THE RELATIONSHIP BETWEEN PARENTING STYLES AND THINKING STYLES AND RESPONSIBILITY FOR PROVIDING A MODEL FOR FOSTERING RESPONSIBILITY IN FEMALE STUDENTS

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ABSTRACT
This study attempts to provide a structural model in the context of the relationship between parenting styles, thinking and responsibility styles. The population study involves all female students of first grade in Tehran State high schools during 92-93 academic years. The sample number is 360 people. Sampling method was a random cluster and disproportionate stratified sampling (Educational level taken for classification). Data was collected using standard questionnaire three was performed that include parenting styles, thinking styles (long form) and responsibility. The results showed that the ratio of chi-square to degrees of freedom equal to 2.93, which reflects the overall fit of the model. Other indicators are more than 0.90 and criteria that reflect this research is that the structural model is achieved to the desired degree. But the indirect relationships between the structures were not significant.

Keywords: Parenting Styles, Thinking Styles, Responsibility, Structural Equation Modeling

INTRODUCTION
Responsibility, especially in today's dynamic world, is one of the essential characteristics of human beings. Therefore, a responsible behavior in family, social and work are the important steps in the improvement of any society. On the other hand, the responsible behavior comes from oriented thoughts, in other words, style and way of thinking determine our life path.

Today, developing Societies need responsible and self-sufficient people, and teaching responsibility to children demands specific conditions at home. And school. We should provide conditions for children and adolescents, until they are able to make better decision using attitude and evaluation tools help attitude and evaluation tools make better decisions, which will help them lead a satisfactory and productive life.

Today more than before people need to take responsibility for their own life and destiny. This would be impossible unless the principles of the education be based on enhancing children and adolescents. To achieve these goals, achieving these goals demands a good deal of diligence and careful planning. One important factor which influences thinking and responsibility is parenting styles. From among social factors, parents and family system have the most important role in the formation of identity. Most experts believe that the influence of the family is undeniable. By family as an important factor, they meant the parenting style which influences development of personal growth, healthy character, and success or failure of the child.

This issue has especial importance in high school. However, it is difficult to determine how the parents who are not interested in their children education can motivate them? People from different aspects have differences which this difference become apparent in their abilities, talents, desires and thinking style. Paying attention to these differences can lead to choosing appropriate education and job. Sternberg (1997) has defined thinking style as a way of thinking. He said, "Thinking style is not ability, but refers to how we use of our abilities. People may they are similar abilities, but in thinking styles, they are different (Zarei and Sardary, 2013). Sternberg (1997) introduces 13 thinking styles using the metaphor of government which can be divided into 5 recognizable styles: The functions: including legislative thinking styles (be creative), executive (doing homework according to the instructions given), the judge (or efficiency of other subjects); The figures: including hierarchical thinking styles
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(prioritization of individual assignments) monarchy (working on one task at a time), oligarchy (work on multiple assignments without prioritizing), anarchy (working on assignments without limitation the "what", "where", "when" and "how" of doing things); (Zarei et al., 2013) levels: Including global thinking styles (focus on the overall picture), local (focus on the details); (Shirazi, 2005) areas: including internal styles (doing homework alone), external (working with others); and 1997 trends: including liberal thinking style (innovative approach to doing homework) and conservative (using the traditional ways of doing homework). Sternberg (1997) believes that thinking styles are caused partly by the community. He has introduced seven social factors that may influence the development of thinking styles. The seven factors include: culture, gender, age, parental style, religious training, education and employment. Numerous studies showed that thinking styles with many other psychological variables are such as educational attainment (Zhang and Sternberg, 2006), parenting style (Grovimen, 2006), quoted by (Shirazi, 2005), training adapting (Zarei, 2014). Due to the above cases, this study tries to be investigated the direct and indirect relationships, parenting style, thinking styles, and accountability through the provision of a structural model.

MATERIALS AND METHODS

Method

This survey is a correlation research and non-experimental causality that was performed inform at structural equation modeling. Statistical population of the research includes all first grade female students of public high schools in Tehran in the academic year of 93-92. For selecting the samples, were used random cluster sampling and random disproportionate stratified. The sample size formula (n × 40) where n is the number of predictor variables that was determined 360 people (Tabachnick and Fidel, 2013) and Data collecting was performed through a standard questionnaires three parenting styles Barmaid (a=0.086), long form thinking Styles Sternberg, Wagner and Zhang (a=0.84-0.57) and accountability (a=0.90). For data analysis structural equation modeling method were used.

Conclusion

The present research was performed to investigate the structural relationship and parenting style, thinking and responsibility styles among female students. The results of the structural model tests showed that in general conceptual, model fits with the experimental data of research. All the important indicators, fitted to achieve a desirable level of being fit. This means that it can is study the relationships between three important psychological construct of parenting style, styles of thinking and responsibility in a structural model. The results of this research are consistent with previous research results (Shirazi, 2005).

RESULTS AND DISCUSSION

Results

Table 1: In the following tables shown descriptive variable indexes of parenting styles

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>Min</th>
<th>Max</th>
<th>Curvature</th>
<th>Elongation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permissive style</td>
<td>27.88</td>
<td>5.73</td>
<td>10</td>
<td>46</td>
<td>0.2110</td>
<td>0.214</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>25.61</td>
<td>6.31</td>
<td>10</td>
<td>46</td>
<td>0.118</td>
<td>-0.078</td>
</tr>
<tr>
<td>styles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authoritative</td>
<td>39.12</td>
<td>6.62</td>
<td>10</td>
<td>50</td>
<td>-0.879</td>
<td>0.819</td>
</tr>
<tr>
<td>Style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

According to the table above average logic power Style is 39.12 and a standard deviation is 6.62. After that comes loose Style and its average is 27.88 and the lowest amount is for autocratic style with the average of 25.61.

Research Hypothesis: Based on parenting methods and through the intermediary of thinking styles it can be predicted to social responsibility. Structural model above hypothesis are as follows:
The structural parameters of the model fitting are presented in the following table:

<table>
<thead>
<tr>
<th>Fitness indicators</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$\chi^2$/df</th>
<th>RMSEA (90% CI)</th>
<th>CFI</th>
<th>GFI</th>
<th>AGFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural model</td>
<td>143.54</td>
<td>49</td>
<td>2.93</td>
<td>0.073 (-0.6—0.88)</td>
<td>0.965</td>
<td>0.936</td>
<td>0.90</td>
</tr>
</tbody>
</table>

As above table show that ratio the chi-square value on the degrees of freedom is equal to 2.93 which are lower than the standard value, i.e. 3. So we can say that show overall description of the model. Also other indicators are more than 0.90. Indicate that the structural model has achieved the desired degree of fit.

**Conclusion**

The results of this study are consistent with previous research results. Grovimen believes that Parents who have a permissive style, do not involved in their children’s problems.

**REFERENCES**


