



The Relationship Among Parenting Practice Creativity and Parents Mental Health With Intelligence Quotient and Behavioral Disorder of 7-8 Years Old Children in Qaemshahr City

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Abstract

Background: The aim of this study was the survey of the relationship of parenting practice, creativity and parent's mental health with intelligence quotient and behavioral disorder of 7-8 years old children in Qaemshahr city.

Methods: In this cross-sectional descriptive-analytical study. The statistical population consisted of seven and eight years old children in Qaemshahr city in 2017. Three hundred children among them selected with stratified random sampling. Data gathered by Baumrind parenting practices questionnaire, Thurstone and Mellinger creativity questionnaire, Derogatis mental health, Wechsler intelligence scale for children and Rutter children's behavioral disorder. Data analysis executed by one-way ANOVA test and Pearson correlation with SPSS 22.

Results: The results showed that there is no significant difference between behavioral disorder rate of boys & girls ($P < 0.05$). Also, there is the significant relationship among parenting practices with intelligence quotient and children behavioral disorder ($P < 0.05$), while there was no significant relationship between intelligence quotient and children's behavioral disorder with creativity ($P < 0.05$). Moreover, there was a significant relationship between mental health with behavioral disorder among children ($P < 0.05$), however, there was no significant relationship with intelligence quotient ($P < 0.05$).

Conclusion: According to research results we can conclude that welfare and educational equipment's by short-term, medium-term and long-term planning may enhance health and mental comfort among families with their children's behavioral disorders.

Keywords: Parenting practices; Creativity; Mental health; Intelligence quotient; Behavioral disorder

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Introduction

Children as vulnerable age groups have different psychological problems. Development active process and controlling child's environmental situations by adults effect on children's vulnerability.¹ Although extending equipment has increased people lifetime, different problems in societies, especially in developing countries have resulted in children and youths problems.^{2,3} Behavioral and emotional problems created in the children's development process. Behavioral problem refers to behavior without low intelligence quotient, high mental and behavioral equilibrium, with severity, repetition, and constancy. Such behavior disturbs in the child's educational and behavioral performance and may result in helplessness and efficiency rate declining. There are rejected by the others directly or indirectly.⁵ Children with behavioral disorders create different individual – social problems for families, schools and societies.⁶

Of course, effective and behavioral disorders disturb children ability for social educational and emotional performance.⁷ Some problems such as attention and hyperactivity, conduct disorder, generalized anxiety, depression, and fear maybe appeared in some states like beating, screaming, sabotaging, threatening, school's escaping and academic failure, these states may be known as behavioral problems if the be continuous and self-excited.⁸ The family is the first factor affecting on person's personality development. Parents affect their children genetically and acquire.⁹ The family is effective on a child's acquaintance with social life and culture. They may solve problems among self and their children by parenting practices learning.¹⁰ Family environment is one of the most effective factors in children's personality development. Human acquires kingdom feeling, security and learning the ability in the family environment and learns necessary social skills by communicating between

his/her parents and also playing with his/her congener,¹¹ adequate equipment's with sufficient stimulus is necessary to learn. Family structure and child's role effect on his/her personality development. Although, child's genetic features are active on his/her personality development, however, these features in the proper environment may effect on his/her personality development,^{12,13} the family is very active on members behavior. Family conditions such as, economic situation, person's relationships, training condition, familial values, effective and moral conditions, rigor, security and family constancy effect on children's psychological features development. Also addicting one stable of behavioral disorders in childhood is related to some psychiatry disorders such as antisocial behavior at future such as substance use disorder.¹⁴

According to pathology attitude, behavioral and mental problems among children may have resulted from different factors. With regarding the relationship between family and child, family as one primary system may be effective on children's mental and behavioral problems. Studies show that positive relationship between parents with children and giving fit freedom may result in little behavioral problems,¹⁵ studies show that parents' intimacy demands may result in cooperation's children and also when children obey eagerly, their parents world kind at future. In contrast, parents with high discipline may affect their children's rebellion. Its reason is that children's misbehavior is stressful for parents. Thus, they increase punishment using that may result in children's more rebellion.^{10,16,17}

