

The Role of Religious Behaviors and Cultural Styles of Parents on Practical Obligation to Religious Beliefs in Students

Fereshteh Askari^{1*}, Seyed Reza Balaghat², Ahmad Mirgol³, Ali Farnam²

¹Research and science Department, Sistan & Baluchestan, Zahedan, Iran

²Department of Psychology, Sistan & Baluchestan University, Zahedan, Iran

³Department of Psychology, Payam-e Noor University of Zabol, Zahedan, Iran

*Corresponding Author E-mail: Fe.Askari@yahoo.com

Received: 23 January 2017, Revised: 22 February 2017, Accepted: 29 March, 2017

ABSTRACT

General goal of the present research is to study role of religious behavior and parenting style of the parents in practical obligation of students toward religious beliefs in the third-year (female and male) students of Zahak County. The present research method is descriptive –correlative. Statistical population includes the third –year students of secondary school in educational year of 2012-2013 among whom 242 students were selected with random sampling method. To collect research data, religious behavior, practical obligation and parenting styles questionnaire has been used. Research data have been analyzed using SPSS19 software and using correlation and regression tests and t-test. Results obtained from the present research indicate that religious behavior is effective on practical obligation of students toward religious beliefs, parenting styles are effective on practical obligation of students toward religious beliefs, gender plays role in effect of religious behavior on practical obligation toward religious beliefs, gender plays role in effect of parenting style on practical obligation of students toward religious beliefs.

Keywords: Religious Behaviors, Practical Obligations, Parenting Styles, Religious Beliefs, Zahak County.

Introduction

Family is the first academy or school which has very important role in training and generating the personality of human. Members and specific rules of each family reflect into mental condition of child and it's an important factor in human's behavior (Shariatmadari, 2002). Family is the first society which a person start the way of life and rules and also social traditions, and scarify are learnt through family. Of course it is different due to different culture and

different way of training (Isazadeh, 2011). By regarding the vital role of family training in growth and progress of children, the pension and some specific laws for children is discussed to warn the families that each child has specific stipend. And we should try to provide their demands. One of the duties is provide welfare both in this world and after life world, we can't do this but through teaching religion conceptions. There are many verses and narrations about the way

life in survey of prophet (Shakerinia, 2001). Islam emphasize on obey according to patterns and in planning the training program, Islam paid much more attention to family. Behavior of parents potentially affect on children. Children pay careful attention to their parent's behavior. Parents are a pattern. There are many specific reasons that child provoke for learning worth matters. Child acts like parents, love and glow is a good reason to prevent them from blame and punishments. The point is that act as patterns is better than the other patterns. So if families choice the religious behavior for their children, they should act themselves first, growth psychological tend to survey the effect of training on the growth of children, development of social abilities of children should discussed. Breeding the child is one of the most important problems in this aspect (Darling, Stenberg, 2010).

Literature Review

Each family by regarding the features of parents and their demands and pay attention to the needs of their children should select the special way that is a good way to preserve the relationship between them (Bamrind, 1991). In Islamic rules breeding children is a complex process including: behaviors, preparing correct ways, which it means that kind of relationship in different Situations due to breeding and training is such an important thing (Bamrind, 1991). Breeding child is a complex activity and include special behaviors which they affect on children together (darling & Stenberg, 1993). According to these matters there are four kind of breeding styles:

1: Authoritative way; 2: dictator way; 3: easygoing way; 4: negligent way.

Authoritative parents lead their children. Dictator parents try to behave according to the traditional and total criteria (weblimre&Zenden, 2004).

Often children in authoritative families participate in free discussions about

themselves and also maybe they can make decisions, but the final decisions belong to parents (Hedayati et.al. 2008). Bamrind findings showed that children that belong to authoritative families grow up perfectly. They are cheerful and happy. They have self confidence, and they are independent. Also they are away from being rape, Girls stimulates to have new skills, and the boys behave more friendly, got the high score (Bamring and Clark, 1967).

Dictator parents, merely talk to their children, if the kid refuses, parents do punish. Training pattern of this kind of parents has different effects on social behaviors. On the other hand lack of the role of social behavior lead to tend the teenagers to the other persons (Feldman &Netzel, 1995).

