

Determination of Maternal/Paternal Attitudes of Undergraduate Students

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ABSTRACT

This study was carried out with the aim of determining the maternal/paternal attitudes of nursing undergraduate students. The study was planned as descriptive. Data were collected during the period of December 2014 by conducting "Maternal/Paternal Attitudes Scale" and "socio-demographic questionnaire" on 207 students; number was analyzed by using average percent.

While democratic maternal attitude score was 62.9 ± 0.7 , the average score of this sub-dimension was determined as 57.7 ± 0.9 for paternal attitudes. When analyzed the protective maternal/paternal attitudes, it was seen that this sub-dimension score was 37.9 ± 0.7 for mothers, and it was 36.3 ± 0.7 for fathers. When analyzed the authoritarian maternal/paternal attitudes, it was determined that this dimension score was 19.5 ± 0.4 for mothers, and it was 21.9 ± 0.5 for fathers. It was determined that democratic maternal and paternal attitude scores of the students were higher than authoritarian and indifferent maternal and paternal attitude scores.

Keywords: Maternal attitudes, parental attitudes, university students

INTRODUCTION

Maternal and paternal attitudes are adopted by the child through imitation and identification as a result of the fact that the child takes example, either a special attitude related to a value doctrine or general attitude modeling to child in every aspect, and form the integral part of the personality by becoming a habit. Therefore, maternal and paternal attitudes are the cornerstone of child education. Parents show the truth and mistake to their children by these attitudes (Keleşoğlu and Akbaba, 2008).

The main factors affecting the attitudes of parents towards their children are classified as the cultural values of the society, the gender and number of children, dissatisfaction with the child's personality traits, mother and father's own childhood and past experiences, the relationship between mother and father and not being ready to become parents (Yavuzer, 2011).

When analyzed the literature, it is seen that parental attitudes are examined under three headings as authoritarian maternal and paternal attitudes, democratic maternal and paternal attitudes and indifferent maternal and paternal attitudes.

Authoritarian parents see themselves as a representative of social authoritarian and expect absolute obedience; do not make verbal exchange with the child as they are inclined to rigid and dogmatic way of thinking which are the fundamental characteristics of the authoritarian personality, they want their requests and orders to be fulfilled indisputably, otherwise they punish. They see the child as if he/she could not manage himself/herself and had no power of taking certain decisions conditionally, and take all decisions by themselves (Kuzgun, 1972).

Democratic parents have a strong and intimate love for the child, and see this as limitless. They are sensitive to the child's interests and needs. They monitor the child's behaviors curiously and tolerantly, and value his/her self-will and healthy life. They encourage the child to take certain decisions on his/her own according to the age of the child; they discuss the reasons of the decisions taken on important issues with the child, they value his/her opinions; verbal exchange is ensured, they try to be a good guide to the child in every aspect (Kuzgun, 1972).

Indifferent parents may ignore their children and even may reject them psychologically. In addition to be unaware of the child's interest and needs, it is not important for them what their children do and where they are. The child, being disturbed by the presence of him/her, is tried to be kept away from their environments as much as possible. Indifferent parents are the mother and father who exhibit the least love to their children and who establish control at the very least (Kuzgun, 1991).

It is stated that a high level of acceptance and interest has positive effect on social skills and self-esteem, and the academic achievements and problem-solving skills of the children of those parents who have inconsistent and indifferent maternal and paternal attitudes are low, their social anxiety level is high. It is seen that parents who show repetitive behaviors and develop behavioral patterns such as adopting an overprotective attitude, pretending not to see/ignoring, hiding their love to their children, being indifferent/unrelated to the child's needs and yelling / scolding exploit/neglect their children emotionally (Güngör, 2000).

It was observed that individuals whose parents had democratic attitudes had less social anxiety than the individuals who had inconsistent, indifferent, protective and authoritarian attitudes, and the academic achievements and problem-solving skills of the children of those parents who had inconsistent and indifferent maternal and paternal attitudes were low, their social anxiety level was high (Kuzgun, 2008; Baltacı, 2010; Kapıkıran, 2009). Gökçedağ (2001) stated that there was a negative relationship between academic achievement and authoritarian attitude and there was a positive relationship between academic achievement and democratic attitude; Özcan (1996) stated that the academic achievements of students were positively affected as parents moved away from protective and repressive discipline.

It is thought that recognizing reasons of the university students' failures and keeping them under control will affect their success (Hortaçsu, 2003). Therefore, this study was planned and was aimed at contributing to the literature to determine the maternal and paternal attitudes of undergraduate students.

MATERIAL AND METHOD

Research Type: The research was carried out descriptively.

Time and Place of Research: This study was carried out with the students from nursing department studying in a Health High School between the dates of September 2014 - December 2014.

Population and sampling: 223 nursing students studying in Health High School formed the population of the study. All students were included in the study. The sample of the study was composed of 207 students as there were students who did not want to participate in the study or who answered the questionnaire forms incompletely.

Data Collection: The data of the study were collected during the fall semester in 2014- 2015 academic year.

Data Collection Tools: At the study's data collection phase, sociodemographic characteristics questionnaire form and "Parents attitudes scale" were used.

