
RELATIONSHIP BETWEEN GENDER, FAMILY INCOME, AND PARENTING WITH POSITIVE WELL-BEING OF IRANIAN ADOLESCENTS IN MALAYSIA

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Abstract

This study explored the relationship between gender, family income, and parenting with positive well-being of Iranian adolescents who have migrated to Malaysia. 194 girls and boys, aged 11-15 years, participated in the study by stratified random sampling. Positive Youth Development-Short Form (PYD-SF) and Alabama Parenting Questionnaire (APQ) were employed. Structural Equation Modelling (SEM) was used by applying Partial Least Squares Structural Equation Modelling (PLS-SEM) for data analysis. Results showed that there were no significant relationships between the adolescents' gender and family income and their positive well-being. However, there was a significant association between parenting and positive well-being of Iranian adolescents in Malaysia.

Keywords: *Positive well-being; Iranian adolescents; migration; parenting.*

Introduction

Adolescence is an important stage in the human development. According to the latest Iranian Statistics Centre report, in 2016, Iran is one of the youngest countries in the world with about 20.5 million adolescents (26%) (Parsa, 2016). In recent years, one of the critical issues in Iran is the migration of Iranian adolescents (with or without their families) to other countries. Migration to a new community causes Iranian adolescents to face many challenges which affect their positive well-being (Jafari, Baharlou, & Mathias, 2010). According to the latest statistics of the United Nations, in 2015 alone, there were more than 36 million international immigrants under the age of 19 years representing 15.03 percent of all international immigrants across the world. Many international immigrants under the age of 20 years reside in developing countries such as Iran, Afghanistan, Pakistan, the Middle Eastern countries, and Southeast Asia (United Nation, 2015). In recent decades, there has been an increase in the migration of Iranians to Malaysia. According to the Iranian embassy, most of the Iranian adolescents come to Malaysia with their parents to study or to do business. In 2013, more than 50,000 Iranians were living in Malaysia (Fozi, 2013). According to the statistics provided by the Iranian Centre of International Affairs and Schools Abroad, in 2013, more than 17000 Iranian students studied in Iranian government schools around the world (150 schools in 78 countries). In 2013, the population of the students (7-18 years old) who were studying in Iranian and International Schools in Malaysia was more than 1500 comprising of both the genders (Asre Iran News Agency, 2013).

Concerning the Iranian population in Malaysia, the academic literature relevant to the psychological outcomes for such migration are limited and in most cases, focused solely on the adults (Allen et al., 2003; Kalantarkousheh & Hassan, 2010; Lara, 2014; Madanian, Seyed Mansor, & Bin Omar, 2013; Najafi, Jamaluddin, & Lea-Baranovich, 2012; Salehy, Mahmud, & Amat, 2013).

Hence, it is worthwhile to study the positive well-being of Iranian adolescents to support them in developing the necessary social and emotional competencies for a better transition to adulthood.

Research Aim and Objectives. This study aims to explore the effect of gender, family income, and quality of parenting on the wellbeing of Iranian adolescents living in Malaysia. The main purpose is to understand if these variables play any role in how well the adolescents are able to adjust and live normal lives in a host country. The following objectives have been set up:

- To determine the positive well-being among Iranian adolescents who have migrated to Malaysia and see if there are any differences between the males and females
- To determine if Iranian adolescents' wellbeing in Malaysia is influenced by family factors including family income and parenting.

1. Literature Review

Changing the social environment such as migration to another society is a crucial issue in the adolescence crisis. Moreover, the phenomenon of migration (either temporary or permanent) to other countries is one of the critical issues affecting many developing countries.

Migration to a new country can be crucial for adolescents as they are simultaneously experiencing a critical transition to adulthood, and these two crises may influence their psychological well-being. Further, the psychological well-being of the adolescents in the context of migration can be affected by several factors such as the changing family relationships, peer groups, experiencing a new culture, and adapting to new schools. When young people feel disconnected to a culture and community, they are less likely to become involved in the interpersonal communication and social activities that may lead to a low psychological well-being.

