

## Relationship between Perceived Parenting Styles and Behavior Problems among School Age Children

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**Abstract:** In the family, parenting style directly affects children's behavior. Few researches supported the correlation between parenting style and children's behavioral problems. *The purpose of the study* was to assess the relationship between perceived parenting style and behavior problems among school age children. *A Descriptive correlational design* was used to achieve the purpose of this study. *Setting:* primary schools in Qaliubiya Governorate, which are affiliated to the Ministry of Education. *Subject:* Multistage random sample of 600 students were selected from primary schools in Qaliubiya Governorate. *Instruments of data collection:* Two instruments were used; one instrument was used to assess perceived parenting styles. Another instrument was used to assess behavior problems among school age children. *Results:* Lying was highly present between 32.3% of children, harassment and teasing was moderately present between 31.2% of them and stealing was moderately found between 27% of children. There was highly significant negative correlation between parents' total parenting style pattern and behavior problems among students at  $p < 0.0001$ . *Conclusion:* The most commonly perceived parenting styles were acceptance, tolerance, equilibrium, caring and equality were negatively correlated with harassment, rebellion and disobedience, lying, aggression, stealing and truancy. Neglectful parenting is correlated with sharp increases in children's behavior problems. *Recommendations:* The study recommended that educational program should be given to the parents focused on providing acceptance, tolerance, equilibrium, caring and equality when dealing with children.

**Key words:** Parenting style, Children's behavioral problems, and School age children.

### Introduction

Children's perception of parenting style is critical for child outcomes. Thus an understanding of factors that impact the parent-child relationship benefits both parties (Oliphant & Kuczynski, 2011). Parents with good relationship with their children enhance their resilience capacity. Any Ignorance on the part of parents may lead to unwanted damaging effects on pupil's growth and thereafter may create misbehavior or interaction problems for the pupils (Opeyemi, 2015). Parenting style determines the level of behavioral problem and academic achievement in their children. Parenting style is an attitude that is

expressed toward the child through specific situations, while practices or behaviors are expressed toward the child's behavior in specific situations (Nair, 2014).

Perceived parenting styles can be defined as the opinion of the children about their parent's behaviors throughout their childhood, according to the definition, assessment of children about parental behaviors is important, there are three kind of parenting style; rejection, overprotection and emotional warmth, according to researchers rejection and overprotection are negative attitude and emotional warmth is the positive one (

Anli & Karsli , 2010). There are many different ways to raise children and many different parenting strategies and styles for parent to follow, the manner in which a child is cared for and parented may affect them cognitively, behaviorally, socially and emotionally (Williams et al., 2009). These parenting styles are Authoritarian parenting, Authoritative parenting, Neglectful parenting, and Permissive parenting (Santrock, 2016).

Authoritative parents are high in responsiveness and demandingness and exhibit more supportive than harsh behaviors. Authoritative parents encourage verbal give and take, convey the reasoning behind rules, and use reason, power, and shaping to reinforce objectives (Hoskins, 2014).

Neglectful parenting style has been found to have the most negative effect on outcomes when compared to the other three parenting styles. Neglectful parents often fail to monitor or supervise their child's behavior and do not support or encourage their child's self-regulation. This style is described as low in responsiveness and low in demandingness. In general, these parents often show disengagement from the responsibilities of child rearing and are often seen as being uninvolved regarding the needs of their offspring (Baumrind, et al., 2010).

The prevalence of behavioral problems among school children in different Middle Eastern countries, revealed to a prevalence rate of 32.9% for behavioral problems in Iranian children and adolescents. Another research which was conducted on 6–12-year-old children in Egypt reported the prevalence of behavioral problems to be 25.3% (Mohammadi et al., 2014). Among children in United States the prevalence of behavior problems is approximately 2% to 9% (Bernstein, 2014).

However, School age children form an essential proportion of the world's population, (24% of population of the

developing world and 15% of the industrialized world). It is a critical time in the development of human beings (Motakpalli, et al., 2013). School age refer to children between the age of 6 to 12, although, These years represent a time of slow physical growth, cognitive growth and development continuous to advance at rapid rate .They need help to develop a sense of initiative, competence and confidence (Pillitteri, 2010).

Behavior problems in children are currently one of the most prominent mental health issues (Baxter&Haynes, 2010). Childhood behavior problems operates as a major obstacle to daily functioning including academic performance and social interaction (Gapin, et al., 2011). Research supports that roughly 80% of children with behavior problems also display problems in academic performance, the presence of behavior problems in children not only affects the childhood development , but also peers and relatives (Archer &Kostrzewa, 2012).

Any failure in the parents' role may induce unwanted damaging results on children's growth and may lead to misbehavior problems (Nikoogoftar & Seghatoleslam, 2015). Children reared by authoritarian parents in different cultural contexts develop a wide range of behavioral problems. Permissive parenting style is positively associated with children's behavioral problems at childhood (Akhter et al., 2011). Therefore, psychiatric nurses had to assess children's perceptions of parents rearing practices before conducting health education about raising children. So, the aim of this study was to assess the relationship between perceived parental style and behavioral problem among school age children.

### **Significance of the problem:**

School age children form an essential proportion of the world's population, numbering about 24% of population of

the developing world and 15% of the industrialized world. In Egypt, the population of the age from 6-12 years old is 7, 4464 million (Mohammadi et al., 2014).

