

Deanship of Graduate studies  
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## **Parenting Styles and Fear among Children in Gaza Strip Governorates**

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## **Parenting Styles and Fear among Children in Gaza Strip Governorates**

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Thesis Approval

**Parenting Styles and Fear among Children in Gaza Strip Governorates**

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## **Dedication**

To the spirits of martyrs,

To my father and mother who had scarified for my life,

To my wife for the patience and support,

To my sons and daughters for their love, and

To my brothers, sisters and nephews, I dedicate this humble work .

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

{وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ إِحْسَانًا حَمَلَتْهُ أُمُّهُ كُرْهًا وَوَضَعَتْهُ كُرْهًا وَحَمْلُهُ وَفِصَالُهُ ثَلَاثُونَ شَهْرًا حَتَّىٰ إِذَا بَلَغَ أَشُدَّهُ وَبَلَغَ أَرْبَعِينَ سَنَةً قَالَ رَبِّ أَوْزِعْنِي أَنْ أَشْكُرَ نِعْمَتَكَ الَّتِي أَنْعَمْتَ عَلَيَّ وَعَلَىٰ وَالِدَيَّ وَأَنْ أَعْمَلَ صَالِحًا تَرْضَاهُ وَأَصْلِحْ لِي فِي ذُرِّيَّتِي إِنِّي تُبْتُ إِلَيْكَ وَإِنِّي مِنَ الْمُسْلِمِينَ } الأحقاف 15

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"وَإِذَا جَاءَهُمْ أَمْرٌ مِّنَ الْأَمْنِ أَوْ الْخَوْفِ أَدَّعَوْا بِهٖ وَلَوْ رَدُّوهُ إِلَى الرَّسُولِ وَإِلَىٰ أُولِي الْأَمْرِ مِنْهُمْ لَعَلِمَهُ الَّذِينَ يَسْتَنبِطُونَهُ مِنْهُمْ وَلَوْ لَا فَضْلُ اللَّهِ عَلَيْكُمْ وَرَحْمَتُهُ لَاتَّبَعْتُمُ الشَّيْطَانَ إِلَّا قَلِيلًا"

النساء، آية 83

## **Declaration**

I certify that this thesis, submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, and that this thesis (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Tariq Qrenawi

Signed \_\_\_\_\_

Date : 16.10.2010

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Allah for giving me the determination.

## Definitions

### Parenting styles

- The process by which the children develop attitudes, beliefs, and values of individuals in society, as well as a transfer of ideas, and practice of each family in the society (Baumrind, 1971).
- "The way in which a parent raises his child is considered a parenting style (Gottman, 1997)".

However, Baumrind (1971) and Gottman (1997) agree upon four styles of parenting, namely authoritarian parenting (disapproving); authoritative parenting (emotion coaching) ; permissive parenting (dismissing parenting); and uninvolved parenting (the laissez-faire parent).

- The researcher defines the parenting styles as the methods or approaches that are used by the parents to communicate with their children during all the life phases and help them in teaching, rearing and the development process.
- As the researcher agrees with the above-mentioned authors, the definition of parenting styles for the purpose of this study will be: The way in which the parents communicate, interact, train, and teach their children in different ways to enable them to grow emotionally, psychologically, and socially in the surrounding community.

### Fear

- For the purposes of the present study, the term fear is defined as an emotion and physiological response to a recognized external threat (Sadock and Sadock, 2007).
- **Fear of children:** An abnormal and persistent fear of children who experience anxiety even though they realize their fear is groundless.

### Middle-childhood

- The period known as 'middle-childhood' constitutes approximately the sixth to twelfth years of life.
- The present study collected data from children in grade 1 to grade 6, falling between the ages of 6 and 12 years, currently attending primary schools in Gaza Strip governorates.

## **Abstract:**

This study "Parenting Styles and Fear among Children in Gaza Strip Governorates" aimed to investigate the parenting styles and its relation with children fears among a sample of school aged children in Gaza governorates. The study sample consisted of 380 children (183 boys and 197 girls) aged between 6 and 12 years old and their parents (180 fathers and 200 mothers). The researcher adopted the descriptive analytical design to represent the entire sample; where the simple random sample was generated according to the proportional ratio from the targeted population. The researcher used a modified versions of FSSC-R for fears among the children and their Parents; and the Parenting styles inventory for the styles of parenting.

The results showed that the children reported that their fears were at the top for fire-getting burned by 87.8% and their parents reported that their children were of most fear from the same item by 91.7%. The children reported fears (86.2%) for falling from high places, while their parents reported that their children fear of "being hit by a car or truck" by a percentage of 91. Earthquake reported by children as a third fearful situation (85.2%), while "getting a shock from electricity" was classified as the third fearful situation as reported by the children parents (90.6%). Also the results show significant differences among children fears (children and parents) according to sex toward females (girls and mothers).

The highest parenting style used by parents was dismissing parent (permissive) with 70.8% followed by disapproving parent (authoritarian) 67.3%, then Laissez-faire parent (uninvolved) 65.3% and the lowest one was emotion-coaching parent (authoritative) 56.6%.

There were no significant differences among the parenting styles [dismissing, disapproving, Laissez-faire and emotion-coaching parenting styles] according to sex.

There were no significant differences between the means of the parenting styles [Dismissing parent, Disapproving parent, Laissez-faire parent and Emotion-coaching parenting] according to children fears levels as reported by either children or the parents.

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## Chapter one

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### Introduction

#### 1. 1 Introduction:

Parenting style is considered one of the most critical issues and greatest aspects for human life generally and children especially. The leading role for children rearing and development is entirely premised on the parenting styles and behaviors. A slew from people used various parenting styles to treat and rear their children depending on their own experience or previous forms taken from grandparents regardless of its benefit or harm.

However, parenting styles are affected by culture diversity and socioeconomic status that may be recognized as city residents, village residents, or camps residents and also slum dwellers or high class people which may vary entirely according to the type of culture and economical status. Cultural values shape socialization goals to influence parenting styles and practices, which in turn relate to child outcomes (Darling and Steinberg, 1993). But another aspect about culture and parenting styles came from Kim and Wong (2002) defining the concept of culture as a critical force in this socialization process. While, Recent controversy concerns the outcomes of different parenting styles for child social development in low-socioeconomic status, high-risk, inner-city families (Bornstein and Bornstein, 2007). In a study conducted in the Palestinian community by Thabet et al (2008) concerning children perception and parenting behavior found that the most common psychological symptoms in children and young people were; feeling fearful, loss of energy and carelessness.

Parenting styles play a major role in defining and formulating the children behavior on both aspects either positive or negative trends; positively it will enhance children development through promotion of healthy behavior and acceptable styles including but not limited to hope, acceptance, effective coping and adaptation but negatively it will contribute to anxiety, anger, fierce, aggression and askew.

Parental rearing behaviors are believed to play a role in the development of anxiety disorders (Rapee, 1997).

Fears of children are affected directly by parenting styles adopted by parents in children development and rearing throughout the life. However, children's fears rely

on the type of parenting styles which may contribute to anxiety, and other psychological problems.

The parenting styles have many types, it may be described as dictator style, wet clay parents, or authoritative style that play a significant role in shaping the children's behavior. These styles have direct and special effects on children's behavior and trends which are reflected on children themselves and on their parents in the future. The authoritarian and permissive parenting styles appear to represent opposite ends of the parenting spectrum, neither of the styles has been linked to positive outcomes, presumably because both minimize opportunities for children to learn to cope with stress (Bornstein and Bornstein, 2007).

However, the children of dictator parents grow up with fear, submissive, and low self-esteem; the children with wet clay parents grow up as selfish, demanding, and uncooperative; but children with authoritative parents develop with respectful, love, hope, and high self-esteem. This study aimed to examine and investigate the parenting styles and children fears in Gaza Strip governorates.

## **1.2 Problem statement**

Parenting styles are considered of the most important aspects for all societies in the world and it takes especial concern in the Arab countries because of the cultural values and norms. Parenting styles and children fears are interrelated because of their connection with the cultural values and beliefs among Palestinian communities. Consequently parenting styles affect children development which in turn reflects the psychological issues for both parents and children. The problem statement for this study was to examine the parenting styles and fears of school age children in Gaza Strip governorates during 2009 and through out 2010.

## **1.3 Study justification**

The significance of the study is generated from its special and unique subject of studying parenting styles and children fears in Gaza Strip, since there are limited studies that have addressed the parenting styles and fears of children. Furthermore, the parenting styles are considered the most important issues in rearing children and children development throughout the life.

Unfortunately, there are some studies that had been conducted for parenting styles but limited for children perception, parenting behavior, children education and other aspects of children development. Also, studies on the main parenting styles and children fears were not conducted in the Palestinian society. So this study has sought to examine the specific relationship between the types of parenting styles and the types of children fears in Gaza Governorates.

However, this study tried to debunk the hodgepodge styles of parenting used by parents through different cultures (place of residence) or/and different socioeconomic status (low, mid and high classes).

## **1.4 Objectives of the study**

### **1.4.1 General objective**

To investigate the styles of parenting and its relation with children's fears .

### **1.4.2 Specific objectives**

1.4.2.1 To identify the types of parenting styles of school age children.

1.4.2.2 To identify the types of fears among school age children.

1.4.2.3 To investigate the relationship between parenting styles and children's fears.

1.4.2.4 To examine the relationship between parenting styles and socio-demographic variables.

1.4.2.5 To examine the relationship between fears and sociodemographic variables.

## **1.5 Research questions:**

1.5.1. What are the types of parenting styles of school age children as perceived by the parents?

1.5.2. What are the types of fears among school age children as perceived by the children and their parents?

1.5.3. What are the relationship between parenting styles and children's fears?

1.5.4. What are the relationship between parenting styles and socio-demographic variables?

1.5.5. What are the relationship between fears and sociodemographic variables?

## **1.6 Context of the Study**

### **1.6.1 Geographical context**

Palestine has an important geographic and strategic location, it is situated on the eastern coast of the Mediterranean Sea in the Middle East. It is bordered by Syria and Jordan on the east, Lebanon on the north, Gulf of Aqaba on the south, Egypt and the Mediterranean Sea on the west (M.O. H, 2003).

After the Arab-Israeli war, Israel took control of the region during the Six-Day War in 1967, and the region was divided into two areas, West Bank, and Gaza strip.

West Bank: lies within an area of 5879 squares kilometers west of the river Jordan. It is divided into nine districts.

Gaza Strip: It is about 41 kilometers long, and between 6 and 12 kilometers wide, with a total area of 378 square kilometers. It is administratively divided into five governorates, North, Gaza city, Midzone, Khanyounis and Rafah.

### **1.6.2 Demographical context**

According to the last national census, of 2007, the total population of the residents in Gaza Strip was 1,416,543 with males 718,711 and females 697,832, the number of families was 219,220 with an average family size 6.5, while the Annual Growth Rate (AGR) was 3.3%. The percentage of married 49.6, divorce rate (DR) 0.2%, the average number of individual in a room is 2.0 persons/room, and 1.9 millions were under the age of 18 years. (PCBS, 2007).

According to the Ministry of education and higher education (MOHE), total primary school children population in 2009-2010 is 231,333; students, 76,401 males and 66,470 females were registered in UNRWA schools, while 43,492 males and 44,970 females were registered in governmental schools (PCBS, 2007).

### **1.6.3 Educational context**

The total number of governmental primary schools is 194 distributed in five areas, 35 in North Gaza, 81 in Gaza city, 18 in Middle area, 41 in Khanyounis, and 19 in Rafah, with a total number of students of about 88,462 (Scholastic year 2009-2010) Annex (12).

### **1.7 Thesis outline:**

The first chapter will include an introduction about parenting styles and the main aim for this study including the objectives, justification, and background about the primary schools in Gaza strip governorates. The second chapter will include theoretical and conceptual framework and literature review about parenting styles and children fears accordingly. The third chapter will include the methodological approach including sampling procedures, and main instruments that will be used. The fourth chapter will include main results including analysis and interpretation and finally the fifth chapter will include results, discussion, conclusion, and recommendations.

## Chapter two

---

### Theoretical and Conceptual Framework

This chapter aims to describe the developmental stages of children which are considered the most critical issues regarding children rearing and the main parenting styles that the parents adopt to communicate with their children.

However, in this chapter we will take in account the main conceptual and theoretical framework which points out the crucial aspects and concepts regarding the developmental theories; parenting styles theories; and fear theories and its relation with each other.

Accordingly, this chapter will describe in detail the process of parenting depending on the four parenting styles adopted by Baumrind in 1971 and Gottman in 1997 and how they affect children's development. Also, it will include a description of children fears (phobias) that encountered by children during their development and identifying its significance on them.

In addition, this chapter will point out the literature review regarding the parenting styles and children fears as discussed by other authors.

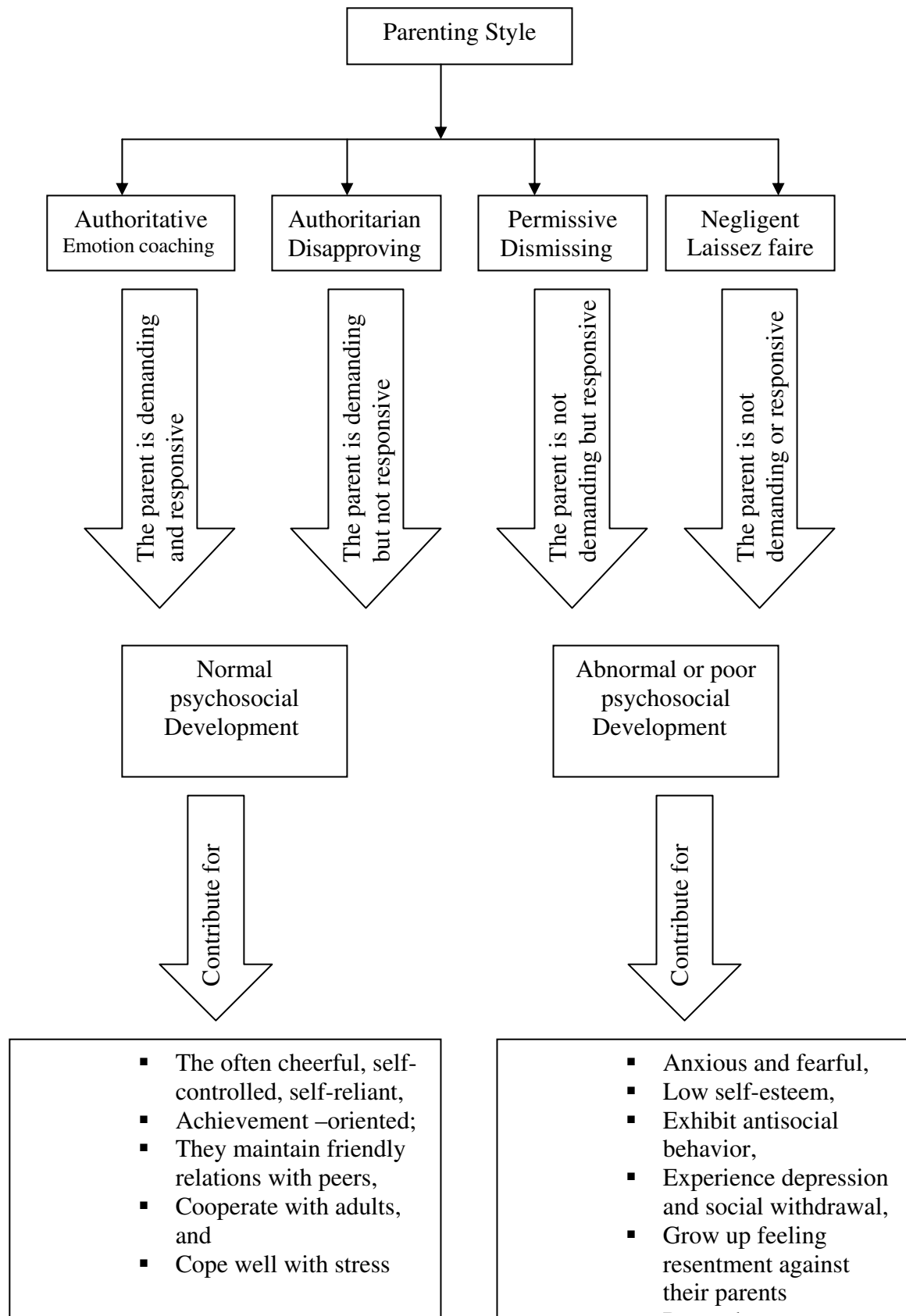
#### 2.1 Childhood developmental theories

Childhood development and parenting styles were extensively explained by several theories that consist of many explanations regarding the development period of children according to theorist's perspectives. The major theorist who contributed to the children development were; Sigmund Freud; Erik Erikson; Jean Piaget; and Harry Stack Sullivan.

##### 2.1.1 Freud's Psychoanalysis theory:

Freud (1949) asserted the principal role of parenting in child development. Freud hypothesized that the parent's personality determined the nature of parenting, the parent-child relationship, and the child's development as children "internalize" models of their parents and "introject" their values.

Freud's based his theory of childhood development on the belief that sexual energy, termed *libido*, was the driving force of human behavior (Gabbard, 2000). He proposed that children progress through five stages of psychosexual development: oral (birth to 18 months), anal (18 to 36 months), phallic /oedipal (3 to 5 years), latency (5 to 11 or 13 years), and genital (11 to 13 years).



**Figure 2.1:** Parenting styles and its classification

### **2.1.2 Erik Erikson psychosocial development stages theory:**

In 1950, Erikson published *Childhood and Society*, in which he described eight psychosocial stages of development. In each stage, the person must complete a life task that is essential to his or her well-being and mental health (Erikson, 1963). The eight stages represent points along a continuum of development in which physical, cognitive, instinctual, and sexual changes combine to trigger an internal crisis whose resolution results in either psychosocial regression or growth and the development of specific virtues (Sadock & Sadock, 2007). These tasks allow the person to achieve life's virtues: hope, purpose, fidelity, love, caring, and wisdom.

### **2.1.3 Jean Piaget and cognitive stages of development theory:**

Piaget's (1952) strongly suggested that children use parental input rather than parental input into learning determining what children learn.

Piaget explored how intelligence and cognitive functioning developed in children. He believed that human intelligence progresses through a series of stages based on age with the child at each successive stage demonstrating a higher level of functioning than at previous stages. In his schema, Piaget strongly believed that biologic changes and maturation were responsible for cognitive development (Meissner, 2005). However, he proposed four stage for cognitive development (Sensorimotor—birth to 2 years); (Preoperational—2 to 6 years); (Concrete operations—6 to 12 years); and (Formal operations—12 to 15 years and beyond).

### **2.1.4 Harry Stack Sullivan: interpersonal relationships**

Sullivan believed that one's personality involved more than individual characteristics, particularly how one interacted with others. He thought that inadequate or non-satisfying relationships produced anxiety, which he saw as the basis for all emotional problems (Sullivan, 1953). The importance and significance of interpersonal relationships in one's life was probably Sullivan's greatest contribution to the field of mental health. Sullivan established five life stages of development (infancy, childhood, juvenile, preadolescence, and adolescence), each focusing on various interpersonal relationships.

## **2.2. Parenting theories:**

### **2.2.1 Baumrind theory:**

One of the most common parenting style theories was generated by Baumrind (1966) she postulated that parents fall into one of three categories: authoritarian, indulgent, and authoritative styles that used by the most people.

The permissive (indulgent) parent attempts to behave in a nonpunitive, acceptant and affirmative manner towards the child's impulses, desires, and actions. The parent consults with him [the child] about policy decisions and gives explanations for family rules. She makes few demands for household responsibility and orderly behavior. The parent presents herself to the child as a resource for him to use as he wishes, neither as an ideal for him to emulate, nor as an active agent responsible for shaping or altering his ongoing or future behavior. She allows the child to regulate his own activities as much as possible, avoids the exercise of control, and does not encourage him to obey externally defined standards. She attempts to use reason and manipulation, but not overt power to accomplish her ends.

The authoritarian parent attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority. The parent values obedience as a virtue and favors punitive, forceful measures to curb self-will at points where the child's actions or beliefs conflict with what she thinks is right conduct. The parent believes in keeping the child in his place, in restricting his autonomy, and in assigning household responsibilities in order to inculcate respect for work. She regards the preservation of order and traditional structure as a highly valued end in itself. She does not encourage verbal give and take, believing that the child should accept her word for what is right.

The authoritative parent attempts to direct the child's activities but in a rational, issue-oriented manner. The parent encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform. Both autonomous self-will and disciplined conformity are valued. Therefore she exerts firm control at points of parent-child divergence, but does not hem the child in with restrictions. The parent enforces her own perspective as an adult, but recognizes the child's individual interests and special ways. The authoritative parent affirms the child's present qualities, but also sets standards for future conduct. The parent uses reason, power, and shaping by regime and reinforcement to achieve her

objectives, and does not base her decisions on group consensus or the individual child's desires.

### **2.2.2 Infant attachment theories**

Bowlby (1907- 1990) introduced the term attachment into psychology and psychiatry, even though Sigmund Freud laid the foundation for theoretical "attachment concepts" by suggesting the cathexis (an "investment" or "holding") of libidinal energy onto a "love object" in order to establish an emotional connection for behavioral stability and organization.

Bowlby argued that attachment is an expression of the biology of a species that is exhibited by species- specific behaviors (such as sucking, crying, smiling, clinging, and following responses) that occur at different ages and are focused on the infant's mother.

In humans, attachments are generally more complex, require a longer time-span for development, and are dependent on bonding "networks" of behavior (such as "body-contact" and "eye-face contact").

According to psychoanalytic theory, and analytic theory, attachment occurs during the nurturing-affectionate caretaking activities (such as feeding) where the infant's instinctual biological urge for oral gratification is met through sucking responses and contact with the mother's breast, which is then transferred into psychological attachment to the mother as a "love object."

