Iranian Journal of Educational Research

TYPE: Empirical Study
PUBLISHED: 01 06 2022
DOI: 10.52547/ijer.1.2.1

Investigating of the mediating role of social problems solving in the relationship among parental perception and psychological well-being of adolescences

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[DOR: 20.1001.1.2980874.2022.1.2.1.9]
[DOI: 10.52547/ijer.1.2.1]

OPEN ACCESS

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RECEIVED 18 February 2022
ACCEPTED 19 April 2022
PUBLISHED 01 06 2022

CITATION
Moradi, M., Koroushnia, M., & Afrasbi, Z.(2022). Investigating of the mediating role of social problems solving in the relationship among parental perception and psychological well-being of adolescences, Iranian Journal of Educational Research, 1, 2, 1-19.

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Abstract

The aim of current study was to investigate the meditator role of social problems solving in the relationship between parental perception and psychological well-being through correlational research. statistical society included all students of the first secondary high school students in shiraz in 2022. For this purpose, 196(100 male and 96female) students were selected using random cluster sampling, and social problem solving ability competency was used to collect data. Inferential statistics test (Pearson correlation test and Path analysis) has been used to check the research hypothesis. The results of Baron Kenny's path analysis showed that social problems solving has a significant mediating role in the relationship between parental perception and psychological well-being. Mother cordiality, father's support for autonomy and social problems solving all have an impact on psychological well-being, but the components of parental involvement, support for mother's autonomy and father cordiality do not have a significant effect on psychological well-being.

Keywords
Social problem solving, parental style perception, psychological well-being

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Introduction

Today, the tendency to examine the positive aspects of health has expanded, and the knowledge of psychology has moved away from the focus and attention only on pathology and morbid psychology, and the approach of positive psychology has been at the forefront of the activities of researchers in this field. One of the important and positive components and structures of this field is psychological well-being(Hayes& Joseph, 2003). Tatlilioğlu considers psychological well-being to be a positive understanding of oneself and having a positive relationship with others. Psychological well-being is living well (Rahim& Siti-Rohaida, 2015). The best definition of psychological well-being is proposed by Ryff (1989). Ryff (1989) has introduced psychological well-being by reviewing the research literature in this field and by taking inspiration from humanistic psychologists and with a transformational view of the concepts of Maslow's self-actualization, Allport's maturity and Jung's excellence. From his point of view, psychological well-being is an effort to flourish human's existential capabilities. Emphasizing that mental health is more than the absence of illness, Ryff points out that psychological well-being refers to what a person needs for well-being. Also, Ryff (1995) considers the issue of well-being as an effort to grow, progress and realize one's abilities. He does not consider well-being to be merely the achievement of pleasure, but rather the effort to achieve the perfection and flourishing of one's potential talents (Ryff and Singer, 2006). Meanwhile, people with a high sense of well-being mainly experience more positive emotions and have a positive evaluation of the events around them. On the other hand, people with low well-being evaluate their life situations as unfavorable and experience negative emotions. Psychological well-being is a multi-component concept and includes the following: 1- Self-acceptance (the ability to see and accept one's strengths and weaknesses), 2- Positive relationships with others (in the sense of having close and valuable relationships with important persons in life), 3- self-following or independence (the ability and power to pursue activities and actions based on personal standards and the ability to stand against social pressure, even if it is against customs and social demands), 4- mastering the environment (ability creating or choosing the environment according to the psychological conditions of the person and controlling the external activities), 5- being purposeful (based on the perceived importance of a person's existence and planning and achieving his goals and leads to the value of life) ¬, 6- personal growth (it means that a person continuously tries to expand his abilities). From

DOI: 10.52547/ijer.1.2.1

a scientific point of view, these six concepts describe psychological well-being and clarify what improves mental health (Michaeli Manee, 2011).

Many studies have shown that the ability to establish intimate relationships with others is one of the key factors in people's mental health and well-being (Ryff and Singer, 2006). According to Adler (1973), mental health means having specific goals, favorable family and social relationships, helping others and controlling emotions. In the last decade, some psychologists have proposed a new field of research and theories by proposing the concept of solving social problems. Solving social problems is a cognitive, emotional and behavioral process, with the help of which people try to find effective and adaptive solutions for everyday problems and problems (D`Zurilla &Maydeu-olivares, 2002). In this definition, the problem solving process is considered as a purposeful, diligent and conscious situation that makes effective and potential solutions available to people (Abolmaali, Mojtabaei & Rahimi, 2013).

