The Investigation of the Relation between Parenting Styles and the Curiosity and Creativity in Students

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Abstract

It is obvious that personality, behavioral and cognitive characteristics of human are affected by parents and it seems that parenting styles that parents use in rearing their children affect their personality and cognitive characteristics. Parental styles include various aspects of child rearing, values and rearing practice behavioral of parents that have significant role in growth and rearing of children. The studies show that various parenting or child rearing methods have different effects on the self-esteem of students. In the family, mother is the main person whom the child associate, so the aim of the present study is to investigate the relation between mothers’ parenting attitudes with creativity and curiosity of students. This study uses post-event research plan. To achieve the objective of this study, the researchers selected 200 female high school students of Tehran city through multistage cluster sampling method. For measuring variables, Copeland Smith attitude test, GhobariBanab and YarAhmadi curiosity scale (1999) and Abedi creativity scale (1984) have been used. For data analysis, t independent test, Pearson correlation coefficient and Pearson ranking correlation coefficient were used, the results showed that there is significant correlation between democracy and the students’ creativity and also between acceptance and curiosity of students. On the other hand, meaningful relation was seen between age, mother’s education and easy-taking behavior and between the number and order of children birth and the acceptance dimension.

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Keywords: Direct training, mathematic disorder, students

1. Introduction

The main person in the family whom the child is associated is mother. Mothers' rearing style is one of the main factors in the mental health of their child (Baumrind, 1997). Baumrind (1997) identified three parenting styles including authoritarian, permissive and uninvolved parenting styles by consideration of parental control. It is obvious that the personality and the behavioral and cognitive characteristics of human being are affected from parents and it seems that the parenting styles affect the personality and cognitive characteristics of individual (Serven, 2001).

The social, economic, cultural status and the attitude of parents toward child rearing affect the interaction between parents and children (Pinderhughes et al, 2000; Rohuer, Kean &Cournoyer, 1991). Furthermore the abnormal changes in parents and child interaction plays some role in socialization of children. The realization of normal changes in parent-child interaction is considered one of the key factors of dynamic approaches (Collins & Madsen, 2003).
The main person in the family whom the child is associated is mother. Baumrind (1997) identified three parenting styles including authoritarian, permissive and authoritative parenting styles by consideration of parental control. Parenting methods include various aspects of child rearing, values and parenting behaviors that are effective on growth and development of children. The studies show that various parenting styles affect self-esteem of students in different ways. For example, Sigward et al. (1992) showed that child rearing methods in acceptance and control dimensions have positive relation with self-esteem of students. Furthermore, they showed that there is negative correlation between control and self-esteem of students; however, positive correlation was obtained in acceptance dimension. Furthermore, the results of Brook et al. (2003) study showed that when the parents’ request of their children is warm and friendly, children are more inclined toward cooperation. On the contrary, parents who are hostile develop refusal and disobedient in their children. Mothers who use authoritarian method have high expectations but they value conforming so much that their children don’t like to follow them. These parents expect their child to obey the requests and orders of others absolutely and rarely talk to them. If these children don’t obey them, the authoritative mothers use pressure and punishment. This style is associated with negative behavioral outcomes such as behavioral disorders (Diaz, 2005).

On the other hand, authoritativemothers have logical requests and implement their requests with determining constrains and insisting that the child show obey them. Meanwhile, they show intimacy and affection, listen to their child opinion and encourage cooperation in family decision making. Permissive child rearing is logical and democratic method where the right of child and mother are respected. Children who are grown in these families obtain higher scores in efficiency, development, social growth, self-esteem and mental health (Maccoby and Martin, 1983). Uninvolved parents are receptive and loving, they don’t have any expectation and avoid any control. Uninvolved mothers allow their child to decide themselves in whatever age they are while the child might not still be able to do this. They can eat and sleep whenever they like and watch TV as much as they wish. They are not obliged to learn good behavior or perform the home tasks. The children of uninvolved parents are inexperienced, they have problems in controlling their excitement and when they are asked to perform any task that contradicts with their transient interests, they disobey. In addition, they have high expectations and depend on their parents (Baumrind, 1991).

Peterson (1999) concluded that parenting styles have unavoidable effect on the educational performance, self-esteem, self-efficacy and compatibility of children. Concerning creativity and parenting styles, various studies have shown the positive meaningful relation between rearing in democratic environment and development of creativity in kids and teens.

Getles and Jackson (1962) concluded that parents of creative children rarely use authoritarian methods and disciplinary constrains. These children benefit from more freedom in decision-making. High authoritarian of parents prevents children from having the opportunity to experience and learn; while creativity and risk are together. The authoritarian parents deprive their child of the risk power and committing mistake and this prevents the individual from performing new and creative job. Kraker (1996) believes that the authoritative parents leads to exploratory and creative activities in their child by providing warm family environment, recognition of parents autonomy, their interests control.

