Designing and Explaining a Local Model of Successful Parenting

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A B S T R A C T

Objective: Successful parenting is a new and globally recognized program regarding child-rearing that fosters a positive relationship between parents and their children. Thus, the present study aimed to design and explain a local model of successful parenting.

Methods and Materials: This qualitative research is a phenomenological study, with the statistical population consisting of all parents of elementary school students in Isfahan city during the 2021-2022 academic year. A sample of 32 individuals (16 couples) was selected. The research measurement tool was an interview. The interview data were analyzed using MAXQDA 2020 software.

Findings: The results of this study indicate that the contextual conditions of successful parenting include family economy, family rights, love and intimacy in marital relationships, responsibility for child-rearing, collaboration, and joint problem-solving in marital issues. The causal conditions of successful parenting are study and consultation for child-rearing, inherent characteristics (parental personality), intervening conditions (obstructive/facilitating), social conditions of the community, economic conditions of the community, family performance, strategies of successful parenting, education and awareness, joint family activities, providing opportunities for self-expression, maintaining close and respectful relationships with children, supervising children, collaboration and participation in problem-solving with children. The outcomes of successful parenting are societal advancement and excellence, family success, and children's success.

Conclusion: The local model for successful parenting involves causal, contextual, and intervening factors, as well as strategies and outcomes of successful parenting. The proposed model can be useful for family counselors, psychologists, and parents for effective child-rearing.

Keywords: Successful Parenting, Contextual Factors, Causal Conditions, Strategies of Successful Parenting, Outcomes of Successful Parenting

1.   Introduction

In every family system, parents play the most crucial role as the first educators in shaping the behavior and upbringing of a child. Neglect and negligence in this matter can lead to severe consequences in their lives (Simona et al., 2018). Having parents who consistently provide emotional support to their child can resolve many psychological and social issues, guiding them towards growth and flourishing (Matejevic et al., 2015; Saadati & Parsakia, 2023; Simona et al., 2018). The reason for this lies in the fundamental importance of the mother-child relationship in creating the necessary conditions for children's physical, psychological, and social balance. Moreover, research has shown that the mother-child relationship is associated with many psychological issues in children, including depression (Kim et al., 2016), anxiety (Hamblin et al., 2016), and adaptive problems (Hiller et al., 2016).

Parenting styles are fundamental components in the development and upbringing of children, often correlating with significant achievements such as cognitive and social skills, and influencing various personality dimensions, feedback, emotions, and habits (Desjardins et al., 2008). Family functioning patterns reflect parenting styles and relate to them (Gagné et al., 2023; Gong et al., 2023). Parenting styles are proposed based on two characteristics: expectations, which include control, supervision, and the expectation of mature behavior from the child, and responsiveness, which includes support, love, and acceptance of the child. Authoritative parents have high expectations while being responsive. Authoritarian parents set strict rules for their children, while permissive parents have few expectations (Smetana, 2017).

Extensive evidence clearly shows the crucial role of family interactions and parenting in adolescent vulnerability to and protection against anxiety disorders, depression, and suicidal tendencies. Many studies have shown a significant relationship between various types of adolescent psychopathology and parenting styles (Godarzi & Khojaste, 2020; Karaer & Akdemir, 2019; Karimzadeh Navadian, 2023; Kazemi et al., 2020; Mirsadeghi et al., 2018; Morshedzadeh et al., 2020; Olson, 2021; Roghani et al., 2022; Rostami & Saadati, 2018; Xu et al., 2017).

Another important factor in families is family functioning. Family functioning is a crucial aspect of the family environment that affects the physical, social, and emotional health of all family members, especially children. Family functioning is considered a process where family members interact to meet basic needs, make decisions, create rules, and define goals, simultaneously contributing to individual and family growth (Lanigan, 2009). Indeed, what happens within the family and how it functions can be a key factor in building resilience and reducing current and future risks associated with adverse events and unfavorable conditions.

