

Original Article: Medical Analysis of Mutual Effects on the Academic Progress of Primary School Students Based on Health and Mental Health

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ABSTRACT

The academic period can be a stressful period due to the presence of many factors. In other words, it is a critical stage in the life of teenagers in every country and it is often associated with major changes in a person's life, especially in their social and human relationships. Being in such conditions is often combined with the pressures, worries and excitements of this period, it affects the performance and efficiency of people and finally, their mental health. On the other hand, freshness and vitality, the academic progress of girls and boys in elementary school is due to their mental health. Mental disorders have existed since the beginning of mankind, and no one is immune to them, and it is a danger that constantly threatens mankind. During the 20th century, human life has been transformed and changed more than in the entire history. The great effort for industrialization, expansion of urban life and machine life has had negative effects on people's health and has created new issues about health and disease, social, economic, political, cultural disorder and environmental, social and psychological problems. It has caused many pathological reactions. Mental health, in preventive psychology, social mental health or social psychiatry refers to all methods and measures that are used to prevent and treat mental illnesses and to rehabilitate existing mental patients. Behavioral disorders are a group of behaviors by which the patient repeatedly violates the fundamental rights of others or violates social rules. This disorder develops in childhood or adolescence and is more common in boys than girls. Behavioral disorders have relatively the same prevalence in different societies. Many children who have behavioral disorders, when they reach adulthood, their disorder is largely or completely resolved.

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Introduction

According to Skinner, a healthy person is one whose behavior is in accordance with the rules and regulations of the society and when he faces a problem.

He uses behavior modification methods to improve and normalize his behavior and those around him. According to Rogers, humans have mental health and flexibility. There is no prejudice. feels freedom and creativity (1). Mental health in two formats, the absence of mental illness and the feeling of satisfaction and enjoyment of life, is the concern of many specialists and experts in this field (2). With the social environment based on scientific and moral standards, and finally faith, work and responsibility, he considers following the principle of benevolence and benevolence (3). The experts of the World Health Organization have defined mental health as follows: The ability to communicate harmoniously with others, to change and improve the personal and social environment, to resolve conflicts and personal desires in a logical, fair and appropriate manner (4).

The definition of mental health is defined as a set of methods, interactions and activities that guide us in the direction of providing individual and collective mental health and protect us from mental illnesses. Although various definitions have been made in this matter by experts, it is noted that they have often emphasized points such as the ability to adapt to oneself and the environment, flexibility and recognition of one's spatial and temporal situations in expressing the criteria of mental health and balance. Mental health and perfection is used with the concept of mental health. In this understanding, mental health does not mean the absence of disease, it is meant to show a positive state and mental health (5).

There is an important stage in the cycle of human psychological development that is between childhood and adulthood and is common to adolescence. Along with physical changes, a series of transformations in feelings and emotions, inclinations and desires, imaginations and desires, perceptions and imaginations occur in teenagers and disturb the

balance of childhood and increase the probability of behavioral disorders in this period. In order to continue his life, the teenager must let go of his childhood thoughts, attachments and relationships and acquire new perspectives and skills at each stage. Successfully transitioning from childhood to adolescence, which requires a fundamental change in the concept of "Self", is not an easy task (Shafiabadi). Undoubtedly, adolescence is one of the most important and sensitive periods of human life development. In this era, human identity is evolving, although its foundation is considered to be the previous eras of development. Therefore, careful educational investment on the growth of childhood to adolescence will play a very important role in the formation of a worthy identity in order to guarantee the future of a person's mental health. Being familiar with the psychological characteristics of teenagers and the special problems of this period can help parents to better communicate with their teenagers (6).

Since teenagers are one of the vulnerable sections of the society, it is necessary and necessary to pay attention to their mental health and education for a better future of the society. Adolescents who have good mental health and academic progress are more successful and this has a positive effect on the progress and future of the society. A very wide range of individual, social, family and cultural variables are related to educational progress. In today's society, education and, as a result, academic progress have become the main concerns of parents for their children and teenagers. In fact, it can be said that for today's societies, appropriate education is considered one of the main goals for parents and policy makers in order to reach higher social, occupational and economic positions, and the effective criterion of educational success is the academic progress of students.

Therefore, knowing the different dimensions of educational progress and variables related to it is the first and main step for this goal. The family is considered the first educational center of children and the child spends a significant amount of time in it. In the family, the members are in mutual relation with each other. But one

of the best and most important relationships that exists is the relationship between mother and child. Meanwhile, the relationship between mother and daughter is more important because they can be each other's best friend and love each other romantically. Mother is the first role model that has a tremendous impact on a girl's life. In today's society, mothers are forced to spend hours of their time outside the home due to employment. Therefore, they are with their children for a long time. In some countries, it is believed that working women will harm their children. However, a look at the research shows that the children of working mothers have more self-esteem and less behavioral disorders than the children of stay-at-home mothers. Women's employment as a social phenomenon affects their children's education (7).

The World Health Organization and many countries have come to the conclusion that forgetting mental health is one of the biggest mistakes of health systems and any health program without considering the mental well-being of society will fail. The most basic health question of 2001 is who is responsible for the mental health of the community. Obviously, in addition to parents, school teachers, health care workers and mental health specialists, key people in the society, including men's government, parliament representatives, political leaders and social leaders, have a special role in providing the mental health of the society, which is significant. In order to ensure the mental health of society, obtaining correct information based on scientific research is one of the most important aspects of success in this field. Being aware of the state of mental health of people in the society in order to achieve suitable patterns for planning in each specific culture is one of the most important ways to achieve the goals of global health in the society (8).

Paying special attention to the adolescent population, especially students, as the future builders of the society, is one of the basic factors of sustainable and comprehensive development. Cultivating the talents and abilities of students in harmony with the needs and developments of the society can provide the basis for the realization of the defined goals. Paying attention to the many issues and problems faced by young

people and thinking of solutions to solve them is one of the basic duties of the education system. While educating students and preparing them to accept the responsibilities of future, education should foster emotional and social health in harmony with cultural, social, family, religious and historical beliefs and values in order to realize the concept of individual independence and identity that is being formed in this era. It is to guide you to perfection.

Adolescents need special attention, different from children and adults. First, there is a global perspective on adolescent health and health-related behaviors, and a discussion of the determinants that influence adolescent health and behavior. New researches and tools are being developed in this field (9). It is necessary to preserve the health of adolescents in the world. Promoting health practices during puberty and taking steps to better protect young people and reducing health risks to prevent health problems in adulthood is important for the future health of the country and social infrastructure. Maintaining the mental health of teenagers makes them grow better and increase the future potential of the society. In general, adolescence is considered as the period of good physical health as well as the period of maximum prevalence of mental health issues and clinical disorders (9).

Studies of children and adolescents' populations showed that older children and adolescents with multiple reversible health problems, especially headaches and abdominal pains, muscle and skeletal symptoms, and fatigue, will have a significant risk of experiencing symptoms of anxiety and depression in later stages. In addition, the manifestation and emergence of personal health problems, encourages the need to identify people with increased risk of behavioral and emotional problems and implement timely mental health interventions for adolescents. Therefore, considering other important factors in the interaction between behavioral and emotional issues with children and adolescents, gender is often considered as an important influencing factor. Apart from the very important background for girls, it can be investigated and proved in connection with various behavioral and psychological problems

and types of pain symptoms with emotional problems in girls and extroversion symptoms in boys (10).

