

## Parents' Interaction Styles and their Relationship with the Level of Adaptation of Children in Classroom

*Yusef Mosa Migdady, Mahmuod Hamid AlMigdadi \**

### ABSTRACT

This study aimed at identifying parents' interaction styles and their relationship to the level of adaptation of children in classroom. The sample of the study which was intentionally selected consisted of (52) second grade students (23 male students and 29 female students). To achieve the objectives of the study, the researchers used a list of parental attitudes and a scale of the level of adaptation of children in classroom after confirming both the validity and reliability of these scales. The results of the study showed that there was an impact of parents' interaction styles on the children adaption in the classroom. The results also showed that there were differences between males and females in the level of adaptation due to the parents' interaction style.

**Keywords:** Parents' Interaction Styles, Adaptation.

### INTRODUCTION

The relationship between parents and their children impacts the way through which children regulate their emotions and feelings towards themselves and others, and is considered as one of the primary means for having adequate resources to deal with personal and social challenges (Alberto and Mark, 2010). Responding to the emotional needs of children is one of the indicators of positive parenting which enables them to conceive the problems they encounter, and to possess positive skills to deal with them (Gawryluk and McGlone, 2007). Children's failure to obtain a moderate parental care that achieves stability, complacency, and self-satisfaction makes them more vulnerable to less adjustment in the classroom, and unable to get social support to handle their experiencing problems and difficulties (Gannoni and Shute, 2010).

A general consensus exists in the literature that parenting i.e., the process of promoting and supporting the physical, emotional, social and intellectual development of the child from infancy to adulthood, has an impact on the development of the child's personality and behavior. Many studies have shown a correlation

between the parenting styles followed by parents in the upbringing of their children and the adaptation of these children. Most of studies conducted on children and adolescents have shown that effective parenting, including intimate and close affective relationship, consistent supervision, consistent support, and consistent control and monitoring, and consistent discipline, tend to have more favorable behaviors and better adjustment in children and adolescents, as well (Steinberg, 2001; Steinberg and Silk, 2002).

Studies conducted in the United States on children and adolescents, for example, have shown that parents who follow authoritative parenting style i.e. who communicate with their children and adolescents, and show control, supervision, maturity, as well as affective warmth, acceptance, and support to them, contribute to positive developmental outcomes in these children and adolescents, including higher level of self-esteem, better level of psychological adaptation, greater level of academic achievement, better school adjustment, and less psychological dysfunctions (Baumrind, 1982; Maccoby and Martin, 1983; Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh, 1987; Lamborn, Mounts, Steinberg, and Dornbusch, 1991; Steinberg, Lamborn, Darling, Mounts, and Dornbusch, 1994). Other studies have shown that parenting processes played an important role in understanding and predicting children and adolescents adjustment. Vazsonyi, Pickering and Bolland

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\* Faculty of Educational Sciences, Al al-Bayt University, Jordan. Received on 20/11/2012 and Accepted for Publication on 18/6/2013.

(2006), emphasize the fact that supporting socialization practices that instill personal and social conformity between parents and their adolescents, and reflects understanding, acceptance, closeness, warmth, follow-up, supervision, control, respect and encouragement, act as buffers against health- compromising and violent behaviors including violence and aggressive behaviors, abusing of drugs and alcohol their adolescents, and contribute to resiliency in them.

According to Rehani, Thwib, and Rashdan (2009), parents' interaction styles are highly salient factors for psychological adjustment, and positive interaction ones are importantly contribute to high levels of psychological adjustment and adaptation. For Stright and Neitzel (2003), positive interaction between parents and their children at home is positively related to their children's level of adaptation in the classroom. Dawood and Hamdi (2004), maintain that students who experience democratic parenting styles that reflect understanding, acceptance, and closeness, tend to learn better and seek social support more than those who experience authoritarian or neglectful parenting styles. According to Anne Roe in (Carson, Chowdhury, Perry, and Pati, 1999) a home environment which provides freedom and encouragement for its members, and does not use a lot of punishment with them, is one of the chief determinants of better learning and achievement in school. Shek Daniel (2002) maintains that parenting which is characterized by democracy in dealing with children is associated with low mental disorders of children, and can improve their level of adjustment. In contrast, parenting which is characterized by firm and neglect is associated with high mental disorders of children, and reduce their level of adjustment. Permissive and neglectful as well as authoritarian parenting styles are negatively correlated with children's independence and self esteem. Parents who ignore or neglect the needs of their children, and those who tend to be very lenient with them, or those who are very extreme in their responses to their children's needs and wants will not provide them with the necessary structure for healthy psychological and emotional development. These children will not be able to act as independent individuals and will fail to have positive and high self- esteem, and as such, they will suffer a lot throughout their personal and school lives (Hamdi and Dawood, 2008).

