

A Literature Review of Cognitive Styles and Parenting Styles among Students

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Abstract

The review of literature is one of the most important pillars of any research study and without review of literature it is impossible to move forward to take the research programme for next step. The related literature is looking like a consuming process but actually it is a very fruitful step of any research programme. Here the investigator made an effort to present the methodology and results from the collected related literature on cognitive styles and parenting styles of students. The main purpose of this review paper is to present the review of related literature which exists only on cognitive styles and parenting styles from the year 2000 to 2022. The investigator also tried to summarize the results of the studies on Cognitive Styles and Parenting Styles which are giving a direction for future research.

Keywords: Literature review, Cognitive Styles, Parenting Styles, Students, Results.

INTRODUCTION

It is unneeded to reference that knowledge of cognitive styles and parenting styles contribute a great support to student's community in the advancement of total teaching learning process, decision making as well as in guidance and counseling. Cognitive styles are present from birth in an individual and parenting styles occupy the most important place in the development of child to help in fully grown. In order to enhance the educational processes and problems of students at higher stage; cognitive styles and parenting styles should be systematically investigated.

COGNITIVE STYLES

Cognitive Styles are the consistent individual differences in which a person comprehend, analyze and interpret the world. It is a term used in cognitive psychology to describe the way individuals think, perceive, organize, solve problems, make decisions and remember information or their preferred approach to use such information to solve problems. It has nothing to do with intelligence but it influences a person's learning a lot. For example, certain individuals respond very quickly in most situations, others are more reflective and slower to respond, even though both types of people may be equally knowledgeable about the task at hand.

The phrase "Cognitive Style" consists of two words cognitive and style. The word cognitive owes its origin to the Latin word "cognocere" which means "to apprehend". Cognition is a generic term used to designate all processes involved in knowing. It is the process, by which the sensory input is transformed, reduced, elaborated, stored, recovered and used. Main stages in the process of cognition are

sensing, attending, perceiving, comprehending, understanding and remembering. Cognitive style or "thinking style" is a term used in cognitive psychology to describe the way individuals think, imagine, perceive, recognize, distinguish and remember information.

Tennant (1988) defined cognitive styles as “an individual’s characteristic and consistent approach to organizing and processing information”. **Riding, Glass, and Douglas (1993)** termed cognitive styles as “a fairly fixed characteristic of an individual” and “are static and relatively inbuilt features of the individual” Cognitive style is displayed when two persons solve the same problem with different results (**Kirton, 2003**). “Cognitive styles reflect the ways in which individuals process information and make sense of their world in their own way” (**Price, 2004**).

Origin of Cognitive Style

Cognitive styles are called styles rather than abilities because they represent how people process information and solve problems, not how well they do so. The concept of Cognitive Style was first formally introduced by Allport almost eight decades ago and defined as an individual's typical or habitual mode of problem solving, thinking, perceiving, and remembering (Allport, 1937). Since his (Allport, 1937) time many researchers used the term cognitive styles to denote individual differences in the modes of cognitive functioning in children and adults. It was only in 1950 that the idea came up for serious discussions which stated that students differ in terms of behaviour in their mode of cognition.

Types of Cognitive Styles

There are three very important cognitive styles: leveling-sharpening, field-dependence/field independence, and reflectivity-impulsivity.

1. Leveling and Sharpening: Leveling and sharpening is a cognitive style that represents the way in which an individual uses previous memories when attempting to assimilate new information with prior knowledge. This cognitive style was described in the mid-1950s and was studied by Philip Holzman and George Klein, among others.

2. Field-Dependence and Field-Independence:-People who are field-dependent are frequently described as being very interpersonal and having a well-developed ability to read social cues and to openly convey their own feelings. Others describe them as being very warm, friendly, and personable. Interestingly, Witkin and Donald Goodenough, in their 1981 book *Cognitive Styles*, explained that this may be due to a lack of separation between the self and the environment (or "field") on some level. Field-dependent people notice a lack of structure in the environment (if it exists) and are more affected by it than other people. By contrast, individuals who are field-independent use an ‘internal’ frame of reference and can easily impose their own sense of order in a situation that is lacking structure. They are also observed to function autonomously in social settings. They are sometimes described as impersonal and task-oriented. These people, however, do have the ability to discern their own identity of self from the field.

