

# Predicting Adolescents' Resiliency Rate Based on Parenting Styles Mediated by the Basic Psychological Needs Satisfaction

Zahra Rezazadeh<sup>1</sup> (MA), Farideh Hossein-sabet<sup>1</sup> (PhD), Faramarz Sohrabi<sup>1</sup> (PhD)

1. Department of Clinical Psychology, Faculty of Psychology and Educational Sciences, Allameh Tabataba'i University, Tehran, Iran

**Submitted:** 17 September 2020

**Accepted:** 22 October 2020

Int J Behav Sci. 2020; 14(3): 136-142

## Corresponding Author:

Zahra Rezazadeh,  
Department of Clinical Psychology,  
Faculty of Psychology and Educational  
Sciences,  
Allameh Tabataba'i University,  
Tehran,  
Iran  
E-mail: zr.rezazade@gmail.com

## Abstract

**Introduction:** This study was conducted aiming at predicting adolescents' resiliency based on parenting styles mediated by basic psychological needs satisfaction.

**Method:** This study has a descriptive-correlational method with structural equation modeling. The statistical population comprises of all female students of first and second grade high school in the district 21 of Tehran. Using convenience sampling method, 196 students were selected. Connor-Davidson Resiliency Scale, Baumrind's Parenting Styles Questionnaire and Deci and Ryan's Basic Psychological Needs Satisfaction Scale were used. The data were analyzed by path analysis.

**Results:** The findings revealed that the direct path of authoritarian parenting style to basic needs, direct path of authoritarian parenting style to resiliency, authoritative parenting style to resiliency and the basic psychological needs to resiliency were significant. The results also showed that the indirect effect of authoritarian parenting style on resiliency through basic psychological needs was significant. The model fit was confirmed with the data and the relationship between three variables of parenting styles, basic psychological needs and resiliency was also confirmed.

**Conclusion:** Adolescent resiliency can be predicted based on authoritarian parenting style mediated by basic psychological needs. It will be useful for raising parents' awareness of proper parenting style and paying attention to children's basic needs and thus increasing their resiliency in life.

**Keywords:** Parenting Styles, Basic Psychological Needs, Resiliency, Adolescents

## Introduction

The resiliency variable has received considerable attention in recent decades and extensive research has been conducted in this area. Early beliefs considered resiliency an intrinsic characteristic and considered resilient people to be invulnerable with unique characteristics, though recent research has shown that resiliency is not an intrinsic attribute and can be acquired and is created when there is appropriate protective factors along with traumatic factors in one's life [1]. In fact, resiliency is a factor that helps people cope with difficult living conditions and protects them from mental disorders [2]. In previous research, it has been shown that resiliency has a significant positive relationship with psychological well-being and optimism in life [3].

Based on studies, youth with higher resiliency also exhibit less risky behaviors [4]. Also, Rose and Steen [5] indicated in their research that resiliency interventions increase social, personal, and academic performance of secondary school students. Studies also found that

the basic psychological needs satisfaction (autonomy, competence, and relatedness) which are facilitated through social support lead to a high level of health and resiliency. Therefore, in order to satisfy basic needs, the educational and family exercises are associated with children's resiliency [6].

The Self-Determination Theory (SDT) considers the three needs of autonomy, competence, and relatedness as basic psychological needs. Self-determination is realized when individuals feel that they can select their behaviors, actions, and goals [7, 8]. The psychological need of autonomy is the tendency for self-initiation to regulate personal behaviors and goals and to have the feeling that the outcome of one's actions is determined by himself [7]. The need of relatedness is the need to establish sincere and committed relationships, to love and support others, and to be loved and supported by others. The need for competence is also to have a sense of being effective in interacting with the environment and being able to solve various problems and mastering them [9].

Basic psychological needs satisfaction is one of the variables that can be affected by parenting styles [10]. Parenting styles are practices used by parents to educate their children, which reflect their attitudes toward their children and reflect the standards and rules they set for their children. A large body of studies which have investigated the causes and consequences of children's behavioral problems show that among family factors, parenting has a direct relationship with the persistence and transmission of children's behavioral problems to subsequent developmental periods, such as adolescence and adulthood [11].