As far as academic outcomes are concerned, studies have shown that there is a relationship between parenting

styles and children's educational achievement. Authoritative parenting, which is characterized by parental acceptance and warmth and by behavioral supervision that allows for some degree of democracy and autonomy on the part of the child (Gonzalez-DeHass, Willems, and Holbein, 2005) and by establishing clear standards, enforcing rules, and encouraging discussion, negotiation, and joint decision making, is positively associated with students' academic learning and achievement (Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh, 1987; Patterson, Capaldi, and Bank, 1992). Conversely, neglectful, indulgent, and authoritarian parenting styles are negatively correlated with student achievement. Wnetzeland Asher (1995), for example, conducted a study to examine the social relationship between children and their parents and to identify the impact of this relationship on these children's aggressive behaviors and school performances. The study concluded that the children, who experienced rejection and felt that their needs are neglected or overlooked, have shown a high level of aggressive behaviors, a decrease in the level of adaptation, and a decline in academic achievement.

It is important to note that the lack of understanding, consensus and harmony between the husband and wife, manifest itself in the lives of the entire family including children. This is particularly true when it comes to children rearing practices and parenting styles. Such kind of relationship causes the couples to mistreat their children, and can have profoundly negative consequences for their physical, psychological, and social development. In a study conducted on a sample of (25) anxious and nervous children to identify the effect of lack of harmony between fathers and mothers on their dealing with their children, Field in (Parmar and Rohner, 2005), found that most of these anxious and nervous children were living in non-harmonic and non-compatible marital homes. The researchers found also that the children were rejected by their mothers and fathers, because of lack of happiness and dissatisfaction with their marital life. By the same token, Lawrence in (Lohman and Jarvis, 2000), found that parents who were unhappy with their marital life and who were experiencing marital problems were unable to provide good adaptation for their children.

Parental pressure has also been linked to antisocial behaviors in children. Patterson (1986), for example, found that parental pressure is behind the anti-social behaviors in children in general and their aggressive behaviors in particular. Fitzgerald (1989) and his

colleagues found that there is a strong relationship between the patterns followed by parents in rearing their children and the children's pattern of behavior. They confirmed that when children are dealt with aggressively or punished or criticized harshly, they tend to display aggressive behaviors toward others.

All parents should be aware that the good and happy and more ideal life for themselves and their own children as well as the society is dependent on effective and appropriate child-rearing practices. They will enjoy a quiet and conflict-free family life, and enjoy good psychological health, and feel the satisfaction and appreciation of achievement. Children also will enjoy good physical and mental health, and will be more able and more creative individuals, and more able to establish good social relationships. As such, the society will be a strong and a more cohesive society (Kittani, 2000).

#### **Statement of the Problem**

The problem of this study emerged from the importance of childhood. Besides the given fact that it is the most important evolutionary and developmental stage in human life, childhood is riddled with adjustment difficulties. Therefore, scientific studies must be carried out on this stage from all aspects. In the light of theoretical literature, which stresses that the success of children in overcoming their psychological crises, and achieving developmental demands is primarily associated with the parental practices employed by parents through their social interaction with their children. Parents play a prominent role in shaping their children's personality and helping them display correct responses by using a variety of methods of interaction. This is especially true because children during this stage are unable to make judgments on behavior, except in the light of its direct consequences, due to not having the specific criteria by which right and wrong behaviors are judged. Hence, parents are an essential source for their children's behavioral, emotional, and social growth.

Since parents have an impact upon the children they rear, and because parenting styles are various, and their effects on children's emotional, behavioral and social development are apparent, it would be beneficial to shed some light on this pressing issue. As such, the current study tries to investigate parents' interaction styles and their relationship to the level of adaptation of children in the classroom, and to identify the influence that gender has on this kind of adaptation due to these styles.