Parenting is a critical component influencing an individual's development during childhood and adolescence, which are periods of biological, cognitive, emotional, and social adjustment. One of the issues currently under attention is the stress arising from parenting. Parental stress is a psychological disturbance resulting from parents' efforts to cope with the duties and demands of parenting. This type of stress needs to be distinguished from other stressful situations (Golfenshtein et al., 2016). Abidin (1995) presented a conceptual model of parental stress. In his theory, the factors triggering parental stress can be classified into several areas related to parents, children, and life events. Child-related stress factors pertain to the child's temperament and behavior traits such as adaptability and compliance. Parents' expectations and perceptions of the child and themselves as parents, their personality type, performance, feelings of guilt, attachments, and psychological disturbances are among the parental triggers. Environmental stress factors are mainly summarized in marital relationships, parenting conflicts, health, and social isolation (Golfenshtein et al., 2016). High levels of parental stress disrupt parent-child interaction and damage parenting skills. Furthermore, high parental stress affects individuals' psychological functioning, causing disorders such as anxiety, depression, and aggression, and increases negative attributions, ultimately leading to negative interpretations of the child's behavior, increased punishment, and family interaction problems (Shookohi et al., 2014). Among these, parents' cognitive factors play a significant role. It is believed that parents' cognitive factors are strongly linked to their stress, which in turn leads to increased use of maladaptive behaviors with their children. Such behaviors eventually lead to increased child psychopathology (Kennedy, 2012). Therefore, parental disorders and their cognitive state play a significant role in children's anxiety.

One common problem during childhood influenced by parenting styles is anxiety. Anxiety is an unpleasant, diffuse, and vague feeling of fear and worry with an unknown origin, experienced by individuals, and it includes uncertainty, helplessness, and physiological arousal (Karimzadeh Navadian, 2023). Studies show that childhood anxiety has

become a serious mental health issue, often affecting children and adolescents (Garcia-Lopez et al., 2017). The prevalence of anxiety disorders in children and adolescents is reported to be around 10% (Amiri et al., 2023; Karimzadeh Navadian, 2023; Mahvash et al., 2024). Children's behavioral problems are linked to negative maternal behavior and communication. Theories of childhood anxiety suggest that parental characteristics, particularly those of the mother, such as over-involvement, overprotection, rejection, and criticism, are associated with children's anxiety traits (Manassis et al., 2014; Muris et al., 2017). Research indicates that parenting characteristics directly relate to preparing children to face emotional and social challenges (Burlaka, 2016). Bahramipour's (2019) research indicates the significant impact of positive parenting intervention on reducing externalizing disorders in children and parenting problems (Bahramipour, 2019).

Given the above and the fact that the presented models in theoretical reviews and research findings have been conducted in different cultural-social contexts outside the Iranian Islamic culture, their effects may not be consistent in every context. In other words, most parenting research conducted in Iran has merely imitated the aforementioned models and often utilized parenting measurement indicators and tools derived from those models, neglecting contextual variables resulting from Iranian culture. Iran's culture is significantly influenced by Islamic teachings, which is emphasized and considered in parenting education, whereas theoretical and research literature on parenting has not addressed this issue. For effective parenting, resulting in happy, healthy, and productive children, it is necessary to design an effective indigenous model based on Iranian culture. Designing this model can be a starting point for domestic researchers to consider contextual and cultural factors in measuring and presenting a successful parenting model.

2. Methods and Materials

2.1. Study Design and Participants

This research is qualitative in nature, employing a phenomenological approach. The data were collected through in-depth interviews with parents. In this study, semi-structured interviews were used to gather information. Semi-structured interviews are one of the most common types of interviews used in qualitative social research. These interviews fall between the extremes of structured and unstructured interviews and are sometimes called in-depth

interviews, where all respondents are asked similar questions but are free to respond in any way they choose.

The criteria for parents' inclusion were as follows: 1- At least having a high school diploma, 2- Not being a citizen of other countries, 3- Not being divorced, 4- Not having filed for divorce from their spouse, 5- Living with a spouse to whom the child belongs to both. At this stage, 189 out of 200 participants remained. In the next step, to identify successful parenting, the Halpern and Kappenberg (2006) Attachment Style Questionnaire (parent version) was used. At this stage, parents answered the questionnaire, and those whose children did not have an insecure attachment style and whose score for insecure attachment was minimal while their secure attachment style score prevailed were selected. At this stage, 175 out of 189 participants remained. Additionally, parents whose child's reported attachment score was one standard deviation lower than the mean were also excluded, leaving 142 participants. Next, the Parent-Child Relationship Questionnaire was completed by parents, and half of the parents who scored higher on the Parent-Child Relationship tool were selected. Thus, 71 parents remained at this stage. In the next step, Sanaei Zakir and Barati's (2008) Marital Conflict Questionnaire was administered (Gholipour et al., 2022). At this stage, half of the parents whose marital conflict score was higher than the others were excluded. Consequently, 36 parents remained at this stage and were identified as successful parents.