Parenting styles become main focus in the early part of 21st Century; it is significant to society as it plays a vital role on development of children who are important to the future and good parenting practices can positively impact of their development. Much research has been conducted due to the well-documented importance of parenting style on various developments (Darling, 2010). Behavior problems have been linked to a child's perception of three characteristics of parenting: 1)parent rejection; 2)overprotective parenting and 3)favoritism. Parent rejection and overprotective may be found in the authoritarian parenting style and favoritism in permissive parenting style (Daniels, 2009).

Parent rejection is when parents lack parental warmth and affection, instead expressing hostility and aggression or inattention or neglect towards their children. Children who feel rejected by their parents exhibit increased levels of hostility and aggression. These children also are more dependent, lower self-worth and emotionally unstable. One explanation is that parental rejection prevents child attachment and destroys the child's will to accept parental values and beliefs (Richters, 2010).

Children's perception of parenting style is critical for child outcomes, social competence, academic performance, psychosocial development, optimism, confidence, motivation, attention problems and behavior problem (Kordi & Baharudin, 2010).Parenting styles are also related to more specific parenting practices that are linked with positive and negative outcomes. Parenting styles have a crucial impact on the psychological development of the

adolescents and their future (Chan & Koo, 2011).

**Theoretical & Operational definition:**

School age refer to children between the ages of 6 to 12, it is the last period in which girls and boys are close in size and body proportions. During this time, the child is developing the sense of self-worth by becoming involved in multiple activities at home, school and in the community; children of this age also have better short-term and long-term memory capacity. They need help to develop a sense of initiative, competence and confidence (Oliphant & Kuczynski, 2011).

School age children in the present study are operationally defined as the children at age from (10 to 12).

Perceived parenting styles can be defined as the opinion of the children about their parent's behaviors throughout their childhood (Anli & Karsli , 2010). Parenting style is an attitude that is expressed toward the child through specific situations. Parenting style may be defined as a global set of parenting practice which is hypothesized to create an emotional climate for parent- child relationship (Williams et al., 2009). Perceived Parenting Styles in the present study is operationally defined as the obtained Perceived Parenting Styles scale score measured by (Khalil, 2007).

Behavior problems defined as persistent and repetitive behaviors that disturb the basic rights of others or infringe upon age appropriate social norms or rules (Yu, et al., 2010). Examples of behavior problems include being disruptive during conversations or classroom activities; exhibiting aggression toward others when it is not warranted and having a tendency to be disagreeable and argumentative with parents and peers (Gapin, et al., 2011). Behavior Problems in the present study is operationally defined as the obtained behavior Problem Scale score measured by (Mousa, 2015).

**Methods**

❖ **Purpose of the study:** The purpose of this study was to assess the relationship between perceived parenting style and behavior problems among school age children.

❖ **Research Questions:-**

- 1-What are the perceived parental styles among school age children?
- 2-Is there a relationship between perceived parenting style and behavior Problems among school age children?

**Research design**

Descriptive correlational design was utilized to achieve the aims of the study.

**Setting:-**

The study was conducted at Qaliubiya Government. Qaliubiya Government contains 12 educational administrations. A multistage random sample was used to select 25% of educational administration present in Qaliubiya administrations (Kafr Shokr, Qaha and Toukh administrations). Then, 25% of primary schools were randomly selected. Therefore, schools from Kafr Shokr were selected (Meet El-Dorag primary school, El-Shaheed Hany primary school, Kafr Shokr new primary school, El-Hauria primary school, El-Shaheed Mohamed Gamal primary school, 25th January primary school, Kafr Ragab primary school and Kafr Tusfa primary school). Besides, 6 primary schools from Qaha educational administration were selected (Qaha Compound primary school, Tera primary school , El-Hasnia primary school , Abdella El-Sharaky primary school , Qaha new primary school and El-Shaheed Ahmed Eid primary school). Moreover, 7 primary schools from Toukh educational administration were selected (El-Shaheed Bashir primary school, Dr. Mohamed El-Fayomy primary school, El zohour primary school, El-Shaheed Mohamed awad

primary school, El Tahrir primary school, El-Shaheed Salah El Din El-Faky primary school and El Safa primary school).

**Subjects:**

**Sample size:**

Based on the past review of literature that examined the same outcome and found significant differences, a sample size has been calculated using the following equation:  $n = (z^2 \times p \times q) / D^2$  at power 80% and CI 95%. The calculated sample size was 600 students.

**Inclusion criteria:**

- a) Age (10-12).
- b) Fifth and sixth primary school student.
- c) Living with their parents.

**Instruments**

**Two instruments were used for data collection:**

**Instrument one:**

Perceived Parenting Styles likert scale. This was developed by Khalil, (2007).It was used to assess children’s perceived parenting style. It consisted of 100 items which assessed acceptance (20 items), tolerance (20 items), equilibrium (20 items), care(20 items) and equality(20 items).

**Scoring system from each item**

Yes	3
Sometimes	2
No	1

**Scoring system for each parenting style (acceptance, tolerance, equilibrium, care and equality).**

Poor	< 29
mild	29 - 39
moderate	40 - 49
high	50 - 60

**Total perceived parenting style score are as the following:**

<b>Poor</b>	<b>&lt; 151</b>
<b>mild</b>	<b>151 - 201</b>
<b>moderate</b>	<b>202 - 251</b>
<b>high</b>	<b>252 - 300</b>

**Instrument two:**

Behavior Problems likert Scale was adopted from Mousa, (2015).It was Arabic scale used to assess behavior problems among school age children. It consists of 65 items and divided into six sub scale.

