

Research Paper Received Aug. 14, 2015 Revised Sep. 19, 2015 Accepted Sep. 28, 2015

Comparative Study of Educational Status, Emotional Management and Adolescent-Parent Conflict among Adolescents with Employed Parents and Normal Teenagers

Mahin Hajipour*¹ and Mahin Askari²

1. Department of General Psychology, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran
2. Hormozgan University of Medical Sciences, Bandar Abbas, Iran

*Correspond author: Hajipour M.

Abstract The purpose of the present study is comparative study of educational status, emotional management and adolescent-parent conflict among adolescents with employed parents and normal teenagers. The purpose of the present study was practical and causal-comparative descriptive method has been used. Statistical community included 306 adolescents of academic year 2014-15 who were selected by cluster sampling. To obtain data of emotional management research, Granefski, Karraij and Spinhoven (2001) assessment scale of adolescent-parent (Asadi Unesi et al., 2011) was used. Data were analyzed by ANOVA and via SPSS software. Findings of the research indicate that there is no significant difference between mean scores of students with one employed parent and two employed parents ($p < 0.05$). Also, the results suggest that there is significant difference between the mean of negative emotional management in students with one employed parent and two employed parents ($p < 0.05$). In the way that students with one employed parent have less negative emotion regulation ($M = 41.11$) in contrast with students with two employed parents ($M = 43.44$). Students with one employed parent have more positive emotion regulation ($M = 40.27$) in contrast with students with two employed parents ($M = 38.27$). Also, the results indicate that there is significant difference between the mean of adolescent-parent conflicts among students with one employed parent and two employed parents ($P < 0.01$). It can be concluded that the employment of mother in family system and changing the role of mothers in current families have some consequences and teenagers with two employed parents have considerable negative emotion regulation and parent-adolescent conflict.

Keywords: emotional management, educational status, parent-adolescent conflict, two employed parents, one employed parent

Introduction

Two-career families are the largest group of non-traditional families. In such families, the husband and wife both have their work and job and manage their family life with their common income. This model is quite contrary to the traditional family in which the husband is charged with the responsibility of primary breadwinners and the woman is merely a housekeeper (Nazari and Bayrami, 2008). This new phenomenon of this century and Iran should be examined. In this study, the researchers seek to examine the assessment and evaluation of the social phenomenon in adolescents and this evolutionary age (Nazari et al., 2008).

According to the fact that Iran society is considered a young society in terms of age pyramids and a large portion of the population is young, attention to this portion of the population can be necessary. According to the World Health Organization, 70% of deaths are due to behaviors that

are rooted in adolescence and are modifiable. Statistics of adolescents with AIDS are considerable. The tendency to risky behaviors such as smoking, drugs and alcohol, unsafe sexual relations and other delinquent behavior are seen in adolescence that are harmful to physical and mental health (Thousand, 2000; quoted in Rahmani et al., 2005).

The objectives of this study include:

- 1) Determining the differences in adolescents' academic status of children with both parents employed and the ordinary children.
- 2) Determining the differences of emotional management of children with both parents employed and the ordinary children.
- 3) Determining differences in parent-teen conflict of children with both parents employed and the ordinary children.

Hypotheses:

- 1) There is a difference between adolescents' academic status of children with both parents employed and the ordinary children.
- 2) There is a difference between adolescents' emotional management of children with both parents employed and the ordinary children.
- 3) There is a difference between parent-teen conflict of children with both parents employed and the ordinary children.

In a study entitled as "Compare the effectiveness of acceptance / commitment and emotion regulation training on the adjustment of students with dyscalculia among 57 students from schools in Ardabil, Narimani, Abbasi, Abolghasemi and Ahadi (2013) concluded that acceptance and commitment and emotion regulation trainings significantly affect the social, emotional and educational adjustment. The results of this study show the effectiveness of acceptance and commitment and emotion regulation and social, emotional and educational adjustment of students with mathematics disorder. The results also showed that the group average of those who had received acceptance/commitment training in the compatibility components was more than emotion regulation and the control group in the post-test.

In a study, Yoseph, rhyvas, Kane and Calkins (2010) showed that low index of mental health issues among students is associated with depression and low academic performance.

Graziano (2007; quoted in Yusuf et al., 2010) showed that emotion regulation is associated with academic achievement, class productivity and academic achievement, especially mathematics, adaptively.