2.2. Measures

2.2.1. Semi-Structured Interview

To avoid bias, the interview began with open-ended questions, asking parents to explain how they raise their children. As the interview progressed, and with the recording of everything parents said, the questions moved towards semi-structured. Parents were asked about their actions regarding their children's education, social upbringing, what they consider important for their children within the family, their emotional relationships with their children, how they provide positive experiences and happiness for their children, their interactions with their children, actions taken to protect against new and emerging risks for their children, learning resources and problem-solving for their children's issues, their views and actions regarding their children's future, important factors in educating their children, and how they resolve family problems. After asking semi-structured questions, targeted and specific questions were asked about

less clear aspects. Each interview lasted between one and one and a half hours and continued until data saturation.

2.3. Data analysis

The responsibility for coding and categorizing the responses lies with the researcher, and the data were analyzed using MAXQDA software after data collection.

3. Findings and Results

In this study, after data collection, the data were analyzed using MAXQDA software, and the codes related to successful parenting were extracted. Table 1 shows the main themes, selective codes, and axial codes:

Table 1

Main Themes, Selective Codes, and Axial Codes

Axial Code	Selective Code	Main Theme
Income generation	Family economy	Contextual Conditions
Family financial management		
Family law	Family rights	
Meeting sexual needs	Love and intimacy in marital relationships	
Love and affection		
Meeting child's emotional needs	Responsibility in child-rearing	
Meeting spiritual needs		
Meeting material needs		
Parental responsibility		
Cooperation and consultation	Cooperation in solving marital problems	
Respect		
Familiarity with parenting methods	Study and consultation for child-rearing	Causal Conditions
Seeking help from others		
Characteristics of a successful parent	Inherent traits	
Community culture	Social conditions	Intervening Conditions
Meeting basic needs	Family performance	
Others' interference		
Controlling stressful conditions		
Society's financial status	Economic conditions	
Information dissemination	Education and awareness	Parenting Strategies
Teaching life skills		
Allocating time	Shared family activities	
Ceremonies		
Opportunity for experience	Providing opportunities for self-expression	
Responsibility		
Respect	Having close and respectful relationships with children	
Expressing feelings		
Encouragement		
Paying attention to interests		
Friendly relationships		
Support		
Empathy		
Considering circumstances	Supervising children	
Guidance		
Clarification		
Supervision in various matters		
Supervision in cyberspace		
Paying attention	Cooperation and participation in solving problems with children	
Explicitness		
Collaboration		
Crisis management		
Moral growth of society	Advancement and excellence of society	Outcomes of Successful Parenting
Economic growth of society		
Reducing social harms		
Financial growth of family	Family success	
Reducing family tensions		
Family vitality		
Social skill development	Children's success	
Emotional skill development		
Academic success of children		

3.1. Contextual Conditions of Successful Parenting

After categorizing the codes, three main themes were identified as the contextual conditions of successful parenting: a- Family economy, b- Family rights, c- Love and intimacy in marital relationships, d- Responsibility in child-rearing, e- Cooperation and sharing in solving marital problems. Below are explanations and some examples of individuals' statements about these factors.

a- Family Economy: Income generation and family financial management were among the conditions parents mentioned for successful parenting. Parent 25 stated: "It is necessary to educate them about income and family expenses. We must pay attention to earnings and expenses for children to succeed." Parent 30 mentioned: "In the current economic situation, earning enough income is not easy, but a responsible father must find a suitable way to earn money for his family and children. We must meet the children's needs as much as possible." Parent 29 expressed: "To have a better family, we must be familiar with managing financial status, identifying income-generating methods, banking, investments, etc. We must also meet the children's needs as much as possible." According to Parent 26: "We should spend on things needed in life, not just for competition with others."

b- Family Rights: The presence of specific and equal laws in the family and respect for these laws by family members were considered the contextual conditions of successful parenting. Parent 17 stated: "We have specific laws that everyone respects." Parent 20 said: "In our family, there are rules and regulations that everyone follows, and these have become a model for our child's success." According to Parent 22: "The best way is to have equal laws for men and women, as this can eliminate many tensions." Parent 24 declared: "In my opinion, due to the lack of laws supporting women and children, many future problems for children might arise."