In his theory, Baumrind states three basic styles of parenting, including authoritarian, authoritative, and permissive parenting [12]. In the authoritarian style, there is high parental restraint and low affection and intimacy; in the permissive style, there is excessive affection and attention and lack of needed restraint, and in the authoritative style, there is a great deal of restraint and affection, that is, in the authoritative style, children are encouraged due to proper behavior and punished for inappropriate behaviors [13]. The family affects children's resiliency by creating a coherent and supportive environment. Several studies emphasize family processes as a supportive factor. For example, Rutter [14] found that adolescents' good communication with even one parent makes them resistant to certain high-risk behaviors [15].

Numerous studies were conducted in this area, some of which are mentioned. Firoze and Sathar [16] and Hosiri et al. [17] indicated in their research that there is a significant relationship among the dimensions of parenting styles and that authoritative parenting is associated with greater resiliency in individuals. Atighi et al. [18] found a significant positive relationship between resiliency and authoritarian and authoritative parenting style, and a negative relationship between resiliency and permissive style. Kazemi and Roustafar [19] found that there is a significant relationship between parenting styles and student resiliency. Tian et al. [20] also found that parental supportive style has a high positive relationship with

adolescents' resiliency and there is a negative relationship between parent-child involvement and resiliency. Another study showed that centralized education has a significant positive relationship on basic psychological needs satisfaction with child resiliency [6]. Gazla [21] also found that basic psychological needs and resiliency has a significant positive relationship with each other. Sepehrian-Azar [22] found that basic psychological needs satisfaction can mediate the relationship between parenting styles and self-esteem. Yerdaw Kassa and Rao [23] showed that there is a significant relationship between parenting styles and psychological well-being (shared in two components of "autonomy and relatedness" with basic psychological needs). It has also been revealed that control of children's behavior predicts low satisfaction of basic needs and the style that supports needs has a positive effect on basic psychological needs satisfaction [24]. Firoozabadi and Moltafet [25] also found that the restraining and rejecting style of family negatively, and intimate and supporting style of independence positively have a direct and indirect effect (through basic psychological needs) on the mental health of individuals respectively.

Regarding the above mentioned studies, it can be predicted that there is a relationship between parenting styles and children's resiliency, but none have shown how and through what variables, the parenting styles affect resiliency, which has been addressed in the present study as a research question. Research indicates that the variable of psychological needs is highly correlated with parenting styles and resiliency, and no studies have investigated the mediating role of this variable between parenting styles and adolescents' resiliency. Thus, this study has investigated the relationship between three parenting styles and adolescents' resiliency and also the mediating role of basic psychological needs satisfaction between three parenting styles and adolescents' resiliency.

The present study is important because the future affairs of society will be delegated to the current adolescents, especially adolescent girls. Each of them will be an important member of the community and breed the future generations. Studies have indicated that girls are more sensitive than boys when encountering life's difficulties, which would have adverse consequences for the society [26, 27]. Therefore, due to the necessity of increasing adolescents' health, reducing problems and increasing their resiliency against difficulties, this study aimed at investigating adolescents' resiliency based on parenting styles as well as the role of basic psychological needs satisfaction as a mediating factor between these two variables.

## Method

This research has a descriptive and correlational method in which structural equation modeling is used. In terms of purpose, this research is an applied research. The statistical population comprises all female students of first and second grade (theoretical) in adolescence ages 14 \_ 18, in district 21 of Tehran in the 2018/2019 academic

year. The author selected 200 first and second year high school female students from two schools in district 21 of Tehran as the sample size using convenience sampling method. By eliminating four irrelevant questionnaires, the final sample number was reduced to 196. The Connor-Davidson Resiliency Scale (CD-RISC), Baumrind's Parenting Styles Questionnaire (PSQ), and Deci and Ryan's Basic Psychological Need Satisfaction Scales (BNSQ) were used to collect data. Data were analyzed using descriptive statistics, standard deviation, skewness and kurtosis and inferential statistics such as correlation coefficient and fit test. Also, the structural equation analysis method and Spss 21 and Amos 24 software were used to investigate the assumed model.