Parents Attitudes Scale: "Parents Attitude Scale" (Kuzgun and Bacanlı, 2008) developed by Kuzgun and Eldeleklioğlu is a measurement tool consisting of 3 sub-dimension and 40 articles in total. These sub-dimensions are listed as "Democratic Attitude" (1, 2, 6, 7, 13, 14, 15, 20, 21, 22, 29, 30, 36, 37,39 articles), "Protective/requestor Attitude" (4, 9, 10, 11, 17, 18, 19, 24, 25, 26, 27, 28, 32, 33,34 articles) and "Authoritarian Attitude" (3, 5, 8, 12, 16, 23, 31, 35, 38, 40 articles).

Evaluation of the data: Analysis of the data was carried out in SPSS 17.0 environment by using number, percentage and average.

Ethical Aspect of the research: In this study, ethics committee approval from ArtvinÇoruh University, written consent from the institutions in which the study was carried out and the informed consent from the participants were received.

FINDINGS AND DISCUSSION

Table 1. Some demographic data of students

<i>Variables</i>		<i>n</i>	<i>%</i>
Gender	Male	77	37.2
	Female	130	62.8
Family Type	Nuclear	167	80.7
	Extended	40	19.3
Level of Income	Low	28	13.5
	Middle	173	83.6
	High	6	2.9
Maternal Education	Elementary Education	162	78.3
	Secondary Education	39	18.8
	Higher Education	6	2.9
Paternal Education	Elementary Education	111	53.6
	Secondary Education	72	34.8
	Higher Education	24	11.6

Findings of the some demographic characteristics of the students are given in Table 1. While 37.2% of the students who participated in the study were male students, 62.8% of them were female students. When analyzed the family type, 80.7% of them were nuclear family type, and the rest of them (19.3%) were extended family type. In terms of income level, the majority of the students (86.3%) had middle income level, 13.5% of them had low income level and 2.9% of them had high income level. While maternal education level was at the level of elementary education (78.3%) to a large extent, 18.8% of them were at the level of secondary education and 2.9% of them were at the level of higher education. Similarly, the

majority of fathers (53.6%) were elementary school graduate, 34.8% of them were secondary school graduate, and 11.6% of them were higher education graduate.

Table 2. The maternal/paternal attitudes of the students

	<i>n</i>	<i>Min.</i>	<i>Max.</i>	<i>Average ± Std. Error</i>
Democratic Maternal Attitude		27	75	62.9 ± 0.7
Protective Maternal Attitude		16	63	37.9 ± 0.7
Authoritarian Maternal Attitude	207	10	40	19.5 ± 0.4
Democratic Paternal Attitude		15	75	57.7 ± 0.9
Protective Paternal Attitude		15	72	36.3 ± 0.7
Authoritarian Paternal Attitude		10	42	21.9 ± 0.5

Scores of the students' maternal and paternal attitudes are given in Table 2. While democratic maternal attitude score was 62.9 ± 0.7 , the average score of this sub-dimension was determined as 57.7 ± 0.9 for paternal attitudes. When analyzed the protective maternal/paternal attitudes, it was seen that this sub-dimension score was 37.9 ± 0.7 for mothers, and it was 36.3 ± 0.7 for fathers. When analyzed the authoritarian maternal/paternal attitudes, it was determined that this dimension score was 19.5 ± 0.4 for mothers, and it was 21.9 ± 0.5 for fathers.

In studies carried out among university students, it was determined that while democratic maternal and paternal attitudes created the most suitable environment for the self-realization of the individual, authoritarian and indifferent maternal and paternal attitudes negatively affected the level of self-realization of the individual (Kuzgun, 1972). Also, it was determined that adaptation levels of the children growing up in a democratic environment were higher compared to children growing up in authoritarian family environment (Bilal, 1984).

When analyzed the findings of this study, it was seen that both maternal and paternal democratic attitude scores of the students were high. Parents with this attitude respect to the child's personality and desire. They are interested in the child's desires and needs. They monitor the child's behaviors curiously and tolerantly. They allow them to gain experience by encouraging to take certain decisions on his/her own, namely to behave autonomously. Children are given trial-and-error share, and no matured behavior is expected from the child than his/her age. Parents exhibit an attitude through which the child is rewarded for their success rather than punishing because of their failures. Child's tendency to act independently is supported but always checked. Changes in emotions and thoughts are tolerated, however, he/she is expected to comply with the rules of the house, and his/her freedoms are increased to the extent he/she can use as long as he/she abuses it. While allowing language exchange, they try to be a good guide to their children as much as possible (Eldeklioğlu, 1996; Kuzgun, 1972; Yavuzer, 2011).

RESULTS

According to the findings of this study, the following conclusions were reached:

- It was determined that democratic maternal and paternal attitude scores of the students, who formed the sampling, were higher than authoritarian attitude score and indifferent maternal and paternal attitude score.

SUGGESTIONS

Based on findings and results, the following suggestions were made to educators and researchers:

1. Carrying out further studies examining the factors affecting the maternal and paternal attitudes of the students
2. Providing improving trainings of families' democratic attitudes

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