

the common parental treatment patterns among parents in the state of kuwait during the newly discovered coronavirus (covid-19) pandemic

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The Common Parental Treatment Patterns among Parents in the State of Kuwait During The Newly Discovered Coronavirus (COVID-19) Pandemic

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ABSTRACT: This study aimed to investigate the common parental treatment patterns among parents in the State of Kuwait, and the effect of the gender variable on the prevalence of parental treatment patterns in the State of Kuwait during the Corona pandemic. The study used the analytical survey approach due to its compatibility to the study nature. The study sample consisted of (668) parents of primary school students, and they were selected from Hawalli education district during the academic year 2021/2022. A scale of Patterns of parenting treatment were also built, and its validity and reliability were verified.

The results revealed that the mean of the patterns of parental treatment in the State of Kuwait during the Corona pandemic reached (2.80) with middle degree, and that the most common parental treatment patterns are the democratic authoritative parenting pattern, followed by the over protective pattern, then the volatility pattern, then the discrimination pattern, the neglected pattern came in the penultimate rank, and in the last rank came the controlling pattern. The results also revealed an effect of the gender variable on the pattern of parental treatment in favor of females. The study recommended designing awareness programs to improve positive parental treatment patterns among parents in Kuwait

Keywords: Patterns of Parental Treatment, Parents, Newly Discovered Coronavirus (COVED-19) pandemic, Elementarschool students, the State Of Kuwait.

Introduction:

Family is considered as one of the social institutions that affect children, where the family has a basic role in developing the child's personality and shaping his future. The importance of studying families stems from being an interactive environment in which the child receives his socialization. Based on the child's membership in the family and his correlation with relationships with its members, he is delegated certain roles from which he acquires his social status and position.

Parents have an important role in counseling their children and instructing them about their abilities and talents. The active and reasonable relationship between parents and children is important in children's social and psychological construction. This parental relationship serves several needs, such as psychological and ethical training, identifying the child's talents and developing them as well as

identifying the rules of the community from the perspective of parents (Zaheedani, RezaeeYazdani and Nabeiei, 2016).

The importance of family lies in upbringing the child and developing all the domains of his personality, considering it as the first environment in which the child practices his social interaction. Also, the family is responsible for teaching the values, customs and traditions after verifying their compatibility with the community's standards and culture. Family has the responsibility of the child's acquisition of language and expression skills as well as building the child's positive attitudes about himself and the community, where it provides children with a safe atmosphere to satisfy their social, financial and psychological needs (Shareef, 2014).

Mothers have a prominent role in educating the child before and after birth. Most problems faced during the child's life could be attributed to the mother's way of upbringing her children. Several studies suggested that children who experience a lack of mother's sympathy would suffer from personality disorders in the future. Therefore, in order to reach a community that is free from psychological disorders, more attention should be paid to educating mothers about their role in upbringing children. Fathers also have an important role in the process of socialization, either directly or indirectly. Family relationships play an important role in upbringing the child, where family stability and positive relationships contribute to establishing a balanced personality, whereas the negative relationships within the family contribute to the confused personality that is accompanied by nervousness, depression and anxiety (Abu Al-Neel, 2013).

Parental treatment is considered as a complex process, where the behavior of parents has an important effect on the child's growth in all the domains. Therefore, parents should pay attention to their practices, where intact intentions are not sufficient on their own. The negative way of treatment could result in problems among children, where some mistaken methods and practices of parents cannot be justified; the practices of parents should satisfy the needs of children, since some practices may create a gap between parents and children during the following stages (Al-Hayek, 2016).

The method of parental treatment has an important effect on the child's growth; permissive parents will result in speech delay among children, and that parents' involvement in various affairs other than their children would deprive children from the opportunities of motivation, interaction and positive environment. Furthermore, the method of parental treatment is closely related to self-confidence among children, whereas verbal violence may adversely affect children's self-confidence. Therefore, it is important to select the method of parental treatment that enhances the development of the various domains of personality as well as building a positive behavior (Hasanah and Sugito, 2020).

Hence, the study aimed to investigate the common parental treatment patterns among parents in Kuwait and the impact of gender on the patterns of parental treatment in the state of Kuwait.

The study problem and questions:

The pattern of parental treatment has a great effect on the child's growth. The negative parental treatment method could result in a delay in speech development among children as well as severe psychological effects, whereas the positive parental treatment leads to releasing the child's innovation and energy (Hasanah and Sugito, 2020).

the common parental treatment patterns among parents in the state of Kuwait during the newly discovered coronavirus (COVID-19) pandemic

(Berg, 2011), (Rizka and Bacotang, 2018) and (Alyoubi and Al-Harbi, 2020) suggested that there is a positive relationship between the pattern of positive parental treatment (democratic pattern) as well as the compassionate social development and social skills, such as social cooperation, social interaction, social autonomy and life quality.