3. Reflectivity and Impulsivity:-Reflectivity and impulsivity are polar ends of a spectrum in a third and very substantial cognitive style. Studies in this domain began in the early 1960s with several researchers, such as Jerome Kagan. One of the methods for testing this cognitive style involves administration of the Matching Familiar Figures Test, which requires subjects to view a picture of an object and then attempt

to match the object when presented with the same object in a group of similar objects. The test is then scored according to the time required to identify the objects and the accuracy of identification.

Objectives of the Study

This study is intended to get acquaintance on the following:

- I. To present findings from the collected related literature on Cognitive Styles and Parenting Styles of Students.
- II. To review of related literature from 2000 to 2022
- III. To summarize the methodology and Results of the studies conducted on Cognitive Styles and Parenting Styles on students which will give a direction for future research.

Review of Related Literature

The research studies conducted on Cognitive Styles and Parenting Styles are:

Harris Cooper and James J. Lindsay and Barbara Nye (2000) conducted a study on Homework in the Home: How Student, Family, and Parenting-Style Differences Relate to the Homework Process. In this study the sample was taken as 709 parents were surveyed about involvement in their child's homework and collected data through an instrument Homework Process Inventory (HPI-1989) and analyzed the data by using Frequencies, Factor Analyses and Multiple regressions. The results indicated parents with students in higher grade levels reported giving students more homework autonomy and less involvement of all other types. Parents in poorer families reported less support for autonomy and more interference. Parents reported less elimination of distractions when an adult was not at home after school and, for elementary school students, when there was more than one child living in the home. Elementary school parents of males reported more direct involvement in homework, while high school parents of females reported more direct involvement. More parental support for autonomy was associated with higher standardized test scores, higher class grades, and more homework completed.

Alisa G. Crossfield, Lyn Y. Abramson, et. al. (2002) conducted a study on the development of depressogenic cognitive styles: the role of negative childhood life events and parental inferential feedback. In this study the sample was taken as 148 students 148 mothers and collected data through instruments: Cognitive Style Questionnaire (2001) and Modified- Dysfunctional Attitude Scale (1978) and analyzed the data by using t-test. The results indicated that no significant main effects were found for childhood negative life events or parental inferential feedback but both were significantly associated with cognitive risk status specifically, high levels of negative childhood life events in combination with negative maternal inferential feedback were associated with students' cognitive risk for depression. When the negative childhood life events were divided into subsets, no main effects or interactions were found.

Lata K. McGinnet. al. (2005) did a research study on the relationship between parenting style, cognitive style, and anxiety and depression: does increased early adversity influence symptom severity through the mediating role of cognitive style? In this study the sample was taken as 55 patients presenting for outpatient treatment and collected data through instruments: Demographics Questionnaire, Parental Bonding Instrument (1979), Young's Schema Questionnaire (1990), Beck Depression Inventory (1987) and The Childhood Trauma Questionnaire (1994) and analyzed the data by using Pearson product-moment correlations. The results indicated that individuals who rate their parents as being more abusive and neglectful reported a greater degree of depression and that this relationship was mediated by dysfunctional cognitive style. These findings contribute to the growing literature by

providing support for the role of cognitions in mediating the link between negative parenting and psychopathology.