c- Love and Intimacy in Marital Relationships: The love and affection between spouses and meeting each other's sexual needs were identified as contextual conditions of successful parenting. Parent 16 mentioned: "We have a close relationship, and this has become a model for our child's success." Parent 17 stated: "My spouse is very kind and expresses love in various ways, making everyone feel successful and happy." Parent 20 declared: "We also satisfy each other sexually. I am satisfied with my sexual relationship with my spouse. These small details create

mutual satisfaction and love in the family, which indirectly transfers to the child and contributes to their happiness and success." Parent 3 expressed: "I support my spouse and vice versa, and this is the best model for raising successful children."

d- Responsibility in Child-rearing: Parental responsibility and meeting the emotional, spiritual, and material needs of children were considered contextual conditions of successful parenting. Parent 22 stated: "Parents are responsible for guiding and raising their children and must see themselves as responsible to succeed in this path." According to Parent 19: "Responsible parents raise successful children, and this becomes a model for their success." Parent 26 declared: "A parent must accept their child in all aspects to succeed in raising them, and this is very important." Parent 32 stated: "As a successful parent, I try to provide my children's needs, including housing, clothing, and food." Parent 27 said: "We must talk to the child about sexual care and protect them from today's sexual deviations." Parent 20 opined: "We must think about their future and invest in it." Parent 28 mentioned: "To ensure a child's success, they must be raised to be proud of themselves and have a positive self-view." Parent 24 declared: "We must also love them and accept them with our love."

e- Cooperation and Sharing in Solving Marital Problems: Respect, cooperation, and collaboration between spouses were seen as contextual conditions of successful parenting. Parent 14 stated: "I guide and supervise their work, and we are like close friends, respecting each other." Parent 10 mentioned: "Patriarchy destroys families. There should be no gender or child dominance in the family; everyone should be equal and solve problems together." Parent 2 stated: "My spouse and I try to make joint decisions, and we always discuss family matters." Parent 8 opined: "Everyone participates in decision-making, and we deal with problems logically." Parent 12 mentioned: "I believe my spouse controls difficult situations very well and seeks help from everyone, showing the right path to the children through interaction and consultation."

3.2. Causal Conditions of Successful Parenting

After categorizing the codes, two main themes were identified as the causal conditions of successful parenting: a- Study and consultation for child-rearing, b- Inherent traits. Below are explanations and some examples of individuals' statements about these factors.

a- Study and Consultation for Child-rearing: Familiarity with parenting methods and seeking help from others (consultation) were among the conditions parents mentioned for successful parenting. According to Parent 6: "Education is important. Attending classes and workshops related to child-rearing helps me a lot." Parent 10 mentioned: "Better familiarity with parental duties helps children behave better and become more responsible in the future. There is a lot of information about child-rearing, many of which are unscientific and highly promoted in society." Parent 11 stated: "Parenting requires study because there is a lot of information about child-rearing, many of which are unscientific and highly promoted in society. Therefore, I agree with seeking help from a counselor for raising children." Parent 8 mentioned: "Attending classes and workshops related to child-rearing helps me a lot. I agree with seeking help from a counselor for raising children." Parent 5 stated: "I study parenting styles and use others' opinions. I agree with seeking help from a counselor for raising children." Parent 16 mentioned: "I use the opinions of counselors and clergy in solving problems. I always study various and new parenting methods."

b- Inherent Traits: Interviewees considered personal traits essential for successful parenting. They mentioned traits such as perseverance, personality stability, compassion, generosity, patience, reliability, positive thinking, and kindness. According to Parent 1: "One condition for a successful parent is personality traits. A parent must be kind, compassionate, reliable, and have perseverance to be successful." Parent 2 mentioned: "A parent must also have inherent traits, such as positive thinking, generosity, reliability, kindness, and personality stability." Parent 4 stated: "In reality, the parent must have a strong character and possess personality traits such as compassion, kindness, positive thinking, and generosity."

3.3. Intervening Conditions of Successful Parenting

After categorizing the codes, three main themes were identified as the intervening conditions of successful parenting: a- Social conditions of society, b- Economic conditions of society, c- Family performance. Below are explanations and some examples of individuals' statements about these factors.

a- Social Conditions of Society: Community culture, especially local culture, was among the conditions parents mentioned as intervening in successful parenting. This included differences in upbringing methods at home, school, and society; people's behavior; and neighborhood conditions. According to Parent 6: "Overall, our upbringing method sometimes differs from what children see in society and even among friends. For example, we have emphasized not using foul and ugly language, but children come home saying friends use such words." Parent 7 mentioned: "People's behavior in the street and neighborhood significantly impacts children's upbringing. Fortunately, people in our neighborhood are polite and cultured." Parent 12 declared: "Our area helps children succeed. We live in a rich environment with cultured people."

