

Influence of Parental-Child Rearing Behavior in the Emotional Adjustment of Elementary School Pupils in Al-Nasiriyah City

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Abstract:

Objective: identify the association between family socio economic status, pupil's age, pupil's birth order, parental-child rearing behaviors and child emotional adjustment; investigate the differences in pupil's emotional adjustment between group of parent's level of education, and pupil's gender. **Methods:** A descriptive study was used to guide this study. The study sample included 270 pupils who were selected randomly from 10 elementary schools in Al.Nasiriyah city, parents were identified through their children who compromised 140 boys from five schools and 130 girls from five schools data collection started from 19th of January, 2020 to February 27th 2020. Data have been collected through using a questionnaire which consisted from three parts; the first part includes demographic data of study sample; the second part includes Parental Childrearing Behavior Scale (PCBS); and the third part includes the Child Emotional Adjustment Scale (CEAS). Data was collected through interview techniques. Descriptive and inferential statistical data analysis approaches are used. **Results:** There is no statistically significance differences between pupils' emotional adjustment and their family socioeconomic status and pupils' birth order, while there is statistically significant differences between pupils' emotional adjustment and pupils' age and parental-child rearing behavior. There is statistically significance differences between pupils' emotional adjustment and group of father level of education, there is statistically significance differences between pupils' emotional adjustment and group of mother level of education and there is no statistically significance differences between pupils' emotional adjustment and group of child gender. **Conclusion:** The study concludes there is there is no statistical significant differences between pupils' emotional adjustment their family socioeconomic status and pupils' birth order, while there is statistically significant differences between pupils' emotional adjustment and pupils' age and parental-child rearing behavior, there is significant statistical relationship between pupils emotional adjustment and groups of father and mother level of education. **Recommendation:** Design educational program that focus on parents and teachers how deal with children and increase their emotional adjustment skills. It is necessary to conduct similar studies for larger sample size in different areas across Iraq. The sample size can be increased and a comparative study can be made between public and private schools.

Keywords: Parenting, Child Rearing Behavior, Children Emotional Adjustment.

Introduction

Parenting is a complex activity that may influence child development, looking at any specific behavior in isolation may be misleading⁽¹⁾. Parenting is a strong influence on early childhood development, including social-emotional development⁽²⁾. The practical component to good parenting constitutes providing adequate nutrition, school equipment, and other tasks required to create an environment conducive to healthy development⁽³⁾. Parenting styles, that is, parents' typical attitudes and behaviors which form the emotional climate in which parents raise their children have been suggested to play an important role in children's social and emotional development⁽⁴⁾. Early childhood is a critical period for emotional development as children progressively develop diverse skills that support foundations for future maturation and psychological health⁽⁵⁾. Early childhood child-rearing environments can significantly affect the incidence of children's behavioral problems. The family is a social arrangement that exerts a significant influence on

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children's development and parenting styles, and in particular, influences the social environments of children within the family⁽⁶⁾.

Methodology: A descriptive study was used to guide this study. The study was conducted for the period from (19th of January,2020 to 27th February,2020) at the elementary schools in Al-Nasiriyah city. Probability (systemic randomize sampling) sample of (270) parents of elementary schools Pupils' in Al.Nasiriyah city which are selected based on the criteria, and after obtaining a consent from them. The study instrument comprised of: The Pupils Demographical Characteristics like pupils age, gender, birth order and child class, Parent's information which include: educational level of father, educational level of mother, occupation of the participants father, occupation of participants mother, family's monthly income in Iraqi dinars (ID) and number of child in family ,Parental Childrearing Behavior Scale and Children's Emotional Adjustment Scale. The instrument presented to (14) experts in the different fields. The reliability for the questionnaire was statistically adequate. Data collection is performed through the use of the study instrument , after permission were obtained from parents. Data was collected through interview techniques. Descriptive and inferential statistical data analysis approaches are used.

Results:

Table(1): Distribution and Association of Family's Socio Economic pupil's age, pupil's birth order, parental-child rearing behavior and pupils' emotional adjustment

Pupils' Emotional Adjustment Variables	Statistics					
	N	Mean ±S.D.	χ^2	d.f	P. value	Sig
Family's Socio Economic Status	270	3.03±1.300	425.269	269	0.838	NS
Pupil's age	270	9.43±1.837	633.756a	269	0.046	S
Pupil's birth order	270	2.54±1.416	677.018a	269	0.132	NS
Parental-child rearing behavior	270	3.8816±0.45525	8100.063a	269	0.001	S

Table (1) shows there is no statistically significance differences between pupils' emotional adjustment and their family socioeconomic status and pupils' birth order , while there is statistically significant differences between pupils' emotional adjustment and pupils' age and parental-child rearing behavior at (p value < 0.05), when analyzed by Chi-Square Tests.