Amy H. Mezulis, Janet Shibley Hyde, and Lyn Y. Abramson (2006) conducted a research study on the developmental origins of cognitive vulnerability to depression: temperament, parenting, and negative life events in childhood as contributors to negative cognitive style. In this study the sample was taken as 289 children, 120 sub sample and collected data through instruments: Children's Cognitive Style Questionnaire (CCSQ) and Negative life events - i. Adolescent Perceived Events Scale (APES; 1987), ii. American Association of University Women Survey of Sexual Harassment (AAUW; 2001), and iii. Social Experience Questionnaire (2002) and analyzed the data by using hierarchical multiple regression. The results indicated that greater withdrawal negativity in interaction with negative life events was associated with more negative cognitive styles. Self-reported maternal anger expression and observed negative maternal feedback to child's failure significantly interacted with child's negative events to predict greater cognitive vulnerability. There was little evidence of paternal parenting predicting child negative cognitive style.

Ellen H. O'Donnell et. al. (2010) conducted a research study on inter-parental conflict, parenting, and childhood depression in a diverse urban population: the role of general cognitive style. In this study the sample was taken as a sample of 88 (36 males, 52 females) students and collected data through instruments: The Children's Perception of Inter-parental Conflict (IPC) Scale (1992), The Child's Report of Parental Behavior Inventory (1970), The Children's Depression Inventory (1985), Children's Attributional Style Questionnaire (1998) and analyzed the data by using t-test, mean, standard deviation and correlation. The results indicated that Parenting, cognitive style, and IPC did not significantly interact to predict change in depression over time. Findings indicate that both parenting and children's general cognitive style play a role in understanding the impact of increasing IPC on children's well-being.

Tak Wing Chan and Anita Koo (2011) conducted a research on parenting style and youth outcomes in the UK. In this study the sample was taken from 15 years old who were interviewed between 1994 and 2001, the total sample was 1456. The results of this study revealed that parenting style in contemporary UK is structured primarily by family structure and not by social class. There are consistent and strong associations between parenting style and a wide range of youth outcomes, including subjective well-being and self-esteem, health and risky behaviour, and school results and enrolment.

Mohammadreza Zarbakhsh et. al. (2012) conducted a study on relationship between perceived parenting styles and critical thinking with cognitive learning styles. In this study the sample was taken as 350 girl university students by using simplified random sampling technique and collected data through instruments: Perceived Parenting Style Questionnaire, The California Thinking Skills Test-B (1990), Witkin's Group Embedded Figures Test (1971) and analyzed the data by using canonical correlation and multiple regression analysis. The results indicate that there was statistically significant relationship between perceived parenting styles and ability of critical thinking with the cognitive learning styles of field-independence and field-dependence.

Kathleen Moritz Rudasill et. al. (2012) conducted a research study on gifted students' perceptions of parenting styles: associations with cognitive ability, sex, race, and age. In this study the sample was taken as 332 gifted students and collected data through instruments: Parent Authority Questionnaire (1991), Cognitive Abilities Test Form 6 (CogAT-6) Verbal Battery (2005) and analyzed

the data by using multiple hierarchical regression. The results indicated that three main findings emerged. First, factor analyses provided support for the use of the Parent Authority Questionnaire with gifted populations. Second, findings from regression analyses as well as examinations of mean differences by cognitive ability level were consistent with earlier studies suggesting that more cognitively able students were likely to perceive their parents as employing a flexible (i.e., authoritative) parenting style.

Fan, Jieqiong, Zhang, Li-fang (2014) did a research study on the role of perceived parenting styles in thinking styles. In this study the sample was taken as 341 University Students and collected data through instruments: Thinking Style Inventory — Revised II (2007), The Parenting Style Index (1994) and analyzed the data by using MANOVA, Multiple regression and MANCOVA. The results indicated that the dimension of parental acceptance/involvement was positively associated with students' creativity-generating styles (known as Type I thinking styles) and styles that could be either creativity-generating or norm-conforming (known as Type III thinking styles).