Adolescence is the period from childhood to adolescence, which is one of the most important and sensitive periods for every country, because teenagers are the building forces of the future of every society. Therefore, it is necessary to pay attention to its mental health. Paying attention to a positive psychological structure (hope, self-esteem, self-esteem and life satisfaction) in the life of teenagers has an important effect in older ages (educational progress and mental health) in children and teenagers. There is scientific evidence indicating that satisfaction with life as an individual strength will neutralize negative experiences and negative events in life and prevent the emergence of extroverted behaviors in adolescents (10). Given that general life satisfaction has a mediating role in the effects of stressful life events and parental behavior.

It can be argued that the existence of this positive psychological structure in teenagers will improve and improve the mental health of teenagers. The progress and development of any society depends on having healthy and efficient forces, since teenagers will provide this basic need of the society in the future. Therefore, they should prepare themselves for this important matter. Giving importance to education in this field is essential (11).

One of the basic tasks of education in every country is to transfer the cultural heritage of the society, develop the talents of students and prepare them for active participation in the society. Therefore, the education and training of people is necessary in order to take up various jobs, and the issue of success or failure in education is one of the most important concerns of any educational system in all societies. The success and academic progress of the students of each society shows the success of the educational system in the field of goal setting and attention to meeting individual needs. Therefore, the educational system can be considered effective and successful when the academic progress of its students is the highest at different levels. Education is one of the basic elements of economic and social growth and

development; It is considered cultural and political of the country and nowadays its role in improving people's living conditions is obvious to everyone (12).

Academic progress is used as one of the indicators of progress in the education system, the concept of "Doing homework and students' success in passing the courses of a certain educational level" or "Students' success in learning course material". The problem of academic decline is one of the problems of the educational system, which manifests itself in various ways, such as the failure of students to achieve the goals of their respective educational levels, failure and repetition of educational levels, early school leaving, unemployment and indecision. shows.

Students form a huge part of the population of any country. Academic progress is one of the topics that is very important in educational environments, especially schools. Students in the school are prepared to acquire the knowledge and technology needed for various jobs. When this preparation does not exist and academic deficiencies are seen in students, it leads to destructive effects and costs for the individual and the society. For example, increasing unemployment, decreasing income, and increasing health problems have been associated with dropping out of school. On the other hand, there is a negative relationship between academic progress and dropout. Therefore, researchers are seeking to identify the factors affecting academic progress. Early efforts focused on the role of cognitive factors on academic achievement.

In today's society, academic progress has become an important task for teenagers and a major concern for parents, and this issue is influenced by many individual and social factors, one of which is mental health, which is related to academic progress. In fact, the lack of mental health disrupts the individual's progress as well as his ability to perform assigned duties, and this will lead to the lack of progress in society and its consequences. Because teenagers spend most of their time in the family. In families where children feel psychologically safe and constantly consider their parents as their supporters and

supporters, their mental energies are spent on education and success. The lack of mental security in the family not only aggravates the academic decline of the children, but also causes the mental abnormalities of the family members, and when the children enter the school, these abnormalities affect the scientific-educational atmosphere of the school.

One of the important members of the family is the woman who has two main roles of being a mother and a wife. When a woman left the house, a new role was added to her previous roles, which had a great impact on various aspects of a woman's life, especially her role as a mother. In today's society, the presence of women in society has increased more than in the past. As a result, they spend less time with their children than mothers who are not working. In this thesis, an attempt is made to investigate the effect of mothers' employment on the mental health and academic progress of adolescent girls. (12) Individual relationships change along with the modernization and globalization of societies. The mother-child relationship, which is considered an important and fundamental component in society, is affected by these socio-cultural changes, and this effect may actually affect the children's present and future lives. Because the mother's personality is not available to meet the child's emotional needs. A working mother has less time to spend with her child than a non-working mother. A review of the scientific background showed that the children of working mothers may benefit from the beneficial effect of the mother's employment or suffer from its determining effect. Therefore, if a working mother is able to spend enough time with her child, and the time spent with the child is of good quality, the mother's employment can have beneficial effects on the child's growth and development. Of course, different personality traits are related to mothers' employment.

Based on the studies of researchers, it has been determined that the children of working mothers have more independence, are more active and motivated, and get more points in various assessments of academic progress and social adaptation. Studies in India showed that daughters of working mothers show more independence, self-confidence, extroversion and

emotional stability and less anxiety than daughters of non-working mothers (same source). The child's general well-being may also be affected by the mother's employment. The study of the scientific background shows that the early experiences of the child have a fundamental and lasting effect on the psychological and cognitive well-being of children.

Of course, if the working mother cannot spend enough time with her child or the time spent with the child is not of the desired quality. In this case, the mother's employment will have negative effects on the well-being, educational progress and mental health of the child. Parent-child relationships (PCR) are independent of parents' attitudes toward their children and children's perceptions of those attitudes. Therefore, a father whose wife works or a working mother may behave differently towards his child compared to a non-working mother or a father whose wife is a housewife. In Huffman's research, it shows that the employment of the mother has positive effects.

A child who lives in a family where the mother is employed receives more attention from people outside the home and will have more responsibilities at home compared to other children. Children of working mothers often have better social personality adjustment in school compared to children of stay-at-home mothers. They have more reasonable opinions about the concept of gender, and they have less stereotyped opinions about the activities of men and women.

Harvay (1999) in a long-term research titled the short-term and long-term effects of parental employment on children, concluded that parental employment has the least effect on delaying children's performance. Gale and Roberts (1999) have studied the relationship between maternal inflammation and academic progress and academic adaptation. The results of their research were that mother's employment status alone does not have a different effect on children's growth, instead, mother's employment is related to children's growth through mediating variables. According to the results of his research, Farel believes that

mothers who have an attitude that is compatible with their work have children with more competence and better adaptation in school than children whose mothers' attitude to work is compatible with their work. Their behavior is inconsistent. Also, many evidences have shown that working mothers have a less traditional view of childbearing (12).

When women perform various tasks as mothers and working people, their sons and daughters are greatly influenced by observing their behavior. Women who work hard to make the work outside and have children. Most mothers and grandmothers are more determined. They make the main decisions of the family and share the power of the family with their wives. The results of some researchers have also shown that the children of working women in some fields have a better condition than housewives in various psychological and behavioral dimensions. If the results of Afshari's research (1996) on intelligence, academic performance and adaptability, which compares the children of working women and housewives, show that the children of working women are in a more favorable situation than the children of housewives in the researched cases.

Investigating the factor of behavioral disorders in students in educational systems

In general, students' academic problems can originate from various factors. Therefore, students who are struggling with many problems in their life will naturally have problems academically as well. Students' academic problems can be affected by factors such as not completing homework, dropping out of school, academic failure, and problems such as learning disabilities and learning disorders. The emergence of these problems in students, in addition to putting them under the influence of learning and education, can gradually hinder their academic progress and reach higher grades. It goes without saying that the occurrence of students' academic problems, with the passage of time, while creating negative consequences, makes the desire and enthusiasm of students for lessons and school dim and even colorless. For this reason, it is appropriate for

parents to take necessary measures to prevent students' academic problems and improve their academic level. Undoubtedly, the academic success of children is one of the concerns and preoccupations of many parents. Based on this, parents do not spare any efforts for their children's progress and academic success. On the other hand, the occurrence of students' academic problems often prevents their progress and academic success.

Children with depressed mothers are more likely to suffer from anxiety-related behavioral disorders. In recent decades, although the general economic situation in societies has improved, children's behavioral disorders have not decreased. In the occurrence of these disorders, several hypotheses have been expressed, none of which is justifiable and each of them examines an aspect of the abnormal behavior of children and adolescents; Keyes et al., 2008). On the other hand, genetic factors and neurobiological changes have also been mentioned in the correlation between mothers' psychiatric disorders and children's emotional and behavioral disorders. There are four main types of behavioral disorders:

- Aggressive behavior;
- Non-aggressive behavior;
- Fraud or theft;
- Serious violation of laws.