The tools used in this study were as follows:

#### **Connor-Davidson Resiliency Scale (CD-RISC)**

Connor and Davidson developed this questionnaire in 2003. The scale consists of 25 questions and the answers to each question are in a 5-point Likert scale, with each option assigned to a score of 0-4 in the form of completely false (0), rarely true (1), sometimes true (2), often true (3) and always true (4). Scores on this scale range from 0 to 100, and the closer the score is to 100, the greater is the resiliency. This questionnaire does not have an inverse scoring and no subscales are calculated for it. Abolghasemi [28] and Mohammadi [29] also obtained Cronbach's alpha coefficient of 0.87 for this scale. In the present study, Cronbach's alpha coefficient of this scale was obtained 0.87.

#### **Baumrind's Parenting Styles Questionnaire (PSQ)**

This questionnaire was developed based on Baumrind's [30] theory to investigate parenting practices. The questionnaire has 30 items, 10 of which relate to the permissive method, 10 others relate to the authoritarian method, and the other 10 items to the authoritative method. This questionnaire is a 5-point Likert scale (strongly disagree - disagree - almost disagree - agree and strongly agree), which is scored from zero to four, respectively. By summing the scores, three separate scores on each parenting method is obtained for each subject. In Tonekaboni's study, the reliability of 0.72 was obtained for this scale [31]. Buri [32] calculated the internal consistency of this scale through the Cronbach's alpha method, which was obtained as 0.75 for the permissive style, 0.85 for the authoritarian style, and 0.82 for the logical authoritative style. In this study, the reliability coefficient of Cronbach's alpha of this scale was obtained as 0.65.

#### **Basic Psychological Need Satisfaction Scales (BNSQ)**

Deci and Ryan [8] developed this questionnaire which has 21 items designed on a 7-point Likert scale from score 1 (completely false) to score 7 (completely true). This scale measures the three basic psychological needs satisfaction, including autonomy (7 questions), competence (6 questions), and relatedness (8 questions), in which higher scores on each scale indicate a higher level of satisfaction. The scoring of this scale is based on a 5-point Likert scale, but the scoring is invert for questions 3, 4, 7, 11, 15, 16, 18, 19, 20. The sum of the scores represents the total score. A score of 21 - 42 means low basic psychological

needs, a score of 42-105 means moderate basic psychological needs, and a score above 105 indicates high basic psychological needs. In Deci and Ryan's [8] study, the reliability of the questionnaire was obtained as 0.92 and Cronbach's alpha coefficient for the three subscales of autonomy, competence and relatedness were 0.77, 0.79 and 0.86, respectively. In the present study, Cronbach's alpha reliability coefficient of this scale was 0.86.

## **Results**

The present study used structural equation modeling for data analyses. The modeling assumptions, i.e. normality, multiple linearity and scattered data were at first evaluated and the realization of these assumptions confirms the suitability of using this statistical method for the present study. As seen in Table 1, the mean score of permissive parenting style was 17.41, authoritarian parenting style 16.38, authoritative parenting style 27.70, basic needs 98.63, relatedness 31.53, competence 28.10, autonomy 39.00, resiliency 66.92, individual competence 21.66, negative affect tolerance 17.73, positive acceptance of change 14.14 and finally control was 7.70. Also, the skewness and kurtosis columns show that the skewness of the observed variables is in the range of -1.054 - 0.715 and their kurtosis is in the range of -0.540 - 1.262. The obtained values for the skewness and kurtosis of the variables indicate that the default is to be realized in the research variables.

In the present study, the correlation matrix analysis of the research variables indicated that the relationship between all research variables was significant at the 0.01 level. Evaluation of the fit indices of the measurement model also showed that the visible variables are able to make their own latent variables measurable. Evaluation of structural model fit indices also showed the relative fit of research model. Thus the hypothetical model structure of the research is approved. Also, the standard coefficients of the research variables measurement model showed values in the range of 0.48 - 0.84 and all the latent variable paths are significant to their observable variables at the 0.001 level indicating the appropriateness of the observable variables to measure the latent variables.

Table 2 indicates the non-standardized, standardized coefficients and the significant indicators of direct paths. As seen in Table 2 and Figure 1, the significant paths include: the direct path of the authoritarian parenting style variable to the basic needs variable ( $T = -2.620$ ;  $\beta = -.471$ ), the direct path of the authoritarian parenting style variable to the resiliency variable ( $T = 2.417$ ;  $\beta = .443$ ), the direct path of authoritative parenting style variable to the resiliency variable ( $T = 2.060$ ;  $\beta = .499$ ), and the direct path variable of basic needs to the resiliency variable ( $T = 5.782$ ;  $\beta = .734$ ). Other direct paths are also insignificant.