In the current study, positive well-being refers to positive youth development that stresses on the optimistic and healthy aspects of adolescent development (Jelicic, Bobek, Phelps, Lerner, & Lerner, 2007). One of the recent perspectives regarding positive well-being of adolescents is positive youth development (PYD). According to the PYD perspective, there are integrative relationships between the biological and psychological aspects of adolescents and their context of development. Hence, adolescent positive well-being is affected by the interactions between a variety of factors, including individual factors such as age, gender, and other individuality characteristics, on one side and family, parent-child interactions, peers, school and cultural variables on the other (Rothbart & Bates, 2008).

In addition, it is important to ask whether the immigrant adolescents in diverse societies have shown similar psychological well-being states. In some cases, immigrant adolescents have displayed lower psychological well-being (Chadwick & Collins, 2015; Passanisia, Gensabellaa, & Pirroneb, 2015; Vardar, Kluge, & Penka, 2012). However, in some societies such as the United States, Spain, and Italy, the immigrant adolescents have shown unexpected positive psychological well-being (Akbulut-Yuksela & Kuglerb, 2016; Bobowik, Basabe, & Páez, 2015; Lara, 2014; Passanisia et al., 2015).

K. Arbabi, C. J. Yeh, Z. Mahmud, and A. Salleh (2016) found that the migration for Iranian adolescents in Malaysia is a time of unexpected challenges that may not be

experienced by other migrant adolescents in other countries. This could be related to initial expectations, diversities in ethnicity, religion, and beliefs, communication problems, and the differences in personal appraisals, and psychological issues. Some psychological problems such as difficulties in adaptation, discrimination, homesickness, conflict with the family, emotional disturbance, a lack of family support or high dependency on the family and low self-esteem can be alarming indicators (Naghdi, 2010; Safdar, Ward, & Oudenhoven, 2009; Shahim, 2007).

Further, studies have shown that there are gender differences in adolescents' wellbeing, however this aspect has not been explored for Iranians (Bergman and Scott, 2001; Parida, 2015). Without understanding if there is a difference, the formulation of any corrective action will not be well-informed. Similarly, family income and wellbeing have been explored in many contexts, including for female Iranian adolescents, but a comprehensive study is lacking despite the proven significance of this factor on wellbeing (Mirghafourvand *et al.*, 2016; Plenty and Mood, 2016; Garipey *et al.*, 2017) spiritual wellbeing, and their relationship among Iranian adolescent girls. This cross-sectional study was conducted on 520 students using the cluster sampling method. The mean score of quality of life was 59.86 (SD:12.7. Lastly, parenting and wellbeing are factors that have been studied in various contexts with the quality of parenting determining several health, social, and academic outcomes for children (Belsky, 2008; Burke, Brennan and Roney, 2010; Cunsolo, 2017). However, there is again a paucity of studies for Iranian youth.

Finally, research concerning Iranian immigrants has mostly been conducted in the Western countries. Therefore, there is a paucity of research that has examined the psychological well-being of Iranian immigrant adolescents in the literature (Saedi, 2010). The present study has attempted to extend the available knowledge in this area.

2. Research Methodology

Participants. Sampling in this study was conducted across five age groups (11, 12, 13, 14, and 15 years old) including boys and girls in Selangor, Malaysia. Participants were drawn from 492 adolescent students studying in the elementary and secondary schools. According to Cohen (1988)'s formula and G power, a sample size of $N=178$ was found to be suitable for the current study. Nearly 20 percent more than the required sample size was selected to allow for the incomplete or unusable questionnaires. Thus, the actual sample size considered was $N=203$.

203 adolescents were finally chosen by stratified random sampling method. After distributing the parental consent letters among them, two parents did not allow their adolescents to participate in the present study. Subsequently, 201 adolescents participated in the current research. However, the data of only 194 participants was found usable for the analysis. Seven respondents were excluded from the analysis because of their incomplete questionnaires or invalid data. Therefore, the total sample size in the current study was 194 adolescents aged 11-15 years old ($M=13.50$, $SD=1.68$).

Instrumentation. Demographic Information: The demographic information includes adolescents' age and gender, educational level of the parents, adolescent grade, monthly family income, the marital situation of the parents, the job status of the parents, immigration duration and the staying status signifying who the adolescent is living with. A demographic profile was included in the questionnaires.

