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Investigation of relation between problem solving method (insolvency, control and creativity factors) of parents (fathers) with children's (sons)

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ABSTRACT

Problem solving is one of the most significant cognitive abilities which is involved in almost all decision makings and engagements with external stimuli. The current research aimed to investigate relation Investigation of relation between problem solving method (insolvency, control and creativity factors) of parents (Fathers) with children's (sons). The method is correlative. The sample group consists of 100 seventh to tenth grade students at non-profit schools in Tehran who were selected via cluster sampling method. Long and Cassidy's Problem Solving Method Inventory (1996) was given out among students and was returned having been filled. The Inventory related with parents was also delivered to students and was returned after being completed at home. Test results were analyzed by the SPSS software. Given Pearson Correlation Coefficient results, there was no relationship between Parents (fathers) Problem solving method and Children (sons) Problem solving method. Also, the results arising from examination of problem solving factors indicated that there was a significant relationship between trust in parents' problem solving and their children; however, no significant relationship was seen between inability in parents' problem solving and their children. Moreover, there was a significant relationship between tendency in parents' problem solving and their children.

Keywords: Problem solving; insolvency; control creativity

1. INTRODUCTION

Problem solving is one of the subjects which has a major role in human life and is also involved in many of behavioral and cognitive issues. Hence, in recent decades, the issue of

problem solving has drawn attention (Shokouhi Yekta et al. 2014). Since, the primary goal of psychological interventions is to help resolve issues and challenges people are faced with in daily lives, studying abilities related to problem solving and ways to improve it has been one of the major missions within then psychology filed.

Thus, this issue has drawn the attention of many scholars working in the area of psychology. Problem solving refers to cognitive-behavioral as well as innovative processes which the individual makes use for creating adaptive coping strategies for solving problems (Shokouhi Yekta et al, 2011).

Bornstein has considered the ability of problem solving and decision making as one of the indices of mental health. Also, various studies (e.g. Heppner, 1995 and Catherine, 2003) have shown that problem solving is one of the major predictive variables of mental health (Shokouhi Yekta et al, 2012). Various definitions have been offered about problem solving and its areas by researches which involve a large scale and there are also contradictory definitions.

Problem solving is a cognitive process of the brain, which investigates the solution to a given problem or finds a way to realize the given aim. The brain uses the highest cognitive functions such as analysis, generalization, and synthesis in problem solving, which involves aspects such as the scientific method, critical thinking, decision making, and reflective thinking (Dusek & Ayhan, 2014).

Understanding how humans solve complex, unfamiliar problems has been an important issue within psychology. Research on the topic has a long and rich history dating back to the late 1890s with Oswald Kulpe who invented the 'systematic experimental introspection' method (Newman and Green, 2015).

The concept of problem is seen as wide-ranging and really difficult to define its limitation. As it is seen generally, everything that prevents the person to reach his aim and disturbs him is accepted as a problem. The problem can be described as a barrier appearing suddenly in front of current authorities with the aim of reaching target. It is possible to find a lot of definitions about problem solving in literature. According to D'Zurilla and Nezu, Problem solving is a cognitive, sensitive, behavioral process involving to find the effective ways of dealing with daily life problems. The process off interpersonal problem solving is a process of producing of new ways, new solutions, and new ideas to the problems. Here the important thing is that individuals are able to find solutions to their problems in peaceful way that have effect of new developments instead of traditional methods like ignoring the problem and showing rebellious behaviors. Also problem solving is a social activity and it's all process of evaluation is related to all people. Because by problem solving, the functions of reaching an aim, improving tools to reach that aim and getting over all the barriers can carried out. Every individual has a capacity of problem solving at different rates. Individual come against different problems in their daily life and look for solutions to them. To make that, they transfer the symbols and ideas that they have made according to themselves from one event to another. They dream and try to find predictions about the future.

According to Nacar, Yalcın, Tetik and Acıkgöz' people who sense themselves enough for problem solving are more audacious, they have more positive ego and they use more appropriate academic techniques. According to Spence, the people who solve the problems effectively are stated as thinking freely and creative, having social capacity, self-confidence, tolerating to the obscurities.