Feraghati et al found that there is a significant relationship between logical authority styles with children's intelligence and the other two parenting styles (perfect liberalization style and autocratic liberalization style) could not explain intelligence changes. This finding may indicate that parenting styles are one of the critical factors for children's intelligence.¹⁸ Maktabi et al found that there is no significant relationship among perfect liberalization style and logical authority with a behavioral disorder, but there is a significant relationship between autocratic liberalization style and behavioral disorder.¹⁹ Thus, parents training styles are essential for children's mental health, because health relationship may result in better identification of children's needs.²⁰ Abbasi and Ghasemi found that there is a significant relationship between student's intelligence and creativity.²¹ Maleki showed that there is a positive & significant relationship between students mental health with emotional intelligence components.²² According to executed studies, mother's mental health may predict student's behavioral disorder.^{23,24} Usta and Akkanat found that there is a significant relationship between creativity and attitude toward science in the classroom, of course, student's creativity was low in this field.²⁵ Walker et al found that students who have participated in preschool classes have a favorable social adjustment. The child with disorder

or disability may be a stressful factor for family and effect on all dimensions of the family.^{26,27} Parents and children effect on each other personally, developmentally and behaviorally.²⁸ Behavioral disorders are the most prevalent problems of children their effect on the mental and social functions of all family members. Mother with the most interaction with the child may be more vulnerable.²⁹ Therefore study's importance of effective factors on children's behavioral problems becomes clear. Also, little studies have been executed in this field, thus executing such studies to determine children's behavioral problems seem necessary. Therefore the aim of this study was the survey of the relationship of parenting practice, creativity and parent's mental health with intelligence quotient and behavioral disorder of 7-8 years old children in Qaemshahr city.

Methods

In this cross-sectional descriptive-analytical study, the statistical population consisted of 7 and 8 years old children in Qaemshahr city in 2017 (1355 persons). Based on the Cochran formula, 300 children among them selected with stratified random sampling. In this way, Qaemshahr city divided into 3 regions, and the schools located in each of these regions formed a class, and the sample size in each class was random and proportional to the population of that class. The number of 1, 2 & 3 regions were determined 75, 128 & 97 persons orderly. Data collection measurements were Baumrind parenting practices questionnaire, Thurstone and Mellinger creativity questionnaire, Derogatis mental health, Wechsler intelligence scale for children and Rutter children's behavioral disorder. Data analysis executed by one-way ANOVA test and Pearson correlation with SPSS version 22.

Mental Health Questionnaire (SCL-90)

It has been introduced by Derogatis et al in 1973 and the revised form prepared in 1976.²⁶ Ninety items of this test consist of different dimensions, physical complaint, obsession, sensitivity in a mutual relationship, depression, anxiety, aggression, morbid fear, paranoid thoughts, and psychosis. This test scoring and interpretation calculated at 5-degree scale (from never until extremely based on 3 indicators of the total coefficient of morbid symptoms, uneasy coefficient criterion, and morbid symptoms sum). The higher score indicates morbid symptoms. This questionnaire was completed by the child's mother (subject).

The validity and reliability of the questionnaire has been successfully evaluated by Modabernia et al.³⁰

Child Behavioral Disorders Questionnaire

Rutter has designed this tool with 30 questions for 7-13 years old children that measures hyperactivity, aggression, anxiety, depression, social maladjustment, antisocial

behaviors, attention disorder and distraction by parent's attitude.³¹ Responding time to this questionnaire is 20 minutes. Scoring scale is between 0-2. Therefore, the score of each subject varies from 0 to 60. Rutter reported retest reliability and internal reliability at one pretest and posttest study acceptable. Yousefi reported this questionnaire reliability by retest method 0.90. This questionnaire was completed by the child's mother (subject).³²

Parenting Style Questionnaire

This questionnaire was designed by Baumrind in 1972 to study parenting practices. This questionnaire consists of 30 questions that measure parenting practices in 3 dimensions (10 items by perfect liberalization style, 10 items by autocratic liberalization style and the other ten questions by logical authority). The subject should identify his/her opinion by 5-degree scale (disagree completely, disagree, almost agree and agree). Validity coefficients for absolute liberalization style, autocratic liberalization style, and logical authority style have been reported 0.81, 0.86 and 0.78, respectively.³³ Farahini et al reported Cronbach's alpha for absolute liberalization, autocratic liberalization and logical authority styles 0.76, 0.72 and 0.74, respectively.³⁴ This questionnaire completed by subject's mother (child).

Creativity Questionnaire (CREE)

This questionnaire was designed by Thurstone & Mellinger that identifies persons' potential creativity. This test consists of 145 questions. Each question is about the subject (yes/no). Person's score is equal to the number times that his/her responses coordinated with the creative person's responses. This question is a very suitable tool to predict creativity correctly.³⁵ This questionnaire completed by the child's mother (subject).