Croply (1962 quoting from Hosseini, 1989), comparing the parents of creative children and non-creative children, concluded that the parents of creative kids believe in giving independency to their child, accept their willing and wishes and give them the right to object to their parents. Furthermore, the results of Brook et al. (2003) study showed that when the parents’ request of their children is warm and loving, the kids incline toward collaboration. On contrary, the parents who are violent nurture disobedient in their children. Darling in 1999 referred to the outcomes of parenting styles in children that are the following:

1. The children and adolescents whose parents have permissive parenting style give more value to themselves and benefit from higher social competency than other groups.
2. Parents’ interests predict the social competency of children.
3. Kids and teens with authoritarian parents perform moderately in their school assignments and benefit from low social skills, low self-esteem and higher level of depression.
The teens and kids of uninvolved parents are probably suffering from behavioral problems more and show lower performance in school. However, they have high degree of self-esteem and social skills and less suffer from depression. Due to the significance of the effect of parenting styles on development of curiosity and creativity, the present study investigates the relation between mothers’ parenting attitudes and curiosity of students.

Methodology

In this study, post-event research plan has been used. To achieve the objective of the study, the researchers selected 200 female high school students through multistage cluster sampling in Tehran. From five imaginary areas of Tehran, one area and from each area one female high school were randomly selected. Then, from each school, 40 first, second and third grade students were selected and asked to respond to creativity evaluation and curiosity questionnaires and a parental style questionnaire was also distributed between parents.

Research instrument

To measure the variables, Copper Smith attitude test, YarAhmadi curiosity scale (1999) and Abedi creativity scale (1984) have been used.

Cooper Smith attitude test

This questionnaire includes 40 items, 20 of which evaluates positive side and 20 other evaluates negative aspect of parenting style. Each option has been presented in four levels including, completely agree, agree, disagree and completely disagree, the scoring includes 1, 2, 3 and 4. The reliability of this questionnaire has been reported as 0.61 by Hossein Pour (1994). Furthermore, Rakei (2001) reported its validity coefficient as 0.94 based on Cronbach Alpha, its authentication was also confirmed by experts.

Curiosity questionnaire

To measure the curiosity, the questionnaire constructed by YarAhmadi (1999) was used. This scale includes 12 items, each having five choices including, very low, low, average, high and very high. The validity of questionnaire has been reported by YarAhmadi as 0.74 obtained through Cronbach Alpha after data collection and its authentication has been confirmed by experts.

Creativity questionnaire

To evaluate creativity, Abedi creativity questionnaire (1984) has been used. This questionnaire includes 75 items for measuring fluidity, innovation, flexibility and extension. Its reliability of the above variables has been obtained as 0.85, 0.82, 0.84 and 0.85, respectively. Through internal consistency coefficient, the validity of test was obtained as 0.75 for fluidity, 0.67 for innovation, 0.61 for extension and 0.61 for flexibility. The validity of this questionnaire has been confirmed (Abedi, 1993).

Findings

For data analysis, independent group and ttest Pearson correlation coefficient were used. The results showed that there is significant correlation between democracy and creativity of students and between acceptance and curiosity of students. On the other hand, there is significant relation between age, mother’s education and uninvolved parenting style and between the number and order of children birth and acceptance.

Table 1. Descriptive statistics of mothers' parenting styles

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>S</th>
<th>(P)</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy</td>
<td>22</td>
<td>3.0</td>
<td>0</td>
<td>0.02</td>
<td>2.1</td>
<td>3.6</td>
</tr>
</tbody>
</table>
The data of table 1 (1) shows that preserving democracy in mothers’ parenting style is higher than mean scores, i.e. media and parents have more democratic style (3.02). In dimension of acceptance shows that parents more reject their child than accepting them (2.42) and mothers obtained higher score than mean in un-involvement (3.16).

Table 2. Descriptive statistics of curiosity and creativity of students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
<th>(P)</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curiosity</td>
<td>22</td>
<td>42.10</td>
<td>.48</td>
<td>40</td>
<td>0.4</td>
<td>24</td>
<td>56</td>
</tr>
<tr>
<td>Creativity</td>
<td>22</td>
<td>138</td>
<td>.92</td>
<td>138</td>
<td>0.9</td>
<td>7</td>
<td>103</td>
</tr>
</tbody>
</table>

The descriptive statistics of creativity and curiosity of students show that the curiosity of students is high and concerning low standard deviation that indicates the low dispersion of scores, the students have high curiosity (42.10). The mean creativity of students shows that creativity of students is in average level and the creativity scores of students have normal dispersion (138.23).