The ability to solve social problems affects social adaptation, which in turn leads to the ability to communicate with others in social issues in a way that is compatible with social values and conditions (Parker and Asher, 1993). Therefore, the problem-solving style as the appropriate method of problem-solving is a better predictor in the adjustment and well-being of most people (Tucker, McHale & Crouter, 2003). On the other hand, deficiency in social problem solving skills causes various disorders including depression and disorder in interpersonal relationships. This is especially important in adolescence. Adolescence is a period of physical, cognitive, social, emotional and environmental changes. It is a dynamic and exciting period in which the ability to think increases. During adolescence, there is a change in relationships with family, school friends and society. Also, responsibilities, efforts to acquire new emotional and social roles, managing life tasks without excessive dependence on other people and creating a new bias for the future occur (Shulman & scharf, 2018). These factors determine the decision-making method of teenagers in academic and occupational matters, as well as their level of health in the personal and social spheres (Holmila, 2005). It seems that having social problem solving skills is one of the factors that plays an important role in the psychological well-being of teenagers. Because when people learn how to make logical and correct decisions about issues, express themselves, express their opinions and demands, and give decisive answers to the demands of others, this will lead to their mental health. (Bahrami, Moazdian and Hosseini al-Madani, 2013).

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The results of various researches (Mirowsky, & Ross, 1990; Yelsma & Montambo, 1990; Nakano, 1991; Heppner, Walther & Good, 1995 and Kathryn, Susan & Kathlcen, 2003) have well shown that problem solving is one of the most important variables Prediction is for well-being and mental health. In another study, Sarracino (2010) showed that people who are social in their lives have more social networks, have higher life satisfaction and psychological well-being. Agha Yousfi & Sharif (2011) investigated the relationship between problem solving styles and personal well-being in students. The results showed that 63% of the variance of personal well-being is explained by the problem-solving style, and the effect coefficient of the problem-solving styles of creativity, trust, and orientation can significantly predict the changes related to personal well-being. In a research, Kazemi & Khazrovian (2012) examined the relationship between metacognitive components and problem solving dimensions with psychological well-being in students. The analysis of the findings showed that among the metacognitive components, awareness in girls and self-reflection in boys, and among the problem solving components, trust in problem solving and personal control in girls, and avoidance style in boys, had the highest ability to predict psychological well-being. Is. Taghiloo, Salehi & Shokri (2010) in a research predicted mental well-being using the variables of extroversion, neuroticism, structural problem solving, and non-adaptive problem solving. Data analysis using structural equation modeling showed that extroversion, neuroticism and non-adaptive problem solving variables play a very important and decisive role in explaining mental well-being. In addition, the relationship between structural problem solving and mental well-being was not significant.

Other researches show that the role of parenting method significantly affects children's social problems, as well as the positive and negative consequences of it. In this regard, Pintrich & schunk (2002) believe that parents who create a responsive and supportive environment at home encourage exploration, stimulate curiosity, and accelerate their child's cognitive development. Some psychology and family experts believe that the best criterion based on which the moral, social and psychological quality of people can be accurately evaluated is the communication network of family members and the set of rules governing the family environment. The three components of family environmental perceptions that have been studied by Grolnick & Ryan(1989) are: support of the child's self-following, involvement and acceptance by parents. Parents' support of children's independence in conversations, interactions and joint actions leads to children's understanding of self-control and brings positive and adaptive consequences for them. On the other hand, severe

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control of the child by the parents will lead to a decrease in self-following and create the impression of external control. Family environmental perceptions are important motivational sources in that they play an important role in the perception of containment, perceived adequacy, and relative self-efficacy. Supporting a child's self-following by parents gives him the right to choose and participate in decisions.

The warmth and love of parents is a source that helps children discover themselves and through this way achieve a sense of safety, trust and positive orientation towards others. Acceptance from parents is a necessary condition for creating certain behaviors such as self-respect and high self-confidence (Pellerone et al. 2015). involvement refers to a new situation and opportunity that parents assign to their children. Involved parents spend a lot of effort to take care of their children and devote more time to their children. Parental involvement is the extent to which parents know the child's favorite activity, show interest in it, and actively participate in it. In other words, involvement includes a certain amount of positive parental attention to child rearing and time for this practice (Grolnick and Ryan, 1989).