Many of the behaviors associated with conduct disorders look like typical childhood disobedience and rebellion, but are much more severe and serious. Patients may behave aggressively or bully towards others and get into fights with them. These patients may have a tendency to lie, miss classes, run away from home, or abuse drugs. Risky and reckless behavior is one of the characteristics of patients with behavioral disorders. Some factors play a prominent role in causing behavioral disorders. These factors include conflicts in the child's family environment, including exploitation, neglect, parents' marital problems, and their addiction. If the child's doctor suspects a behavioral disorder, he or she will likely refer the child to a mental health professional. The specialist observes the child's behavior. In

addition, standardized tests or other psychological assessment tools may be used to confirm the diagnosis of conduct disorder. New research shows that a multifaceted approach including psychotherapy is often the most effective way to treat behavioral disorders.

Most of the patients who have behavior disorder, when they reach adulthood, their problem is solved, but some of the patients' problem continues in adulthood and turns into antisocial personality disorder. An important point in the definitions of behavioral disorders is a definition of behavior and its normality and abnormality. The meaning of behavior as defined in psychology is those states, habits, actions and speech that can always be observed, measured, evaluated, checked and predicted. But it is difficult to separate the concept of abnormal from normal, although several criteria have been proposed for this distinction, but they are not sufficient. In fact, it can be said that normality and abnormality are on a continuum, and this is what makes it difficult to distinguish clearly between these two categories. Abnormality is the same as normality, but it is extreme. In spite of the issues raised, there are criteria that, although they are insufficient, help in this distinction. One of the criteria is whether the behavior causes pain or not. Abnormal behavior usually makes people unhappy. Another criterion is to check how incompatible a behavior is, in the sense of whether this behavior interferes with the well-being of the individual and the society. The third criterion is to examine this situation whether the behavior based on time and place can be rationally justified or not. The fourth criterion is to check the amount of control a person has over his behavior. Abnormal behaviors are usually not under the control of the person. The criterion for investigating this issue is whether the present behavior is among the behaviors that are in conflict with social conventions (social norms) and whether this behavior is considered by the minority group or the majority or not. Behaviors that do not match the values of the society and are manifested by a minority of the society can be considered abnormal. Also, in the definition of behavioral disorder, attention should be paid

to the amount, intensity, duration, age and situation in which the behavior occurs.

- **Rate:** It refers to how much the behavior occurs in a period of time. Sometimes, most of the children get up without permission, they fight, but a child who fights every day or gets up every two minutes shows a high and unusual level of such behaviors.
- **Intensity:** Refers to the strength or magnitude of the behavior. For example, if a child punches the table because of failure to reach the goal, the impact may be so loud that it causes damage to the hand or the table. The first case is considered a normal response, but the second case of more extreme behavior is considered an abnormal reaction.
- **Duration:** The amount of time a behavior lasts. Every child may sometimes make excuses and cry because his feelings are hurt. But crying and wailing that lasts for an hour or two is completely different from a ten-minute outburst.
- **Age-appropriateness:** Age-appropriate behaviors refer to the fact that some behaviors are completely normal in children of a certain age, but the same behaviors can be considered problematic and abnormal if they continue to the next age or if they appear before the expected age. For example, being afraid of monsters at home and clinging to parents are behaviors that are age-appropriate if seen by 5 or 6-year-old children, but are considered abnormal if seen at older ages.

Of course, an important point to remember is that the existence of a single period or of what seems abnormal does not mean the presence of confusion and behavioral disorder in the child. The events that happen in the child's life, as well as his developmental pressures and changes can lead to behavioral problems or cause him to show new behaviors and behavioral problems for several weeks. Abnormal behaviors are considered that continue for several months and

do not have an immediately identifiable cause, such as separation of parents, death of a relative, etc.

Analysis of the subject

Among the different periods of human life, adolescence is considered to be the most important and valuable period of every person's life. This intermediate stage, passing from childhood to adulthood, is the beginning of physical, psychological and social changes and transformations that will affect his performance in adulthood and will lead to the creation of different needs specific to this age group. The statistics showed that the largest generation of teenagers in terms of number is related to the present era. Nearly half of the world's population is under 25 years old and one fifth of the world's population is 10-19 years old, 85% of whom live in developing countries. This issue makes it necessary to pay special attention to this important group at risk. In the statement of the International Conference on Population and Development (1994), which is a turning point in reproductive health services, it is emphasized that adolescents have unique needs compared to adults, and the countries committed to this statement are asked to identify these needs and in try to fix them.

According to the characteristics of puberty in girls, the physical and mental conditions of this period, as well as the basic role of courtesan girls, it can be claimed that the health of teenage girls has a special position. Adolescence in girls will be the infrastructure and starting point for the next stages of their life and will have a direct impact on the family and its children. According to the United Nations Population Fund, the health of girls is the key to breaking the cycle of poverty between generations and reaching the Millennium Development Goals. Therefore, it is necessary to pay attention to their mental health and their education and training for a better future of the society. Today, the education and training system of any society is considered as the foundation of social, economic, political and cultural development of that society. The institution of education is responsible for creating a suitable environment for the growth

and flourishing of the talents and abilities of individuals. It is obvious that achieving this goal requires extensive, comprehensive and calculated planning according to the general goals of education and upbringing of each society. One of the best indicators that can be used to check the success of the educational system in achieving its goals is academic progress. The performance of adolescents in the field of academic progress depends on many factors, among which one can mention their emotional and mental health, the presence of mothers as a suitable role model and a reliable support. Since teenage girls are future mothers and founders of the next generation, they need a mother by their side in order to safely pass through the stage of adolescence, reach the stage of youth and form a family.

The ways that can be effective in raising a healthy and thoughtful generation are identifying and eliminating negative factors, giving importance to mental and emotional health, paying attention to positive factors in academic performance, and strengthening the emotional connection between mothers and teenage girls. Since numerous studies show that there is a positive and significant relationship between mental health and high academic progress, it seems that these two factors can explain part of the academic performance of students.

Therefore, such research seems necessary because it can be used for parents of teenagers, counselors, teachers, and in the work environment of education and research, especially educational organizations. It is expected that this research can be a way to establish better communication between mothers and teenage girls who are future mothers themselves. In this regard, taking into account the research findings of a Souder regarding the relationship of mothers' employment with self-confidence, mental health and better academic performance of middle school girls, and on the other hand, regarding the level of education and the type of occupation of mothers, taking into account the existing theories regarding the two variables of girls' mental health. Adolescents and their academic progress is trying to answer the question of

whether mother's employment has an effect on the mental health and academic performance of adolescent girls.

The concept of mental health from the perspective of different schools

Psychoanalytic school: According to Freud, a special feature that is necessary for psychological health is self-awareness. That is, everything that may cause problems in the unconscious should be self-aware. According to Freud, a normal person is someone who has successfully passed the stages of psycho-sexual development and has not been overly fixed in any of the stages.

Alfred Adler: According to Adler (1926), life is not being but becoming. Adler believes in choosing the responsibility and meaningfulness of concepts in the way of life and considers the way of life of people to be different. The main driver of human behavior is his goals and expectations of the future. According to Adler, a healthy person is aware of his concepts and goals, and his actions are not based on tricks and excuses. He is attractive and cheerful and has constructive and positive social relations with others. According to Adler, a mentally healthy person has close and favorable family relationships and knows his place in the family and social groups correctly. Also, a healthy person is purposeful and goal oriented and his actions are based on pursuing these goals. The ultimate goal of personality is self-realization. Another characteristic of psychological health is that a healthy person regularly examines the nature of his goals and perceptions and corrects his mistakes. Such a person is the creator of his own emotions, not their victim, creativity and physical initiative are other characteristics of these people, which makes a healthy person avoid basic mistakes. Basic mistakes include absolute generalization, false and impossible goals, misunderstanding and unnecessary expectation from life, reduction or denial of self-worth, values and false beliefs.

