

Parenting and English Language Learning at Iranian Grade One Senior High Schools: A Theoretical and Empirical Approach

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Abstract—This study aimed to explore whether the Parenting Authority Questionnaire (PAQ) relates significantly to the English language achievement of grade one senior high school (G1SHS) students in Mashhad, Iran. To this end, the PAQ designed by Buri (1991) was translated into Persian and administered to three hundred and nineteen students in two versions dealing with their fathers and mothers' parenting separately. Inspired by the microstructural approach of schema theory, the PAQ was treated as a measure of parenting domain while its three sections were adopted as its authoritarian, authoritative and permissive genera. The students' performance on the PAQ and its three sections were correlated with their scores obtained on the final English examination (FEE) held nationally at the end of grade three junior high schools. The results showed that not only the parenting domain but also its authoritarian, authoritative and permissive genera correlate significantly with English achievement at different degrees and in opposite directions. The findings are discussed and suggestions are made for future research.

Index Terms—parenting authority questionnaire, schema theory, English language achievement

I. INTRODUCTION

By referring to Darling and Steinberg (1993) and Darling (1999), Bibi et al. (2013) proved to be among those who approach parenting as “a complex activity” (p. 91). Surprisingly, few researchers, if any, have attempted to define parenting from either theoretical or empirical perspective. Most scholars have, however, followed Baumrind (1991) and focused on “parenting style” as a construct to capture normal variations in parents' attempts to control and socialize their children (e.g., Chan & Koo, 2011; Cramer, 2002; Ellis, 2007). Similarly, no researcher has endeavored to explain how the so-called complex activity of parenting treated as a superordinate concept by the majority can be subsumed under various styles assumed to be its subordinates!

Parenting styles have also been defined as characteristics of the parent that are stable over time and context (Holden & Miller, 1999; Smetana, 1994) and constitute the emotional context for specific parenting practices (Darling & Steinberg, 1993). Furthermore the styles have been discussed as typologies characterized by the parent's level of sensitivity to and expectations for their child's behavior (Baumrind, 1971) as well as “trait variables, as opposed to state variables” (Grusec & Goodnow, 1994 cited in Coplan, et al., 2002, p. 3).

The concept of parenting assumed a more nebulous status when Coplan, et al. (2002) differentiated parenting styles from “parental belief systems (e.g., Dix, 1993; Hastings & Coplan, 1999; Mills & Rubin, 1990; Sigel, McGillicuddy-DeLisi, & Goodnow, 1992), ... and affective component of parenting (e.g., Bugental, 1992; Eisenberg, Cumberland, & Spinrad, 1998)” [pp. 1-2]. The present researchers believe the confusion faced in defining parenting stems from the fact that most research projects, if not all, have adopted a macrostructural approach towards its operationalization, i.e., defining parenting in a single statement (see Khodadady, 2013).

Buri (1991), for example, equated parenting with parental authority and followed Baumrind (1973) who ignored parenting and focused on its three *distinct and unrelated* prototypes, i.e., authoritarianism, authoritativeness and permissiveness, instead. Based on Baumrind's (1966) descriptions of the prototypes he did, however, develop and validate his 30-statement Parental Authority Questionnaire (PAQ). Although Buri does not acknowledge himself, the PAQ does address a construct, i.e., parenting, which accommodates its constituting styles as a superordinate concept.

The present researchers argue that Buri's (1991) authoritarian, authoritative and permissive sections of the PAQ would be three macro structures if they were defined in too broad terms being open to subjective interpretation. Each of the three sections does, however, consist of ten statements with specific words. Some of the words constituting the statements of the three sections are the same and thus contribute not only to the statements but also to the whole scale consisting of the three sections. Following Khodadady (2008), Buri's *words* constituting his 30 statements are treated as *schemata* which represent his personally conceived and produced concepts involved in parenting at the lowest level. The statements, in their turn, combine with each other to form the broader concepts of authoritarian, authoritative and

permissive genera at higher levels. And finally, genera come together to generate the domain of parenting measured by the PAQ.