In the area of learning theory, the behavior of feeding is the major "drive-reducing reinforcement" mechanism for learned attachment to the mother. In addition to oral satisfaction through feeding, the behaviors of touching, holding, and physical contact are considered necessary for the development of comfort and attachment in the young child. Bowlby's work on mother-child separation indicates that the infant reacts to "loss" of the mother in three distinct stages: protests of anger/crying to get the mother back; a period of despair, withdrawal, depression, and decreased activity if the mother does not return as a result of the initial protests; and a detachment phase where the infant is relatively unresponsive to people and intensely hates the mother figure.

### **2.3. Anxiety theories**

Anxiety is a subjective emotional state that is characterized by pervasive feelings such as dread and apprehension, and is often accompanied by physical symptoms such as tremors, muscle tension, chest pain, palpitations, dizziness, headache, and gastrointestinal distress (Roeckelein, 2006).

Anxiety may or may not be associated with fearful or stressful stimuli; it is an emotional attitude or sentiment concerning the future, characterized by an unpleasant alternation or mingling of dread and hope. Anxiety neurosis is a functional disorder of the nervous system for which no actual lesion is found and whose most prominent symptom is a marked degree of morbid and objectively unfounded dread. Anxiety is distinguished often from fear in that an anxiety state is often objectless, whereas fear assumes a specific feared object, person, or event; and anxiety disorder is a cover term for a variety of maladaptive syndromes that have severe anxiety as the dominant disturbance (Roeckelein, 2006).

Theories of anxiety may be classified generally as psychoanalytic/ psychodynamic theories or as learning/ behavioral theories.

The concept of anxiety neurosis was first formulated in a psychoanalytic context in 1894 by Sigmund Freud who thought it to be a result of the discharge of repressed libido (accumulated somatic sexual tension). Freud theorized that when libidinal excitation produces threatening sexual wishes, fantasies, or experiences, such mental constructions are repressed, and the blocked libidinal energy subsequently develops into anxiety or somatic symptoms.

Freud later reformulated his notion of anxiety to relate it to the conflict between the ego (reality principle) and the id (pleasure principle). The emotion that is experienced during the traumatic state created by the tension between the ego and the id is called anxiety.

Freud's development of his anxiety theory included a chronological sequence of early sources of anxiety that emphasized the absence of mother, punishments leading to fear of losing parental love, castration fear during the oedipal stage, and disapproval by the superego (conscience). In such instances of anxiety, a child may come to fear her or his own instinctual wishes, and the means by which the ego opposes the id's wishes are revealed by the various defense systems that are sent into action by the

anxiety. The defense mechanisms or systems include: identification, denial, intellectualization, projection, and repression, among others.

Other psychoanalytic/ psychodynamic theories of anxiety are those of (Klein, 1952; May, 1950; Sullivan, 1953; and Kutash, 1980).

Klein's (1952) theory focuses on the child's fear of death as the basic cause of anxiety.

May's (1950) theory emphasizes the creation of anxiety as a result of one's value system being threatened.

Sullivan's (1953) theory examines the unpleasant state of tension that is caused by disapproval involved in interpersonal relationships.

Kutash's (1980) anxiety-stress theory points to the disequilibrium (anxiety) that occurs when one is not experiencing optimal stress levels for one's constitution either in a healthy balance (equilibrium) or in an unhealthy balance (malequilibrium), and where anxiety may be adaptive (when a need to change is indicated by an optimal stress level) or maladaptive (when stress is either too high or too low).

Learning/behavioral theories of anxiety have been distinguished from the psychodynamic and psychoanalytic theories on the basis of the type of stimuli (proximal versus distal) involved, where proximal cues/stimuli (such as reinforcement in a stimulus- response sequence) are associated with learning and behavioral theory, and the distal cues/stimuli (such as some intrapsychic conflict) are associated with the analytic or dynamic theories.

The learning and behavioral anxiety theories have been advanced by researchers such as Watson, 1920; Pavlov, 1927; Wagner & Rescorla, 1972; Mowrer, 1960; Herrnstein, 1969; and Bandura, 1977. This approach is characterized by empirical conditioning studies (rather than personality and clinical studies), and attempts to understand, explain, and treat anxiety by invoking concepts such as reinforcement, punishment, information processing, expectancy, efficacy expectations, fear reduction, discriminative or signaling value of stimuli, predictive value of stimuli, avoidance behavior, successive approximations of desired behavior, incompatible behaviors, cognitive processes, modeling behavior, observational learning, and biofeedback. Various anti-anxiety drugs (such as the "sedativehypnotics" named Valium and Librium) have been prescribed by physicians for individuals who experience the often overwhelming effects of anxiety.

## **2.4. Parenting styles**

Parenting considered the process by which the children develop attitudes, beliefs, and values of individuals in society, as well as a transfer of ideas, and practice of each family in the society. Parenting styles of parents will have some effects on children's current behaviors and future potentials. Individuals' behaviors result from parenting styles of their parents. In this study, parenting styles of parents refer to types of parenting in which parents communicate, interact, train, and teach their children in different ways to enable children grow emotionally, psychologically, and socially in the surrounding community. In this study, parenting styles are divided into four types; authoritarian, authoritative, indulgent, and neglectful parenting styles.

Baumrind (1966, 1967) have been formulated the parenting style theory that included three main categories authoritarian, authoritative, and indulgent types. Recently she added another parenting style type which is neglectful parenting style.

### **2.4.1 Authoritative parenting**

In this type the parent is demanding and responsive for their children and referred to as balanced parenting. Baumrind postulated that in this type the children compliance to parent rules and regulation and they interact openly with their parents. This type also called "emotion coaching parent" as mentioned by Gottman (1997).

The children grow independently; highly motivated; self-reliance; and cope effectively with stressful life situations (Baumrind, 1991; Gottman, 1997). While, the parents are encouraging their children to be independent, mature, motivated, set limits for their interactions, and make extensive follow up for their actions. Parents who practice the authoritarian style emphasize their control of the child and his or her obedience (Dwairy et al, 2006a). These parents favor enforced discipline, usually demanding unquestioned adherence to their wishes, and expect children to follow their orders immediately. They are the sole regulating authority in the child's life, using punishment to control him or her, and seldom explain the reasoning behind rules and regulations. As pre-schoolers, children from authoritative homes are the most self-reliant, self-controlled, exploitative, and content (Baumrind & Black, 1967; Gottman 1997). Adolescents from authoritative homes were also found to be high achievers in school (Dornbusch et.al., 1987).

### **2.4.2 Authoritarian parenting**

The authoritarian parents are demanding but not responsive which referred to as "strict" style. Gottman described this style as "disapproving parent" in which the parent place such a high value on conformity and obedience that they are unresponsive even outright rejecting when children assert opposing opinions and beliefs (Gottman, 1997). Consequently, little communicative give-and-take takes place between these parents and their youngsters. Rather children are expected to accept their parent's word for what is right in an unquestioning manner. If they do not, authoritarian parents resort to forceful, punitive measures to curb the child's will (Gottman, 1997; Berk, 1991; Papalia & Olds, 1982). The authoritarian and permissive parenting styles are considered to be the two poles of a continuum, whereas the authoritative style lies somewhere in the middle. Parents who adopt this style tend to have good nurturing skills and exercise moderate parental control to allow the child to become progressively more autonomous (Baumrind, 1966, 1967, 1991).

Children from authoritarian homes are so strictly controlled, by either punishment or guilt, that they are often prevented from making a conscious choice about what their parents will do. Children were also found to be more discontented, withdrawn, distrustful (Baumrind & Black, 1967), and low in self-reliance and self-perception (Dornbusch et.al., 1987, Lamborn et.al., 1991).

### **2.4.3 Permissive parenting**

The third style is permissive in which the parents are not demanding but responsive to their children. Indulgent parents/permissive also called "dismissing parent" which is a nurturing, communicative, and accepting, but they avoid asserting their authority or imposing controls of any kind (Gottman, 1997). They are overly tolerant and permit children to make virtually all of their own decisions (Berk, 1991). In other words, indulgent parents are non-punitive, affectionate, and are parents who do not provide rules and guidelines to their children.

Children of indulgent parents are low in self-reliance, in achievement orientation, and in self-control (Hetherington & Parke, 1986). Compared to children from authoritative and authoritarian style of parenting these children report more school misconduct, more drug use, and less positive orientation toward school. However these children,

reports greater social competence than authoritarian-raised adolescents (Lamborn et al, 1991). Permissive parents encourage their children's autonomy and enable them to make their own decisions and regulate their own activities. They avoid confrontation and tend to be warm, supportive people and do not care to be viewed by a child as a figure of authority (Dwairy et al, 2006a).

#### **2.4.4 Neglectful parenting/ uninvolved parenting**

This style added recently to Baumrind theory in which the parents are not demanding or responsive to their children. Uninvolved parenting is also known as the laissez-faire parent in which the parents display little commitment to their role as caregivers and socialization agents beyond the minimum effort required to maintain the child as a member of the household (Gottman, 1997). Often these parents are overwhelmed by many daily pressures and stresses in their lives, and they have little time and energy to spare for children. As a result, they cope with the requirements of parenting, by keeping the child at a distance and are strongly oriented toward avoiding inconvenience (Berk, 1991).

Children from neglectful parents are on the whole impulsive-aggressive, non-compliant, moody, and low in self-esteem. They are more likely to have drinking problems, spend time on streets with peers likely to have drinking problems spend time on streets with peers from similar parents, and are truant, precociously sexually active with records of arrest (Hetherington & Parke, 1986).

### **2.5. Parenting styles and socio-demographic variables**

Parenting styles play a major role in defining the children behavior through out the developmental process. However, it is important here to mention some variables that play a significant role in identifying the best parenting style for children rearing. Cultures and people were differently use the parenting style depending on their culture, social relation and network, economical status and so other related variables.

#### **2.5.1 Parenting style and socioeconomic status**

Socioeconomic status plays a significant role in shaping the parental styles toward children development and growth. However, it is considered the core element in determining the type of parenting style used by fathers and/or mothers.

Socioeconomic status is influential in parenting (Bornstein & Bradley, 2003). Mothers in different socioeconomic status groups behave similarly in certain ways; however, socioeconomic status also orders the home environment and other practices of parents toward children (Bornstein & Bradley, 2003).

Lower- socioeconomic status mothers refer to books or other written materials less readily as sources of information about child rearing and child development, whereas middle- socioeconomic status mothers report that reading material is their primary source of information (Furstenberg et al, 1989), and they seek out and absorb expert advice about child development (Lightfoot & Valsiner, 1992).

Parents with more education possess more formal knowledge about child development norms and theories and about child-rearing practices (Conrad et al, 1992; Palacios & Moreno, 1996).

Conversely, low socioeconomic status and poor education are risk factors in parenting and children's development on many accounts. Low Socioeconomic status adversely affects mothers' psychological functioning and is associated with harsh or inconsistent disciplinary practices (McLoyd, 1998).

Low- compared to middle- socioeconomic status parents typically provide children fewer opportunities for variety in daily stimulation, less appropriate play materials, and less total stimulation (Gottfried, 1984).

Significantly, middle-class mothers converse with their children more, and in systematically more sophisticated ways, than do working class mothers (Bornstein & Bradley, 2003).

Higher- socioeconomic status mothers' encouragement in language undoubtedly facilitates self-expression in children; higher- socioeconomic status children produce more sounds and later more words than do lower- socioeconomic status children (Bornstein & Bradley, 2003).

Parents in higher socioeconomic strata also change more flexibly and more rapidly in response to changes in developmental theory than do parents in lower socioeconomic strata. Lower- Socioeconomic status parents believe they have less control over the outcome of their children's development than do higher- socioeconomic status parents (Elder et al, 1995).

### **2.5.2 Parenting and culture**

Like social class, culture pervasively influences how parents view parenting and how they parent their children through out the life. Cultural variation in beliefs and behaviors is always impressive, whether observed among different ethnic groups in one society or among groups in different parts of the world.

In some Arabic cultures, children are reared in extended families in which care is provided by many relatives; in others, mothers and babies are isolated from almost all social contexts. In some groups, fathers are treated as irrelevant social objects; in others, fathers assume complex responsibilities for children.

Baumrind's (1978) work defined a typology of middle-class European American approaches to parenting children as mixes of control and responsiveness and linked the approach to child outcomes.

Other socioeconomic, ethnic, or cultural groups in the United States have different approaches to parenting and value different outcomes (Steinberg et al, 1992; Steinberg et al, 1991).

The majority of research in parenting refers to Western psychological traditions and has not situated parenting by specific ethnic groups or within specific cultural traditions. Parenting clearly varies in meaningful ways across ethnicity and culture, however.

Culture influences parenting and child development from very early in life in terms of when and how parents care for children, the extent to which parents permit children freedom to explore, how nurturant or restrictive parents are, which behaviors parents emphasize, and so forth (Whiting, 1981).

### **2.5.3 Parenting style and family structure**

Parenting is influenced by family configuration, among other social situational factors. One of the more dramatic changes in family dynamics is the one that takes place when a second baby is born (Mendelson, 1993; Stewart, 1991). Parents treat their second-born children in many ways differently than they treat their first-born children (Sulloway, 1996).

Mothers engage, respond, stimulate, talk, and express positive affection more to their firstborns than to later-borns, even when first and later-borns show no differences in their behavior, indicating that these maternal behaviors do not reflect child effects (Belsky et al, 1984).

However, mothers are also prone to rate their firstborns as more difficult (Bates, 1987), which may derive from the fact that firstborns actually are more difficult children, or alternatively, because first-time mothers are less at ease with their children and thus tend to perceive them as more demanding.

The same parents may treat their children in different ways for a multitude of reasons. Dunn (1995) Plomin (1994), have drawn attention to the importance of understanding variation in parent-child relationship quality within families. Parents may treat children in the same family differently because children differ in age, cognitive level, personality characteristics, sex, or other personal experiences.

#### **2.5.4 Parenting style and socialization process**

Having a baby is a major transition in a person's life, marked by dramatic changes in information seeking, self-definition, and role responsibility (Cowan & Cowan, 1992).

Social support refers to the psychological and tangible resources available to individuals through their relationships with family, friends, neighbors, work associates, and others (Cutrona & Suhr, 1990; Jennings et al, 1991).

Crockenberg (1988) taxonomized social support as emotional, instrumental, or informational. Both informal support systems (the extended family) and formal ones (schools, child care, parent education programs, and professionals) influence parenting.

Levitt et al (1986) confirmed the importance of support from the spouse for mothers' well-being in intact families and extended the impact of that support to differences in the infant-mother relationship. Emotional and child care support from the spouse, but not from other family members, are associated with greater life satisfaction and more positive maternal affect.

In fact, intimate support from husbands appears to have the most general positive consequences for maternal competence (Crnic et al, 1983).

Mothers' social support moderates the effects of daily hassles of parenting (Crnic & Greenberg, 1990): Socially supported mothers are less harried and less overwhelmed, have fewer competing demands on their time, and as a consequence are more available to their children.

## **2.6. Children fears and phobias**

### **2.6.1 Anxiety and fears**

Anxiety disorders are among the most prevalent mental disorders in the general population generally and children specifically. Anxiety and fear are ubiquitous emotions. The terms anxiety and fear have specific scientific meanings, but common usage has made them interchangeable (Greist & Jefferson, 2000). For example, a phobia is a kind of anxiety that is also defined in the Diagnostic and Statistical Manual of Mental Disorders, 4th edition (DSM-IV) as a “persistent or irrational fear” (APA, 1994). Anxiety is an alerting signal; it warns of impending danger and enables a person to take measures to deal with a threat. Fear is a similar alerting signal, but should be differentiated from anxiety (Sadock and Sadock, 2007).

Anxiety disorders can be viewed as a family of related but distinct mental disorders, which include the following as classified in the text revision of the fourth edition of Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR): panic disorder with or without agoraphobia; agoraphobia with or without panic disorder; specific phobia; social phobia; obsessive-compulsive disorder (OCD); posttraumatic stress disorder (PTSD); acute stress disorder; and generalized anxiety disorder (APA, 1994). Fear is defined as an emotional and physiological response to a recognized external threat (a runaway car or an impending crash in an airplane). Anxiety is an unpleasant emotional state, the sources of which are less readily identified (Greist & Jefferson, 2000; Sadock and Sadock, 2007).

It is frequently accompanied by physiological symptoms that may lead to fatigue or even exhaustion. Because fear of recognized threats causes similar unpleasant mental and physical changes, patients use the terms fear and anxiety interchangeably. Thus, there is little need to strive to differentiate anxiety from fear. However, distinguishing among different anxiety disorders is important, since accurate diagnosis is more likely to result in effective treatment and a better prognosis (Marks, 1987).

### **2.6.2 Phobias**

According to Diagnostic and Statistical Manual of Mental Disorders, 4th edition (DSM-IV) phobias considered one of the subtypes of anxiety and generally referred to as fears. However, Phobias classified into three main categories; agoraphobia, social phobia, and specific phobia.

### **2.6.2.1 Agoraphobia**

Recognized as the most common phobic disorder, agoraphobia is the fear of being alone in public places from which the person thinks escape would be difficult or help would be unavailable if he or she were incapacitated. Normal activities become restricted and individuals refuse to leave their homes (Shives, 2005).

Agoraphobia is a fear of being caught in a situation from which a graceful and speedy escape to safety would be difficult or embarrassing if the patient felt discomfort (Greist & Jefferson, 2000). Situations likely to induce fear and avoidance include attendance at auditoriums, eating out (especially at formal sit-down restaurants), shopping in supermarkets, standing in lines, using public transportation, and driving under conditions in which opportunities to pull over, stop, or get off the highway quickly may be restricted (Greist, Jefferson, and Mark, 1986) . Being accompanied by a trusted family member or friend permits many agoraphobic individuals to increase the number of possibly uncomfortable situations they can endure and to extend the range of their excursions.

For those who panic, fear of fainting during an attack is the most common fear after fear of panic itself. Hyperventilation with its attendant decreases in blood carbon dioxide, ionized calcium, and phosphorus produces paresthesias, light-headedness, visual changes, and feelings of unreality that contribute to the fear of fainting. Actual fainting, although reportedly caused by hyperventilation, must be exceedingly rare, since none of the patients seen by the authors has fainted during a panic attack (Marks, 1987).

By definition, phobias are irrational fears involving avoidance of objects or situations that are extremely unlikely to cause harm and that most people approach without discomfort. Agoraphobic patients lament their inability to face everyday situations and often become discouraged, depressed, and demoralized by the constriction in their lives caused by agoraphobia (Greist & Jefferson, 2000).

### **2.6.2.2 Social phobia**

Social phobia referred to as social anxiety disorder, is a compelling desire to avoid situations in which others may criticize a person. Social phobia begins early, interferes with development, predisposes one to depression and substance abuse, and prevents one from working, dating, or getting married (Shives, 2005).

Individuals with social phobia have a persistent and recognizably irrational fear of performing in social situations, believing that their performance will be found wanting in some way and lead to embarrassment or humiliation (Greist & Jefferson, 2000). Social phobias include fears of public speaking, of eating or drinking in public, of using public restrooms, or of using public transportation (Shives, 2005; Greist & Jefferson, 2000). The person realizes that the fear is excessive or disproportionate to the activity or situation. Social phobia rarely is incapacitating, but may cause considerable inconvenience.

### **2.6.2.3 Specific phobia**

A specific phobia is an excessive fear of an object, an activity, or a situation that leads a person to avoid the cause of that fear (Shives, 2005).

The DSM-IV-TR lists five subtypes of this disorder: animal, natural environment, blood- injection-injury, situational, and other (eg, fear of space, sound, or costumed characters) (APA, 1994).

The most common phobic objects or situations that invoke specific phobias are snakes, spiders, heights, elevators and other small closed spaces, and flying (Greist & Jefferson, 2000). Fewer individuals seek treatment for specific phobias than for agoraphobia and social phobia, both because many specific phobias remit spontaneously and because it is easier to avoid a specific phobic situation than the multiple situations often associated with agoraphobia and social phobia.

## **2.7. Literature review**

There were many local and international studies that addressed the parenting styles and children fears, development, psychopathology, cognitive and other problems regarding parenting styles.

Black et al (1994) who Examined differences in several developmental indices of competence among 102 low-income, inner-city, predominantly African American children with non-organic failure to thrive and a comparison group of 67 children with adequate growth matched on age, gender, race, and socioeconomic status. Parents were categorized into one of three groups (nurturant, authoritarian, and neglecting) based on observations during feeding. Parents of children with non-organic failure to thrive were less nurturant and more neglecting than parents of comparison children. Associations between parenting style and children's social-cognitive development were similar across groups. Children of nurturant parents consistently demonstrated better social-cognitive development. Results support the importance of considering heterogeneity among high-risk families and the need to examine the relationships linking parenting style and child development.

Muris et al (1997) who studied the children fears and their study aimed to investigate the most fearful situation that the children reported using FSSC-R with sample of children (394) aged between 7-12 years old.

The results indicated that there were significant differences between males and females according to sex in favor of females (which means that girls reported fears more than boys). However, the study revealed that the most fearful situation that reported by the children were; fear of bombing attacks/being invaded 70.6%; being hit by a car or truck 70.3%; not being able to breathe 67.8%; getting a serious illness 60.4%; falling from high place 57.4% ; and fire /getting burned 53.8%.

Chen et al (1997) who examine the relations between authoritative and authoritarian parenting styles and social and school adjustment in Chinese children. A sample of second grade children, aged eight years, and their parents in Beijing, People's Republic of China, participated in this study. They found that authoritarian parenting was associated positively with aggression and negatively with peer acceptance, sociability-competence, distinguished studentship and school academic achievement.

In contrast, parental authoritative style was associated positively with indices of social and school adjustment and negatively with adjustment problems.