Positive Youth Development-Short Form (PYD-SF): The Positive Youth Development-Short Form is a 34-item self-report measure, assessing competence, confidence, character, caring, and connection (Geldhof, Bowers, Boyd, et al., 2014).

Competence included three items: academic competence, social competence, and physical competence, and six other items. All Competence items ask participants to select the type of person they are more like choosing between two choices (e.g., "Some teenagers do very well in their class work, BUT other teenagers do not do very well in their class work.") and then to decide if it is "really true" or "sort of true" for him/her. The Cronbach's Alpha for the competence subscale ranged from 0.80 to 0.86.

Confidence construct included three dimensions, Self-Worth, Positive Identity, and Physical Appearance. The Self-Worth and Physical Appearance items were like (e.g., "Some teenagers are happy with themselves most of the time, BUT other teenagers are often not happy with themselves"). Confidence contained six items and all items of Positive Identity were scored using a five-point Likert-type scale with response options ranging from 1 = strongly disagree to 5 = strongly agree (e.g., "All in all, I am glad to be me"). The Cronbach's Alpha for the confidence subscale ranged from 0.80 to 0.92.

The character subscale included four dimensions, namely Social Conscience, Values Diversity, Conduct Behaviour, and Individual Values. Character subscale contained eight items. All dimensions except the Conduct Behaviour items were scored on a five-point Likert-type scale (e.g., "How important is each of the following to you in your life? Helping to make the world a better place to live in", with response options ranging from 1 = not important to 5 = extremely important). The items of the Conduct Behaviour are similar to the Competence items ("Some teenagers do things they know they should not do, BUT other teenagers hardly ever do things they know they should not do"). The Cronbach's Alpha for the character subscale ranged from 0.89 to 0.93.

Caring subscale had eight items scored on a five-point Likert-type scale. The Caring subscale included the sympathy and caring scale. An example of a sympathy response is "When I see someone being picked on, I feel sorry for them", with response options ranging from 1 = not like you to 3 = really like you. An example of caring item is "How well does each of these statements describe you? When I see someone being taken advantage of, I want to help them", with a response format ranging from 1 = not well to 5 = very well. The Cronbach's Alpha for the caring subscale ranged from 0.80 to 0.88.

The Connection subscale contained four items, connection to families of the participants, neighbourhoods, schools, and peers (e.g., "How much do you agree or disagree with the following? I have lots of good conversations with my parents"). All items except the "connection to peers" scale, are scored on a five-point Likert scale from 1 = strongly disagree to 5 = strongly agree. In the "connection to peers" scale the respondents have to indicate the accuracy of the statements, "I trust my friends" with response options

ranging from 1= never true to 5= always true. The Cronbach's Alpha for the connection subscale ranged from 0.89 to 0.92. (Geldhof, Bowers, Boyd, et al., 2014; Geldhof, Bowers, Mueller, et al., 2014).

In addition, the PYD-SF was distributed among 367 Iranian adolescents by Ostadagha (2014). She employed Confirmatory Factor Analysis (CFA) to determine the structure to fit with PYD data among Iranian adolescents. Analysis of the Moment Structure (AMOS) was used to carry out the confirmatory factor analysis. The results showed that running the confirmatory factor analysis was possible because the Barlett's test was significant and the KMO score was .756 (greater than the minimum score .50). Principle component estimation with Varimax rotation was used to detect the most powerful indicators reflecting PYD among Iranian adolescents. The factor analysis conducted on the 34 items was loaded into five factors and approved five Cs in the context of positive youth development. Character was loaded with 16.08% of variance, Caring included 13.55% of variance, Confidence included 11.25% of the variance, Connection contained 11.02% of the variance, and Competence was loaded with 10.79% of the variance. In the present research, the total score of the PYD and the score of each factor was used for analysis. In the study by Ostadagha (2014), a model fit was run in AMOS to check all the covariance, standard errors, and the strength of the Iranian adolescent PYD model based on the original model. The results indicated that the proposed model chi-square/df (CMIN/DF) was between the acceptable ranges of 1-3 (2.62). The model Goodness of Fit Index (GFI) was .91 that indicated a good model fit. The Root-Mean-Square-Error of Approximation (RMSEA) was .05 which was an acceptable fit too. Even though, the Tucker-Lewis Index (TLI) and IFI did not display excellent values (.91 and .90 respectively), it was deemed acceptable enough for the model (Ostadagha, 2014).