In his research, Dunham (2008) studied the difficulties of emotion regulation and its impact on marital satisfaction and intimacy process on African Americans. The sample consisted of 264 subjects (132 married couples). Results showed that difficulties in emotion regulation in both women and men were negatively related to marital satisfaction and secured intimacy. The results also showed that secured intimacy mediates sexual satisfaction and emotional skills.

Methodology

This population of this study includes all male and female adolescents studying in high schools in 2014-15 years in the city of Bandar Abbas.

The sample consisted of 300 male and female adolescents enrolled in secondary schools of Bandar Abbas in 2014-15 academic years. Three schools were randomly selected through cluster

random sampling at first. In this research, 300 people, as higher the sample size, were estimated and examined for adequacy of sample size, statistical power increase, decreased sampling error and measurement of criteria.

Cognitive-Emotion Regulation Questionnaire:

In this study, the value of Cronbach's alpha for this scale was obtained as 0.68 which is a relatively favorable reliability. The reliability of this tool in this study was obtained as 0.71 and 0.66 respectively using Cronbach's alpha for the positive and negative emotions questions set.

The scale of parent-child conflicts assessment:

The tool in this study was obtained as 0.94 by Cronbach alpha.

After collecting data for their research, they were entered into SPSS software and statistical analyzes were performed.

Results

Demographic characteristics of research sample. The mean and standard deviation of the sample parents' age can be seen in Table 1.

Table1. The mean and standard deviation of the sample parents' age distinguished between one and two working parents

| Job status | Father's age | | Mother's age | |
|---------------------|--------------|--------------------|--------------|--------------------|
| | Mean | Standard deviation | Mean | Standard deviation |
| One working | 48.45 | 6.76 | 42.56 | 6.69 |
| Both working | 46.95 | 6.49 | 41.09 | 5.85 |
| Total | 47.64 | 6.62 | 41.84 | 6.29 |

According to Table 1, it is observed that the mean and standard deviation of the father's age of the study participants are 47.64 and 6.62 respectively and the mean and standard deviation of the mother's age of the study participants are 41.84 and 6.29 respectively. The average can be also seen for one working and both working groups separately in the table above. Next studied variable is the frequency of parents' employment status in the sample the results of which are provided in Table 2.

Table2. The frequency of the sample in regard to parental employment status

| One working | | Both working | | Total | |
|-------------|------------|--------------|------------|-----------|------------|
| Frequency | Percentage | Frequency | Percentage | Frequency | percentage |
| 161 | 50.3 | 159 | 49.7 | 320 | 100 |

According to the results presented in Table 2, it can be seen that the number of 161 subjects (equivalent to 50.3%) live in families with one of the parents working and 159 subjects (equivalent to 49.7 %) have both working parents.

Main variables in this study includes: parent-teen conflict, academic achievement and emotion regulation that are obtained while implementing questionnaires on the subjects and score recording. The results of each of the subjects were obtained as in table 3.

In this table, mean, standard deviation, reliability and Normal distribution of each of these variables are visible.

Table3. The mean, standard deviation, reliability and Normal distribution of parent-teen conflict, academic achievement and emotion regulation

| | Positive emotion regulation | Negative emotion regulation | Academic achievement | Parent-teen conflict |
|-------------------------------------|-----------------------------|-----------------------------|----------------------|----------------------|
| Mean | 34.29 | 43.55 | 15.04 | 130.14 |
| Standard deviation | 7.07 | 8.17 | 3.06 | 34.06 |
| Reliability (Cronbach alpha) | 0.71 | 0.66 | - | 0.94 |
| K.S | 1.115 | 1.239 | - | 0.880 |
| Sig. | 0.166 | 0.093 | - | 0.421 |

According to Table 3, it is observed that the mean and standard deviation of positive emotion regulation are achieved as 34.29 and 7.07 respectively. Mean and standard deviation of negative emotion regulation are observed as 43.55 and 8.17 respectively. The mean and standard deviation obtained for the parent-teen conflict variable was obtained as 130.14 and 34.06 and academic achievement (GPA) was observed as 15.04 and 3.06 respectively among students with mean and standard deviation. The reliability results of the research variables were obtained as 0.71, 0.66 and 0.94 for positive emotion regulation, negative emotion regulation and parent-teen conflict respectively. This shows that the questionnaires used in the study sample have good reliability. Study results analysis also showed that the distribution is normal in all the variables.

First hypothesis: "there is a significant difference between the academic status of adolescents with both parents employed and with the ordinary ones."

