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## Relation between Parenting Style of Primary School Age Children and their Psychosocial Behaviors

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### Abstract

Parenting style has a great effect on psychosocial behaviors of the school age children. **Aim:** to assess the relation between parenting style of primary school age children and their psychosocial behaviors. **Design:** a descriptive cross-sectional study design. **Settings:** conducted in two medical centers and five Maternal and Child Health (MCH) centers at Tanta city, El Gharbia Governorate. **Subjects:** a number of 300 mothers with their primary school children were selected randomly from the previous settings. **Tool of the study:** A structured interview schedule was used to obtain the necessary data for the study. It consists of four parts as following: **Part (I): a)** Socio-demographic characteristics of parents. **b)** Socio-demographic characteristics of child. **Part (II):** Parenting Styles and Dimensions Questionnaire short version. **Part (III):** The Home and Community Social Behavior Scales (HCSBS). **Part (IV):** The Stirling Children's Wellbeing Scale (SCWBS). **Results:** It was found that authoritative parenting style was highly used by almost the majority (89.3%) of the studied parents. The authoritarian parenting style was moderately used by more than half (57.0%) of the studied parents. The permissive parenting style was moderately used by more than two fifths (45%) of them. There was a positive statistically significant correlation between total score of authoritative parenting style and total score of social and psychological behavior ( $p < 0.001$ ). While, there was a negative statistically significant correlation between the total score of authoritarian parenting style and the total score of social and psychological behavior ( $p = 0.005$  and  $p < 0.00$ ) respectively and there was a negative statistically significant correlation between the total score of permissive parenting style and total score of social and psychological behavior of their children ( $p < 0.001$ ). **Conclusion:** There was a positive statistically significant relation between authoritative parenting style and social and psychological behavior of their primary school age children. Conversely, there was a statistically significant negative relation between authoritarian and permissive parenting style and social and psychological behavior of their primary school age children. **Recommendations:** The community health nurse should provide health education for parents on parenting skills and effect on psychological wellbeing of their children.

**Key words:** Parenting Style, School Age Children, Psychosocial Behavior

## Introduction

Parenting is essential for the children's proper growth. It plays a significant role in how each child acquires developmentally adequate social and emotional skills. Children's social and emotional health has an impact on their overall growth and learning skills and all other aspects of child's development are influenced by their social and emotional development<sup>(1)</sup>.

Parenting is defined as a complex role that necessitates a great deal of support. Parents play a significant role in helping their children to build and refine their knowledge and skills, as well as their learning, expectations, beliefs, goals, aspirations and coping strategies. Parents introduce children to the social world where they learn about themselves, their place and their worth in the society<sup>(2)</sup>.

Parental attitudes and behaviours can influence their children's personality traits and their ability to adapt to their surroundings. A good parenting style takes into account child's age and developmental stage<sup>(2)</sup>. Parenting style is defined as a set of attitudes or a pattern of parental authority towards the child which is conveyed to the child and serves as an emotional backdrop for parents actions. It was classified to three styles including: authoritative, authoritarian and permissive styles<sup>(3)</sup>.

Authoritative parenting style is high in both demandingness and responsiveness, authoritative parents demand their children to follow certain rules but at the same time, they are responsive enough to understand their children's problems with those rules. Authoritative parenting has the greatest impact on child's compliance with parental requests as well as child development including academic success, independence, maturity, and ability to have healthy interactions with peers<sup>(4)</sup>.

Authoritarian parenting characterized by high demands and low responsiveness. Authoritarian parents have very high expectations of their children, but provide little feedback and nurture. Children of authoritarian parents may suffer from anxiety, unhappiness and uneasiness<sup>(5)</sup>.

Permissive parents are unconcerned about regulations; they usually exhibit laxness and softness, poor communication, and low expectations. Children of permissive parents may have insufficient self-control and lower self-confidence. They are introvert in social relations and may be aggressive. Authoritarian and permissive parenting styles are likely to have negative impact on children's psychosocial development<sup>(6)</sup>.

Each child grows and develops at his or her own pace, but most children attain common physical, cognitive and social-emotional milestones at each developmental stage<sup>(7)</sup>.

During the school age years, children make strides toward adulthood by becoming competent, independent, self-aware, and involved in the world beyond their families. Children often pick up on their parents behaviours and attitudes. As a result, parents' tasks are to prepare them for life in the real world. They also take a step back and assist their children in becoming self-sufficient, assisting them in balancing their demands for independence and reliance<sup>(8)</sup>.

In Egypt, according to a study conducted on 921 students, aged 6-12 years, from four primary schools in Al-Qalyubia Governorate, it was reported that the increased risk of ADHD (attention deficit hyperactivity disorder) was associated with child exposure to punishment, irritable parents' relation, poor parent-child relationship<sup>(9)</sup>.