Alabama Parenting Questionnaire (APQ): The Alabama Parenting Questionnaire (Frick, 1991), measures five dimensions of parenting which include positive involvement with children, supervision and monitoring, the use of positive discipline techniques, the consistency in the use of such discipline, and the use of corporal punishment. There are forms for both parents and children. The APQ is a 42-item self-report questionnaire assessing five dimensions of parenting. Adolescents are asked to respond to the statements (e.g., "You have a friendly talk with your mom", "What about your dad?", "Your parent tell you that you are doing a good job") using a 5-point scale (1 Never; 5 Always true). In the current research, the score of each dimension of APQ-child is used for analysis. A correlation of at least .80 is suggested for at least one type of reliability as evidence. The average reliability across the APQ scales is .68 (Frick, 1991). Samani (2011) validated and used the Farsi version of APQ and reported the internal validity of APQ for Iranian people to be .55 and the reliability to be between .75 and .86.

The original language of instrument was English. The Farsi version of all instruments was used and validated by previous studies among Iranian adolescents (Ostadagha, 2014; Samani, 2011). Using the Farsi version of instrument would help the respondents to fully understand the items. Since the respondents of the study were studying in two types of Iranian and International schools, the English and Farsi versions of the instrument were combined item by item. This was done because it was supposed that some respondents

who were studying in the International schools for a long time may have found it difficult to read and understand some Farsi words. Finally, the original and translated version of the instrument was evaluated and confirmed by the supervisory committee of the study and then the instrument was sent for approval by the ethics committee members of the University of Putra, Malaysia.

Prior to the main data collection, a pilot study was conducted: (a) to determine the understandability of the questionnaire and to modify any unclear items; (b) to determine the reliability of questionnaire; (c) to determine the approximate time required to fill out the questionnaire. A small group (n=40) of adolescents participated in the pilot study selected by convenience sampling from the Iranian adolescents from Marefat National School (n=20) and Syfol International School (n=20). The adolescents who participated in the pilot study were excluded from the main study sample. To assess the reliability of the questionnaires, the Cronbach Alpha was employed. The value of the Cronbach Alpha ranged from 0-1 (Edens, Skopp, & Cahill, 2008). The value of the Cronbach's Alpha for the Positive Youth Development-Short Form (PYD-SF) for the pilot study was 0.79 and for the Alabama Parenting Questionnaire (APQ) was 0.79.

Procedure. After the pilot study and conducting the sampling procedure, the main data collection was started. The ethics committee of University Putra, Malaysia (FEM/EXPIS/P054) approved the ethical issues of the current research. Introductory letters for conducting the research in the schools were obtained from the university.

In the schools, the managers or the assistants of the school managers were asked to refer the students to a classroom to conduct the research. On the first day, all respondents were informed about the subject and purpose of the study. They were told that their participation in this study was voluntary and they could leave the study at any time. Moreover, the consent letters for the parents were distributed among the respondents to be later completed by the parents. The respondents were asked to bring the signed consent letters to the next session on the following day. On the second day, after gathering the consent letters, the respondents were asked to answer the demographic questionnaires, the PYD-SF scale and the APQ. A total of 201 packages of questionnaires were distributed among the respondents, and only 194 (96.5 %) packages were found usable for the analysis. Seven participants (3.5 %) did not complete the questionnaires.

The collected data was analysed in two parts. In the first part, a descriptive analysis was used to report the statistical indicators including frequency, percentage, Mean, standard deviation, reliability, and the validity of the sample. For the descriptive analysis, the IBM Statistical Package for the Social Sciences (SPSS) 20 was employed. In the second part, inferential statistics were used for analysing the data. In the inferential analysis, Structural Equation Modelling (SEM) was employed by using Partial Least Squares Structural Equation Modelling (PLS-SEM), and Smart PLS 2.0 software was used to test the structural model for the moderating effect of the independent variables (Hair, Hult, Ringle, & Sarstedt, 2014). This was chosen because SEM is based on the principles employed in regression analysis. Therefore, it provided coefficients to inform how much Y would change if X increased and a measure of how well the model fit the data (Chadwick & Collins, 2015).