Table(2):Distribution and Difference in Pupils' Emotional Adjustment between Group of Father Level of Education

Pupils' Emotional Adjustment Father Level of Education	No.	Statistics				
		Mean ±S.D.	χ^2	d.f	P. value	Sig
Does not read and does not write	2	5.53±1.696	759.337	269	0.0204	S
Reads and writes	9					
Elementary graduate	25					
A middle school graduated	45					
High school graduate	44					
Graduate of the Institute	43					
Graduate of college	84					

Master Degree	11					
Doctorate	7					
Total	270					

Table(2) shows there is statistically significance differences between pupils' emotional adjustment and group of father level of education at (p value < 0.05), when analyzed by Chi-Square Tests.

Table(3): Distribution and Difference in Pupils' Emotional Adjustment between Group of Mother Level of Education

Pupils' Emotional Adjustment Mother Level of Education	No.	Statistics				
		Mean ±S.D.	χ^2	d.f	P. value	Sig
Does not read and does not write	1	5.01±1.690	664.513	269	0.009	S
Reads and writes	18					
Elementary graduate	44					
A middle school graduated	43					
High school graduate	48					
Graduate of the Institute	50					
Graduate of college	56					
Master Degree	9					
Doctorate	1					
Total	270					

Table(3) shows there is statistically significance differences between pupils' emotional adjustment and group of mother level of education at (p value < 0.05), when analyzed by Chi-Square Tests.

Table(4): Distribution and Difference in Pupils' Emotional Adjustment between Group of Child Gender

Pupils' Emotional Adjustment	No.	Statistics
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Child Gender		Mean \pm S.D.	χ^2	d.f	P. value	Sig
Male	140	1.48 \pm 1.560	90.859	269	0.484	NS
Female	130					
Total	270					

Table(4) shows there is no statistically significance differences between pupils' emotional adjustment and group of child gender at (p value > 0.05), when analyzed by Chi-Square Tests.

Discussion:

Discussion the Association of Family's Socio Economic pupil's age, pupil's birth order parental-child rearing behavior and pupils' emotional adjustment.

The study results in table(1) shows there is no statistically significance differences between pupils' emotional adjustment and their family socioeconomic status and pupils' birth order , while there is statistically significant differences between pupils' emotional adjustment and pupils' age and parental-child rearing behavior at (p value < 0.05), when analyzed by Chi-Square Tests.

This result disagree with study conducted by⁽⁷⁾who found that the internalizing problem of children from lower-income households were significantly higher than those of children from higher-income households. While there is no statistical significant differences by age or by the interaction of gender and age and children emotional adjustment according to study carried out by⁽⁸⁾.

Discussion the Difference in Pupils' Emotional Adjustment between Group of Father Level of Education.

The study results in table(2) shows there is statistically significance differences between pupils' emotional adjustment and group of father level of education at (p value < 0.05), when analyzed by Chi-Square Tests.

This result agree with study conducted by⁽⁹⁾ who found that there was significant correlations between pupil's emotional adjustment fathers' level of education.

Discussion the Difference in Pupils' Emotional Adjustment between Group of Mother Level of Education.

The study results in table(3) shows there is statistically significance differences between pupils' emotional adjustment and group of mother level of education at (p value < 0.05), when analyzed by Chi-Square Tests.

This result agree with carried out by⁽¹⁰⁾ who reported that the mothers' vocational education had a statistically significant main effect on children's emotional development.

Discussion the Difference in Pupils' Emotional Adjustment between Group of Child Gender

The study results in table(4) shows there is no statistically significance differences between pupils' emotional adjustment and group of child gender at (p value > 0.05), when analyzed by Chi-Square Tests.

This result agree with the findings⁽¹¹⁾ who found there is no significant relationship between emotional, social, educational adjustments, adjustment of higher secondary school students and their gender. But this result disagree with study conducted in Japan carried out by⁽¹²⁾ focusing on parent and child gender which found that the influence of parents' and respondents' gender on the evaluation of parenting was examined using the significant main effects of the within-subject factor 'parent gender' had a significant main effect on children. This result also disagree with study carried out by⁽¹³⁾ who showed that there was significant statistically difference in child's emotional adjustment between their gender.

Conclusions: The study concludes there is there is no statistical significant differences between pupils' emotional adjustment their family socioeconomic status and pupils' birth order , while there is statistically significant differences between pupils' emotional adjustment and pupils' age and parental-child rearing behavior, there is significant statistical relationship between pupils emotional adjustment and groups of father and mother level of education.

Conflict of interest: Nil

Source of funding: the source of funding is self

Ethical clearance: is obtained from Directorate of Education in Al-Nasiriyah city, the consent of subjects (parents' of elementary pupils school) was obtained before sample collection.

Recommendations: Design educational program that focus on parents and teachers how deal with children and increase their emotional adjustment skills. It is necessary to conduct similar studies for larger sample size in different areas across Iraq. The sample size can be increased and a comparative study can be made between public and private schools.

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