Parenting methods have important effects on children's development, and how children and parents interact has an effect on adolescents' behavioral and emotional performance (Lyddon, Bradford and Nelson, 1993). For example, parents' rejection and indifference towards their children is directly related to social phobia (Danesh, Takrimi, & Nafisi, 2007). Unloving children react to their parents' behavior through hatred, fantasizing, and seeking affection (Magai et al., 2000). Also, Finzi-Dottan, Bilu & Golubchik (2011) showed that there is a relationship between the lack of a balanced and positive parenting style with aggression and identity confusion and behavioral disorder in adolescents.

Taghizadeh, Aghdasta & Basharat (2015) studied the relationship between authoritarian, authoritarian and permissive parenting styles of parents with psychological well-being and psychological helplessness of children. The research results showed that father's authoritative style, mother's authoritative style and mother's permissive style were negative predictors of children's psychological helplessness. Moltfet & Khayyer (2012) showed in their research that the psychological well-being of students is influenced by the perception of parents and motivational beliefs. In this way, the perception of parental control in a negative way and the perception of independence from parents in a positive way have a direct and indirect effect on well-being. Also,

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internal motivation has a positive relationship and lack of motivation has a negative relationship with well-being, and motivational beliefs can play a mediating role.

Uji et al. (2014) have conducted a study with the aim of investigating the effect of parenting styles on the mental health of Japanese children. The results of this research indicated that strict and unresponsive parenting styles have negative effects on children's mental health and will create problems and dangerous behaviors for themselves and others in their children in the following periods of development. While logically responsive parenting styles have a positive effect on well-being. Khodabakhsh & Kiani (2014) showed in his research that there is a significant relationship between authoritative and responsive parenting style and children's well-being.

According to what has been said, the present study considered the mediating role of social problem solving in the relationship between the components of the perception of parenting style and psychological well-being in adolescents. This issue is especially important considering the cultural and family differences in Iran.

Materials and Methods

The present research method was descriptive and correlational. The statistical population included all students of the first secondary high school in Shiraz city in 2022. The selection of participants in the research was based on the cluster sampling method. At first, the researchers divided the city into three hypothetical parts (cluster) East, Center and West. Next, randomly select one girls' high school and one boys' high school from each region. According to the satisfaction of people to participate in the research, finally 196 students (96 girls and 100 boys) were selected as the statistical sample of the research.

Three standard scales have been used to measure the research variables, each of which is described in detail below.

Social Problem Solving Inventory (SPSI): The present scale was designed by D'Zurilla et al. (2002). The social problem solving scale has 5 subscales and includes 25 questions, which are graded on a 5-point Likert scale from completely false to completely true. Positive orientation of problem solving (items 5, 7, 14), negative orientation of problem solving (items 2, 4, 9, 13, 22), logical style of problem solving (items 2, 8, 16,20,21,24,25), avoidant style of problem solving (items 1,10,12,17,18) and impulsive-inattentive style of problem solving (items 6,11,15,19,23) are measured. Two subscales of positive problem-solving orientation (PPO) and logical problem-solving style (RPS) are scored positively. The three subscales of avoidant problem solving style

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(ICPS), impulsive problem solving style (APS) and negative problem solving orientation (NPO) are scored negatively (inverted). In general, a low score indicates an incomplete, ineffective, and dysfunctional solution to the problem. The construct validity of this scale has been confirmed using exploratory factor analysis and correlation with other problem solving scales and overlapping psychological constructs. retest reliability for this questionnaire has been reported between 0.68 and 0.91 and its alpha coefficient between 0.69 and 0.95 (D'Zurilla et al., 2002). Cronbach's alpha coefficient of the whole scale in the present study was estimated as 0.83.

Perception of Parents Scale (POPS): This Scale was developed by Robbins in 1994 based on self-determination theory and was designed for subjects who are in their late teens or a little older. This tool has 30 statements and six subscales. The subscales include: mother's involvement, mother's support for self-following, mother's warmth, father's involvement, father's support for self-following, father's warmth. This scale is set on a 7-point Likert scale (score 1: not true for me at all, to score 7: completely true for me). In the main scale, the reliability coefficient was calculated using Cronbach's alpha and the range of this coefficient was between 0.85 and 92(Robbins, 1994). Tanhai Reshwanolou and Hijazi (2011) have done the validity of the current scale using the exploratory factor analysis method. In his analysis, items 36, 27, 20, 19, 15, 14, 9, and 6 were removed from the scale due to having a weak factor load, and the number of items in the scale reached 30 (current items). Cronbach's alpha coefficient of the whole scale in the present study was estimated as 0.78.