Research Ethics. The ethics committee of University Putra Malaysia provided the approval for this study. This approval was granted as no coercion was used while approaching the respondents, their information was kept confidential with serial numbers allotted to each respondent. In fact, before approaching the respondents in each school, the managers of the school were asked for their permission, all students were informed about the objectives of the study and the kind of questions they would be asked. Consent letters were distributed with the students who were asked to get them approved by their parents. It was only after their permission was freely granted, that they were considered to be a part of the sampling frame. At no point was any of their personal information shared with a third-party organization. Therefore, the researcher upheld all research ethics while collecting data.

3. Research Results

Personal Characteristics of the Respondents. Respondents in this study were Iranian adolescent students living in Selangor, Malaysia. Table 1 shows the personal characteristic of the respondents. The result shows that more than half of the respondents were (57%) male and 42% were females. Moreover, 58% of respondents were attending Iranian schools while 41% students were in international schools. The age range of the respondents was between 11 to 15 years old (mean age = 13.36 years, SD = 1.54).

Table 1. Personal Characteristics of the Respondents

<i>Variable</i>	<i>Frequency</i>	<i>Percentage</i>
Gender		
<i>Female</i>	82	42.3
<i>Male</i>	112	57.7
School Type		
<i>Iranian School</i>	114	58.8
<i>International School</i>	80	41.2
Age (years old)		
<i>11</i>	31	16.0
<i>12</i>	42	21.6
<i>13</i>	20	10.3
<i>14</i>	28	14.4
<i>15</i>	73	37.6
Mean: 13.36	SD:1.54	

Family Characteristics of the Respondents. Table 2 shows the background information of the respondent's family. The results illustrated that majority of the respondents' fathers (34.5%) had a Master's degree, 26.3% had a PhD degree and 21.1% had a Bachelor's degree. Moreover, 36.6% of the respondents' mothers had a Master's degree, 27.8% had a Bachelor's degree and 13.4% had a PhD. This shows that most of the parents are well educated. In terms of the parents' employment status, 80.9% of the fathers were employed

out of which 47.8% were employed in Iran and 52.2% were employed in Malaysia. 12.9% of the fathers were self-employed. 54.1% of the mothers were housewives and 40.7% were employed out of which 91.1% were employed in Malaysia and 8.9% were employed in Iran. In terms of religions, all the respondents were Muslims. With regard to the family monthly income, 24.8% of the respondents had families with a monthly income between 4001 RM to 6000 RM, and 24.2% of the families had an income between 6001 RM - 8000 RM, and the percentage of families with a well-earned income and a high income was equal (42.2%). This implies that 64.4% of the families' income was more than 6000 RM. On the other hand, more than half of the students (68.0%) lived with both their parents in Malaysia and 28.4% of respondents lived with their mothers. Only 3.6% of students lived with their fathers. However, based on the duration of residency, the majority of the respondents (70.02%) had more than three years' residency in Malaysia and 16.49% had lived there for less than one year. 12.89% of student had lived for 1-3 years in Malaysia.

Table 2. Family Characteristics of the Respondents

<i>Variable</i>	<i>Frequency</i>	<i>Percentage</i>
Father Education (n=194)		
<i>Less than diploma</i>	2	1.1
<i>Diploma degree</i>	19	9.8
<i>Foghe diploma</i>	14	7.2
<i>Bachelor degree</i>	41	21.1
<i>Master degree</i>	67	34.5
<i>PhD degree</i>	51	26.3
Mother Education (n=194)		
<i>Less than diploma</i>	2	1.1
<i>Diploma degree</i>	25	12.9
<i>Foghe diploma</i>	15	7.7
<i>Bachelor degree</i>	54	27.8
<i>Master degree</i>	71	36.6
<i>PhD degree</i>	26	13.4
Father Employment Status (n=194)		
<i>Employed</i>	157	80.9
<i>Unemployed</i>	25	12.9
<i>Retired</i>	12	6.2
Mother employment (n=194)		
<i>Employed</i>	79	40.7
<i>Housewife</i>	105	54.1
<i>Retired</i>	10	5.2
Religion (n=194)		
<i>Muslim</i>	194	100
<i>Non-Muslim</i>	0	0

