



**UNIVERSITI PUTRA MALAYSIA**

***RELATIONSHIPS BETWEEN FATHER INVOLVEMENT, MOTHER  
INVOLVEMENT, INTERPARENTAL CONFLICT AND POSITIVE  
WELL-BEING AMONG EARLY ADOLESCENTS  
IN TEHRAN, IRAN***

***MOUNA OSTADAGHA***

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By

**MOUNA OSTADAGHA**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfilment of the Requirements for the Degree of Master of Science**

**November 2014**

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the Degree of Master of Science

**RELATIONSHIPS BETWEEN FATHER INVOLVEMENT, MOTHER INVOLVEMENT, INTERPARENTAL CONFLICT AND POSITIVE WELL-BEING AMONG EARLY ADOLESCENTS IN TEHRAN, IRAN**

By

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**November 2014**

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**Faculty: Human Ecology**

In the past, negative and problematic areas of adolescents' development have been the focus of research with very few studies investigating adolescents' positive well-being and factors related to it. In order to explore adolescent's positive well-being, it is necessary to recognize important factors that affect it. Father involvement is one of the most important factor affecting adolescent's positive well-being; however, studies are scant on this issue among Iranian's fathers. Explaining significant domains of paternal involvement related to adolescent's positive well-being is highly necessary. This study aimed to examine the relationship between father involvement and early adolescent's positive well-being, while considering the role of mother involvement and interparental conflict as the most influential contextual assets. This study was conducted in Tehran, on 376 early adolescents (12-14 years old) living with intact parents, who were selected through a multi-stage cluster sampling technique. A self-administered questionnaire was used to collect the data on demographic characteristics, father involvement, mother involvement, adolescent positive well-being and interparental conflict.

The findings showed that slightly more than half of the respondents possessed a high level of positive well-being (56%), while having a moderately significant relationship with father involvement, mother involvement and interparental conflict. It showed alignment of adolescent positive well-being with parental boundaries. Moreover, father involvement, mother involvement, interparental conflict and adolescent's academic achievement predicted one-third of adolescent positive well-being, while father involvement was the strongest significant predictor among others. Subsequently, mother involvement and interparental conflict partially mediated the relationship between father involvement and adolescent positive well-being. Meanwhile, no significant moderation roles of mother involvement and interparental conflict were found.

The current study is one of the first Iranian father-adolescent's studies using positive approach. Results present noteworthy information on adolescent's positive well-being and father involvement, coupled with the mediating role of mother involvement and interparental conflict. This information could be used as theoretical and practical guidelines for those dealing with early adolescents in order to promote their positive well-being and to strengthen Iranian father-adolescent relationship in specific, and family member's communication in general. In summary, this study has its potential in explaining how to help adolescents attain senses of "positive well-being" in the present and "thriving" in the future by considering parental role as the most important external assets in adolescent's life as championed by the positive approach.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Master Sains

**HUBUNG KAIT ANTARA PENGLIBATAN BAPA, PENGLIBATAN IBU  
DAN KONFLIK ANTARA IBU DAN BAPA KE ATAS KESEJAHTERAAN  
POSITIF ANAK REMAJA DI TEHRAN, IRAN**

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Kebanyakan kajian yang telah dijalankan sebelum ini menumpu kepada aspek negatif dan bermasalah tentang pembangunan remaja. Sebaliknya tidak banyak kajian cuba meneliti atau menerangi aspek positif kesejahteraan psikologi dan faktor yang berhubung kait dengannya. Penglibatan ibu bapa terutama sekali penglibatan bapa dalam hidup remaja merupakan salah satu hubungan kekeluargaan yang paling penting dalam hidup remaja, namun, terdapat kekurangan kajian saintifik mengenai penglibatan bapa di Iran. Maka, kajian ini diusulkan untuk meneliti kesejahteraan positif remaja dalam konteks hubung kaitnya dengan penglibatan bapa, dengan mengambil kira peranan penglibatan ibu dan konflik antara ibu bapa sebagai aset kontekstual yang paling bermakna. Kajian ini yang dijalankan di Tehran, Iran, melibatkan 376 orang responden remaja yang berumur 12 sehingga 14 tahun daripada keluarga lengkap dan dipilih melalui teknik persampelan kluster pelbagai peringkat. Borang soal selidik tadbir sendiri telah digunakan untuk mengutip data tentang demografi, tahap kesejahteraan remaja, tahap penglibatan ibu dan bapa, serta tahap konflik di antara ibu dan bapa mereka.

Dapatan kajian menunjukkan bahawa lebih daripada separuh (56%) responden yang dinilai mempamerkan tahap kesejahteraan yang positif, yang menunjukkan hubungan yang sederhana signifikan dengan penglibatan bapa, penglibatan ibu dan konflik ibu bapa yang selari dengan kesejahteraan positif remaja dan hubungan dwiarah antara remaja dan ibubapa mereka. Dapatan ini menunjukkan kesejahteraan positif remaja berkait rapat dengan perhubungan antara mereka dengan ibu dan bapa. Selain itu, penglibatan ibu dan bapa, konflik antara ibu dan bapa dan tahap pencapaian akademik remaja menyumbang sebanyak satu pertiga daripada peramal tahap kesejahteraan remaja, di mana penglibatan bapa sebagai peramal yang terpenting antara pembolehubah-pembolehubah yang lain. Penglibatan ibu dan konflik di antara ibu dan bapa memberi separa perantara ke atas hubungan bapa dan kesejahteraan remaja manakala penglibatan ibu dan konflik di antara ibu dan bapa tidak memberi kesan penyederhana yang signifikan terhadap tahap kesejahteraan remaja.

Kajian ini merupakan kajian yang ada satu-satunya sehingga kini mengenai hubungan bapa-remaja menggunakan pendekatan positif untuk menilai kesejahteraan remaja. Hasil kajian ini memberi maklumat penting mengenai pembangunan positif remaja dan penglibatan bapa serta kesan-kesan pengantara yang disebabkan oleh penglibatan ibu dan hubungan antara ibu dan bapa ke atas tahap kesejahteraan remaja. Maklumat ini berpotensi untuk digunakan sebagai garis panduan teoretikal dan praktikal untuk mengurus remaja awal bagi meningkatkan tahap kesejahteraan mereka serta mengeratkan hubungan bapa-remaja secara spesifiknya dan tahap komunikasi antara ahli keluarga secara amnya. Akhirnya, kajian ini berpotensi menjelaskan bagaimana untuk membantu para remaja mencapai kesejahteraan masa kini dan melahirkan perasaan berkembang maju di masa yang akan datang ekoran daripada sumbangan ibu bapa sebagai konteks aset luaran yang paling penting kepada hidup remaja seperti yang dipelopori dalam pendekatan positif.