Erich Fromm: Fromm gives a clear picture of the healthy personality. Such a person loves deeply, is a creator, has fully cultivated his reasoning power, perceives the world and himself objectively, has a stable sense of identity, is connected with the world and is rooted in it, is the ruler and agent of his own destiny. Fromm considers a healthy personality to have a fertility orientation. By using the word orientation, Fromm says that orientation is a tendency or a general attitude that includes all aspects of life, i.e. intellectual, emotional, and sensory responses to people, issues, and events, whether in the world or in the world.

Humanism School: Carl Rogers: According to Rogers, creation is the most important natural desire of a healthy human being. Also, the special methods that cause their development and health depend on the amount of affection that the child received in infancy. These people do not have masks and are honest with themselves. Such people are ready to experience, so they are not closed, they are flexible and do not have a defensive state, and they are more emotional than other people. Because they experience wider positive and negative emotions compared to defensive people. According to Rogers, the most fundamental characteristic of a healthy personality is life. It means that it is ready and finds a structure in every experience, and according to the requirements, the experience of the next moment is simply transformed. A healthy person trusts his organism.

Abraham Maslow: He called a healthy person self-fulfilling and states that those seeking self-realization have fulfilled the needs of their lower levels, i.e. physical needs, safety, belonging, love and respect. They are not psychotic and do not have other pathological disorders. They are models of maturity, maturity and health. They actualize themselves by using all their capabilities and abilities to the maximum extent. They know who they are and where they are going. Those who want to realize themselves, do not strive, but evolve. Their characteristics can be listed in a list, which include: Correct perception of reality, general acceptance of the

nature of others and oneself, self-motivation, simplicity and naturalness, attention to issues outside oneself, need for solitude and independence, constant freshness of life experiences, type Friendship, independent action, mystical experiences or peak experiences, mutual relationships with others, distinctions between means and goals and goodness, kindness humor, creativity, resistance to acculturation.

Behaviorism school

B. F. Skinner: According to Skinner, mental health and a healthy person is equivalent to behavior that conforms to the rules and regulations of society, and when such a person faces a problem, until he is considered the norm by society, through the method of behavior modification to improve and normalize. His behavior and those around him are used alternately. In addition, a healthy person should consider his freedom as an illusion and know that his behavior is a function of the environment and every behavior is determined by a few environmental factors. A healthy person is one who receives more social approval due to appropriate behaviors from his environment and peers. Perhaps another implicit criterion about the characteristics of a healthy person from Skinner's point of view is that a person should use science not to predict but to master his environment. In this sense, a healthy person is someone who can use more scientific principles to perform any method and reach more useful results and leave aside mental concepts such as desires, purposefulness, extremism and the like.

Cognitive school

William Glasser: According to Glasser's theory, a healthy person is someone who has these characteristics.

- 1- Don't deny the reality and don't ignore the pain of the situation by denying it, but face the situation realistically.
- 2- Have a successful identity. It means to give love and affection and to receive love and

affection. Both make him feel valuable and others confirm his valuable feeling.

3- Accept responsibility for his life and behavior and behave responsibly. Accepting responsibility is the most complete sign of mental health.

4- His attention to long-term pleasures is more logical and consistent with reality.

5- To emphasize the present and the future, not the past, and his emphasis on the future should also have an introspective aspect and not be a fantasy.

School of existentialism

Victor Frankl: Frankl's approach to mental health means that the main emphasis is on the patient. Searching for meaning requires accepting personal responsibility. No one and nothing gives meaning to a person's life but himself. Man should freely face the conditions of existence and life with a sense of responsibility and find meaning in it. In Frankl's opinion, human existence consists of three elements: Spirituality, freedom, and responsibility, and mental health requires personal experience of these three factors. The criterion for measuring the meaningfulness of life is its quality, not its quantity. Achieving and applying spirituality, freedom and responsibility is also with the human being. According to Frankl's theory, to be a complete human being means to join with someone or something beyond oneself. According to Frankl's opinion, searching for a goal in oneself is the failure of oneself. Therefore, he does not consider the goal of human growth and perfection to be self-fulfillment, but something higher than that. Mental health means crossing the border of self-attention, going beyond oneself and absorbing meaning and meaning. In this case, it will be realized naturally and spontaneously.

Definition of mental health from the point of view of Islam: Mental health is that a person, based on his nature, is always getting closer to God and is in peace and harmony with people and has physical health and success in life.

Mental health is a state in which a person feels satisfied and relaxed and interacts with God, himself and people with good character. Mental health in Islam consists of legitimate principles and methods, which in the first place ensure the establishment, maintenance, and in the second place, the strengthening and development of mental health, and in the third place, it deals with the treatment of mental diseases of Muslim people. The purpose of this science is to pave the way for the development and movement of the Muslim man to reach the level of absolute perfection.

The concept of mental health in the Quran

There are several concepts in the Holy Quran that can be close to or equivalent to the concept of mental health. Among these, there are four concepts that are closer to the purpose due to their descriptive and illustrative expression. These concepts are 1- Sakineh 2- Good life 3- Healthy heart 4- Safe soul. Below is a brief description of each one.

1- Sakina: The word Sakina is derived from the word calmness, and the term of the Qur'an means the calmness of the heart and the loss of any anxiety and worry. This word is used in six verses of the Holy Quran. From the sum of these verses, it can be concluded that this type of inner peace or stillness and stability of heart is a divine gift that only the prophet and true believers can enjoy. As an example, we refer to verse 26 of Surah Mubarak Fatah. (Fanzal Allah Saqina Ali Rasulullah and Ali al-Mu'minin and al-Zammah Kalmatte taqwai wa Kanwa ahq baha wa walaha wa kaan Allah to all things of knowledge).

2- Hayat Tayyaba: this concept is used in verse 97 of Surah Nahl. In this verse, God says: (I am a righteous deed, I remember her, she is a woman, and she is a believer, so let us live a good life, and we will reward them with the best of us, if we do them). From the content of the verse, it can be understood that the good life or pure life is the result of righteous actions and that such a life is specific to this world and not life or life after death. The last part of the verse specifically refers to (life after death). According to some commentators, a virtuous life in practice means

the realization of a society in which there is security, prosperity and comfort, love, sacrifice, cooperation and empathy, and vices and evils such as oppression and aggression, betrayal, corruption, confusion and confusion are far away. In this way, the concept of good life covers a wide range and its connection with the issue of mental health is a determining role that a healthy society can play in the creation and development of mental health. It is also noteworthy that the concept of a healthy society is important in the issue of mental health from the point of view of the Islamic system.

3- Healthy heart: This concept is closer to the concept of mental health than the two concepts of Sakina and Hayat Tayyaba, because the heart is used in some cases of the Holy Qur'an to mean soul and intellect, so a healthy heart can be another expression for a healthy soul or mental health. According to Allameh Tabatabaei, a healthy heart is a heart that is far away from any kind of disease and moral and religious deviation and has reached the stage of health or peak where all his belongings and dependencies are overshadowed by belonging to God. One of the clear examples of this mental state is the state of Prophet Ibrahim (PBUH), which God says about him: "I am a Shi'ite without Abraham, with a pure heart".

4- Safe soul: This concept is closer to the meaning and concept of mental health than all other concepts, so it can be preferred over other concepts for the following two reasons. The existence of the word or description "Certain" is the first reason. Because the confidence obtained in a confident self never means stillness or calmness due to ignorance and ignorance, but rather it is the product of effort and conscious movement that affects the soul and soul of the confident self-owner.