Income Rate (Ringgit)		
<i>(Mean= 8565.46; SD= 4270.73)</i>		
<i>Less than 4000</i>	21	10.8
<i>4001-6000</i>	48	24.8
<i>6001-8000</i>	47	24.2
<i>8001-10000</i>	39	20.1
<i>More than 10000</i>	39	20.1
Who do you live with in Malaysia		
<i>Father and Mother</i>	132	68.0
<i>Only mother</i>	55	28.4
<i>Only father</i>	7	3.6
Duration of Stay in Malaysia (n=194)		
<i>Less than 1 years</i>	32	16.49
<i>1-3 years</i>	25	12.89
<i>More than 3years</i>	137	70.02

Positive Well-being of Adolescents by Gender. Table 3 has illustrated that the Mean scores of the positive well-being of adolescents from both genders was very near to each other, while the standard deviation of the positive well-being of males was 3 scores smaller than the females.

Table 3. Adolescents' Positive Well-being Scores by Gender

Gender	Mean	SD	Min	Max
Female (n=82)	121.74	17.57	69.00	147.00
Male (n=112)	121.80	14.57	75.00	150.00
Total (n=194)	121.77	15.87	69.00	150.00

Positive Well-being of Adolescents by Age. Table 4 has showed the adolescents' positive well-being by age. The maximum Mean score of the adolescents' positive well-being was related to the adolescents who were 11 years old and the minimum Mean was related to the adolescents who were 13 years old. Although, the maximum standard deviation of the adolescents' positive well-being was related to those who were 13 years old. The distance between the total Mean scores of the adolescents' positive well-being in the current research and the maximum score that they could achieve was 28.3.

Table 4. Adolescents' Positive Well-being Scores by Age

Age	Mean	SD	Min	Max
11 years(n=31)	126.3	13.37	92.00	147.00
12 years (n=42)	123.6	15.39	82.00	150.00

13 years (n=20)	113.4	22.0	75.00	146.00
14 years (n=28)	118.2	19.24	69.00	150.00
15 years (n=73)	122.3	12.73	80.00	146.00
Total (n=194)	121.7	15.87	69.00	150.00

Inferential Analysis Based on Structural Equation Modeling. In this section, the data was analysed based on the structural equation modelling regarding the research objectives. Results in table 5 show that there was no significant relationship between the adolescents' positive well-being and gender ($R= 0.002$, $P< 0.974$). The findings also indicate that there was no significant relationship between the adolescents' positive well-being and family income ($R= -0.034$, $P< 0.641$).

Table 5. Relationships between Gender and Family Income with Adolescents' Positive Well-being (PWB).

Variables	R value	p
Gender	0.002	0.974
Family income	-0.034	0.641

To determine the relationship between parenting and adolescents' positive well-being, six aspects were considered including positive parenting, parental corporal punishment, parental poor monitoring, mother involvement, inconsistent discipline, and father involvement (see table 6).

Table 6. The Relationships between Parenting and Adolescents' PWB.

Relationships	Beta	Standard Error	T Statistics
<i>Corporal Punishment -> PWB</i>	-0.1263	0.0316	3.999
<i>Father involvement -> PWB</i>	0.2469	0.1101	2.2415
<i>Inconsistent Discipline -> PWB</i>	-0.0696	0.0221	3.1495
<i>Mother Involvement -> PWB</i>	0.1325	0.0421	3.1482
<i>Poor monitoring -> PWB</i>	-0.3199	0.1094	2.9242
<i>positive parenting -> PWB</i>	0.3263	0.0461	7.0773