Muris and Merckelbach (1998) they examined the relationship between perceptions of parental rearing behaviours and anxiety disorders symptomatology in a sample of normal school children. 34 children, aged 7 to 10 years, completed the EMBU for children, a questionnaire that measures perceptions of parental rearing practices. Additionally, they filled in the Screen of Child Anxiety Related Emotional Disorders (SCARED), an index of DSM-defined anxiety disorders symptoms. Significant and positive relationships were found between anxious rearing behaviours and parental control, on the one hand, and anxiety disorders symptomatology, in particular symptoms of generalized anxiety disorder, separation anxiety disorder and environmental-situational phobia, on the other hand.

Thabet et al (2002) conducted across-sectional study concerning children's emotional problems in Palestinian children living in a war zone. The study sample consisted of 91 children exposed to home bombardment and demolition during Al Aqsa Intifada and 89 controls that had been exposed to other types of traumatic events related to political violence completed self-report measures of post-traumatic stress, anxiety, and fears. The result found that significantly more children exposed to bombardment and home demolition reported symptoms of post-traumatic stress ( $p=0.0008$ ) and fear ( $p=0.002$ ) than controls. 54 (59%) of 91 exposed children and 22 (25%) of 89 controls reported post-traumatic stress reactions of clinical importance. Exposure to bombardment was the strongest socioeconomic predictor of post-traumatic stress reactions (odds ratio 0.25 [95% CI 0.12–0.53],  $p=0.0008$ ). By contrast, children exposed to other events, mainly through the media and adults, reported more anticipatory anxiety and cognitive expressions of distress ( $p=0.001$ ) than children who were directly exposed.

Dwairy (2004) studied the relationship between three parenting styles (authoritarian, permissive, and authoritative) and the mental health of Arab adolescents was tested. The Parental Authority Questionnaire, Child Attitude Toward Parents, Lipsitt's Self-Concept Scale for Children, Rosenberg Self-Esteem Scale and the Psychological State Scale were administered to 431 Arab adolescents. The results revealed that the

parenting style with regard to girls tends to be more authoritative and less authoritarian than with regard to boys. Girls scored higher than boys on identity disorder, anxiety disorder, and depression scales, whereas boys scored higher than girls on the behavior disorder scale. There was no significant relationship between the authoritarian parenting style and the mental health measures. A significant positive relationship exists between the authoritative parenting style and the mental health of children. Among boys, the permissive parenting style was associated with negative attitudes towards parents, lower self-esteem and increased identity, anxiety, phobia, depressive, and conduct disorders. It seems, therefore, that the effect of parenting style is culturally and gender dependent rather than universal.

Dwairy and Menshar (2005) studied Parenting style, individuation, and mental health of Egyptian adolescents. The researchers used three questionnaires that measure parenting style, adolescent-family connectedness, and mental health were administered to 351 Egyptian adolescents. Results show that in rural communities the authoritarian style is more predominant in the parenting of male adolescents, while the authoritative style is more predominant in the parenting of female adolescents. In urban communities, on the other hand, the authoritarian style was more predominant in the parenting of female adolescents. The connectedness of all female adolescents with their family was stronger than that of male adolescents. The connectedness of girls was found to be more emotional and financial in villages and to be more functional in town. Female adolescents reported a higher frequency of psychological disorders. Mental health was associated with authoritative parenting, but not with authoritarian parenting. It seems that authoritarian parenting within an authoritarian culture is not as harmful as within a liberal culture.

Dwairy et al (2006a) studies Parenting Styles in Arab Societies. The researchers used the Arab language version of the Parental Authority Questionnaire was administered to 2,893 Arab adolescents in eight Arab societies. Results show that all parenting styles differed across Arab societies. Cluster analysis revealed three combined parenting patterns: inconsistent (permissive and authoritarian), controlling (authoritarian and authoritative), and flexible (authoritative and permissive). The mean score of the authoritarian style was higher among males, whereas the mean score of the authoritative style was higher among females. First-born adolescents

reported higher level permissive parenting than other adolescents. The effects of urbanization, parents' education, and the family economic level on parenting were minor.

Dwairy et al (2006c) studied the Parenting Styles, Individuation, and Mental Health of Arab Adolescents. The authors used the Psychological State Scale, Multigenerational Interconnectedness Scale, and the Parental Authority Questionnaire was administered to 2,893 Arab adolescents in eight Arab societies. The results showed that adolescents raised according to the inconsistent parenting scored lower in connectedness and higher in mental disorders than those raised according to the controlling or flexible-oriented parenting pattern. Authoritative parenting was associated with a higher level of connectedness with the family and better mental health of adolescents. A higher level of adolescent-family connectedness is associated with better mental health of adolescents. Results indicate that authoritarian parenting within an authoritarian culture does not harm the adolescents' mental health as it does within the Western liberal societies. These results give rise to the hypothesis that inconsistency in parenting and inconsistency between the parenting style and the culture cause harm to adolescents' mental health.

Dwairy et al (2006) who examine the parenting styles in Arab societies, the Arab language version of the parental authority questionnaire was administered to 2,893 Arab adolescents in eight Arab societies. Results show that all parenting styles differed across Arab societies. Cluster analysis revealed three combined parenting patterns: *inconsistent* (permissive and authoritarian), *controlling* (authoritarian and authoritative), and *flexible* (authoritative and permissive). The mean score of the authoritarian style was higher among males, whereas the mean score of the authoritative style was higher among females. First-born adolescents reported higher level permissive parenting than other adolescents. The effects of urbanization, parents' education, and the family economic level on parenting were minor.

Gilmore and Campbell (2007) who aimed to determine the possible impact of such distal events, fears were measured in a sample of 220 children aged 6 to 12 years using the Fear Survey Schedule for Children (FSSC-R) as well as a free option method. On the FSSC-R, the type and intensity of children's fears were similar to

previous studies conducted over the past two decades, with being hit by a car, bombs and being unable to breathe producing the most fear. By contrast, spontaneous responses indicated that children's greatest fear was of animals. Surprisingly few children mentioned war and terrorism without prompting. The findings suggest that concerns about Australian children becoming more fearful as a result of media coverage of war and terrorism are not supported.

Thabet et al (2008) conducted a study aimed to investigate the Palestinians children perception of parenting behaviour in relation to children mental health problems. The study sample consisted of (164) Palestinian children and young adults tested in the Gaza Strip in August 2007. The main results found that the most common psychological symptoms in children and young people were: feeling fearful (68.9%), loss of energy (64.8), and careless (52.4%). While 72.6% of children said that fathers allowed them to do what they want and like, 68% said that their fathers do not care for the children mistakes, 65.1% said that their fathers were proud what they the children do, 62.5% said that fathers calm them down when they are afraid or anxious. However, the study showed that the mean perception of loving and caring father behaviour was 31.4 and rejective and hostile father behaviour mean was 45.9. While the mean perception of loving and caring was 34.9 and rejective and hostile mothers behaviour mean was 46.93. The results showed that there was positive correlation between somatic symptoms of children and perceiving rejective and hostile behaviour.

Latouf (2008) who aims to study the relationship between parenting styles, as used by the pre-school parent and the social behaviour of the five-year old. Specific attention was given to three main parenting styles: authoritative, authoritarian and permissive. The eight developmental perspectives applicable for the five-year old were also discussed. The research was conducted according to the quantitative approach. The Parental Styles Dimensions Questionnaire (PSDQ) was completed and returned by a sample of 30 parents (N=30) from Evergreen Pre-primary in Gauteng. The representative sample of five-year olds being observed by the teacher were 24 pupils (N=24). The teacher rated the five-year olds' behaviour using the Behavioural Questionnaire (BQ). The results indicated primarily that the Authoritative Parenting Style was most used by the parents of the five-year old group and that this Parenting

Style tends to lead to more acceptable social behaviour among the five-year olds.

Erlanger et al (2009) who examined the relations among authoritative parenting style, academic performance, self-efficacy, and achievement motivation using a sample of college students (N = 264). Results indicated that authoritative parenting continues to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance. Additionally, the study tested the interaction between self-efficacy and authoritative parenting, but the interaction was not significant.

Elias & Yee (2009) studied the parenting styles (paternal and maternal) and student's achievements. The study examined the relationship between perceived paternal and maternal parenting styles (permissive, authoritarian, and authoritative) and students' academic achievement (Form Three public examination results). The sample consisted of 247 Form Four students in two secondary schools. The data were collected using questionnaire. Results showed that majority of the students perceived both their father ( $n = 200$ ) and mother ( $n = 197$ ) as authoritative. The findings revealed that perceived paternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students' academic achievement. The findings also revealed that perceived maternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students' academic achievement.

Campbell and Gilmore (2009) studied the children fears in a study aimed to investigate the children fears from the fathers perspectives or informants. The study sample consisted of 220 children (108 boys and 112 girls) aged between 6 and 12 years (mean CA = 8.72 years, SD = 1.99), and their mothers and fathers. Most of the families lived in the south-eastern corner of Queensland. The authors used the Fear Survey Schedule for Children – Revised (FSSC-R) and the Child and Adolescent Worry Scale (CAWS) as the main measures to examine the children fears and worries. The finding showed that there were significant differences between the total "children fears" score responses among the parents and their children. The parents (fathers and mothers) provide different responses when generating a spontaneous list

of their child's fears and worries, or rating the intensity of their fears on the FSSC-R, there is much less consistency between parents and children.

## **2.8 Summary of the previous studies:**

After the extensive reading for the literature review and previous studies, we found that it has different sampling sizes and even instruments or finding which depend on the availability of the population and the surrounding circumstances.

### **2.8.1 Sample size:**

There were many studies that have small sample size according to its availability and specified attitudes to the researcher such as Black et al (1994) have sample size (67) child; Muris and Merckelbach (1998) have 34 child aged between 7-10 years old; and Latouf (2008) n= 30 parents and 24 child.

However, other studies have medium sample size such as Thabet et al (2002) n= 91 children; Thabet et al (2008) n = 164 children; Erlanger et al (2009) have 264 child and Gilmore and Campbell (2007) n= 220 children.

While, there were studies have a large sample size such as Dwairy (2004) since the sample reached 431 adolescent; Dwairy and Menshar (2005) have 351 adolescent; Dwairy et al (2006), Dwairy et al (2006a) and Dwairy et al (2006c) have 2893 child.

### **2.8.2 Instruments of the studies:**

The previous studies have been carried out with different questionnaires and scales depending on the context and the aim of the researcher. For this purpose there were a wide range of scales that used sometimes for the same goal which reflected by the context of the study.

Muris and Merckelbach (1998) used screen of child anxiety related emotional disorders; and Eгна Minnen av Barndoms Uppfostran—My Memories of upbringing (EMBU) for perceptions of parental rearing practices by children. Thabet et al (2002) used self-report measures of post-traumatic stress, anxiety, and fears. However, Dwairy (2004); Dwairy and Menshar (2005); Dwairy et al (2006a) ; Dwairy et al (2006) and Dwairy et al (2006c) administered the Parental Authority Questionnaire; Child attitude toward parents, Lipsitt's self-concept scale for children, Rosenberg self-esteem scale and the psychological state scale.

While Gilmore and Campbell (2007) administered fear survey schedule for children-rating (FSSC-R). Latouf (2008) used parenting styles dimensions questionnaire (PSDQ).

### **2.8.3 Results of the previous studies:**

Chen et al (1997) and Dwairy (2004) found that parental authoritative style was associated positively with indices of social and school adjustment for the first study and mental health for the second study and also for Dwairy and Menshar (2005).

Dwairy (2004) and Dwairy et al (2006a) found that among boys, the permissive parenting style was associated with negative attitudes towards parents, lower self-esteem and increased identity, anxiety, phobia, depressive, and conduct disorders.

Dwairy et al (2006c) found that Authoritative parenting was associated with a higher level of connectedness with the family and better mental health of adolescents. But Dwairy and Menshar (2005) found that the connectedness of girls was found to be more emotional and financial in villages and to be more functional in town.

Gilmore and Campbell (2007) found that on the FSSC-R, the type and intensity of children's fears were similar to previous studies conducted over the past two decades, with being hit by a car, bombs and being unable to breathe producing the most fear. By contrast, spontaneous responses indicated that children's greatest fear was of animals. Surprisingly few children mentioned war and terrorism without prompting. While Thabet et al (2008) found that the most common psychological symptoms in children and young people were: feeling fearful (68.9%), loss of energy (64.8), and careless (52.4%).

Latouf (2008) and Dwairy et al (2006c) that the Authoritative Parenting Style was most used by the parents of the five-year old group and that this Parenting Style tends to lead to more acceptable social behaviour among the five-year olds for the first study and authoritarian parenting within an authoritarian culture does not harm the adolescents' mental health as it does within the Western liberal societies for the second study.

Erlanger et al (2009) found that authoritative parenting continues to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance.

## **Chapter Three**

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### **Methodology**

This chapter presents the methodology of the research. The research approach and methodology of the study are explained and the study design is verified according to the study population. This chapter illustrates the sampling procedures; instruments of the study which consisted of socio-demographic questionnaire, Parenting Styles Questionnaire and Fear survey schedule for children-rating (FSSC-R) both (Child Version & Parent Version); ethical issues regarding children and their parents; Piloting study to verify the validity and reliability of the instruments; and statistical analysis procedures that used for data analysis.

#### **3.2 Study design**

The study design is a descriptive analytical, which tried to answer the study questions about parenting styles and fears of children in Gaza strip governorates.

It had been selected because this method is useful for descriptive analysis of study variables. Also, this type of study is easily applicable, economical and cost effective.

#### **3.3 Sampling procedures**

##### **3.3.1 Study population**

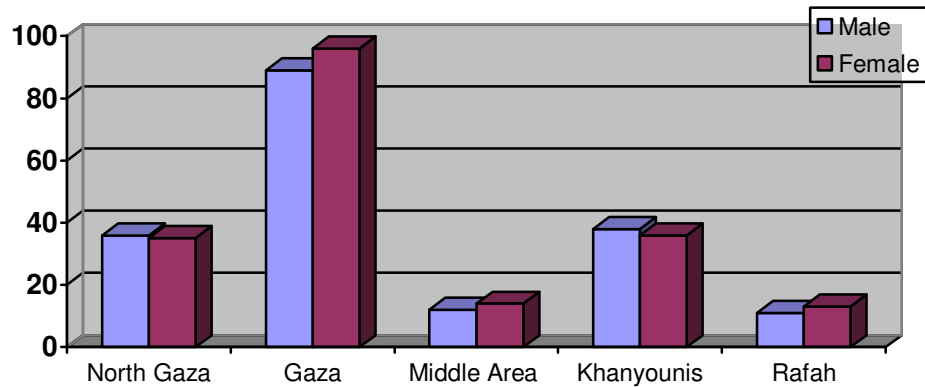
The study population for this study included all school age children registered in the governmental schools who are 6-12 years of age.

##### **3.3.2 Study sample**

A simple random sample was taken ( using EPI-6) from the total number of school children which was 88462 students. The sample consisted of 380 school children. Table (3-1) and figure (3-1) show the selected sample according to the proportional sample between the location area (North Gaza, Gaza, Middle area, Khanyounis, and Rafah) and gender (male and female) annex (12).

**Table (3-1) Description of the sample according to sex and governorate**

	Location Area	Males	Females	Total No.
1.	North Gaza	36	35	71
2.	Gaza	89	96	185
3.	Middle Area	12	14	26
4.	khanyounis	38	36	74
5.	Rafah	11	13	24
	Total	186	194	380



**Figure 3-1 Illustrate children distribution**

### **3.4 Place of research**

The study was carried out at governmental schools for both males and females in Gaza Governorates during 2009/2010 academic year.

### **3.5 Ethical consideration**

An approval letter was obtained from Helsinki committee in the Ministry of Health to allow the researcher to carry out the study (annex 1). In addition to an approval letters which were obtained from the ministry of education to facilitate data collection procedures (annexes 2, 3, 4, 5, and 6). Also a cover letter describing the study aim and its purpose and a guarantee that the study was for scientific research and didn't carry any threats or harm to the children or their parents was attached with each questionnaire. (annex 7).

### **3.6 Study instruments**

The instruments included:

1. Socio-demographic questionnaire (annex 8)
2. Parenting styles inventory (annex 11)
3. Fears Self –Rating Questionnaire (FSSC-R) child version (annex10)
4. Fears Self –Rating Questionnaire (FSSC-R) parent version (annex 9)

### **3.6.1 Socio-demographic questionnaire**

The researcher developed a socioeconomic /demographic questionnaire to assess the age, sex, family income, place of residence, and other variables that might affect the parenting styles and its relation with children fears.

### **3.6.2 Parenting styles inventory (Gottman, 1997)**

The parenting styles inventory (PAI) is an 81-item test developed to assess parental authority or disciplinary practices from the parent's point of view (Gottman, 1997). It is designed to reflect the four basic parenting styles: dismissing parent, disapproving parent, laissez-faire parent, and emotion-coaching parent.

This inventory classified to four parenting styles that checked by (true or false) and measuring the specified classification according to the following criteria:

#### **3.6.2.1 Class A: Dismissing parent**

Add up the number of times you said "true" for the following items:

1, 2, 6, 7, 9, 12, 13, 14, 15, 17, 18, 19, 24, 25, 28, 33, 43, 62, 66, 67, 68, 76, 77, 78, 80

Divide the total by 25.

#### **3.6.2.2 Class B: Disapproving parent**

Add up the number of times you said "true" for the following items:

3, 4, 5, 8, 10, 11, 20, 21, 22, 41, 42, 54, 55, 56, 57, 58, 59, 60, 61, 63, 65, 69, 70

Divide the total by 23.

#### **3.6.2.3 Class C: Laissez-faire parent**

Add up the number of times you said "true" for the following items:

26, 44, 45, 46, 47, 48, 49, 50, 52, 53. Divide the total by 10.

#### **3.6.2.4 Class D: Emotion- coaching parent**

Add up the number of times you said "true" for the following items:

16, 23, 27, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 51, 64, 71, 72, 73, 74, 75, 79, 81

divide the total by 23.

### **3.6.3 Fears Self –Rating questionnaire (FSSC-R) child version (Ollendick, 1983)**

Fear survey schedule for children, the FSSC-R consists of 80 stimulus items to which children respond on a three-point scale indicating how much fear (none, some or a lot) they have of particular things.

The children will be tested in their classrooms. A research assistant will read the instructions aloud while the children read along. The children will be asked if they have any questions about procedures. They should be told that their responses would

remain confidential. However, they will be informed that the assistant would be available to help them should they have any questions while completing the instrument.

#### **3.6.4 Fears Self–Rating questionnaire (FSSC-R) parent version (Ollendick, 1983)**

Fear survey schedule for parents, the FSSC-R consists of 80 stimulus items to which they respond on a three-point scale indicating how much fear (none, some or a lot) they have seen in their children of particular things.

### **3.7 Pilot study**

The researcher carried out a pilot study for the instruments of this study to estimate and discuss the validity and reliability of the instruments that used in this study. It included 20 sample 10 males and 10 females.

However, The purpose of the pilot study were to ask the subjects for feedback to identify ambiguities and difficult questions; record the time taken to complete the questionnaire and decide whether it is reasonable; discard all unnecessary, difficult or ambiguous questions; assess whether each question gives an adequate range of responses; establish that replies can be interpreted in terms of the information that is required; check that all questions are answered ; re-word or re scale any questions that are not answered as expected ; and shorten, revise and, if possible, pilot again.

#### **3.7.1 Validity of the Fears Self –Rating questionnaire (FSSC-R) parent version**

##### **(internal consistency validity)**

To compute the internal consistency of the fears Self –Rating questionnaire (FSSC-R) parent version; the researcher calculate the correlation coefficients of every item of the scale with the total scores of the items, as shown in table (3-2).

As shown in the following table (3-2) , the items of FSSC-R- parent version have high correlation coefficient that ranged between (0.36-0.84) which indicate that the items have high validity except the following items (1, 2, 4, 12 ,19 ,21, 26, 32, 36, 37, 44, 53 , 61,).

**Table (3-2)**  
**Internal consistency of FSSC-R- Parent Version items with its dimensions**

Item No	Corr. Coeff. ®	Sig. Level	Item No	Corr. Coeff. ®	Sig. Level	Item No	Corr. Coeff. ®	Sig. Level
1.	0.14	0.529	27.	0.54	0.011	53.	0.16	0.478
2.	0.003	0.991	28.	0.69	0.000	54.	0.67	0.001
3.	0.48	0.026	29.	0.52	0.014	55.	0.79	0.000
4.	0.20	0.384	30.	0.56	0.007	56.	0.52	0.015
5.	0.46	0.032	31.	0.61	0.003	57.	0.54	0.012
6.	0.60	0.004	32.	0.07	0.744	58.	0.67	0.001
7.	0.77	0.000	33.	0.57	0.007	59.	0.59	0.005
8.	0.57	0.006	34.	0.66	0.001	60.	0.64	0.002
9.	0.43	0.006	35.	0.67	0.001	61.	0.19	0.403
10.	0.52	0.015	36.	0.32	0.148	62.	0.55	0.009
11.	0.40	0.069	37.	0.02	0.906	63.	0.36	0.104
12.	0.29	0.188	38.	0.59	0.004	64.	0.46	0.036
13.	0.68	0.001	39.	0.56	0.007	65.	0.56	0.008
14.	0.71	0.000	40.	0.46	0.034	66.	0.72	0.000
15.	0.43	0.052	41.	0.81	0.000	67.	0.50	0.021
16.	0.72	0.000	42.	0.46	0.034	68.	0.52	0.015
17.	0.48	0.027	43.	0.73	0.000	69.	0.71	0.000
18.	0.42	0.057	44.	0.08	0.973	70.	0.47	0.031
19.	0.06	0.790	45.	0.64	0.001	71.	0.50	0.021
20.	0.54	0.010	46.	0.73	0.000	72.	0.53	0.012
21.	0.13	0.551	47.	0.57	0.007	73.	0.66	0.001
22.	0.64	0.001	48.	0.60	0.003	74.	0.52	0.015
23.	0.50	0.021	49.	0.50	0.019	75.	0.68	0.001
24.	0.61	0.003	50.	0.39	0.074	76.	0.84	0.000
25.	0.62	0.002	51.	0.63	0.002	77.	0.79	0.000
26.	0.30	0.177	52.	0.52	0.015	78.	0.57	0.007

P ≤ 0.05\*

P ≤ 0.01\*\*

P ≤ 0.001\*\*\*

**3.7.2 Reliability of the Fears Self –Rating questionnaire (FSSC-R) parent version**

To calculate the reliability of the Fears Self –Rating questionnaire (FSSC-R) parent version; the researcher used the following two methods:

**3.7.2.1 Split half method**

Researcher calculated the reliability of the Fears Self –Rating questionnaire (FSSC-R) parent version by using split half method (part1 = 39 items & part2 = 39 items); where the person’s correlation coefficient was ( $R_1 = 0.88$ ) and by using the spearman-brown equation to correct the length of the scale ( $R_2 = 0.93$ ).

