



Studying the Effects of Parenting Styles on Teacher Authoritarianism and the Possibility of its Reproduction in Class Management

Rashid Ahmadifar¹, Hassan Montazery khosh²

ARTICLE

INFO

Article history:

Received:

09/06/2023

Accepted:

01/03/2024

Available

online:

Winter 2023

Keyword:

parenting styles,
authoritarianism
, reproduction,
class
management,
teachers

Abstract

The present research is aimed at studying the effects of parenting styles on teacher authoritarianism and the possibility of its reproduction in class management in the schools of Urumia. The research method is operational and in terms of data gathering is descriptive-correlation and the statistical universe includes all Teachers of Urmia city, 4506 subjects, and 351 subjects were selected as statistical sample by using Cochran statistical formula and random-stratified sampling method. The data gathering tool is standard questionnaire of parenting styles of Baumrind and authoritarian personality of Adorno-Altemer. SPSS was used to analyze data and also r correlation and multi-variable regression model. The result of this research indicates that the correlation between the components of permissive and authoritarian parent styles with teacher authoritarianism at a meaningful level less than 0/01 and 0/99 reliance was confirmed and the type of relationship is positive and direct and the linear relationship between authoritarian parent style components and teacher authoritarianism at a meaningful level of less than 0/01 was confirmed and the type of relationship is negative and inverse. The results of regression analysis show that the existing variables in model could explain 0/24 of the dependent variable variations of authoritarianism.

Ahmadifar, R., & Montazery khosh, H. (2023). Studying the Effects of Parenting Styles on Teacher Authoritarianism and the Possibility of its Reproduction in Class Management. *Journal of School Administration*, 11(4), 181-202

1. Associate Professor of Sociology, Department of Social Sciences, Farhangian University, Tehran, Iran. (rashidahmadifar@gmail.com)

2. PH. D of Sociology

Introduction

The role and function of teachers in the educational structure and the adoption of different approaches in classroom management, although it depends on many psychological, social and cultural factors, but in the meantime, the construction of personality as an important and effective mediator needs clarification and requires scientific scrutiny. Personality is structured through socialization mechanisms, and in a dialectical relationship, it can affect actions and how to manage the classroom. In other words, the way teachers interact with students and how to manage the classroom can be influenced by the childhood interactions of teachers with their parents, and the vertical or horizontal relationships between teachers and parents are represented and recreated in the classroom space as similar relationships. (Mantezari Khosh, 2016: 1).

The beginning of personality studies goes back to ancient Greece (Thomas and Chamaro, 2005:17). Today, the phenomenon of personality and its types have attracted the attention of many thinkers and experts. The term personality is part of the definition of socialization (Pulavinja and Platt, 2012:4). Lewis (1981) uses three conceptual models (interactional, environmental and psychological) to pay attention to personality changes and points out that none of the models alone are able to explain personality changes (Wright and Michel, 1987:18). According to Bourdieu's integrative and relational view, there is not only a

dialectical relationship between people's character and habits, as well as social structure, but social structures also affect each other in a dialectical cycle; A concept that Bourdieu calls structural homology (Bourdieu, 1997:221). Therefore, one should not exaggerate about the role of education in creating a platform for personality formation (Romanish, 1995:20). Towing (1984) points out that different social and cultural environments lead to different personality attitudes (Wright and Michel, 1987:18).

Among the personality types, authoritarian personality is a special type of personality that requires serious understanding and reading. Obedience and dominance is the central principle of any theory of authoritarianism (Norris, 2005:127). Elmes (1972) explains the relationship between authoritarianism and real obedient behaviour and believes that measuring obedience is measuring the acceptance of real authority (Elmes, 1972: 313). The nature of many dominants is interpreted through psychological perspectives, and the influence of parental discipline has a prominent effect. Lack of closeness with father is an influencing variable, which explains obedience. Despite this, caution is necessary in this field because although in many cases obedience depends on dry family upbringing, in several cases a warm relationship with parents and institutions has also led to obedience (Elmes and Milgram. 1966: 288). Obedience is the same process of "individualization" that in the presence of others, the levels of the person

disappear and by accepting the rules of the majority, the person is relieved of the responsibility of an individual actor (Freud, 1921).

Dominance and violence are the other side of authoritarianism. From Altimer's (1981) point of view, authoritarian behaviour is not only aimed at violence against social deviants, but also against normal people; Provided that it is justified by those in authority (Altimer, 1981: 201). In fact, such people are less able to reach non-conventional stages of reasoning. For such people, blame is the conventional form of behaviour control, and the restrictions they impose on rule breakers represent these approaches (Norris, 2005:14).

Conventionalism is another characteristic of authoritarianism that provides legitimizing foundations for domination and domination. The meaning of customaryism is that a person is required to accept social obligations based on collective force and is different from internalized customary values (Adorno et al., 1950:231). Adorno and his colleagues consider conventionalism as the main characteristic and Feldman considers conformity to be the fundamental characteristic of an authoritarian personality (Feldman, 2003:165). According to Altheimer, conventionalism is a high degree of loyalty to customs established by society and those in authority. be binding and approved (Altimer, 1996:6). By extracting these three basic dimensions from the classic work of Adorno and colleagues, researchers

have directed their research on the issue of authoritarianism.