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## APPROVAL

I certify that an Examination Committee has met on November 24<sup>th</sup>, 2014 to conduct the final examination of Mouna Ostadagha on her thesis entitled “relationships between father involvement, mother involvement, interparental conflict and positive well-being among early adolescents in Tehran, iran” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the degree of Master of Science (M.S).

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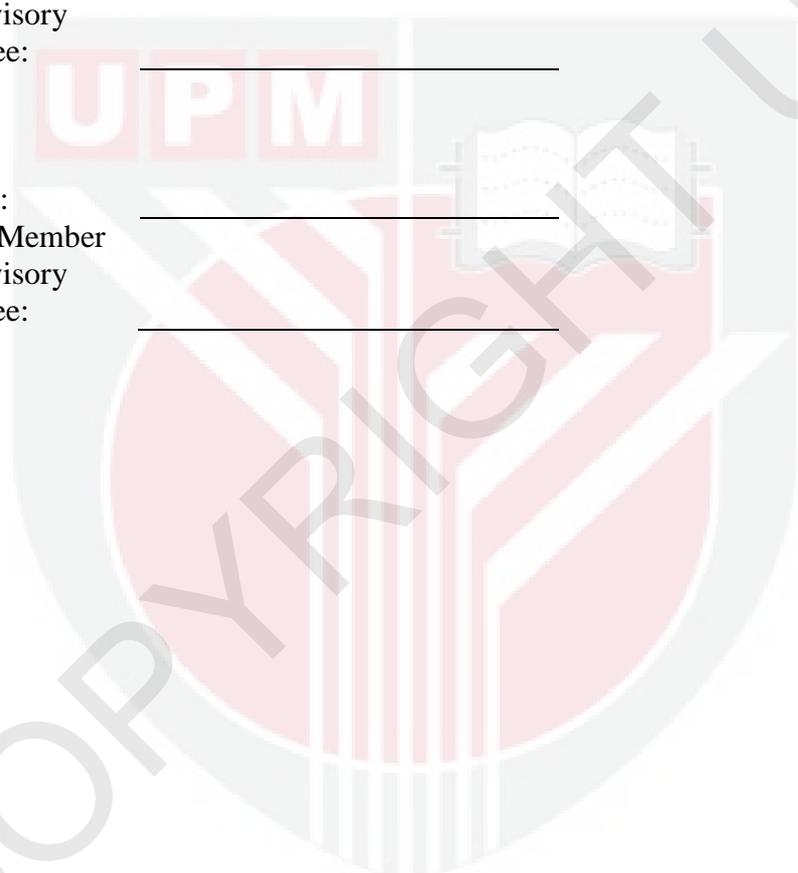
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## LIST OF ABBREVIATIONS

$\Delta R^2$	Adjusted R Square
$\beta$	Beta
%	Percentage
B	Unstandardized Coefficient
$C_1$	Indirect effect contrast definition
CFA	Confirmatory Factor Analysis
CI	Confidence Interval
CPIC	Child Perception of Interparental Conflict
CPIC-I/F	Child Perception of Interparental Conflict- Intensity/Frequency
DSM-IV	Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition
DV	Development Variable
EFA	Exploratory Factor Analysis
F	Variance of the group means
Five Cs	Confidence, Competence, Character, Caring, Connection
HPS	Health Promoting Schools
IFI	Inventory of Father Involvement
IV	Independent Variable
KMO test	Kaiser-Meyer-Olkin test
LLCI	Lower Level of Confidence Interval
Max	Maximum
Min	Minimum
MV	Moderator/Mediator Variable
n/N	Number of members of sample or population
OLS	Ordinary Least Squares
p	Calculated probability-value
PYD	Positive Youth Development
PYD-SF	Positive Youth Development-Short Form
PSL-AB	Profiles of Student Life-Attitudes and Behaviors Survey
S.D.	Standard Deviation
$R^2$	Coefficient of determination
Se	Standard Error

SPPC	Self-Perception Profile for Children
SPSS	Statistical Product and Service Solutions
T	calculated test statistic
ULCI	Upper Level of Confidence Interval
UNICEF	United Nations Children's Fund
WHO	World Health Organization
YD	Youth Development
Z	Standard score or z-score



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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of Study

Since the idea of psychology of child development was formulated and the specific term of storm and stress was shaped Stanley Hall in 1904, issues related to adolescence have become one of the most considerable subjects in the field of psychology (Booth, Scott, & King, 2010). World Health Organization (WHO) defines adolescence as a time of risks and opportunities (WHO, 2007). It means that this era offers young people choices of various risky behaviors such as substance use, risky sexual behavior, psychological maltreatment and aggression (Barker, 2007) on one hand and, being successfully independent, involved as a social member, starting to learn economic activities and behaving as an adult on the other hand (Balter & Tamis-LeMonda, 2006).

During the past decades, psychologist tended to discover, solve and prevent the risky side of adolescence period. Scholars asserted that early adolescence is more sensitive than the rest of the adolescence era as children experience holistic changes including physical, cognitive and emotional transformation simultaneously for the first time in their life (United Nations Children's Fund, 2011). Accordingly, about half of lifetime psychological disorders start before the age 14, which has shown an increasing trend in the last 20 years. However, it was very disappointing for adolescents to be seen as problematic individuals in the eyes of adults (Jelicic, Bobek, Phelps, Lerner, & Lerner, 2007). Based on these negative approaches, a child's healthy development was tied to the absence of risk factors but not the presence of happiness, optimism, meaningful interactions and goal selection (Theokas, Almerigi, Lerner, Dowling, Benson, Scales, Eye, 2005; Asgarifard, 2010; Heidarnia, 2010).