Figure 5.1 presents the schema tokens, types and statements forming the three prototypes of “parenting” as measured by PAQ. As can be seen, there is no connection among authoritarian, authoritative and permissive prototypes because Buri (1991) treated them as three distinct parenting styles or macro structures. Similarly, there is no connection between “the prototypes of parenting” and “parenting” itself as a superordinate concept encompassing the prototypes. However, when the PAQ is analyzed by employing the microstructural approach of schema theory, it shows that the statements comprising the prototypes do share a fairly large number of schemata with each other. The schema type “father”, for example, appears in the three genera as shown in the figure. (The exact number of common and distinct schemata will be presented shortly in the discussions section.)

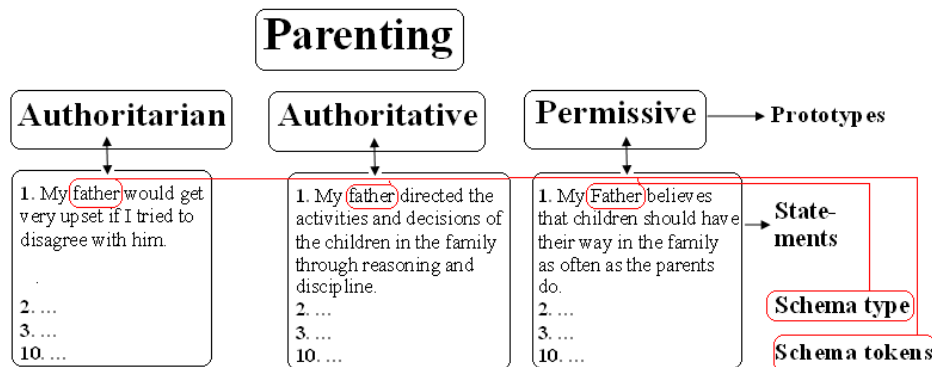


Figure 1. Schema tokens, types and species forming parenting prototypes

Based on the microstructural approach of schema theory parenting is treated as a cognitive domain as Khodadady, Aryanjam, and Ghazanfari (2015), Khodadady and Bagheri (2014), Khodadady and Dastgahian (2015a, 2015b), Khodadady and Fard (2014), Khodadady and Gholamian (2014), Khodadady and Mokhtary (2014) and Khodadady and Moosavi (2014) did with English language policy, Islamic religious orientations, Syria Unrest, motivations underlying English language learning and personality, respectively. According to these scholars, the main construct measured by any psychological measure such as PAQ, i.e., parenting, is a cognitive domain whose constituting schemata, species and genera relate to each other in a hierarchical system. Within this system, the schemata represent the main and basic concepts by use of which the broader concepts of species, genera and domain are expressed and measured.

The present study is designed to investigate whether the parenting construct underlying the development of the PAQ stands the microstructural analysis of schema theory as other questionnaires such as English Language Policy Inventory (Khodadady et al., 2015) and Islamic Religious Orientation Scale (Khodadady & Bagheri, 2014) do. It also attempts to find out whether the parenting domain relates significantly to grade one senior high school (G1SHS) students’ English language achievement measured by final English language examination held nationally at the end of grade three junior high schools.

II. METHODOLOGY

A. Participants

Three hundred and nineteen female grade one senior high schools (G1SHS) students took part in this study voluntarily. (Three participants were, however, removed from the study because they had not filled out the PAQ.) They had registered as full time students at Hatami, Parvin Etesami and Noor G1SHSs in educational district four in Mashhad, Iran. They were 15 years of age and spoke Persian (n = 306, 95.9%), Kurdish (n = 4, 1.3%) and Turkish (n = 3, 0.9%) as their mother language.

B. Instruments

Three instruments were employed in this study: a Biodata Questionnaire, Parent Authority Questionnaire and the English scores the G1SHS students had obtained on their Final English Examination held at grade three junior high schools.

1. Biodata Questionnaire

In order to obtain the required demographic information a biodata questionnaire containing one short-answer question and four multiple choice items was developed in this study. They dealt with the participants’ age, educational background, gender, family structure and mother language.