At the beginning of 1930, members of the Frankfurt school, Adorno, Horkheimer, Marcuse and Fromm, under the influence of social psychoanalysis in the studies of authority and family, based on Fromm's inference from Freud's personality types, used psychological typology (Fromm, 1941:161). Despite the differences in the interpretation of the theory of motivation, they believed that social and economic factors, especially during childhood, shape the instinctive structure of people. They wanted to connect instinctive and social structures using the theory of internalization (Jaris, 2014:13, 14). Forum deals with the role of modern society in the formation of mental disorders. Based on this, his emphasis is on the neurotic mechanisms that a person uses to escape from human experiences. From Forum's point of view, this personality disorder is an attempt to escape the alienating effects of a society that denies a person's basic needs. It is a sick society that makes a person sick and anti-social; The family transfers pathological mechanisms and social irrationality to the child and reinforces them with feelings of hatred and disgust (Negler, 1972:198).

In the book *Escape from Freedom*, Fromm distinguishes between rational authority and irrational authority to prove that authority can be oppressive and is a necessary stage for human development (Fromm, 1941:164). Adorno mentions the positive dimensions of teacher-student authority

and parent-child relationships in 1970 in a conversation about education and maturity and responsibility, which is close to Baumrind's views (Adorno and Becker, 1999:26). Instead of examining the family as a separate and unrelated unit, the forum considers the family as the link between dominant social and economic structures. Capitalist authority is reproduced through the family where, in most cases, the father acts on the basis of authority and reproduces the same dominance he indulges in the workplace. (Adorno, 1950: 654).

Adorno and his colleagues' work on racism that inspired the Institute's research is the second study of authority in a particular society (Norris, 2005: 9). Among the personality types of Freudian psychoanalysis, Forum's concept of authority-seeking character and Forum's interpretation of personality played a prominent role in this study (Norris, 77 and 78). According to Adorno's point of view, the genuine liberal is the opposite of authoritarianism and is a kind of balanced personality that balances the self, self, and superego (Adorno, 1950: 771). A genuine liberal has personality independence, revises values and is ready to face differences (Adorno, 1950: 781). Conventionalism, domineering and domineering refer to the pathological functions of the superego. In fact, authoritarianism includes disturbance in superego and moral development. (Marinos, 1986: 38).

Altimer is the strongest defender of the social learning approach

regarding authoritarianism (Altimer, 1981 and 1988). One who views authoritarianism as learning a set of behaviours that requires responding to rewards and punishments; It is determined by socialization agents in childhood and continues throughout life. According to Chan's (1985) study of Mao's children, he found that during the revolution, the authoritarian personality was dominant among Mao's followers, and in most cases, families guided such an attitude (Chan, 1985:207). This view is in harmony with Altimer's approach regarding the social teaching aspects of authoritarianism. Social learning can include parents' emphasis on unquestioning conformity and respect for authority figures. Altheimer replaced social pressure with psychological pressure that was once presented by Freud (Steiner, 2005: 149).

Melvin Cohen (1977) and Cohen and Schooler (1969) have concluded in their field research on young people that the social and economic base can cause the growth of authoritarianism due to the values that are transmitted from parents to children. According to this theory, the jobs of people belonging to the lower classes are such that they require obedience to authority, and in the same way, people with these jobs internalize the values of obedience and extend these values to the family environment and to their parenting methods. they transfer (Cohen, 1977:35 and 189). The psycho-social mechanism of this parenting style revolves around learning and

transferring values through parents to children (Cohen and Schooler, 1969: 659-665).

The theoretical logic of both studies (psychoanalysis-social learning) is different. Adorno considers authoritarianism to be a personality construct that is a product of childhood. While Altheimer's learning perspective says that authoritarian behaviour is learned in later periods (Martin, 2001) and authoritarianism depends on the situation of people.

The family is the main pillar of the formation of human personality and plays an important role in the process of socialization and acculturation of people (Madahi et al., 2012: 333). Studies have shown that one of the most effective factors in the development process of people's personality is the parenting style of their parents (Belsky and Barnes, 2002). Parenting styles are children's educational patterns that are formed by parents' normative interactions and how they respond to children (Desjardins et al., 2008). Ghasemi and Berandgi (2010) on family structure; Porafkari et al. (2011) also consider the authoritarian control of parents as an effective factor in the formation of an authoritarian personality. Norris (2005) in a philosophical research titled "authoritarian personality in the 21st century" considers family relationships in childhood as a very important factor in the formation of an authoritarian or non-authoritarian personality.