Because of the vast absence of positive approach toward adolescents' psychological well-being in the first few decades of the 21st century (Seo, 2007), scholars in western societies assumed a strength-based perspective to understand adolescence period better. This school of thought claimed that, youths are resources to be developed positively, to be successful and at last, to be thrived (Lerner, Alberts, Jelicic, & Smith, 2003). Consequently, Positive Youth Development (PYD) approach was suggested by Lerner (2005). This theory proposed that PYD is a process, which shows youth their own strength to develop positively; experience high levels of positive well-being during adolescence period and at last reach thriving in adulthood.

The recent decades, in southeastern and middle-eastern countries, some basic changes such as academic education eagerness, civilization and modernization developments have caused a reduction or some basic changes in parent's protection of adolescents (Barker, 2007). Consequently, this has led to severe psychological and behavioral problems such as substance use, emotional problems and identity crisis within adolescents. Iran is one of the countries with such those problems among

adolescents (Barker, 2007). The Official Statistics Center of Iran (2012) estimated that the Iranian adolescent population in 2013 is approximately 24 million, which is 40% of the Iranian population (Abolhasani, 2013). Hence, Iran could be considered as a young country because of its huge youth population with increasing trend of psychological problems among Iranian adolescents could also be observed (Azimpour, Neasi, Shehni-yailagh, & Arshadi, 2012).

In 2013, Iran's Ministry of Health reported that there is a serious need for research and rehabilitation program on adolescents. It was officially declared that 20% of Iranian adolescents face psychological problems; meanwhile, the Vice Chancellor of the Psychotherapy Association of Iran announced that, unofficially the level of adolescents facing such problems could be 25% or more (Mesdaghi-nia, 2013). Subsequently, a huge amount of adolescence studies were initiated to determine the causes of stress, depression and aggression (Asgarifard, 2010; Khamene, 2011; Moosavi, 2011). However, the Institute of Youth and School's Health of Iran then announced that it was time to change the attitude towards the adolescent era and chose more positive and practical approaches that survey youths in a more positive manner and their influential related assets (Iran Ministry of Mental Health, 2004).

In Iran, some policies have been developed in order to promote positive attitude toward adolescent's development such as the running of 'Health-Promoting Schools' (H-PS) in some cities in Iran (Mir-Jalili & Askari, 2012). As a result, after a year running the positive developmental programs and policies, adolescent's psychological well-being improved significantly. So, the initiation of this program is highly demanded (Mokhtari & Bakhshi-Zade, 2012). Accordingly, parents were recognized as the first priority and the most essential and important assets of these positive developmental programs (Lerner, Lerner, & Phelps, 2008). In other words, after longitudinal studies of adolescents' psychological well-being and its causes, Ministry of Mental Health of Iran in 2010 announced that, the most important reason of adolescents' problematic and healthy psychological issues is unhealthy relationships among Iranian family members (Ghandeharizadeh, 2010).

A review of Iranian families' way of living revealed some changes in parenting roles during the time. In the past, mothers were the main caregivers of their children and offered more supportive-emotional child rearing. In addition, fathers played the role of the specific breadwinner of their household and were assumed as the main decision-maker at home (Asgarifard, 2010). However, after industrialization and urbanization of Iran in early twenties, families were caught between traditions, religious beliefs and the idea or practice of western-styled family relationships (McGoldrick, Giordano, & Garcia-Preto, 2005). Presence of Iranian women in different workplaces has risen up to 15% because of higher education eagerness, social collaborations, acceptance of modern ways of living, working conditions and benefits, women working demands, and familial difficulties (Azimi, 2010; Iran's National Census Report in 2012, 2013). Thus, there was a demand for more help on child rearing which involved fathers and grandparents (Tashakkori & Mehryar, 1982). Generally, Iranian families remained united while moving from an extended family form towards a nuclear one with a considerable confliction on parental obligations and a sense of responsibility (McGoldrick et al., 2005). Therefore, much of

investigation about Iranian parental roles is needed (specially for fathers) to determine the healthy parent-adolescent relationships.

In addition, Iran has always been a country faced with different kinds of natural and man-made disasters such as earthquake, floods and wars (Iran Ministry of Mental Health, 2004), that have caused much death of family members throughout time. Hence, most of the related researches in the field of adolescent well-being within the family contextual framework, were devoted to bereaved adolescents (Aghajani, 2009; Heidarnia & Charkhian, 2011; Yahyae, 2012), adolescents with divorced parents (Mirzaee, 2004) and comparative studies of adolescents' well-being between orphaned children and those with parents (Nejat, Kashani-Nia, & Me'marian, 2008). Therefore, studies on intact fathers and paternal involvement are still limited in Iran, especially in the context of intact families (Pakdaman, Mousavi, Ghanbari, & Molhi, 2012).

Moreover, studies in the field of adolescent psychological well-being and paternal involvement have not covered varied cultures in their investigations and it is one of the most significant deficiency of such these studies (Peltz, 2007). The United Nations Children's Fund (2011) reports that 85% of adolescent populations inhabit developing countries however most of the positive developmental researches and father-child studies were done in America and Europe (Allen & Daly, 2007). Since one of the most important issues of adolescent positive psychological well-being is familial relationships (such as father-child relationships) (Hawkins & Palkovitz, 2002), there is a serious need for paternal-adolescence studies in developing countries.

Therewith, most of the studies have considered the relationship between father involvement and the adolescent well-being as a dyadic tie, while the contexts in which the father-child are living are among the most influential factors for familial studies (Marsiglio, Amato, Day, & Lamb, 2000; Seo, 2007). Nevertheless, in father-adolescent relationship, maternal involvement and marital quality are two influential issues, which affects this interaction indirectly but in a significant manner (Bowers, VonEye, Lerner, Arbeit, Weiner, Chase & Aganes, 2011). Therefore, more researches in the field of paternal involvement and adolescent well-being are required, while considering other very important contextual factors such as maternal involvement and interparental conflict (Flouri, 2004).

In conclusion, If adolescents align their strength with their external sources (such as their parents), they can achieve higher level of positive well-being during adolescence period (Lerner, Lerner, & Phelps, 2008). A positive approach in which ecological assets are considered would also help adolescents achieve their strength and their best state of well-being eventually (Lerner, Lerner, & Phelps, 2008). Sadly, an ecological approach of adolescent positive well-being is rarely considered in adolescent's studies. It should be noted that at present parental roles have changed to the extent that it has brought about new dimensions of father involvement in the adolescent's life. Hence, a thorough investigation of the effective factors on adolescent-father relationships is needed (Napolitano et al., 2011). Change of attitude

toward the early adolescence period and considering their involved-environment as important elements in their well-being is vital for developmental researchers, policy makers and programmers.