Sub scale one: Harassment and teasing it contained 10 items and scoring system

<b>Low</b>	<b>&lt; 16</b>
<b>mild</b>	<b>16 - 21</b>
<b>moderate</b>	<b>22 - 26</b>
<b>high</b>	<b>27 - 30</b>

Sub scale two: Rebellion and disobedience

it contained 12 items and scoring system

<b>Low</b>	<b>&lt; 19</b>
<b>mild</b>	<b>19 - 25</b>
<b>moderate</b>	<b>26 - 31</b>
<b>high</b>	<b>32 - 36</b>

Sub scale three: Laying it contained 9 items and scoring system

<b>Low</b>	<b>&lt; 14</b>
<b>mild</b>	<b>14 - 18</b>
<b>moderate</b>	<b>19 - 23</b>
<b>high</b>	<b>24 - 27</b>

Sub scale four: Aggression it contained 13 items and scoring system

<b>Low</b>	<b>&lt; 20</b>
<b>mild</b>	<b>20 - 26</b>
<b>moderate</b>	<b>27 - 33</b>
<b>high</b>	<b>34 - 39</b>

Sub scale five: Stealing it contained 11 items and scoring system

<b>Low</b>	<b>&lt; 17</b>
<b>mild</b>	<b>17 - 22</b>
<b>moderate</b>	<b>23 - 28</b>
<b>high</b>	<b>29 - 33</b>

Sub scale six: Truancy it contained 10 items and scoring system

<b>Low</b>	<b>&lt; 16</b>
<b>mild</b>	<b>16 - 21</b>
<b>moderate</b>	<b>22 - 26</b>
<b>high</b>	<b>27 - 30</b>

**Total score for behavior problems are as the following:**

<b>Low</b>	<b>&lt; 98</b>
<b>mild</b>	<b>98 - 130</b>
<b>moderate</b>	<b>131- 163</b>
<b>high</b>	<b>164 -195</b>

**Content Validity of the tools:**

Instruments were provided to It was ascertained by a jury of 5 experts in the psychiatric nursing field (3 professors and 2 associates professors). Instruments were checked for the relevancy, clarity, comprehensiveness and applicability of the questions. The tool proved to be valid. According to their opinions, no modifications were done.

**Reliability of the tool:** applied by the internal consistency of instruments were checked by test – retest reliability. Reliability for instruments one and two was strongly reliable at 90.01 and .87.

**Ethical consideration:**

The agreements for participation of the subjects were taken after the purpose of the study was explained to them. Before data collection, the subjects were informed about the aim and nature of the

study and what would be done with the results. They were given the opportunity to refuse to participate. They were informed that they could withdraw at any stage of the research. Also they were assured that, the information would remain confidential and would only be used for the research purpose. The researcher emphasized that participation in the study was entirely voluntary and anonymity of the students were assured through data coding. After full explanation of the aim of the study written consent form was signed by the students before participation in the study.

#### **Pilot study**

A sample of 60 students was recruited for the pilot study. All subjects included in the pilot study met the criteria for inclusion. The pilot study revealed no modifications in the instruments. Subjects included in the pilot study were excluded from the main study sample

#### **Procedure**

Before data collected an official letter was addressed from the faculty of nursing Banha University to the directors of school at the above mentioned setting requesting their cooperation and permission for conducting the study.

The researcher visited the selected schools from 9 am to 1 am, three days per week by rotation. The fieldwork was performed in the following sequence: In each school, study aim and importance was clarified to the head master and class teachers to gain their support and cooperation. In each class, the researcher explained the study purpose to the students. Data collection instrument were distributed between students in the class and they were asked to fill them individually. The filling of data collection instrument lasted for 20 to 30 minutes depending on the response of the students. Data were collected throughout

the period from beginning of February, 2016 till April, 2016

#### **IV. Statistical Analysis:-**

Data entry and statistical analysis were done using the statistical package for social sciences (SPSS version 20). Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, mean and standard deviation for quantitative variables. Qualitative variables were compared using the chi - square test and correlation coefficient was used to measure the direction and strength of the correlation between variables. A statistical significant difference was considered if P was <0.05. A very highly statistical significant difference was considered if P was <0.001.

#### **Results**

**Table (1)** Distribution of the studied sample according to their social characteristics (N=600): This table shows that, more than half of studied subjects (53.7%) are males, half (50.5%) of them are from rural areas. In relation to class room (52.5%) of the studied sample were in primary five, nearly one third (32.5%) were the second child in his family.

**Figure 1.** Distribution of the studied sample according to their perceived parental acceptance (N=600): This figure reveals that, the studied sample stated that they perceived mild level of acceptance from their two parent's father and mother (57.7% and 56.5%) respectively in contrast to (1.7% and 1%) who perceived high level of acceptance from the two parents, with statistically insignificant difference at  $p > 0.05$ .