In the study of parenting styles, researchers have presented different models that are compatible with

classroom management styles (Sigron, 2011: 2). Parenting styles of McCoby and Martin (Sosias, 2015), which is a development of Baumrind's parenting style, is one of the most common parenting patterns. Baumrind (1971) explains two dimensions in family management that can predict people's behaviour. The first dimension is responsiveness, warmth, emotion and positive reinforcements that are related to children's opinions. The second dimension is related to control of tools and a level of expectations and demands. Based on these dimensions, there are 4 types of parenting styles. Logical authority that includes both dimensions, domineering, (responsiveness is less than demand), domineering (low demand and high responsiveness), careless and negligent, both dimensions are at a low level. Logical authoritative parents try to guide their children's behaviour with rational methods and explain their educational policies with reasoning. However, the rational parenting strategy is a combination of consent and duty; Freedom and responsibility. Such parents believe in the autonomy and conformity of their children at the same time (Bamrind, 2003:890). Parents are domineering, cold and heartless and control their children with punishment and restrictions. Such parents have their own logic for applying restrictions (Bamrind, 891). Dominant families often humiliate children and do not provide explanations about punishment (Barber, 2000). Such parents consider children's obedience to be a moral

virtue and use power and punishment to prevent their children's autonomous behaviour and seek to maintain traditional and hierarchical structures that are highly prestigious from their point of view (Bamerind, 2003: 891) Levin , for the transition of a person under domination in the framework of the family to adulthood, he pays attention to seeking authority and considers it a compensatory act to fill spiritual gaps (Levin, 2002:61). Kihani (1384), believes that in a domineering family, children are strictly controlled and are not allowed to oppose their parents' decisions, so people who grow up in these families have a subordinate personality.

In the domineering parenting style, parents are warm and kind but have limited control over their children's behaviour. Such parents are subject to their children's wishes and do not have an active and responsible role in their children's behaviour and future. Parents allow their children to organize their activities based on their personal desire and even avoid controlling them as much as possible and do not force them to comply with externally defined standards (Bamrind, 2003: 891) Adam Kahan Imbalance between love and power (parenting style) Dominant and domineering) is considered important in all management fields. Parental management through power without love leads to the denial of children and with powerless love leads to self-denial, which is destructive in both cases (Kahan, 2010:53). Educational and classroom management can also

have such consequences. In a carefree parenting style, kindness and control are minimized. Each of these styles has a different effect on children. From Henchel's (2014) point of view, the carefree and negligent parenting style has been effective in the emergence of narcissistic personalities. But children with logically authoritative parents have better emotional and social development and are more academically successful and more rational (Hale, 1995). Madhaghi et al. (2012) believe that there is a direct relationship between free and open-minded personality traits and logical authoritative parenting style. It can be said that logical authoritative parenting style is correlated with broad personality development. From Kahan's point of view, exercising power combined with love (logical power) leads to personality balance and reducing destructive authoritarianism (Kahan, 2010:103).

The concept of classroom management styles is consistent with Baumrind's views on parenting styles. According to Baumrind's perspective, there are various styles of classroom management that are compatible with parenting styles. Classroom management styles are also similar to parenting styles with dual dimensions of control and participation (Bamrind, 1971). In other words, classroom management is a combination of these dimensions (control and emotion). Bamrind considers the result of the combination of these two dimensions to

be 4 types of classroom management styles. The class management style is domineering, accompanied by severe restrictions and punishment, and students' participation in the process of class management and making statements is minimized. The character of the teacher in this management style is cold and heartless, and teachers reduce relationships to the point of dry and soulless control. Dominant management style is defined by non-participation; Students are not responsible for much freedom (Chamondeswari, 2013: 370) and classroom control is sacrificed for students' freedom (Sigrun, 2011: 2). In the careless and negligent style of management, while students are not assigned tasks, they are also left to their own devices.

The rational authoritative class management style includes the high expectations of the teachers and clarification is done before acceptable and unacceptable behaviours. Also, the relationship between teacher and student is warm and emotional (Chamondeswari, 2013: 370). The management style of the rational dominant class is a combination of the domineering and domineering management style. Domineering teachers are full of emotion but do not have much control over the classroom, and domineering teachers only exercise power in the absence of emotion. The rational authoritative management style applies the balance between love and power in classroom management

(Heidorn, 2016: 1). Such a view is close to Adam Kahan's approach about the connection of love and power in management processes. Walker (2009) believes that to manage complex processes in the classroom, it is necessary to combine both dimensions (control and emotion) and competent teachers combine logic, control and emotion. Baker et al. (2009) consider this management style useful for all students. The research findings of Schindler et al. (2009) note that there is a correlation between the high quality of classroom management and student progress. Based on research findings, Higgin and Mol (2009) concluded that students felt safe in the classroom when teachers applied discipline and affection at the same time; in other words, the classroom management style of such authoritative teachers was logical. The purpose of this research is to study the impact of parenting styles on teachers' authoritarianism and the possibility of its representation in classroom management in Urmia schools, and through what mechanisms family structure affects the construction of education and authoritarian or non-authoritarian roles. reproduces; Roles that can lead to the dilemma of domineering or domineering teachers in front of students, or authoritative and rational management in the classroom. The current research is different from the majority of previous researches since it focuses on teachers as effective actors of the educational system, and it can have useful results both for the

educational system and for the modern society of Iran, which is involved in many problems. In this regard, according to the mentioned contents, research hypotheses are formulated as follows:

- There is a relationship between the age and the level of authoritarianism of Urmia school teachers.

- There is a relationship between the level of service experience and the level of authoritarianism of Urmia school teachers.

