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**PREDICTIVE BELIEFS, PARENTS, AND STUDENTS' THINKING STYLE, THE
RESPONSIBILITY OF SECONDARY SCHOOL GIRLS IN SHIRAZ**

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ABSTRACT

This study aimed to assess the predictive relationship beliefs of the parents, and thinking style, the responsibility of secondary school girls in Shiraz, in the year was 2013-2014.

This descriptive, correlation, it is. Sample of 140 female students, with 140 of their parents, which in simple random sampling, were selected. The instrument was a questionnaire ambassador Safiri and cheshmeh (2011), learning styles questionnaire Sternberg (1991) and related beliefs questionnaire Edelson and Epstein (1982), respectively.

Results beliefs parents, able to predict 11% of variations of responsibility among students, and only believe in the destruction zone, oppose greater role in predicting the responsibility of the students there. In addition, a style of thinking, able to predict 12% of variations of responsibility among students, and only holistic thinking style, a more significant role in predicting the responsibility of the students had.

Responsibility, under the influence of beliefs, parents, and students' thinking style is.

Keywords: Relationship Beliefs, Thinking Styles, Accountability

INTRODUCTION

According to Setir (2004), the future of society, require people to be responsible, they have the ability to identify problems and solutions, and can according to your needs and the community, and its scheduled run [1].

Responsibility, a skill, and like any skill, it is learned, therefore, from the beginning of life, and gradually created, which means that a person can never be responsible of the show, except that it During his life, it is learned. So

we can say, because its family, living and breeding during the critical role of the special position of responsibility people have. Parents, different ways can a person in the acquisition and learning responsibility, helping [2]. The theoretical and empirical analysis, which many parents have with their children's first and most important psychological basis of this relationship, the knowledge, insights and attitudes of their parents, who can create, communicate effectively with their children [3].

Gynat (1993) believes that responsibility, the beginning of life and gradually caused, in the sense that a person can never be responsible of the show, but to make it in life their experience and taught. Hence it can be said, raising a family responsibility, has a special role. Parents, different ways can a person, children learn responsibility, help [4].

Cognitive perspective efficient or non-efficient, wives to their different way of thinking, and behavior toward, are compared. Ellis believes that the attitudes and perceptions of irrational people can connect emotionally dysfunctional family, play a significant role [5]. Also, Ellis (1979) believes that human behavior comes from his thoughts, therefore, for the irresponsible behavior, have positive thinking and logic, rather than themselves, the world and our

destiny [6]. For the person responsible should be on understanding and thinking he worked in the field [7]. Sternberg (1999), in a variety of information processing, thinking styles, has named. In his view, learning styles, how to use one of your capabilities are [8].

Today, many concepts and ideas that have been established, each with its own role in the consolidation of the family foundation, and solve personal and social problems caused by family problems and difficulties, steps have been taken. One of these views, the cognitive perspective, which issues from the perspective of the cognitive system, analyzed and examined, and subjective concepts such as beliefs are concerned. Beck believes that the most important problems of human relationships, misunderstandings, and he believes the attitude in the conflict and its consequences [9].

Ellis (1973) puts the individual at the center of the universe, and he is responsible for his own actions and feelings, knows [10]. Therefore, based on the cognitive point of view, it is presumable that, thinking person, and he can predict the behavior of individual perceptions and actions he is. Since the characteristic of man, having the power to think is. Humans, with their thinking, they have a complex and changing environment, fluent, and his life continue. Individuals, with

their own specific style, think about how to do things and pursue their goals. Term is synonymous with style, and ability, but the ability to use a method for tomorrow [11]. Among the models that are associated with thinking in countless studies, have been examined, Thinking Styles Sternberg (1997). Style of thinking, a way that, attitude, events, tasks, and their responses are organized; in other words, thinking styles, the way people choose their response, and nothing to do with ability they are not. One way that people want, how and how an event, or a problem with their responses [12].

As reviewed above, and in view of the fact that, in adolescence and youth, high school students have tried, that's individuality, individuality apart from their parents, and always thought that, you'll be successful? Did you get accepted by others? the students in their efforts, the behaviors that are tested, they believe, will show the world that they are independent, and try that, Martian environment, and yet, on the other, is desperately seeking evidence are, that they are as individuals, agree, and are responsible for their actions [13], This in mind that, if the beliefs of parents, students can take responsibility, make predictions? And also, if the juvenile nature of this course, you will be separated from their parents, and autonomous,

is thinking he can take responsibility acceptance, predict?

Safiri and Cheshmeh (2011), in a study of adolescent responsibility with regard to socialization in the family, in both male and female, began. And revealed that the variable method of learning the ways of family socialization, the greatest effect on the adolescent's responsibility [2]. Parents, as the meme juvenile responsibility, influence, in the sense that, as parents, to be responsible, their teenage son, is more responsible. Gender and level of responsibility adolescent relationship. Yunesi et al (2010) showed that girls are divorced families, in terms of responsibility, self-esteem, and overall mental health subscales, with girls of normal family, a significant difference [14]. In another study, a part of Khodabakhshi and Abedi (2008) showed that positive discipline and control of education accountability in the way boys and girls, in all three measurement types (parent, teacher and self-evaluation), has been effective [7]. Mousavi asl (2009) showed that, of the reality of group therapy, increase self-esteem and responsibility in the study population [15].