Haiyan Zhang, Dongping Li, Xian Li (2014) conducted a study on temperament and problematic internet use (PIU) in adolescents: a moderated mediation model of maladaptive cognition and parenting styles. In this study the sample was taken as 660 students in Grades 7 and 8 from four middle schools in southern China and collected data through instruments: Early Adolescent Temperament Questionnaire-Revised Short Form (2001), Maladaptive Cognition questionnaire (2010), Parenting Styles and Dimensions Questionnaire-Short Version (2001) and analyzed the data by using regression analysis. The results revealed that after controlling for gender, age, and family socio-economic status, it was found that effortful control was negatively related to PIU, whereas sensation seeking and anger/frustration were positively related to PIU. Moreover, maladaptive cognition partially mediated the relation of effortful control and dispositional anger/frustration to PIU and completely mediated the relation of sensation seeking to PIU. Moderated mediation analyses further revealed that authoritative and permissive parenting styles moderated the relation between sensation seeking and maladaptive cognition.

Laurent Sovet, A.J. Metz (2014) conducted a study on parenting styles and career decision-making among French and Korean adolescents. In this study the sample was taken as 575 French high school students and 613 South Korean high school students and collected data through instruments: Parenting Style Index (1991), Career Decision Self-Efficacy Scale (1996), Career Decision-Making Difficulties Questionnaire (1996) and analyzed the data by using means, standard deviations, and correlations. The results showed significant effects for gender and parenting style on the career decision-making outcomes of both samples.

Loghman Ebrahimi, et.al. (2017) conducted a study on attachment styles, parenting styles, and depression. In this study the sample was taken as 122 University Students and collected data through instruments: Parenting Style and Collins (1973), Adult Attachment Scale (1990), The Beck Depression Inventory (1988) and analyzed the data by using Hierarchical multivariate regression analysis. The results of the study demonstrated a significant, negative relationship between parents' authoritative parenting style and students' depression; a similar pattern was also seen between secure and ambivalent parents' attachment style and students' depression.

Mehak Sikand et.al. (2019) conducted a research study on perceived parental style, cognitive style, and resilience in females with dissociative disorder in India. In this study the sample was taken 60 females between 18 and 50 years of age with dissociative disorder and collected data through

instruments: Cognitive Style Inventory (2001), Resiliency Scale (2003). The results indicated that there is a significant relationship between emotional warmth and systematic-cognitive style and between systematic-cognitive style and high resilience.

Ameer Suhail K.S. (2022) investigated a research problem on a study of game addiction, aggression and parenting style among college students. In this study the sample was taken as 100 participants (male 50, female 50) and collected data through instruments: Game Addiction Scale (GAS) questionnaire (2011), Aggression Questionnaire (1992), Parenting style scale (2013) and analyzed the data by using Correlational design. The results indicated that there is no significant relationship between game addiction and parenting style. There is a significant relation between aggression and parenting style, as well as between aggression and game addiction.

DISCUSSIONS AND CONCLUSIONS

In order to sum up all the review of related literature conducted on cognitive styles and parenting styles among students the following factors were identified.

The parenting is the main factor to reach at the main goal or main target that a student wishes according to his thinking styles. If the parents does not support to their wards else it may in academic support, for better future or for decision making process or in homework given to students by their teachers, the ultimate result is that there would be less grades, no development, no better future, no improvement in homework, no all-round development (**Harris Cooper et.al. 2000**). Students at high cognitive risk for depression did not differ from students at low cognitive risk for depression in the number of mother reported childhood life events and only marginally differed in their reports of maternal inferential feedback (**Alisa G. Crossfield, Lyn Y. Abramson, et. al. 2002**). The student's perception of maternal inferential feedback may be more relevant to depressogenic cognitive styles than the mother's perception (**Alisa G. Crossfield, Lyn Y. Abramson, et. al. 2002**).

There appears the relationship between childhood emotional maltreatment and depressogenic cognitive style may be specific to emotional maltreatment events and not due to the effect of negative life events in general or other subtypes of events (**Alisa G. Crossfield, Lyn Y. Abramson, et. al. 2002**). The individuals who deal with their parents in an abusive and neglectful manner they have greater degree of depression it is due to the presence of dysfunctional cognitive style (**Lata K. McGinn et. al. 2005**). The withdrawal of negativity and negative parental feedback would moderate the effects of negative life-events to predict more depressogenic cognitive styles either it may temperament, negative life events and cognitive vulnerability to depression or negative parenting. For instance negative peer events were directly predictive of more negative cognitive styles as there is strong relationship between peer harassment either it sexual harassment, overt aggression or relational aggression (**Amy H. Mezulis 2006**).