Psychological well-being Scale (PWBS): The psychological well-being questionnaire was designed in 1989 by Ryff (Ryff, 1989) and the original form of this questionnaire has 120 items, but in the subsequent investigations, shorter forms of 84 items, 54 items and 18 items were also suggested. Most researchers use the 18-question short-form psychological well-being questionnaire to measure the psychological well-being variable. This scale has 6 subscales, which are: 1- Self-acceptance: It means a positive attitude towards oneself and acceptance of different aspects of oneself, such as good and bad characteristics and positive feelings about one's past life. 2- Positive relationships with others: feeling satisfaction and intimacy from relationships with others and understanding the importance of these relationships. 3- Autonomy: feeling of independence and influence in life events and active role in behaviors. 4- Environmental mastery: a sense of mastery over the environment, control of external activities and effective use of surrounding opportunities. 5- Purpose in Life: Purpose in life and belief that his present and past

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life is meaningful. 6- Personal growth: the feeling of continuous growth and gaining new experiences as a being with potential talents. The scoring of the Ryff psychological well-being questionnaire is based on a six-point Likert scale from 1 (completely disagree) to 6 (completely agree). This questionnaire has 6 components and 3 questions are considered for each component and has a total score. In Ryff psychological well-being questionnaire, 8 questions are scored in reverse and the rest of the questions are scored directly. In the Ryff psychological well-being questionnaire, the higher the score a person gets, the higher the psychological well-being. The correlation of the short version of this scale in the original form has fluctuated from 0.7 to 0.89 (Ryff and Singer, 2006). Khanjani et al. (2014) using confirmatory factor analysis showed that all the factors of this questionnaire have a good fit. Cronbach's alpha coefficient of the whole scale in the present study was estimated as 0.83.

In this study, descriptive statistics tests (such as mean, standard deviation) were used to describe the sample data, and inferential statistics tests (Pearson's correlation test and Path analysis) were used to check the research hypothesis. All these tests have been done in the environment of SPSS 26 program.

During the data collection stage, the researcher introduced the subjects to the process of examining the discussed variables, while providing the necessary explanations to the subjects and obtaining the informed consent of the participants.

The criteria for entering the subjects into the research process was as follows: 1. not having deep behavioral, emotional and psychological problems, 2. having the consent of the student, teacher and parents, towards participating in the research, 3. studying in the first year of secondary school in normal schools Governmental and non-governmental, 4. Having normal IQ (not being slow minded), 5. Not affecting the teaching and learning process of students, based on the curriculum.

Also, the criteria for the withdrawal of the subjects from the research process was as follows: 1. Dissatisfaction of the student, teacher and parents, regarding the continuation of cooperation, 2. Impact on the teaching and learning process of the student, based on the class schedule, 3. Creating Emotional, psychological, physical problems, etc. for the student.

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Results

Table 1. Descriptive indicators of research variables

Variable	Average	standard deviation
Mother's involvement	10.12	2.23
Mother's autonomy support	17.78	3.99
mother's warmth	30.76	7.88
Father's involvement	15.66	2.69
Father's support of autonomy	19.93	3.42
father's warmth	39.88	8.96
Social Problem Solving	88.57	12.04
Psychological well-being	78.23	10.40

Table 2 shows the results of the Pearson correlation test. In this table, the two-by-two relationship of research variables is reported.

Table 2. Correlation matrix of research variables

Variable	1	2	3	4	5	6	7	8
1. Mother's involvement	1							
2. Mother's autonomy support	.18*	1						
3. mother's warmth	-.42**	.60**	1					
4. Father's involvement	.19*	-.02	-.12	1				
5. Father's support of autonomy	.07	.29**	.19*	.03	1			
6. father's warmth	-.34**	.50**	.67**	-.18*	.32**	1		
7. Social Problem Solving	-.16*	.47**	.52**	-.09	.17*	.53**	1	
8. Psychological well-being	-.26**	.44**	.65**	-.14	.06	.56**	.69**	1

According to the above correlation matrix, it was determined that the psychological well-being variable has a negative and significant relationship with the mother's involvement. This means that with the increase in the mother's involvement, the psychological well-being of the adolescent decreases. However, this variable has a positive and meaningful relationship with mother's self-following support, mother's warmth, father's warmth and social problem solving. Psychological well-being has no significant relationship with father's involvement and father's support.