Another study in Iran 2016, aimed to investigate the relationship between parenting styles and the

aggression of their children among elementary students. The results indicated that 66.2% of the students had low-level aggression, 32.9%, had moderate-level aggression and 0.9% had high-level aggression. There was a significant and inverse relationship between aggression and the rational authority parenting style, so that children in a family with rational authority parenting style have less aggression than the other children<sup>(10)</sup>.

The Community health nurse has a vital and challenging role in addressing the parenting style of the parents as well as helping them to use the most appropriate style with their children. She can also educate parents about parenting skills, normal social and psychological development changes of their school age children and the influence of parenting style on psychosocial behaviors of their children<sup>(11, 12)</sup>.

#### **Aim of the study**

Assess relation between parenting style of primary school age children and their psychosocial behaviors

#### **Research question:**

What is the relation between parenting style of primary school age children and their psychosocial behaviors?

#### **Subjects and Method**

##### **Research design**

Descriptive cross-sectional study design was used in this study

##### **Setting:**

This study was conducted two medical centers (the Medical Center in Segar and the medical center in Boutros) and in five Maternal and Child Health (MCH) centers in Tanta City. The first child care center in Al Madares street, the second child care center in Elembaby street, the third child care center in Alazharia region, the

fourth child care center in Kohafa and the fifth child care center in El-Agezy..

#### **Subjects:**

A number of 300 mothers who have at least one primary school age child (6-12) and attended the previous settings with their child were included in the study. The sample size and power analysis was calculated using Epi-Info software statistical package created by World Health organization and center for Disease Control and Prevention, Atlanta, Georgia, USA version 2002. The criteria used for sample size calculation were as follows, study design is cross-sectional, 95% confidence limit and the expected correlation between parenting style and psychosocial behaviors of school children is 60% with a margin of error of 10%.

#### **Tool of the study: Structured interview**

**schedule:** It was used to collect the necessary data for this study: It was developed by the researcher after reviewing the related literatures<sup>(13-15)</sup>. It included the following four parts:

#### **Part (1): Socio-demographic characteristics of the parents and their child:**

**A): Socio-demographic characteristics of the parents:** it includes parents' age, level of education, marital status, occupation, residence and type of family.

**B): Socio-demographic characteristics of the child:** it includes child's age, sex, birth order, educational grade and academic achievement for last year.

#### **Part (2): Parenting Styles and Dimensions Questionnaire short version.**

It is a widely used instrument which was developed by **Robinson et al.**, in (1995) to evaluate 4-12 years old children's parenting styles and consists of of 62-items, then modified by the same researchers in (2001) and consisted of 32 items<sup>(13)</sup>. The tool consisted of three main

parenting styles (authoritative, authoritarian and permissive). Each style contains sub-factors or dimensions: Authoritative style contains 15 items grouped into three subscales (warmth and support, regulation, and autonomy granting), authoritarian style contains 12 items grouped into three subscales (physical coercion, verbal hostility and non-reasoning/punitive), Permissive style contained 5 items and is designed to assess the subfactor of indulgence. This tool was adopted by the researcher to assess reported parenting style by the mothers in this study.

**-Scoring system:**

A five-point Likert scale was used which ranged from never to always. Never was scored (1), once was scored (2), sometimes was scored (3), very often was scored (4) and always was scored (5).

-These scores were summed up and the total scores of parenting styles were calculated as follows:

-Authoritative style were ranged from 15 to 75.

-Authoritarian style were ranged from 12 to 60 and

-Permissive style were ranged from 5 to 25.

These scores was converted into percentage. The highest percentage of such style indicated the highly used of this parenting style.

**Part (3): The Home and Community Social Behavior Scales (HCSBS).**

The HCSBS was developed by Merrell and Caldarella (2000) <sup>(14)</sup>. This tool was adapted and modified by the researcher to measure social behaviors of primary school age children in this study. It included 29 statements. It is a screening instrument developed as a parent or caregiver rating form that was developed from the school social behavior scales. The HCSBS included two scales: social competence (scale

A) and antisocial behavior (scale B). Both scale A and B are further divided into two subscales; scale A includes the scales peer relation such as (cooperating with peer, offering help to peers when need, participating effectively in family or group activities, understanding problems and needs of peers) and self management/compliance such as (following family and community rules, behaving appropriately at school, completing chores without being reminded) whereas Scale B includes the scales Defiant/Disruptive such as (blaming others for his/her problems, bothering and annoying others, acting impulsively without thinking) and Antisocial/Aggressive such as (taking things that are not his/hers, cheating on school work or in games, destroying or damaging others' properties).

**Scoring system:**

A five-point Likert scale was used. It ranged from never to frequently. Never was scored (1), once was scored (2), sometimes was scored (3), very often was scored (4) and frequently was scored (5). These scores were summed up for each item, then total score was calculated and converted into percentage. The accepted social behavior ranged from 14 to 70 and unaccepted social behavior ranged from 15 to 75.