However, the parental treatment patterns are not linked with the choices of parents, where parents may adopt a certain pattern according to the patterns prevailing in the Kuwaiti community. The adopted patterns could be so negative and result in negative effects among children in the future. The continuous quarantine during the period of corona pandemic (COVID-19) imposed more intensive parental patterns by parents; accordingly, the negative way of treatment could be intensive and high affects the child. The study problem was represented by the two following questions:

- What are the common parental patterns among parents in the state of Kuwait during corona virus pandemic?
- Are there statistically significant differences at ($\alpha=0.05$) in the means of the parental treatment among parents in the state of Kuwait attributed to the variable of gender?

The study objectives:

The current study aimed at detecting the common parental treatment patterns among parents in the state of Kuwait during corona pandemic and the impact of gender on the patterns of parental treatment in the state of Kuwait.

The study importance:

The study importance lies in being the first study that aimed to identify the common patterns of parental treatment during corona virus pandemic, especially that the topic of treatment methods is considered as one of the topic that did not receive enough attention of scientific research related to normal children in the elementary stage in the state of Kuwait; as far as the researcher knows, the studies which investigated this topic addressed the disabled in different school stages.

The theoretical importance:

This study introduced a theoretical framework and previous studies that addressed the patterns of parental treatment among parents, where this framework represents a theoretical conceptualization for the characteristics of parental treatment patterns and their psychological effects on children.

The practical importance:

The study provided an instrument for measuring the common parental treatment patterns among parents in the state of Kuwait. This scale can be used to estimate the levels of common parental patterns among parents in samples that are similar to the sample of the current study. The results of this study could also benefit some social workers, educationalists and those providing online educational services in considering the psychological conditions of the family as well as providing educational programs that contribute to improving the patterns of positive parental patterns among families in Kuwait.

The study terms:

- The patterns of parental treatment: (Abu Obaid, 2018) defined it as the methods adopted by parents, believing that they are the right methods in upbringing their children in the various life situations, where these methods are reflected on the shaping the personality and beliefs of children.

It is procedurally defined as the way through which parents in Kuwait deal with their children during the elementary stage in the various life situations in which it becomes a general life style in dealing. These methods were measured according to the score that parents obtain on the scale of parental treatment prepared in this study.

- Parents: is defined as the fathers and mothers of elementary stage students whose age ranges between (6-11) years old, who are enrolled in the academic year (2020-2021) from the first grade up to the sixth grade in Hawalli governorate in the state of Kuwait.

- Corona virus pandemic:

It refers to the prevalence of (covid-19) of the coronary type in more than (177) countries. It is one of the rapidly infecting viruses; its symptoms are similar to flu, where the virus enters the throat and then is transmitted to the lungs, where it hinders the function of the respiratory system (UNESCO, 2020).

The study limits and limitations:

The generalization of the results of the current study is limited to :

The human limits:

This study was applied to (668) parents (fathers and mothers) of the students in the elementary stage (first grade – fifth grade).

The spatial limits: the sample individuals were selected from the educational governorate of Hawalli in the state of Kuwait.

The temporal limits: the study was applied in the first semester of the academic year 2021/2022.

The study limitations:

The study used the scale of the patterns of parental treatment among parents of students in the elementary stages. Therefore, the generalization of the study results depends on the accuracy of response and understanding the content of what is measured by the scale. The data were also electronically collected during corona virus pandemic (covid-19).

The theoretical framework:

Parental treatment has an effective and important role in preparing the child for life; it is the basic resource that enables the child to acquire the values and attitudes of the community. The parental treatment also provides the child with the necessary knowledge and skills that enhance his positive adjustment with the community and improves his self-esteem. Family is the environment in which

the common parental treatment patterns among parents in the state of kuwait during the newly discovered coronavirus (covid-19) pandemic

the child's social, physical and psychological needs are satisfied: it is the first school that educates the child and gives him social impressions (Mihriz, 2015).

The method of parental treatment is important for educating children during the childhood, where it helps them in broadening their horizons, enhancing their social relationships and promoting their feelings about self-esteem and self efficiency. For example, children do better when their parents participate in their school schedule, which means that parents provide support to their children at home and school which, in turn, improves their academic achievement. Children's performance is not affected by the place of upbringing, either in urban or rural areas as long as children receive the support and parental treatment that promotes their personality (Pramudyani, 2021).

(Al-Haqwi, 2017:242) defined the patterns of parental treatment as " a set of right or wrong educational methods that parents practice with their children during the process of socialization, which appears during the situations of interaction between them, where they aim to modify the students' behavior and affect their personality and that directs them either towards the right or wrong way."