- There is a relationship between the domineering parenting style and the authoritarianism of Urmia school teachers.

- There is a relationship between the rational authoritative parenting style and the authoritarianism of Urmia school teachers.

- There is a relationship between the domineering parenting style and the authoritarianism of Urmia school teachers.

Methodology

The current research is quantitative and of a descriptive and correlational type, and based on the purpose of the research, it is of an applied type, and in terms of depth, it is part of a comprehensive research and considering the time criterion, it is cross-sectional, meaning that in the current research, the data about Several studied traits have been collected at a point in time (1395-1396). The statistical population in this research includes all the male and female teachers of the schools of Urmia in the

number of 4506 people, of which 351 people were selected by using Cochran's statistical formula and stratified random sampling by dividing into two regions. And according to the population of three educational levels, they were selected as the sample size to collect information. In order to collect the required data about the people of the society, data has been collected through stratified random sampling. In this type of sampling, community members are selected according to a hierarchy of community units (from larger to smaller units). The work steps are as follows:

Step 1: Samples are allocated according to the number of teachers in each district (stratified sampling).

Step 2: Selection of schools in each of the districts (simple random sampling)

Step 3: Questioning teachers in selected schools (Table No. 1).

Table No. (1): The number of specific samples by education districts of Urmia city

Sample	Teachers	Grade	Education Districts
76	979	Primary	District 1
40	521	First secondary school	
51	653	Second secondary school	
167	2153	Total	
86	1100	Primary	District 2
42	537	First secondary school	
51	716	Second secondary school	
184	2353	Total	
162	2079	Primary	
82	1058	First secondary school	
102	1369	Second secondary school	
351	4506	Total	

To measure the variable of parenting styles, Bamrind's standard parenting styles questionnaire was used. This questionnaire was designed by Diana Bamrind in 1972 and contains 30 items, 10 of which are related to the domineering style, and 10 items to the domineering style. domineering and 10 other items are assigned to the rational authoritative manner. The pattern of answering the questions follows the 5-point Likert scale. This questionnaire has been examined in several researches and its validity and

reliability have been obtained. Buri (1991), using the retest method in the group of mothers for domineering, domineering, and logical dominant styles, found the reliability of the questionnaire to be 0.81, 0.86, 0.77, respectively, and 0.77 for fathers. reported 0.85, 0.88. Esfandiari also, based on the retest method, reported the reliability of the test for a group of 12 mothers and with a time interval of one week for domineering, domineering, and logical dominant methods, respectively, 0.69, 0.77, and 0.73.

(Sajadi et al., 2012). Also, to measure the authoritarianism questionnaire from Adorno and Altheimer's standard questionnaire (including nine components of traditionalism, dominance, authoritarian violence, superstition, strength and toughness,

destructiveness and pessimism, projection, anti-emotionism, radical attitude towards sex) have been used. The face validity of the aforementioned questionnaires was confirmed by experts and experts.

Table number (2): Reliability coefficient of research variables

Alpha Coefficient	Number Of Items	Dimensions Of Variables	Variable
0/927	7	domineering	Parenting
0/978	7	logical authority	
0/919	6	domineering	
0/740	2	traditionalism	The formation of an authoritarian personality
0/785	3	mastery	
0/807	4	Authoritarian violence	
0/769	3	superstition	
0/725	5	Strength and toughness	
0/813	2	Destruction and pessimism	
0/702	2	projection	
0/731	2	anti-emotionalism	
0/712	2	Radical attitude to sex	

Cronbach's alpha technique has also been used to measure the reliability of the mentioned scales. According to the results of Table No. (2), the reliability coefficients obtained for all the components of authoritarian personality and parenting styles are estimated to be higher than 0.7, which indicates the internal reliability of the items.

Research findings

According to research findings, 51.9% of the sample are men and 47.3% of the sample are women. The average age of the respondents is 39.91

years. 4.6% of teachers have diploma and postgraduate education, 52.2% have bachelor's education, 33.3% have master's degree and 1.7% of the studied people have doctorate education. The minimum average service history of the studied teachers is 18.93. According to the findings, 21.9% of the respondents work in the primary school, 49.9% in the first secondary school and 27.4% in the second secondary school.

Table No. (3): Descriptive statistics and variable distribution of parenting methods

classes						standa rd deviati on	maxi mum	minimu m	Avera ge	Variable
low		medium		high						
perce nt	Frequ ency	perce nt	Frequ ency	perce nt	Frequ ency					
17/9	63	47	165	27/1	95	35	10	5/70	21/76	domineer ing
45/9	161	41/9	147	7/4	26	36	6	6/73	25/32	logical authority
14	49	41/9	147	40/5	142	31	9	5/11	20/42	domineer ing
31/9	112	45	158	10/5	37	83	44	9/18	67/61	Total

The results of the descriptive statistics obtained for the structural components of parenting styles in table number (3), indicate that 27.1% of the respondents have a domineering parenting attitude in a high degree, 47% in a moderate degree and 9 17% are low. In terms of authoritative and

logical parenting, 7.4% have a high level of logical parenting attitude, 41.9% have an average and 45.9% have a low level. And 40.5% have a domineering parenting attitude to a high degree, 41.9% to an average degree and 14% to a low degree.