#### **Variables of the study**

In this study two classes of variables are defined:

- 1-The independent variable: Parents' interaction styles.
- 2- The dependent variable: Level of adaptation of children in the classroom.

#### **Hypotheses of the Study**

In this study the following two hypotheses could be stated:

- 1- There is a statistically significant correlation between parents' interaction styles and the level of adaptation of children in classroom.
- 2- There are differences between male and female students in their level of adaptation in classroom due to parents' interaction styles.

#### **Importance of the Study**

Parents have a major influence on their children. In the parenting process, the most important thing is the choice of the pattern of interactions that shapes the children's development and behaviors. There are a variety of styles of parenting. Some styles, however, seem to work better than others; some are effective and others are not. Children who are helped by their parents to identify their feelings are more likely to learn from their mistakes, and more likely to act responsibly, and are more likely to develop their individuality, as well as more likely to be well adapted. In order for this to happen, parents must follow good and effective parenting styles. The authoritative parenting style is often thought to be the most effective approach to parenting, as it brings out the positivity of children. By contrast, children who are not taught the proper way they should go, or who are told to follow lots of rigid rules and guidelines while their needs and wants are left aside, or those whose misbehaviors are usually ignored and get what they want, when they want it, without clear limits, will not be able to formulate their own ideas, and will not be able to express themselves freely in fear of, for example, rejection or displeasure others, and will not be able to live in a fairly healthy manner, neither in their life in general, nor in their school life in particular. In order for this not to happen, authoritarian, indulgent or permissive, and unengaged or neglectful parenting styles are often thought to be ineffective approaches to parenting, as they bring out the negativity of children. As such, parenting style is one of the most relevant issues in the study of relationships between parents and children, including its impact on

children's physical, psychological, social, and intellectual development, as well as their school achievement and classroom adaptation.

In spite of the large number of studies on parents' interaction styles and their relationship to the level of adaptation of children, and the consistency of the consequences of these studies, the following points should be noted:

Firstly, most research on parenting styles has been conducted in non-Arab countries, and little attention has been paid to the topic under investigation in Arab countries, and as such our knowledge of parents' interaction styles and their influence on the level of Arab children's adaptation is limited.

Secondly, most research on parenting styles has focused on interactions between parents and their children development in general, and few studies have investigated parents' interaction styles and their influence on the level of children's adaptation in the classroom.

Thirdly, our knowledge of the influence of parenting styles on children's adaptation is limited because most research has focused on mothers' rather than fathers' influence. Both mothers and fathers seem to affect their children's adaptation whether in similar or dissimilar ways, however.

Hence, the current study is different from other previous ones, as it attempts to identify parents' (fathers' and mothers') interaction styles and their influence on the level of children's adaptation in the classroom at one of the schools in Jordan, and as it relied on reports from fathers and mothers about parental styles as well as teachers' responses to the level of children's adaptation in the classroom. The study, therefore, contributes to the literature on the topic of parenting interaction styles. The current study came to continue the investigation of the relative effects of styles of parenting and to explore the extent to which these styles correlate with adaptation of children in the classroom.

In summary, the topic of this study has been chosen because of the significance of childhood, the significance of styles of parenting on children development and adjustment, and the lack of studies on the relationship between parenting styles and adaptation of children in the classroom, in general, and in Arab countries, in particular.

### Limitations of the Study

The following limitations are inherent in this study:

- The study sample: The sample of the study only involved the children who were studying in the schools of Irbid First Directorate of Education.
- Age of the study sample: Only children ranged from 7 to 8 years were included in the study.
- The extent of the reliability and validity of the instruments used in the study.

### Terminologies of the Study

The following terminologies are used in this study:

**Parents' Interaction Styles:** The child-rearing strategies and practices that parents use to promote their children's development, and by which they establish an interacting system to meet the needs of their children including protection, control and care, and mental arousal.

**Adaptation:** It is a concept that refers to the positive state whereby a child enjoys a number of special characteristics, including complacency, and a feeling of happiness and optimism, and the tendency to have fun and enjoy life, that enable the child to be successful in a particular environment. It is defined procedurally as the whole degree obtained by participants of the study on the scale of adaptation developed by the researchers.