-Accepted social behavior:  $\geq 60\%$

-Unaccepted social behavior:  $< 60\%$

**Part (4): The Stirling Children's Wellbeing Scale (SCWBS):**

This tool was adopted by the researcher to assess psychological behavior of the children <sup>(15)</sup> ages 8 to 15. It was designed by the Stirling Council of Educational Psychology Service, in the United Kingdom and then modified by Haque M and Imran MA in 2015 It consisted of 15 statements such as (thinking good things will happen in child's life, always

telling the truth, ability to make choices easily and feeling cheerful).

**Scoring system:**

A five-point Likert scale was used for each statement ranges from (1) never to (5) all the time. Never was scored (1), not much of the time was scored (2), some of the time was scored (3), quite a lot of the time was scored (4) and all of the time was scored (5). These scores were summed up and the total score was calculated. It ranged from 15 -75. It was converted into percentage and classified as follows:

- Accepted psychological behavior  $\geq$  60%
- Unaccepted psychological behavior < 60%.

**Method**

The study was accomplished according to the following steps :

**1-Obtaining approval:**

- An official permission to conduct the study was obtained from the dean of the Faculty of Nursing, Tanta University to the undersecretary of Algharbia Health Affairs Directorate in Tanta city and then to the directors of the mentioned centers.

**2- Ethical considerations:-**

- The approval was obtained from ethical committee in the Faculty of Nursing to the study proposal.
- The directors of the selected MCH centers was informed about the objective of the study to maintain their cooperation.
- Informed consent of the mothers was obtained to participate in the study.
- Every mother was informed about the purpose, nature and benefits of the study at the beginning of the interview and they had the right to withdraw at any time.
- Nature of the study didn't cause any harm and/or pain for the entire sample.

- Confidentiality and privacy were put into consideration regarding the data collected.

-The study questionnaire were anonymous.

**3-Developing tools:**

-The study tool was developed by the researcher based on literature review and administered to the mother and her child.

-The study tool were tested for face and content validity by a jury of five expertises in the field of community health nursing and public health. It was 100% for the socio-demographic characteristics of the parents and the child, 97.3% for parenting styles and dimensions questionnaire, 98.1% for HCSBS scales, 99% for The Stirling Children's Wellbeing Scale and the total validity was 98.4% .

-Reliability of the previous tool was obtained using Alpha Cronbach's test. It was (0.835)

**4-A pilot study** was carried out on 10% of the studied sample (30 mothers and their 30 children) from the previous medical & MCH centers to test the clarity and applicability of the study tools and to determine the time needed to fulfill it. No modifications were done after conducting the pilot study.

**7-Actual study:**

-The study tool included four parts. Part (1) including socio-demographic characteristics of the parents and the child. Part (2) was adopted from the parenting styles and dimensions questionnaire and was administered to the mother. Part (3) was adapted from HCSBS scales & modified by the researcher and was administered to the child. Part (4) was adopted from The Stirling Children's Wellbeing Scale (SCWBS) and was administered to the child

-The data were collected by the researcher over period of five months starting from February 2021 to June 2021.

-The researcher met the mothers and their children two days per week (Sunday and Wednesday) at the mentioned medical & MCH centers of Tanta city. These 2 days were selected according to researcher work hours.

-Each mother and her school age child were interviewed individually at the previous medical & MCH centers usually at the waiting areas.

-The questionnaire was filled by the researcher according to the answers of each mother and her school age child.

-The average number of mothers with their school age children was ranged from 6-10 per day.

- The average time spent for collecting data from each mother and her school age child ranged from 15-25 minutes.

#### **Statistical analysis:**

Statistical presentation and analysis of the present study was conducted, using the mean, standard deviation. Unpaired student t-test was used to compare between two groups in quantitative data, chi-square test was used to compare between groups in qualitative data, ANOVA test was used for comparison among different times in the same group in quantitative data and linear correlation coefficient was used for detection of correlation between two quantitative variables in one group by (IBM SPSS Statistics for Windows, Version 20. Armonk, NY). Significant level was considered when  $P < 0.05$ , non significant when  $P > 0.05$  and highly significant when  $P < 0.001$ .