**Figure 2.** Distribution of the studied sample according to their perceived parental tolerance (N=600): This figure reveals that, the studied sample stated

that they perceived mild level of tolerance from their two parent's mother and father (59.2% and 47.5%) respectively in contrast to (4.7% and 6%) who perceived high level of tolerance from the two parents, with statistically significant difference at  $p < 0.001$ .

**Figure 3.** Distribution of the studied sample according to their perceived parental equilibrium (N=600): This figure reveals that, the studied sample stated that they perceived mild level of equilibrium from their two parent's mother and father (57.8% and 50.7%) respectively in contrast to (1% and 1.5%) who perceived high level of equilibrium from the two parents.

**Figure 4.** Distribution of the studied sample according to their perceived parental care (N=600): This figure reveals that, the studied sample stated that they perceived mild level of care from their two parent's father and mother (53.2% and 51.8%) respectively in contrast to (.8% and 1.7%) who perceived high level of care from the two parents.

**Figure 5.** Distribution of the studied sample according to their perceived parental equality (N=600): This figure reveals that approximately half (50.8%) of the studied sample perceived mild levels of equality of care from their fathers while near to half of mother's are at moderate level.

**Figure 6.** Distribution of the studied sample according to their level of Behavioral problems (N=600): This figure reveals that, one quarter of the studied sample (25%) have moderate level of behavioral problems compared to 39% who have no behavioral problems.

**Table(2)** Distribution of the studied sample according to the type of behavior problems (N=600): This table reveals that, the studied samples have moderate level of stealing, harassment and teasing problem (27% 31.2% ) respectively ,

32.3% have high level of lying and (11.0%, 29% and 51%) have mild level of aggression, Rebellion and disobedience and truancy respectively .

**Table(3)** Correlation between perceived mother's parental style and behavior problems among students of the studied sample. This table reveals that, there is a negative insignificant correlation between mother's pattern of care and behavior problems among students at  $p > 0.05$  , there is a negative insignificant correlation between mother's pattern of equality and behavior problems among students at  $p > 0.05$  while there is a negative significant correlation between mother's acceptance of their children and behavior problems among students at  $p < 0.0001$ , there is a negative significant correlation between mother's pattern of tolerance and behavior problems among students at  $p < 0.0001$ , there is a negative significant correlation between mother's pattern of equilibrium and behavior problems among students at  $p < 0.0001$  and there is a negative significant correlation between mother's total parenting style pattern and behavior problems among students at  $p < 0.0001$ . This is mean when mothers parenting style pattern improve behavioral problems decrease.

**Table(4)** Correlation between perceived father's parental style and behavior problems among students of the studied sample. This table reveals that, there is a negative insignificant correlation between father's pattern of acceptance and behavior problems among students at  $p > 0.05$ , there is a negative insignificant correlation between father's pattern of tolerance and behavior problems among students at  $p > 0.05$ , , there is a negative insignificant correlation between father's equality and behavior problems among students at  $p > 0.05$  while there is a negative significant correlation between father's pattern of equilibrium and behavior

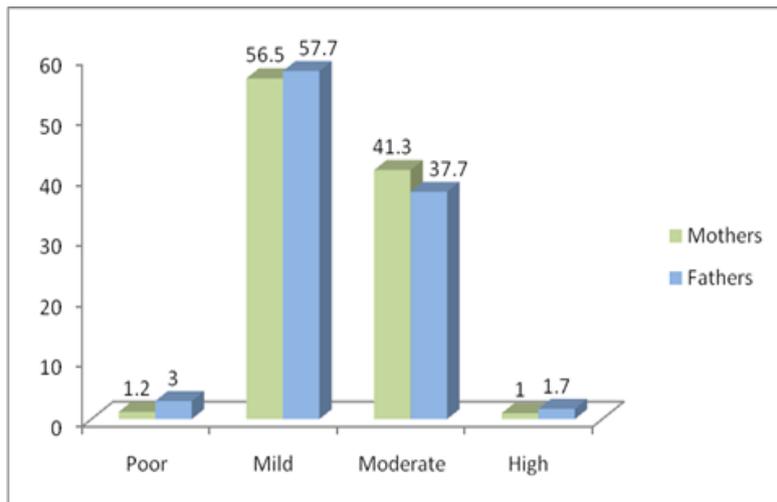
problems among students at  $p < 0.0001$ , there is a negative significant correlation between father's pattern of care and behavior problems among students at  $p < 0.02$  and there is a negative significant

correlation between father's total pattern of parenting style and behavior problems among students at  $p < 0.001$ . This is mean when father's pattern of parenting style improves behavioral problems decrease.

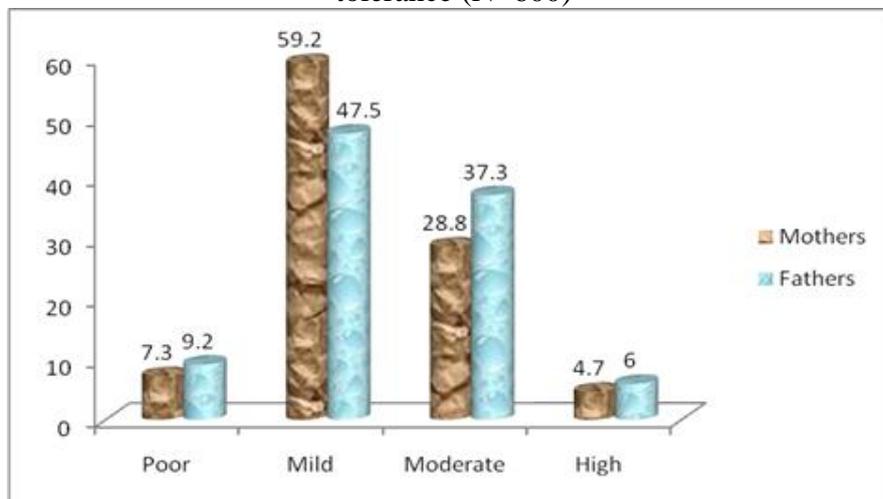
**Table (1)** Distribution of the studied sample according to their socio demographic characteristics (N=600)