Table No. (4): Descriptive statistics and dispersion of the variable of authoritarian personality formation

classes						maxim um	mini mum	standard deviation	Avera ge	Variable
low		medium		high						
perce nt	Frequ ency	perce nt	Frequ ency	perce nt	Frequ ency					
41/1	124	52/3	158	6/6	20	33	6	5/30	22/18	Conventional ism
10/5	31	54/1	160	35/5	105	35	7	5/63	18/79	mastery
31/1	98	47/6	150	21/3	67	42	15	6/48	29/43	Authoritarian violence
52/5	160	42/6	130	4/9	15	18	3	3/27	12/12	superstition
29/6	89	50/2	151	20/3	61	29	9	4/55	19/50	Strength and toughness
17/2	56	55/1	179	27/7	90	12	2	1/93	5/77	Destruction
12/8	40	72/1	225	15/1	47	12	2	2/211	7/56	projection
63/9	205	26/8	86	9/3	30	12	2	2/34	7/78	Anti- sentimentalis m
15/2	50	58/5	192	26/2	86	12	2	1/95	5/71	Radical attitude to sex
14/4	33	62	142	23/6	54	175	84	21/86	127	Total

The results of the descriptive statistics obtained for the components of the authoritarian personality formation in table number (4), 6.6% of the respondents have conventionalism in a high degree, 52.3% in a moderate degree and 41.1% in They have underestimated. In relation to authoritarian dominance, 35.5% is high, 54.1% is medium and 10.5% is low. Regarding authoritarian violence, 21.3 percent is high, 47.6 percent is moderate, and 31.1 percent is low. Regarding superstition, 4.9% have evaluated it as high, 42.6% as moderate and 52.5% as low. In relation to

strength and toughness, 20.3% stated it as high, 50.2% as moderate and 29.6% as low. Regarding destructiveness and pessimism, 27.7% expressed it as high, 55.1% as moderate and 17.2% as low. Regarding projection, 15.1% stated it as high, 72.1% as medium and 12.8% as low. In relation to anti-emotionism, 9.3% of the respondents mentioned it as high, 26.8% as moderate and 63.9% as low. Regarding the radical attitude to sex, 26.2% of the respondents have rated it highly, 58.5% moderately and 15.2% low. In total, 23.6% of the respondents' attitude of authoritarian

personality is high, 62% is medium and 14.4% is low. Pearson's r correlation coefficient has been used to measure the correlation

between the variables of parenting styles and authoritarian personality of teachers

Table No. (5): Correlation between parenting styles and the formation of authoritarian personality

variable						Authoritarian character
parenting methods					Age	
parenting methods	authoritative	logical	compromising	service history		
percent	percent	percent	percent	percent	percent	
***0/001	**0/367	**-/252	***0/067	*/229	***0/049	Conventionalism
0/248	**0/208	*-/106	**/153	**/127	**0/324	mastery
***0/054	*0/119	***-/044	***0/015	**/332	**0/175	Authoritarian violence
***0/056	**0/176	**-/311	*/119	**/129	***0/033	superstition
***0/027	***0/113	**-/315	**0/260	**/318	***0/026	Strength and toughness
***0/008	**0/188	***-/103	**0/242	**0/352	*0/139	Destruction
0/238	**0/269	*-/032	**0/301	**/346	***0/083	projection
**0/272	**0/384	**-/194	**0/380	**/328	**0/206	Anti-emotionalism
***0/082	***0/063	**-/199	***0/072	**/348	***0/087	Radical attitude to sex
**/270	**0/278	**-/224	**0/264	**/321	**0/427	Authoritarian character

***: significance at level 01/ *: significance at level 05/ **: lack of significance

The results of table number (5) indicate that the correlation between the variables of age and length of service

with all the components of teachers' authoritarian personality was statistically significant with 99% and

95% confidence. Correlation between the domineering parenting style variable with the components of dominance, strength and toughness, destructiveness, projection, anti-emotionism and authoritarian personality structure with 99% confidence and at a significance level of less than 0.01 and with the superstition component with confidence 95% and at a significance level of less than 0.05 was confirmed, the type of relationship is also positive and direct, which means that with the increase of domineering parenting methods, the amount of authoritarianism of the studied teachers increases and vice versa. Meanwhile, the linear relationship between the mentioned variable and the components of traditionalism, authoritarian violence and radical attitude towards sex is not statistically significant.

The correlation between the logical authoritarian parenting style variable with the components of conventionalism, superstition, strength and fortitude, anti-emotionism, radical attitude towards sex and authoritarian personality structure was confirmed with an error of less than 0.01, the type of relationship is also negative and inverse. It means that with the increase of logical parenting methods, the level of authoritarianism among the studied teachers decreases, and with the decrease of logical parenting methods, the level of authoritarianism among teachers increases. On the other hand, the linear relationship between the

mentioned variable and the components of dominance, authoritarian violence, destructiveness and projection is not statistically significant.