**3.7.2.2 Cronbach’s alpha equation**

Researcher estimated the reliability of the Fears Self –Rating questionnaire (FSSC-R) parent version by using the equation of Cronbach’s alpha (No. of items = 78); where

the value of alpha = (0.74). The Fears Self –Rating questionnaire (FSSC-R) parent version measurement device is valid and reliable for data collection.

### 3.7.3 Validity of the Fears Self –Rating questionnaire (FSSC-R) child version

To compute the internal consistency of the Fears Self –Rating questionnaire (FSSC-R) child version; the researcher calculate the correlation coefficients of every item of the scale with the total scores of the items, as shown in the following table (3-3), the items of the Fears Self –Rating questionnaire FSSC-R- Child version have high correlation coefficient that ranged between (0.36-0.84) which indicate that the items have high validity except the following items (1 ,2 ,3 ,5 ,6 ,12 ,13 ,15 ,16, 28 ,30, 32, 36, 37,38 , 42 ,43 ,44 ,52 ,53 ,55 , 58, 61, 72 ,78).

**Table (3-3)**  
**Internal consistency of FSSC-R- child version items with its dimensions**

Item No	Corr. Coeff. ®	Sig. Level	Item No	Corr. Coeff. ®	Sig. Level	Item No	Corr. Coeff. ®	Sig. Level
1.	0.12	0.61	27.	0.52	0.01	53.	0.19	0.41
2.	0.19	0.40	28.	0.34	0.14	54.	0.58	0.00
3.	0.25	0.27	29.	0.74	0.00	55.	0.42	0.063
4.	0.54	0.01	30.	0.36	0.11	56.	0.70	0.00
5.	0.36	0.11	31.	0.57	0.00	57.	0.60	0.00
6.	0.35	0.12	32.	0.46	0.03	58.	0.40	0.07
7.	0.78	0.000	33.	0.60	0.005	59.	0.59	0.00
8.	0.50	0.02	34.	0.54	0.01	60.	0.66	0.001
9.	0.43	0.05	35.	0.69	0.00	61.	0.13	0.56
10.	0.64	0.00	36.	0.17	0.46	62.	0.61	0.004
11.	0.64	0.000	37.	0.13	0.56	63.	0.60	0.00
12.	0.22	0.33	38.	0.40	0.07	64.	0.61	0.00
13.	0.02	0.91	39.	0.53	0.01	65.	0.70	0.00
14.	0.47	0.03	40.	0.21	0.37	66.	0.52	0.01
15.	0.28	0.21	41.	0.79	0.00	67.	0.50	0.02
16.	0.20	0.39	42.	0.25	0.28	68.	0.45	0.04
17.	0.53	0.01	43.	0.25	0.28	69.	0.78	0.00
18.	0.43	0.05	44.	0.20	0.38	70.	0.46	0.04
19.	0.57	0.00	45.	0.74	0.00	71.	0.45	0.04
20.	0.70	0.00	46.	0.44	0.04	72.	0.40	0.07
21.	0.49	0.02	47.	0.49	0.02	73.	0.60	0.00
22.	0.66	0.00	48.	0.58	0.00	74.	0.49	0.02
23.	0.29	0.20	49.	0.44	0.05	75.	0.63	0.002
24.	0.63	0.00	50.	0.62	0.00	76.	0.69	0.001
25.	0.56	0.01	51.	0.60	0.00	77.	0.68	0.001
26.	0.59	0.00	52.	0.21	0.36	78.	0.29	0.21

P ≤ 0.05\*

P ≤ 0.01\*\*

P ≤ 0.001\*\*\*

### 3.7.4 Reliability of the Fears Self –Rating questionnaire (FSSC-R) child version

To calculate the reliability of the Fears Self –Rating questionnaire (FSSC-R) child version; the researcher used the following two methods:

#### 3.7.4.1 Split half method

Researcher calculated the reliability of the Fears Self –Rating questionnaire (FSSC-R) child version by using split half method (part1 = 39 items & part2 = 39 items); where the person's correlation coefficient was ( $R_1 = 0.768$ ) and by using the spearman-brown equation to correct the length of the scale ( $R_2 = 0.869$ ).

#### 3.7.4.2 Cronbach's alpha equation

Researcher estimated the reliability of the Fears Self –Rating questionnaire (FSSC-R) child version by using the equation of Cronbach's alpha (No. of items = 78); where the value of alpha = (0.94). The fears Self –Rating questionnaire (FSSC-R) child version measurement device is valid and reliable for data collection.

### 3.7.5 Validity of the parenting styles inventory

#### (Internal consistency validity)

To compute the internal consistency of the parenting styles inventory ; the researcher calculate the correlation coefficients of every item of the scale with the total scores of every scale, as shown in the following tables (3-4) and (3-5).

**Table (3-4)**  
**Internal consistency of sub-scales with total scores of parenting style**

Dimensions	Pearson Correlation	Sig. Level
Dismissing Parent	0.841	0.000
Disapproving Parent	0.619	0.003
Laissez-Faire Parent	0.398	0.074
Emotion- Coaching Parent	0.496	0.022

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

As shown in table (3-4); the four subscale had good levels of Internal consistency validity with total scores, were the correlation coefficients ranged  $R = (0.496-0.841)$ ; and significant at 0.01.

As shown in table (3-5); all of the items had good levels of Internal consistency validity, were the correlation coefficients for all sub-scales ranged  $R= (0.43-0.85)$ .

**Table (3-5)**  
**Internal consistency of parenting styles inventory items with its dimensions**

Item No	Corr. Coeff. ®	Sig. Level	Item No	Corr. Coeff. ®	Sig. Level	Item No	Corr. Coeff. ®	Sig. Level
<b>Dismissing Parent</b>			<b>Disapproving Parent</b>			<b>Emotion- Coaching Parent</b>		
1.	0.13	0.556	11.	0.63	0.002	16.	0.54	0.011
2.	0.03	0.895	20.	0.61	0.003	23.	0.13	0.565
6.	0.29	0.188	21.	0.45	0.040	27.	0.40	0.070
7.	0.61	0.003	22.	0.25	0.266	29.	0.46	0.032
9.	0.65	0.001	41.	0.38	0.089	30.	0	0
12.	0.20	0.380	42.	0.16	0.469	31.	0.28	0.213
13.	0.00	0	54.	0.33	0.139	32.	0.22	0.335
14.	0.00	0	55.	0.03	0.892	34.	-0.079	0.732
15.	0.63	0.002	56.	0.56	0.008	35.	-0.090	0.699
17.	0.00	0	57.	0.10	0.655	36.	0.09	0.050
18.	0.00	0	58.	0.68	0.001	37.	0.43	0.05
19.	0.40	0.068	59.	0.85	0.000	38.	0.29	0.19
24.	0.42	0.057	60.	0.71	0.000	39.	0.47	0.03
25.	0.00	0	61.	0.42	0.057	40.	0.26	0.24
28.	0.21	0.357	63.	0.17	0.439	51.	0.30	0.18
33.	0.13	0.574	65.	0.06	0.785	64.	0.09	0.69
43.	0.21	0.353	69.	0.26	0.243	71.	0.52	0.01
62.	0.30	0.101	70.	0.39	0.073	72.	0.31	0.16
66.	0.11	0.608	<b>Laissez-Faire Parent</b>			73.	0.74	0.000
67.	0.58	0.005	26.	0.05	0.809	74.	0.54	0.01
68.	0.40	0.065	44.	0.20	0.379	75.	0.32	0.11
76.	0.58	0.006	45.	0.21	0.345	79.	0.42	0.05
77.	0.20	0.379	46.	0.64	0.002	81.	0.73	0.000
78.	-0.14	0.528	47.	0.64	0.002			
80.	0.42	0.056	48.	0.51	0.017			
<b>Disapproving Parent</b>			49.	0.50	0.021			
3.	-0.03	0.878	50.	0.69	0.000			
4.	-0.01	0.966	52.	0.51	0.017			
5.	0.20	0.384	53.	0.75	0.000			
8.	0.13	0.550						
10.	0.44	0.042						

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

### **3.7.5 Reliability of the parenting styles inventory**

To calculate the reliability of the parenting styles inventory; the researcher used the following two methods:

#### **3.7.5.1 Split half method**

The researcher calculated the reliability of the parenting styles inventory by using split half method (part1 = 40 items & part2 = 41 items); where the person's correlation coefficient was ( $R_1 = 0.81$ ) and by using the spearman-brown equation to correct the length of the scale ( $R_2 = 0.89$ ).

#### **3.7.5.2 Cronbach's alpha equation**

Researcher estimated the reliability of parenting styles inventory by using the equation of Cronbach's alpha (No. of items = 81); where the value of alpha = (0.70). Parenting styles inventory measurement device is valid and reliable for data collection.

### **3.8 Data collection procedures**

During the study the following procedures were followed:

- The data were collected by the researcher, with assistance of a well trained team equipped with the relevant instruments and knowledge needed for data collection.
- Permission was requested and received from the governmental schools to conduct the research there.
- The target group was identified by the researcher to fit the sample and their parents were sent an information sheet and consent form along with the parenting styles Questionnaire and the Fears Self –Rating questionnaire (FSSC-R) parent version. The completed consent forms and questionnaires were returned to the researcher within 48 hours.
- The researcher met with the teachers at the determined schools concerning the children "target group" of 6-12 years old whereby the Fears Self –Rating questionnaire (FSSC-R) child version questionnaire was explained.
- The themes were discussed and a literature study was conducted.

- The analysis and results were described from the completed questionnaires (chapter 4).

### **3.9 Data entry and analysis**

After data collection the researcher used SPSS (version, 17) (SPSS Inc, 2009) program for entry and analysis, in which the researcher consulted SPSS specialist to make it accurate and precise results.

However, the researcher use descriptive statistics including frequencies for the socio-demographic variables and data to present the entire sample for this study; t-independent test was used to test the gender differences related to children fears and parenting styles; one way ANOVA for comparing between the study variables; and correlation to explain and clarify the data and demonstrate the relationship between the study variables.

### **3.10 Study Limitation**

The common limitation for this study was UNRWA head Quarter refused cooperation with the researcher to collect data from UNRWA schools. The second limitation attributed to electricity cut off.

## **Chapter Four**

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### **Results and Discussion**

This chapter will focus on the main results concerning the two major parts of this study regarding parenting styles and children fears. The fears will be analyzed for children and their parents according to their perspectives.

For this reason we will present the results of this study as follow:

The first section will consist of the description for the main socio-demographic variables of the whole sample.

The second section will consist of the children fears and its relation with socio-demographic variable.

The third section will consist of children fears from the parent perspectives and its relation with socio-demographic variables.

The fourth section will consist of the major parenting styles and its relation with socio-demographic variables and children fears.

#### 4.1 Socio-demographic results of the study sample

As presented in the following table (4-1), the total number of children selected were 380 . The total number of males were 183 (48.2 %); the total number of females were 197 (51.8 %).

Children of 6 and 7 years of age represent 47 (12.4%); 61 (16.15) were 8 years; 60 (15.8%) were 9 years; 55 (14.5%) were 10 years; 57 (15%) were 11 years; and 53 (13.9%) were 12 years. The minimum age was 6 years and the maximum age was 12 years.

However, the children selected from North Gaza were 71 (18.7%); Gaza 180 (47.4%); Middle area 31(8.2%); Khan Younis 74 (19.5 %); and Rafah 24 (6.3%). While, 277 (72.9%); of children live in a city; 35 (9.2%); live in camp and 68 (17.9%) of them live in village.

Also, the following table (4-1) shows that 4 (1.1%); fathers were illiterate; 23 (6.1%); of them have primary education; 46 (12.1%) completed elementary education; 126 (33.2%) have secondary education; 40 (10.5%) of them have diploma; 108 (28.4%) have university degrees; and 33 (8.7%) have higher studies. But there were 3 (0.8%) mothers illiterate; 14 (3.7%) of them have primary education; 43 (11.3%) completed elementary education; 205 (53.9%) have secondary education; 31 (8.2%) of them have diploma; 80 (21.1%) have university degrees; and 4 (1.4%) have higher studies.

In addition to that 92 (24.2%) of the children's fathers were without work; 194 (51.1%) were classified as employees; and 94 (24.7%) were workers. While, 325 (85.5%) of the children's mothers were classified as housewives; 53 (13.9%) were classified as employees; and 2 (0.5%) were classified as workers.

Furthermore, the table shows that 150 (39.5%) have family income less than 1200 NIS; 100 (26.3%) have income ranged between 1201—2000 NIS; 93 (24.5%) have an income that ranged between 2001—3000 NIS; and 39 (9.7%) have more than 3000 NIS.

**Table (4-1)**  
**Socio-demographic variables of the study sample ( N=380)**

<b>Sex</b>	<b>N</b>	<b>%</b>
Male	183	48.2
Female	197	51.8
Total	380	100%
<b>Place of residence</b>	<b>N</b>	<b>%</b>
North Gaza	71	18.7
Gaza	180	47.4
Middle area	31	8.2
Khanyounis	74	19.5
Rafah	24	6.3
Total	380	100%
<b>Parent Gender</b>	<b>N</b>	<b>%</b>
Father	180	42.1
Mother	200	57.9
Total	380	100
<b>Father education</b>	<b>N</b>	<b>%</b>
<i>Illiterate</i>	4	1.1
Primary	23	6.1
Elementary	46	12.1
Secondary	126	33.2
Diploma	40	10.5
University	108	28.4
High studies	33	8.7
Total	380	100%
<b>Father work</b>	<b>N</b>	<b>%</b>
<i>Without work</i>	92	24.2
Employee	194	51.1
Worker	94	24.7
Total	380	100%
<b>Family income</b>	<b>N</b>	<b>%</b>
<i>Less than 1200NIS</i>	150	39.5
1021-2000NIS	100	26.3
2001-3000 NIS	93	24.5
More than 3000 NIS	37	9.7
Total	380	100%
<b>Age/ Years</b>	<b>N</b>	<b>%</b>
6	47	12.4
7	47	12.4
8	61	16.1
9	60	15.8
10	55	14.5
11	57	15.0
12	53	13.9
Total	380	100%

<b>Type of residence</b>	<b>N</b>	<b>%</b>
<b>City</b>	277	72.9
Camp	35	9.2
Village	68	17.9
Total	380	100%
<b>Mother education</b>	<b>N</b>	<b>%</b>
<i>Illiterate</i>	3	0.8
Primary	14	3.7
Elementary	43	11.3
Secondary	205	53.9
Diploma	31	8.2
University	80	21.1
High studies	4	1.1
Total	380	100%
<b>Mother work</b>	<b>N</b>	<b>%</b>
<i>Housewife</i>	325	85.5
Employee	53	13.9
Worker	2	0.5
Total	380	100%

## 4.2 Results of children fears:

### 4.2.1 Types of children fears:

The following table (4-2) demonstrates the types of children fears reported by themselves and by their parents. The highest fears reported by children were "Fire-getting burned" 87.8% followed by "Falling from high places" 86.2%; but the lowest fears were having to go to school 38.7% and "Talking on the telephone" 43.5%. While the highest fears reported by the parents were "Fire-getting burned" 91.7% followed by "Being hit by a car or truck" 91%, but the lowest fears were Having to go to school 38.7% and "Riding in the car or bus" 39.7% .

**Table (4-2)**  
**Types of children fears of the study sample (N=380)**

SELF-RATING QUESTIONNAIRE		Children Response			Parent Response		
No.	Item	Some	A lot	%	Some	A lot	%
1.	Giving an oral report	83	26	45.2	99	9	43.9
2.	Riding in the car or bus	71	28	44.4	53	9	39.7
3.	Getting punished by mother	159	160	75.3	203	135	76.1
4.	Lizards	100	145	67.5	126	140	70
5.	Looking foolish	111	42	62.7	164	115	68.9
6.	Ghosts or spooky things	82	212	77.7	91	224	82.1
7.	Sharp objects	109	158	70.6	140	108	65.5
8.	Having to go to the hospital	120	108	62.8	137	81	60.3
9.	Death or dead people	103	196	76.7	139	146	72.2
10.	Getting lost in a strange place	62	250	82.6	85	240	84.3
11.	Snakes	91	231	81.8	59	268	87.0
12.	Talking on the telephone	44	36	43.5	38	15	39.4
13.	Roller coaster or carnival rides	101	56	52.0	111	26	48.1
14.	Getting sick at school	156	111	66.5	182	70	62.4
15.	Being sent to the principal	116	144	68.7	128	111	64.9
16.	Being left at home with a sitter	104	74	55.4	76	40	47.4
17.	Bears or wolves	86	236	82.3	93	244	85.8
18.	Meeting someone for the first time	104	84	57.2	119	40	51.3
19.	Bombing attacks-being invaded	94	233	82.2	72	263	87.3
20.	Getting a shot from nurse/doctor	117	125	65.5	132	134	69.4
21.	Going to the dentist	106	108	61.6	133	123	67.5
22.	High places like mountains	103	110	61.6	141	93	62.8
23.	Being teased	148	89	62.1	177	78	63.4
24.	Spiders.	90	140	65.7	102	130	66
25.	A burglar breaking into our house.	77	236	81.4	82	252	86.2
26.	Being called on by the teacher	138	64	56.6	135	68	57.8
27.	Getting poor grades	97	195	76.1	88	244	85.3
28.	Bats or birds.	108	114	62.8	134	89	61.5
29.	My parents criticizing me	121	148	69.9	192	124	73
30.	Guns.	69	181	71.1	85	191	75.5
31.	Being in a fight	117	147	69.3	155	121	69.1

32.	Fire-getting burned.	61	280	87.8	63	292	91.7
33.	Getting a cut or injury	123	105	62.5	183	83	64.8
34.	Being in a big crowd	103	70	54.6	108	34	49.2
35.	Thunderstorms	105	89	58.1	144	93	63.1
36.	Having to eat some food I don't like	1	121	59.2	148	65	58.4
37.	Cats.	61	65	50.1	81	49	49.5
38.	Failing a test	73	243	82.4	59	278	88.9
39.	Being hit by a car or truck.	67	258	84.4	57	291	91
40.	Having to go to school	35	34	42.3	38	11	38.7
41.	Playing rough games during recess	128	95	61.2	159	72	60.7
42.	Having my parents argue	90	156	68.5	170	101	66.9
43.	Dark rooms or closets	118	122	65.1	134	123	67.6
44.	Having to put on a recital	40	38	43.5	51	15	40.6
45.	Ants or beetles	97	74	54.8	117	37	50.5
46.	Being criticized by others	149	107	65.2	202	66	63.5
47.	Strange looking people.	121	141	68.6	183	81	64.5
48.	The sight of blood.	96	123	63.3	144	102	64.7
49.	Going to the doctor	107	71	55.2	139	58	56.3
50.	Strange or mean looking dogs	94	227	81.4	82	251	86.1
51.	Cemeteries	87	188	73.9	111	153	71
52.	Getting a report card	103	188	75.3	114	211	81.7
53.	Getting a haircut	58	52	47.5	35	29	41.7
54.	Deep water or the ocean	117	106	62.2	144	115	67.1
55.	Nightmares	108	186	75.4	145	19	80.7
56.	Falling from high places	63	270	86.2	66	281	90.0
57.	Getting a shock from electricity	87	250	84.8	66	284	90.6
58.	Going to bed in the dark	116	101	61.2	106	138	67.8
59.	Getting car sick	127	129	67.1	158	78	61.6
60.	Being alone	113	123	64.8	155	106	66.4
61.	Wear clothes different from others.	124	71	56.6	121	46	52.5
62.	Getting punished by my father	120	197	78.4	144	184	79.5
63.	Having to stay after school	96	109	60.8	134	57	55.7
64.	Making mistakes	150	166	75.6	185	135	74.4
65.	Mystery movies	96	153	68.5	138	125	68.3
66.	Loud sirens	115	160	71.4	139	159	74.6
67.	Doing something new	140	126	67.7	177	89	65.4
68.	Germs or getting a serious illness	58	235	82.1	92	248	86.4
69.	Closed spaces	113	182	75.2	130	177	77
70.	Earthquakes	74	259	85.2	58	277	88.6
71.	Terrorists	81	230	80.7	73	258	86.5
72.	Elevators	98	72	54.5	88	62	52.4
73.	Dark places	122	151	70.5	140	146	72.3
74.	Not being able to breathe	102	216	80.1	111	212	81.6
75.	Getting a bee sting	114	149	69.4	137	142	71.3
76.	Worms or snails	87	103	59.1	88	92	57.9
77.	Rats or mice	107	157	70.2	108	161	72.1
78.	Taking a test	115	89	59.1	128	71	57.7

#### 4.2.2 Types of children fears according to high rank:

The following table (4-3) represents the highest rank of children fears reported by children themselves and children fears reported by their parents. These fears were rearranged according to the highest ration for each item to the top ten fears among the study sample.

The children reported that their fears were at the top for fire-getting burned by 87.8% and their parents reported that their children were of most fear from the same item by 91.7%. While the children reported fears by a percentage of 86.2% for falling from high places, their parents reported that their children fear of "being hit by a car or truck" by a percentage of 91%. Earthquake was reported by children as a third fearful situation 85.2%, while "getting a shock from electricity" was classified as the third fearful situation as reported by the children parents.

