

Determine the relationship between subjective well-being and moral development and parenting students' academic performance

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The present study examines the relationship between parenting styles and mental well-being and moral development and academic performance in elementary schools of Rasht in the academic year of 1995-96. Out of 143 schools, 5 simple random sampling methods were used. The statistical population was 2293 of these, 200 people were ed. For each variable, 50 subjects were ed, and 50 subjects were added to the sample size for the predictor variable. A questionnaire on childbearing styles Baarmind, Reef's mental well-being, as well as Kelberg's moral development questionnaire Among the fifth and sixth grade students of the respective schools were distributed and the results of questionnaires The use of spss software was investigated. In this study, besides descriptive statistics such as frequency, frequency, mean, and standard deviation of inferential statistics such as focal correlation for the main hypothesis and Pearson correlation coefficient for sub-hypotheses, have been used. The results showed that the correlation between parenting style, mental well-being, moral development and academic performance is statistically significant ($p \leq 0/01$). There is a correlation between open minded parenting style and ethical development, which is statistically significant ($p \leq 0/01$). There is a correlation between the eloquent parenting style with subjective well-being, moral growth and educational performance, which is statistically significant ($P \leq 0/01$) as well as between the authoritative parenting style and subjective well-being, moral development, which is statistically significant ($P \leq 0/01$) while the authoritarian style does not have a direct and significant role in academic performance.

Keywords : parenting style, mental well-being, moral development and academic

performance.

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