## 1.2 Problem Statement

Similar to universal studies about adolescent positive well-being, Iranian research have been dedicated to explore, control, and decrease the negative aspects of youth developmental issues like anxiety, depression and aggression (Heidarnia, 2010). Consequently, there have been no significant progress in the field of youth psychological well-being, particularly, adolescent positive well-being, in Iran. So, there is still a serious lack of knowledge and practical instructions to help adolescent's psychological development with less problems and more positive approaches toward themselves (Haghighatdoost, 2010; Mahdavi & MirSardo, 2010).

Accordingly, in 2013, Iran's Ministry of Health reported that psychological problems (such as aggression and depression) among young people were estimated around 16.5% in 2001-2002, while that of 2004 was 23.5%. Subsequently, the estimated value of the mentioned psychological problems was around 28% in 2006 and 39% in 2008 respectively (Kheiripoor, 2011). On the other hand, after running Healthy-Programmed Schools (H-PS) program in some Iranian guidance schools, adolescents showed progress in academic achievements and positive well-being (Mir-Jalili & Askari, 2012). Consequently, Iran Institute of Youth and School Health urged for more research to increase adolescent's psychological well-being with a positive approach instead of preventing and decreasing psychological problems among adolescents (Abolhasani, 2013).

Parents have been known as the most important external assets to provide adolescents the sense of positive well-being (Bornstein, 2003). Moreover, ministry of Mental Health of Iran in 2012 announced that, the most important reason of adolescents' problem is problematic relationships among Iranian family members. These kind of relationships are mainly the result of changes in the roles and duties of each person at these day's households (Ghanizadeh & Shams, 2008). Economic hardship, an increasingly female-oriented labor force, and lack of practical programs for healthy family-member relationships, has resulted in demand for updated information about paternal roles related to adolescent's psychological life (Mesdaghi-nia, 2013). Father-involvement is one of the most important familial relationships (Elliott, 2009). Although studies on father-adolescent relationship in the Iranian society are scarce (Mokhtari & Bakhshi-Zade, 2012), Pakdaman (2012) found a unique paternal effect on adolescent's well-being. Hence, identifying and explaining significant domains of father involvement relating to adolescent positive well-being is very much demanded (Pakdaman et al., 2011). It is obvious that, father-adolescent relationship is not a dyadic one, since maternal role and quality of spousal interactions have undeniable significant effects on the unique relationship between father involvement and adolescent well-being (Fagan & Palkovitz, 2011).

In conclusion, most adolescent-related researches have focused on risk factors, its reasons and consequences without making any noticeable changes in adolescent's psychological health trends particularly in Iran (Mesdaghi-nia, 2013). In addition, Pakdaman (2012) showed a unique role of Iranian paternal involvement in their adolescent's life; although, father involvement effects is rarely considered in adolescent's positive well-being studies. Meanwhile, scholars posited father-adolescents studies were not reliable enough if they uncouned the powerful influences of mothers and spousal interactions (Allen & Daly, 2007). So, by applying a positive approach, with considering the dimensions of father involvement, mother involvement and parent's spousal communication in relation with adolescent's positive well-being; youth well-being may improve positively.

### **1.3 Research Questions**

What is the level of adolescent positive well-being in Tehran, Iran?

What is the level of Iranian father involvement in the lives of adolescent boys and girls, in Tehran, Iran?

How does father involvement relate to adolescent positive well-being in Tehran, Iran?

What are the unique predictors of adolescent positive well-being?

How frequently do mother involvement and interparental conflict moderate or mediate the relationship between father-involvement and adolescent positive well-being, in Tehran, Iran?

### **1.4 Significance of Study**

The current study has three specific features; firstly, the adolescent positive well-being is assessed through the "Positive Youth Development (PYD) model". It provides a new understanding of adolescent well-being with a positive approach, that may help policymakers believe in the adolescent's strength and plan positively for this specific period of early adolescence. New practical programs would assess adolescents' 'useful potential' and work to promote them instead of focusing on removing negative behaviors.

Second, the study seeks to investigate the areas of father-involvement and its relationship with adolescent positive well-being. The current study strengthens policies and programs in order to alleviate the adolescent's well-being through one of the most important support-person in the family, namely, fathers. In addition, mother involvement and interparental conflict are also evaluated as two moderator or mediator roles in the relationship between father involvement and adolescent positive

well-being. This holistic approach toward the specific father-child relationship not only boosts plans for the healthy development of adolescent's, but also encourages parents to co-operate more in child-rearing and to increase support for each other. In addition, the level or the number of years of education underwent by the parent(s), family income, mother's occupation and adolescent's gender and academic achievement are included in the analyses for a better understanding of the direct and indirect roles of contextual factors on the adolescent positive well-being.

Generally, it is expected that the PYD level for those adolescents whose fathers are more involved in the household is higher than those where the fathers were less-involved. Level of PYD in relation with father-involvement is examined considering the roles of mother-involvement and interparental conflict. In addition, the parent's age, number of years of education received, mother's occupation, adolescent's gender and academic achievement are controlled.

At the micro-level, this study will guide future researchers who are interested in conducting studies either in the field of adolescent well-being with positive approach or with fatherhood, as the number of studies conducted in both field are still limited especially in Iran (Mir-jalili & Askari, 2012; Pakdaman et al., 2012). Furthermore, this study may guide practitioners to identify and develop a set of themes and indicators to be used for adolescent's strength-based focused programs within a healthy familial context, developmental program efforts and evaluation of activities to guarantee a sustainable community with healthy adolescents.

At the macro-level, the present study is also expected to be a reference for the provincial governmental, social service agencies and community program planners in Tehran. Subsequently, programs could be developed to help adolescents developed in a positive, healthy manner. In addition, this study could be used as a information for policymakers to design better policies, to raise the importance of father involvement in the family and to promote successful father-adolescent relationship among Iranian families, considering as well the roles of mother involvement and interparental conflict. Hence, the current study can be used as reference for designing systematic intervention measures and programs to promote adolescent positive well-being and competent fathering behavior in youths. This study is also useful for constructing and implementing adolescent strength-based, father-friendly social and family policies to assist young people and fathers to meet numerous challenges of puberty and fatherhood and also to promote a stable and satisfying familial relationship between adolescents and their parents in Iran. It is important to mention that the current study is conducted as a follower of previous Iran health based program (Mir-Jalili & Askari, 2012) and paternal studies (Pakdaman et al., 2011, 2012).