b- Economic Conditions of Society: The financial and economic status of society was among the intervening conditions parents mentioned as impacting parenting. According to Parent 8: "Today, our society's economic conditions are not very good; inflation is high, unemployment is widespread, and many families are poor. These affect children's upbringing and can hinder their success. However, we meet the children's needs reasonably." Parent 14 opined: "Expenses have increased significantly, and many fathers are ashamed in front of their children, neglecting their upbringing." Parent 25 mentioned: "Sometimes, parents in some families are unemployed, negatively affecting their children's morale and success."

c- Family Performance: Family performance included meeting basic needs, preventing others' interference in child-rearing, and managing stressful conditions. Parent 3 stated: "We meet the children's needs reasonably for their success." According to Parent 4: "In raising children, neither my family nor my spouse's family interferes, and we deal with the children in a way that prevents relatives from interfering." Parent 18 opined: "Relatives should not interfere in family matters." Parent 1 stated: "One thing that creates stress in children is unnecessary and frequent arguments at home. We try to minimize these to avoid stressing our children." Parent 2 mentioned: "One condition for children's success is that parents should not be overly stressed, and if they are, they should not transfer it to their children."

3.4. Parenting Strategies

After categorizing the codes, six main themes were identified as the strategies of successful parenting: a- Education and awareness, b- Shared family activities, c- Providing opportunities for self-expression, d- Having close and respectful relationships with children, e- Supervising children, f- Cooperation and participation in solving

problems with children. Below are explanations and some examples of individuals' statements about these factors.

a- Education and Awareness: Information dissemination and teaching life skills were among the strategies parents mentioned for successful parenting. According to Parent 8: "Children should attend various classes to see different types of education and deal with different things so their talents can flourish." Parent 13 mentioned: "I teach him life skills. Having life skills and problem-solving skills is very important." Parent 14 opined: "For solving problems and clearing up confusion, having life skills and problem-solving skills is important. So I have taught him these skills." Parent 12 stated: "I try to teach him life skills such as problem-solving, saying no, and communication skills."

b- Shared Family Activities: This included allocating time for children and participating in ceremonies with family and children. Parent 26 declared: "In the family, we often spend time together, having fun, playing, watching movies, or any other enjoyable activity." Parent 27 mentioned: "We often plan for weekends and try to have fun." Parent 16 stated: "At the same time, I am friends with them and spend recreational time with them." Parent 25 declared: "I participate in school ceremonies." Parent 29 mentioned: "We participate in school or festival ceremonies held for our child and stay with them."

c- Providing Opportunities for Self-expression: This included giving opportunities for experiences and responsibility, dividing tasks, and assigning work. According to Parent 6: "Each of us has responsibilities at home, and we have divided the tasks among ourselves." Parent 7 mentioned: "My child likes to do many things independently, and I give him this independence." Parent 1 stated: "Tasks should be divided at home so that everyone does part of the work." Parent 5 opined: "Children should be given responsibilities from childhood to become responsible and not leave all the work to their parents." Parent 6 mentioned: "Each of us has responsibilities at home, and we have divided the tasks among ourselves." Parent 7 stated: "My child likes to do many things independently, and I give him this independence."

d- Having Close and Respectful Relationships with Children: This included respect, expressing feelings, encouragement, paying attention to interests, supporting the child, having friendly relationships with the child, empathy, and sympathy. Parent 16 stated: "We respect each other and have a lot of affection." Parent 18 mentioned: "I feel comfortable with my child and never invade his privacy." Parent 16 stated: "We easily express our feelings to each other." Parent 17 mentioned: "We motivate our child by encouraging positive activities." According to Parent 19: "Each of us has different tastes, wants, and needs. We try to respect and meet them as much as possible." Parent 18 opined: "I let him act based on his interests but also consider his future." Parent 22 stated: "I am forgiving and overlook some of my child's mistakes. I always support him and try to be flexible in my behavior." Parent 22 declared: "I am forgiving and overlook some of my child's mistakes. I always support him and try to be flexible in my behavior." According to Parent 19: "We support each other in difficult situations and solve life's problems together." Parent 11 stated: "I supervise his work and control him while being close and respecting his interests." Parent 12 mentioned: "I hug and caress my child." Parent 9 stated: "If my child is upset or worried, I talk to him and empathize with him. I have a close relationship with him." Parent 10 mentioned: "We empathize with each other when we are upset. I try to talk to my child. My relationship with my child is friendly."