The results shows that the children fears reported by the parents have higher percentages than those reported by the children themselves and also have different ranks which appear in the following table.

**Table (4-3): The most common fears (N=380)**

Fears reported by children		%	Fears reported by parents		%
1.	Fire-getting burned	87.8	1.	Fire-getting burned	91.7
2.	Falling from high places	86.2	2.	Being hit by a car or truck.	91.0
3.	Earthquakes	85.2	3.	Getting a shock from electricity	90.6
4.	Being hit by a car or truck.	84.4	4.	Falling from high places	90.0
5.	Getting lost in a strange place	82.6	5.	Failing a test	88.9
6.	Failing a test	82.4	6.	Earthquakes	88.6
7.	Bombing attacks-being invaded	82.2	7.	Bombing attacks-being invaded	87.3
8.	Germes or getting a serious illness	82.1	8.	Snakes	87.0
9.	Snakes	81.8	9.	Terrorists	86.5
10.	A burglar breaking into our house	81.4	10.	Germes or getting a serious illness	86.4

### 4.2.3 Children fears and sex:

The children reported different types of fears according to the self—rating questionnaire with a Mean of 145.19 and a SD of 14.05 for males and 167.92; SD 24.50 for females. In order to test the sex difference between the children and fears the t-independent test was performed. The results showed very highly significant differences among children fears according to sex toward females.

**Table (4-4)**

**Independent t-test comparing means of children fears according to sex (N=380)**

Self –rating Questionnaire children version	Males N = 183		Females N = 197		T- value Df = 378	Significant Level
	Mean	SD	Mean	SD		
Children Fears	145.19	24.05	167.92	24.50	-9.11	0.000***

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

### 4.2.4 Children fears and parent gender (Mother or Father).

In order to test the sex difference between the children and fears we performed t-independent test. The result found very highly significant differences between children fears according to their parents sex toward mothers with a mean difference of 150.7 for fathers and 165.6 for mothers.

**Table (4-5)**

**Independent t-test comparing means of children fears according to their parents sex (N=380)**

Self –rating Questionnaire parents version	Fathers N = 180		Mothers N = 200		T- value Df = 378	Significant Level
	Mean	SD	Mean	SD		
Parents Fears	151.41	25.77	165.57	20.58	-5.94	0.000***

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

### 4.2.5 Children fears and place of residence.

One-Way ANOVA was used to study the differences between children fears according to the place of residence “North Gaza, Gaza, Middle area, Khanyounis, and Rafah”. As shown in the following table; there are significant differences between the means of the children fears according to the place of residence for both [children version and parent version] scales towards those living in Khanyounis.

**Table (4-6)****One-way ANOVA comparing children fears according to place of residence****(N=380)**

Children fears	Source of variance	Sum of squares	Df	Mean Square	F- value	Sig. Level
Children version	Between Groups	16256.182	4	4064.046	5.957	0.000***
	Within Groups	255850.865	375	682.269		
	Total	272107.047	379			
Parents version	Between Groups	14518.989	4	3629.747	6.553	0.000***
	Within Groups	207708.432	375	553.889		
	Total	222227.421	379			

P ≤ 0.05\*

P ≤ 0.01\*\*

P ≤ 0.001\*\*\*

Post –hoc analysis test was done using Scheffee test to compare the means of children fears for both Children Version and Parent Version according to the place of residence “North Gaza, Gaza, Middle area, Khanyounis, and Rafah”. As shown in the following table; there is a positive correlation between children fears and place of residence towards those who living in Khanyounis. The results shows significant differences in the means for the place of residence and indicated that Khanyounis residents reporting fears more than other residents.

**Table (4-7)****Means of children fears according to the place of residence (N=380)**

Children Fears	North Gaza	Gaza	Middle area	Khan Younis	Rafah
Total children fears by children*	157.64	152.85	156.54	169.36*	148.32
Total children fears by parent *	159.12	154.94	154.75	170.67*	153.95

P ≤ 0.05\*

P ≤ 0.01\*\*

P ≤ 0.001\*\*\*

**4.2.6 Children fears and type of residence:**

One-Way ANOVA was used to study the differences between children fears according to the type of residence “City, Camp and Village”. As shown in the following table; there were significant differences between the means of the children fears for both children version and parent version according to the type of residence toward those who live in camps for children version and toward those who live in camps and village for the parent version.

**Table (4-8)**

**One-way ANOVA comparing children fears according to type of residence**

**(N=380)**

<b>Children fears</b>	<b>Source of variance</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F- value</b>	<b>Sig. Level</b>
Children version	Between Groups	5890.535	2	2945.268	4.171	.016*
	Within Groups	266216.512	377	706.145		
	Total	272107.047	379			
Parent version	Between Groups	11415.565	2	5707.782	10.207	.000***
	Within Groups	210811.856	377	559.183		
	Total	222227.421	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

Post –hoc analysis test was done using Scheffee test to compare the means of children fears for both children version and parent version according to the type of residence “City” “Camp” “Village”. As shown in the following table; (4-9) there were positive correlation between children fears and type of residence towards those living in “Camps” and “Village” for both children and parent version. The results shows significant differences in the means for the type of residence and indicated that Camp and Village residents report fears more than other residents.

**Table (4-9)**

**Means of children fears according to the type of residence (N=380)**

<b>Children Fears</b>	<b>City</b>	<b>Camp</b>	<b>Village</b>
Total children fears by children*	154.64	165.68*	162.01
Total children fears by parents*	155.53	170.10*	166.72*

#### **4.2.7 Children fears and father's work.**

One-Way ANOVA was used to study the differences between children fears for both children version and parent version according to the father's work “without, employee and worker”. As shown in the following table, (4-10) there are no significant differences among the means of the children fears according to father's work.

**Table (4-10)****One-way ANOVA comparing children fears according to father's work (N=380)**

Children fears	Source of variance	Sum of squares	Df	Mean Square	F- value	Sig. Level
Children version	Between Groups	331.117	2	165.558	.230	.795
	Within Groups	271775.930	377	720.891		
	Total	272107.047	379			
Parent version	Between Groups	2224.897	2	1112.448	1.906	.150
	Within Groups	220002.524	377	583.561		
	Total	222227.421	379			

P ≤ 0.05\*

P ≤ 0.01\*\*

P ≤ 0.001\*\*\*

**4.2.8 Children fears and mother's work**

One-Way ANOVA was used to study the differences between children fears for both children version and parent version according to the mother's work "housewives, employee and worker". As shown in the following table; (4-11) there are no significant differences among the means of the children fears according to mother's work.

**Table (4-11)****One-way ANOVA comparing children fears according to mother's work (N=380)**

Children fears	Source of variance	Sum of squares	Df	Mean Square	F- value	Sig. Level
Children version	Between Groups	741.534	2	370.767	.515	.598
	Within Groups	271365.513	377	719.802		
	Total	272107.047	379			
Parent version	Between Groups	1769.333	2	884.666	1.513	.222
	Within Groups	220458.088	377	584.769		
	Total	222227.421	379			

P ≤ 0.05\*

P ≤ 0.01\*\*

P ≤ 0.001\*\*\*

**4.2.9 Children fears and father's educational level:**

One-Way ANOVA was used to study the differences between children fears for both children version and parent version according to the father's educational level "illiterate" primary" elementary" secondary" diploma" university" higher studies". As shown in the following table; (4-12) there are significant differences between the means of the children fears [parent version] according to father's educational level. But, there were no differences between the means of children fears [children version] according to father's educational level.

**Table (4-12)**

**One-way ANOVA comparing children fears according to father educational level  
(N=380)**

Children fears	Source of variance	Sum of squares	Df	Mean Square	F- value	Sig. Level
Children version	Between Groups	7394.391	6	1232.399	1.844	0.090
	Within Groups	193808.824	290	668.306		
	Total	201203.216	296			
Parent version	Between Groups	16824.843	6	2804.141	5.092	0.000***
	Within Groups	205402.578	373	550.677		
	Total	222227.421	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

Post –hoc analysis test was done using Scheffee test to compare the means of children fears for parent version according to father's educational level. As shown in the following table; (4-13) there is a positive correlation between children fears [Parent version] and father's educational level towards those who are classified as illiterate, primary, and elementary education respectively.

**Table (4-13)**

**Means of children fears according to father educational level (N=380)**

Father education	Children fears by children	Children fears by parents
<i>Illiterate</i>	164.50	174.25*
Primary	168.55	165.17*
Elementary	161.77	166.26*
Secondary	159.77	161.33*
Diploma	158.00	156.82
University	153.44	157.33
High studies	146.68	140.39

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

#### **4.2.10 Children fears and mother's educational level:**

One-Way ANOVA was used to study the differences between children fears for both children version and parent version according to the mother's educational level "illiterate" primary" elementary" secondary" diploma" university" higher studies". As shown in the following table; (4-14) there are significant differences between the means of the children fears parent version according to mother's educational level, but, there are no differences between the means of children fears [children version] according to mother's educational level.

**Table (4-14)**

**One-way ANOVA comparing children fears according to mother educational level (N=380)**

Children fears	Source of variance	Sum of squares	Df	Mean Square	F- value	Sig. Level
Children version	Between Groups	6298.532	6	1049.755	1.652	0.133
	Within Groups	173457.014	273	635.374		
	Total	179755.545	279			
Parent version	Between Groups	16697.929	6	2782.988	5.051	0.000***
	Within Groups	205529.492	373	551.017		
	Total	222227.421	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

Post –hoc analysis test was done using Scheffee test to compare the means of children fears for parent version according to mother's educational level. As shown in the following table; (4-15) there are positive correlation between children fears parent version and mother's educational level towards those who are classified as illiterate, elementary and primary education respectively.

**Table (4-15)**

**Means of children fears according to mother educational level (N=380)**

Mother education	Children fears by children	Children fears by parents
<i>Illiterate</i>	168.40	184.33*
Primary	149.50	162.28*
Elementary	160.90	167.57*
Secondary	159.10	160.14
Diploma	160.72	151.80
University	155.03	154.36
High studies	136.66	114.50

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

#### **4.2.11 Children fears and family income:**

One-Way ANOVA was used to study the differences between children fears for both children version and parent version according to the family income "less than 1200NIS" from 1201-2000NIS" 2001-3000NIS" and above 3000NIS". As shown in the following table; (4-16) there are significant differences among the means of the children fears children version and parent version according to family income level.

**Table (4-16)****One-way ANOVA comparing children fears according to family income (N=380)**

<b>Children fears</b>	<b>Source of variance</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F- value</b>	<b>Sig. Level</b>
Children version	Between Groups	6711.539	3	2237.180	3.202	0.024*
	Within Groups	166261.631	238	698.578		
	Total	172973.170	241			
Parent version	Between Groups	7423.257	3	2474.419	4.331	0.005**
	Within Groups	214804.164	376	571.288		
	Total	222227.421	379			

P ≤ 0.05\*

P ≤ 0.01\*\*

P ≤ 0.001\*\*\*

Post –hoc analysis test was done using Scheffee test to compare the means of children fears for children version and parent version according to family income level. As shown in the following table; (4-17) there is a positive correlation between children fears children version and parent version and family income level towards those who have income less than 1200 NIS for parent version and who have "1201-2000NIS" for children version.

**Table (4-17)****Means of children fears according to family income (N=380)**

<b>Father education</b>	<b>Children fears by children</b>	<b>Children fears by parents</b>
<i>Less than 1200NIS*</i>	157.17	163.03*
1201-2000NIS*	163.21*	159.85*
2001-3000 NIS	161.29	151.83
More than 3000 NIS	146.48	157.00

### 4.3 Results for parenting styles:

#### 4.3.1 Types of parenting styles:

The following table;(4-18) shows the parenting styles according to scale ratio among the parents of school children in Gaza Strip governorates. The highest parenting style was dismissing parent with 70.8% followed by disapproving parent 67.3% and Laissez-faire parent 65.3% and the lowest one was emotion-coaching parent with 56.6%.

**Table (4-18)**  
**Types of parenting styles (N= 380)**

Parenting Styles	N	Min	Max	Sum of Scores	Mean	Std. Deviation	Ratio Scale
Dismissing parent	380	26.00	42.00	13037.00	35.4266	2.79061	70.8
Disapproving parent	380	24.00	41.00	11400.00	30.9783	3.52717	67.3
Laissez-faire parent	380	10.00	19.00	4810.00	13.0707	1.76876	65.3
Emotion-coaching	380	23.00	39.00	10699.00	29.0734	2.98270	56.6
Total score	380	85.00	127.00	39946.00	108.548	7.07745	67.1

#### 4.3.2 Parenting styles and the sex of parent (Father or mother):

In order to test the sex difference for the parents (father/mother) among parenting styles types we performed t-independent test. As shown in the following table; (4-19) the results shows no significant differences among the dismissing, disapproving, Laissez-faire and emotion-coaching parenting styles according to sex.

**Table (4-19)**  
**Independent t-Test comparing means of parenting styles according to sex (N=380)**

Parenting Styles	Sex	N	Mean	Std. Deviation	T Value	Sig Level
Dismissing parent	Male	180	35.29	2.884	0.610	0.435
	Female	200	35.57	2.679		
Disapproving parent	Male	180	31.15	3.709	2.83	0.093
	Female	200	30.84	3.316		
Laissez-faire parent	Male	180	12.91	1.842	1.22	0.270
	Female	200	13.25	1.667		
Emotion-coaching	Male	180	29.27	3.048	1.41	0.235
	Female	200	28.98	2.937		
Total score	Male	180	108.63	7.589	3.21	0.074
	Female	200	108.64	6.519		

P ≤ 0.05\*

P ≤ 0.01\*\*

P ≤ 0.001\*\*\*

### 4.3.3 Parenting styles and place of residence:

One-Way ANOVA was used to study the differences among parenting styles according to the place of residence “North Gaza, Gaza, Middle area, Khanyounis, and Rafah”.

As shown in the following table; (4-20) there are significant differences between the means of dismissing parent and emotion coaching according to the place of residence, respectively at levels of significance ( $f = 3.40$ ;  $P < 0.01$ ) for those who live in Middle area and ( $f = 3.20$ ;  $P < 0.01$ ) for those who live in Khanyounis.

However, the results show that there are no significant differences between the means of disapproving parent and laissez-faire parent according to the place of residence.

**Table (4-20)**  
**One-way ANOVA comparing parenting styles according to place of residence**  
**(N=380)**

Parenting styles	Source of variation	Sum of Squares	df	Mean Square	F - Value	Sig.
Dismissing parent	Between Groups	102.412	4	25.603	3.401	.009**
	Within Groups	2823.195	375	7.529		
	Total	2925.608	379			
Disapproving parent	Between Groups	24.504	4	6.126	.495	.739
	Within Groups	4636.430	375	12.364		
	Total	4660.934	379			
Laissez-faire parent	Between Groups	9.289	4	2.322	.749	.559
	Within Groups	1162.488	375	3.100		
	Total	1171.776	379			
Emotion-coaching	Between Groups	111.945	4	27.986	3.203	.013**
	Within Groups	3276.486	375	8.737		
	Total	3388.432	379			
Total score	Between Groups	43.007	4	10.752	.215	.930
	Within Groups	18724.601	375	49.932		
	Total	18767.608	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

Post –hoc analysis test was done using Scheffee test to compare the means of every parenting style according to the place of residence “North Gaza, Gaza, Middle area, Khanyounis, and Rafah”.

The results found significant differences in the means for the place of residence and indicated that Middle area residents use dismissing parent style more than other residents, while Khanyounis residents use emotion-coaching more than others in the different governorates.

**Table (4-21)**  
**Means of parenting styles according to the place of residence (N=380)**

Parenting style	Dismissing parent*	Disapproving parent	Laissez-faire parent	Emotion coaching*	Total
North Gaza	35.60	30.86	13.27	28.66	108.40
Gaza	35.73	30.80	13.07	28.88	108.42
Middle area	35.78*	31.17	12.60	28.85	108.42
Khanyounis	34.41	31.22	13.09	30.16*	108.89
Rafah	35.62	31.70	13.20	29.20	109.75

#### **4.3.4 Parenting styles and type of residence**

One-Way ANOVA was used to study the differences between parenting styles according to the type of residence “City, Camp, and Village”.

As shown in the following table; (4-22) there are significant differences among the means of Laissez-faire parent according to the type of residence at levels of significance ( $f = 3.84$ ;  $P < 0.05$ ) for those who live in camps. However, the results show that there are no significant differences among the means of dismissing, disapproving parent and emotion-coaching parent according to the type of residence.

**Table (4-22)**  
**One-way ANOVA comparing parenting styles according to type of residence**  
**(N=380)**

Parenting styles	Source of variation	Sum of Squares	df	Mean Square	F - Value	Sig.
Dismissing parent	Between Groups	14.990	2	7.495	.971	.380
	Within Groups	2910.618	377	7.720		
	Total	2925.608	379			
Disapproving parent	Between Groups	19.959	2	9.979	.811	.445
	Within Groups	4640.976	377	12.310		
	Total	4660.934	379			
Laissez-faire parent	Between Groups	23.394	2	11.697	3.840	.022*
	Within Groups	1148.383	377	3.046		
	Total	1171.776	379			
Emotion-coaching	Between Groups	24.807	2	12.403	1.390	.250
	Within Groups	3363.625	377	8.922		
	Total	3388.432	379			
Total score	Between Groups	210.287	2	105.144	2.136	.120
	Within Groups	18557.321	377	49.224		
	Total	18767.608	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

Post -hoc analysis test was done using Scheffee test to compare the means of every parenting style according to the type of residence "City, Camp, and Village".

The results found that the parents who live in camps use laissez-faire parenting more than others according to the significant mean difference between the parenting styles. But there were no differences observed from the means of dismissing parent, disapproving parent and emotion-coaching according to the type of residence.

**Table (4-23)**  
**Means of parenting styles according to the type of residence (N=380)**

Parenting style	Dismissing parent	Disapproving parent	Laissez-faire parent*	Emotion coaching	Total
City	35.51	31.03	13.03	28.98	108.56
Camp	35.73	31.5	13.93*	29.86	111.03
Village	35.05	30.59	12.95	29.32	107.93

#### 4.3.5 Parenting styles and father's work:

One-Way ANOVA was used to study the differences among parenting styles according to father's work.

As shown in the following table;(4-24) there are no significant differences among the means of dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching parenting according to father's work.

**Table (4-24)**  
**One-way ANOVA comparing parenting styles according to type of father's work (N=380)**

Parenting styles	Source of variation	Sum of Squares	df	Mean Square	F - Value	Sig.
Dismissing parent	Between Groups	4.919	2	2.460	.317	.728
	Within Groups	2920.689	377	7.747		
	Total	2925.608	379			
Disapproving parent	Between Groups	19.962	2	9.981	.811	.445
	Within Groups	4640.972	377	12.310		
	Total	4660.934	379			
Laissez-faire parent	Between Groups	1.508	2	.754	.243	.784
	Within Groups	1170.268	377	3.104		
	Total	1171.776	379			
Emotion-coaching	Between Groups	36.574	2	18.287	2.057	.129
	Within Groups	3351.858	377	8.891		
	Total	3388.432	379			
Total score	Between Groups	79.642	2	39.821	.803	.449
	Within Groups	18687.966	377	49.570		
	Total	18767.608	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

#### 4.3.6 Parenting styles and mother's work:

One-Way ANOVA was used to study the differences among parenting styles according to mother's work.

As shown in the following table; (4-25) there are significant differences among the means of emotion-coaching parenting according to mother's work at levels of significance ( $f = 5.50$ ;  $P < 0.01$ ) in favor of mothers who are classified as workers. While, the results show that there are no significant differences among the means of dismissing, disapproving parent and Laissez-faire parent according to mother's work.

**Table (4-25)**  
**One-way ANOVA comparing parenting styles according to mother's work**  
**(N=380)**

Parenting styles	Source of variation	Sum of Squares	df	Mean Square	F - Value	Sig.
Dismissing parent	Between Groups	15.800	2	7.900	1.024	.360
	Within Groups	2909.808	377	7.718		
	Total	2925.608	379			
Disapproving parent	Between Groups	25.336	2	12.668	1.030	.358
	Within Groups	4635.598	377	12.296		
	Total	4660.934	379			
Laissez-faire parent	Between Groups	6.355	2	3.178	1.028	.359
	Within Groups	1165.421	377	3.091		
	Total	1171.776	379			
Emotion-coaching	Between Groups	96.153	2	48.076	5.505	.004**
	Within Groups	3292.279	377	8.733		
	Total	3388.432	379			
Total score	Between Groups	3.894	2	1.947	.039	.962
	Within Groups	18763.714	377	49.771		
	Total	18767.608	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

Post -hoc analysis test was done using Scheffee test to compare the means of every parenting style according to the type of mother's work "Housewife, Employee and worker" .

The results show that the mothers who are classified as workers use emotion-coaching parenting more than others according to the significant mean differences between the parenting styles. But there are no differences observed from the means of dismissing parent, disapproving parent and Laissez-faire parent according to the type of mother's work.

**Table (4-26)**  
**Means of parenting styles according to the mother's work (N=380)**

Parenting style	Dismissing parent	Disapproving parent	Laissez-faire parent	Emotion coaching*	Total
Housewife	35.39	31.02	13.14	29.06	108.62
Employee	35.82	30.88	12.76	29.21	108.68
Worker	33.50	27.50	13.00	36.00*	110.00

#### 4.3.7 Parenting styles and father's educational level:

One-Way ANOVA was used to study the differences among parenting styles according to father's educational level.

As shown in the following table; (4-27) there are no significant differences among the means of dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching parenting according to father's educational level.