2. Parent Authority Questionnaire

The Parent Authority Questionnaire (PAQ) designed by Buri (1991) was translated into Persian and employed in two versions in this study, i.e., one for fathers and another for mothers. (The process of translation is described in details in the procedures section.) It consists of thirty statements which describe the participants’ fathers and mothers’ behaviors

and attitudes at home. G1SHS students participating in this study were required to completely disagree, disagree, almost disagree, agree and completely agree with each statement. The values of 1, 2, 3, 4, and 5 were assigned to these choices, respectively. The statements (Ss) deal with Authoritarian (10Ss), Authoritative (10Ss) and Permissive (10Ss) styles. Statement two of the PAQ which describes an Authoritarian father, for example, reads, "even if his children do not agree with him my father feels that it is for our own good if we are forced to conform to what he thinks is right". Buri does not provide his readers with alpha coefficient related to the PAQ. He did, however, report .75, .85, and .82 for mothers' permissiveness, authoritarianism, and authoritativeness, respectively. He also reported .74, .87 and .85 for fathers' permissiveness, authoritarianism, and authoritativeness, respectively.

3. English Language Achievement Scores

For determining the participants' English language achievement and exploring its relationship with the cognitive domain of parenting their scores on the written Final English Examination (FEE) held at grade three junior high schools (G3JHSs) was obtained from their G1SHSs. The FEE is designed by a team of experienced English teachers and is held nationally at the end of school year. It is a criterion or content-based achievement examination developed on the textbook *English book 3* (Birjandi & Soheili, 2009). The cut-off score of 10 out of 20 is adopted to admit students to G1SHSs.

The FEE consisted of 18 sections and 57 items for which 90 minutes were allotted to be completed. The items involved restoring the deleted letters of three words having pictorial stimuli (section 1), restoring the middle letters of some words appearing in two sentences (section 2), matching the answers with the questions provided (section 3), filling incomplete sentences with scrambled phrases (section 4), finding specific phonemes in words (section 5), restoring the missing words of some sentences (section 6), collocations (section 7), filling the blanks with given words (section 8), filling a crossword (section 9), multiple choice items dealing with grammar (section 10), filling the blanks with structural words (section 11) finding erroneous parts of sentences (section 12), changing statements to questions (section 13), ordering scrambled words into sentences (section 14), giving a complete answer to an open-ended question (section 15), matching drawings with written statements (section 16), choosing the best choice to complete a sentence (section 17), and answering questions based on a reading passage (section 18)

C. Procedures

Following Khodadady and Hadizadeh's (2013) suggestion, Buri's (1995) PAQ was translated into Persian by employing schema theory (Khodadady, 2008; Khodadady & Lagzian, 2013; Seif & Khodadady, 2003). (The interested readers can contact the corresponding author to obtain a copy of the Persian PAQ.) It requires providing the best equivalents for target words by focusing on their semantic features as they relate to each other within the context of the statements they constitute. Esfandiyari's (1995) translation of the PAQ is widely used in Iran. It was not, however, employed in this study because he took the liberty to change whatever words he felt necessary to develop a localized questionnaire. The first English statement describing permissive mothers, for example, reads, "While I was growing up my father/mother felt that in a well-run home the children should have their way in the family as often as the parents do." He translated the statement as VALEDEEN BAYAD BEH BACHEHAYE KHOD EJZAZEH DAHAND TA HAR ANCHEH RA KEH MIKHAHAND ANJAM DAHAND (Parents should allow their children to do whatever they want.)

Similar to Esfandiyari (1995), however, the first introductory part, i.e., while I was growing up, was not included in the translation of the statements of which it had formed a part because the participants of this study were not university students as Buri's (1991) were. (In other words, the participants of this study were still parented by their fathers and mothers.) In addition to omitting this part, Esfandiyari, nonetheless, dropped the schema "felt" altogether and thus rendered the statement a fact. According to Onions (1973), the schema "felt" has eight senses among which "to believe on grounds not distinctly perceived; to have a conviction of" (p. 736) was chosen as the best equivalent for being translated into Persian.