Wechsler Intelligence Scale for Children (WISC)

Wechsler children intelligence main scale consists of 12 subscales, general information, calculation, similarities, words, numerical memory, total understanding, pictures completing, pictures, pieces combining, mazes, cubes designing and cryptography.³⁶ Subscales organized at 2 scales (verbal and practical). Three scores of verbal intelligence quotient, practical intelligence quotient, and total intelligence quotient are related to this scale. At revised Wechsler Intelligence Scale for Children (Wechsler, 1974) 12 subscales and 3 intelligence quotients did not change. However, the age range changed from 5-15 years into 6-16 years old.³⁷ Sadeghi and colleagues reported Cronbach's alpha of verbal intelligence, practical intelligence and total intelligence 0.88, 0.80 and 0.91, respectively.³⁸ The questionnaire was about the child, and the psychologist completed the items of the questionnaire.

Results

In this study, 2% of respondents were 5 years old, 35%

were 6 years old, 38% were 7 years old, and 25% were 8 years old. Also, 57% were the boys, and 43% were the girl. 86% from mothers were householders 6% were teachers, 4% was the clerk, 1% was the physician, and 3% were self-employed. 94% of fathers had self-employment, 15% were clerks, 3% were teachers, 1% was the physician, 2% were military, 3% retired and 2% were the manual worker. Descriptive information about research variables consists of mean, standard deviation, maximum and minimum have been shown in Table 1.

According to Table 2, behavioral disorder score mean for absolute liberalization style is the least among parenting style and the most score of the behavioral disorder is related to autocratic liberalization style. One-way variance analysis test (ANOVA) showed that there is a significant difference between parenting practices and children's behavioral disorder score ($P < 0.05$).

Based on Table 3, the mean score of all intelligence scales (verbal, practical and total score of intelligence) for absolute liberalization style is the most score among the other parenting styles. Moreover, the least intelligence quotient has seen for autocratic liberalization style, according to narrow analysis test results, differences among verbal intelligence ($f = 5.631, P = 0.004$) practical intelligence ($f = 5.653, P = 0.004$) and total score of intelligence ($f = 3.883, P = 0.022$) styles are significant statistically.

The Pearson correlation coefficient test was used to examine the relationship between the level of creativity in the family and mental health with the mean score of children's behavioral disorder (Table 4). Person correlation coefficient test showed a negative correlation between creativity and behavioral disorder, but this relationship was not significant statistically ($P > 0.05$). Also, there was a positive and significant correlation between mental health and behavioral disorder ($P < 0.05$).

Person correlational coefficient test results showed that there is a positive correlation between creativity rate in family and children's intelligence coefficient. However,

Table 1. Descriptive Information of the Studied Variables

Variables	Mean	SD	Maximum	Minimum
Mental health	74.23	58.65	1	215
Behavioral disorder	8.54	5.26	0	19
Creativity	81	18.64	42	120
Parenting style	34	12.26	9	96
Intelligence quotient	106.43	15.75	47	135

Table 2. Mean Comparison of Behavioral Disorder Score Based on Parenting Practices

Parenting style	Frequency	Mean±SD	F	P Value
Absolute liberalization	9	6.33±0.5		
Autocratic liberalization	63	8.85±4.9	3.382	0.036
Logical authority	189	8.5±5.5		

Table 3. Mean Comparison of Intelligence Score Based on Parenting Styles

Parenting style	Intelligence Scale	Frequency	Mean	SD
Absolute liberalization	Verbal intelligence	9	122.33	11.948
	Practical intelligence	9	117.33	12.619
	Total score of intelligence	9	116.33	11.79
Autocratic liberalization	Verbal intelligence	75	103.72	20.49
	Practical intelligence	75	99.28	20.568
	Total score of intelligence	75	105	13.99
Logical authority	Verbal intelligence	198	109.73	17.494
	Practical intelligence	195	105.58	10.716
	Total score of intelligence	198	108.42	12.467

this relationship is not significant statistically ($P > 0.05$). Also, findings showed that there is a reversed correlation between mental health and intelligence. This relationship was not significant statistically ($P > 0.05$) (Table 5).