Table 3 indicates the mediating effect of the fundamental needs variable between the three parenting styles and the resiliency variable. As seen, the indirect effect of the authoritarian parenting style variable was significant on the resiliency variable ( $\beta = -.346$ ;  $p < .05$ ). Thus the variable of basic psychological needs mediates between resiliency and authoritarian parenting style.

**Table 1.** Descriptive indices of research variables

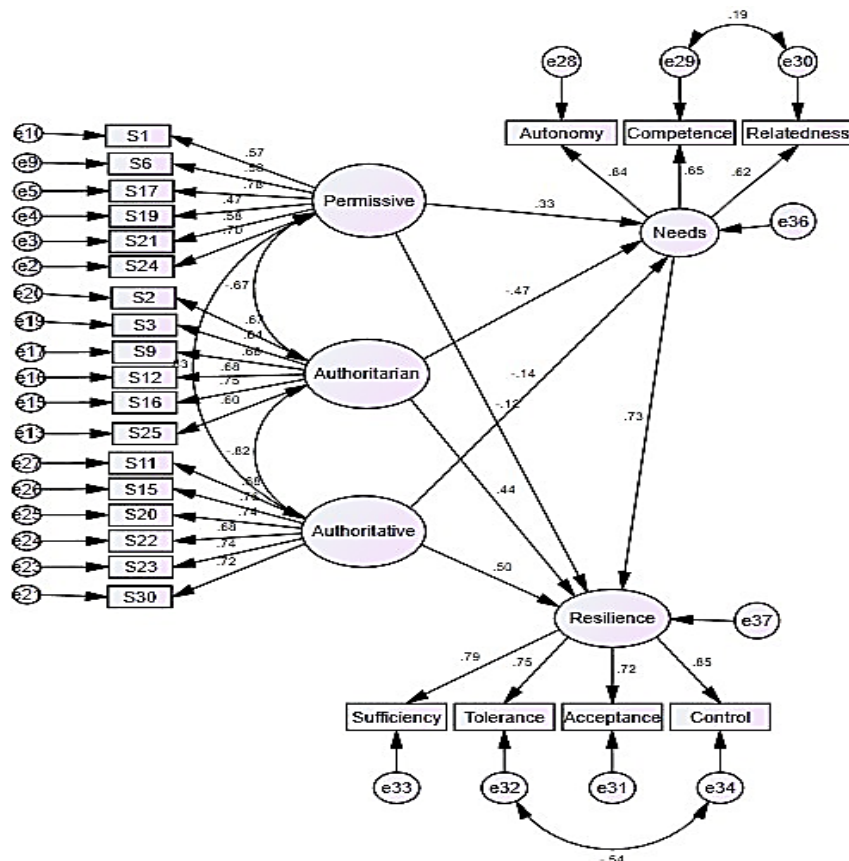
Variable	Mean	Standard Deviation	Skewness	Kurtosis
Permissive Parenting Style	17.410	7.231	-0.199	0.036
Authoritarian Parenting Style	16.382	7.731	0.715	0.336
Authoritative Parenting Style	27.707	7.918	-1.054	1.262
Basic Psychological Needs	98.631	20.893	-0.446	-0.141
Relatedness	31.526	8.890	-0.319	-0.540
Competence	28.100	7.344	-0.174	-0.382
Autonomy	39.004	8.952	-0.552	0.148
Resiliency	66.917	13.895	-0.439	0.758
Individual Competence	21.656	5.689	-0.496	-0.106
Negative Affect Tolerance	17.729	4.181	-0.314	0.234
Positive Acceptance of Change	14.137	3.237	-0.607	0.459
Control	7.696	2.811	-0.563	-0.208

**Table 2.** path coefficients of effects of latent variables and significance of estimated parameters

Predictive Variable	Criterion Variable	Non-standard coefficient	Standard Coefficient	t	p
Permissive Parenting Style	Basic needs	2.861	0.326	1.738	0.082
Authoritarian Parenting Style	Basic needs	-4.381	-0.471	-2.620	0.009
Authoritative Parenting Style	Basic needs	-1.458	-0.142	-0.553	0.580
Permissive Parenting Style	Resiliency	-0.339	-0.121	-0.684	0.494
Authoritarian Parenting Style	Resiliency	1.307	0.443	2.417	0.016
Authoritative Parenting Style	Resiliency	1.630	0.499	2.060	0.039
Basic Psychological Needs	Resiliency	0.233	0.734	5.782	0.001