Following Khodadady (1999) the redundant phrase "in a well-run home" was also not translated into Persian because it introduces some extra and irrelevant concepts into the answering process which bears little, if any, on the parenting styles of the G1SHS students' fathers and mothers. One implication of the phrase is that a mother may, for example, believe that "in a well-run home" or "ideal" family, mothers should let their children do whatever they like. However, since their own home is not well-run, it does not apply to them! In other words, children can have their own way in the families which are not well-run.

In addition to dropping the schema "felt" from translation, Esfandiyari (1995) translated "should" as BAYAD (must). In the present study, it was, however, translated as "MIBAYESTI" to reflect the advisability of action. He also added the verb schemata "EJAZEH DADAN" and "ANAJM DADAN" for which no English equivalents can be found in Buri's (1991) statement, i.e., the children should have their way in the family as often as the parents do. In other words, in Esfandiyari's translation there is no schema suggesting parents have their own way in the family. The statement above was therefore translated as MADARAM BAR IN BAVAR AST KE FAZANDAN MESSLE VALEDIN MIBAYESTI HAR CHIZI KE MIKHAHAND BEDAST BIYAVARAND. The same procedure was followed in translating the remaining 29 statements.

Upon having the two versions of the Persian PAQ prepared for students to determine their fathers and mothers' parenting styles, they were printed and copied in adequate numbers and the authorities in the Bureau of Education were

contacted in Mashhad to obtain their official approval. After scrutinizing the questionnaires, they introduced the first researcher to several schools in their fourth educational district with an official letter. She immediately visited several schools in person and talked to their principals. Three of them finally agreed to have their students participate in the study provided the researcher supplied them with the results.

To collect the data as fast and as conveniently as possible, the first researcher of this study talked to the councilors of three schools to secure their support. Fortunately, they showed great interest in the project because of their personal experiences with the parents and the necessity of providing them with some educational programs. They agreed to assign each student a code so that they could enter their FEE scores on the completed and coded questionnaires to secure their anonymity. Appreciating the help, the researcher attended classes in person and talked to the students who ultimately agreed to fill out the PAQ. All the data were collected at the end of the first quarter of the school year in 2014.

D. Data Analysis

For determining the types of schemata employed in the development of PAQ, Khodadady (2013) and Khodadady and Lagzian (2013) were followed and its 30 statements were parsed and their constituting schemata were analyzed and assigned to semantic, syntactic and parasyntactic schema species, genera and domains. For quantifying the parenting style of parents Khodadady and Hadizadeh (2013) were followed and the responses on statements dealing with authoritarian, authoritative and permissive parents were added up and averaged. The highest mean obtained on any of three styles for each of the participants' responses was adopted as an indicator of her parents' style at home. If the same mean score was obtained on two styles, it was assigned to the style which had fewer followers. To make the presentation of the data and their description simpler, the two points "disagree completely" and "disagree" were collapsed to form the single point "disagree" as were "agree" and "agree completely" to form another single point. Following Buri (1989), Cronbach's (1951) alpha reliability coefficient was estimated to determine the reliability level of the PAQ as a whole. The same formula was followed to estimate the reliability level of the authoritarian, authoritative and permissive sections of the PAQ. And finally, the PAQ and its three sections were correlated with the scores obtained on the FEE to explore the relationship between parenting and English achievement. All statistical analyses were run via the IBM SPSS Statistics 20 to address the following hypotheses.

H1. There is no significant relationship between fathers' parenting domain and their G1SHS children's English achievement.

H2. There are no significant relationships between fathers' parenting genera and their G1SHS children's English achievement.

H3. There is no significant relationship between mothers' parenting domain and their G1SHS children's English achievement.

H4. There are no significant relationships between mothers' parenting genera and their G1SHS children's English achievement.