The linear relationship between the variable of domineering parenting style with the components of conventionalism, domineering, superstition, destructiveness, projection, anti-emotionism and authoritarian personality structure was confirmed with 99% confidence and at a significance level of less than 0.01. The aforementioned is confirmed with the component of authoritarian violence with 95% confidence and at a significance level of less than 0.05, the type of relationship is also positive and direct, stating that with the increase of authoritarian parenting methods, the level of authoritarianism There will be more teachers, also with the reduction of domineering parenting styles, the authoritarianism of teachers will decrease, meanwhile, the correlation between the variable of domineering parenting style with the components of power seeking and radical attitude towards sex is not statistically significant. The correlation between the structure of parenting methods with the components of dominance, projection, anti-emotionism and authoritarianism personality structure is statistically significant with an error of less than 0.01 and with 99% confidence, the type of relationships mentioned is also positive and It is direct, in the sense that with the increase in the level of undesirable parenting, the level of

authoritarianism among the studied teachers also increases and vice versa. Also, the linear relationship between parenting methods and other components of authoritarian personality is not statistically

significant. In the present study, multivariate regression analysis was used to measure the effect of independent variables on the variable of teachers' authoritarianism.

Table No. 6: Multivariate regression analysis statistics of authoritarian personality formation

Collinearity check		P-Value	t	(Beta)	Variable
Variance inflation index tolerance	Variance inflation index tolerance				
1/33	/975	0/000	-5/98	-/299	Logical authoritative parenting
1/29	/951	0/000	5/45	0/274	Dominant parenting
1/60	/858	0/000	4/12	0/218	Years of service
1/32	873	0/000	3/75	0/205	Age
1/74	/932	0/000	3/38	0/191	Dominant parenting
Coefficient of determination and adjusted coefficient of determination		Durbin-Watson statistics	P-Value	F	The whole regression model
R= 0/618 R Square= 0/291 Adjusted R Square= 0/284		1/75	0/000	20/38	

According to the results of table number (6), it can be stated that one of the basic concepts in regression analysis is the linearity of the relationship between independent and dependent variables, which in this research is based on the statistics obtained in the analysis of variance

table.(significance level obtained $\leq 0.000.05$), this precondition is confirmed and it indicates that the regression model has a good fit and the set of independent variables are able to explain well the changes of authoritarianism variable. Also, the establishment of independence of

errors is another prerequisite for the order of linear regression analysis, which has been achieved according to the value of Durbin-Watson's statistic (between 1.5 and 2.5); The meaning is that the Watson camera rate obtained for the present model indicates that the residuals are independent of each other and the assumption of no correlation between the errors is not rejected. The assumption of non-collinearity of the independent variables has also been confirmed, according to the values of the tolerance index (close to the number one) and the variance inflation index (smaller than the number two).

The independent variables present in the regression model, including the variables of logical authoritative parenting, domineering parenting, service history, age, and domineering parenting, respectively, have had the greatest impact on the authoritarianism variable of teachers. Also, the effects of all the mentioned variables on the dependent variable are statistically significant, in the meantime, the effect of the logical authoritative parenting variable on authoritarianism is negative and inverse, and the effect of the variables of domineering parenting, service history, age, and authoritative parenting is estimated to be positive and direct. Is. The remaining variables in the regression model have been able to explain 28.4% of the changes of the criterion variable of authoritarianism among the studied teachers based on the modified coefficient of explanation.

Discussion and conclusion

The construction of the authoritarian personality and its effect on the way of class management cannot be analyzed without considering the social constructions and the dialectical relationship between the construction of the character and other social constructions, because according to Bourdieu's point of view, the personality is a structured structure and with other constructions Social has an interactive relationship; Also, based on Towing's (1984) approach, different social and cultural environments lead to different personality attitudes. The effort to democratize education and, as a result, the formation of democratic moral norms in the way of classroom management, requires understanding the effective mechanisms of other social constructions.

Family is the first place of human education; It is a structure that, although it is built in a harmonious relationship with other social structures, the family itself also affects other structures and over time it leads to the promotion of tolerance and democracy or to the production of authoritarianism. The influence of parents' parenting styles on children, directly or indirectly, leads to assimilation and finally to internalization. The reproduction of parents' parenting styles by teachers and the possibility of its representation in the way of class management, or in other words, the structural and functional congruence of the hierarchical relationships of class and

family management, have been examined and explained in this research. The concept of logical dominant, dominant, and submissive classroom management style is consistent with Baumrind's views on parenting styles. Based on this, the significance of the three variables of the research (authoritative parenting style, logical, domineering, and domineering) with the formation of authoritarian personality and the possibility of its representation in classroom management among Urmia school teachers, is in line with the content of the proposed theories and is a part of the cosmic research results. (2014), Ghasemi and Barandgi (2010), Pour Afkari et al. (2011), Madaghi et al. (2012), Henchel (2014), Nouris (2005), Walker (2009), and Hidorn (2016).