## 1.5 Objectives of Study

### 1.5.1 General Objective

To determine the relationships between father involvement, mother involvement, interparental conflict and positive well-being among early adolescent in Tehran, Iran.

### 1.5.2 Specific Objectives

To describe adolescent's personal characteristics (gender, age and academic achievement), parents' personal characteristics (age, level of education and mother's occupation), level of father involvement, mother involvement, interparental conflict and adolescent positive well-being.

To determine the relationships between parents' personal characteristics, adolescent's personal characteristics, father involvement, mother involvement, interparental conflict and adolescent positive well-being.

To determine the significant predictors of adolescent positive well-being.

To examine the moderator or mediator role of mother involvement and interparental conflict on the relationship between father involvement and adolescent positive well-being.

## 1.6 Research Hypothesis

Generally it is hypothesized that adolescents with more involved fathers would have higher levels of positive well-being; while assuming the roles of mother involvement and interparental conflict as the main moderators or mediators in addition of controlling parent's age, years of education received, mother's occupation, adolescent's gender, age and academic achievement. The following hypotheses were developed based on the objectives.

**Objective 2.** To determine the relationships between parents' personal characteristics, adolescent's personal characteristics, father involvement, mother involvement, interparental conflict and adolescent positive well-being.

HA1 Higher level of father involvement is significantly related to a higher level of adolescent positive well-being.

HA2 Higher level of mother involvement is significantly related to a higher level of adolescent positive well-being.

HA3 Lower level of interparental conflict is significantly related to a higher level of adolescent positive well-being.

In addition, all personal characteristics (adolescent's age, gender, academic achievement and parents' age, education and mothers' occupation) are examined in terms of their relationships with father involvement and adolescent positive well-being. Significant findings of these analyses will be selected for the regression analysis.

**Objective 3.** To determine significant predictors of adolescent positive well-being.

HA4 The regression coefficient for adolescent's personal characteristics (age, gender, academic achievement), parents' personal characteristics (age, education, mother's occupation), father involvement, mother involvement and interparental conflict is greater than zero when regressed against the level of adolescent positive well-being.

**Objective 4.** To examine the moderator or mediator role of mother involvement and interparental conflict on the relationship between father involvement and adolescent positive well-being.

HA5 Mother involvement significantly moderates the relationship between father involvement and adolescent positive well-being.

HA6 Interparental conflict significantly moderates the relationship between father involvement and adolescent positive well-being.

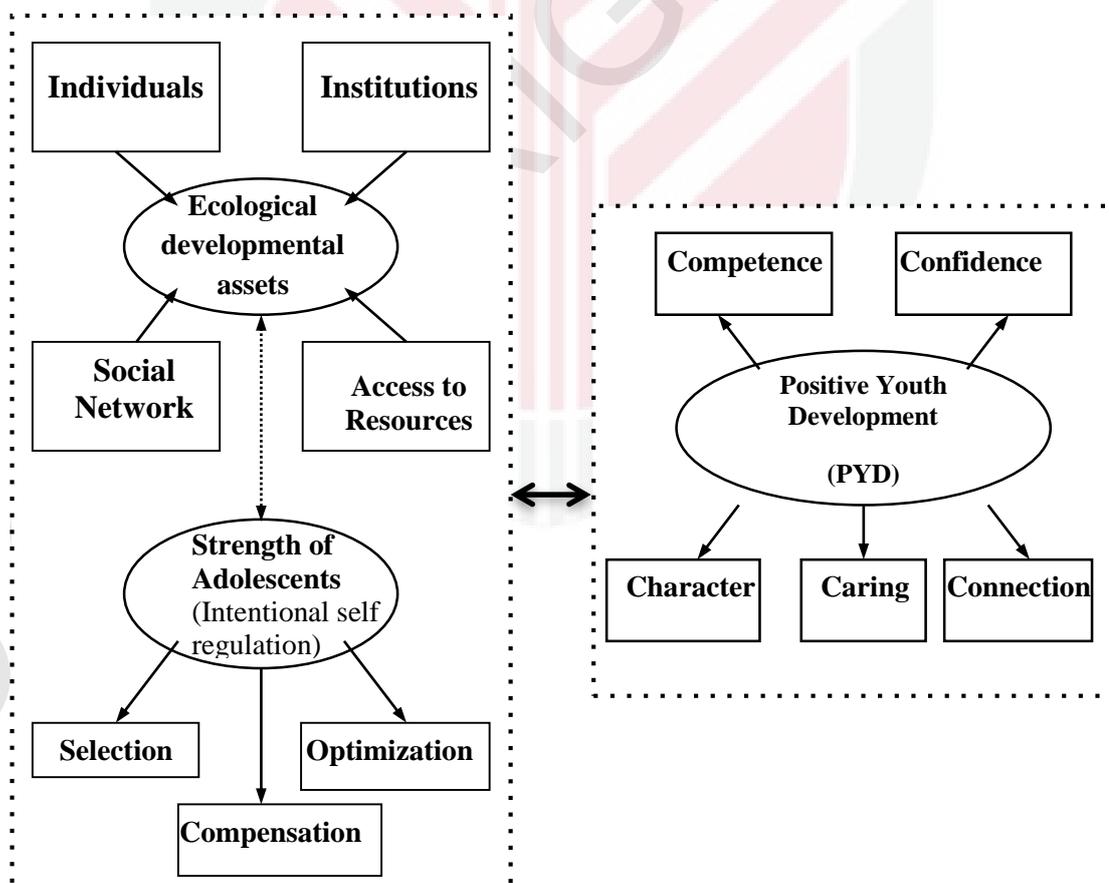
HA7 Mother involvement significantly mediates the relationship between father involvement and adolescent positive well-being.

HA8 Interparental conflict significantly mediates the relationship between father involvement and adolescent positive well-being.

