important reasons of developed countries attention of those countries creative forces and effective education. Students chosen and builders of tomorrow's workforce and self-esteem the success and achievement of the objectives of the training program (Jones, 2007). No doubt the main cause of the growth and prosperity of any country is key that society is education. Education is the most important and most complex things in life, is able to play a key role (Yousefi, 2011). Education institution to the permanent need for human generations to education at all communities to come and accept and acknowledge its necessity, is stabilized and durability. The structure of the educational system and the education system as countless institutions with trained personnel and self-regulated professions is certain and specific norms (Maleci, 2004). The family also important and fundamental social institutions that play a vital role in the lives of individuals and society. The importance of family as a social institution is something unmistakable. Although the children of the community and peer influence is the most affected families. The impact on the child's family and its important role in the aspects of building, cultural, social, moral and so is very important and large (Ghaemi, 2008).

Family impact on the full development of children from birth started with the power and specific learning appears and remains throughout life. Accurate and balanced relations between parents and children is one of the factors influencing the health and mental health. Research has shown that Among the various factors that foster the healthy character in children and adolescents effective interaction between children and parents and how the relationship between parents and children is the most important and most fundamental factors (Zangeneh, 2011). The students also through practices that foster parents receive can achieve a position of maximum their internal and external resources to achieve the goals of higher education and has the necessary conditions for life. successful social gain, Also unlike the other hand, also by the same practices in education may not be able to use internal and external resources and personal and social problems as a result of deviation from the goals are education (Jones, 2007). Therefore, parents can educate their children in any way they want and extremes in their parenting style may lead to stunted growth rearing, loss of self-efficacy and self-esteem, increased anxiety in the area of education and Misconduct in children. In general, family and parenting styles of their parents due to

their effects on children are always the team have over the centuries. each of the researchers on specific aspects of community practices the parents of neglected and its consequences on children's behavior are discussed. This study is also intended to examine the relationship between parenting styles and self-esteem and anxiety in students as well.

**Methods:**

**Population:**

The study sample included all female students in fourth grade in Neyriz 2014-2015 were enrolled in the academic year, the total number of them, according to the education department of 135 people.

**Sample and sampling:**

Among all elementary schools in Neyriz According to the study, based on sampling table Gerjesy and Morgan (1970) has been selected sample of 100 subjects. The sampling method in this study was a two-stage cluster sampling that all schools (North, South, East, West and Central) was

in the back. First of elementary schools had a total of 6 elementary school girls 4 school and then randomly selected from each school was selected fourth grade students in the class and their parents responded to the questionnaire.

**Research Tools:**

Three questionnaires were used for this study are presented as follows:

A questionnaire of parenting styles Dyanabavm Rind:

(B) 30-item questionnaire Aizengself esteem:

C - Sarason Test Anxiety Inventory questionnaire:

**Analysis Information:**

Information and extracted data using two methods of descriptive and inferential statistics were used. That analysis of data obtained in assumptions 1 and 2 of Pearson correlation and multiple regression analysis to test hypotheses 3 and 4 in a stepwise SPSS software was used.

**Table 1: shows absolute and relative frequency of subjects in terms of demographic variables:**

Percent	Abundance	Variables	
12	12	Working	Father's job status
29	29	Employee	
49	49	Tradesman	
10	10	Unemployed and disabled	
20	20	Practitioner	Mother's job status
80	80	housewife	
4	4	illiterate	Education Father
19	19	Elementary-Help	
61	61	Diploma	
16	16	Collegiate	
7	7	illiterate	
37	37	Elementary-Help	
44	44	Diploma	
12	12	Collegiate	

The results of the descriptive statistics:

Table 2: Mean and standard deviation of variables:

Test Anxiety	Self-esteem	Parenting styles			Descriptive Index	Abundance
		Arbitrary	Lax	Ex cathedra		
31/01	20/81	19/82	16/89	28/67	Average	200
8/63	4/91	3/41	2/62	3/87	Standard deviation	

Hypotheses:

First hypothesis: between parenting styles and self-esteem in girls there.

Table 3: The correlation coefficient to determine the relationship between parenting styles and self-esteem:

level of significance	Correlation	Standard deviation	mean	Number	Parenting styles
0/01	0/58	3/87	28/67	87	Ex cathedra
NS	/09-	2/62	16/89	52	Lax
NS	/04-	3/21	19/82	61	Arbitrary

The second hypothesis: between parenting styles and test anxiety among female students there.

Table 4: The correlation coefficient to determine the relationship between parenting styles and test anxiety:

level of significance	Correlation	Standard deviation	mean	Number	Parenting styles
0/01	-0/26	3/87	28/67	87	Ex cathedra
0/05	0/11	2/62	16/89	52	Lax
0/01	0/24	3/41	19/82	61	Arbitrary

Hypothesis: parenting styles, their self-esteem predicted.