#### **Results:**

**Table (1):** Represents the distribution of the studied parents according to their socio-demographic characteristics. It shows that, the age of the studied mothers ranged between 24-44 years old with a mean age  $32.45 \pm 5.4$  years. More than one third (35%) of them their age

was  $< 30$  years and 29% of them their age was ranged from 30-  $<35$  years. Meanwhile, the age of the studied fathers ranged between 29-49 years old, with a mean age  $36.14 \pm 5.64$  years. Less than one third (31% and 32%) of them their age ranged from 30-  $<35$  and 35-  $<40$  respectively and more than one quarter (26%) of them their age was 40 years or more. As regard to the level of education, more than half (50.7% and 55.7%) of both studied mothers and fathers had university education respectively. Concerning parents occupation, more than three fifths (61%) of the studied mothers were housewives. While more than one third (34%) of the studied fathers were employed and about one half (49%) of them had free business. Concerning marital status, all of the studied parents were married. About their residence, more than two thirds (69%) of them live in urban areas and 64.3% of them live in nuclear family

**Table (2):** Shows the distribution of the studied children according to their socio-demographic characteristics. It illustrates that, the age of the studied children ranged between 6-12 years with a mean age  $8.84 \pm 2.04$  years. About two fifths (38%) of them aged 10-12 years. More than half (51.3%) of them were males and 48.7% of them were females. The birth order for less than one half (48%) of the children was the first child. The highest percentage of them were in the second and first level of primary education (31% and 24%) respectively. Regarding their academic achievement for last year, the table shows that more than one third (36.7%) of them had very good score and about one quarter (24.3%) of them had good score.

**Table (3):** Represent the distribution of the studied parents according to their use of authoritative, authoritarian and permissive

parenting styles. It was found that authoritative parenting style was highly used by almost the majority (89.3%) of the studied parents, while it was moderately used by 8.7% of them, which was ranged from 34-75 with a Mean  $\pm$  SD =  $57.16 \pm 8.88$ . The table also shows that, the authoritarian parenting style was highly used by 10.0% of the studied parents while it was moderately used by more than half (57.0%) of the studied parents and low used by about one third (33.0%) of them, which ranged from 12-52 with a Mean  $\pm$  SD  $32.11 \pm 8.38$ . Moreover, the table shows that, the permissive parenting style was highly used by 16.3% of the studied parents while it was moderately used by more than two fifths (45%) of them and it was low used by more than one third (38.7%) of them, which ranged from 5 to 25 with a Mean  $\pm$  SD =  $13.74 \pm 4.35$ .

**Table (4):** Represents the range, mean and standard deviation of subitems of social behavior of school age children. It shows that the total score of social behavior was ranged from 69-112 with a mean  $\pm$  SD  $88.16 \pm 8.97$ . Peer relation score ranged from 14 to 40 with a mean  $\pm$  SD  $27.68 \pm 5.73$ . Self-management/ compliance score ranged from 8 to 30 with a mean  $\pm$  SD  $19.52 \pm 4.36$  and defiant/disruptive score was ranged from 11 to 38 with a mean  $\pm$  SD  $19.52 \pm 4.36$ .

**Figure (1):** Represent the distribution of the studied children according to their total score level of social behavior. It was found that, more than half (52.0%) of the studied children had accepted level of social behavior while, less than half (48.0%) of them had unaccepted level of social behavior.

**Figure (2):** Represent the distribution of the studied children according to their level of psychological behavior score. The table shows

that, more than three fifths (64.3%) of the studied children had an accepted psychological behavior while more than one third (35.7%) of them had unaccepted psychological behavior.

**Table (5):** Shows correlation between the total authoritative parenting style score and their children's social and psychological behavior. It shows that there was a positive highly statistically significant correlation between the total score of authoritative parenting style and social behavior in relation to peer relation and self-management/ compliance with ( $P < 0.001$ ,  $r = 0.466$  and  $0.478$ ) respectively. Meanwhile, there was a negative highly statistically significant correlation between the total score of authoritative parenting style and antisocial behavior in relation to defiant/disruptive behavior and antisocial/aggressive behavior with ( $P < 0.001$ ,  $r = -0.430$  and  $-0.459$ ) respectively. Additionally, the table illustrates that there was a positive highly statistically significant correlation between the total score of authoritative parenting style and psychological behavior of their children with ( $P < 0.001$  and  $r = 0.526$ )

**Table (6):** Shows correlation between the total authoritarian parenting style score and children's social and psychological behavior. It shows that there was a positive highly significant statistically correlation between total score of authoritarian parenting style and defiant and antisocial behavior with ( $P < 0.001$ ,  $r = 0.332$  and  $0.520$ ) respectively. Meanwhile, there was a negative highly statistically significant correlation between the total score of authoritarian parenting style and self-management/ compliance ( $P < 0.001$  and  $r = -0.370$ ). There was a negative highly significant statistically correlation between the total score of authoritarian parenting style and

psychological behavior of their children ( $P < 0.001$  and  $r = -0.269$ ).

**Table (7):** Represents correlation between total permissive parenting style score and children's social and psychological behavior. The table shows that, there was a positive highly statistically significant correlation between the total score of permissive parenting style and defiant and antisocial behavior of their children ( $p < 0.001$ ,  $r = 0.270$  and  $0.410$ ) respectively. On the other hand, there was a negative statistically significant correlation between the total score of permissive parenting style and peer relation ( $p = 0.016$  and  $r = -0.139$ ) while it was negatively highly statistically correlated with self-management/ compliance ( $p < 0.001$  and  $r = -0.406$ ). Moreover, there was a negative highly statistically significant correlation between the total score of permissive parenting style and psychological behavior of their children ( $p < 0.001$ ) and ( $r = -0.351$ ).