It has been suggested that people engage in nonsuicidal self-injury (NSSI) because they (a) experience heightened physiological arousal following stressful events and use NSSI to regulate experienced distress and (b) have deficits in their social problem-solving skills that interfere with the performance of more adaptive social responses. The authors compared adolescent self-injurers ($n = 62$) with noninjurers ($n = 30$) and found that self-injurers showed higher physiological reactivity (skin conductance) during a distressing task, a poorer ability to tolerate this distress, and deficits in several social problem-solving abilities. These findings highlight the importance of attending to increased arousal, distress tolerance, and problem solving skills in the assessment and treatment of NSSI (Nock and Mendes, 2008).

Ju and colleagues in a research using a sample of Chinese teenagers (368 males and 380 females) randomly selected from three middle schools, they integrated masculine gender stereotypes and identity into a structural model of the relationship between fathering style and children's social problem solving. Results showed that the data had a satisfactory fit to the proposed model ($CFI = .96$, $RMSEA = .030$, and $SRMR = .0336$), indicating that masculine gender stereotype and identity that children hold partially mediated the relationship between fathering style and children's social problem solving. Moreover, multi-group analyses indicated that the patterns of the mediation model did not differ across gender, except that more masculine stereotypes will lead to more masculine identity for boys than for girls. This finding indicated that positive fathering style can promote positive gender stereotype and identity that children have, which further promote their development of social problem solving.

One of the salient points in the area of training of problem solving skills is that training of problem solving is taught to children both directly and by means of teachers indirectly (Shokouhi Yekta, et al. 2014). Most psychology scholars in the field of psychology, despite various disagreements in such areas, have agreement in the area of significance of family role within the process of development and this issue reflects considerable effects of parents on the process of development.

Parents familiar with problem solving methods strive to help their children think about the challenges ahead, consider various ways for resolving them and choose the best strategy. As a result, children will also learn about ways to cope with failures and problems without creating stressful situations (Shokouhi Yekta et al, 2014).

Parents who rely on threats, punishment and humiliation of their own children instead of offering help to them are more likely have children suffering from many problems. However, parents who teach their children skills for problem solving are less likely to offer judgments about them and thus create safer dependence with their own children. The current research aimed to investigate relation Investigation of relation between problem solving method (insolvency, control and creativity factors) of parents (Fathers) with children's (sons).

2. METHODOLOGY

The current research is correlative and the statistical population comprises of male seventh to tenth grade students at non-profit schools in the city of Tehran and their fathers. The number of students was chosen based on cluster sampling method including three schools in the districts in Tehran. In this research, Long and Cassidy's Problem Solving Inventory was

used. This scale has 24 questions and measures 6 factors. Each of the factors involves four test items which examine three factors of trust, avoidance, and tendency.

In a study, Cassidy and Long (1996) obtained Cronbach's alpha of 66%, 66%, 57%, 71%, 52%, and 65% for insolvency, containment, creativity, trust, avoidance and tendency, while in a another research, they reported Cronbach's alpha of 86%, 60%, 66%, 66%, 51% and 53% for the mentioned items. In the Mohamadi's research (1998), Cronbach's alpha coefficients were over 50%, except for the tendency style. Additionally, using Cronbach's alpha rate, Mohamadi and Sahebi (2001) reported the internal reliability of this test equal to 60%.

3. RESULTS

The intended test was done over sample students and their fathers. After gathering and scoring, the scores were analyzed in the SPSS software. Long and Cassidy Test has one general score (Table 1) partial scores related to each of the factors, where in this paper, the general score and scores pertaining to other three factors have been examined and the results are as follows:

Table 1. Descriptive table.

| | Mean | Std. Deviation |
|--|-------|----------------|
| problem solving style (Parents) | 15.78 | 1.93 |
| problem solving style(Children) | 13.89 | 2.096 |
| inability in parents' problem solving | 15.9 | 2.01 |
| inability in childrens' problem solving | 13.45 | 1.85 |
| kills in parents' problem solving | 16.1 | 2.7 |
| skills in children's problem solving | 13.3 | 1.9 |
| Creativity in parents' problem solving | 15.2 | 2.2 |
| Creativity in children's problem solving | 15.1 | 2.5 |

N = 60

The content of the Table (1) shows the descriptive information in the problem solving style (Parents), problem solving style(Children), inability in parents' problem solving, inability in childrens' problem solving, kills in parents' problem solving, skills in children's

problem solving, Creativity in parents' problem solving, and Creativity in children's problem solving.