**Table 3.** Mediating effect of basic needs between variables of Permissive, Authoritarian and authoritative parenting styles with resilience variable

Predictive variable	Mediation variable	Criterion variable	Standard coefficient	Non-standard coefficient	p
Permissive parenting style	Basic needs	Resiliency	0.239	0.666	0.156
Authoritarian parenting style	Basic needs	Resiliency	-0.346	-1.020	0.027
Authoritative parenting style	Basic needs	Resiliency	-0.104	-0.340	0.608



**Figure 1.** Conceptual model of research with standardized path coefficients

## Discussion

The findings of the present study indicated that authoritative parenting style had a positive and significant relationship with adolescents' resiliency, i.e., the more authoritative the parenting style is, the more resiliency the adolescents will have. This finding is consistent with the studies conducted by Kazemi and Rosta [19] who showed that authoritative parenting style predicted adolescents' resiliency more strongly. The study of Firouzbakht and Latifian [33] showed that interactive and dialogue based communication patterns in parents (similar to the authoritative style) has a significant relationship with resiliency. Hosiri et al. [17] and Hamidi and Ansari [34] found that authoritative parenting style has a significant positive correlation with hardiness (similar to the resiliency variable). Also, Firoze and Sathar [16], Mohammadi et al.[35], and Jaafarzadeh et al.[36] revealed a significant positive relationship between authoritative parenting style and resiliency.

In explaining this finding, it can be stated that proper parenting style and family roles provide an opportunity for children to recognize their abilities and talents and to strive for their growth and prosperity. In the authoritative parenting style, parents encourage their children to achieve independence and progress, guide and control them to state their views clearly, explicitly, and reasonably and show their love and intimacy in a sensible and appropriate way [37]. In fact, authoritative parents provide their children with the opportunity to express themselves and their children feel that they are capable of solving problems and dominating them. Children in such a warm and supportive environment can receive guidance and support when faced with difficult situations to solve problems and consequently their resiliency is increased in life.

Another finding of the present study indicated that authoritarian parenting style has a significant positive relationship with adolescent resiliency. That is, the authoritarian parenting style is associated with higher adolescent resiliency. This finding is consistent with the findings of Firoze and Sathar [16], Atighi et al. [18] and Sepehr et al. [38]. The results of these studies have also shown that authoritarian parenting style has a positive and significant relationship with resiliency.

In explaining this finding, it should be mentioned that parents with authoritarian parenting style have little emotional behavior with their children and have high expectations of them. These parents insist on obeying their commands and provide no reason [37]. Also, Baumrind [39] stated that authoritarian parents have cold relationships with their children and highly control them. In every situation, humans strive to adapt to the status quo and adapt to changes. This adaptation mitigates the stress so that they become more resistant to hardships. In authoritarian families, children also try to adapt to the situation, and obviously this style of parenting can increase resistance and resiliency in children.

Another finding of this study indicated that there is no significant relationship between permissive parenting

style and adolescents' resiliency. This findings is consistent with previous research [18,34,36,40,41]. The results also show that there is no significant relationship between permissive parenting style and resiliency.

In explaining this finding, it should be noted that Baumrind found that permissive parents are crude and inexperienced, weak in impulse control, refuse to pursue activities that are contrary to their interests, and are exigent individuals and dependent on others [42]. Therefore, such people whose needs have always been responded in an extreme way and have never tasted failure are not capable of solving problems and resisting problems and are thus less resilient. Also, according to the cognitive-behavioral approach to resiliency, stating that people's understanding and interpretation of situations, learning experiences and beliefs affect resiliency [43], it should be mentioned that children of permissive parents also develop negative beliefs (e.g. weakness and inability, inadequacies, etc.), due to the extreme satisfaction of their needs, lack of experiencing difficult situations and problem solving, thus their resiliency to problems is reduced.