Item	No	%
<b><i>Gender</i></b>		
Male	322	53.7
Female	278	46.3
<b><i>Residence</i></b>		
Urban	297	49.5
Rural	303	50.5
<b><i>Classroom</i></b>		
Primary five	315	52.5
Primary six	285	47.5
<b><i>Ranking</i></b>		
First	154	25.7
Second	195	32.5
Third	161	26.8
Fourth	60	10.0
Fifth	21	3.5
Six	9	1.5
<b><i>Number of family members</i></b>		
Three	12	2.0
Four	72	12.0
Five	268	44.7
Six	165	27.5
Seven	63	10.5
Eight	20	3.3
<b><i>Monthly income</i></b>		
Enough	470	78.3
Not enough	130	21.7

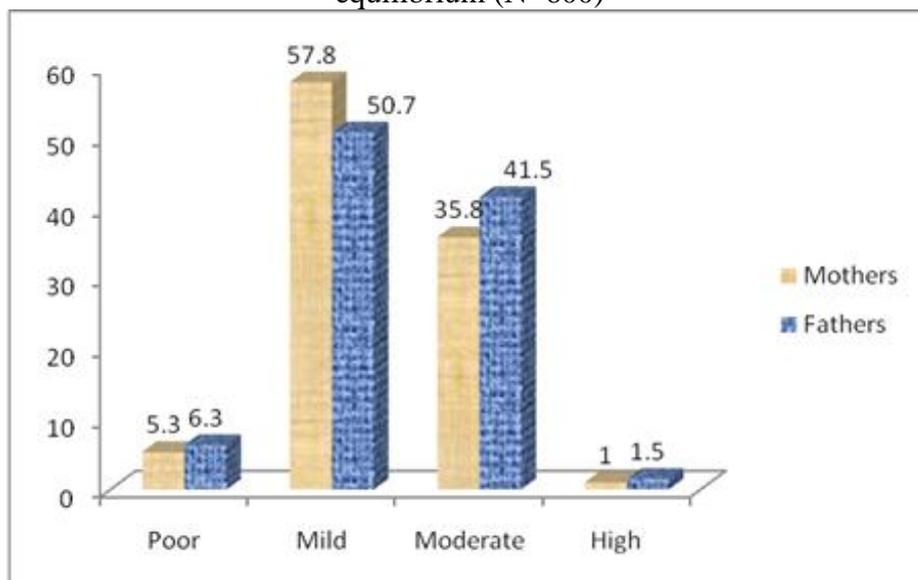
**Figure 1.** Distribution of the studied sample according to their perceived parental acceptance (N=600)



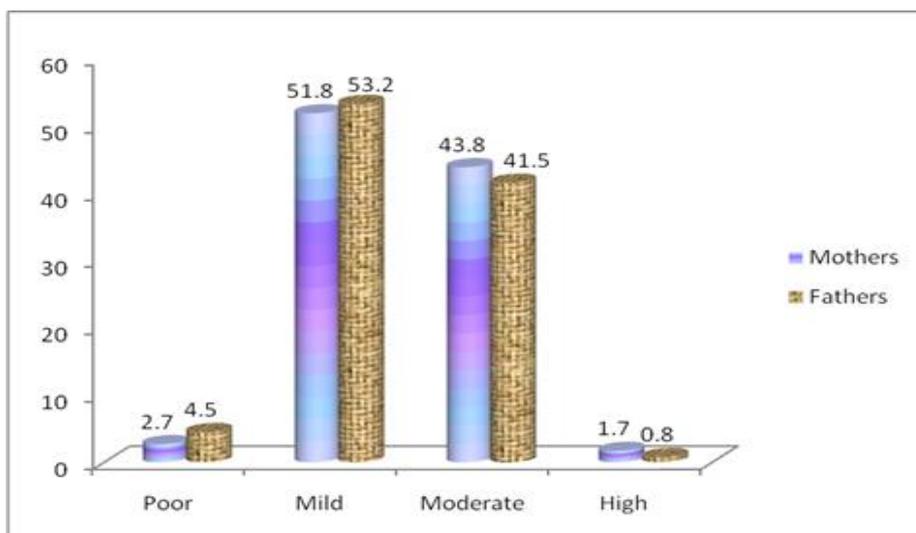
**Figure 2.** Distribution of the studied sample according to their perceived parental tolerance (N=600)