## 1.7 Theoretical Framework

### 1.7.1 Positive Youth Development (PYD)

In fact, youths are resources to be developed, not problems to be managed. The Positive Youth Development (PYD) perspective moves beyond the negative, deficit view of youth psychological development (Lerner, Almerigi, Theokas, Lerner, 2005). Adolescent positive well-being is explained through Positive Youth Development (PYD) theory. In other words, the concept of positive well-being is measured through the following five concepts: confidence, competence, connection, character and caring in short term (see Figure 1.1). In addition, Theokas and Lerner (2006) developed the concept of external developmental assets and divided it into four domains: individual, institutions, social networks and, access to resources (Figure 1.1). Individuals includes parents, teachers and community members. The second level contains resources that are offered in the environments that help adolescents in learning, recreation and engaging with others. The third level shows mutual interactions between youths and the individual in their environment. The fourth domain, which is the accessibility, means the different ways of participating in social environment that are proposed by different kinds of developmental assets (Lerner, Von Eye, Lerner, Lewin-Bizan, and Bowers, 2010).



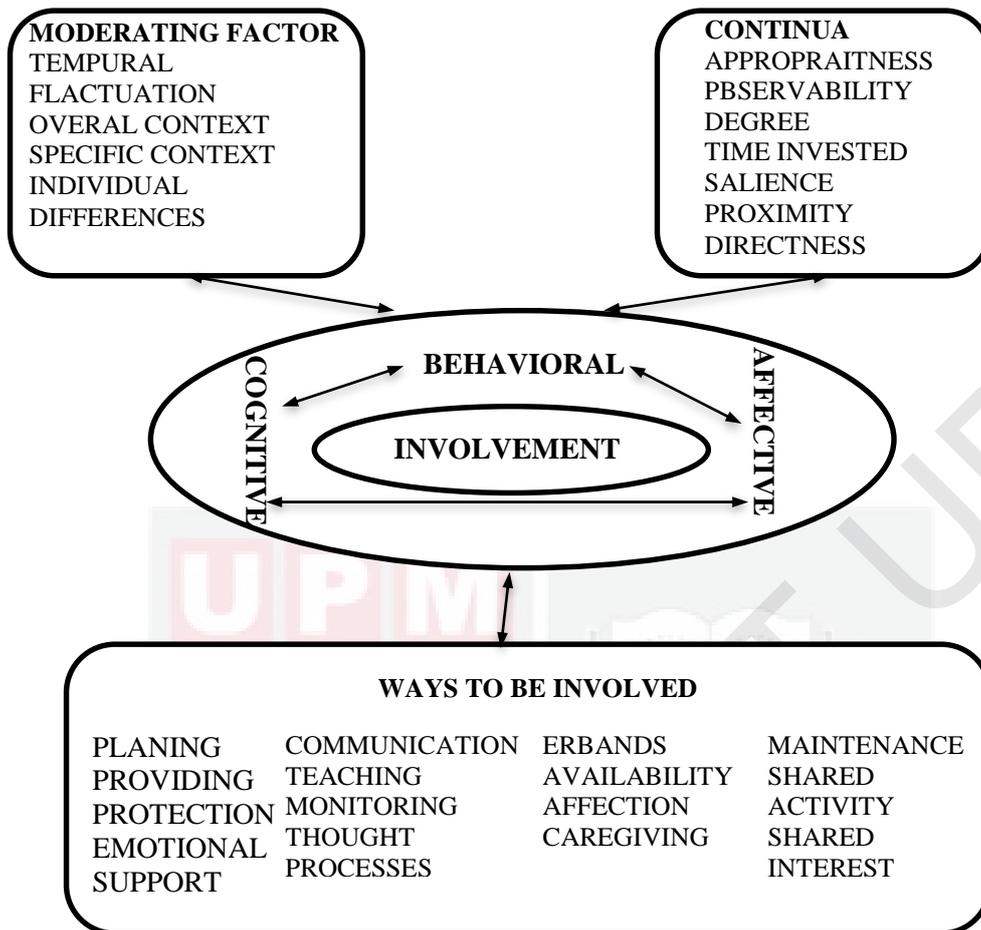
**Figure 1.1 A Developmental System Theory-based Model of Developmental Assets** (Source: Lerner et al., 2010).

Due to the PYD framework, developed by Lerner's (2005) investigations, adolescents and the context, which they live in, have bidirectional and multiple interactions. In other words, children have; firstly, strengths to develop healthily. Secondly, all families, school, and communities offer assets, "nutrients" or "building blocks" of healthy, positive development for youths. Aligning or creating a good balance between child strengths and the external offered assets will promote positive youth development (Geldhof, Bowers, Boyd, & Mueller, 2010).

Consequently, the Promoted positive Youth Development will benefit both external assets and adolescents with providing healthy environment (Figure 3.1). Among the four ecological assets, the individual domain (parents, in particular) is one of the most important developmental assets that help a child to reach positive well-being—as a short term effect- and to thrive (in the future) as a long term influence (Lerner et al., 2010; Theokas & Lerner, 2006). Thus, recognizing paternal involvement aspects and its impacts on adolescent positive well-being will be an essential components in youth positive developmental studies, policies and programs (Bornstein, 2003). Accordingly, specific short-term relationship of father involvement on adolescent positive well-being will be assessed in this study.