e- Supervising Children: This included considering circumstances, guiding the child, clarifying and explaining, supervising various matters, especially in cyberspace. Parent 25 declared: "I pay attention to his preferences and consider his age." Parent 14 mentioned: "I guide and supervise his work, and we are like close friends, respecting each other." Parent 12 stated: "We must inform children about various issues and guide their work while maintaining a friendly relationship." Parent 29 mentioned: "In today's society, we must be careful with children, especially in choosing friends. We need to be sensitive and check who their friends are." Parent 28 stated: "I try to supervise my child's homework to ensure he learns his lessons well." Parent 11 mentioned: "I supervise his work and control him while being close and respecting his interests." Parent 24 declared: "I supervise my child in cyberspace while respecting his preferences."

f- Cooperation and Participation in Solving Problems with Children: This included paying attention, being explicit, crisis management, cooperation, and collaboration in problem-solving. Parent 18 mentioned: "I listen to my child's talks, and I think this listening has greatly improved our relationship." Parent 25 declared: "I try to explain issues fully to children in ways they understand." Parent 17 mentioned: "Children forget rules and teachings; instead of fighting and arguing, we should remind them." According to Parent 19: "We talk about my child's problems and help solve them." Parent 25 mentioned: "I talk about different jobs with my child." Parent 20 stated: "My child always likes to help in tasks, and I have allowed this cooperation."

3.5. Outcomes of Successful Parenting

After categorizing the codes, three main themes were identified as the outcomes of successful parenting: a- Advancement and excellence of society, b- Family success, c- Children's success. Below are explanations and some examples of individuals' statements about these factors.

a- Advancement and Excellence of Society: Moral growth, economic growth, and reducing social harms were among the outcomes parents mentioned for society. Parent 25 stated: "This also reduces tension in society, reduces aggression, and promotes good morals." Parent 26 mentioned: "Proper upbringing leads to good moral growth in society." Parent 28 stated: "Proper upbringing is the best investment for the future, and with it, the country's income will significantly increase." Parent 29 mentioned: "Raising future leaders is an investment for the country because at the very least, many country problems will decrease, and consequently, costs will also reduce." Parent 26 declared: "Proper upbringing leads to having efficient managers for the future." Parent 28 stated: "We will have efficient managers and dedicated employees in the future." Parent 29 mentioned: "One of the outcomes of proper upbringing is that it trains useful and committed individuals for the future." Parent 30 stated: "Proper upbringing trains motivated and capable individuals for the country's future." Parent 25 declared: "The result of this upbringing is that my child avoids dangerous things like smoking and drugs, as well as risky activities and social harms, indirectly reducing family costs." According to Parent 6: "My method has prevented many problems and conflicts in society for my child or made it easier to solve them." Parent 26 mentioned: "Proper upbringing prevents individuals from engaging in dangerous activities like suicide and drug use."