**Table (8):** Represents correlation between the total social and psychological behavior score with total authoritative parenting style, total authoritarian parenting style and total permissive parenting style scores. It demonstrates that, there was a positive statistically significant correlation between total score of authoritative parenting style and total score of social and psychological behavior ( $p < 0.001$ ) and ( $r = 0.390$  and  $0.526$ ) respectively. Conversely, there was a negative statistically significant correlation between the total score of authoritarian parenting style and the total score of social and psychological behavior ( $p = 0.005$  and  $p < 0.001$ ) respectively ( $r = -0.163$  and  $-0.269$ ). Also there was a negative statistically significant correlation between the total score of permissive parenting style and total score of

social and psychological behavior of their children ( $p < 0.001$ ) and ( $r = -0.328$  and  $-0.351$ ) respectively.



**Table (1): Distribution of the studied parents according to their socio-demographic characteristics**

Socio-demographic characteristics of the parents	The studied parents (n=300)	
	No.	%
<b>Age of mother:</b>		
<30	105	35.0
30- <35	87	29.0
35- <40	72	24.0
40 or more	36	12.0
<b>Range</b>	<b>24-44</b>	
<b>Mean±SD</b>	<b>32.45±5.4</b>	
<b>Mother's educational level:</b>		
Primary	18	6.0
Secondary	121	40.3
University	152	50.7
High	9	3.0
<b>Mother's occupation:</b>		
Working	117	39.0
House wife	183	61.0
<b>Age of father:</b>		
<30	32	10.7
30- <35	94	31.3
35- <40	96	32.0
40 or more	78	26.0
<b>Range</b>	<b>29-49</b>	
<b>Mean±SD</b>	<b>36.14±5.64</b>	
<b>Father's educational level:</b>		
Primary	9	3.0
Secondary	112	37.3
University	167	55.7
High	12	4.0
<b>Father's occupation:</b>		
Craftsman	39	13.0
Farmer	12	4.0
Free business	147	49.0
Employee	102	34.0
<b>Marital status of the parents:</b>		
Married	300	100%
<b>Residence of the parents:</b>		
Rural	93	31.0
Urban	207	69.0
<b>Type of family:</b>		
Nuclear	193	64.3
Extended	107	35.7

**Table (2): Distribution of the studied children according to their socio-demographic characteristics**

Socio-demographic characteristics of the children	The studied children (n=300)	
	No.	%
<b>Age of child (years):</b>		
6-8	90	30
8-10	96	32
10-12	114	38
<b>Range</b>	<b>6-12</b>	
<b>Mean±SD</b>	<b>8.84±2.04</b>	
<b>Sex:</b>		
Male	154	51.3
Female	146	48.7
<b>Birth order:</b>		
1	144	48.0
2	126	42.0
3	27	9.0
4	3	1.0
<b>Education level (primary):</b>		
1 <sup>st</sup>	72	24.0
2 <sup>nd</sup>	93	31.0
3 <sup>rd</sup>	63	21.0
4 <sup>th</sup>	24	8.0
5 <sup>th</sup>	18	6.0
6 <sup>th</sup>	30	10.0
<b>Academic achievement for last year:</b>		
Excellent	48	16.0
Very good	110	36.7
Good	73	24.3
Satisfactory	48	16.0
Weak	21	7.0

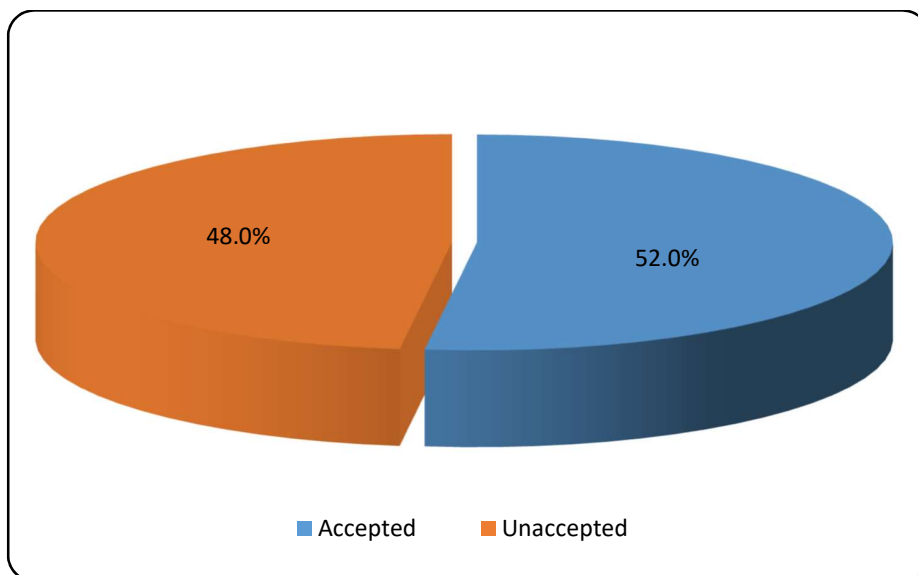
**Table (3): Distribution of the studied parents according to their use of authoritative, authoritarian and permissive parenting style**