### Literature Review

Alberto and Mark (2010) conducted a study to identify the relationship between parental behaviors and adjustment problems among a sample consisted of (329) adolescents who were recruited in three universities in the states of New Jersey and Pennsylvania. The variables of flexibility, degree of control, the use of harsh punitive measures were addressed in the study as independent variables. The results of the study indicated a positive relationship between flexibility and logical control and the adaptation of adolescents with the problems in this stage. On the other hand, the results of the study indicated a negative relationship between the use of harsh punitive measures and the adjustment problems among the members of the sample.

Pereira, Canavarro, Cardoso, and Mendonca, (2009) conducted a longitudinal study on a sample consisted of (519) children from primary schools in various geographical areas of Portugal to explore the impact of parental behaviors on children's adaptation. The study also aimed to analyze the relationship between different patterns of parenting and behavioral problems that may appear in school-age children. Based on reports from

parents and teachers on the children's behavioral problems, the results of the study revealed that patterns characterized by the rejection by parents resulted in high levels of children's behavioral problems. Conversely, supportive parental behavior patterns characterized by acceptance, respect, encouragement, and praise for children accomplishments had a clear impact on children's positive behaviors, according to the reports of parents and teachers.

Modry-Mandell, Gamble, and Taylor (2007) conducted a study on 63 mothers with a preschool-aged child enrolled in a Southern Arizona Head Start Program to identify parents' interaction styles and the relationship of these styles to the level of adaptation of children in the classroom in light of some of the variables including, child's relationship with young family members, child's sex, child's temperament, and child's birth order. The results of the study showed that while children adaptation is linked to their relationship with their young brothers and sisters, sex, temperament, and birth order did not have any significance in the adaptation.

De Minzi (2006) conducted a study to examine the relationship between parenting styles and self-efficacy, loneliness, and depression in children aged 8-12 years. The sample of the study consisted of (483) boys and (536) girls in elementary school in Buenos Aires. The results indicated that parents who listen to their children and take into account their views, help them improve their self-efficacy and reduce their feeling of loneliness and depression. These children are more likely to feel successful and competent. In contrast, parents who put a lot of laws and strict orders, and high standards of performance will make their children suffer from loneliness, depression, low self-efficacy, and other psychological problems.

In Qatar, Hamidi (2004) conducted a study aimed to determine the relationship between aggressive behavior and parenting styles using a sample of (834) middle school students. The results indicated that there were different types of parenting styles that were perceived by students due to the variables of gender, class, social status, and father's level of education.

In Jordan, Dawood and Hamdi (2004) carried out a study on a sample of ordinary and emotionally disturbed students. The study showed that there were differences in the compliance strategies used by students due to their gender, class and emotional state, and the type of parenting styles. Students, who understand the type of

parenting style as being democratic and accepting, use many methods to gain knowledge, and seek social support, compared to those who understand the type of parenting style as being authoritarian and rejecting.

Stright and Neitzel (2003) conducted a study aimed to examine the relationship between the interaction of parents with their children and the level of adaptation of children in the classroom. The study was conducted based on direct observation of the behaviors of parents with children in their homes before the children entered third grade, and the reports of teachers for children in school. The participants included Fifty two (52) fathers and mothers and their children aged between seven (7) and eight (8) years. The results indicated the possibility of considering the way parents interact with their children at home as a successful predictor for the adaptation of children in school. There were significant interactions between parents' rejection and supportive parenting for predicting children's attention, passivity/dependence, and grades. Parents' rejection played a particularly important role for predicting children's attention, passivity/dependence, and grades when supportive parenting was low.

Children's adaptation in their third-grade classrooms was assessed the following school year, using year-long observations and teacher report.

Oweidat and Hamdi (1997) conducted a study to know the behavioral problems of (907) male students in eighth, ninth, and tenth grades from various areas in Jordan. The results of the study revealed that parents can decrease their children's behavioral problems if they pay more attention to their academic achievement, and if they deal with them using democratic and accepting types of parental styles, rather than authoritarian or rejecting ones.

From the overall literature presented in this section of the study, it is clear that a considerable number of studies have been conducted about parents' interaction styles and their relationship to children's adaptation in different parts of the world. Unfortunately, there is a scarcity of studies dealing with parents' interaction styles and their relationship to the level of adaptation of children in the classroom in Arab countries in general and in Jordan in particular, compared to studies in non-Arab countries. As such, studies on this issue are needed especially so, when almost all our knowledge about parental styles and their relationship to the level of adaptation of children in the classroom is not enough as we rely on what we find in studies conducted in non-Arab countries.