In the way of being easy going, less request, but more answering, Children need freedom, and they don't have such a specific purpose (Shokoohiyekta&Parandfaqihi, 2006). These kind of children grow up so crude. They cannot control their habits, and if they want you to do s.th undesirable they don't obey. Also they are very nervy, and rely on the adults; they are not so strong if they have any homework. This relationship is very strong in the boys (Seyyedmohamadi, 2006). style of parenting is not so strong. They are not so friendly, and parents pay less attention to their children (Macubi& Martin. 1983). Kenanin and et al in 1997 performed research about morality of children and parenting of mothers. They found that ways of restrict rules by mothers is a reason to increase the negative attitudes in children. Totally most of the studies showed the effect of parenting on moralities.

One of the solicitude of parents specially religious parents is that increase the spiritual matters and it's beautify is in praying and worshipping the God, and it's a symbol. Social worth is one of the most important elements of social system which by control we can decrease or increase it (rafiepour. 1999). Religious matters play an

important role in every society, we should mention that this is not belonging to a specific society and also it can be different. It seems this is a holy and a perfect work in all the times. Religion has different dimensions. Some of the social scientific in religion provide two dimensions. Executive religious matters. Doing some specific rules such as pray fast, chant, and ceremonies, by practical observation will be explicit. Religious believes comes from dogma (Taleban, 122). Religious performance is like supervisors in social needs, rooted in human being, original religion is social. When persons act according to religious orders integration sense and self confidence in society will begin. Religion is a common language in social matters. DorKim was a socialism that found every society needs information from inside for remain. Moral and social behavior also is very important factor (Frastkhah, 1998). Study the Islamic resources show that practical obligation is a factor to decrease the inelegance in behavior. Also we can reach the perfect ideas only by religion. We can live according the correct way of our religious, it prevent from being confused. However, about the relationship among these factors should extent (Navidi, 1999). Alavi (2006) by a research showed that 92.2% of student showed perfect behavior according to the training of religious. There is meaningful relationship in sexual kind, (Alavi, 2006). According to the Adibs finding, we can say that family and bunch of friends by attention to the specific dimension and religion sign is affected by this (Adib, 2010). According to the Novabinejad (1375) girl teenagers that have religious mothers they have more purity, in compare with girls that don't have. Practical experience is much more important (Novabinejad, 1375). Also according to the burger (1985) having the same religious believes among 43% of mothers and 48% of fathers. More relationship more social behavior (Abar, carter & wisler, 2009).

About the important of this project we can say that specific role of parenting and also effect of religious behavior must be as patterns, also important of children training by these patterns need positive and exact point of view. On the other side the result of researches help psychologists and counselor at high schools and students. Because both schools and families can solve their problems better by these recognitions. For detecting the relationship between kids and family members especially in different situation of schools, classes among friends, come originally from this. We need practical and guidance in education and training.

Research Method

The research method in this project is correlation. Analytical and statistical society is made of students of third grade at high school (male and female) in Zahak. the method is random sampling among high school , and : Zahak city 10 female high school , 12 male , 1200 girls , 1501 boys. We used Kokran formula and result is equal 242 samples.

In this research questionnaire tools was used to obtain specific information. To this matter for increase the validity of these information we used PREFABRICATE questionnaire. These questionnaires include: questionnaire of measuring the religious behavior: by serajzadeh (Sharifi, 2002). And according to the gelark and stark (1965) was checked by Shia Islamic. These questionnaires include 26 phrases, 4 sub scale.). That measures the religious: believes dimensions, experience and emotional matters, message dimension. All of the questionnaire was treated according specific worth. Serajzadeh (1998) nominal simulate was prepared by asking question some of the students of P.H.D that dominated in Islamic matters. The relationship among scores of religious in glak and stark scale and evaluation of scores reported by coefficient correlation, 61% Pierson.

This questionnaire made by Bamrynd in 1967, he himself used it to improve some process, content of this questionnaire include 30 sentences, 10 of them through easy going method, and 10 sentences made according to dictator method, and the last ten sentences according to authority method. Items were like this: not agree not disagree, disagree and completely disagree. From 5 to 1, Parents also answer these questions.