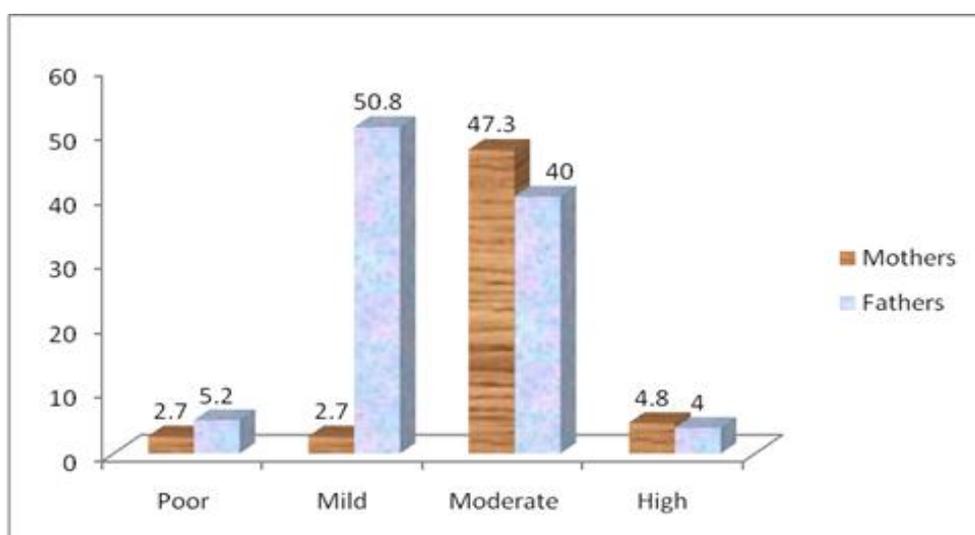
**Figure 3.** Distribution of the studied sample according to their perceived parental equilibrium (N=600)



**Figure 4.** Distribution of the studied sample according to their perceived parental care (N=600)



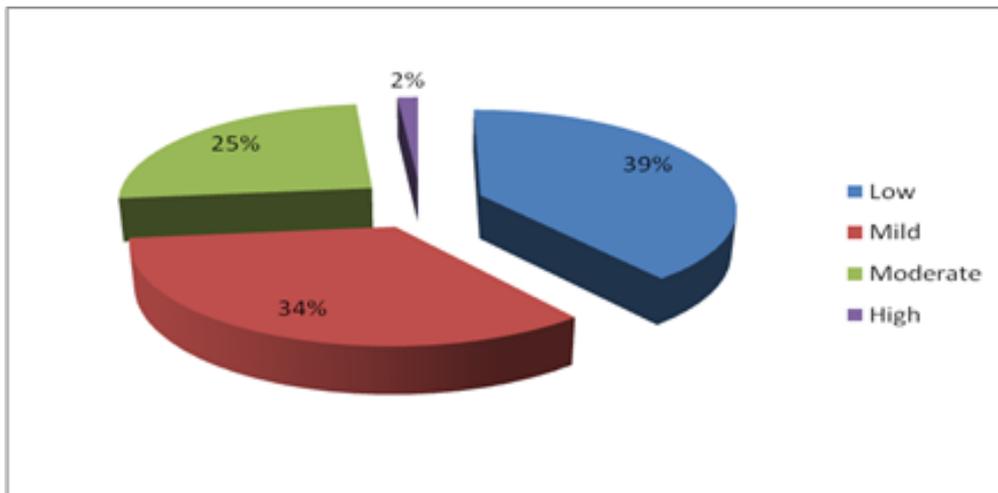
**Figure 5.** Distribution of the studied sample according to their perceived parental equality (N=600)



**Table (2)** Distribution of the studied sample according to their behavior problems (N=600)

Behavior problems	Low		Mild		Moderate		High	
	No	%	No	%	No	%	No	%
Harassment and teasing	69	11.5	314	52.3	187	31.2	30	5.0
Rebellion and disobedience	364	60.7	174	29.0	48	8.0	14	2.3
Lying	174	29.0	120	20.0	112	18.7	194	32.3
Aggression	510	85.0	66	11.0	24	4.0	0	0.00
Stealing	261	43.5	149	24.8	162	27.0	28	4.7
Truancy	157	26.2	306	51.0	106	17.7	31	5.2

**Figure 6.** Distribution of the studied sample according to their level of Behavioral problems (N=600)



**Table (3)** Correlation between perceived mothers parenting style and behavior problems among students of the studied sample.

Item	Behavior Problem	
	R	P Value
Acceptance	-0.15	< <b>0.0001</b>
Tolerance	-0.16	< <b>0.0001</b>
Equilibrium	-0.16	< <b>0.0001</b>
Care	-0.07	> 0.05
Equality	-0.02	0.27
Mother's total parenting style pattern	-0.19	< <b>0.0001</b>

\*\*Correlation is highly significant at the 0.01 level

**Table (4)** Correlation between perceived fathers parenting style and behavior problems among students

Item	Behavior Problem	
	R	P Value
Acceptance	-0.02	0.29
Tolerance	-0.06	0.07
Equilibrium	-0.18	< <b>0.0001</b>
Care	-0.12	< <b>0.002</b>
Equality	-0.03	0.20
Father's total style pattern	-0.13	< <b>0.001</b>

## **Discussion**

Perceived parenting styles are opinions of children about styles of parental behaviors during their childhood, assessment of children's perception about parental behaviors is important. Therefore, there were two questions in this study. First question: What are the perceived parental styles among school age children?