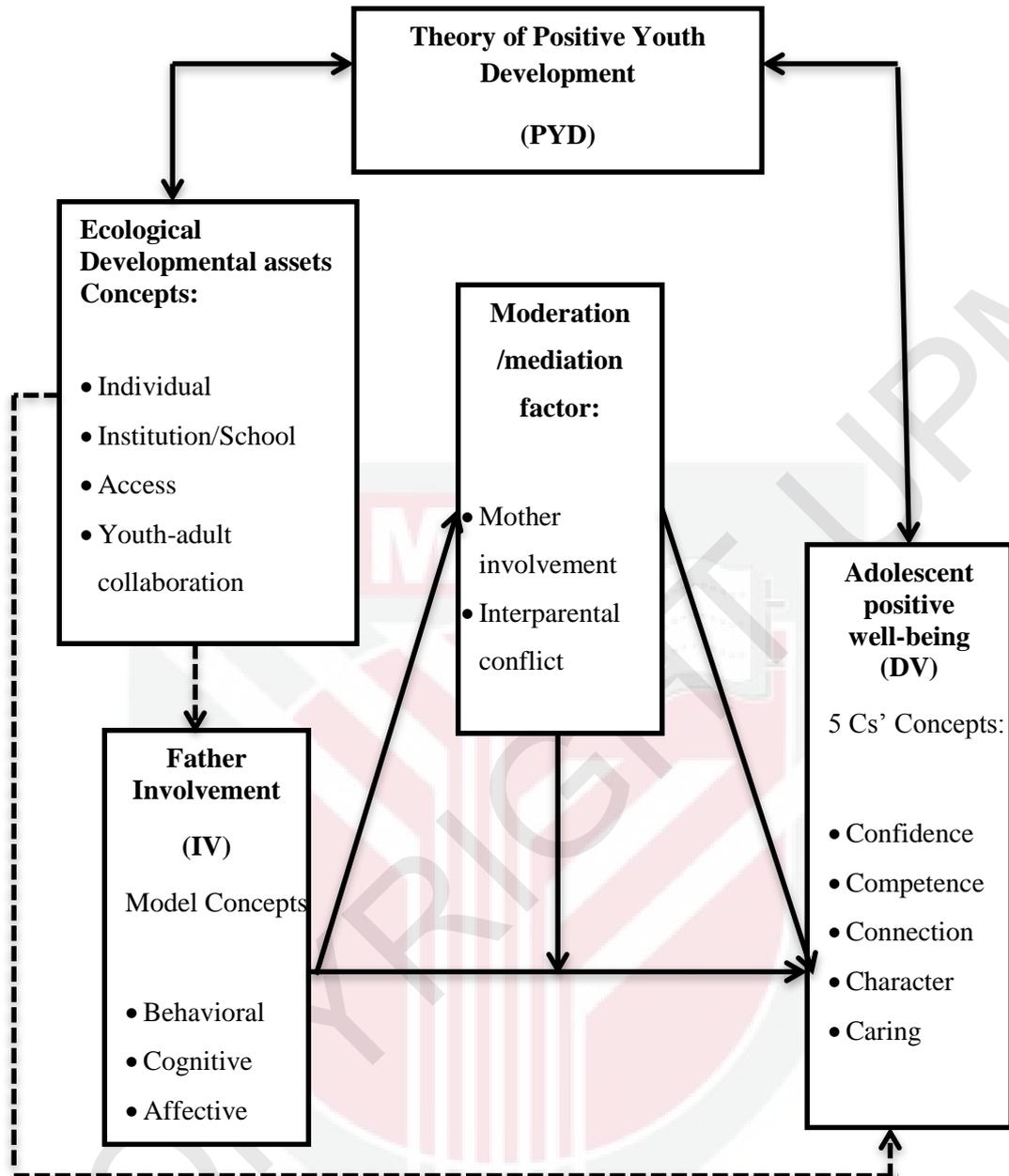
### **1.7.2 Father Involvement Model**

In response to incomplete views toward the father involvement concept, Palkovitz (1997) provided a model of father involvement in young adolescent's life according to three main categories. Palkovitz's three features of involvement -cognitive, behavioral and affective- are bi-directionally related to each other (Hawkins et al., 2002). Based on this model, the cognitive part of involvement refers to reasoning, planning, evaluating, and monitoring. The behavioral side of father-child relationship covers observable behaviors, such as feeding, conversing, teaching, and lastly affective involvement contains emotions, feeling and affection (Karre, 2011). In addition, this model covers the contextual factors influencing father involvement (Palkovitz, 1997).



**Figure 1.2 Palkovitz's Conceptualization of Father Involvement** (Source: Palkovitz, 1997).

Although the Figure 1.2 is pervasive enough to define paternal role, it is extremely complicated to be used in developmental studies. Therefore, the most important parts of paternal involvement of the model (i.e., affective, cognitive and behavioral), which are considered by Hawkins and Palkovitz (2002), results in a perfect questionnaire in a concise form that covers father-child relationship. Further more, in current model, the overall and the specific contextual effects have been conceptualized in relation with father involvement such as mother involvement, spousal relationship, educational degree, and etc. (Hawkins et al., 2002).



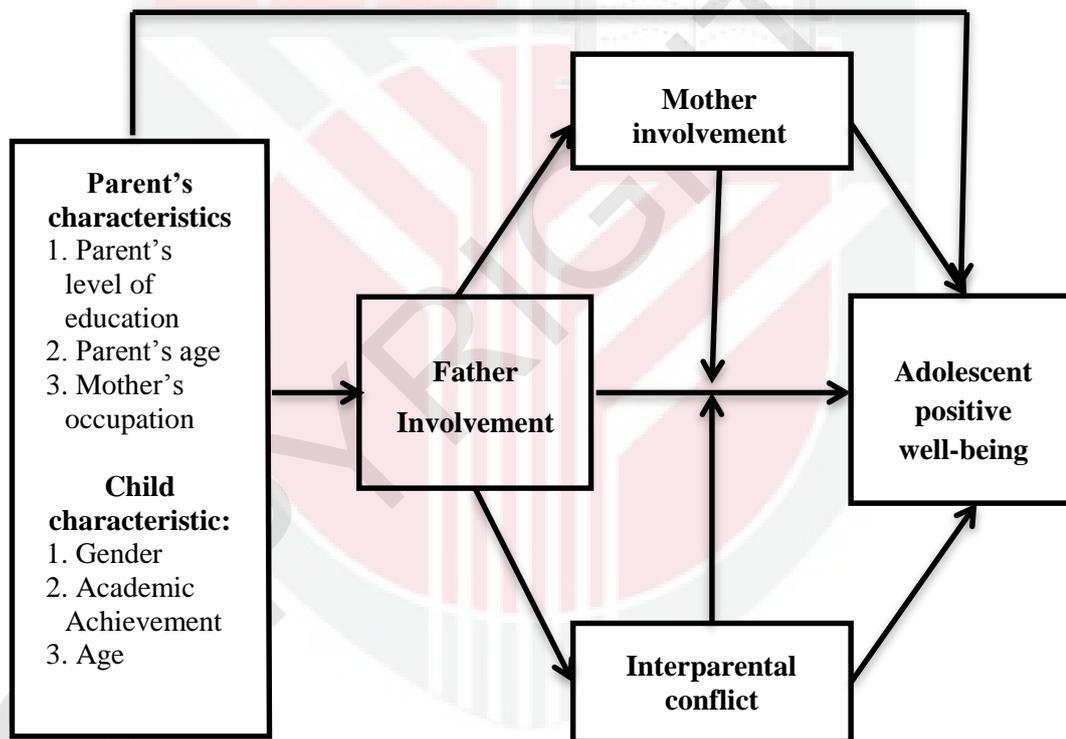
**Figure 1.3 Theoretical Model of the study**