Dominant and domineering parenting styles are two sides of the same coin. Dominant parents help the children's authoritarian domination process by responding to their children's demands and not controlling them; On the other hand, domineering parents, by controlling too much and not responding to their children's logical or illogical requests, provide the right platform for the formation of their children's authoritarian dominance. According to Kahan's point of view, there is a kind of personality imbalance among such parents. In the first, love in the absence of power brings destruction, and in the second, power without love leads to personality destruction. Such teachers with such

family and upbringing origins can help reproduce dominance and dominance in the school environment and classroom management; The meaningful relationship of the mentioned variables with the formation of the authoritarian personality is in line with the theories of Baumrind and Kahan, which somehow suggest the imbalance of love and power, control and demand. The proof of these double hypotheses in line with the theory of Cohen and Schooler is also "Chan" who believed that values are transferred to children by parents and from Adorno's point of view authoritarianism is learned during childhood; so that there is no resistance against the father's rule; Rather, the resistance is directed to centers outside the home and it is possible to become authoritarian in classroom management. Levin also considers authoritarianism as a compensatory mechanism to fill the spiritual voids of the family. Kihani (2004) considers the authoritarian family to be the reason for the growth of domineering personalities because one of the parents makes decisions and the children are strictly controlled. Ghasemi and Barandagi (2013) also consider family structure to be effective in the formation of authoritarian personality. Pour Afkari et al. (2012) believe that the social and economic base is effective on authoritarianism due to the authoritarian control of parents and the feeling of anomie. Henchel (2014) considered domineering and domineering

parenting styles to be effective in the emergence of narcissistic personalities; The representation of these parenting methods in teaching styles and classroom management leads to disruption in academic performance and lack of development of students' social dimensions. Based on the research findings of Chamundeswari (2009), Dominant management style in the classroom has minimal impact on students' academic performance. The effect of careless and negligent teachers who have sufficient knowledge but do not implement it on the academic performance of students is similar to the effect of domineering teachers.

The balance of the personality of parents who benefit from the rational authoritative parenting style contributes to the balance and dynamics of the children's personality. Teachers who are trained in such family contexts are more democratic and while controlling the students logically, they also respond to their demands and requests. According to Kahan's point of view, the balance of love (unity) and power (individuality) leads to creation and solving complex and difficult problems. Adorno refers to it as the balance between I, self and superego. The inverse and negative relationship between the rational authoritative parenting style and the authoritarian personality is in line with Baumrind's and McCobe's theory, as well as Fromm's theory about rational and irrational authority and the relationship between authority and maturity and

responsibility. According to Altheimer's view, strengthening the critical spirit towards those in authority increases the weight of libertarianism in opposition to authoritarianism. The confirmation of the direct relationship between free and open-minded personality traits and logical authoritative parenting style by Madaghi et al. (2012) is in line with the results of this variable. Based on this, teachers who have a free and open personality have been brought up in a healthier family environment, and influenced by the balanced atmosphere of their father's family, their moral judgments have become more fruitful. Since the personality structure directs the behaviours, the possibility of creative and logical classroom management and the representation of the logical authoritative parenting style through the logical authoritative management of the classroom is more among these teachers; This analysis is in harmony with the findings of Walker's (2009) research on the relationship between logical authority management style and the development of social and academic aspects of students. According to Walker's findings, the academic and cognitive status of students who are applied the logical management style is better. The findings of Frein and Lorson (1999) have also shown that authoritative classroom management has a significant impact on students' academic performance. Also, based on Hidorn's (2016) perspective, the

rational authoritative management style establishes a balance between love and power in classroom management.

The current research has faced many limitations and bottlenecks to access the real statistics of teachers in Urmia by educational levels. In the end, according to the research results and the inevitable consequences of authoritarianism on classroom management, the following suggestions are made:

References

Adorno, T. W., Else Frenkel-Brunkswik, D.J. Levinson, & R. Nevitt Sanford. (1950), *The Authoritarian Personality*. New York: Harper & Row

Altemeyer, B. (1996), *Authoritarian specter*. Harvard university press. Cambridge, Massachusetts – London, England

Altemeyer, B. (1988), *Enemies of Freedom*. Winnipeg university of Manitoba press.

Baker, J. A., Clark, T.P., Crowl, A., Carlson, j, S. (2009), *The influence of authoratitive teaching on children school adjustment: Are children with behavioural problems differently affected?* *School psychology international*, 30(4),374-382.

Barber, N. (2000), *Why parents matter*. Webspport C T. Bergin & Garvery.

Baumrind, D. (2003), *Effect of authoritative parenting control on child behaviour*. University of California. Ebsco Publishing.

Baumrind, D. (1971). *current patterns of parenting authority*. *Developmental psychology monograph*, 4(1)

- Holding in-service courses to improve the level of teachers' rationality

- Holding provincial and national festivals to teach innovative and non-authoritarian management in the classroom

- Reviewing the process of selecting and hiring teachers to improve the quality level of schools.

This research has no financial support.

Blesky, J., & Barrenz, N. (2002), *Personality and Parenting* In: Bornestein

Chamorro, T., Furnham, A. (2005). *personaliy and intellectual competence*. Lawrence Erlbaum association.

Chamundeswari, S. (2013). *Teacher management styles and their influence on performance and leadership development among student at the secondary level*. *International journal of academic in progressive education and development*. 2(1).

Chan, A. (1985), *Children of Mao: Personality developments and political activism in the Red Guard Generation*. Seattle: university of Washington.