Table 5: Results of stepwise regression to predict self-esteem by parenting styles:

p	t	$\beta$	B	F	standard error of estimate	R <sup>2</sup>	R	Variable	Step
0/001	14/67	0/68	6/19	215/29	15/74	.46	.68	self esteem	1

The fourth hypothesis: styles of parenting, test anxiety are predicted.

Table 6: Results of stepwise regression to predict test anxiety by parenting styles:

p	$\beta$	F	$\Delta R^2$	R <sup>2</sup>	R	Predictor variables
0/001	0/19	115/99	0/23	0/24	0/49	Permissive parenting style

CONCLUSION

Between parenting styles and self-esteem in girls there.

Based on the results of this work showed that authoritative parenting style and self-esteem (P <0/01 and r =0/58) There is a significant positive correlation, meaning that both parents authoritative parenting style more use of their children have higher self-esteem of the self-esteem, but no significant relationship with other parenting styles. The research findings with the results

of numerous studies, including Steinberg (2013), Saunders and Triple H (2011), Turner and colleagues (2009), Webster-Stratton and Hermanan (2008) are consistent. In explaining the findings of this study it can be said that, with the authority of parents who are reasonably good relations with their children and to their children learn A difference of opinion with regard to the other person's point of view and in terms of dialogue, effectively solved. They are age-appropriate for their children

to forget their principles and doctrines. In general, this style turned a liberal and reasonable that parents' rights and children's rights.

Conclusion on the analysis of the results:

The second hypothesis: between parenting styles and test anxiety among female students there.

Based on the results, the findings of this study indicate that the authoritative parenting style with anxiety ( $P < 0/01$  and  $r = -0/2$ ) There is a significant negative relationship, this that is what the parents of their children's use of more authoritarian style of less anxiety. The research findings with the results of numerous studies, including research and Sanders (2003) and Den et al (2003) and Aviserman et al (2002) are consistent.

In explaining the findings of this study it can be said that, with authoritative parents are their children's minds from the shackles of tradition can dry hands Frozen red tape and save and free thinking, creative and divergent alternative to build and fertile. Authoritative parents are so strict, but not imposing. Their disciplinary methods are supportive, rather than punitive, and they want children to express themselves, So in that case that children in the family and school environment in relation to education and teaching and examinations are experiencing less anxiety.

## DISCUSSION ABOUT THE RESULTS OF THE THIRD:

The third hypothesis: styles of parenting, self-esteem are anticipated.

Based on the results of this study suggest that the third multiple regression analysis using stepwise method showed that the parent parenting styles, authoritarian parenting style only be entered into the regression equation. Authoritative parenting style alone, 46% of the variance in self-esteem predicts. The research findings with the results of numerous studies of Sidiridis (2007), Izgyk (2004), Jung (2002) and Cram and Pratt (2001) are in line. In authoritative parenting style, parents are flexible and the freedom to their children to guide them clear rules and framework set out And maintain reasonable control and freedom is calculated under the rules and principles of proper behaviors, inner child and responsibility for their behavior and their actions (Jomehriand Ahadi, 1996). This kind of strong emotional support for families and children are considered to help their children deal with every subject every aspect of the measure (Lotfabadi, 1384). So in such a family environment for children's self-confidence and self-esteem more and better day-to-day learns and acts accordingly. Discussion about the **results of the quarter:**

The fourth hypothesis: styles of parenting, test anxiety are predicted.

Based on the results of this study showed that between parenting styles Parents, regression equation was only permissive parenting style. That permissive parenting style alone, 24% of the variance in test anxiety predicts. In explaining the findings of this study it can be said that, parents with their actions can have different parenting styles. This, in turn, self-esteem and anxiety in college students affected. As mentioned earlier, parents neglect to teach social behaviors are lax and kind of negligence on the duties and responsibilities in the family and the education of the children there. In other words, this instability leads to promiscuity children and cause them to tasks and assignments of responsibility not and in the face of teacher performance, including stress and difficulty and anxiety during exams soon be tested. The students in the face of life's problems are anxiety and despair. The students are positive about themselves and to find solutions to difficult problems If thoughts of blame like I'm not good or I cannot do anything right mind would take them into passivity, isolation, depression and anxiety will be. Immediate response when faced with a new challenge, I cannot be such people. The anxiety has on many human functions, resulting in a

negative impact on their satisfaction with their lives. Students who have a little anxiety, is likely to be done safely and easily perform tasks assigned and with confidence for more work and live, which also contributes to reduction of their anxiety will be.

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