Keshtkaran (2009), showed that family-oriented dialogue, significant predictors of resilience, and resilience to positively predict that, this finding suggests that, in families

where in the direction of the conversation, the scores are higher, i.e. family, freely and repeatedly, with others, without limitation, communicate, and those feelings are comfortable with the other members of the family, the state, and The host family has the freedom to express feelings and emotions, and in making decisions, consult with each other, and the selection of ideas and decisions are free, and on the other hand, the interactions and, at its peak, is and a higher level of resiliency and coping flexibility and conscientiousness, against accidents and injuries have [16]. Rasouli and Farahbakhsh (2008) also showed that a significant positive correlation between the pattern of constructive communication between couples, students and their parents, there was a significant positive correlation between the pattern of avoidance relationship between pairs of students and their parents there [17]. Intergenerational transmissions, communication patterns of demand/withdraw respect to gender differences, between the couple. In another study, Kordloo (2008), the research showed that the relationship between the sense of security, a sense of belonging and self-esteem of adolescents, with responsibility there [18]. Seif and Islami (2008) determined that the types of relationship beliefs play an important role in the family, and marital

adjustment there [19]. Aslani (2004), in their study showed that, communication skills, increase the efficiency of the family, in terms of problem solving, communication, roles, along with emotional, behavioral and emotional involvement control the overall operation of the family is [20]. In another study, Behfar (2003), showed that, when the family responsibilities of each member, and the rules governing the family environment, clear, appropriate, and consistent and strong emotional bond between existing members or not, and family fails to function properly, to implement, in this case, compatibility problems in adolescents increases [21].

Manescu (2009) showed that the relationship between the individual, as a positive factor in social responsibility is [22]. Inweregubu (2006) in examining the relationship between learning styles and learning strategies showed that people who score high on style tended thinking, free and accurate high [23]. In another study, Zabukovec and Kobal (2004) determined that the thinking styles developed holistic, eccentric and conservative, the predictive power of optimism, style, and orientation to life and social skills [24]. Executive thinking, respectively. Li-Wang (2002), the results showed that, holistic thinking styles of students, their social growth forecasts. Oubaid et al (1999) determined that

predicts the relationship between thinking styles (rational and intuitive above), with the unusual experience, adaptability and self-efficacy of students is significant [25]. Bodenmann et al (1998) have determined that the increased level of mutual avoidance associated with decreased compliance and satisfaction, has been associated. Also, with increased aggression and conflict constructive communication between the lower and higher intimacy and commitment, has led.

SUBJECTS AND METHODS

Research and application of the correlation is. The dependent variable of research, accountability, students, and independent or predictor variables, including parental relationship beliefs and thinking styles of students is. The population of this study consisted of all high school female students in District 3, Shiraz, along with their parents, the school year 2013-2014, respectively. In this study, a simple random sampling, 140 female high school students, selection, and then both of their parents, 140, selection, and the study, participated. Therefore, Beliefs Questionnaire communication and learning styles questionnaire and a questionnaire was used juvenile accountability. Beliefs Questionnaire Communication: To measure perceptions of parental communication, communication Beliefs Questionnaire Edelson and Epstein

(1982) was used. This 40item questionnaire that measured dysfunctional beliefs, built, and has 5 sub-scales [26]. Allerey (1987), Cronbach's alpha coefficient for the communication Beliefs Questionnaire, from 0.72 to 0.81, has reported [27]. Mazaheri and pour Etemad (2000), the Persian version of this questionnaire, translated, and Cronbach's alpha Beliefs Questionnaire communications, 0.75 reported. Validity coefficient of relationship beliefs, by Allerey (1987), and correlated with measures of marital adjustment, studied, each of the 5 subscales, significant correlations with measures of marital adjustment, have shown [28].

Thinking Styles Inventory: In order to measure students learning styles, learning styles test of 36 questions Sterenberg (1997), was used. Sternberg, the internal validity of the scale, between 57% to 88% has been reported [8]. Also, Marvasti (2004) rich findings the correlation coefficient with the micro scale items, between 51% and 81%, respectively. Reliability coefficient reported by Sternberg, thinking to scale, 80%, and scale reliability coefficient thinking marvasti rich, 78% have been reported (Bahmani, 2006). Inventory Accountability: To measure students responsibility, accountability questionnaire teen Safiri and Cheshmeh (2011), was used [2]. The scale has 28 items,

which prevented any questions, 5 options, from totally disagree to totally agree, is placed.