III. RESULTS

Table 1 presents the psychometrics of 30 statements measuring parenting via PAQ. As can be seen, the highest mean scores, i.e., 3.66 and 3.62, are obtained on statement eight dealing with authoritative (V) parents. They are the highest because 67% and 62% of G1SHS students believe that their fathers and mothers direct the activities and decisions of the children in the family through reasoning and discipline. Similarly, the lowest mean scores belong to statement 21, i.e., 2.12 and 2.09, showing that 72% of participants disagree that their fathers and mothers did not view themselves as responsible for directing and guiding their children's behavior. These results show that the parenting of G1SHS students' fathers and mother are very similar to each other.

TABLE 1
PSYCHOMETRICS OF ITEMS CONSTITUTING FATHERS AND MOTHERS' PARENTING

Item	Fathers						Mothers					
	N	Mean	SDS	D%	NAND %	A%	N	Mean	SDS	D%	NAND %	A%
I01P	313	2.95	1.304	40	19	41	316	2.81	1.266	46	23	32
I02N	313	2.87	1.331	47	17	36	316	2.87	1.293	47	16	37
I03N	313	2.97	1.330	41	18	42	316	2.96	1.290	43	16	41
I04V	313	3.12	1.258	35	21	43	316	2.97	1.206	40	23	37
I05V	313	3.30	1.243	27	23	50	316	3.20	1.205	31	24	45
I06P	313	2.69	1.397	53	16	30	316	2.56	1.287	56	19	26
I07N	313	2.81	1.440	50	15	35	316	2.73	1.371	51	18	30
I08V	313	3.66	1.149	19	15	67	316	3.62	1.099	20	18	62
I09N	313	2.27	1.231	61	22	16	316	2.26	1.203	62	23	15
I10P	313	3.22	1.365	34	19	48	316	3.16	1.368	34	20	46
I11V	313	3.22	1.396	35	14	51	316	3.19	1.399	36	14	50
I12N	313	2.57	1.333	56	15	29	316	2.53	1.332	57	14	29
I13P	313	2.78	1.290	47	21	32	316	2.69	1.241	49	23	28
I14P	313	3.17	1.434	36	15	49	316	3.04	1.400	38	17	45
I15V	313	3.55	1.258	22	22	57	316	3.48	1.204	23	23	54
I16N	313	3.14	1.350	38	19	43	316	2.98	1.416	42	20	38
I17P	313	2.73	1.380	49	20	30	316	2.66	1.361	53	19	28
I18N	313	2.44	1.295	62	16	22	316	2.46	1.329	61	14	25
I19P	313	2.96	1.374	42	14	43	316	2.83	1.347	49	16	35
I20V	313	3.01	1.166	37	27	36	316	3.00	1.174	39	24	36
I21P	313	2.12	1.041	72	17	12	316	2.09	1.109	72	16	12
I22V	313	2.91	1.289	43	16	41	316	2.98	1.283	43	13	44
I23V	313	3.25	1.306	35	14	50	316	3.16	1.361	38	15	47
I24P	313	3.13	1.375	37	12	50	316	3.18	1.323	32	18	50
I25N	313	2.55	1.235	52	25	23	316	2.62	1.295	53	22	26
I26N	313	3.22	1.281	33	18	49	316	3.27	1.319	30	19	51
I27V	313	2.97	1.266	39	24	38	316	3.02	1.210	38	22	41
I28P	313	2.34	1.249	62	18	20	316	2.25	1.197	65	17	18
I29N	313	2.81	1.256	44	24	32	316	2.66	1.291	49	22	29
I30V	313	2.51	1.311	54	20	26	316	2.71	1.305	46	24	30

Note: A: agree, D: disagree, NAND: neither agree nor disagree, N: authoritarian, P: permissive, V: authoritative,

Table 2 presents the descriptive statistics and reliability estimates of the PAQ and its three sections measuring the parenting domain and its genera. As can be seen, among the three styles, the number of fathers and mothers determined to be authoritative by G1SHS students, i.e., 153 and 160, has proved to be more than the authoritarian, i.e., 90 and 84, and permissive ones, i.e., 70 and 72, respectively. The three genera for both fathers and mothers are all highly reliable in that they are in .80s. The PAQ itself has a relatively low alpha coefficient for fathers, i.e., .51, which is slightly higher than that of mothers, .45. The low reliability of the PAQ is, however, acceptable because Khodadady and Namaghi (2013) administered 36-item Reading the Mind in the Eyes Test developed by Baron-Cohen et al. (2001) to 181 undergraduate university students and reported an alpha of .54.