### Population and Sample of the Study

The population of this study consisted of all children who were at the age of (7-8) years from Mus'ab bin Omair Primary School for boys and girls, which is located in the city of Irbid and has different levels of basic education from the first primary grade and the last level of the basic stage. The sample of the study was chosen deliberately. Fifty two pupils (23 boys and 29 girls) with a mean age of (7.5) years from two-second basic grade sections were chosen. The participants seem to share the same social, economic, and living conditions.

### Procedures of the Study

It is noteworthy that the study relied on teachers' reports and on a scale of adaptation of children in the classroom and on the responses of mothers and fathers to the list of parenting. It is also noteworthy that all parents have responded to the list of parenting in addition to the estimated parameters of the teachers of the class in question on the level of adaptation of the children according to the scale prepared by the researchers for the purposes of the current study. After the two-second basic grade sections had been chosen, the researchers met the teachers and explained the purpose of the study and its measures, as well as how to respond on the scale of adaptation of children in the classroom. Also, the researchers requested the school administration to provide children's parents with the parenting list to give their responses to its items. Finally, the researchers conducted the statistical analysis.

### Instruments of the Study

The following instruments were used in this study:

#### 1- Parental Attitudes List

The researchers used the list of parental attitudes prepared by Dawood and Hamdi (2004), which is composed of (60) items that should be answered by fathers and mothers in order to explore their parenting styles. The list contains both positive and negative items.

The numbers that represent the positive items are (3, 5, 7, 11, 13, 18, 21, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43, 49, 52, 54, 58, 59, and 60). These positive items are given the following weight: apply (2), does not apply (1). Agreement on these items indicates a positive attitude towards using positive parenting styles typified by the acceptance of children, showing respect and warmth for them, offering praise for their accomplishments, and by providing an opportunity for

expression of their thoughts and feelings freely.

The numbers that represent the negative items are (1, 2, 4, 6, 8, 10, 12, 14, 15, 16, 17, 19, 20, 22, 23, 24, 25, 26, 27, 38, 44, 45, 46, 47, 48, 50, 51, 53, 55, 56, and 57). These negative items are given the following weight: apply (1), does not apply (2). Agreement on these items indicates a positive attitude towards using negative parenting styles typified by the rejection of children, neglecting of their needs and wants, not showing respect and warmth for them, not offering praise for their accomplishments, and by not providing an opportunity for expression of their thoughts and feelings freely.

The results are interpreted according to the following scoring criteria:

- 1- The score of (60-79) means that the practices that indicate the using of positive parenting styles are few, and, as such need to increase their frequency, and the behavior contained in each of these items should be reviewed to find out the aspects that parents need to be trained how to use them.
- 2- The score of (80-99) means that the practices that indicate the using of positive parenting styles are good, and, as such, should, preferably, be improved through reviewing the items and determining the aspects that need to be modified.
- 3- The score of (100-120) means that the practices that indicate the using of positive parenting styles are very good level, and show appropriate and healthy family relationships.

#### 1- Classroom Adaptation Scale

For the purpose of this study, the researchers created a scale to identify the level of adaptation of children in the classroom. The scale was developed through reviewing the relevant literature regarding children's behaviors that indicate levels of adaptation in classroom. It consisted of (32) items. For each item, teachers were asked to tick a box that indicates their degree of agreement or disagreement to each of the 32 statements on two-point ratings scale (Apply, Does Not Apply). Apply was given (2) points, and Does Not Apply was given (1) point. The totalscore on the whole scale is the sum of all scores that represent the level of adaptation of the child in the classroom. It ranged between (32) and (64), where (32) means the lowest adaptation level, while (64) means the highest adaptation level.

As with the list of parental attitudes, the classroom adaptation scale contains both positive and negative items. The numbers that represent the positive items are

(1, 2, 4, 7, 8, 12, 15, 16, 17, 19, 21, 22, 27, 28, 30, and 31). The numbers that represent the negative items are (3, 5, 6, 9, 10, 11, 13, 14, 18, 20, 23, 24, 25, 26, 29, and 32).