Table 2. Pearson correlation coefficient test for the variables.

| Variable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|---|---------|---------|---------|---------|---------|---------|---------|
| problem solving style (Parents) | 1 | 0.127** | 0.322** | 0.039 | 0.200* | 0.328** | 0.365** | 0.213** |
| problem solving style(Children) | | 1 | 0.500** | 0.104 | 0.397** | 0.635** | 0.241** | 0.157** |
| inability in parents' problem solving | | | 1 | 0.112** | 0.424** | 0.920** | 0.512** | 0.35** |
| inability in childrens' problem solving | | | | 1 | 0.295** | 0.596** | 0.117** | 0.301** |
| kills in parents' problem solving | | | | | 1 | 0.346** | 0.147** | 0.156** |
| skills in childrens' problem solving | | | | | | 1 | 0.235** | 0.275** |
| Creativity in parents' problem solving | | | | | | | 1 | 0.031** |
| Creativity in children's problem solving | | | | | | | | 1 |

P < 0.05

**P < 0.01

*N= (120)

Given Table (2) data and observance of correlation values ($r = .127$) and Test's significance level ($\alpha = .335$) and it being greater than 0.05, it is concluded that there is no significant relationship between variables; in other words, it was stated with 95% confidence that there was no significant relationship between parents' problem solving (fathers) and their children (sons). Given Table (2) data and observance of correlation values ($r = .112$) and Test's significance level ($\alpha = .389$) and it being smaller than 0.05, it is concluded that there is a significant relationship between variables; in other words, it was stated with 99% confidence that there was a significant relationship between parents' problem solving (fathers) and their children (sons). Given Table 2 data and observance of correlation values ($r = .346$) and Test's significance level ($\alpha = .006$) and it being greater than 0.05, it is concluded that there is no significant relationship between variables; in other words, it was stated with 99% confidence that there was no significant relationship between parents' problem solving (fathers) and their children (sons). Given Table (2) data and observance of correlation values

($r = -.031$) and Test's significance level ($\alpha = .05$) and it being smaller than 0.05, it is concluded that there is no significant relationship between variables; in other words, it was stated with 99% confidence that there was no significant relationship between parents' problem solving (fathers) and their children (sons).

4. DISCUSSION AND CONCLUSION

The current research findings indicate that there was no relationship between parents' problem solving method (fathers) and their children (sons') problem solving methods, where this finding is consistent with that of Hanifi and Eskandari Nia (2011). The findings also suggest that there is a significant relationship between factor of trust in problem solving and their children ($r = .285$, $\alpha = .026$), where this finding indicated correspond to that of research by Abdi Varmazan et al. (2014) and Shokouhi Yekta et al. (2014). Also, findings illustrated that there was no significant relationship between fathers and sons' problem solving in terms of avoidance, which this finding is in line with that of Hanifi and Eskandari Nia (2011). Findings also demonstrated that there was no significant relationship between factor of tendency in parents' problem solving and their children, where this finding does not correspond to Shokouhi Nia et al. (2008). Given the findings, we can state that there was no relationship between parents' problem solving (fathers) and their children (sons).

Suggestions

1. Given the significance of problem solving and the results of the current research, it is suggested that problem solving methods be included in Educational systems and curricular titles with the aim of promoting this level of ability.
2. Given the significance of media in influencing the clients, one can begin educating the by virtue of observational learning

Limitations

The fact direct access to parents was not available and also due to the conduct of the current research in summer, when most schools are shut, we faced with a limited number of students (subjects). It also appears the Cassidy and Long's Inventory cannot be appropriate for the testing of this research hypotheses.

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