Table 3. The investigation of curiosity difference in two groups of students with receptive and non-receptive mothers

<table>
<thead>
<tr>
<th>Row</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S</th>
<th>(P)</th>
<th>T</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy</td>
<td>Low</td>
<td>30</td>
<td>40</td>
<td>.4</td>
<td>6.</td>
<td>1.2</td>
<td>.14</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>51</td>
<td>42</td>
<td>.03</td>
<td>6.</td>
<td>10</td>
<td>.85</td>
</tr>
<tr>
<td>Acceptance</td>
<td>Low</td>
<td>48</td>
<td>40</td>
<td>.33</td>
<td>5.</td>
<td>9</td>
<td>.85</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>48</td>
<td>43</td>
<td>.18</td>
<td>7.</td>
<td>17</td>
<td>1.03</td>
</tr>
<tr>
<td>Parenting style-Permissive</td>
<td>Low</td>
<td>43</td>
<td>41</td>
<td>.44</td>
<td>6.</td>
<td>1.03</td>
<td>.30</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>52</td>
<td>41</td>
<td>.05</td>
<td>5.</td>
<td>6</td>
<td>0.77</td>
</tr>
</tbody>
</table>

P<0.05*

As can be seen in table (3), there is no meaningful difference in curiosity dimension of students and the parenting styles of mothers who use democratic and uninvolved-strictness parenting styles. However, there is meaningful difference between parenting styles of acceptance and curiosity of students.

Table 4. The effect of mothers’ parenting styles on students’ creativity

<table>
<thead>
<tr>
<th>Row</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S</th>
<th>Criterio</th>
<th>T</th>
</tr>
</thead>
</table>

As can be seen in table (3), there is no meaningful difference in curiosity dimension of students and the parenting styles of mothers who use democratic and uninvolved-strictness parenting styles. However, there is meaningful difference between parenting styles of acceptance and curiosity of students.
Table (4) shows that in creativity dimension, there is meaningful difference between the creativity of students and parenting style of mothers who use democratic style. However, there is no meaningful difference between acceptance and uninvolved - strictness parenting style.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Democracy</th>
<th>Acceptance</th>
<th>Strictness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother's education</td>
<td>20</td>
<td>0.030</td>
<td>0.122</td>
<td>0.178*</td>
</tr>
<tr>
<td>Rank of children birth</td>
<td>20</td>
<td>0.63**</td>
<td>-</td>
<td>0.11</td>
</tr>
<tr>
<td>Age of mother</td>
<td>20</td>
<td>0.056**</td>
<td>0.207</td>
<td>0.164*</td>
</tr>
<tr>
<td>Family size</td>
<td>20</td>
<td>0.072**</td>
<td>0.313</td>
<td>0.133</td>
</tr>
</tbody>
</table>

The findings of table (5) show that there is negative correlation between mothers' education and uninvolved - strictness dimension (r=0.185 p<0/05). That is, mothers with higher education rarely make use of strict parenting styles. There is negative correlation between the order of childbirth and family size with acceptance - injection dimension. I.e. in children with higher order of birth and high family size, the acceptance of mother is reduced and mostly they are rejected by mothers. In mother's age variable, the acceptance reduces while uninvolved increases.

Discussion and conclusion

The results of present study showed that parents’ democracy has meaningful relation with children creativity and this finding confirms Peterson (1000), Getlez and Jackson (1962) and Grozbergen (1979). Peterson in his study in 1999 concluded that the parenting styles of parents have unavoidable effect on educational performance, self-esteem, self-efficacy and compatibility of students. Concerning creativity and parenting styles, various studies have shown positive meaningful relation between rearing in democratic space and nurturing of creativity in kids and teens. Getlez and Jackson (1962) study concluded that the parents of creative children rarely use authoritarian and disciplinary constrains in their parenting. Grozbergen (1979) perceived that the families who create the most proper ground for creativity of children are specified by characteristics such as low dictatorship and strictness. Furthermore, the results showed that receptive and democratic parenting styles of mothers and their children has correlation effect on their curiosity. The results of findings showed that mothers with lower education rarely use strict parenting style. The results on the order of child birth, family size and mothers’ age showed that these variables have negative correlation with
acceptance-rejection dimension, meaning that, when these variables increase, the acceptance of children reduces and they are more rejected. This study has been done on female high school students, thus one of the limitations of the present study is constrains on generalizing the results on male students and other educational levels. Thus, it is recommended that this method to be investigated in other grades and on male students. Furthermore, mothers were more willingness to complete positive poles of questionnaire and this is likely that they have selected the positive poles of rearing methods due to the social acceptance effect. Thus, it is recommended that other methods such as interview or observation to be used in various conditions.

References

YarAhmadi, Z. The investigation of the relation between curiosity and the achievement motivation in female high school students of Tehran.