Regarding perceived parental acceptance, the present study revealed that, nearly two thirds of mothers and fathers gained mild level of acceptance. This is could be due to lack of education because half of fathers and more than one third of mothers had middle educational level. Also, it could be related to their shortage of time because more than half of fathers were employees and nearly two thirds of mothers had private work. This could be illustrating that parents needed a lot of time to spend outside home and more efforts. So parents were always tense, anxious, became unable to spend a long time with children, unable to satisfy their different needs both emotionally or socially and unable to study with their children, feel inadequate and irritable. This could affect their children's scholastic achievement and might provoke more aggression and behavior problems from their children. In contrast, Rosli, (2014) reported that more than one third of fathers had high level of acceptance and more than one third of mothers received low level of acceptance. The present study revealed that, nearly two thirds of mothers and more than one third of fathers had mild level of tolerance with their children .This might be due to feeling of burden where the parents transfer their own economic, social, and health difficulties and the resulting psychological problems to the relationships that they had with their children. Parents relied more on strict, harsh discipline and physical punishment. Parent's believed that the child should

accept everything the parents say without questioning or without arguing with rules and standards established by parents. This result was in agreement with El-ghdany ,(2014) who reported that more than half of parents used cruelty when dealing with children in order to force them to use idealistic behaviors in dealing with others and their colleagues at school. So, they used cruelty styles.

The present study revealed that, more than half fathers and mothers used mild level of care when dealing with children. This might be due to lack of education and parent's wrong awareness of appropriate parenting styles, culture or economic status, lack of parental love and supervision. Such parents were disengaged and motivated to keep the child at a distance and focus on their own needs rather than the needs of the child. Because of this, children from neglectful homes might feel that they were being ignored by their parents and this increased the child's sense of helplessness and hence the child could develop behavioral problem. In contrast to that Horia& Dawwam, (2014) who reported that more than three quarters of mothers were moderately neglecting their children.

The present study revealed that, fathers were more likely than mothers to neglect their children. This might be due to fathers spending most of the time at work. Also, this might be due to customs and traditions of the Egyptian rural country. This result was in agreement with Shalini & Acharya ,(2013) who reported that fathers were more likely than mothers to use a neglectful parenting style.

The present study revealed that, more than half of fathers were perceived to use mild levels of equality of care. Meanwhile, approximately half of mother's had moderate level of care. This might be due to customs and traditions of the Egyptian rural community which still

exert real pressure to differentiate between boys and girls due to their the inheritance of knowledge about their outlook for women in the Egyptian society. Also, it could be due to culture considered the boy as the right-hand which his father. The rural culture provides all rights because they were expected the same home and help parent in future. Girls were expected to be temporarily living with parents. This result was in contrast with Horia& Dawwam, (2014) who reported that more than half of mothers discriminated between boys and girls. Male boys were provided their full rights during childhood. Meanwhile, girls were deprived of many rights.

The present study showed two thirds of children perceived that their parent had mild level of equilibrium. This could be related to the inconsistency of parents in disciplining their children. In other words, parents didn't put firm rules in dealing with children. In contrast to that Dwairy et al., (2010) reported that mothers were more consistent than fathers due to their more experience in dealing with the child and their longer periods of providing care and interaction during previous developmental stages. Therefore, there was highly significant difference between mothers and fathers. On the other hand, Rosli (2014) reported that there was no significant difference between mothers and fathers in the same respect.

The present study revealed that, approximately two thirds of mothers and more than half of fathers used mild parenting styles because parents used authority, neglect, permissiveness and discriminating behavior with their children. On the other hand, Horia& Dawwam, (2014) reported that the majority of mothers used moderate level of parenting styles.

Regarding behavior problems of studied students, the present study indicated that, more than one quarter of students in primary school stole other students'

things (e.g. pencils) because didn't learn to take excuse before talking others belongings. Their behavior may lead to stress at home, school, or with friends. Also, it may reflect rebelling against parents authority. They lack family closeness and feel neglected. Also, a stolen object might serve as a substitute for love or they could steal because they couldn't afford to pay for what they needed or wanted. In contrast to that, Grant, et al.,(2011) reported that more than three quarters of students weren't stealing because students who were living with two parents were less likely to steal the reason could be related to the more care they received.

The present study revealed that, nearly one third of students were lying. This could be related to their desire to attract someone's feelings. Children may lie about their grades if parents assumed that they were doing better in school than they really did. Children who do not receive praise and rewards might lie to get parents attention and harsh punishments tend to make children lie. In contrast to that Goosie, (2014) reported that there was low level of lying between children in elementary schools the difference could be attributed to differences in culture and disciplining.

Concerning harassment and teasing problem, the present study showed that nearly one third of students were harassing and teasing their peers in the class. This could due to children's witnessing aggressive behaviors in the home and experiences of inconsistent feelings of safety and love mothers were lacking warmth and caring for the child. Besides, fathers were using the authoritative power at home. This result was in agreement with Cotter, et al., (2013) who reported that around one third of students were harassing and teasing other student. In contrast to that Bullying Statistics, (2010) reported that two thirds of students were bullying.

Concerning aggressive behavior of the student, the present study showed that less than one quarter of children used aggressive behavior. This might be due to the presence of family hostility and parental neglecting. In contrast to that, Almeida et al., (2016) reported that more than two thirds of students had aggressive behaviors such as pushing/pulling, fighting over objects/taking an object from someone else, and kicking/throwing objects. In addition, In contrast to that Kulesza, (2015) reported that more than two thirds of students had aggressive behaviors with other students the percentage was higher in urban areas than rural areas.