Parenting styles	Highly		Moderately		Low		Range	Mean±SD
	N	%	N	%	N	%		
Authoritative parenting style	268	89.3	26	8.7	6	2.0	34-75	57.16±8.88
Authoritarian parenting style	30	10.0	171	57.0	99	33.0	12-52	32.11±8.38
Permissive parenting style	49	16.3	135	45.0	116	38.7	5-25	13.74±4.35

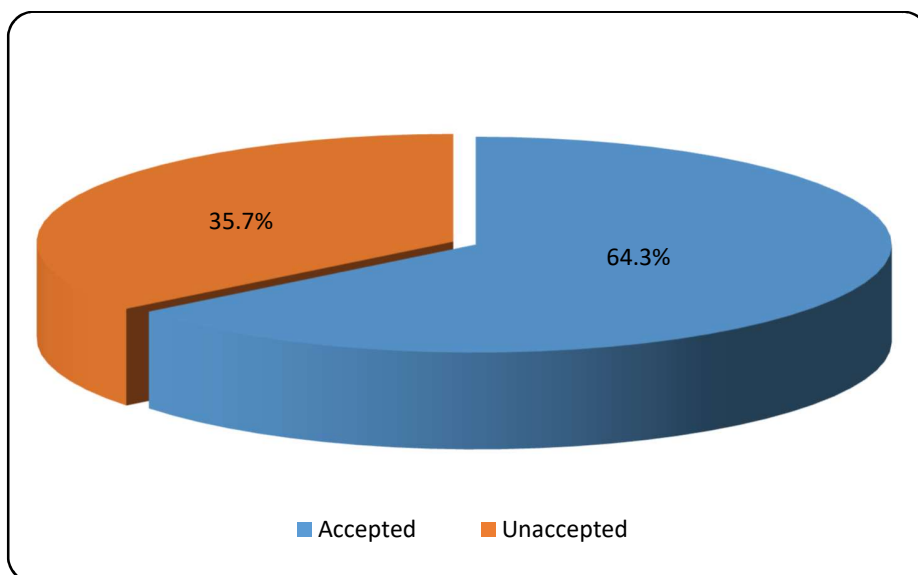
**Table (4): Range, mean and standard deviation of subitems of social behavior of school age children.**

Sub items of social behavior	The studied school age children (n=300)	
	Range	Mean ± SD
<b>Social competence</b>		
Peer relation	14 - 40	27.68 ± 5.73
Self-management/ compliance	8 - 30	19.52 ± 4.36
<b>Antisocial behavior</b>		
Defiant/Disruptive	11 - 38	23.95 ± 6.11
Antisocial / aggressive behavior	7 - 33	17.02 ± 5.44
<b>Total</b>	<b>69 - 112</b>	<b>88.16 ± 8.97</b>

**Figure (1): Distribution of the studied children according to their total score level of social behavior**



**Figure (2): Distribution of the studied children according to their psychological behavior score**



**Table (5): Correlation between total authoritative parenting style score and children's social and psychological behavior**

Social and psychological behavior	studied parents (n=300)	
	Total authoritative parenting style	
	R	P-value
<b>a) Social behavior:</b>		
Peer relation	0.466	<0.001**
Self-management/ compliance	0.478	<0.001**
Defiant/ disruptive	-0.430	<0.001**
Antisocial / aggressive behavior	-0.459	<0.001**
<b>b) Psychological behavior</b>	0.526	<0.001**

**\*\*Highly significant at  $p < 0.001$**

**Table (6): Correlation between total authoritarian parenting style score and children's social and psychological behavior**

Social and psychological behavior	studied parents (n=300)	
	Total authoritarian parenting style	
	R	P-value
<b>a) Social behavior</b>		
Peer relation	<b>-0.090</b>	<b>0.122</b>
Self-management/ compliance	<b>-0.370</b>	<b>&lt;0.001**</b>
Defiant/ disruptive	<b>0.332</b>	<b>&lt;0.001**</b>
Antisocial / aggressive behavior	<b>0.520</b>	<b>&lt;0.001**</b>
<b>b) Psychological behavior</b>	<b>-0.269</b>	<b>&lt;0.001**</b>

