

Research Abstract

"A Study of the Relationships among Child Rearing Practices, Creative Thinking, and Assertive Behavior"

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There were two purposes of this study. The first purpose was to investigate relationships among child rearing practices, creative thinking, and assertive behavior of students from each type of school. There were two types of schools : secondary demonstration schools of ministry of University Affairs and secondary schools of Ministry of Education. The second purpose was to compare assertive behavior with respect to the type of school and family backgrounds in each type of school. The sample consisted of 391 7th grade students in 1991 from secondary demonstration schools of Ministry of University Affairs and secondary schools of Ministry of Education. The instruments used for collecting data were student background questionnaires, child rearing questionnaires, assertive behavior questionnaires, and creative thinking tests. Data were analyzed by using Pearson's Product moment correlation coefficient, t-test, and one - way analysis of variance.

The research findings were summarized as follows;

1. It was found that initiative thinking was negatively correlated with assertive behavior for students from secondary

schools of Ministry of Education. Specifically, Those with high initiative thinking were related to low assertive behavior. In Contrast, the total score of creative thinking and fluency thinking were positively correlated with assertive behavior for students from secondary demonstration schools of Ministry of University Affairs. Specifically, those with high total score of creative thinking and fluency thinking were associated with high assertive behavior. Reasoning child - rearing practices were also positively correlated with assertive behavior in both types of schools.

2. The comparison of students assertive behavior with respect to the type of school and family background yielded the following results :

2.1 Students from secondary demonstration schools of Ministry of University affairs showed greater assertive behavior than students from secondary schools of Ministry of Education.

2.2 There was a difference in assertive behavior according to gender for students from secondary schools of Ministry of Education. Specifically, female students showed greater assertive behavior than male students. However, there was no difference in assertive behavior according to gender for students from secondary demonstration schools of Ministry of University Affairs.

It was also found that students with lower family income (less than 10,000 bath/month) in secondary schools of Ministry of Education showed greater assertive behavior than did students with higher family income. These differences were not found in students from secondary demonstration school of Ministry of University Affairs. Moreover, There was no difference in assertive behavior with regard to parents' education level and parents' occupation in both types of schools.