TABLE 2
DESCRIPTIVE STATISTICS AND RELIABILITY ESTIMATES OF FATHERS AND MOTHERS' PARENTING DOMAINS AND GENERA AS DETERMINED BY THEIR G1SHS DAUGHTERS

Parents	Genera and Domain	N	Mean	SD	Skewness	Kurtosis	Alpha
Fathers	Authoritarian	90	28.00	8.976	.354	-.687	.865
	Authoritative	153	32.18	8.849	-.004	-1.001	.879
	Permissive	70	27.89	8.418	.334	-.602	.833
	Parenting	313	87.24	9.989	.436	-.225	.508
Mothers	Authoritarian	84	27.16	9.366	.395	-.738	.882
	Authoritative	160	31.94	8.773	.111	-.870	.882
	Permissive	72	27.30	8.264	.393	-.677	.834
	Parenting	316	85.95	9.372	.469	.088	.451

Table 3 presents the correlations between G1SHS students' scores on the FEE and their performance on the PAQ determining their fathers' parenting domain and its three genera. As can be seen, the PAQ correlates significant with the FEE ($r = .122, p < .05$) and thus *rejects* the first hypothesis that *there is no significant relationship between fathers' parenting domain and their G1SHS children's English achievement*. The three authoritarian, authoritative and permissive section of the PAQ correlate significantly with the FEE ($r = .127, p < .05$; $.424, p < .01$; and $-.417, p < .01$, respectively), and thus *reject* the second hypothesis that *there are no significant relationships between fathers' parenting genera and their G1SHS children's English achievement*.

TABLE 3
CORRELATION BETWEEN FEE AND PAQ DETERMINING FATHERS' PARENTING DOMAIN AND ITS GENERA

Test and Domain	FEE	Domain	Authoritarian	Authoritative	Permissive
FEE	1	.122*	.127*	.424**	-.417**
Domain	.122*	1	.357**	.496**	.342**
Authoritarian	.127*	.357**	1	-.225**	-.380**
Authoritative	.424**	.496**	-.225**	1	-.180**
Permissive	-.417**	.342**	-.380**	-.180**	1

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)

Table 4 presents the correlations between G1SHS students' scores on the FEE and their performance on the PAQ determining their mothers' parenting domain and its three genera. As can be seen, the PAQ correlates significantly with the FEE ($r = .122, p < .05$) and thus *rejects* the third hypothesis that *there is no significant relationship between mothers' parenting domain and their G1SHS children's English achievement*. Furthermore, the three authoritarian, authoritative and permissive sections of the PAQ correlate significantly with the FEE ($r = .127, p < .05$; $.424, p < .01$; and $-.417, p < .01$, respectively), and thus *reject* the fourth hypothesis that *there are no significant relationships between mothers' parenting genera and their G1SHS children's English achievement*.

TABLE 4
CORRELATION BETWEEN FEE AND PAQ DETERMINING MOTHERS' PARENTING DOMAIN AND ITS GENERA

Test and Domain	FEE	Domain	Authoritarian	Authoritative	Permissive
FEE	1	.128*	.124*	.438**	-.462**
Domain	.128*	1	.331**	.521**	.232**
Authoritarian	.124*	.331**	1	-.253**	-.471**
Authoritative	.438**	.521**	-.253**	1	-.183**
Permissive	-.462**	.232**	-.471**	-.183**	1

* Correlation is significant at the 0.05 level (2-tailed)
** Correlation is significant at the 0.01 level (2-tailed)

IV. DISCUSSIONS AND CONCLUSION

The findings of this study establish the PAQ as a measure of parenting which relates significantly to G1SHS students' English language achievement. They show that regardless of the authoritarian, authoritative and permissive genera of parenting styles, fathers and mothers explain 1.5 and 1.6 percent of variance in their female children's learning of English in the schools where the present project was conducted. Since no studies have, to the best knowledge of present researchers, explored the relationship of G1SHS students' English achievement with other variables in Iran, no comparisons could be made here to find out what position parents' styles occupy in relation to other variables such as social capitals.