In psychological institution of Iran (Esfandiary 1374) translated this questionnaire form and he added some new sentences. Then 10 member of counselor wanted to determine the effect of each sentences (Bori, 1991) rate of the questionnaire validity: 81% for easy going method, 86% for dictator method, 78% for authority method among mothers, and for fathers: 77% easy going, 85% dictator, 92% for authority. Bori showed that being dictator of mothers have vice versa effect to other methods, 0.38% and logical 0.48%. Also in Iran Esfandiary for determining the last methods of measures, 69% for easy going methods, and 0.77 for dictator method, .73% for dictator, and authority 0.75 was calculated.

Specific scales of these sentences, some actions such as pray and fast which is

necessary to do for every moor young or teenager must be focused. So the key sentences in this questionnaire include the entire sum actions must be done by each adult. Of course these rules are not done in non Islamic societies. To calculate the efficiency we used SPSS software for 30 questionnaires. Religious behavior 0,851 for practical obligation questionnaire 0.795. And for questionnaire for training style 0,782 obtained. Because of value of coefficient more than a is acceptable which is more than 0.70. So we can say that our specific questionnaire is acceptable Using by SPSS software.

Results

Due to use cognitive population variables in statistical matters we survey this process. Proportion women about men are equal 50% to 50% that showed that the educational level is 58% for parents had license. Totally these result showed that less half this had high education. About first question we have (coefficient correlation 5.9% and meaningful number 0.000) in 95% level. And by coefficient B calculated. 0.5.9 In this some variable is in practical obligation. And by pay attention to Beta it variable affects (0.438).

Table 1. Variables and religious behavior and Gpa

Variables	Projects Components	Numbers	G.P.A	Coefficient Correlation
Parenting	Dictator Style	242	21.4	195.4
	Easy Going Style	242	32.25	912.5
	Authority Style	242	71.26	23.6
	Consequence	242	61.125	195.1
	Acting Dimension	242	45.121	31.1
Religious Behavior	Believes	242	40.131	145.1
	Experience	242	42.136	936.0
	Obligation			
Obligation To Islamic Orders	Practical Obligation	242	112	195.6

Table 2. Showing the regression and practical obligation

	STATISTICAL COMPONENT	COEFFICIENT CORRELATION (R)	VARIANCE (Rsquire)	Adjusted(Rsquire)	Durbin	(WatsonF)	MEANINGFUL LEVEL
Religious Behavior	1	671.0	436.0	431.0	1.74	29.42	0.000
Training Styles	1	562.0	570.0	562.0	1.21	20.52	0.000

Table 3. Presenting the religious behavior components

	Analitical Component	Regression Coefficient	Standard Error	Beta	T	Meaningful Level
Religious Behavior Component	Stable Number	1.42	794.0	-	434.1	0.000
	Consequence Dimension	192.0	0.36	232.0	871.1	0.000
	Acting	0.242	0.83	211.0	023.2	0.000
	Believes	0.213	0.64	149.0	635.2	0.000
	Experience	0.138	0.49	0.131	605.1	0.01
Parenting Styles	Stable Dictator	1.02	0.524	-	212.2	0.000
	Easy Going Style	320.0	0.23	251.0	871.1	0.000
	Authorithal	222.0	0.52	156.0	23.2	0.001
		201.0	0.74	121.0	635.0	0.003

Table 4. Providing the effect of parentibg styles on students

Component	Groups	Numbers	G.P.A	Standard	T	Freedom	Meaningful Level
Consequence Dimension	Girl	121	98.127	24.799	11.1	240	0.002
	Boy	121	102.546	25.298			
	Acting	Girl	121	17.309	4.665	12.66	240
Believes	Boy	121	16.282	4.947	11.05	240	0.003
	Girl	121	106.256	25.025			
	Boy	121	119.299	27.201			
Experience	Girl	121	112	15.022	11.12	240	0.002
	Boy	121	115.023	17.002			
	Girl	121	98.127	24.709			
Consequence	Boy	121	12.546	25.298	11.1	240	0.002

Table 5. Representing the seperation about sexual

Component	Groups	Number	G P A	Standard	T	Freedom Level	Meaningful Level
Dictator Style	Girl	121	99.619	24.914	12.27	240	0.002
	Boy	121	91.605	24.874			
	Girl	121	16.662	4.703			
Easy Going Style	Boy	121	18.751	4.537	10.510	240	0.001
	Authority Style	Boy	121	113.662			
Dictator Style	Girl	121	117.332	24.777			
	Girl	121	99.614	24.914	12.27	240	0.002
	Boy	121	91.605	24.814			