**Table (4-27)**  
**One-way ANOVA comparing parenting styles according to father's education level (N=380)**

Parenting styles	Source of variation	Sum of Squares	df	Mean Square	F - Value	Sig.
Dismissing parent	Between Groups	72.384	6	12.064	1.577	.153
	Within Groups	2853.223	373	7.649		
	Total	2925.608	379			
Disapproving parent	Between Groups	117.694	6	19.616	1.610	.143
	Within Groups	4543.240	373	12.180		
	Total	4660.934	379			
Laissez-faire parent	Between Groups	4.233	6	.706	.225	.968
	Within Groups	1167.543	373	3.130		
	Total	1171.776	379			
Emotion-coaching	Between Groups	57.251	6	9.542	1.068	.381
	Within Groups	3331.180	373	8.931		
	Total	3388.432	379			
Total score	Between Groups	210.157	6	35.026	.704	.647
	Within Groups	18557.451	373	49.752		
	Total	18767.608	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

#### 4.3.8 Parenting styles and mother educational level:

One-Way ANOVA was used to study the differences among parenting styles according to mother's educational level.

As shown in the following table; (4-28) there are significant differences among the means of emotion-coaching parenting according to mother's educational level at levels of significance ( $f = 3.10$ ;  $P < 0.01$ ) in favor of mothers who are classified as illiterate. While, the results show that there are no significant differences among the

means of dismissing, disapproving parent and laissez-faire parent according to mother's educational level.

**Table (4-28)**  
**One-way ANOVA comparing parenting styles according to mother's education level (N=380)**

Parenting styles	Source of variation	Sum of Squares	df	Mean Square	F - Value	Sig.
Dismissing parent	Between Groups	56.536	6	9.423	1.225	.292
	Within Groups	2869.072	373	7.692		
	Total	2925.608	379			
Disapproving parent	Between Groups	113.012	6	18.835	1.545	.162
	Within Groups	4547.922	373	12.193		
	Total	4660.934	379			
Laissez-faire parent	Between Groups	38.573	6	6.429	2.116	.051
	Within Groups	1133.203	373	3.038		
	Total	1171.776	379			
Emotion-coaching	Between Groups	161.409	6	26.901	3.109	.006**
	Within Groups	3227.023	373	8.652		
	Total	3388.432	379			
Total score	Between Groups	501.482	6	83.580	1.707	.118
	Within Groups	18266.126	373	48.971		
	Total	18767.608	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

Post –hoc analysis test was done using Scheffee test to compare the means of every parenting style according to the educational level for mothers. The results show that the mothers who are classified as illiterate use emotion-coaching parenting more than others according to the significant mean difference among the parenting styles. But there are no differences observed among the means of dismissing parent, disapproving parent and laissez-faire parent according to mother's educational level.

**Table (4-29)**  
**Means of parenting styles according to the mother's educational level (N=380)**

Parenting style	Dismissing parent	Disapproving parent	Laissez-faire parent	Emotion coaching*	Total
Illiterate	35.66	33.33	15.33	34.66*	119.00
Primary	34.21	30.35	12.50	28.85	105.92
Elementary	35.34	31.73	12.74	29.00	108.81
Secondary	35.38	31.02	13.20	28.99	108.60
Diploma	35.67	30.32	12.96	29.64	108.61
University	35.85	30.61	13.13	29.32	108.92
Higher studies	33.25	34.25	11.50	25.50	104.50

#### 4.3.9 Parenting styles and family income:

One-Way ANOVA was used to study the differences among parenting styles according to family income.

As shown in the following table; (4-30) there are no significant differences among the means of dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching parenting according to family income.

**Table (4-30)**  
**One-way ANOVA comparing parenting styles according to family income (N=380)**

Parenting styles	Source of variation	Sum of Squares	df	Mean Square	F – Value	Sig.
Dismissing parent	Between Groups	40.446	3	13.482	1.757	.155
	Within Groups	2885.162	376	7.673		
	Total	2925.608	379			
Disapproving parent	Between Groups	54.145	3	18.048	1.473	.221
	Within Groups	4606.789	376	12.252		
	Total	4660.934	379			
Laissez-faire parent	Between Groups	11.911	3	3.970	1.287	.278
	Within Groups	1159.865	376	3.085		
	Total	1171.776	379			
Emotion-coaching	Between Groups	5.940	3	1.980	.220	.882
	Within Groups	3382.491	376	8.996		
	Total	3388.432	379			
Total score	Between Groups	175.354	3	58.451	1.182	.316
	Within Groups	18592.254	376	49.447		
	Total	18767.608	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

#### 4.4 Results of parenting styles and children fears

##### 4.4.1 Parenting styles and children fears [parent version] level:

One-Way ANOVA was used to study the differences among parenting styles according to children fears [parent version] level.

As shown in the following table; (4-31) there are no significant differences among the means of dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching parenting according to children fears [parent version] level.

**Table (4-31)**  
**One-way ANOVA comparing parenting styles according to children fears level reported by parents (N=380)**

Parenting styles	Source of variation	Sum of Squares	df	Mean Square	F – Value	Sig.
Dismissing parent	Between Groups	13.816	3	4.605	.595	.619
	Within Groups	2911.792	376	7.744		
	Total	2925.608	379			
Disapproving parent	Between Groups	69.969	3	23.323	1.910	.127
	Within Groups	4590.965	376	12.210		
	Total	4660.934	379			
Laissez-faire parent	Between Groups	6.709	3	2.236	.722	.539
	Within Groups	1165.067	376	3.099		
	Total	1171.776	379			
Emotion-coaching	Between Groups	63.180	3	21.060	2.381	.069
	Within Groups	3325.252	376	8.844		
	Total	3388.432	379			
Total score	Between Groups	176.400	3	58.800	1.189	.314
	Within Groups	18591.208	376	49.445		
	Total	18767.608	379			

P ≤ 0.05\*

P ≤ 0.01\*\*

P ≤ 0.001\*\*\*

##### 4.4.2 Parenting styles and children fears [children version] level:

One-Way ANOVA was used to study the differences among parenting styles according to children fears [children version] level.

As shown in the following table;(4-32) there are no significant differences between the means of dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching parenting according to children fears [children version] level.

**Table (4-32)**  
**One-way ANOVA comparing parenting styles according to children fears level reported by children (N=380)**

Parenting styles	Source of variation	Sum of Squares	df	Mean Square	F - Value	Sig.
Dismissing parent	Between Groups	10.489	3	3.496	.451	.717
	Within Groups	2915.118	376	7.753		
	Total	2925.608	379			
Disapproving parent	Between Groups	62.892	3	20.964	1.714	.164
	Within Groups	4598.042	376	12.229		
	Total	4660.934	379			
Laissez-faire parent	Between Groups	18.318	3	6.106	1.990	.115
	Within Groups	1153.459	376	3.068		
	Total	1171.776	379			
Emotion-coaching	Between Groups	12.002	3	4.001	.446	.721
	Within Groups	3376.429	376	8.980		
	Total	3388.432	379			
Total score	Between Groups	68.019	3	22.673	.456	.713
	Within Groups	18699.589	376	49.733		
	Total	18767.608	379			

$P \leq 0.05^*$

$P \leq 0.01^{**}$

$P \leq 0.001^{***}$

#### **4.4.3 Analysis of the Relationship between Parenting Styles and children's fears**

In order to analyze the relationship between parenting styles and children fears, Pearson-Product Moment Correlation Coefficient was used. Table, (4-33) provides the correlation matrix among the four types of parenting styles and children fears for both children version and parent version.

Table; (4-33) shows that there are no significant relationship among parenting styles and children fears for both [parent version and children version]. The findings suggest that the parenting styles [dismissing parenting, disapproving parenting, laissez-faire parent, and emotion-coaching parent] do not correlate with children fears for both children and parents versions .

**Table (4-33)**  
**Correlation matrix among parenting style and children fears (N=380)**

<b>Children fears</b>		<b>Dismissing parent</b>	<b>Disapproving parent</b>	<b>Laissez-faire parent</b>	<b>Emotion coaching</b>
<b>Parent Version</b>	Pearson Correlation	.066	-.066-	.073	.002
	Sig. (2-tailed)	.201	.196	.153	.972
	N	380	380	380	380
<b>Children version</b>	Pearson Correlation	.031	.001	.042	-.074-
	Sig. (2-tailed)	.548	.990	.411	.150
	N	380	380	380	380

## Chapter Five

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### Discussion and Recommendations

This chapter highlights the empirical results obtained from the analyses in the previous chapter that have been done for Fears Self – Rating questionnaire ( FSSC-R) for both children and parents; and the parenting style questionnaire. So, the chapter includes the main results obtained and also it provides the discussion for the relevant results compared with the previous studies that had been done in the same field and concerning children fears with parenting styles.

In addition, it includes the specific recommendations for the purpose of this study limited to children fears and parenting styles in the same sequence. However, it will include suggestions for another studies that may be done in the same field.

#### 5.1 The main Results:

- The children reported that their fears were at the top for fire-getting burned by 87.8% and their parents reported that their children were of most fear from the same item by 91.7%. The children reported fears by a percentage of 86.2% for falling from high places, while their parents reported that their children fear of "being hit by a car or truck" by a percentage of 91%. Earthquake was reported by children as a third fearful situation by 85.2%, while "getting a shock from electricity" was classified as the third fearful situation as reported by the children parents.
- The results showed significant differences among children fears according to sex toward females children.
- The results also indicated significant differences among children fears according to their parent's sex toward mothers.
- There were significant differences between the means of the children fears according to the place of residence for both children and parents scales towards those who live in Khanyounis.
- There were significant differences among the means of the children fears, both children and parents; according to the type of residence toward those who live

in camps for the children version and toward those who live in camps and village for the parent version.

- There were no significant differences among the means of the children fears according to parents work type [father and mother].
- There were significant differences among the means of the children fears [parent version] according to father's educational level in favor of those who are classified as illiterate, primary, and elementary education respectively. But, there were no differences among the means of children fears [children version] according to father's educational level.
- There were significant differences between the means of the children fears [parent version] according to mother's educational level in favor of those who are classified as illiterate, elementary education. But, there were no differences between the means of children fears [children version] according to mother's educational level.
- There were significant differences among the means of the children fears [Children and Parent] according to family income level in favor of those who have family income ranged between 1201-2000NIS for children and those who have family income less than 1200NIS for parents.
- The highest parenting style used by parents was dismissing parent with 70.8% followed by disapproving parent with 67.3% and laissez-faire parent with 65.3% and the lowest one was emotion-coaching parent with 56.6%.
- There were no significant differences among the parenting styles [dismissing, disapproving, Laissez-faire and emotion-coaching parenting styles] according to sex.
- There were significant differences among the means of dismissing parent and emotion coaching according to the place of residence, respectively at levels of significance ( $f = 3.40$ ;  $P < 0.01$ ) for those who live in Middle area and ( $f = 3.20$ ;  $P < 0.01$ ) for those who live in Khanyounis. But, there were no significant differences among the means of disapproving parent and laissez-faire parent according to the place of residence.
- The results showed that there were significant differences among the means of Laissez-faire parent according to the type of residence at levels of significance ( $f = 3.84$ ;  $P < 0.05$ ) for those who live in camps. But, there were no significant

differences between the means of dismissing, disapproving parent and emotion-coaching parent according to the type of residence.

- There were no significant differences among the means of the parenting styles [dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching parenting] according to father's work.
- There were significant differences among the means of emotion-coaching parenting according to mother's work at levels of significance ( $f = 5.50$ ;  $P < 0.01$ ) in favor of mothers who are classified as workers. But, there were no significant differences among the means of dismissing, disapproving parent and laissez-faire parent according to mother's work.
- There were no significant differences among the means of the parenting styles [dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching parenting] according to father's educational level.
- There were significant differences among the means of emotion-coaching parenting according to mother's educational level at levels of significance ( $f = 3.10$ ;  $P < 0.01$ ) in favor of mothers who are classified as illiterate. But, there were no significant differences among the means of dismissing, disapproving parent and laissez-faire parent according to mother's educational level.
- There were no significant differences among the means of the parenting styles [dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching parenting] according to family income.
- There were no significant differences among the means of the parenting styles [dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching parenting] according to children fears level as reported by either children or the parents.
- There are no significant relationship between parenting styles and children fears for both [parent version and children version]. The findings suggest that the parenting styles [dismissing parenting, disapproving parenting, laissez-faire parent, and emotion-coaching parent] do not correlate with children fears for both versions (children and their parents).

## 5.2 Discussion

The results showed significant differences between children fears according to sex toward females children, in which the girls reported fears more than boys for Fears Self – Rating questionnaire ( FSSC-R) . The results of this study appears to be consistent with the results of Muris et al study (1997) which indicated that there were a significant difference between males and females according to sex in favor of females. The researcher hypothesized that for the dominant gender and concrete feeling which appear to be for males among the community and the females appear to be more sensitive and concerned by their parents more than boys.

In the same sequence the study showed that the children reported their most often fears are from fire getting burned by 87.8% ; fear from falling from high places 86.2%; and fear from earthquake 85.2%. But Muris et al found that the most fearful situation that reported by the children were; fear of bombing attacks/being invaded 70.6%; being hit by a car or truck 70.3%; not being able to breathe 67.8%; getting a serious illness 60.4%; falling from high place 57.4% ; and fire /getting burned 53.8% (Muris et al, 1997).

While the study results of Gilmore and Campbell (2007) showed that the type and intensity of children's fears were; being hit by a car, bombs and being unable to breathe producing the most fear. While, spontaneous responses indicated that children's greatest fear was of animals. Surprisingly few children mentioned war and terrorism without prompting.

Accordingly, in the current study the children's parents indicated that their children have most often fears from; fire getting burned 91.7%; being hit by a car or truck" 91%; and getting a shock from electricity 90.6%. These results and responses of the children's parents appear higher than and different from those of the children themselves. Surprisingly, the mothers of children reported children fears more than the fathers for the same list of fears using FSSC-R. These findings appear to be consistent with the results of Campbell and Gilmore (2009) that showed the parents provide different responses when generating a spontaneous list of their child's fears and worries, or rating the intensity of their fears on the Fears Self – Rating questionnaire FSSC-R. There is much less consistency between parents and children.

The researcher assumes or finds that the context surrounding and culture diversity play a significant role in defining the fears and its severity through the study sample. This means that every community is exposed to different types of fears (War, Accidents, Falling down, and all the fears) that occupy the children and their families for a specified time and point of view. So, in the study community as regarded by the children the most fearful event is "getting fire/burned" which reflects specified time in which the data collected during the electricity problems and the general use of generators among the Gazan's population in which many deaths and injuries occurs because of the misuse of the generators.

The results also showed significant differences among the means of the children fears according to the place of residence for both children and parents scales towards those who live in Khan younis. The researcher attributed that to the living conditions of Khan younis residents who were exposed to more aggressive situations and exposed to different types of fears when compared to other governorates. Also they are exposed to different critical situations including war crisis that they faced and there were a daily aggressive behavior and problematic issues that are classified as fears among the residents in this area.

Where Thabet et al (2002) in study on children's emotional problems found that exposure to bombardment was the strongest socioeconomic predictor of post-traumatic stress reactions, while the children who were exposed to other events, mainly through the media and adults, reported more anticipatory anxiety and cognitive expressions of distress ( $p=0.001$ ) than children who were directly exposed.

The results of the current study indicated that there were significant differences among the means of the children fears both children and parents according to the type of residence toward those who live in camps for children version and toward those who live in camps and village for the parent version. This could be attributed to the fact that the children who live in camps exposed more frequently to the fears because they are prone to car accidents in crossing the streets, danger of generators and falling from windows. But children's parents reported more fears among their children because they suffer from the same situations in addition to the danger of the street, accidents, and heavy trucks.

The results show no differences between the means of the children fears according to parents (father/mother) work type. The researcher hypothesized that the children

responded to the fears with the same sequence regardless of the parents' work type, since the fears are considered something predictable and not correlated with work status. The results showed that there are significant differences between the means of the children fears "parent version" according to father's and mother's educational level in favor of those who are classified as illiterate, primary, and elementary education respectively. But, there are no differences among the means of children fears "children version" according to father's and mother's educational level, where the illiterate parents and those who are classified as low level educated reported high responses of children fears for their children. The researcher hypothesized that these responses are due to the fact that the parents have knowledge deficit regarding rearing and educating their children in addition to inability to follow the instructions and guidelines for relieving the children fears. While, the children reported no differences regarding the father's educational level and this is related to the children point of view where the children are indifferent towards the fears they experience, so, they responded to the fears totally without regard to their fathers' educational level.

The results indicate that there are significant differences among the means of the children fears "Children" and "Parent" according to family income level in favor of those who have family income between 1201-2000NIS for children and those who have family income of less than 1200NIS for parents. These differences reflect the importance of family income variable and its correlation with children fears, since the low income level reported fears more frequently than those who are classified as medium or high level income. The researcher thinks that this is related to insufficient recreation activities that may be offered for the low income children and also they have no chance to do any thing that except they must accept the reality they face.

The results demonstrated that the highest parenting style used by parents was permissive parenting (dismissing parent) with 70.8% followed by authoritarian parenting (disapproving parent) 67.3% and uninvolved parenting (laissez-faire) parent 65.3% and the lowest one was authoritative parenting (emotion-coaching) parent 56.6%. These results reflect the parenting styles that are used by the parents in our community as the main source for rearing and educating the children inside the community.

But the study results of Elias & Yee (2009) found that the majority of the children in their study perceived their father as authoritative (n = 200, 81.00%), followed by authoritarian (n = 25, 10.10%) and permissive (n = 19, 7.70%). There were three

subjects who do not have father (n = 3, 1.20%), thus were unable to answer the questionnaire pertaining to paternal parenting style.

These result appears to be inconsistent with the results of Latouf (2008) which indicated that the authoritative parenting style was the mostly used by the parents of the five-year old group and that this parenting style tends to lead to more acceptable social behaviour among the five-year olds. While, the study results of Dwairy et al (2006) found that all parenting styles differed across Arab societies, where the Arab societies have mixed parenting styles for their children and they responded differently to every parenting style. However, Dwairy et al (2006c) indicated that authoritative parenting was associated with a higher level of connectedness with the family and better mental health of adolescents. The study results of Dwairy and Menshar (2005) indicated that authoritarian parenting within an authoritarian culture is not as harmful as within a liberal culture.

The results of Black et al (1994) indicated that children of nurturant parents consistently demonstrated better social-cognitive development. According to the results of the current study the researcher hypothesized that the Gazan's people avoid asserting the authority on their children and try to make it more nurturing and communicative style depending on their children decision. Also, our community encourages tolerance, acceptance, and affectionate behavior between the parents and the children.

The next style which is called authoritarian (disapproving) takes the second rank of the parenting styles in which the parents assert high value on conformity and obedience. In this style the children must respect, follow, and conform with the parents rules and guides and also the children must do what the parents said without rejecting or making inquires. The researcher attributes this for the culture diversity and the differences in socio-economic status, and the type of residence in which the parents attitudes are classified as modern, Bedouin and/or other.

In the Islamic culture the parents' love for their child is so taken for granted that it is not even thought necessary to state this as a requirement for parents. However, in the Islamic culture the main responsibility of the parents to their child is to support him with the suitable education (this is to be understood in the broadest possible sense, including all things that assist the child to become a good and right human being). The Qur'an also places great responsibility on the child in regard to his parents,

requiring the child to be kind to the parents, to help his parents in their old age, to never talk to his parents with contempt, to never reject his parents, to honour them, and to fulfill all these responsibilities with humility.

The third parenting style was *laissez-faire* (uninvolved) in which the parents display less commitment to their children's development, and try to avoid direct contact and talking. The researcher thinks that this is related to the stressful and crisis situation they live in Gaza and they didn't find the acceptable time to communicate and rear their children effectively. In addition, this style goes indirectly with the siege and its impact on the Gazan's people.

However, the study results of Dwairy (2004) indicated a significant positive relationship between the authoritative parenting style and the mental health of children. And also the author indicated that the effect of parenting style is culturally and gender dependent rather than universal.

The fourth style was emotion-coaching (authoritative) in which the parents were more responsive to their children and the children had more compliance to the rules and guidelines of their parents. The researcher attributes this to the connectedness between the parents and their children.

The study results indicated that there were no significant differences among the parenting styles; dismissing, disapproving, *Laissez-faire* and emotion-coaching parenting styles according to sex.

These results appear to be inconsistent with the study results of Dwairy et al (2006a) that indicated that the mean score of the authoritarian style was higher among males, whereas the mean score of the authoritative style was higher among females. In addition, the first-born adolescents reported higher level of permissive parenting than other adolescents.

The researcher hypothesized that because the parents used mixed parenting styles for children rearing and the dominant parent considered the father in the Palestinian community. However, as mentioned before the parenting styles depend on the cultural view among the Palestinian families in which there were no selected criteria for defined style.

The study results show that there are significant differences among the means of dismissing parent and emotion coaching according to the place of residence, at levels of significance ( $f = 3.40$ ;  $P < 0.01$ ) for those who live in Middle area and ( $f = 3.20$ ;  $P < 0.01$ ) for those who live in Khan younis. But, there were no significant differences

among the means of disapproving parent and laissez-faire parent according to the place of residence. These results indicate that the Middle area residents are more nurturing parents than those in other governorates, which is reflected by the parents behavior and parenting style type, while Khanyounis residents use emotion coaching (authoritative) as the primary parenting style because they are classified as tribes (large families) that employ the authoritative parents.

Black et al (1994) stated that children of nurturant parents consistently demonstrate better social-cognitive development.

The study results found that there were significant differences between the means of Laissez-faire parent according to the type of residence at levels of significance ( $f = 3.84$ ;  $P < 0.05$ ) for those who live in camps. But, there were no significant differences among the means of dismissing, disapproving parent and emotion-coaching parent according to the type of residence. The researcher thinks that this is related to the close area that the camps residents live in and also due to the culture of the families in that area which varies accordingly. These results appear to be inconsistent with the study results of Dwairy and Menshar, 2005; and Dwairy et al, 2006c who found that the authoritarian parenting styles in which the connectedness of girls was found to be more emotional and financial in villages and to be more functional in towns.