Before studying research questions and the implementation of univariate analysis of variance (ANOVA) and multivariate (MANOVA), Levine test is used for compliance with the equality of the variables the results of which are presented in Table 4.

Table4. Results of default Levin test about the equality of variances of variables in the sample

| Variable | F | 1 st degree of freedom | 2 nd degree of freedom | Level of significance |
|-----------------------------|-------|-----------------------------------|-----------------------------------|-----------------------|
| Parent-teen conflict | 0.151 | 1 | 318 | 0.698 |
| Academic achievement | 0.354 | 1 | 318 | 0.552 |
| Emotion regulation | 0.147 | 1 | 317 | 0.702 |

As seen in Table 4, the significant level of Levin test for parent-teen conflict variable is 0.151, for academic achievement is 0.55 and for emotion regulation is 0.702. These values indicate that the null hypothesis of equality of variances for the sample scores in variables is approved. The default equality of variances scores in the study group was confirmed.

Univariate analysis of variance (ANOVA) was used to compare the mean scores of academic GPA of students with one parent working, and students with both parents employed. The results are presented in Table 5. As Table 5 shows, there is no significant difference between the mean scores of academic status of students with one parent or both parents working ($\eta^2 = 0.004$, $P > 0.05$, $F(2 \text{ and } 318) = 9.4$). Although students with both parents employed had higher grade point averages ($M = 15.2$ and $SD = 3.09$) compared to students with one of the parents employed ($M = 14.8$ and $SD = 3.09$), these differences were not statistically significant. So, the fact that there is a significant difference between the academic status of students with one parent or both parents employed is rejected.

The second hypothesis: “there is a significant difference between the emotion management of both parents employed adolescents with the ordinary ones.”

Multivariate analysis of variance (MANOVA) is used to compare the score averages of emotion management (positive and negative) in students with one parent or both parents working the results of which are presented in table 6.

Table5. Results of univariate analysis of variance to compare mean scores of academic achievement in students with one parent or both parents working

| Variable | Group | Mean | Standard deviation | Mean squares | Degree of freedom | F | Sig. | Effect size |
|-----------------------------------|--------------|------|--------------------|--------------|-------------------|-----|-------|-------------|
| Academic achievement (GPA) | One working | 14.8 | 3.02 | 9.92 | 1 | 9.4 | 0.305 | 0.004 |
| | Both working | 15.2 | 3.09 | | 318 | | | |

**sig. p<0.01 & p<0.05

Table 6. Multivariate analysis results of the comparison of the score averages of emotion management in children with one parent or both parents working*

| Variables | Test | Value | F | df hypothesis | df error | Level of significance | Etta square |
|---------------|------------------|-------|------|---------------|----------|-----------------------|-------------|
| Gender | Philai effect | 0.027 | 4.33 | 2 | 317 | 0.014 | 0.027 |
| | Lambdi Whilks | 0.973 | 4.33 | 2 | 317 | 0.014 | 0.027 |
| | Hoteling effect | 0.027 | 4.33 | 2 | 317 | 0.014 | 0.027 |
| | Biggest Roy root | 0.027 | 4.33 | 2 | 317 | 0.014 | 0.027 |

**Sig. p< 0.01 & *p< 0.05

As it is seen in Table 6, all significant levels of tests indicate that there are significant differences between children with both parents working and those with one parent in at least one of the dependent variables (positive and negative emotion regulation components). The results of the test effects among subjects are presented in table 7.

Table7. Results of univariate analysis of variance to compare mean scores of emotion management in students with both and one of the parents employed

| Subscale | Group | Mean | Standard deviation | Mean squares | Degree of freedom | F | Level of significance | Effect size |
|------------------------------------|---------------|-------|--------------------|--------------|-------------------|------|-----------------------|-------------|
| Negative emotion regulation | One employed | 41.11 | 7.29 | 435.78 | 1 | 5.29 | 0.022 | 0.016 |
| | Both employed | 43.44 | 10.52 | | 317 | | | |
| Positive emotion regulation | One employed | 40.27 | 8.35 | 289.46 | 1 | 4.2 | 0.041 | 0.013 |
| | Both employed | 38.37 | 8.24 | | 317 | | | |

**Sig. p<0.01 & *p<0.05

As Table 7 shows, there is a significant difference between the mean scores of negative emotion regulation of students with one parent or both parents working ($\eta^2 = 0.016$, $P < 0.05$, $F(1, 317)$)

= 5.29). Students with one parent employed had lower emotion regulation (M =41.11 and SD =7.29) compared to students with both parents employed (M =43.44 and SD =10.52). The results of table 7 also show that there is a significant difference between the mean scores of positive emotion regulation of students with one parent or both parents working ($\eta^2 = 0.013$, $P < 0.05$, $F(1 \text{ and } 317) = 4.2$). Students with one parent employed had higher emotion regulation (M =40.27 and SD =8.35) compared to students with both parents employed (M =38.27 and SD =8.24). So, the fact that there is a significant difference between the emotion management of students with one or both parents working is confirmed.