In order to test the mediating role of the social problem solving variable in the relationship between parents' perception and psychological well-being, the path analysis method was used according to the Baron and Kenny method (1986).

In Table 3, parents' perception method was placed as a predictor variable for mediating variable (social problem solving) and standard regression weight, coefficient of determination of regression model and f index were reported.

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Table 3. Effects of the predictor variable on the mediator variable

mediator	predictor	R2	F	P	Beta	T	Sig
social problem solving	Mother's involvement	.36	17.54	.001	.08	1.23	NS
	Mother's autonomy support				.19	2.56	.01
	mother's warmth				.23	2.62	.01
	Father's involvement				-.02	.34	NS
	Father's support of autonomy				-.08	.55	NS
	father's warmth				.31	3.71	.001

As can be seen in Table 3, mother's self-adherence support, mother's warmth and father's warmth are able to predict social problem solving and 36% of social problem solving variance is explained by these components. Therefore, the variable of parental perception has an effect on the variable of social problem solving.

Hierarchical regression analysis was used to investigate the mediating role of social problem solving variable in the relationship between perception of parenting style and psychological well-being. In the first step of this analysis, the exogenous variable of the model (perception of parenting style) was entered into the equation to predict the endogenous variable of the model (psychological well-being). After that, the intermediate variable entered the equation in the second order. The results of two step of regression analysis are shown in Table 4.

Table 4. The results of hierarchical regression analysis for predicting psychological well-being

step	Variable	R2	F	P	Beta	T	Sig
1	Mother's involvement	.47	28.13	.001	.07	1.09	NS
	Mother's autonomy support				.07	1.02	NS
	mother's warmth				.49	5.9	.001
	Father's involvement				-.04	.79	NS
	Father's support of autonomy				-.13	2.31	.02
	father's warmth				.26	3.38	.001
2	Mother's involvement	.62	43.79	.001	.03	.51	NS
	Mother's autonomy support				.02	.39	NS
	mother's warmth				.37	5.25	.001
	Father's involvement				.03	.72	NS
	Father's support of autonomy				.12	2.38	.02
	father's warmth				.11	1.6	NS
	social problem solving				.48	8.54	.001

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As can be seen in Table 4, the inclusion of the intermediary variable in the analysis has increased the coefficient of determination from 0.47 to 0.62. Table 5 shows the direct, indirect and total effect for exogenous and mediating variables on the endogenous variable.

Table 5: Direct and indirect effect of exogenous and intermediary variables on endogenous variables

Variables	Direct effect	indirect effect	total effect
Mother's involvement	-	-	-
Mother's autonomy support	-	-	-
mother's warmth	.37	.12	.49
Father's involvement	-	-	-
Father's support of autonomy	.12	-	.12
father's warmth	-	-	-
social problem solving	.48	-	.48

The results of the above table show that solving the social problem has a significant mediating role for the exogenous variable (parents' perception) and the endogenous variable of the model (psychological well-being). It can be seen that mother's warmth, father's support of autonomy and social problem solving had an effect on the psychological well-being variable. However, the components of father's involvement and mother's involvement and mother's autonomy support did not have a significant direct effect on psychological well-being. Figure 1 shows the final research model. In this figure, the effects between the predictor variables and the mediating variable on the criterion variable can be seen.