Discussion

The present study showed the relationship among parenting practice, creativity, creativity and mental health with the behavioral disorder and intelligence quotient of 7-8 years old children in Qaemshahr city. We found that there is a significant difference between the scoring rate of children's behavioral disorder and intelligence quotient in parenting practices. In other words, parenting practices may predict children's intelligence quotient and behavioral disorder. These findings are consistent with Tarkeshdooz and Farokhzad,³⁹ Feraghati et al,¹⁸ Maktabi et al,¹⁹ Razavi et al⁴⁰ and Gillberg.²⁸ Some factors such as difference in used instrument kind, data collecting situations, subject's diversity or family, cultural, mental & social situations may effect on significance these styles upon specific behavior. Parents with using punishment may create severe hostility feeling in their children because of executing high limitation. They may result in the child's anger. Two

factors, parent's hostility, and children's freedom limitation may create severe hostility in these children. Some studies have indicated that parents of children with conduct disorder usually are limited, grueling and expected. They do not pay attention to their children's needs. They limit their children and control them severely and have little verbal contact and believe that their children should be mere submissive.⁴¹ We can state that autocratic liberalization style and absolute liberalization style are inefficient training styles that may result in different behavioral and affective problems among children. In families with logical authority, family members can be speaking in a friendly way, and other members listen to their sayings, this will provide self-esteem in each family. Hence, it can expect that children with a logical authority parenting style have higher mental health and intelligence quotient. They know their environment well and created obligation feeling. Also, they may express their abilities and merits for solving problems; they learn that different experiences are valuable, therefore challenging feeling is replaced by behavioral disorders. The other findings of the study showed that creativity rate increasing might improve children's intelligence quotient, also increasing creativity rate may decrease the child's behavioral disorders rate. Of course, relationships between creativity with the behavioral disorder and children's intelligence quotient were not significant statistically. These findings are consistent with Batey and colleagues,⁴² Gute et al,⁴³ Hocevar.⁴⁴ The studies showed that genetic factors are effective in persons' creativity. Being creative of parents may be the underline of children's creativity creating because being familiar with the creative person's behaviors effect on the way of encountering with creative children. Problem-solving, creativity is at the highest level of human cognitive activity, and the main aim of all educational units is creating problem-solving and creativity among children, regarding persons' creative abilities, providing right situations and developing and extending ambiguity, contradiction, and no external control may improve creativity.⁴⁵ However, results are not consistent with Abbasi et al,²¹ Usta and Akkanat,²⁵ Winner⁴⁶ research. Intimacy, acceptance, sense of humor, self-assertion situation and satisfaction may improve children's creativity. This issue

Table 4. Correlation Test of the Creativity Rate in Family & Mental Health With Children's Behavioral Disorder

Variables	R	Frequency	P value
Creativity	-0.014	246	0.867
Mental health	0.344	222	0.000

Table 5. Correlation Test of the Creativity rate in the Family With Children's Intelligence Score

Variable	R	Frequency	P value
Creativity			
Verbal intelligence	0.044	282	0.615
Practical intelligence	0.090	279	0.305
Total score of intelligence	0.050	282	0.402
Mental Health			
Verbal intelligence	-0.123	246	0.054
Practical intelligence	-0.004	243	0.952
Total score of intelligence	-0.065	246	0.309

may effect on present study findings and lead to different results from what obtained in previous studies. Also being different of used questionnaire, different social and cultural situations may effect on results. Moreover, the present study results illustrated that there is a significant relationship between the parent's mental health and children's behavioral disorder but didn't have a significant relationship with intelligence quotient. These findings are consistent with Mohammad Esmaeil and Mousavi,²³ Leinonen et al,⁴⁷ Green⁴⁸ and Beardslee et al⁴⁹ studies. Parental communications may have a great impact on emotional and mental health development of the child, so whatever, the family has healthier and more sincere beliefs, the healthier and more efficient children will deliver to the community. Children are one of the groups that are prone to behavioral problems, and one of the causes of childhood behavioral disorders is related to their interaction with parents, especially patient parents.²³ Since children's communication is almost with housewife's mother, especially in Iran, children are limited to their social communication, and most children's behavioral models are created based on interaction with family especially the mother. Parent's behavioral disorders may result in morbid models creating by the child. Report of humanistic services policy school in Washington University indicated that week mental health or high aggression by parents might result in severe behavioral-affective problems in school children (5 more than parents without these problems).⁵⁰

Conclusion

According to the results of the current study, we can state that by planning and providing the necessary welfare and educational facilities for children with behavioral problems, while preventing behavioral problems in these children, it can be increased their families health and mental comfort. Also, educational programs provided for families and teachers, in which the content of these training includes the opportunity to express feelings, verbal skills, narrating (storytelling), exhibition and other factors associated with increasing verbal intelligence and children's intelligence quotient.

Conflict of Interest Disclosures

The authors declare that they have no conflict of interests.

Ethical Statement

All ethical principles were considered in this article. The participants were informed about the purpose of the research and its implementation stages and signed the informed consent; they were also assured about the confidentiality of their information; Moreover, They were allowed to leave the study whenever they wish, and if desired, the results of the research would be available to them.

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