The third hypothesis: “there is a significant difference between the parent-teen conflict in students with both parents employed and the ordinary ones.”

Multivariate analysis of variance (MANOVA) is used to compare the score averages of parent-teen conflict in students with one parent or both parents working the results of which are presented in table 8.

Table8. Results of univariate analysis of variance to compare mean scores of parent-teen conflict in students with both and one of the parents employed

| Variable | Group | Mean | Standard deviation | Mean squares | Degree of freedom | F | Level of significance | Effect size |
|-----------------------------|---------------|--------|--------------------|--------------|-------------------|-------|-----------------------|-------------|
| Parent-teen conflict | One employed | 120.81 | 32.4 | 28.22 | 1 | 26.24 | 0.0001 | 0.76 |
| | Both employed | 139.59 | 33.18 | 25.44 | 318 | | | |

**Sig. $p < 0.01$ & * $p < 0.05$

As Table 8 shows, there is a significant difference between the mean scores of parent-teen conflict of students with one parent or both parents working ($\eta^2 = 0.076$, $P < 0.05$, $F(2 \text{ and } 318) = 26.24$). Students with both parents employed had higher conflict (M =139.59 and SD =33.18) compared to students with one parent employed (M =120.81 and SD =32.4). So, the fact that there is a significant difference between the parent-teen conflicts of students with one or both parents working is confirmed.

Conclusion

First hypothesis: “there is a significant difference between the academic status of adolescents with both parents employed and with the ordinary ones.”

As Table 5 shows, there is no significant difference between the mean scores of academic status of students with one parent or both parents working ($P > 0.05$) and between individual athletes and ordinary people ($p > 0.05$). Although students with both parents employed had higher grade point averages (M =15.2) compared to students with one of the parents employed (M =14.8), these differences were not statistically significant. So, the fact that there is a significant difference between the academic status of students with one parent or both parents employed is rejected.

In explaining this research hypothesis, it can be said that employed mothers in both employed families had higher education level than housewives and this can be effective in their children

academic level (Mohammadi, Yavarian, Arefi, 2010). But in this research, the impact was observed and this effect is not significant.

The second hypothesis: "there is a significant difference between the emotion management of both parents employed adolescents with the ordinary ones."

As Table 7 shows, there is a significant difference between the mean scores of negative emotion regulation of students with one parent or both parents working ($P < 0.05$). Students with one parent employed had lower emotion regulation ($M = 41.11$) compared to students with both parents employed ($M = 43.44$). The results of table 7 also show that there is a significant difference between the mean scores of positive emotion regulation of students with one parent or both parents working ($P < 0.05$). Students with one parent employed had higher emotion regulation ($M = 40.27$) compared to students with both parents employed ($M = 38.27$). So, the fact that there is a significant difference between the emotion management of students with one or both parents working is confirmed.

In explaining the reasons for this finding, it can be said that although both employed couples have better economical situation and experience less stress in financial issues, there are kinds of occupational and familial problems seen in their lives including: job stress, high load of work, role conflict, problems related to child care, adult care and issues related to work balance, family and personal needs (Snyder, 1997). If the mentioned conflicts are not resolved, problems are created in the field of marital relationship and consequently, problems are created in the field of development and complete of the family that fixing it requires each of the couples to remain separate in their unique identity and meanwhile, have this ability to put away this identity in some cases for the improvement and health of the relationship which is inseparable in marriage. It should be considered that in many cases, both employed couples can not respect the separate identity of each other and create a relationship associated with understanding which causes couples not to be able to use their potential talents and capabilities in order to present solutions (Shazer, 1985). Due to the fact that one of the most important potential talents and capabilities of human beings is using appropriate emotion regulation strategies, therefore, it can be concluded that both employed couples have less ability in using emotion regulation skills than one employed couples due to the problems mentioned. As a result of emotion regulation of parents, children experience more family conflicts and problems and lack of adequate skills in emotion regulation by parents makes their children do not acquire these skills as well.