RESULTS

According to the figures in **Table 1**, we can say that, belief variables parents, who entered the equation have been able to predict approximately 11% of the students responsibility criterion variables, are, however, to determine the predictive power of each variables (beliefs, communication), the responsibility of students, according to the regression coefficients (β), we can say, the

destruction of the immune response against the anticipated changes in the students involved.

According to the figures in **Table 2**, it can be said, variables, thinking styles, which have been entered into the equation, able to predict 12% of female students responsibility criterion variables, are, however, to determine the predictive each style of thinking, according to the regression coefficients (β) can be said, only holistic thinking style, a more significant role in predicting changes in responsibility.

Table 1: Regression responsibility on parent's beliefs

Variable	β	t	P	R	R ²	F	P	D-W
Low destroying opposing	-0.229	-2.261	0.025	0.34	0.11	3.601	0.004	1.7
Invariance wife	-0.04	-0.423	0.673					
Subjective expectation reading	-0.140	-1.396	0.165					
Sexual perfectionism	0.03	0.256	0.798					
Gender differences	-0.03	-0.322	0.748					

Table 2: Regression of accountability based on thinking styles

Predictor variables	β	t	P	R	R ²	F	P	D-W
Executive	0.09	0.771	0.442	0.35	0.12	2.678	0.013	1.85
Legislators	0.115	0.958	0.340					
Judging ongoing	-0.01	-0.63	0.949					
Component-oriented	-0.159	-1.333	0.185					
Holistic	0.241	2.077	0.04					
Conservative	0.015	0.114	0.909					
Minded	0.08	0.076	0.495					

DISCUSSION

The results, using the same regression analysis showed that the beliefs of parents, able to predict 11% of female students responsibility criterion variables, are the sole responsibility low destroying the opposition in anticipation of changes in Students are

more role. This means that the relationship beliefs, especially the belief in opposition to the destruction of properties, which means curse, distress and negative interpretation differences, can belief among parents transmit to their children, and children, in perform tasks and responsibilities, they flinch.

Why is the responsibility of children, depending on their different experiences in the family, and as responsibility, a learned skill, is to say, every time a parent, a good example of accountability, in the family they, and their children, to participate in decision-making to encourage the children to avoid criticism and opposition to the grounds, to foster a sense of responsibility, the children have been provided. Obviously, the most important among parents who believe they are opposed to the destruction of properties, less can happen in a family environment, and as a result, children's irresponsible behavior, to their. Thus, from this perspective, this finding is consistent with other studies.

Coles (1996) showed that adolescent's responsibility of their parents, schools and social environment in your life, learn. Karney and Bradbury (1995) showed that, whatever the quality of communication, the family is more, satisfactory and stable relations between spouses and family members, higher, while poor communication, discontent and instability of family relationships has been. Burman and Margolin (1993), identified the quality of the relationship between the parents, the health of family members, associates [29], Safiri and Cheshmeh (2012), who found that the method of family socialization, the greatest effect on the level

of responsibility, adolescents and Parents, as the meme juvenile responsibility, influence, so that the variable g interface between parents and adolescents, with the responsibility teenager direct interface [2]. Seif and Islami (2008) have identified the types of relationship beliefs play an important role in the family, and their compatibility [28]. Aslani (2004), showed that the communication skills of family members, to increase the efficiency of the family, in terms of problem solving, communication, roles, along with emotional, affective involvement, behavior control and general functioning of the family [20]. Behfar (2003), who showed that, when the family responsibilities of each member, and the rules governing the family environment, clear, appropriate, and consistent and strong emotional bond between existing members or not, cannot and family functions itself, properly implemented, in the case of juvenile compatibility problems increases [21], and Narimani (2001), the study showed, social and behavioral problems in school, poor communication with parents, with other variables, the relationship directly [30].

Other findings of this study, using the same regression analysis showed that, thinking styles, able to predict 12% of the criterion variables accountability girls, have, just,

holistic thinking, the greater accountability predict changes there.

The research records, in line with the results of this research study is not found, but these findings, the results of previous studies, including Inweregubu (2006), Zabukovec and Kobal (2004), who found that, thinking Holistic, the predictive power of optimism, orientation, life and social skills there [23,24]. Li Fang (2002), which showed, holistic thinking, students can develop their social, predicts. Thus, it becomes clear, holistic thinking, which indicates that these people, issues in the study of a broad and abstract, and less detail, attention, and love the concept of the, and the world of ideas, are concerned [31], for the purposes specified, they feel more responsibility.

CONCLUSION

According to the results, we can say, the parents beliefs, belief in the destruction of immune rejection, and the style of thinking, holistic style, respectively 11 and 12% of female students to take responsibility, they predict, which according to the predictive power of these variables can be expressed, in anticipation of another female student responsibility, role play, that these factors can, parenting practices, family socioeconomic status, environment, female students in the school environment and

interactions with peers, is. Therefore, to achieve a comprehensive summary of the factors affecting the responsibility of students, more research is needed.

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