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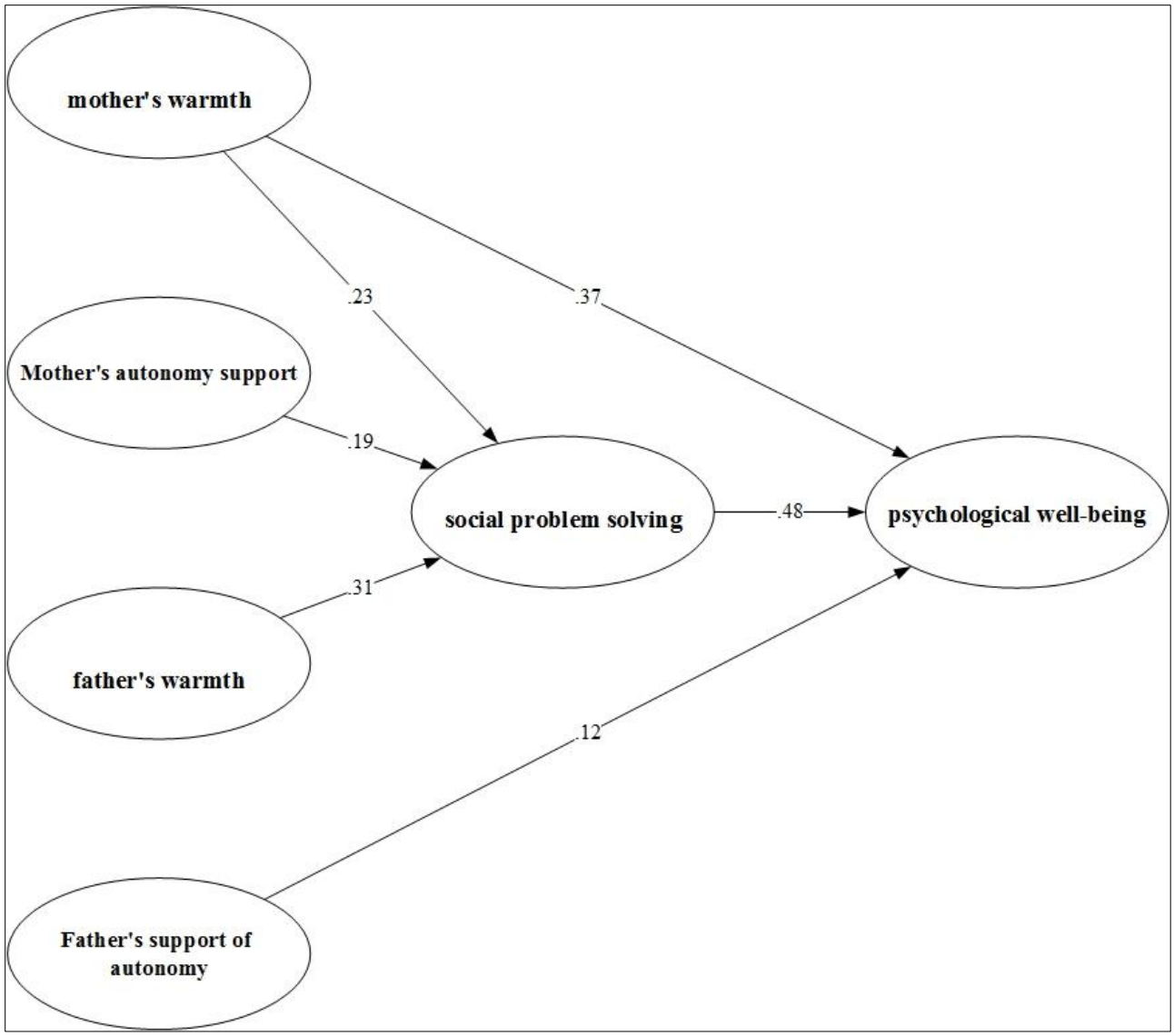


Fig. 1. The final research model

Discussion

The present study, in the form of a model, examined the effect of social problem solving on the relationship between the perception of parenting style and psychological well-being. The obtained results indicate that some components of parenting style perception (mother's warmth, Father's support of autonomy) and social problem solving have a direct impact on psychological well-being. However, the components of father's involvement, mother's involvement, and Mother's autonomy support did not have a direct and significant effect on psychological well-being. In addition, the components of father's warmth, mother's warmth and Mother's autonomy support through problem solving have an indirect effect on psychological well-being.

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The findings of the present research are consistent with the results of studies by Khodabakhsh & Kiani (2014), Chirkov and Ryan (2001), Pentrich and Shank (2002), Moltfet and Khayyer (2012), and Uji et al. (2014).

To explain the indirect effects, it is necessary to first explain the prediction of psychological well-being based on social problem solving.