There were no significant differences among the means of the parenting styles dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching parenting according to father's work. The researcher attributes that to the dominant culture of society that employs the respect issues and conformity for the parents regardless of their employment status.

There were significant differences between the means of emotion-coaching parenting according to mother's work at levels of significance ( $f = 5.50$ ;  $P < 0.01$ ) in favor of mothers who are classified as workers. But, there were no significant differences among the means of dismissing, disapproving parent and Laissez-faire parent according to mother's work. The researcher thinks that the working mothers were striving to fulfill the needs and requirements for their children and also they suffer to provide the necessary needs in which these attitudes are reflected in their parenting styles since they guard and protect their children through this type of parenting.

The study results revealed that there were no significant differences among the means of the parenting styles (the four styles) according to father's educational level. The researcher attributes that to the defined parenting that is considered the most

important issue to the Gaza people which is reflected by their culture and defined rules through out their lives. The father is the dominant person in the Arab societies (patriarchal societies ) generally and the Palestinian society is a special case. However, they didn't vary according to the father's work or educational level in which it appears to be less concerned.

The study results showed that there were significant differences among the means of emotion-coaching parenting according to mother's educational level at levels of significance ( $f = 3.10$ ;  $P < 0.01$ ) in favor of the mothers who are classified as illiterate. But, there were no significant differences among the means of dismissing, disapproving parent and Laissez-faire parent according to mother's educational level. These results are not in agreement with the study results of Erlanger et al (2009) which indicated that authoritative parenting continues to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance.

The researcher hypothesized that the illiterate mothers have knowledge deficit regarding their children development and rearing , so they try to compensate for their role by providing high protective measures through constructive guiding and follow up protocols for helping their children to hide the missing in their education.

The study results indicated that there were no significant differences among the means of the parenting styles (the four levels) according to family income. These results appear to be consistent with the study results of Dwairy et al (2006a) which found that the effects of urbanization, parents' education, and the family economic level on parenting were minor. The researcher thinks that as mentioned previously, the culture have dominant style of parenting that concerned with conformity and respectfulness for the parents regardless of their income, the community highlights these issues and all the children must obey their parents even they were poor and have nothing to eat . these results are not correlated with money or income, but it is correlated with high values signified for the Gazan's culture.

The study results demonstrated that there are no significant differences among the means of the parenting styles (the four styles) according to children fears level as reported by either children or the parents.

The currant study appears to be inconsistent with the study results of Dwairy (2004) who found that among boys, the permissive parenting style was associated with

negative attitudes towards parents, lower self-esteem and increased identity, anxiety, phobia, depressive, and conduct disorders.

While Chen et al (1997) found that authoritarian parenting was associated positively with aggression and negatively with peer acceptance, sociability-competence, distinguished studentship and school academic achievement.

In another study by Dwairy (2004), girls scored higher than boys on identity disorder, anxiety disorder, and depression scales, whereas boys scored higher than girls on the behavior disorder scale that accompanied the authoritative style. Also, the same study revealed that there was no significant relationship between the authoritarian parenting style and the mental health measures which matched with the current results.

But other studies by Dwairy and Menshar, 2005; and Dwairy et al, 2006c indicated that female adolescents reported a higher frequency of psychological disorders and mental health which were associated with authoritative parenting, but not with authoritarian parenting.

The researcher attributes results that found no correlation among the parenting styles and children fears to the structure of the families that employ the dignity and protection for the children regardless of the parenting styles. Also, due to the connectedness between children and parents where the parents are required to provide the ultimate requirements and necessities for the children whenever possible and to provide the protection from different types of fears because these issues were from the core functions of the parents. The parents try to offer all the comfortable facilities and services for their children to grow up safely and with secure needs. In this regard the parents care for their children development, nurturing, communication regardless of the parenting styles they adopt.

There are no significant relationship between parenting styles and children fears for both [ parent version and children version]. The findings suggest that the parenting styles [dismissing parenting , disapproving parenting, laissez-faire parent, and emotion-coaching parent] do not correlate with children fears for both versions (children and their parents).

In another study by Elias & Yee (2009); it was shown that perceived paternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students' academic achievements. Also the findings revealed that perceived maternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students' academic achievements.

The researcher hypothesized that these results must be investigated thoroughly and defined according to the children age, and other variables that are thought to be related in this instance. These results indicate no relation or correlation among the parenting styles and children fears which may be attributed to the mixed parenting styles used by the Arabic societies generally and the Palestinian specially.

### **5.3 Conclusion:**

The researcher thinks that this study contributes to the existing literature by revealing the four main parenting styles ( Authoritative "emotion-coaching; authoritarian "disapproving"; Permissive parenting "dismissing"; and uninvolved " the laissez-faire parent" ) that used by the target sample concerning the parenting styles and children fears among the school aged children ( 6-12 years old).

The children reported various types of fears that are of concern to them as significant fears that appear to be high level regarding fears scale. In addition to their parents who reported higher rank of the children fears scale than their children do. The results reflect the importance of the children fears among children and it should be taken into consideration and treated as soon as possible.

The permissive parenting (dismissing parent) style is the highly used by the parents of the 6-12 years old group of Governmental schools, in Gaza Strip governorates. The second parenting style used by the parents is the authoritarian parenting (disapproving parent).

The researcher concluded that we must encourage and reinforce the authoritative parenting styles (emotion- coaching) that help in better development and self-confident personality among the children.

### **5.4 Recommendations:**

#### **5.4.1 Regarding children fears:**

The study indicated various types of fear that were reported by the children and by their parents that showed high ratios for the specified fears and phobias for both children and the parents. The parents have shown significantly higher rate than their children for the same items and scales.

#### **5.4.1.1 For the schools:**

- Encourage and reinforce the roles of the counselors at the schools in alleviating the children fears and promote periodically follow up for the children at schools.
- Promote active participation among the children and the teachers at schools as well as the counselors to help in reducing the children fears.
- Establish a specialized rehabilitation unit for children to express their feeling freely and provide frequent psychological support regarding their fears and phobias.
- Promote and reinforce the policies that protect the children rights according to the Palestinian law and according to the international agreements.

#### **5.4.1.2 For the parents:**

- Maintain psychosocial connection and communication among the children and their parents regarding children fears and phobias.
- Customize specific programs for children that help in reducing the fears and phobias accordingly with their parents and schools counselors.
- Promote public educational programs regarding children fears using the media and advertisement to help the target group specifically to help the parent in identifying the children fears.
- Reinforce the favorites activities that children prefer to alleviate their fears and phobias and let them express their feelings.

#### **5.4.1.3 For the children:**

- Promote active participation among the children and their parents at homes, teachers at schools as well as the counselors to help in reducing the children fears.
- Let the children express their fears and phobias to help in minimizing the effects of their fears.
- Make a follow up and consecutive care for the children regarding their fears and phobias

#### **5.4.2 Regarding parenting styles:**

The study revealed that there are several parenting styles that are used by the parent in rearing and communicating with their children. For this purpose the researcher suggests the following recommendations:

- Reinforce and encourage the emotion –coaching parenting (authoritative) administration between the children's parents since this style help the children grow and develop independently, and let them be self-reliance and motivated.
- Customize the parenting styles according to the children adjustment and motivation to help them better in their development.
- Promote constructive communication between the parents and their children to achieve the best parenting styles output for the safety of the children.
- Instruct the parents to be selective for their parenting styles and approaches to be more valuable and specific in their communication with the children.

#### **5.4.3 For the general:**

- The parents should be concerned with their children fears and the adopted parenting styles, and more responsible about their communication and follow up as possible as they can.
- The parents should be ready as much as possible to provide their children with the best treatment and counseling when required.
- The parents must be good listeners when their children report some fears and take it seriously and DONOT say nothing it will be OK.
- The parents should modify and adjust their parenting when it is possible , to help in reducing the children fears.
- The parents should communicate effectively in front of the children and they must complete the same role in their development and rearing.

#### **5.5 Suggested research studies:**

- The parenting styles and its relation with socioeconomic status among the parents in Gaza Strip.
- The relationship between the parents (father/mother) and the used parenting styles among sample of the Palestinian parents in Gaza Strip.
- The parenting styles and culture dominance among Palestinians in Gaza Strip.

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## Annexes

### Annex (1)

#### Helsinki approval letter

Palestinian National Authority  
Ministry of Health  
Helsinki Committee



36  
السلطة الوطنية الفلسطينية  
وزارة الصحة  
لجنة هلسنكي

التاريخ 7/6/2010

Name:

الاسم: طارق سعيد القريناوي

I would like to inform you that the committee  
has discussed your application about:

نفيدكم علماً بأن اللجنة قد ناقشت مقترح دراستكم  
حول:-

**Parenting Styles and children's fears in Gaza  
Governorates.**

In its meeting on June 2010  
and decided the Following:-

و ذلك في جلستها المنعقدة لشهر 6 2010

To approve the above mention research study.

و قد قررت ما يلي:-

الموافقة على البحث المذكور اعليه.

Signature

توقيع



Member

Member

Chairperson

عضو

عضو

Conditions:-

- ❖ Valid for 2 years from the date of approval to start.
- ❖ It is necessary to notify the committee in any change in the admitted study protocol.
- ❖ The committee appreciate receiving one copy of your final research when it is completed.

Annex (2)

Ministry of Education approval letter

Palestinian National Authority  
Ministry of Education & Higher Education  
Assist. Deputy Minister Office



السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
مكتب وكيل الوزارة المساعد  
الإدارة العامة للتخطيط التربوي  
الرقم: وثم / مذكرة داخلية ( ٨١٧ )  
التاريخ: 2010/04/11 م  
الموافق: 26 ربيع الآخر / 1431 هـ

السادة / مديري التربية والتعليم - محافظات غزة المحترمون

تحية طيبة وبعد،،،

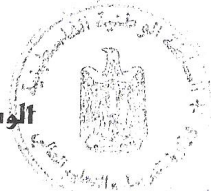
الموضوع / تسهيل مهمة

نهديكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يرجى تسهيل مهمة الباحث "طارق سعيد القريناوي"، والذي يجري بحثاً بعنوان: "أساليب التنشئة الوالدية وعلاقتها بالخوف لدى الأطفال في محافظات غزة"، في تطبيق أدوات البحث على عينة من طلبة المرحلة الأساسية، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام،،،

د. زياد محمد شهابت

الوكيل المساعد للشؤون التعليمية



باسم الله الرحمن الرحيم  
بإشارة من مدير مكتب التخطيط التربوي  
تسهيل مهمة الباحث طارق سعيد القريناوي  
في تطبيق أدوات البحث على عينة من طلبة المرحلة الأساسية  
في محافظات غزة

وتتميز بكونه  
مدير مكتب التخطيط التربوي  
قسم التخطيط التربوي  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم / غرب غزة

السيد / طارق سعيد القريناوي  
لعمل بروتوكول  
4/13

أ. عبد المجيد الزطمة

نسخة لـ

السيد / وزير التربية والتعليم العالي.

السيد / وكيل الوزارة المساعد لشؤون التعليم العالي.

غزة هاتف ( 2849711 - 2861409 - 08 فاكس ) ( 08 - 2865909 ) ( 08 - 2865909 ) Fax : 2861409 - 2849711 - 08 Gaza

Annex (3)

Letter from Directorate of Education –Rafah

Palestinian National Authority  
Ministry Of Education & Higher  
Education  
Directorate Of Education –Rafah



السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم – رفح

قسم التخطيط التربوي

الرقم : م.ت.ر. ٢٧ / أ .

التاريخ : ٢٠١٠/٠٥/٠٥ م

٢١ جمادى الأول ١٤٣١ هـ

السادة/ مديرو المدارس المعنية المحترمون

السلام عليكم ورحمة الله وبركاته ،،،

الموضوع / تسهيل مهمة

يرجى تسهيل مهمة الباحث طامرق سعيد القرناوي ، والذي يجري بحثاً بعنوان "أساليب التنشئة  
الوالدية وعلاقتها بالخوف لدى الأطفال في محافظات غزة" وتطبيق أدوات البحث على عينة من طلبة المرحلة  
الأساسية، وذلك حسب الأصول.

واقبلوا التحية ،،،

مدير التربية والتعليم  
د. سعيد إبراهيم حرب



نسخة إلى:

السادة/ نواب المدير المحترمون  
السيد/ رئيس قسم التخطيط

T : 2140126 / 2140127 Fax + 2140125  
Rafah

ت : ٢١٤٠١٢٦ / ٢١٤٠١٢٧ فاكس : ٢١٤٠١٢٥ رفح

Annex (4)

Letter from Directorate of Education –East Gaza

Palestinian National Authority  
Ministry of Education & Higher Education  
Assist. Deputy Minister Office



السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
مكتب وكيل الوزارة المساعد

الإدارة العامة للتخطيط التربوي  
الرقم: وت غ / مذكرة داخلية ( ٨١٧ )  
التاريخ: 2010/04/11 م  
الموافق: 26/ربيع الآخر / 1431 هـ

المحترمون

السادة / مديري التربية والتعليم – محافظات غزة

تحية طيبة وبعد،،،

الموضوع / تسهيل مهمة

نهديكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يرجى تسهيل مهمة الباحث "طارق سعيد القريناوي"، والذي يجري بحثاً بعنوان: "أساليب التنشئة الوالدية وعلاقتها بالخوف لدى الأطفال في محافظات غزة"، في تطبيق أدوات البحث على عينة من طلبة المرحلة الأساسية، وذلك حسب الأصول.

السادة / مديري التربية والتعليم – محافظات غزة  
تحية طيبة وبعد

ونفضلوا بقبول فائق الاحترام،،،

الموضوع / تسهيل مهمة الباحث  
الدكتور طارق

د. زياد محمد ثابت

الوكيل المساعد للشؤون التعليمية



يسعدنا مساعدة الباحث الدكتور طارق  
شأنه وأداء عمله  
ما قبلنا شأنه واحترامه



مدير التربية والتعليم  
محافظات غزة / حبيب محمد الخالدة

أ. عبد المجيد الزطمة

نسخة لـ

السيد / وزير التربية والتعليم العالي.  
السيد / وكيل الوزارة المساعد لشؤون التعليم العالي.

غزة هاتف ( 2849711 - 2861409 - 08 فاكس ( 08 - 2865909 ) ( 08 - 2865909 ) Fax : ( 08 - 2849711 - 2861409 - 08 )

Annex (5)

Letter from Directorate of Education – Middle area

Palestinian National Authority  
Ministry of Education & Higher Education  
Assist. Deputy Minister Office



السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
مكتب وكيل الوزارة المساعد

الإدارة العامة للتخطيط التربوي  
الرقم: وتغ/مذكرة داخلية ( ٨١٧ )  
التاريخ: 2010/04/11 م  
الموافق: 26/ربيع الثور/ 1431 هـ

السادة / مديري التربية والتعليم – محافظات غزة المحترمون

تحية طيبة وبعد،،،

الموضوع / تسهيل مهمة

نهديكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يرجى تسهيل مهمة الباحث "طارق سعيد القريناوي"، والذي يجري بحثاً بعنوان: "أساليب التنشئة الوالدية وعلاقتها بالخوف لدى الأطفال في محافظات غزة"، في تطبيق أدوات البحث على عينة من طلبة المرحلة الأساسية، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام،،،

د. زياد محمد ثابت  
الوكيل المساعد للشؤون التعليمية



قسم التخطيط  
السادة مديري المدارس  
تحية طيبة وبعد،،،  
للاطلاع لدى قسم التخطيط على تسهيل مهمة  
الباحث من طلبة أدوات البحث على عينة  
من طلبة مدارسكم المعارة

بمقتضى السيد / فهد التويج  
P. على السيد أبو حسان  
22. 5. 2010 م  
22. 5. 2010 م  
S.T.S. 2010



وذلك حسب الأصول المعول بها  
أ. عبد المجيد الزطمة

نسخة لـ

السيد / وزير التربية والتعليم العالي  
السيد / وكيل الوزارة المساعد لشؤون التعليم العالي

غزة هاتف ( 2849711 - 2861409 - 08 فاكس ) ( 08 - 2865909 ) ( 08 - 2865909 ) Fax : ( 08 - 2861409 - 2849711 - 08 )

Annex (6)

Letter from Directorate of Education –North Gaza and Khanyounis

Palestinian National Authority  
Ministry of Education & Higher Education  
Assist. Deputy Minister Office



السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
مكتب وكيل الوزارة المساعد

الإدارة العامة للتخطيط التربوي  
الرقم: وت ع / مذكرة داخلية ( ٨١٧ )  
التاريخ: 2010/04/11 م  
الموافق: 26 / ربيع الآخر / 1431 هـ

التخطيط

المحترمون

السادة / مديري التربية والتعليم – محافظات غزة

قُبْرَ طَيْبَةٍ رَوْحِي،،،

الموضوع / تسهيل مهمة

نهديكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يرجى تسهيل مهمة الباحث "طارق سعيد القريناوي"، والذي يجري بحثاً بعنوان: "أساليب التنشئة الوالدية وعلاقتها بالخوف لدى الأطفال في محافظات غزة"، في تطبيق أدوات البحث على عينة من طلبة المرحلة الأساسية، وذلك حسب الأصول.

ونفضلو بغيره فائق الاحترام،،،

د. زياد محمد ثابت  
الوكيل المساعد للشؤون التعليمية



السيد / مدير إدارة التعليم في غزة  
بصفتي  
بلاغ من تعليم أمانة لمبت حوي  
لا يتوسع لبرنامج التعليم  
ح. ح. ح.

السيد / مدير إدارة التعليم في غزة  
بلاغ من تعليم أمانة لمبت حوي  
لا يتوسع لبرنامج التعليم  
ح. ح. ح.



أ. عبد المجيد الزطمة  
تخطيط خانيونس  
لجانا ح. ح. ح.



نسخة لـ  
السيد / وزير التربية والتعليم العالي  
السيد / وكيل الوزارة المساعد لشؤون التعليم العالي

## Annex (7)

بسم الله الرحمن الرحيم

يقوم الباحث بأجراء دراسة ماجستير

بعنوان

# "أساليب التنشئة الوالدية وعلاقتها بالخوف لدى الأطفال في محافظات قطاع غزة "

## " Parenting styles and fear among children in Gaza Strip governorates "

يهدف الباحث من خلال هذه الدراسة التعرف على أنواع أساليب التنشئة الوالدية وعلاقتها ببعض المخاوف لدى الأطفال في مرحلة الدراسة الابتدائية في محافظات قطاع غزة. كما يهدف الباحث التعرف على مشاعر الخوف التي يعاني منها الأطفال مستخدما نموذجين منفصلين احدهما للأطفال والآخر للآباء، ونموذج آخر لأساليب التنشئة الوالدية.

مع العلم أن :

البيانات التي يتم الحصول عليها سوف تستخدم لأغراض البحث العلمي فقط  
وأن المشاركة في البحث لن تعرض أي طفل لأي خطر أو استغلال

شاكرين لكم حسن تعاونكم ،،،، والله الموفق

الباحث

طارق القريناوي

## Annex (8)

### استبيان الحالة الاجتماعية الاقتصادية

1. تم تعبئة الاستمارة بواسطة  الأم  الأب  الطفل
2. العمر : .....
3. الصف:.....
4. الجنس :  ذكر  أنثى
5. مكان السكن :  شمال غزة  غزة  خان يونس  رفح  الوسطى
6. نوع السكن  مدينة  مخيم  قرية
7. تعليم الأب  أمي  ابتدائي  إعدادي  ثانوي  دبلوم بعد الثانوية  جامعي  دراسات عليا
8. تعليم الأم :  أمي  ابتدائي  إعدادي  ثانوي  دبلوم بعد الثانوية  جامعي  دراسات عليا
9. عمل الأب:  لا يعمل  موظف  عامل  أخرى حدد.....
10. عمل الأم :  ربة بيت  موظفة  عاملة  أخرى حدد .....
11. مقدار الدخل الشهري للأسرة :  أقل من 1200 شيكل  من 1201-2000 شيكل  من 2001-3000 شيكل  أكثر من 3000 شيكل

**Annex (9)**  
**استبيان التقييم الذاتي (FSSC-R)**  
**نسخة الأبوين**

اسم الطفل : \_\_\_\_\_ : استكملت الاستمارة بواسطة : الأب ----- الأم :-----

العمر :----- الجنس :----- تاريخ استكمال الاستمارة :-----/-----/-----

العنوان:-----

الإرشادات:

فيما يلي مجموعة من مظاهر الخوف(تخوفات) لدى الأطفال. بأفضل قدراتك اشر إلى مقدار خوف طفلك في البنود والمواقف التالية. اقرأ كل من البنود التالية بعناية ومن ثم ضع إشارة في الخانة المناسبة والتي تراها أفضل ما تصف تخوفات أطفالك، مستخدماً(إطلاقاً- نوعاً ما - كثيراً). ربما هو عملاً صعباً ولكن حاول بقدر ما تستطيع. مع ملاحظة انه لا يوجد إي إجابات صحيحة أو خاطئة.