In order to determine the validity and reliability of the scale, the following methods were used:

1- The scale was examined by (8) experts in the educational measurement, educational psychology, and counseling and mental health at Al al-Bayt University. All of the experts expressed a positive opinion providing that the scale had high face

validity, maintaining an agreement with the items at or above 90% .

2- Pearson's correlation coefficients for internal consistency were calculated between the scores of the participants' responses on each item in the scale and the total score on all scale items. Values of Pearson's correlation coefficients ranged from (0.37 to 0.91), indicating that all items significantly correlated with the total score at the 0.01 level of significance, as shown in table (1).

**Table 1.**

**Values of Pearson's Correlation Coefficients between the Scores of the Participants' Responses on Individual Item in the Scale and the Total Score on all Scale Items at Level of Significance  $\alpha = 0.01$ .**

Item No.	Pearson Coefficient	Item No.	Pearson Coefficient
1	0.56	17	0.74
2	0.66	18	0.78
3	0.56	19	0.61
4	0.44	20	0.64
5	0.64	21	0.59
6	0.91	22	0.82
7	0.52	23	0.48
8	0.36	24	0.39
9	0.56	25	0.59
10	0.88	26	0.65
11	0.74	27	0.82
12	0.71	28	0.90
13	0.36	29	0.74
14	0.46	30	0.69
15	0.85	31	0.52
16	0.66	32	0.36

3- Cronbach alpha coefficient for internal consistency was calculated, and it was (0.81), indicating that the scale had a favorable internal consistency.

4- Pearson, Spearman-Brown, and Getman split-half

coefficients were employed to estimate the reliability of the classroom adaptation scale, and the values were (0.74, 0.82, 0.84) respectively. Table (2) below shows that.

**Table 2.**

**Values of Pearson, Spearman-Brown, and Getman Split-Half Coefficients of the Classroom Adaptation Scale**

Scale	Pearson Coefficient	Spearman-Brown	Getman
Classroom Adaptation Scale	0.74	0.82	0.84

It is worth mentioning that considering the English competence of the participants, the scales were written in Arabic. In doing so, the researchers assume that the probability that the participants might not properly understand the statements is minimized, and thus they are expected to provide more relevant responses as Arabic is the first and dominant language in Jordan.

### Results of the Study

The first hypothesis states that there is a statistically significant correlation between parents' interaction styles and the level of adaptation of children in classroom. In order to address and validate this hypothesis, the researchers calculated the value of the correlation coefficient between score on the parental attitudes list

and classroom adaptation scale, where ( $r$ ) was 0.75, a value that is statistically significant at 0.01 level of significance.

The results of this study are in congruence with the results of the study conducted by Alberto and Mark (2010), which showed that the presence of degrees of flexibility and logical control in the process of parenting facilitate adaptation, whereas the use of harsh punitive measures results in the presence of adjustment problems. The results also coincide with the results of the study conducted by Pereira, Canavarro, Cardoso, and Mendonca, (2009), which showed that while high levels of children's behavioral problems are the result of the parenting which is typified by rejection of children by their parents, children's positive behaviors are the outcomes of supportive parental styles characterized by acceptance, respect, and encouragement. Also, the results of this study are in congruence with the results of the study conducted by Modry- Mandell, Gamble, and Taylor (2007) which showed that the pattern of parental care is associated with children's adaptation in classroom, and are consistent with the results of the study conducted by Stright and Neitzel (2003), which indicated that parenting styles had been found to be a good predictor of the adaptation of children in school.

There searchers interpreted this result as showing that the recognition of children of the positive type of parenting will make them possess high level of social competence with better social skills, that make them achieve good social status, and able to confront any aggression, as well as feel comfortable in dealing with

others, and as such, will become better able to pursue their claims and defend their rights. It could also be claimed that parents who deal with their children with a level of flexibility, and meet their personal need sin a positive way lead these children to promote a healthy relationships with others and themselves, and to have high degrees of flexibility, as well as alternatives to the behaviors they fail to develop. Such parents will also result in children who have the emotional security they need.