b- Family Success: This included financial growth of the family, family vitality, and reducing family tensions. Parent 32 declared: "If a task is assigned to someone, others try to help, and this cooperation increases family income and reduces costs." Parent 24 stated: "Since my child behaves correctly, he usually saves money, reducing family costs." Parent 16 mentioned: "We are close and like friends in our family." Parent 17 stated: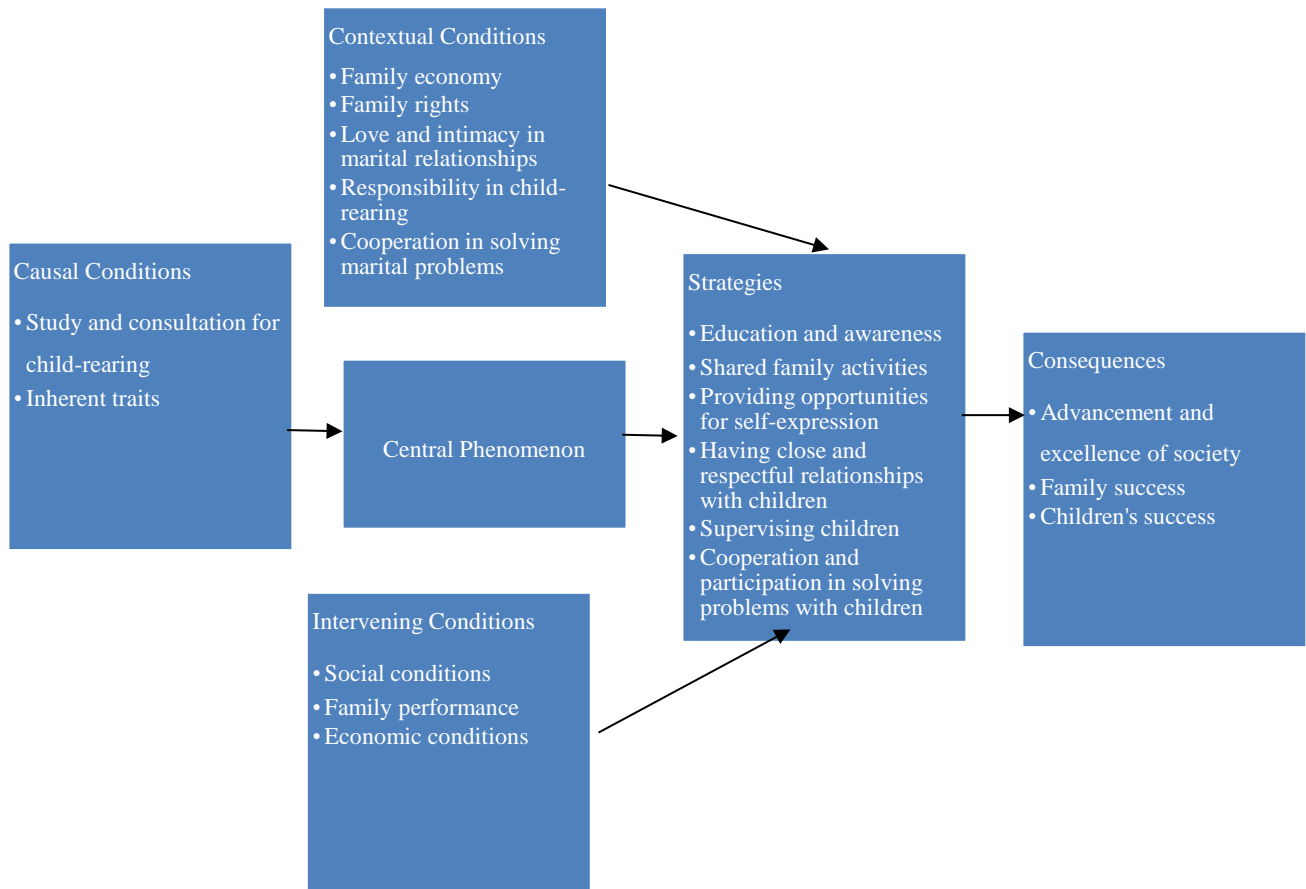 "All children and we parents love each other and have a lot of affection. There is much interaction among family members, so there is no conflict or quarrel." Parent 17 declared: "We are a happy family." Parent 12 mentioned: "There are few disagreements among our family members."

c- Children's Success: This included the development of social and emotional skills and academic success of children. According to Parent 3: "He is successful in dealing with others and has good communication skills." Parent 5 mentioned: "This has taught my child how to deal with others, especially the ability to say no, so he does not easily give in to others' unjust demands." Parent 4 stated: "It has taught my child to control his anger, which is very important as we see many people in society who lose control momentarily and ruin their lives forever." Parent 5 mentioned: "This has taught my child how to deal with others, especially the ability to say no, so he does not easily give in to others' unjust demands." Parent 4 stated: "It has taught my child to control his anger, which is very important as we see many people in society who lose control momentarily and ruin their lives forever." Parent 25 declared: "We should treat him so that he feels proud of himself and his family and has high self-confidence." Parent 7 mentioned: "My child is often cheerful, usually happy at home and in society." Parent 9 stated: "Since my child is cheerful and does not have anxiety or stress, he definitely does not suffer from depression." One advantage of successful child-rearing for families is that it solves and eliminates many problems, preventing children from engaging in illegal activities, thus indirectly reducing costs and increasing family income." Parent 7 mentioned: "My child is often cheerful, usually happy at home and in society." Parent 12 stated: "These factors prevent him from being aggressive and help him succeed in life." According to Parent 1: "My child's academic performance is excellent, and his teachers are satisfied with his academic progress, and he always gets high grades." Parent 2 stated: "My child's learning level is high, and he is successful in his studies."

After extracting axial and selective codes and determining the central category, the final model was illustrated. The components of this model are depicted in Figure 1.