Another finding of the research indicated that basic psychological needs play a mediating role between authoritarian parenting style and adolescent resiliency, but do not mediate between authoritative parenting style and resiliency and also between permissive parenting style and resiliency. In fact the authoritarian parenting style had a significant negative relationship with the basic needs, and the basic needs had a significant positive relationship with resiliency. Similar and consistent with these findings are the studies conducted by Mahdavi-Mazdeh et al. [44] who found that when parenting styles were in line with basic psychological needs satisfaction, agency and consequently resiliency increases. Other researchers have also indicated that there is a significant positive relationship between the two variables of basic psychological needs and resiliency [21,45,46]. Fattahi and Tamaneefar [47] found that there is a significant negative relationship between authoritarian and permissive parenting styles with psychological well-being (shared in autonomy and relatedness with basic needs). Also, a significant relationship between parenting styles and basic psychological needs have also been observed in other studies [23,24].

In explaining the significant negative relationship between authoritarian style and the basic psychological needs, it should be stated that, according to the theory of self-determination, the encouraging and supportive environments of autonomy satisfy the three basic psychological needs. In contrast, the pressure and control environment (e.g. authoritarian parenting) prevents the satisfaction of such needs [48]. Authoritarian parents create a cold, harsh environment and do not support their children's autonomy. In such an environment, children cannot feel empowered and competent, they lose confidence and fail to establish positive social relationships. Therefore, all three basic psychological needs will not be satisfied. Also, in explaining the significant positive relationship between basic

psychological needs and resiliency, Ryan and Deci state that basic psychological needs satisfaction enhances well-being and reinforces internal resources related to resiliency. This is while deprivation in these three needs increases vulnerability of defense and psychological mechanisms [6].

Also, according to the obtained path coefficients, the direct path of authoritarian parenting style to resiliency is 0.44, the direct path of authoritarian style to basic needs is -0.47 and the direct path of basic needs to resiliency is 0.73. Thus, it can be said that in an authoritarian style due to the experience of difficult and frustrating conditions, the resiliency of children increases to some degree, but this increase is at the expense of reducing the basic psychological needs satisfaction. While not using authoritarian style increases the basic needs satisfaction, as a result, the resiliency of children also increases to a greater extent (compared to the authoritarian style).

This study also has limitations including the lack of control over variables such as personality traits of parents and children, parent-child attachment styles, parents' age and education, number of children, order of children, etc. and lack of investigation of the causal relationship.

In future studies, it is suggested to control other variables not controlled in this study, such as parent and children's personality traits, parent-child attachment styles, age and parental education and number of children.

## Conclusion

These results confirm the mediating role of the basic psychological needs between parenting styles and resiliency. In other words, adolescent resiliency can be predicted based on authoritarian parenting style mediated by basic psychological needs satisfaction. Therefore, the results of the present study indicate that parents, through appropriate parenting practices can address the basic psychological needs of their children and, consequently, increase their resiliency to difficult living conditions. It is obvious that increasing adolescents' resiliency increases their physical health and psychological well-being and promises a healthy and successful society.

## Conflict of Interest

The authors declared no conflict of interest.

## Ethical Approval

All ethical principles were considered in this article. The participants were informed about the purpose of the research and its implementation stages. They were also assured about the confidentiality of their information. Moreover, they were allowed to leave the study whenever they wish, and if desired, the results of the research would be available to them.

## Acknowledgement

The authors would like to express their deepest gratitude and appreciation to all the authorities and

students of the girls' schools of Tolou Fajr and Seyyed al-Shohada who cooperated in the conduction of this study.