One of the problem solving variables that play a role in increasing mental well-being in teenagers is trust in solving problems. In order to increase this variable, the confidence of the individual in his beliefs and abilities towards solving problems and his self-efficacy should be increased. In other words, people who believe in their abilities to deal with problems are more self-reliant, have a positive attitude towards life issues, have a greater desire to face problems, and ultimately have higher psychological well-being. These people feel less alone in problematic situations and make the most of their personal and social resources to solve existing problems. These people feel less alone in problematic situations and make the most of their personal and social resources to solve existing problems. In general, non-constructive problem-solving styles (helplessness, containment and avoidance) as well as constructive problem-solving styles (creativity, trust and orientation) determine the level of mental health and personal well-being. Using constructive problem-solving styles helps to establish and improve general health and mental well-being, and using non-constructive styles gradually breaks the ossification of the psychological structure and leads to a significant decrease in mental well-being. (Aghayousofi and Sharif, 2011).

Having the ability to solve problems is one of the factors that plays an important role in the psychological well-being of teenagers. Because when people learn how to make logical and correct decisions about issues, express themselves, put forward their ideas and demands, and give decisive answers to the demands of others, their mental health is strengthened. Having the ability to solve problems and learning this skill enables a person to transform his knowledge, values and attitudes into actual abilities. These skills can lead to a healthy life and affect a person's feelings about others and others' perception of him(Kathryn & et al., 2003).

Next, researchers have explained the indirect effects of three variables: mother's warmth, father's warmth, and mother's autonomy support through problem solving (intermediary variable).

In explaining the effect of mother's warmth and father's warmth on children's mental health, it can be said that their warmth leads to responsiveness, sensitivity and attention towards their children.

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[DOI: 10.52547/ijer.1.2.1]

Such parents usually have an encouraging, firm and friendly style in dealing with their children. (Leung et al., 2004). According to Pelegrina et al. (2003), The warmth and affection of parents, especially the mother, is a source that helps children to discover themselves and thus achieve a sense of security, trust and positive orientation towards others. It is very clear that these psychological components form the basis of a psychological well-being. Also, supporting children's self-control by parents encourages them to solve problems and gives them the courage to choose and participate in decision-making (Grolnick & Ryan, 1989).

Negotiation and compromise have a positive and constructive role in children's adaptation and health (Dadds et al., 2019). Children who have warm and friendly parents express their opinions in a friendly manner and other family members listen to their statements. This issue provides grounds for self-esteem in each family member. In this family, the rights of all people are respected. Therefore, it can be expected that the children have a responsive, warm and friendly style and have a high level of social problem solving and decision-making power. As a result, these children enjoy optimal performance, positive interaction with others, purposefulness, independence, and in general, more well-being and mental health. It can be said that if parents fulfill their children's emotional and cognitive needs with strength and authority, they see the world around them as valuable and a sense of commitment is formed in them. Parents should allow their children to express themselves, so that they feel that they have the necessary ability and competence to solve problems, as well as have sufficient control over their environment. A sense of control is created in them, and finally when parents teach their children that diverse experiences in life are valuable, a sense of challenge appears in them and their ability to solve problems is strengthened. It can also be acknowledged that, based on Hans selye's theory, when faced with problems, people enter the resistance stage after experiencing the danger notification stage. In this stage, as long as the stressor continues, the body's mechanisms are mobilized by expending energy to deal with the stressor. The faster a person can handle the problem, the less energy is spent and the probability of reaching the stage of exhaustion and fatigue decreases, and as a result, psychological and physical health is more guaranteed (Atakht et al., 2013). The support and intimacy of parents towards their children leads to the maximum reduction of stressful factors, strengthening problem solving and ultimately strengthening mental well-being.

The current research, like other researches, has limitations, such as the lack of control over the economic status, gender, and age of the subjects.

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[DOR: 20.1001.1.2980874.2022.1.2.1.9]
[DOI: 10.52547/ijer.1.2.1]

It is suggested that researchers conduct research to determine the difference in parents' perception between boys and girls. It is also suggested that in the form of longitudinal or cross-sectional designs, the interaction of age factors and perception of parents' style in fostering social-problem solving and psychological well-being should be investigated.

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[DOI: 10.52547/ijer.1.2.1]

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee of Islamic Azad University of Marvdasht.

Author contributions

M.M, M.K and Z.A contributed to the study conception and design, material preparation, data collection and analysis. All authors contributed to the article and approved the submitted version.

Funding

The authors did (not) receive support from any organization for the submitted work.

Conflict of interest

The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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