Academic achievement

One of the most important factors in the development of a teenager's personality is school. After the family, the school plays the most important role in the socialization process of the teenager. Through teaching scientific and technical skills and providing a context for group

cooperation and responsibility, the school provides all-round and balanced development of their personality. Although schools spend their time preparing teenagers and young adults to obtain higher education degrees. Despite this, many teenagers entered life directly without receiving higher degrees and because they lack the necessary preparation to enter it. They feel defeated and helpless and their mental health is harmed. The emotional atmosphere of the school has an effect on the academic progress of the students. Research has shown that students in an environment that has less psychological pressure.

They benefit more from an environment where they are guided and feel safe. Students pay more attention to factors such as physical facilities. The teacher and their orientation focus on student progress. The study of students' views shows that some characteristics of teachers, such as sympathy and empathy, flexibility, good humor, readiness to accept comments and listen to students' questions, and being interested in work and discipline and applying teaching methods. Suitable is one of the characteristics of a good and efficient teacher. The importance of the effect of academic progress on the mental health of students is so great that some experts have considered it as a basic criterion for diagnosing healthy performance at least until the second half of adolescence. According to him, adolescents who do not perform satisfactorily in school despite having natural intelligence will show significant psychological problems and have evaluated academic progress as evidence for the mental health of students.

Seif (1984) writes, quoting Bloom, when the school environment provides evidence of competence and worthiness for the student during the first few years and the same successful experiences are repeated in the next four or five years, a kind of immunity against mental illnesses. It is created in a person for an unlimited period of time. Such a person will be able to easily overcome the pressures and crises of life. The belief of failure in the exam, in any case, affects the minds of children and teenagers. Failed people suffer from depression, discomfort, incompatibility and restlessness.

Academic success depends on several factors, the absence or lack of any of these factors causes academic failure. The intelligence and academic talent of the learner, environmental factors (such as the ruling views of the society regarding education, opportunities, economic status and even the cultural status of the social environment, etc.) and family factors are considered to be the most important factors affecting the academic progress of students. Mother's role is more important in the intellectual level of the family, especially in situations where fathers are less present at home. This may be contrary to the opinion of some people who consider the father's role more important in the intellectual matters of the family. Perhaps mothers themselves do not imagine how effective they can be at the intellectual and cultural level of the family. Both working and non-working mothers are more present at home. On the other hand, mothers follow their children's academic progress much more than fathers. In the primary period, which includes the most basic academic years, most mothers have a continuous controlling role. Usually, fathers are more involved in middle and high school. In short, at least in the first 10 years of life, the mother's relationship with her child is more than anyone else's, and the mother's influence on the child's intellectual level can be more than anyone else's.

Mother's occupation

Quoted by Haddadi et al., (2007) in the framework of theoretical role models in the West, two main approaches, one with a positive view and the other with a negative view, have addressed the issue of the relationship between the role of employment and health for women, which is briefly described here. Point of view is indicated. In the framework of the negative approach, apart from Parsons's theory about the functional separation of the roles of women and men and his emphasis on the necessity of housewives not to be employed, the hypotheses of multiple roles, role conflict, additional role pressure, reduction hypothesis and role pressure hypothesis can be named. Each of these hypotheses in some way indicates that women

who work for wages are more likely to suffer from health problems due to higher workloads, increased expectations and responsibilities, and more stress from playing multiple roles. They are in a more unfavorable situation compared to women who only play the traditional roles of wives and mothers. On the other hand, in the framework of positive approach models, the hypothesis of role enhancement, the theory of role expansion and the hypothesis of role accumulation can be cited, during which the role of employment, which is added as a new role to the traditional roles of women, is considered as a positive and beneficial thing.

Here, the mechanism of positive impact of the role of employment is through increased self-esteem, more income, gaining wider social support, which is related to employment in exchange for income. It is emphasized in order to promote women's health. Arber (1991) mentions that women's employment should be considered both as another role and as a structural variable. Employment as an added role can involve more obligations and responsibilities, but on the other hand, women are rewarded for the positions they obtain in the labor market, and this reflects more on their financial resources. It gives them the opportunity to positively influence their own and family's living conditions. Therefore, the employment of the mother is not considered an obstacle for the development of the child, provided that the physical and mental needs of the child are taken care of. Children of working mothers often have better social personality adjustment in school compared to children of stay-at-home mothers.

They have more reasonable opinions about the concept of gender, and they have less stereotyped opinions about male and female activities. Gill and Roberts (1996) have studied the relationship between mother's employment and academic progress and academic adjustment in their research, the results of their research were that mother's employment alone does not have a different effect on children's growth, instead of mother's employment with children's growth through mediating variables or it is a related intermediary.

Background research

Seif (1993) considers mental health and lack of mental health to be largely caused by the successful and unsuccessful experiences of students during their education. Hanani conducted a study on the relationship between family functioning and children's general health. The results showed that there is a significant relationship between the functioning of the family in general and the general health of students. Among the variables of family functioning, a positive and significant relationship was obtained between the degree of family cohesion and the general health of students. Kafi (2004) Parents' attention and importance to their children's academic progress may create a strong motivation for students to learn. Shoari Nejad (1983). The employment of the mother and her lack of full-time presence in the family are among the most important factors affecting the child's adaptation.

Heydarnia (2004) used Goldberg's general health questionnaire and Cooper Smith's self-esteem questionnaire in a research entitled "Comparison of mental health and self-esteem of boys under father's custody and sons under mother's custody and sons from normal families." The results showed that the self-esteem and general health of normal families are higher than the boys of divorced families (under the custody of mother or father). The mental health of boys under mother's custody was higher than that of boys under father's custody, who scored higher in two subscales of physical symptoms and anxiety and insomnia than children under father's custody.

Rahiminejad and Paknejad (2004) conducted a study on the relationship between family compatibility with mental health and the level of satisfaction of psychological needs of adolescent children. The results showed that there is a positive and significant correlation between family functioning in the six dimensions of problem solving, the relationship between the role of emotional companionship and emotional control, as well as functioning with psychological problems (physical complaints, social incompatibility, distress and depression).

The weaker the functioning of the family, the more mental problems will increase.

Also, performance had a significant negative correlation with the level of psychological needs, freedom of action, competence and communication. In such a way that the weaker the family's performance, the greater the lack of satisfaction of psychological needs, communication, competence and freedom of action. Another finding showed that the overall performance, emotional integration, and emotional companionship of families did not have a significant difference with the scale, but solving the problem of the relationship between controlling behavior and roles with society had a significant difference and was weaker. The results of the research showed the importance of children's susceptibility to parental discord and an unstable family environment, and the results showed that if the family does not fulfill its duties, the mental health of the children, the verbal and non-verbal communication of the members of the appropriate behavior patterns, and finally determining the rules to control the effective behavior are weak.

Marvi, Alavi Rafiei (1997) There is no significant difference between the educational progress of the children of working mothers and housewives. On the other hand, no significant difference was observed between the degree of dependence and their academic enthusiasm. Cooperation in the family and the way children spend their free time were the same in both groups of working mothers and housewives. In addition, no difference was observed in the amount of encouragement and importance of children's education between working mothers and housewives.