Finding a significant relationship between parenting and English achievement is, therefore, unique to this study because no study has approached the PAQ as a measure of parenting per se in Iran. The finding owes to the microstructural approach of schema theory which defines language in relation to the role each schema plays in representing and understanding a specific concept at a basic level of cognition and its application with other schemata at broader levels such as species, genera and domains. To accomplish the task, the PAQ was explored at two levels in this study, i.e., linguistically and cognitively.

The linguistic analysis of the PAQ dealing with fathers shows that it consists of 656 and 197 schema tokens and types, respectively, as shown in Table 5. As a schema type, the syntactic determiner "my" is the most frequently used because it has a token of 38, followed by the noun semantic schema "father" with a token of 31. The number of noun schema types which are common to the three authoritarian, authoritative and permissive genera, i.e., 7 (behaviors, children, decisions, expectations, family, father, ways), is more than common verbs, i.e., 4 (felt, had, wanted, was). The importance of common noun genus types increases when it is realized that out of 19 pronoun types, eight are common to authoritarian, authoritative and permissive genera, i.e., he, him, I, me, that, they, what, and when. (The pronoun I has a token of 10 emphasizing the important role the students themselves play in determining their fathers' behaviors at home.) These results suggest that "parenting" is a cognitive domain whose functioning within the three genera has not been taken into account by Buri (1991). This is because he emphasizes the styles without paying proper attention to "parenting" in general.

TABLE 5
SCHEMA TOKENS AND TYPES COMPRISING DOMAINS OF LANGUAGE USED IN PAQ

Domain	Genera	Schema tokens	Schema tokens%	Distinct Schema types	Common Schema types	Total schema types
Semantic	Adjectives	20	3.0	14	0	14
	Adverbs	10	1.5	7	1	8
	Nouns	140	21.3	33	7	40
	Verbs	115	17.5	61	4	65
	Total	285	43.4	115	12	127
Syntactic	Conjunctions	43	6.6	4	2	6
	Determiners	83	12.7	9	2	11
	Prepositions	57	8.7	7	5	12
	Pronouns	106	16.2	11	8	19
	Syntactic verbs	28	4.3	7	2	9
Total	317	48.3	38	19	57	
Parasyntactic	Abbreviations	3	.5	2	0	2
	Para-adverbs	23	3.5	8	2	10
	Particles	28	4.3	1	0	1
	Total	54	8.2	11	2	13
Total	656	100.0	164	33	197	

The contribution of microstructural approach to understanding “parenting” becomes more vivid when it is approached from a cognitive perspective as well. As illustrated in Figure 2, one hundred ninety seven schema types combine with each other in various tokens to produce 30 species whose contribution to authoritarian, authoritative and permissive genera have been determined by specialists in various related fields. Future research must show whether the species assigned to the three genera load on the same factors if the participants’ evaluation of the species are subjected to factor analysis. The findings of this study, however, show that the genera established by authorities do also share a number of concepts with each other without which their relevance to a single domain called “parenting” could not be discerned. These common schemata help children accept their fathers and mothers as their parents even if they differ from each other in certain schemata, species and genera.