The researchers also interpreted this result as indicating that children who witness positive parenting styles will be able to develop emotional appropriateness i.e. to display appropriate responses to emotional stimuli, and they will possess high degrees of reality, and be able to perceive the truth, and underst and what others are saying, and tend to establish fruitful social relationships with others. Parents who deal with their children positively provide good role models for them. When dealing with others, children will imitate their parents' behaviors. Once parents find themselves in this position of being a good role model to their children, establishing positive relationships with others will become easier, and this, in turn, will lead to a high level of adaptation.

The second hypothesis states that there are differences between male and female students in their level of adaptation in classroom due to parents' interaction styles. In order to address and validate this hypothesis, the researchers applied the t-test for independent samples to explore the differences in means between males and females in their responses to parenting styles. Table 3 below shows that.

**Table 3.**  
**Mean and Standard Deviation of Male and Female Students' Responses to Parenting Styles**

Variable	Level	Mean	Standard Deviation	(t) Value	Level of Significance
Gender	Male	24.35	3.31	2.55	0.01
	Female	26.83	3.28		

As shown in Table 3, the ( $t$ ) value is statistically significant at the significance level ( $\alpha = 0.01$ ), and this indicates that there are differences between males and females in the level of adaptation due to the type of parenting style, and the differences were in favor of females.

The results of this study are consistent with the study of Hamidi (2004), which showed that types of parenting styles as perceived by male students were different from those perceived by female students. According to Hamidi

(2004), female students were affected by parenting styles with respect to their positive and aggressive behaviors more than male students. The study conducted by Dawood and Hamdi (2004), also showed that girl students were more influenced by parenting styles more than boy students. The results of this study, however, are different from the results of the study conducted by Modry- Mandell, Gamble, and Taylor (2007), which showed that gender did not have a significant effect on the adaptation level of school children.



The researchers interpreted this result as indicating that the types of parenting are greatly associated with the family's commitment to norms and value system, which is part of the values and social norms prevailing in the society. In Arab societies, Jordan in this case, children's characters and behaviors reflect directly on their parents. It is considered an insult to have a child who is accused of not being well raised. Therefore, it is an extremely important for parents to raise their children properly and well. Moreover, in Arab societies, girls are more likely expected to show commitment to the values and social norms prevailing in the family and society than boys. Compared to boys, girls are more vulnerable because girls are more likely thought of to be accused of not being well raised. Therefore, parents remain vigilant about protecting their girls from violating the values and social norms prevailing in the family and society. While boys are expected to show less levels of commitment to social norms and values, or sometimes violations of them, girls are expected not. The degree of freedom accorded to males in the male-dominated society is greater than that accorded to females, and the community expects and

demands the female to be more patient, tolerant, understanding, and self-sacrificing than boys. Female subordination to the expectations of community and family increases their sense of family, and community adaptation.

### Recommendations

In light of the results of the study, the following recommendations are made:

- 1- Training individuals who are considering getting married on the effective ways for interacting with their children in the future.
- 2- Enlightening parents of the negative effects of negative ways for interacting with their children on their development mentally, socially and emotionally, whether in childhood or later stages.
- 3- Enlightening parents and individuals who are planning on getting married of the importance of compatibility and consistency between mothers and fathers in the use of effective interaction methods in raising children through seminars and the media in all its forms.

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## أنماط المعاملة الوالدية وعلاقتها بمستوى تكيف الأطفال في الغرفة الصفية

يوسف موسى مقدادي، محمود حامد المقدادي\*

### ملخص

هدفت هذه الدراسة إلى تعرف نمط المعاملة الوالدية وعلاقتها بمستوى تكيف الأطفال في الغرفة الصفية. وتكونت عينة الدراسة التي تم اختيارها قصدياً من (52) طالبا وطالبة من طلبة الصف الثاني الأساسي (23 طالبا و 29 طالبة). ولتحقيق أهداف الدراسة، استخدم الباحثان قائمة اتجاهات المعاملة الوالدية ومقياس مستوى تكيف الأطفال في الغرفة الصفية بعد التأكد من صدق وثبات هذه المقاييس. أظهرت نتائج الدراسة وجود أثر لأنماط المعاملة الوالدية على تكيف الأطفال في الغرفة الصفية. وأظهرت النتائج أيضا أن هناك فروقا بين الذكور والإناث في مستوى التكيف تعزى لنمط المعاملة الوالدية.

الكلمات الدالة: أنماط المعاملة الوالدية، التكيف.

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