Based on Figure 1.3, PYD is a process, which align or create a good balance between child strengths and the external offered assets and as a result, promote positive dolescent's well-being (Geldhof, Bowers, Boyd, & Mueller, 2010). According to Palkovitz's and Lerner's theoretical frameworks, father involvement (independent variable) is one of the determinants of adolescent positive well-being (dependent variable). So, father involvement have been selected as one of the most important assets in relation to the adolescent positive well-being. Consequently, Peltz (2007) studied paternal role in relation with Positive Youth Development. It was sited that fathers have their unique role in relation with adolescent's positive well-being, while considering it in a family context.

Following, Peltz (2007) urged a need for a comprehensive model for studying father-adolescent relationships with an ecological aspect. So, recognizing paternal involvement aspects (through Palkovitz's proposed model) in a family context (mother involvement and spousal relationship) and its impacts on adolescent's positive well-being is an essential components in youth's positive developmental studies, policies and programs (Bornstein, 2003).

### 1.8 Conceptual Framework

In accord with the previously mentioned theoretical backgrounds, the conceptual framework of the current study was illustrated (Figure 1.4). In conclusion, Palkovitz presumed that, the model of paternal involvement, which has been reshaped in a concise form in 2002 by Hawkins and Palkovitz, has been used to describe the essence of father involvement (IV) and adolescent positive well-being (DV).



**Figure 1.4 Conceptual Framework:** For the study on the “Relationships between father involvement, mother involvement, interparental conflict and early adolescence”.

In addition, as shown in Figure 1.4, two components, that is, mother involvement and interparental conflict are assumed as two moderator or mediator variables, and parental age and education, adolescent's gender and academic achievement are control variables of the relationship between father involvement and adolescent positive well-being.

## **1.9 Definitions of Terminology**

### **Positive Youth Development (PYD)**

Positive Youth Development is a process composed of the attempt of youth, adults, communities, and social environments like schools to provide opportunities for young people to promote their interests, skills, and abilities. In this study, positive well-being is being studied as the short-term result of PYD.

### **Adolescents Positive Well-being**

Conceptually: In the present research, adolescent positive well-being is the short-term effect of positive youth development, which offers adolescents a situation for psychologically healthy functioning in adolescence period (Lerner, Lerner, Von Eye, Bowers, Lewin-Bizan, 2005b).

Operationally: In current study, adolescents positive well-being is measured through five components of Competence, Confidence, Character, Connection, and Caring through a short form questionnaire of positive youth development (PYD-SF). The 34-item PYD-SF demonstrates a comprehensive perspective of youth psychological well-being (Geldhof et al., 2010). In general, a higher composite score indicates better positive well-being.

### **Early Adolescence**

Conceptually: Adolescence is a distinct period linking childhood to adulthood, which starts at age 12 with biological changes and finishes at age 14 with social transformations (Lerner, Galambos, 1984).

Operationally: The group of adolescents who live with both parents will be selected from public and private guidance school of central region to cover the age group of 12, 13 and 14 years of age in Tehran, Iran.

## **Father Involvement**

Conceptually: A multidimensional component that covers observable behavioral paternal factors in addition of some indirect shapes of involvement in adolescent's life (Buswell, Zabriskie, Lundberg, & Hawkins, 2012). The present study includes all three areas of involvement: behavioral, cognitive and affective kinds of paternal role.

Operationally: Father involvement is measured by adolescents' answers to the Father/Mother Involvement Inventory (Hawkins et al., 2002; Flouri, 2004) with nine subscales 5-point likert type with scores ranging from '0= not involved' to '4= very involved'. The score ranged between 25 to 125. The higher the score, the higher the level of parental involvement (Flouri, 2004).

## **Mother Involvement**

Conceptually: A multidimensional component that covers observable behavioral maternal factors in addition of some indirect shapes of involvement in adolescent's life (Buswell et al., 2012). The present study includes all three areas of involvement: behavioral, cognitive and affective kinds of maternal role.

Operationally: Mother involvement is measured by adolescents' answers to the Father/Mother Involvement Inventory (Hawkins et al., 2002; Flouri, 2004) with nine subscales 5-point likert type with scores ranging from '0= not involved' to '4= very involved'. The score ranged between 25 to 125. The higher the score, the higher the level of parental involvement (Flouri, 2004).

## **Interparental Conflict**

Conceptually: The amount of conflict intensity and frequency between father and mother of the children (Kline, Wood, & Moorephd, 2003).

Operationally: This is measured by obtaining the child's viewpoint of valid conflicts between his/her parents based on a shortened version of 13-item Children's Perceptions of Inter-parental Conflict Scale (CPIC-I/F) using a 6-point response format (Kline et al., 2003).

### **1.10 Limitations of Study**

There are few limitations of this study. Firstly, all the respondents who participated in this study were males and females from Tehran Guidance Schools' that were from 12 to 14 years of age, and who lived with intact parents. So, generalizing the result beyond this population should be done with a high degree of caution. Secondly, as this study is cross-sectional, it would not show the causal effects of parental variables

and adolescent positive well-being. Another limitation is the lack of sufficient literature and reports in Iran to support the results of the current study. In addition, because of time and complexity limitation, some influential factors were not accounted from in this study, for example, gatekeeping roles of siblings and mothers. Finally, the results of the current study were 'self-reporting-based' that could potentially lead to some biases.

### **1.11 Chapter Summary**

Chapter 1 begins with the background of the study and supplies a description of adolescent well-being within a positive framework and its relationship with father involvement and contextual factors (mother involvement and interparental conflict) amongst adolescents in their early teens, who are living with both intact parents. Following the problem statement, the significance of the study, general and specific objectives, hypothesis of the study, theoretical and conceptual frameworks were explained. Finally, definition of terms and limitations of the current study were clarified. Chapter 2 reviews previous related research.

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