Mohebi Nooruddin Vand, Shahni Yeilagh and Pasha (2003) in a study entitled the relationship between the emotional atmosphere of family members with the individual social adjustment and academic performance of the boys' high schools in Masjid Suleiman, found a significant relationship between the variables mentioned and it was found that the role of the total emotional variables of the family is different from the role of predicting the individual social adaptation and academic rejection of students;

Among the fields of emotional atmosphere, the variables of affection, approval, shared experiences and sense of security have a significant relationship with the variable of students' social skills as one of the components of social adaptation, and among them, the existence of shared experiences between children and parents is the best. It was an indicator of students' social skills. Soleimani (1996) showed that there is a significant relationship between educational progress and mutual relationship between family members, father's and mother's occupation, father's and mother's education. Ahmad Khani (2001) in a research entitled "Comparison and assessment of mental health between three groups of male high school students with fatherless fathers and the witness to pay the results obtained from their hypothetical test showed the non-significance of the difference between the means. Foulad Fard (1994) The relationship between husband and wife has an effect on their mental health and behavior, and how the relationship between husband and wife affects the emotional health of their children is related to social actions.

Nissi and colleagues (2006 quoted by Porafkari, 2012) have conducted a research titled comparison of mental health, individual and social adaptation and academic performance of first grade students without and with mothers in Ahvaz high schools with the control of social support and students' intelligence. The results have shown that the mean of overall mental health and its four subscales in the group with a mother is higher than the group without a mother, and this result is true for boys and girls separately. Also, the average academic performance of the group without a mother is lower than the group with a mother, and this result is also true for boys and girls separately. The mean of personal and social adaptation in two groups without and with mothers do not differ much. The results have shown that there is a significant difference between groups with and without mothers (boys and girls) at least in terms of one of the variables of mental health, personal and social adaptation, academic performance. Danesh Pajoh (1994) showed in his research that there is a significant direct

relationship between parents' education and their children's academic progress. In high school, this correlation is less than in guidance. The result of Mousavi's research (2009) also showed that the working mother has no effect on girls' self-esteem. Salahshor (2003) mental health has a positive and meaningful correlation with academic progress, so that the more students have higher mental health, the higher academic progress they will have.

Biabangard (1993) refers to the meaningful relationship between self-confidence, mental health, motivation for academic progress and academic progress. In his research on the effect of employment on the family with a sample of 120 working women (teachers) in Ahvaz, Habili concluded that one of the effects of the employment of women (married teachers) in the family is that such mothers are motivated are strong for success and progress and they always try to push their children to high academic degrees.

The findings of the research conducted by Ali Asghar Ahmadi (2001, 2002) show that students who have working mothers have less social adjustment than students who have non-working mothers. Also, there is a correlation between mothers' job satisfaction and children's social adjustment, and there is a negative relationship between mothers' job stress and children's academic progress. This study is a type of non-experimental causal-comparative (post-event) research, which was conducted with the aim of investigating the consequences of employment, job satisfaction and job stress of mothers in relation to the social adaptation and educational progress of their children in the age period of 7 to 11 years. The statistical population of the research includes 6,196 students of the elementary school in Damghan in the academic year 2001-2002. According to the reports of Iran Statistics Center, 190 thousand 388 people of the population of Semnan Province are women, of which 8% are employed and more than 62% are working in the service sector. The researcher has prepared the information he needs through Rutter's questionnaire, Smith, Kendall and Hevlin's job description list and Steintz's occupational stress questionnaire that most of the working women work primarily for the

family's need for money and secondly for self-prosperity. In the current economic conditions with the reduction of real incomes, families have realized that it is essential for both men and women to work in order to meet the needs of the family to the extent that was previously achieved by a breadwinner, and even many families in order to maintain themselves from rolling in the abyss of poverty, they consider this necessary and vital. The majority of single, divorced and widowed women find it necessary to work to avoid poverty, in any case, most women are not willing to give up their jobs even if the family does not need money.

Rouhani (1993) in a research he conducted on the degree of maternal separation anxiety in working women who send their first child to a kindergarten affiliated to Tehran University of Medical Sciences, reached these results that, in total, most of the studied units have a relatively high degree of separation anxiety. In his research, Tavakoli found that the social adaptation of children of working mothers is more than that of children of housewives. The results of the research in this field indicate that parents with diploma and higher education, their children often fill their time during the holidays primarily by going to English language reinforcement classes and sports activities, and in fact they try to give their children a proper program for spend their free time in the case of low-educated parents who live with a lower economic level, what is important is the children's help to their parents in order to provide for the family's livelihood, and there are fewer parents who fill their free time with recreational and practical programs do.

In his research, Attarian (2009) stated that the mother's employment disrupts the formation of the child's attachment to the mother. Because caring for a child changes from an individual state to a group state and eventually the child's attachment to the mother goes out of the normal state. The results of Afshari's research (1996) on intelligence, academic performance and adaptation comparing the children of working women and housewives show that the children of working women are in a more favorable situation than the children of housewives.

In his research, Babaei (2002) has investigated and compared the relationship between responsibility and academic progress, self-esteem, general health and cooperative spirit in two groups of regular and night school students. According to the results of this research, the responsibility and academic progress of students in boarding schools is more. Culturally, Iranian society is a collectivist society.

Khayer (1986) in a research entitled the relationship between academic failure and family background and conditions, tried to find some factors or characteristics of the family of a group of academic failures. The results show that factors such as father's job, parents' level of education, the presence or absence of one parent at home, the economic status and the size of the family are among the factors that are related to the academic success or failure of students. Work of (1994) Mothers who are well supported by their husbands have a positive feeling about their spouses. From the point of view of mothers, the quality of roles is more important than the number of roles or the tension of their appearance. Zaharakar (2007) the results of this study show a positive correlation between the components of emotional intelligence and academic performance of students. Nejati (2010) Daughters of working mothers desire higher education and are more likely to choose non-traditional fields of study, such as law, medicine and physics. According to some researches, the sons of working mothers also have more self-sufficiency and social adaptation compared to the sons of non-working mothers, but their academic progress is lower in some cases. Sheikh al-Islami (2011) the more the psychological needs of the people of a society are under social support, especially the family, the more psychological health and well-being that society enjoys. Abu Talebi (2009) A working woman with children should be supported as much as possible by her family or her husband's family so that she is not helpless in performing her duties and maintains her sense of happiness.

Kavousi (2003, quoted by Azad, 2012) in a research about the effect of parents' study on children's academic progress, has come to the conclusion that the amount of parents' interest in studying and attention to science is one of the

effective motivational factors in children's academic progress; That is, if the parents study in a family, the student's interest in studying will gradually increase and this will make the children progress in education. Mirzajani, (1989) studied behavioral disorders in the children of housewife mothers compared to the children of working mothers. The result of this research showed that behavioral disorders were 66% in the children of housewife mothers and 33% in working mothers. Ahmadi (2009) in his research entitled "Investigation of the effect of mothers' employment on children's behavioral and educational performance" shows that the mother's employment has caused more social adjustment and educational progress for children who are in higher years of education (fourth and fifth grades).

Bostan (2004) did not see a major difference between children belonging to working mothers and other children, and in certain cases where there were differences, its root should be sought in other factors such as the quality of alternative care, not in the mothers' employment. Amini and Nahzoor (2004) in a research on 50 female students found that there is a significant relationship between psychological and emotional intelligence. Also, the results showed that the sum of subscales of sensation seeking of scale explains 67% of mental health changes. Misaghi (1995) has come to the conclusion that there is a negative relationship between the academic success of students and the level of anxiety. Abbasabadi (1993) in the study between anxiety and academic progress, came to the conclusion that there is a significant and inverse relationship between the level of anxiety and the amount of academic progress. Also, by dividing the students into two strong and weak groups based on the grade point average, they came to the conclusion that the level of overt anxiety was more than the hidden anxiety. Biabangard (2005) Working mothers who have more education can be better teachers for their children and provide them with extensive mental stimulation. Ahmadi (2009) Students whose mothers work in low-level jobs (services) have the least social adjustment and academic progress, and the children of mothers who work in high-level jobs (cultural-management) have

the best academic and behavioral performance at home and the school shows itself.