**\*\*Highly significant at  $p < 0.001$**

**Table (7): Correlation between total permissive parenting style score and Children's social and psychological behavior**

Social and psychological behavior	studied parents (n=300)	
	Total permissive parenting style	
	R	P-value
<b>Social behavior</b>		
Peer relation	-0.139	0.016*
Self-management/ compliance	-0.406	<0.001**
Defiant/ disruptive	0.270	<0.001**
Antisocial / aggressive behavior	0.410	<0.001**
<b>b)Psychological behavior</b>	-0.351	<0.001**

\* Significant at  $p < 0.05$ \*\*Highly significant at  $p < 0.001$ **Table (8): Correlation between total social and psychological behavior score with total authoritative parenting style, total authoritarian parenting style and total permissive parenting style scores**

Total scores of parenting styles	studied children (n=300)			
	Social behavior score		Psychological behavior score	
	r	P-value	r	P-value
<b>Authoritative parenting style score</b>	0.390	<0.001*	0.526	<0.001*
<b>Authoritarian parenting style score</b>	-0.163	0.005*	-0.269	<0.001*
<b>Permissive parenting style score</b>	-0.328	<0.001*	-0.351	<0.001*

\* Significant at  $p < 0.05$ 

## Discussion

The parent–child relationship has a pervasive impact on the child. It affects many different areas of the child's development, including: language and communication, executive function and self-regulation, sibling and peer relationships, academic attainment and mental and physical health. Parents, as primary caregivers have a significant influence on their children psychosocial behaviors<sup>(16)</sup>. Parenting styles were classified into three styles

authoritative, authoritarian and permissive parenting style<sup>(17)</sup>, in the present study, it was found that authoritative parenting style is the most commonly used style among parents. It was highly used by almost the majority of the studied parents (Table 3). Similarly, Vafaenejad et al., (2020)<sup>(18)</sup> who found that authoritative parenting style was highly used by the majority (82.50%) of the studied parents. This may be attributed to the parents awareness that children who raised by authoritative parents

are more likely to become independent, self-reliant, socially accepted, academically successful, and well-behaved, which encouraged them to use this style. This can be also attributed to the characteristics of the studied parents in the present study as it was found that two thirds of fathers, their age ranged from 30-≤40 years and nearly three quarters of mothers, their age was less than 35 years and also the educational level was university education for half of both parents (**Table 1**). Authoritative style is resulting in positive social and psychological behavior <sup>(19)</sup>. The present study demonstrated that, there was a positive statistically significant correlation between total score of authoritative parenting style and total score of social behavior. As there was a positive highly statistically significant correlation between the total score of authoritative parenting style and social behavior in relation to peer relation and self-management/compliance. Meanwhile, there was a negative highly statistically significant correlation between the total score of authoritative parenting style and antisocial behavior in relation to defiant/disruptive behavior and antisocial/aggressive behavior. Additionally, there was a positive highly statistically significant correlation between the total score of authoritative parenting style and psychological behavior of their children (**Table 5 and 8**). This results is in the same line with **Kompirovic et al., (2020)** <sup>(20)</sup>, they found that students' social competences including peer relationships and self-behavior management were significantly correlated with authoritative parenting style.

In addition, our result agrees with **Rizka & Bacotang (2019)** <sup>(21)</sup> who found that there was a significant correlation between authoritative parenting style with children's social skills.

Similarly, a study conducted by **El Malky et al., (2016)** <sup>(22)</sup> who showed that the most commonly perceived parenting styles including acceptance, tolerance, equilibrium, caring and equality were negatively correlated with children harassment, rebellion and disobedience, lying, aggression, stealing and truancy. This could be explained that, authoritative parenting style was highly used by almost the majority of the studied parents which may had a positive outcomes on promoting the social behaviors of the studied children. This style allows the child to develop good social skills because parents tend to exhibit good emotional understanding and control. Their children also learn how to manage their emotions and learn to understand others.

The second type of parenting styles used by the studied parents according to the present study, was authoritarian parenting style which was moderately used by more than half of the studied parents (**Table 3**). Similarly with **Ansu Francis et al., (2020)** <sup>(23)</sup>, who found that the authoritarian parenting style was the second style selected by the studied parents. This can be explained that parents did not use this style all the time because of their fear that these children will grow up having difficulty in making personal decisions, being shy, or suffering from low self-esteem as well, the use of this style may be a response to the child's behavior. Concerning correlation between the total authoritarian parenting style score and children's social and psychological behavior, this study showed that there was a negative statistically significant correlation between the total score of authoritarian parenting style and the total score of social behavior, as there was a positive highly significant statistically correlation between the total score of authoritarian parenting style and defiant and