The findings, as indicated in Table 6, showed that the relationship between positive parenting and adolescents' positive well-being was significant as it had a positive correlation ($\beta= 0.3263$, $T= 7.0773$). Also, there was a significant relationship between the mother involvement and the adolescents' positive well-being ($\beta= 0.1325$, $T= 3.1482$). Similarly, there was a significant positive association between the father involvement and the adolescents' positive well-being ($\beta= 0.2468$, $T= 2.2415$). Further, there was a significant negative relationship between the parental corporal punishment and positive well-

being in adolescents ($\beta = -0.1263$, $T = 3.999$). Moreover, there was a significant negative relationship between parental poor monitoring with the positive well-being of adolescents ($\beta = -0.3199$, $T = 2.0242$). Likewise, there was a significant negative relationship between inconsistent parental discipline and positive well-being of adolescents ($\beta = -0.0696$, $T = 3.1495$). All these factors taken together show that parenting is strongly related to the adolescents' wellbeing.

4. Discussion

The present study explored the relationship between gender, family income, and parenting with the positive well-being of the Iranian adolescents in Malaysia. The results showed that there was no significant relationship between the adolescents' positive well-being and gender. Generally, gender is one of the important demographic characteristics that have been examined in the context of well-being. However, the research findings did not indicate any clear answers on which gender has a higher level of well-being. Literature in this area has also showed conflicting results with some studies showing no gender differences in well-being, whereas others demonstrating diverse levels of well-being among women and men (Kaliterna & Burusic, 2014). For instance, in a study among adolescents, girls showed a higher level of positive well-being than the boys except for autonomy and self-acceptance (Sun, Chan, & Chan, 2016). While another study indicated, no consistent relationship between positive well-being among girls and boys in the adolescence period (Lin, Chou, Wu, & Lin, 2014).

In the case of family income, findings in the present study indicated that there was no significant relationship between the adolescents' positive well-being and family income. Nevertheless, it is assumed that there is a relation between poor family income, as well as, income inequality and poor well-being. Though, the research findings in this matter are inadequate and limited studies have supported this assumption (Elgar, Garipey, Torshem, & Currie, 2016; Watters & O'Callaghan, 2016).

Regarding the relationship between the various aspects of parenting and adolescents' positive well-being, the results in the current study were positive. The findings in the current study showed a positive correlation between positive parenting and adolescents' positive well-being. According to M. J. Cox and K. S. M. Harter (2008), warm and responsive relationships between adolescents and parents could lead to improvement in the indicators of positive well-being such as self-esteem, achievement identity, matured and prosocial behaviour, and also, positive emotional behaviour among adolescents.

In addition, W. Beyers and L. Goossens (2008) found positive parenting to be an important source of positive social behavior for adolescents. Correspondingly, the result of a positive relationship between mother involvement and adolescents' positive well-being was found. Many previous studies too have reported that positive mother-adolescent relationship is related to higher self-esteem, adolescents' attachment security, fewer depressive symptoms, and less delinquent behavior (Allen et al., 2003; Bynum & Kotchick, 2006; Sheeber, Davis, Leve, Hops, & Tildesley, 2007).

Likewise, results showed a significant positive association between father involvement and the adolescents' positive well-being. According to Kocayörük (2009), the roles of the father and their position are different in recent years and among diverse cultures, in particular, their involvement with adolescents has become essential to achievement and psychological adjustment in the adolescence period. Fathers who have a healthy and effective relationship and communication with their adolescents, may significantly support their adolescents to deal with the adolescence crisis and overcome their problems and achieve a better life. Bronte-Tinkewa, Moorea, Capps, and Zaff (2006) have found a significant relationship between the father involvement and risky behaviours among immigrant and native adolescents. Moreover, father involvement with sons matters more than daughters.

Furthermore, there were negative associations between other aspects of parenting such as parental corporal punishment, parental poor monitoring, and parental discipline with positive well-being of adolescents in this study. Kaniušonytė, Malinauskienė, and Truskauskaitė-Kunevičienė (2014) have found a negative association between the psychological control and rejection by parents with the positive well-being in adolescents. Above and beyond, Eichelsheim et al. (2010) has indicated negativity and conflictual quality in the parent-adolescents' relationship and stated them to be a strong predictor of adolescent aggression and antisocial behaviors. Also, Alaeikharaem, Kadivar, Mohammakhani, Sarami, and Alaei (2013) have found negative parenting and rejection to increase the low self-esteem and aggression and a tendency to indulge in substance abuse among Iranian adolescents.