Tabatabai Yazdi (16) in his research on "The relationship between the level of parents' education and the progress of students in elementary, middle and high school" has come to the conclusion that there is a direct and meaningful relationship between parents' education and students' grade point averages. In elementary and middle school, the mother's education is as effective in the child's academic progress as the father's education. In this sense, there is no significant difference between these two. Kaviani (1995 quoted by Molaei, 2007) showed that the education of parents has an effect on the choice of the value system of teenagers.

Biabangard (2007) in Biabangard's research on the effects of mother's employment on children's social growth and educational progress is another example of research conducted in Iran, which was conducted in Tehran. This research is based on a sample of 100 students of the third year of elementary school who had working mothers and housewives and were randomly selected, and the social development of children whose mothers were working was significantly higher than children whose mothers were housewives. Shoairi (2004) showed in a research that mental health has a positive and significant correlation with educational progress. So that students have higher mental health. They will have higher academic progress. Verdi showed in a research that perfectionism has a negative relationship with mental health, but it has no relationship with academic performance. Shahiri showed in a research that mental health has a positive and significant correlation with academic progress, so that the more students have higher mental health, the higher their academic progress will be.

Mohebi (17) in another research about "Parental literacy and academic performance of fifth grade elementary school students of forth Karaj district" has come to the conclusion that there is a difference between the performance of students who have literate parents and students who have illiterate parents. They are literate,

there is a significant difference. This means that parents' literacy has positive effects on children's academic progress. Amin Khandaghi, Pak Mehr (2011) The findings of this research in the field of examining the difference in mental health between girls and boys indicated that girls have higher mental health than boys. ($p < 0.5$) The mean mental health scores were 26.92 for boys and 21.88 for girls. Nejati (2010) although working women, especially in certain occupations such as teaching and nursing, due to the different roles they have to assume suffer more stress and the psychological development of their children is directly related to their health, but it cannot be said that the mother's job necessarily has a negative effect on the child's psychological health.

But if employment puts a lot of pressure on the mother's schedule, her child is at risk of ineffective upbringing. Working long hours and spending little time with children is related to the development of incompatibility in them. While mother's part-time employment is beneficial to children at any age due to its positive role on women's mental health. Ahmadi and Taghavi (2003) mothers' employment brings more social adaptation and educational progress for elementary school children, and if employment is accompanied by job satisfaction, it leaves positive and favorable effects on children. Askari (2011) the employment of mothers is different with the educational progress of children between girls and boys. In this way, girls benefit more than boys from having a working mother. Daughters of working mothers have more progress and social adaptation, more independence and show more willingness to work. Hoffman (1989) found that working mothers spend less time taking care of their children compared to stay-at-home mothers. The housewife spends on this. Also, working mothers spend less time watching TV or sleeping.

Harvey (1999) in a long-term research titled the short-term and long-term effects of parental employment on children has concluded that parental employment has the least effect on children's performance delays. The main reason for the worry and anxiety of mothers who have chosen homemaking or employment may be that

they need to spend as much time as possible with their children. However, Galinsky reports that only 10% of children wanted to spend more time with their mothers. Children with single mothers did not see their mothers as more supportive than children with working mothers. Using another study, Fi, Hoffman and Vladys (1963) wrote in the book *Working Mothers in America*: Research shows that mothers who are working, according to the income they earn helps their spouse to pay for living expenses, reduces the stress in the family and is also effective in raising the standard of the family.

Hnrrington (1994): The number of family members is one of the important psychosocial variables in the family environment. Along with the increase in the number of children in the family, the attitude of the parents about raising the child and the conditions in which the child is raised changes. In families with many children, especially more than 6 children, family roles are not clearly defined, everyone's duties are not determined, and discipline is more intense and demanding. Hush Child (1997). Housewives who are rich themselves or are provided economically and financially by their husbands or other dependents, are overly involved in their children's work in various ways, and are weak role models for their daughters. Banduchi; Hoffmann (1984) found that girls benefit more than boys from having a working mother. Keyes (1992) in two studies of science lessons in the years 1970-1971 and 1983-1984 in the age group of 14 years showed that, with the exception of Thailand, the correlation coefficients between the academic progress of students in the science lesson and the occupational status of their father on the one hand and the level of education Parents separately, on the other hand, are all positive and meaningful.

Farle (1990) also investigated the effects of mother's preferred roles on the level of incompatibility and behavioral problems of children. The results showed that the children of mothers who were not employed but preferred employment outside the home (unsatisfied housewives) had more behavioral problems. Another surprising result is that the children of mothers who were employed but preferred

housework (unsatisfied working women) did not show many behavioral problems. It is possible that this group of children has not been exposed to the mother's constant displeasure. Another thing is that the children have spent special times with the mother, during which the mother's displeasure has been compensated (because the situation is the mother's favorite). Also, probably the message conveyed by working mothers is to accept and be close to the child, while the message of unhappy housewives is rejection and distance from the child.

Regarding the difference between the parenting style and the behavioral problems of working mothers and housewives, there have been many researches, each of them has looked at it from a different perspective and have obtained different and sometimes contradictory results. For example, according to some studies, the supervisory role working mother (especially mothers who are outside the home for long hours during the day). On various dimensions of the child's life, compared to non-working mothers, it is greatly reduced, and because of this monitoring, the probability of increasing behavioral problems and the difference in parenting styles increases (Kalil; Dunifon, 2007).

In a large study, Barner (1996) studied 300 married couples who were all employed outside the home. The result of this research was that women who had challenging and satisfying jobs coped better with problems at home. It was mentioned in a report by Noor: Women who had inappropriate jobs and had no job satisfaction, generally had less satisfaction in life and pressure at higher levels. In this context, John Balbi (1907-1990) believes that the long-term separation of mother and child leads to anxiety in the child and thus affects the child's future emotional structure and reduces his ability to create stable relationships.

(Lucas, Thompson, Goldberg et al. 2010) also reviewed 69 studies in which the effects of the mother's employment were examined and the important aspects of the child's life, namely academic progress and behavioral problems, showed that there is a significant relationship between the mother's employment and

externalizing problems. There is no internalization of childhood and academic progress. Also, the results of Rapte's (1984) research on families where both husband and wife work showed that women who have higher job satisfaction enjoy their married life more than housewives and feel better about their children. But these women usually take their work stress and troubles home (quoted by Abu Talebi, 2009). Cooper Smith (1967) conducted a research and found that a mother's job is correlated with her child's self-confidence if she has a positive feeling about her work.

Sako (1993, quoted by Abu Talebi, 2009) concluded from his research: Working women who work part-time have a higher level of marital satisfaction than housewives, and compared to working women who work full-time Shifty and they are busy working at night, they have lower marital satisfaction compared to other working women. Hoffman (1984) reviewed fifty years of research related to mothers' employment, most of these studies were based on the hypothesis that mothers' employment has negative effects on child development. Hoffman's assessment showed that daughters of working mothers have more self-confidence, better academic grades and a brighter career future compared to daughters of non-working mothers. This researcher also pointed out that mother's employment can lead to higher self-esteem of the mother, little distinction between the roles of men and women, and create a positive example for the benefit of their sons and daughters in their future life through increasing the family income. The results of the research show that there is no significant difference between the families with preschool children, in terms of the time fathers spend on child care or housework, between families where both husband and wife work and families where only the man works. In fact, working mothers also reduce the hours of work related to their household duties, but they do not reduce child care, so when the parents of a preschool child are working, both spend almost as much time as families in which only the father is working. They interact directly with their children.