antisocial behavior with ( $P < 0.001$ ,  $r = 0.332$  and  $r = 0.520$ ) respectively. Meanwhile, there was a negative highly statistically significant correlation between the total score of authoritarian parenting style and self-management/ compliance ( $P < 0.001$  and  $r = -0.370$ ). In addition, there was a negative highly statistically significant correlation between the total score of authoritarian parenting style and psychological behavior of their children ( $P < 0.001$  and  $r = -0.269$ ) (**Table 6 and 8**). This is consistent with a study conducted by **Seleem & Amer (2017)** <sup>(24)</sup> their results indicated that a significant association was noted between all forms of psychological and physical maltreatment against children and both internalizing and externalizing problems while internalizing problem behavior is focused on the own self (e.g., withdrawal, anxiety, depression, emotional problems) and externalizing problem behavior particularly occurs in interaction with the social environment (e.g., aggression, impulsivity, deviance and hyperactivity). Moreover, **Kol (2016)** <sup>(25)</sup> found that there is a negative correlation in the self-control skills dimension of the social skills of over protective and authoritarian parenting styles.

Moreover, **Kompirovic et al., (2020)** <sup>(20)</sup> found that there was a statistically significant negative correlations between authoritarian parenting style and child social competences including peer relationships and self-behavior management. This can be justified as authoritarian parents are not responsive to their child's needs, which could produce psychological harm in the long term and leading to feelings of insecurity and instability in the future. This authoritarian approach could affect the child's mental health from a young age. As a result, children of authoritarian parents could be

more susceptible to mental illnesses when they are older.

Permissive style is the third type parenting styles, it refers to child-rearing pattern that combines non-demanding behavior, low parental control, and low levels of disciplinary action <sup>(26)</sup>. According to the current study, it was the least used style by the studied parents (**Table 3**). This may be justified that children raised by permissive parents have been found to be more prone to delinquent behaviour, display poorer academic competence and achievement, and overall lower levels of psychological functioning. More than half of the studied parents had university education this may reasoning that permissive parenting style was the least used as such highly educated parents exercise balanced control and authority over their children, define appropriate limits and standards of acceptable behavior. In the same context, a study conducted by **Faith Alele et al.,(2020)** <sup>(27)</sup>, They found that permissive parenting was the least used by more than one fifth of the studied parents, as they emphasize their children's freedom rather than responsibility and have few rules of their children behavior.

The present study illustrated that, there was a negative statistically significant correlation between the total score of permissive parenting style and the total score of social behavior as there was a positive highly statistically significant correlation between the total score of permissive parenting style and defiant and antisocial behavior of their children, there was a negative statistically significant correlation between the total score of permissive parenting style and peer relation ( $p = 0.016$  and  $r = -0.139$ ) while it was negatively highly statistically correlated with self-management/ compliance.



Moreover, there was a negative highly statistically significant correlation between the total score of permissive parenting style and psychological behavior of their children (**Table 7 and 8**).

Social behavior refers to a process by which children interact with others around them, develop and perceive their own individuality within their community<sup>(28)</sup>. The present study illustrated that, more than half of the studied children had accepted level of social behavior (**figure 1**). These findings were nearly the same line with the results of **Krasanaki et al., (2022)**<sup>(29)</sup>, who reported that about three fifths of the selected children had an accepted level of social behavior. Psychological behavior refers to the way a child feels, understands, and expresses his emotions<sup>(30)</sup>. The present study showed that more than three fifths of the studied children had an accepted psychological behavior (**figure 2**). This can be attributed as authoritative parenting style was highly used by almost the majority of the studied parents which was linked to positive psychological outcomes. This result was supported by a result of **Hanna et al., (2016)**<sup>(31)</sup>, who showed that, about two thirds of the studied children had an accepted psychological behavior. This attributed that their parenting style were characterized by warmth and support. Set firm rules while helping the child to understand the impact of his behavior. Developing a secure, positive selfesteem, positive interactions with others, coping strategies and control over one feeling during the school years is vital to future personality development of children. Having

developmentally appropriate social emotional and interpersonal skills is crucial to child mental health. The psycho social behavior of a school age child influences many attributes of his life. Parenting plays an important role in psychosocial wellbeing of children in how each child acquires developmentally appropriate social and emotional skills, thus there are a strong relation between parenting styles of school age children and their psychosocial behaviors<sup>(32, 33)</sup>.

### **Recommendations**

Based on the results of the present study, the following recommendations were suggested:

- 1-Counseling about positive parenting should be provided for couples and new parents in the MCH centers.
- 2-The community health nurse should provide support and health education for parents about effective parenting styles and effect on psychological and social wellbeing of their children
- 3-The school health nurse should provide booklets and brochures to parents about how to deal with their children.
- 4-Collaboration is crucial between multi specialties to provide the needed services for children exhibit antisocial behavior or psychological disturbances.
- 5-Media should focus on positive parenting skills and providing educational programs for new parents.
- 6-Further researches are recommended to evaluate the relation between parenting styles and the child's characteristics.

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