However, The present study revealed that, half students had truancy from the school without the parents' knowledge. This could be due to lack of parental or family support. It may lead negative impact on their attendance, education, domestic problems, inconsistent or inadequate parenting. In contrast to that El-Ebiary et al., (2010) reported that near to two thirds of students rarely escape from schools. This could be attributed to different styles of parenting.

The present study revealed that, approximately one third of student had rebellion and disobedience. This might be due to parents use of authority and punishment with children. In contrast to that El-Ebiary et al., (2010) reported that around two thirds of children were indifferent to what is said to them stubborn and doing the opposites.

Regarding the correlation between mother's pattern of acceptance and behavior problems among students, the findings of the current study demonstrated that there was a negative significant correlation between mother's pattern of acceptance and behavior problems among students. This means that when mother's pattern of acceptance increased behavioral problems decreased. This result was consistent with Palmer, (2009) reported that mother acceptance of

parenting was negatively correlated with children's behavior. Also, Braza et al., (2013) reported that there was a positive relationship between authoritarian maternal style and behavioral problems among a sample of Spanish children.

Regarding the correlation between mother's pattern of tolerance and behavior problems among students, the findings of current study demonstrated that there was negative significant correlation between mother's pattern of tolerance and behavior problems among students. This mean that when mothers tolerance increased behavioral problems decreased. In contrast to that Alizadeh et al., (2011) and Rizvi & Najam, (2015) reported that permissive parenting style will be associated positively with behavioral problems in children.

Regarding the correlation between mothers pattern of equilibrium and behavior problems among students, the findings of current study demonstrated that there was negative significant correlation between mother's pattern of equilibrium and behavior problems among students. This means that when mothers equilibrium increased behavioral problems decreased. This result was consistent with Fletcher, et al., (2010) reported that mother's equilibrium parenting style had a negative relation with internalizing problems such as depression, anxiety, withdrawal and physical complaints.

Regarding the correlation between patterns of mother's care and behavior problems among students, the findings of the current study demonstrated that there was negative significant correlation between mother's pattern of care and behavior problems among students. This means that when mothers pattern of care increased behavioral problems decreased. This result was consistent with Yang et al., (2014) reported that children who reported low levels of maternal care had high levels of behavioral problems.

Regarding the correlation between pattern of mother's equality and behavior problems among students, the findings of current study demonstrated that there was negative significant correlation between mother's pattern of equality and behavior problems among students. This result was consistent with Alizadeh et al., (2011) who reported that equality level of mothers was negatively correlated with childrens' behavioral problems and Azimi et al., (2012) reported that there was a negative association between equality of mothers and children's behavioral problems in Iran.

Regarding the correlation between father's pattern of tolerance and behavior problems among students, the findings of current study demonstrated that there was negative insignificant correlation between father's pattern of tolerance and behavior problems among students. This meant that when father's pattern of tolerance increased behavioral problems decreased. In contrast to that Sommer, (2009) and Rizvil & Najam, (2015) reported that permissive parenting style was positively associated with a child's externalizing behavioral problems.

For the correlation between father's pattern of equilibrium and behavior problems among students, the findings of the current study demonstrated that there was negative significant correlation between father's pattern of equilibrium and behavior problems among students. This meant that when father's pattern of equilibrium increased behavioral problems decreased. This result was consistent with Rizvil & Najam, (2015) reported that there was a negative significant correlation between equilibrium of fathers and behavior problems among students. In contrast to that Harper (2010) reported that increased equilibrium fathering is associated with increased internalizing problems.

Concerning the correlation between father's pattern of acceptance and behavior problems among students, the

findings of the current study demonstrated that there was a negative significant correlation between father's pattern of acceptance and behavior problems among students. This meant that when father's pattern of acceptance increased behavioral problems decreased. In contrast to that Azimi et al., (2012) reported that there was a positive correlation between acceptance parental style and behavioral problems among a sample of Spanish children.

Regarding the correlation between father's pattern of care and behavior problems among students, the findings of the current study demonstrated that there was negative significant correlation between father's pattern of care and behavior problems among students. This meant that when father's pattern of care increased behavioral problems decreased. This result was consistent with Yang et al., (2014) reported that children who received low levels of parental care had high levels of behavioral problems.

For the correlation between father's equality and behavior problems among students, the findings of the current study demonstrated that there was a negative significant correlation between father's equality and behavior problems among students. This meant that when father's quality increased behavioral problems decreased. This result was consistent with Rizvil & Najam, (2015) reported that there was negative significant correlation between father's equality and behavior problems among students.

### **Conclusion**

Parenting style is associated with children's behavioral problems. There is highly statistically significant relationship between level of behavioral problems among students and the level of their parent's pattern of parenting style. There is a negative significant correlation between parent total parenting style pattern and behavior problems among students. : being too strict in childhood may result in children's behavior

problems. Neglectful parenting is correlated with sharp increases in children's behavior problems.

### **Recommendations**

1. Educational programs should be prepared to guide parents to follow appropriate styles.
2. Therapeutic guidance programs for children who have behavior problems at schools.

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