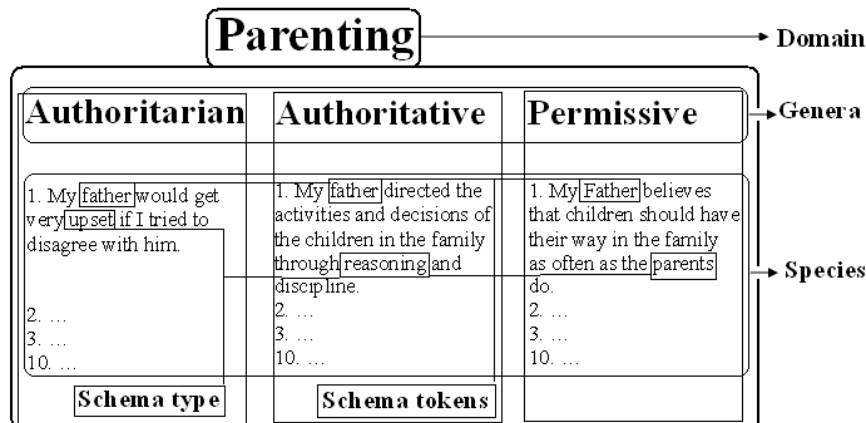


Figure 2. Schema tokens, types, species and genera forming parenting domain

Sixteen noun schema types comprise the ten species constituting the authoritarian genus addressed by the PAQ, i.e. “authority”, “behaviors”, “boss”, “children”, “decisions”, “expectations”, “family”, “father”, “force”, “parents”, “problems”, “questions”, “respect”, “society”, “thought”, and “ways”. A comparison of these schemata with those employed by Baumrind (1966) shows that Buri (1991) avoided the application of some key concepts such as “conduct” and “standard” comprising the phrasal schema of “a set standard of conduct”. These differences can be utilized to revise the PAQ and explore the effect of revision on variables of interest in future studies.

Authoritarian genus of fathers and mothers as conceived by Buri (1991) and determined by the G1SHS students does relate significantly to their English language achievement, i.e., $r = .127$ and $.124$, $p < .05$, respectively. These findings have great educational implications because they highlight the importance of not only the parenting domain but also its authoritarian genus when it is compared with the students’ individual abilities and attributes such as intelligence and personality. Moosavi (2014), for example, could not establish any significant relationship between G3SHS students’ spiritual intelligence as measured by the Persian Spiritual Intelligence Self Report Inventory (SISRI) designed by King (2008) and translated and validated by Khodadady and Moosavi (2014)]. Neither could Mokhtary (2014) find any significant correlation between G3SHS students’ English achievement and their personality as measured by the Persian Personality Inventory validated by Khodadady and Mokhtary (2014).

The authoritative genus of parenting domain consists of 239 and 94 schema tokens and types, respectively. Fathers and mothers' authoritative genus relates to G1SHS students' English achievement, i.e., $r = .424$ and $.438$, $p < .01$, respectively, indicating that authoritative genus is more related to the achievement than the authoritarian genus does. These findings show that while 18 and 19 percent of G1SHS students' English achievement is explained by their authoritative fathers and mothers' parenting it drops to only one percent when it is related to teacher effectiveness as measured by the English Language Teachers' Attribute Scale (ELTAS) at G3SHSs. Khodadady, Fakhrabadi, and Azar, (2012) administered the ELTAS to 1328 G3SHS students and correlated it with their self-reported English achievement scores and reported the correlation coefficient of $.111$ ($p < .01$), indicating that authoritative fathers and mothers' role in their children's achievement is far stronger than their English teachers'.

As the third style of parenting, the permissive genus consists of 200 and 99 schema tokens and types, respectively. In sharp contrast to authoritative genus, fathers and mothers' permissive genus relates strongly but *negatively* to G1SHS students' English achievement, i.e., $r = -.417$ and $-.462$, $p < .01$, respectively, indicating that the more permissive the parents are in their parenting the less their daughters achieve in their English course at school. Based on these findings it is suggested that in addition to studying significant differences in the mean scores in variables such as achievement, the relationship of parenting and its genera with these variables be explored. Khodadady and Hadizadeh (2013), for example, showed that the mean scores of preschoolers brought up by authoritative and permissive parents did not differ significantly from each other on S-Tests measuring their children's first language acquisition, implying that the two genera are the same. The findings of this study do, however, show that authoritative parenting must be adopted if parents wish to make a difference in their G1SHS students' English achievement.

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