About the second question training style of parents on practical obligation to religious believes (C – E 6.7 %,) and meaningful number (0.000) in 95% there are meaningful relationship. By Beta 0.509 in this analysis and some variables 60.9 % changes in religious behavior. Affected on (0.528) on variables. About third question by regarding the project present results average in practical obligation at religious behavior (Male and female) are different. According to the finding value of t is independent. But for dimensions:

11.106. Acting dimension 11.106. Believes 11.502. Experience 11.120 in the meaningful level 0.001. And question is acceptable by 99% surely. About fourth question also results are different t value in dictator parenting 12.7 and easy going 10.5 and authority 6.92 and the meaningful level 0.001. About fifth question of project also is different: t value is equal 16.66 in the meaningful level 0.001 and 99% surely.

Discussion

The main aim of this article and study is to survey the relationship between religious behavior and style parenting and its effect on practical obligation for students. We found a very strong relationship and also these matters were very positive and meaningful and also predictable. On the other hand religious behavior on religious families was according to (Alavi, 2006). Adlib (2010) Novabinejad (1375), Burger (1985) Harani (1400) Kenanin et al (1997). When a baby born in a family he or she is affected by families behavior until age of 6. In all cases such as cultural, religious, behavior, in religious families parents talk and discuss about God, about being honest, praying and participate in religious ceremonies. In RAMEZAN month children are witness a perfect aspect of worshipping the God. Take part in IMAM HOSSEIN religious and mourning ceremonies. These are such a perfect factor for training and educating kids. So we can say that family is the first

school for children and parents play very important role to train their children. This is the main goal of project, 1- the providing the relationship between these factors (Adib, 2010, Novabinejad, 1375, Burger 1985)

Not waste and not extravagant is acceptable. IMAM ALI (peace upon him) said: parents are responsible for parenting should know them as the creation of God. And behave to them gently) 2 – GPA and average of this are different, but we can say that girls are more religious than boys. We should listen to the life of our prophets, the first fans of them were women, and some psychologists mention the emotional and sense factors.

References

Adib, B. (2010). Survey the effect of family and friends group on obligation to dimensions and religious sign at third level of high school and Pre University at Qom.

Alavi, Hamidreza (2006). Study and survey of parenting style in Kerman, post graduated level.

Bamrynd, D. (1967). Questionnaire about parenting styles (Trans. by Karami&Doroody), Tehran.

Baumrind, D. (1971). Current patterns of parental authority.

Darling, N. & Steinberg, L. (1993). Parenting style as context, Qanintegrative model, psychological Bulletin, Vol. 113, No.3, 487-496.

Feldman, S.S., Wentzal, K.R. (1995). Relations of marital satisfaction of peer outcomes in adolescent boys: A longitudinal study, Journal of Early adolescence, 15.

Maccoby, E. E., & Martin, J. (1983). Socialization in the context of the family: Parent-child interaction. In E. M. Hetherington (Ed.), *Mussen manual of child psychology*, 4th ed., Vol. 4, pp. 1-101). New York: Wiley.

Navidi, A. (1998). Society and Religion, Journal of Psychology and Educational Science(In Persian).

Lamborn, S. D., Mants, 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, 1049-1056.

Rafiepour, F. (1999). Social Anatomy, Tehran: Enteshar.

Shakerinia, I. (2000). Religious Today needs, and future of human, article provided in

world and religious from IMAM Ali point of view, medicine university Isfahan.

Shariatmadari, A. (1369). Islamic education and training, Tehran: Amirkabir.

Shariatmadari, A. (2002). Training psychological, Tehran: Amirkabir.

Shokoohiyekta, M., & Parand, A. (2006). Study the parenting style, Second year.

Taleban, M. (1998). Measuring the religious beliefs in young's, Tehran

How to cite this article: Fereshteh Askari, Seyed Reza Balaghat, Ahmad Mirgol, Ali Farnam, The Role of Religious Behaviors and Cultural Styles of Parents on Practical Obligation to Religious Believes in Students. *International Journal of Advanced Studies in Humanities and Social Science*, 2017, 6(2), 147-160. http://www.ijashssjournal.com/article_83869.html