Desjardins, J., Zelenski, JM., & Coplan RJ. (2008), *An investigation of maternal personality, Parenting styles and subjective well-being*. *Person. & Individual Diff.* 44,587-597.

Elms, A.C. Milgram, S. (1996), *Personality characteristics associated with obedience and defiance toward authoritative commands*. *Journal of Experimental Research and Personality*, 1, 282-289

Feldman, S. (2003), Enforcing social conformity "A theory of authoritarianism .political psychology, 24, 41-74.

Freud, S. (1921). Group psychology and the analyses of Ego. London: Penguin.

Fromm, E. (1941), *Escape from Freedom*. New York: Henry Holt and Company.

Ghasemi, V., Berandgi, Badri (2017), Sociological investigation of authoritarian personality: a case study of Isfahan city, *Journal of Applied Sociology*, 22(3): 23-40.

Heidorn, R. (2016). Authoritative classroom management style. *Classroom management EDUC* 455.

Henschel, C. (2014), The Effects of Parenting Style on the Development of Narcissism. *Behavioural Health*, 1(1)

Higgins, K., & Moule, J. (2009). No more Mr nice guy: Pre-service teachers conflict with classroom management in predominately African-American urban elementary school. *Multicultural perspective*, 11(3), 132-138

Hill, N. (1995), The relationship between family environment and parenting style: A preliminary study of African-American families. *J. Black psychology*. 21, 408-423.

Hughes, J. N. (2002), Authoritative teaching: Tipping the balance in favour of school versus peer effects. *Journal of school psychology*, 40(6), 485-492.

Jarris, M. (2014), *Interrogating the Frankfurt school's critique of authority from its theoretical and historical origins to its contemporary political relevance*. Wesleyan university the honors college.

Kahane, A. (2010). Power and love, Theory and practice of social change.

Kihani, M. (1384), Investigating factors affecting students' political participation, Master's thesis, Isfahan University.

Kohn, M. L., & Schooler, C. (1983), *Work and Personality. An Inquiry into the impact of social stratification*, Norwood, Ng: Albey.

Kohn, M.L. (1977). *Class and conformity*. 2d ed. University of Chicago Press.

Lewin, J. (2002), *The Violence of Hate: Confronting Racism, Anti-Semitism, and other forms of bigotry*. Boston: Allyn and Bacon

Madahi, M., Javadi, N., Samazade, M., & Amini, M. (2012), The study of relationship between parenting style and personality dimensions in sample of college students. *Indian journal of science of technology*. 5. 9.

Marinus, H. (1986), Moral Judgement, Authoritarianism, and Ethnocentrism. *Journal of social psychology*. Department of Education.

Martin, J.L. (2001), *The Authoritarian Personality, 50 years later: What lessons are there for political psychology?* *Political psychology*, 22, 1-26.

MH. (Ed.). *Handbook of parenting*. 3, 415-438.

Millon, T. (1990). *Toward a new personality and evolutionary model*. New York: Wiley-Interscience

Montazeri Khosh, H. (2016), Sociological investigation of factors influencing the formation of authoritarian personality among teachers in Urmia city, *Sociology doctoral dissertation*, Kashan University.

Negler, S.H, (1972) Erich Fromm, In : A.M Freed Man and H.I Kaplan (Eds) mterpreting personality . A survey of Twentieth – century views, New york (Atheneum) 1972, PP 193 - 200.

Norris, G. (2005), The authoritarian personality in the 21 century.

Polavienja, J., & Platt, L. (2012), Nurse or Mechanic?The role of parental socialization and children personality in the formation opf sex-typed occupational aspirations..Leading education and social research.

Pour Afkari, N., Hakimini Niya, B., Heydari, A., & Fortun Kia, Sh. (2011), the effect of social and economic base on authoritarianism, Journal of Applied Sociology, 23(4): 67-84

Romanish, Bruce. (1995). Authority, Authoritarianism, and Education.Education and Culture. Vol XII. No.2

Sajjadi, M., Sarabian, S., & Sharifi Amaddi, P.(2013), Comparison of adolescent aggression based on parents' parenting styles and parent-child

attachment styles, Scientific Journal of Medical Organization of the Islamic Republic of Iran, 31(4): 298 -306.

Sigrun, K.E. (2011), Improving authoratitive teaching.ICSEI Congress.

Socias, I. (2015). Authoritarian and Authoritative parenting:The real problem behind so-called Helicopter parents.

Stenner, K. (2005), The Authoritarian dynamic.Cambrige university press.

Swartz, D. (1997), Culture and power:The sociology of Pierre Bordieu.The university of Chicago press.

Walker, J.M.T. (2009), Authoratitive classroom management:How control and nurturance work together.Theory into practice,48(2),122-129.

Wright, J. C., &Mischel, W. (1987), A conditional approach to dispositional construct:the local predictability of social behaviour. journal of personality and social psychology. cholog, 53-1159-117

Author 1: Rashid Ahmadifar

Associate professor of sociology at Farhangian University, Tehran, Iran. R.ahmadifar@cfu.ac.ir



Author 2: Hassan Montazer khosh, Ph.D of Sociology

H.montazery@gmail.com