There predicts no change in depression over time by interacting parenting, cognitive style and inter parental conflict. However, both parenting and children's general cognitive style plays a role in understanding the impact of increasing inter parental conflict on children's well-being (**Ellen H. O'Donnell et. al. 2010**). Parenting styles are well structured and gives shape to student's outcomes which include subjective well-being and self-esteem, health and risky behaviour, school grades and enrolment (**Tak Wing Chan and Anita Koo 2011**). Critical thinking is well related to problem solving, creative thinking, logical thinking, and ultra-cognitive. Creative problem solving helps the growth of critical thinking skills. Sort of cognitive style affects information analysis. Cognitive style states people's

interests in information analysis and relationships with the environment in order to modify the operation. Also students with authoritarian or permissive parents can use problem solving models in anxious situations (**Mohammadreza Zarbakhsh et. al.2012**).

More cognitively able students were more likely to have parents whom they perceive as showing flexible or authoritative parenting practices. Students with lower cognitive ability scores were more likely to rate their mothers and fathers higher in permissiveness and authoritarian parenting styles than students with higher cognitive ability scores (**Kathleen Moritz Rudasill et. al. 2012**). In parental acceptance and involvement, the parents provide a warm and safe environment and children can explore the world without any fear. This would facilitate children to develop thinking styles which is characterized by high levels of creativity, autonomy, and low levels of conformity. When parents supervise children strictly, children may be afraid to challenge authority and existing rules i.e. conservative thinking style. Parental involvement and psychological autonomy served as significantly statistical predictor, so with parental love and care, students tend to manage multiple tasks in a random way and prefer to work with others (**Fan, Jieqiong, Zhang, Li-fang 2014**). Maladaptive cognition fully mediated the positive relation between sensation seeking and problematic internet use (PIU), partially mediated the positive relation between dispositional anger/frustration and PIU, and partially mediated the negative relation between effortful control and PIU (**Haiyan Zhang, Dongping Li, Xian Li 2014**). Authoritative parenting may function as a protective factor that mitigates the impact of adolescents' sensation seeking on maladaptive cognition towards internet use (**Haiyan Zhang, Dongping Li, Xian Li 2014**). Both authoritative and authoritarian parenting style was more effective among adolescents. This defines the parenting style through the prism of cultural values and educational systems. In gender differences, both Korean boys and girls benefitted from greater parental strictness and supervision. French boys had better career decision-making outcomes when their parents provided them with greater autonomy and French girls benefitted the most from parents who provided warmth and acceptance (**Laurent Sovet, A.J. Metz 2014**). There is not any effect of parenting style on depression. While a parents' permissive and authoritarian parenting style affects the depression rate of students (**Loghman Ebrahimi, et.al. 2017**). Father's authoritarian style has been positively related to adolescent's emotion focused coping. Psychological disturbance is due to harsh parental style. Individuals with high resilience rate show their relationship with family positively due to acceptance and no cohesion. The absence of parental support since early childhood has also been associated with poor adjustment (**Mehak Sikand et.al. 2019**). Parenting styles do not have any effect on an individual's game addiction. Harsh parenting can lead to aggressive behaviour in students. Authoritative parenting style can reduce the game addictive behaviour, because in authoritative parenting style, parents treat their youngster with care, nurturance and required discipline, students raised with this parenting style tend to more energetic, achievement oriented. Authoritative parenting style has no relation with aggression. Authoritarian parenting style can lead to more game addiction and aggressive behaviour in students because in authoritarian parenting style parents are stricter, they make their ward more obedient to them, yelling and punishments are practiced. Permissive parenting style has induced aggression. Gender difference was found for game addiction, males show more game addiction than females and there was no relationship was found for aggression and parenting style based on gender (**Ameer Suhail K.S.2022**).

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