Past studies have showed positive well-being of adolescents to be related to the quality of parental monitoring. Zarei (2010) found a positive relationship between parental poor monitoring and risky behaviors among Iranian adolescents. Kaniušonytė et al. (2014) revealed a positive relationship between decent parental monitoring and emotional warmth with positive youth development components. With regard to parent discipline, previous studies have shown that a positive mother-adolescent relationship was related to higher self-esteem, adolescents' attachment security, fewer depressive symptoms, and less delinquent behavior (Allen et al., 2003; Bynum & Kotchick, 2006; Sheeber, Davis, Leve, Hops, & Tildesley, 2007).

Conclusions

To conclude, in the context of this study, parent-adolescent's relationship had a positive influence on the Iranian adolescents' positive well-being who have migrated to Malaysia. Positive discipline techniques, and mother and father involvement with adolescents increased Iranian adolescents' positive well-being meanwhile using corporal punishment, poor monitoring, and inconsistency in the use of discipline decreased Iranian adolescents' positive well-being. This shows that parenting has a huge influence on the adolescents' wellbeing. However, gender and family income were not found to be related to wellbeing.

The main limitation of the current study was the heterogenous distribution of the education of Iranian parents, as well as, the age of their adolescents in the population. For this reason, caution is needed before generalizing the findings to Iranians in other countries. Regarding the significant role of gender and family income in the positive well-being of migrated adolescents in some previous studies, more studies will be necessary to replicate and determine the influence of gender and family income on the positive youth development in the context of migration.

Recommendations

This study has shown a direct relationship between various aspects of parenting with adolescents' wellbeing. It will be useful to explore these factors in detail through further grounded theory studies. For example, it will be very useful to understand what behaviours are beneficial within fathers' and mothers' involvement for the adolescents. A grounded theory research will yield rich data that can inform parents about good practices in parenting. Further, studies that explore the best coping mechanisms among adolescents, irrespective of their cultural contexts, can be illuminating for schools, families, and states while drafting policies and practices that impact adolescents' and their wellbeing.

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RELATIONSHIP BETWEEN GENDER, FAMILY INCOME, AND PARENTING WITH POSITIVE WELL-BEING OF IRANIAN ADOLESCENTS IN MALAYSIA

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Summary

In recent years, one of the critical issues in Iran is the migration of Iranian adolescents (with or without their families) to other countries which causes them to face many challenges which affect their positive well-being. According to the Positive Youth Development (PYD) perspective, there are integrative relationships between the biological and psychological aspects of adolescents and their context of development. As a result, this study explored the relationship between gender, and family factors including family income and parenting with positive well-being of Iranian adolescents who have migrated to Malaysia.

194 girls and boys, aged 11-15 years, chosen through stratified random sampling participated in the study. Positive Youth Development-Short Form (PYD-SF) and Alabama Parenting Questionnaire (APQ) were employed. Both English and Farsi versions of the questionnaires were employed. Structural Equation Modelling (SEM) was used by applying Partial Least Squares Structural Equation Modelling (PLS-SEM) for data analysis. Both genders were well-distributed in the sample with 57% males. The parents were mostly well-educated with 64.4% of the respondents' family income above 6000 RM. 70% had been staying in Malaysia for over three years. Results showed that there were no significant relationships between the adolescents' gender and family income and their positive well-being. The quality of parenting was judged on the basis of six aspects including positive parenting, parental corporal punishment, parental poor monitoring, mother involvement, inconsistent discipline, and father involvement. A significant association between the quality of parenting and the positive well-being of Iranian adolescents in Malaysia was

observed. Both parents' involvement in parenting was positively associated with wellbeing whereas corporal punishment, poor monitoring, and inconsistent discipline were negatively related to the wellbeing of Iranian adolescents' in Malaysia. The main limitation of the current study was the heterogenous distribution of the education of Iranian parents, as well as, the age of their adolescents in the population which necessitates due caution before generalizing these findings in another context.

Keywords: *Positive well-being; Iranian adolescents; migration; parenting.*

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