## Reference

1. Masten AS. Ordinary magic: Resilience processes in development. *American psychologist*. 2001;56(3):227.
2. Izadinia N, Amiri M, ghorban Jahromi R, Hamidi S. A study of relationship between suicidal ideas, depression, anxiety, resiliency, daily stresses and mental health among Tehran university students. *Procedia-Social and Behavioral Sciences*. 2010;5:1615-9.
3. Souri H. The correlation of resiliency and optimism with psychological well-being. *International Journal of Behavioral Sciences*. 2013;7(3):271-7.
4. Prince-Embury S. Risk behavior and personal resiliency in adolescents. *Canadian Journal of School Psychology*. 2015;30(3):209-17.
5. Rose J, Steen S. The achieving success everyday group counseling model: Fostering resiliency in middle school students. *Professional School Counseling*. 2014;18(1):2156759X0001800116.
6. Abualkibash SK, Lera Rodríguez MJ. Resilience and basic psychological needs among Palestinian school students. *Bioscience Biotechnology Research Communications*, 10 (3), 346-353. 2017.
7. Deci EL, Ryan RM. The general causality orientations scale: Self-determination in personality. *Journal of research in personality*. 1985;19(2):109-34.
8. Deci EL, Ryan RM. The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological inquiry*. 2000;11(4):227-68.
9. Deci EL, Ryan RM, Gagné M, Leone DR, Usunov J, Kornazheva BP. Need satisfaction, motivation, and well-being in the work organizations of a former eastern bloc country: A cross-cultural study of self-determination. *Personality and social psychology bulletin*. 2001;27(8):930-42.
10. Besharat MA, Hooshmand SN, Rezazadeh SMR, Gholamali Lavasani M. The moderating role of basic psychological needs satisfaction on the relationship between parenting styles and children's marital satisfaction. *Journal of Family Psychology*. 2015;2(1):15-28.
11. Miller-Lewis LR, Baghurst PA, Sawyer MG, Prior MR, Clark JJ, Arney FM, et al. Early childhood externalising behaviour problems: Child, parenting, and family-related predictors over time. *Journal of abnormal child psychology*. 2006;34(6):886-901.
12. Ghotbzadeh Asrar F, Shakerinia I. The relationship between parenting styles with adaptive behavior among students with intellectual disability. *Quarterly Journal of Child Mental Health*. 2015; 2(3):49-58. (Persian)
13. Baumrind D. Child care practices anteceding three patterns of preschool behavior. *Genetic psychology monographs*. 1967.
14. Rutter M. Protective factors in children's responses to stress and disadvantage. *Annals of the Academy of Medicine, Singapore*. 1979;8(3):324.
15. Hamid n, Keikhosravani M, Babamiri M, Dehghani M. The relationship between mental health, spiritual intelligence with resiliency in student of Kermanshah University of Medical Sciences. *AJUMS*. 2012; 3(2):331-338. (Persian)
16. Firoze H, Sathar SK. Impact of parenting styles on adolescent resilience. *Indian Journal of Health and Wellbeing*. 2018;9(7):937-44.
17. Hosiri T, Wannasewok K, Chaiharn P, Phattharayuttawat S, Manussirivithaya V, Ngamthipwatthana T. Parenting Styles and Hardiness of Students in a Thai Military Academy. *Journal of the Medical Association of Thailand*. 2018;101(1):S19-23.
18. Atighi E, Atighi A, Atighi I. Predicting psychological resilience based on parenting styles in girl adolescence. *International Research Journal of Applied and Basic Sciences*. 2015;9(8):1340-4.
19. Kazemi S, P. R. Investigating the relationship between parenting styles with adolescence resilience and self-efficacy. *First National Conference on Sustainable Development in Iranian Educational and Psychological Sciences, Tehran. International Center for Conferences and Seminars of Islamic World Science*. 2018.