م.	العبرة	إطلاقاً	أحياناً/نوعاً ما	كثيراً
1	يخاف عند قراءة تقريراً لفظياً			
2	يخاف من الركوب في حافلة أو سيارة			
3	يخاف من العقاب من قبل والدته			
4	يخاف عند رؤية السحالي			
5	يخاف أن يببوا سخيفاً			
6	يخاف من الأشباح			
7	يخاف من الآلات الحادة			
8	يخاف من الذهاب إلى المستشفى			
9	يخاف عند السماع عن الموت أو الموتى			
10	يخاف من الضياع في مكان غير مألوف			
11	يخاف من الثعابين			
12	يخاف عند التكلم عبر الهاتف			
13	يخاف من الركوب في الصحن الدوار أو العاب الملاهي			
14	يخاف من المرض في المدرسة			
15	يخاف من إرساله إلى مدير المدرسة			
16	عند تركه في البيت مع المربية			
17	من الحيوانات المتوحشة			
18	عند مقابلة شخص ما للمرة الأولى			
19	من التفجيرات والإجتياحات			
20	يخاف أن يحقن من قبل ممرضة			
21	عند الذهاب لطبيب الأسنان			
22	من صعود الأماكن العالية مثل الجبال			
23	من المضايقة من قبل الآخرين			
24	من العناكب			
25	من اقتحام لص للمنزل			
26	عند استدعائه من قبل المدرس			
27	من الحصول على درجات ضعيفة			
28	من الخفافيش والطيور			
29	من انتقاد والديه له			
30	من البنادق			
31	أن يكون في مشجرة			
32	من الحرائق أو التعرض لحرق			
33	أن يجرح			

			34	أن يكون بين جمهور كبير
			35	من العواصف الرعدية
			36	من تناول طعاما لا يرغبه
			37	من القبط
			38	من الرسوب في امتحان
			39	من التعرض لحادث بواسطة شاحنة أو سيارة
			40	من الذهاب إلى المدرسة
			41	من لعب ألعابا عنيفة أثناء الفسحة
			42	من مجادلة والديه
			43	من الغرف المعتمة وخزائن الملابس
			44	أن يحكي قصة
			45	من النمل والخنافس
			46	من الانتقاد من قبل الآخرين
			47	من مواجهة أناس غريبين الشكل
			48	عند رؤية الدم
			49	من الذهاب إلى الطبيب
			50	من الكلاب الغريبة أو الشرسة
			51	من المقابر
			52	من الحصول على إنذار
			53	عند قص الشعر
			54	من المياه العميقة والبحار
			55	من الكوابيس أو الأحلام المزعجة
			56	من السقوط من الأماكن المرتفعة
			57	من الإصابة بصدمة كهربائية
			58	من النوم في الظلام
			59	من الغثيان في السيارة
			60	من البقاء وحيدا
			61	من ارتداء ملابس تختلف عن ملابس الآخرين
			62	من العقاب من قبل والده
			63	من الانتظار بعد انتهاء الدوام المدرسي
			64	من الوقوع في الأخطاء
			65	من الأفلام الغامضة
			66	عند صفارات الإنذار أو الخطر
			67	من القيام بشيء لم يفعله من قبل
			68	من الجراثيم أو أن يصاب بمرض خطير
			69	من الأماكن المغلقة
			70	من الزلازل
			71	من اللصوص والمجرمين
			72	من المصاعد
			73	من الأماكن المظلمة
			74	من عدم القدرة على التنفس
			75	أن يلدغ من نحلة
			76	من الديدان والحلزونات
			77	من الجرذان والفران
			78	من تقديم امتحان

## Annex (10) استبيان التقييم الذاتي (FSSC-R)

### مقياس الخوف لدى الأطفال

الإرشادات :

فيما يلي مجموعة من الجمل التي يستخدمها الأطفال من كلا الجنسين (بنين-بنات) لوصف ما يخافون منه. اقرأ كل جملة جيدا ومن ثم ضع إشارة أمام العبارة التي تراها أكثر وصفا لما تخاف منه في المواقف الآتية تذكر انه لا يوجد إجابات صحيحة أو إجابات خاطئة. هذا المقياس يعبا بواسطة الأطفال أنفسهم

م.	العبارة	إطلاقاً	أحياناً/نوعاً ما	كثيراً
1	قراءة تقرير لفظيا			
2	الركوب في حافلة أو سيارة			
3	العقاب من قبل والدتك			
4	رؤية السحالي			
5	أن تبذوا سخيفا			
6	الأشباح			
7	الآلات الحادة			
8	الذهاب إلى المستشفى			
9	السماع عن الموت أو الموتى			
10	الضياع في مكان غير مألوف			
11	الثعابين			
12	التكلم عبر الهاتف			
13	الركوب في الصحن الدوار أو العاب الملاهي			
14	المرض في المدرسة			
15	إرسالك إلى مدير المدرسة			
16	تركك في البيت مع المربية			
17	الحيوانات المتوحشة			
18	مقابلة شخص ما للمرة الأولى			
19	التفجيرات والإجتياحات			
20	أن تحقن من قبل ممرضة			
21	الذهاب لطبيب الأسنان			
22	صعود الأماكن العالية مثل الجبال			
23	المضايقة من قبل الآخرين			
24	العناكب			
25	اقتحام لص للمنزل			
26	استدعاوك من قبل المدرس			
27	الحصول على درجات ضعيفة			
28	الخفافيش والطيور			
29	انتقاد والديك لك			
30	البنادق			
31	أن تكون في مشجرة			
32	الحرائق أو التعرض لحرق			
33	أن تجرح			
34	أن تكون بين جمهور كبير			
35	العواصف الرعدية			
36	تناول طعاما لا ترغبه			
37	القطط			
38	الرسوب في امتحان			

39	التعرض لحادث بواسطة شاحنة أو سيارة
40	لذهاب إلى المدرسة
41	لعابا عنيفة أثناء الفسحة
42	مجادلة والديك
43	الغرف المعتمة وخزان الملبس
44	تحكي قصة
45	النمل والخنافس
46	الانتقاد من قبل الآخرين
47	مواجهة أناس غريبى الشكل
48	رؤية الدم
49	الذهاب إلى الطبيب
50	الكلاب الغريبة أو الشرسة
51	المقابر
52	الحصول على إنذار
53	قص الشعر
54	المياه العميقة والبحار
55	الكوابيس أو الأحلام المزعجة
56	السقوط من الأماكن المرتفعة
57	الإصابة بصدمة كهربائية
58	النوم في الظلام
59	الغثيان في السيارة
60	البقاء وحيدا
61	ارتداء ملابس تختلف عن ملابس الآخرين
62	العقاب من قبل والدك
63	الانتظار بعد انتهاء الدوام المدرسي
64	الوقوع في الأخطاء
65	الأفلام الغامضة
66	صفارات الإنذار أو الخطر
67	القيام بشيء لم تفعله من قبل
68	الجراثيم أو أن تصاب بمرض خطير
69	الأماكن المغلقة
70	الزلازل
71	اللصوص والمجرمين
72	المساعد
73	الأماكن المظلمة
74	عدم القدرة على التنفس
75	أن تدغ من نحلة
76	الديدان والحلزونات
77	الجرذان والفئران
78	تقديم امتحان

## Annex (11)

### استبيان تقييم أنماط التنشئة الوالدية

هذا الاستبيان يسأل أسئلة حول مشاعركم بخصوص الحزن والخوف، ومشاعر الغضب سواء، في أنفسكم وفي جهودكم للأطفال. لكل بند من البنود، يرجى الإشارة إلى الاختيار الذي يناسب شعورك. إذا كنت غير متأكد، انتقل مع الجواب الذي يبدو الأقرب. ورغم أن هذا الاختبار يتطلب منك أن تجيب على الكثير من الأسئلة، نحاول أن نتمسك بها بتصميم يضمن لنا تغطية معظم جوانب كل نمط من أنماط الأبوة والأمومة التي تستخدم في تنشئة الأطفال.

م	العبارة	نعم	لا
1	الأطفال حقا ليس عندهم الكثير ليشعرهم بالحزن		
2	اعتقد أن الغضب ليس عيبا طالما انه متحكما به		
3	الأطفال يستخدمون الحزن ليقوموا بجذب انتباه البالغين		
4	غضب الأطفال يستحق تدخل فوري		
5	عندما يتصرف طفلي بغضب فإنه يصبح مزعج جدا		
6	عندما يكون طفلي حزينا فتجديني أريد إصلاح كل العالم لجعله راضيا		
7	بصراحة فان لا وقت لدي للحزن في حياتي		
8	الغضب هو حالة خطيرة		
9	إذا قمت بتجاهل حزن طفل فان ذلك سيجعله يقوم بالتعامل مع حزنه بشكل جيد		
10	الغضب عادة يعني العدوان		
11	الأطفال دائما يستخدمون الحزن لتحقيق مآربهم		
12	اعتقد انه لا بأس إذا كان الحزن تحت الضبط والتحكم		
13	الحزن هو شيء يجب أن نتغلب عليه بالخروج منه لا أن نقطن فيه		
14	لا أمانع بأن أتعامل مع حزن الطفل طالما انه لن يستمر طويلا		
15	أفضل طفلا سعيدا عن طفلا مفعما بالمشاعر		
16	عندما يكون طفلي حزينا فانه الوقت لحل المشكلة		
17	أساعد أطفالي دائما للتغلب على أحزانهم بسرعة كي يتجاوزوها إلى أشياء أفضل		
18	لا أجد أي فرصة للتعليم أفضل من أن يكون الطفل مغتاظا		
19	اعتقد بأنه عندما يشعر الأطفال بالحزن فإن ذلك سيجعلهم يببالغون في توقع سلبيات الحياة مستقبلا		
20	عندما تتصرف طفلاتي بحزن فإنها تكون مزعجة جدا		
21	أضع حدودا لغضب طفلي		
22	عندما يتصرف طفلي بحزن فذلك فقط لجلب الاهتمام		
23	الغضب هو شعور يستحق الاكتشاف والتمعن		
24	الكثير من غضب الأطفال ناتجا عن قلة فهمهم وعدم نضجهم		
25	أحاول تغيير مزاج طفلي الغاضب إلى مزاج المرح		

		يجب أن تعبر عن غضبك	26
		عندما يحزن طفلي فان ذلك فرصة للتقرب منه	27
		ليس هنالك الكثير مما يغضب الأطفال	28
		عندما يحزن طفلي أحاول أن اجعله يكتشف ما يسبب له الحزن	29
		عندما يحزن طفلي أريه بأنني أتفهم حزنه	30
		أريد أن يمر طفلي بتجربة الحزن	31
		أهم شيء هو أن تكتشف لماذا يشعر الطفل بالحزن	32
		فترة الطفولة هي فترة الشعور بالسعادة والحظ لا الحزن	33
		عندما يكون طفلي حزينا نجلس معا نتحدث بعيدا عن الحزن	34
		عندما يكون طفلي حزينا أحاول جادا مساعدته ليعرف لماذا هذا الشعور	35
		عندما يغضب طفلي فإنها فرصة للتقرب منه	36
		عندما يكون طفلي غاضبا أعطي بعض الوقت لمشاركته هذا الشعور	37
		أريد أن يمر طفلي بتجربة الغضب	38
		اعتقد انه من الجيد أن يغضب الأطفال أحيانا	39
		الشيء المهم هو أن نعرف لماذا يشعر الطفل بالغضب	40
		عندما تحزن طفلاتي لا أريدها أن تنمي شخصية سيئة	41
		عندما يحزن طفلي أخشى عليه أن ينمي شخصية سلبية	42
		لا أحاول جادا بأن اعلم طفلي أي شيء معين عن الحزن	43
		إذا كان هناك شيئا عن الحزن أريد تعليمه لطفلي فهو(لا بأس عبر عن مشاعرك)	44
		لست متأكدا إذا كان هناك أي شيء قد يعمل لتغيير مزاج الحزن	45
		ليس هناك الكثير ما قد تريد أن تفعله لطفل حزين سوى أن تجعله يشعر بالراحة	46
		عندما يكون طفلي حزينا اجعله يشعر بأني أحبه بغض النظر عن أي شيء	47
		عندما يكون طفلاتي حزينة أكون غير متأكدة مما تريد مني أن افعله لها	48
		لا أحاول جادا بأن اعلم طفلي أي شيء معين عن الغضب	49
		إذا كان هناك درسا عن الغضب أريد تعليمه لطفلي فهو (لأبأس عبر عنه)	50
		عندما يغضب طفلي أحاول أن أتفهم حالته المزاجية	51
		عندما تكون طفلاتي غاضبة أحاول أن اجعلها تعرف أنني أحبها بغض النظر عن أي شيء	52
		عندما يغضب طفلي أكون لست متأكدا ماذا يريد مني أن افعل له	53
		طفلي له لحظة غضب وهذا شيء يقلقني	54
		لا اعتقد انه من الصواب بأن يظهر الطفل غضبه	55
		الناس الغاضبون لا يضبطون أنفسهم	56
		الأطفال يعبرون عن غضبهم حسب حجم اللحظة الغاضبة	57

		الأطفال يسلكون طريق الغضب لتحقيق مآربهم	58
		عندما يغضب طفلي أخشى من نزعاته التدميرية	59
		إذا تسببت في غضب الأطفال فإنهم سيعتقدون بأنهم سوف يحققوا غاياتهم دائما عن طريق الغضب	60
		الأطفال الغاضبون لا يحترمون الآخرين	61
		الأطفال مضحكون جدا عندما يغضبون	62
		الغضب يشوش حكمي على الأشياء وهذا ما جعلني افعل الأشياء التي ندمت على فعلها في السابق	63
		عندما يكون طفلي غاضبا فانه الوقت المناسب لحل المشكلة	64
		عندما يغضب طفلي فأنه الوقت المناسب للصفع	65
		عندما يغضب طفلي يكون هدفي هو أن اكبح جماحه	66
		لا اكثر كثيرا لغضب الطفل	67
		عندما يغضب طفلي فإني لا اخذ ذلك على محمل الجد	68
		عندما اغضب فإني اشعر بأنني سأنفجر	69
		الغضب لن ينجز شيئا	70
		الغضب شيء ممتع للطفل بأن يعبر عنه	71
		غضب الأطفال شيء مهم	72
		من حق الأطفال بأن يغضبوا	73
		عندما يغضب طفلي فإني أحاول أن اعرف سبب غضبه	74
		من المهم أن تساعد الطفل بان يكتشف سبب غضبه	75
		عندما يغضب طفلي مني أفكر بأنني لا أريد أن اسمع هذا الغضب	76
		عندما يغضب طفلي أفكر لو انه يتعلم كيف أن يتدحرج بالركل	77
		عندما تغضب طفلي أتساءل لماذا هي لا تستطيع تقبل الأشياء كما هي	78
		أريد أن يغضب طفلي لأجعله يعتمد على نفسه	79
		لا اكثر كثيرا تجاه حزن طفلي	80
		عندما تغضب طفلي أريد أن اعرف ما الذي تفكر فيه	81

**Annex (12)**  
**Distribution of students according to schools**

Area	No. of Schools	Total	Male	Female	Percentage
1. North Gaza	35	16471	8241	8230	18.6%
2. Gaza	81	43133	20805	22328	48.7%
3. middle Area	18	6108	2986	3122	6.9%
4. khanyounis	41	17147	8806	8341	19.4%
5. Rafah	19	5603	2654	2949	6.4%
Total	194	88462	43492	44970	100%

Area	No. of Schools	Total	Percentage	No. of Questionnaires
1. North Gaza	35	16471	18.6%	71
2. Gaza	81	43133	48.7%	185
3. middle Area	18	6108	6.9%	26
4. khanyounis	41	17147	19.4%	74
5. Rafah	19	5603	6.4%	24
Total	194	88462	100%	380

Area	No. of Quest.	Male %	Female %	For males	For females
1. North Gaza	71	50%	50%	36	35
2. Gaza	185	48.2%	51.8%	89	96
3. middle Area	26	48.9%	51.1%	12	14
4. khanyounis	74	51.4%	48.6%	38	36
5. Rafah	24	47.4%	52.6%	11	13
Total	380			186	194

	Location Area	Males	Females	Total No.
1.	North Gaza	36	35	71
2.	Gaza	89	96	185
3.	Middle Area	12	14	26
4.	khanyounis	38	36	74
5.	Rafah	11	13	24
	Total	186	194	380

### Annex (13)

#### **DSM-IV Diagnostic criteria of agoraphobia**

According to DSM-IV as presented by Sadock and Sadock (2007) the clinical feature of agoraphobia postulates that :

- Fear of being in places or situations from which escape might be difficult, embarrassing, or in which help may be unavailable in the event of having a panic attack.
- Often results in avoidance of the feared places or situations, for example: Crowds; Stores; Bridge; Tunnels; Traveling on a bus, train, or airplane; Theaters; Standing in a line; and Small enclosed rooms.

#### **DSM-IV diagnostic criteria for social phobia (APA, 1994)**

- A. A marked and persistent fear of one or more social or performance situations in which the person is exposed to unfamiliar people or to possible scrutiny by others. The individual fears that he or she will act in a way (or show anxiety symptoms) that will be humiliating or embarrassing. In children, there must be evidence of the capacity for age-appropriate social relationships with familiar people and the anxiety must occur in peer settings, not just in interactions with adults.
- B. Exposure to the feared social situation almost invariably provokes anxiety, which may take the form of a situationally bound or situationally predisposed panic attack. In children, the anxiety may be expressed by crying, tantrums, freezing, or shrinking from social situations with unfamiliar people.
- C. The person recognizes that the fear is excessive or unreasonable. In children, this feature may be absent.
- D. The feared social or performance situations are avoided or else are endured with intense anxiety or distress.
- E. The avoidance, anxious anticipation, or distress in the feared social or performance situation(s) interferes significantly with the person's normal routine, occupational (academic) functioning, or social activities or relationships, or there is marked distress about having the phobia.
- F. In individuals under age 18 years, the duration is at least 6 months.

- G. The fear or avoidance is not due to the direct physiological effects of a substance (eg, a drug of abuse, a medication) or a general medical condition and is not better accounted for by another mental disorder (eg, panic disorder with or without agoraphobia, separation anxiety disorder, body dysmorphic disorder, a pervasive developmental disorder, or schizoid personality disorder).
- H. If a general medical condition or another mental disorder is present, the fear in Criterion A is unrelated to it; eg, the fear is not of stuttering, trembling in Parkinson's disease, or exhibiting abnormal eating behavior in anorexia nervosa or bulimia nervosa.

**DSM-IV diagnostic criteria for specific phobia (APA, 1994)**

- A. Marked and persistent fear that is excessive or unreasonable, cued by the presence or anticipation of a specific object or situation (eg, flying, heights, animals, receiving an injection, seeing blood).
- B. Exposure to the phobic stimulus almost invariably provokes an immediate anxiety response, which may take the form of a situationally bound or situationally predisposed panic attack. In children, the anxiety may be expressed by crying, tantrums, freezing, or clinging.
- C. The person recognizes that the fear is excessive or unreasonable. In children, this feature may be absent.
- D. The phobic situation(s) is avoided or else is endured with intense anxiety or distress.
- E. The avoidance, anxious anticipation, or distress in the feared situation(s) interferes significantly with the person's normal routine, occupational (or academic) functioning, or social activities or relationships, or there is marked distress about having the phobia.
- F. In individuals under age 18 years, the duration is at least 6 months.
- G. The anxiety, panic attacks, or phobic avoidance associated with the specific object or situation is not better accounted for by another mental disorder, such as obsessive-compulsive disorder (eg, fear of dirt in someone with an obsession about contamination), posttraumatic

stress disorder (eg, avoidance of stimuli associated with a severe stressor), separation anxiety disorder (eg, avoidance of school), social phobia (eg, avoidance of social situations because of fear of embarrassment), panic disorder with agoraphobia, or agoraphobia without history of panic disorder.

## ملخص الدراسة باللغة العربية:

### عنوان الدراسة:

أساليب التنشئة الوالدية وعلاقتها بالخوف لدى الأطفال في محافظات قطاع غزة.

### إعداد:

طارق سعيد محمد قريناوي

### إشراف:

أ.د عبد العزيز موسى ثابت

### الملخص:

تهدف الدراسة إلى معرفة أساليب التنشئة الوالدية وعلاقتها بالخوف لدى الأطفال في محافظات قطاع غزة. حيث شملت عينة الدراسة 183 طفلا و 197 طفلة في سن الدراسة تتراوح أعمارهم ما بين 6 و 12 عاما، وآباءهم وأمهاتهم (180 أب، 200 أم). وقد استخدم الباحث المنهج الوصفي التحليلي لإيضاح متغيرات الدراسة قيد البحث؛ وتم اختيار العينة عن طريق سحب عينة عشوائية بسيطة بمراعاة النسبة والتناسب بين أفراد العينة والمحافظات. كما استخدم الباحث نسخة معدلة من مقياس الخوف (FSSC-R; Ollendick, 1983) لقياس الخوف لدى الأطفال بواسطة الأطفال أنفسهم وكذلك بواسطة الآباء؛ ومقياس أساليب التنشئة الوالدية للآباء (Gottman, 1997).

أظهرت الدراسة أن أعلى نسب للخوف لدى الأطفال ووالديهم هي: "الخوف من التعرض للحرق" 87.8% من قبل الأطفال و 91.7% من قبل الآباء لصالح الأطفال لنفس السبب ؛ وسجل الأطفال نسبة 86.2% للخوف من "السقوط من الأماكن المرتفعة"، وسجل الآباء ما نسبته 91% من مخاوف أطفالهم من "التعرض لحادث سيارة" ؛ وسجل الأطفال ما نسبته 85.2% "للخوف من الزلازل"، كذلك سجل الآباء ما نسبته 90.6% من مخاوف الأطفال من "التعرض للصدمات الكهربائية"، و بينت الدراسة وجود فروق بين مخاوف الأطفال تعزى لمتغير الجنس لصالح الإناث من أفراد العينة

(البنات والأمهات). هذا وأظهرت الدراسة أن أكثر أساليب التنشئة الوالدية استخداما هو (أسلوب التسامح والتساهل) حيث بلغت النسبة 70.8% ، يلي ذلك (أسلوب التسلط والقسوة) بنسبة 67.3% ، ثم (أسلوب النبذ والإهمال) بنسبة 65.3% ، بينما كان (الأسلوب الديمقراطي) الأقل استخداما وكانت نسبته 56.6%. كما وأظهرت الدراسة عدم وجود فروق ذات دلالة إحصائية بين أساليب التنشئة الوالدية (التسامح والتساهل، التسلط والقسوة، النبذ والإهمال ، والأسلوب الديمقراطي) تعزى لمتغير الجنس، وأنه لا توجد فروق ذات دلالة إحصائية بين أساليب التنشئة الوالدية تعزى لمخاوف الأطفال، أي أنه لا توجد علاقة بين مخاوف الأطفال وأساليب التنشئة الوالدية.