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Figure 1

Final Paradigm Model

4.   Discussion and Conclusion

The aim of this study was to design and explain a local model of successful parenting. The research method was qualitative, using semi-structured interviews. The findings indicate that contextual, intervening, causal conditions, outcomes, and strategies are factors that influence local successful parenting. This study used interviews to examine each of these factors and ultimately depicted a model for successful parenting. The contextual conditions include family economy, family rights, love and intimacy in marital relationships, responsibility in child-rearing, and cooperation in solving marital issues. The causal conditions include study and consultation for child-rearing and inherent traits (parental personality). The intervening conditions are social conditions, economic conditions, and family performance. The strategies include education and awareness, shared family activities, providing opportunities for self-expression, having close and respectful relationships with children, supervising children, and cooperation and

participation in solving problems with children. The outcomes encompass societal advancement and excellence, family success, and children's success.

The importance of parenting and its connection to other factors is undeniable, as it often highlights the role of parenting and its connection to various social harms in adolescents, rooted in childhood and parenting styles. It shows that anxiety disorders, depression, suicidal tendencies, stress, and other harms are significantly related to parenting styles. All these studies emphasize the role of successful parenting and proper child-rearing in the early years of children's lives, as such parenting styles shape the fate and future of children. As mentioned earlier, various research results indicate the relationship between parenting styles and child-rearing methods. In the authoritative style, parents emphasize children's autonomy, know what their children are doing, and adjust their demands according to different situations, giving children independence and freedom. In the permissive style, parents are warm and affectionate, giving children the freedom to have rights like

adults. However, in the authoritarian style, parents are highly demanding and controlling, with low responsiveness, giving children little freedom and independence, closely monitoring them. It is clear that successful parenting combines some characteristics of authoritative, permissive, and authoritarian styles: independence and freedom (opportunity for children's experiences) in the authoritative style, and warmth and affection (love and intimacy in relationships with children) in the permissive style (Fadaei et al., 2011; Golfenshtein et al., 2016).

Sears, Maccoby, and Levin (1975) also emphasized this issue, noting that two dimensions of parental behavior are crucial: "acceptance versus rejection" and "strictness versus permissiveness." Acceptance versus rejection refers to the level of attention and affection parents show their children. Accepting parents enjoy being with their children and show affection, approval, and warmth, teaching children to follow rules through encouragement rather than physical punishment. Rejecting parents do not enjoy being with their children, treat them coldly, and show insensitivity to their needs. Strictness versus permissiveness refers to the level of autonomy and freedom parents give their children. These parents believe in giving freedom and allowing children to make decisions (Golfenshtein et al., 2016; Simona et al., 2018; Smokowski et al., 2015).

Duncan et al. (2007) suggested seven roles for parents, two of which—being an emotional source and an economic source—align with the factors of love and intimacy in relationships with children and family economy. However, what matters most is designing a local model of successful parenting based on cultural needs, norms, abnormalities, and family behaviors, which this study addresses (Burlaka, 2016; Desjardins et al., 2008).

As mentioned, family performance is a crucial aspect of the family environment that affects the physical, social, and emotional health of all family members, especially children. Family performance is considered a process where family members interact to meet basic needs, make decisions, create rules, and define goals, simultaneously contributing to individual and family growth. What happens within the family and its performance can be a key factor in building resilience and reducing current and future risks associated with adverse events and unfavorable conditions. Here, successful parenting styles can modulate family performance to create resilience and reduce risks. By providing children with experiences and expressing love and affection, proper supervision of children's actions and behavior, spending time and having fun with family members, consulting on matters, meeting economic needs, and respecting family rights, family performance can be greatly improved. However, this requires continuous education and targeted planning to resolve children's behavioral problems and improve parent-child relationships. By teaching successful parenting through objective reinforcers, verbal encouragement, and creating entertaining activities, children's anxiety can be reduced, and the tension between parent-child relationships and, consequently, parental stress can be improved.

5.　Limitations & Suggestions

In recent years, attention has been given to children's behavioral problems, yet many gaps and issues remain, emphasizing the importance of research in parent-child relationships and calling for more studies on parenting methods to address these disorders.

This study has limitations, including using convenience sampling and being conducted among parents and students in Isfahan city, so caution should be exercised when generalizing the results to other populations. Another limitation is the use of self-report tools. Based on the study results, it is recommended that educational courses and workshops on improving parenting styles be held by relevant institutions.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethics Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

This article is derived from the first author's doctoral thesis. All authors contributed equally.

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