Nowadays, everybody experiences a level of stress in any place or situation or job stress at work place or organization and this fact is an indispensable and real phenomenon in modern organizations. This issue causes parents not to be able to spent a longer time in the family which make the education of mental skills such as emotion regulation problematic (Whitman, 1998; quoted in Adib Rad, 2006).

The third hypothesis: "there is a significant difference between the parent-teen conflict in students with both parents employed and the ordinary ones."

As Table 8 shows, there is a significant difference between the mean scores of parent-teen conflict of students with one parent or both parents working ($P < 0.05$). Students with both parents employed had higher conflict ($M = 139.59$) compared to students with one parent employed ($M = 120.81$). So, the fact that there is a significant difference between the parent-teen conflicts of students with one or both parents working is confirmed.

Both employed couples' life involves conflict for many reasons. The known problems in this area

are: economic issues, sexuality, relationships, friends, how to spend leisure time, the end of mutual love, emotional problems, job conflicts, unhealthy relationships in family and women employment issues (Baghban and Moradi, 2003). Although one employed couples are not an exception, what is important here is the continuous nature of conflict in the life of both employed couples that challenges the daily interactions (Hertz, 1991; quoted in Honarparvaran et al, 2011). On the hand, positive daily behaviors are an appropriate opportunity for couples to show their intimacy more to each other (Ebrahimi et al., 2011). As a result, teenagers who live in both employed families have more conflict with their parents. Internal conflicts of sub system of parents include the conflict between the sub system of children with parents significantly (Goldenberg and Goldenberg, 2010).

References

- Adib Rad, Nastaran (2006). Investigate the relationship between marital boredom and job burnout of working women in nursing services. News of research and consulting, Volume 5. No. 19, pp. 35-47.
- Baghban, Iran, Moradi, Mahmoud (2003). The effect of the construction method of family therapy on reducing marital conflicts of couples getting divorce in Isfahan city. Knowledge and research in applied psychology. No. 16, Page 83 of 99
- Dunham, S. M. (2008). Emotional skillfulness in African American marriage: Intimate safety as a mediator of the relationship between emotional skillfulness and marital
- Ebrahimi, Paynaz; Sanaee Zakir, Bagher; Nazari, Ali Mohammad (2011). Studying the efficacy of relationship enhancement program on increasing intimacy in both employed couples. Scientific Journal of Kurdistan University of Medical Sciences. Volume 16, pp. 37-43.
- Goldenberg, E., and Goldenberg, H. (1998). Family Therapy. Translation: Hamid Reza Shahi Barvati and Siamak Naqshbandi and Elham Arjomand. (2010). Tehran: Ravan Publication.
- Honarparvaran, Nazanin, Qaderi, Zahra, Ghobadi, Kobra (2011). Comparison between communication patterns and marital conflicts in married employed women in state-owned banks and housewives in Shiraz. Journal of Women Sociology, Year 2, Issue 3, pp. 37-43.
- Mohammadi, M., Yavarian, R., Arefi, M. (2011). Comparative study of mental health and life expectancy of employed and unemployed women in Western Azerbaijan province. Bi-monthly quarterly of Nursing and Midwifery of Urumieh, Volume IX, Issue I, 39-43.
- Nazari, A., Soleimanian, A. (2007). Evaluating and comparing the marital satisfaction of both employed couples and unemployed ones. News and studies of consultations, No. 24, 103-124.
- Rahmani, F., Seyedfatemi, N., BradranRezaee, M., Sedaqa, K., Fathi Azar, A. (2005). The relationship of parenting style of parents with behavioral problems in students. 12.4. 365-370.
- Shazer SD. (1985). Keys to solution in brief Therapy. New York: Norton; p. 53-67.
- Snyder DK. Manual for the marital satisfaction inventory revised (MSIR). Western: psychological services; 1997.
- Snyder DK. Manual for the marital satisfaction inventory revised (MSIR). Western: psychological services; 1997.
- Strongman, K. T. (2006). Applying psychology to Everyday life A Beginners Guide. John Wiley and sons ltd.
- Yousefi, P. A., Reavis, R. D., Kean, S. P., Calkins, S. D. (2010). The role of emotion regulation in childrens early academic success, Journal of school Psychology, 24, 3-19.