Beyer (1995) proposes that the mother's occupation has a greater effect on the parenting style and this style in turn has an effect on the educational progress of the children as a mediating variable (quoted by Khanjani Mahmoudzadeh 2013). (Lopez et al., 2009, Gilman et al., 2006) Various scientific evidences support the benefits of children who have a high level of hope, life satisfaction, and self-esteem on their academic and behavioral development and progress. For example, high scores of hope in teenage students were correlated with higher self-esteem, overall satisfaction with life, personal adjustment and time and psychological well-being.

McFarlane (2005 quoted by Rezaei et al., 2007) found in an international research that family atmosphere, socioeconomic base, mother's cognitive ability, job satisfaction and her education in the university and primary preferences for family formation with children's school performance have a relationship, and if teachers are sensitive to the role of parents in school performance, they can use them to improve students' performance. (Siegelman, Raider, 2009) Adolescents who have benefited from secure relationships with their parents in childhood have adaptive behaviors. These teenagers have self-confidence and good academic performance in school.

Gill and Roberts (1999) have investigated the relationship between mother's employment and academic progress of educational adaptation in a research, the results of their research were that the mother's employment status alone does not have a different effect on children's growth, instead, mother's employment is related to children's growth through mediating variables. Bursad (1960) Shows that the increase in the number of children prevents a close relationship between parent and child. Hetherington (quoted from the same source) states that instead of communicating with their children, parents of large families try to control them more, and the controls are severe and hostile. Joseph (1985) in a review of 17-year studies on the emotional factors affecting academic progress in science courses, motivation, anxiety and teacher support were reported as the most important factors. According to the results of his research,

Farle (1980, quoted by Hosseini Nasab, Khizr Levi Moghadam, 2009) believes that mothers who have an attitude consistent with their work have children with more competence and better adaptation in school than children whose mothers' attitude toward work is consistent with their work behavior. It is inconsistent. Also, many evidences have shown that working mothers have a less traditional view of having children.

Conclusion

The relationship between mental health and academic progress has been the focus of many researchers. Telol, Lan and Watson (2007) showed in their research that positive moods, self-efficacy and self-related goals predict 20% of the variance of academic performance. In the case that Shoairi and Atri Fard (2006) did not find a significant relationship between Salam Tarwani and academic progress in a study on students (19). Patten and Goldenberg (1999) showed in a research that anxiety and depression can affect academic success. Women's employment plays an important role in how power is distributed in the family, which will lead to self-satisfaction with family life. A research conducted by Michel in 1966 showed a kind of correlation between women's employment and the fair distribution of their duties and responsibilities. With a more detailed examination of the distribution of household duties, which includes household chores, income and expenses, buying clothes, contacting vendors and preparing tax forms. Michel has shown that in the case of working women, these tasks are divided more equitably between couples. Women who worked in managerial jobs received the most amount of help from their husbands (Cgalin, 2010). The research results of Wells, Cartwright and Haught (2004) show that patients with generalized anxiety disorder and obsessive-compulsive disorder. Compared to non-diseased people, their cognitive ability is at a lower level.

Levinson (1993, quoted by Mohammad Amini; 2007) having a favorable image of oneself and the future creates the context for beneficial and progressive efforts and leads to the

improvement of psychological health factors. According to LaGuardia, Ryan, Couchman, and Deci (2002), parents who provide a safe and intimate environment for their children will facilitate the satisfaction of their psychological needs and thus help their well-being and mental health. (Craig and Bitman, 2008) Studies have gone beyond the negative effects of mother's employment on psychological status and have shown that since working mothers have less time to monitor their child's daily activities and because they are not at home, their children are more children of stay-at-home mothers' use television and have less concentration and use fast food that is prepared more quickly. As a result, a higher percentage of them than the children of stay-at-home mothers are overweight and as a result have problems relating to others and lower self-esteem (Brown, Broom, Nicholson et al., 2010). But the results of some other studies have not only not obtained these negative consequences, but even talk about the positive consequences of the mother's employment compared to non-employment. have and are not employed or have short-term jobs, have more behavioral problems than permanently employed women. Researchers have revealed that the additional income obtained from mothers' employment reduces the stress level and reduces the possibility of the mother suffering from depression and, consequently, the child's behavioral problems (18). In the research conducted by Hossein (1967) in the International Association for the Evaluation of Educational Progress in Mathematics, a positive relationship between academic progress and the socio-economic status of the family was seen.

Halet (2008) A child who grows up with educated and studious adults and grows up, his academic progress is certainly higher than other children who do not benefit from such a favorable environment. Patten and Goldenberg (1999) showed in a research that anxiety and depression can affect academic success. Seligman and Rider (2009), on the other hand, the results of some research show that the quantity of parent-child relationship is not important, but the quality of this relationship is effective in forming secure attachment and

meeting the needs of the child. Gold and Andrsvn (14) found in a research that teenagers with working mothers have more sense of self-worth, adaptability, belonging to family and social support compared to teenagers whose mothers are housewives. Mental health, as one of the basic disciplines, has received the attention of the World Health Organization and an independent part in this global organization, whose role is to create movement and coordination in mental health research at the global level. Mental health and physical health are based on scientific research. Physical health is based on physiology and mental health is based on psychological physiology. Psychological scientists and behavioral sciences have called the term mental health to the effectiveness of man and his appropriate psychological performance. A person who enjoys mental health values himself and is not disturbed in terms of psychological functions such as thought, emotion, perception, behavior and has a harmonious and sincere relationship with himself, family and society.

He performs his duties and responsibilities towards the family and society well. In fact, he considers himself as a valuable and respected person. Healthy people feel cheerful from the daily joys of life, which means that they are aware of the resources and beauties around them and enjoy seeing them. During the past years, with the new movement that arose, mental health has been recognized as a human right and a social goal in the world (16). Mental health is a specialized field within the scope of psychiatry, and its purpose is to create mental health by preventing mental illnesses, controlling the factors influencing the occurrence of mental illnesses, early diagnosis of mental illnesses, preventing complications caused by the return of mental illnesses and creating a healthy environment for establishing correct relationships is human. So, mental health is a science for well-being, social welfare and rational compromise with life events (17). In the comprehensive study of academic progress, researchers have addressed the psychological and environmental factors that predict academic progress. The motivation structure of academic progress in school refers to the behaviors that

are related to learning and progress. (Hossein, 1994). One of the most important factors within an individual that has been the subject of numerous researches is motivation for progress. Academic motivation is an academic engagement or in other words, cognitive, emotional and behavioral investment for progress in education and training based on educational goals (15).

The beginning of adolescence is a period when a person wants to free himself from the bondage of childhood and is very interested in gaining independence and tries with all his might to get it. But at the same time, he also has fear and a sense of insecurity, and for this reason, he sometimes shows unreasonable dependence on elders. In this age period, children are generally very sensitive and picky, for example, he may be upset that his mother shows his childhood photo to someone else, and he does not want to discuss and talk about the issue of growth and changes that have been made in him.

The states of this period are such that if a person has their movements and emotions in adulthood and maturity, he is not considered a normal person, but for teenagers, all these states are completely normal and a requirement of their age.

They try to make plans against their elders, especially their parents and teachers, and disobey their rules. The reason for this action is three things: 1. To show their power. 2. Break the power of elders. 3. Imitate elders and powerful people. These movements and encounters are necessary for the beginning of adolescence, and like children who practice adult skills by playing, teenagers also use seemingly unreasonable actions to enter the world of adults practice. Some behavioral disorders in middle school are normal and necessary for the age period, but sometimes its continuation is considered a disease and students in this period need the care of teachers and parents. But these cares should be more indirect. So that they can experience independence.

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