20. Tian L, Liu L, Shan N. Parent-child relationships and resilience among Chinese adolescents: The mediating role of self-esteem. *Frontiers in psychology*. 2018;9:1030.
21. Gazla S. Psychological health: Exploring the relationships between psychological flexibility, basic psychological needs satisfaction, goal pursuits and resilience. Electronic Thesis or Dissertation, University of the West of England, Bristol; 2015.
22. Sepehrian F. Parenting styles and adolescents' self-esteem: Mediatory role of satisfying basic psychological needs. *International Journal of Behavioral Sciences*. 2013;7(2):151-8.
23. Yerdaw Kassa E, A. R. Parenting styles and psychological well-being: The mediating role of academic achievement. *Journal of Advances and Scholarly Researches in Allied Education*. 2019;16(1):28-36.
24. Cordeiro P, Paixão MP, Lens W. Perceived parenting and basic need satisfaction among Portuguese adolescents. *The Spanish journal of psychology*. 2015;18.
25. Sadati Firoozabadi S, Moltafet G. The mediating role of satisfying basic psychological needs on the relationship between parenting styles and mental health in gifted students. *Iranian Journal of Health Education and Health Promotion*. 2017;5(3):203-12. (Persian)
26. Dehshiri GR. Relationship between religiosity and identity crisis among high school students in Yazd. *Journal of Education*. 2005; 19:25-36. (Persian)
27. Rahimpour T, Ghadampour E, Amiri F, Z. KG. The effectiveness of patient education based on religious teachings on resilience. *Journal of Psychology and Religion*. 2018;11(1):32-46. (Persian)
28. Abolghasemi A. The relationship of resilience, self-efficacy and stress with life satisfaction in the students with high and low educational achievement. *Psychological Studies*. 2011; 3(7):131-152. (Persian)
29. Mohammadi M. Factors affecting resilience in substance dependents at risk. A dissertation PhD in Psychology, University of Social Welfare and Rehabilitation Sciences, Tehran; 2007. (Persian)
30. Baumrind D, editor The development of instrumental competence through socialization. *Minnesota symposium on child psychology*; 1973.
31. Ahangareanzabi A, Sharifidramadi P, Farajzadeh R. The relationship between parenting style and adolescents aggression in Shabestar City. *Researches of cognitive and behavioral science journal*. 2011;1:1-8. (Persian)
32. Buri JR. Parental authority questionnaire. *Journal of personality assessment*. 1991;57(1):110-9.
33. Firoozbakht S, M. L. The study of mediating role of resilience on the relationship between family communication patterns and motivational regulation. *Journal of Psychology and Religion*. 2018;22(1):100-17. (Persian)
34. Ansari S. The relationship between parenting styles, students' psychological well-being and hardiness. *Quarterly Journal of Family and Research*. 2016;13(3):47-66. (Persian)
35. Mohammadi M, Sanagoo A, Kavosi A, Kavosi A. Association of Parenting Style with Self-efficacy and Resilience of Gifted and Ordinary Male High School Students in Sari, Iran. *Journal of Clinical and Basic Research*. 2018;2(3):25-32.
36. Jaafarzadeh N, Farrokhi NA, F. SA. Relationship between parenting styles and resilience with students' happiness. *Journal of Educational Psychology*. 2015;37(11):67-81. (Persian)
37. Parcham A, Fatehizadeh M, Allah Yari H. Comparing Responsible Parenting Styles in Islam. *Research in Islamic Education Issues*. 2012;20:14.
38. Zakeri H, Jowkar B, Razmjoe M. Parenting styles and resilience. *Procedia-Social and Behavioral Sciences*. 2010;5:1067-70. (Persian)
39. Baumrind D. Current patterns of parental authority. *Developmental psychology*. 1971;4(1p2):1.
40. Mahdiyar M, Nejati SF, Goodarzi MA. Predicting Resilience to Suicide based on Emotion Dysregulation and Parenting Styles. *Family Pathology, Counseling and Enrichment Journal*. 2016;2(1):15-25. (Persian)
41. Mirzaei F, Kadivarzare H. Relationship between parenting styles and hardiness in high school students. *Procedia-Social and Behavioral Sciences*. 2014;116:3793-7. (Persian)
42. Kargar M. The relationship between parenting styles with resiliency and comparison in children with and without conduct disorder. M.Sc., General Psychology, Allameh Tabataba'i University; 2010. (Persian)
43. Saeidi S. The mediating role of self-esteem in the relationship between attachment styles with resilience and social acceptance. Master's Degree in General Psychology, Allameh Tabataba'i University; 2017. (Persian)
44. Mahdavi Mazdeh M, Hejazi E, Naghsh Z. The relationship between perception of parental styles and resilience: The mediating role of human Agency. *Journal of Psychology*. 2018; 22:326-343. (Persian)
45. Kaydkhorde H, Moltafet G, Chinaveh M. Relationship between satisfying psychological needs and resilience in high-school students in Dezful town. *Academic Journal of Psychological Studies*. 2014;3(1):57-62.
46. Naeemi AM, Faghihi S. The relationship between satisfaction with basic psychological needs and reliance and job burnout (case study: Women employed in Islamic Azad University Sabzevar Branch). *Journal of Woman and Family Studies*. 2017; 8(36):121-138. (Persian)
47. Fattahi N, Tamaneefar MR. The relationship between parental parenting styles and psychological well-being in children. *International Conference on Humanities and Behavioral Studies*, Tehran, Viera Ideadazd Institute of Managers; 2014. (Persian)
48. Carreira JM. Motivational orientations and psychological needs in EFL learning among elementary school students in Japan. *System*. 2012;40(2):191-202