The patterns of parental treatment refer to the methods of upbringing children that include the elements of control and supervision over the behavior and activities of children, care and support, the other determined situations and the behavior patterns that affect the results of children (Feldman and Eidelman, 2009).

The researcher defined them as all the methods and all the methods and strategies that parents use in upbringing their children, where these methods could be positive or negative; they continue using them until they become a general pattern in dealing with their children.

The patterns of parental treatment affect the physical and psychological development of children, where the parental treatment takes several forms, these are the democratic pattern where parents deal with love and care with children and the child is allowed to express his opinion, and listen to other people's opinions, and support is provided to children in a safe atmosphere. The controlling pattern is characterized by coercion and punishment, where punishment could be verbal, physical or psychological. Laissez-faire pattern is characterized by providing the lowest limit of guidance, where parents give their children the opportunity to make their decisions on their own without imposing any certain system or commitment by rules (Al-Badareen and Gaith, 2013).

Some patterns are positive and help the child in building his personality and support him psychologically, while other patterns are negative; they devastate the child's personality and hinder the achievement of their objectives and ambitions. The parental treatment is a basic element in building the child's personality and achieving himself; it also paves the way towards understanding children, guiding them toward achieving their objectives and helping them to avoid failure and delinquency (Khosaihan, Al-Shehri and Al-Jadaan, 2013).

The parent's adoption of negative patterns of parental treatment without realizing their negativity is attributed to several reasons, including the psychological factors, such as the reflection of the parental treatment to which parents were exposed on their children by simulating these methods as well as other environmental and cultural factors. The social and cultural context has a great role in adopting certain patterns of parental treatment. Also, the educational level of parents, in addition to

the social status, financial conditions and age have important effects of the pattern of parental treatment; however, the parental treatment may change over time (Al-Hila, 2010).

(Sulieman and Sulieman, 2008) classified the patterns of parental treatment into the following:

The negligence pattern: this pattern is represented by not encouraging the child during the emergence of the undesired behavior as well as not punishing him when he commits. Parents don't provide the child with any directions and this pattern is more prominent in the disintegrated families that are more dominated by bad marital relationships, or when both spouses or one of them have no desire to have kids. Such a negligence results in the child's frequent feeling of lack of compassion and love from his family, where the child loses belonging to his family. This results in shaping a child's personality that is characterized by hesitation, and lack of commitment to the standards and controls of accepted behavior. This child may also affiliate to delinquent groups in order to compensate for the loss of love and affiliation; this group may have illegal behaviors and objectives that cause problems to the individual.

The controlling pattern: this pattern is represented by using the various types of punishment, including physical and psychological punishment, such as hitting, threatening and ridicule. When the degree of punishment increases, the psychological consequences would be worse on the child, such as feeling of oppression and injustice which, in turn, results in tough conscience, hatred, envy against others as well as continuous feeling of threat to his personality. Also, the child's feeling of frequent orders given to him by others would result in a weak personality, where he easily gives up; such a child cannot start conversation, give opinion, participate in social activities, have lack of self confidence and more inclined towards delinquency to express the hard treatment to which he was exposed.

The pattern of over-coddling: This is a negative pattern, where the child's needs are satisfied even if they are not suitable for his social and financial conditions. This pattern is more prominent when the child is the only one for his parents or when he is the only male child among other female children, or when the family conceived that a child after a long period of waiting. This pattern results in an anxious personality that is more inclined towards hesitation and random behaviors without commitment to controls or standards; such a personality could also be careless.

Baumrind classified the patterns of parental treatment into two dimensions: the dimension of requirements, which represents the standards and requirements that parents expect from their children and the dimension of response represented by the extent to which parents are responsive to the needs of their children and their interaction with children. According to this classification, there are three patterns of parental treatment: controlling pattern, authoritative pattern and permissive pattern (Love and Thomas, 2014).

The authoritarian parenting style: in this style, parents who use this style aim to shape and control the behavior of their children according to a clear set of standards, where they expect their children to be committed to these standards and impose punishment in case they are not committed to those standards. They express little compassion and use only few words to convey their expectations to their children; expecting that their children would accept their words apparently (Berg, 2011).

the common parental treatment patterns among parents in the state of kuwait during the newly discovered coronavirus (covid-19) pandemic

The authoritarian parenting style is considered high in the dimension of requirements and low in the dimension of response; interaction in this pattern is unidirectional, in that parents impose their opinions on children using punishment and authority, and expect unconditional obedience from their children. The relationship between the two parties is characterized by negativity and coldness and this pattern may negatively affect the achievement of children (Seng, Hanafi and Taslikhan, 2016).

Authoritative Parenting Style: Parents who use this style attempt to combine between a high level of control and strong parental support which, in turn, provides their children with clear rules that they impose on their children. However, those parents realize the needs of their children and their personal opinions; they try to direct the acts of their children while displaying the logical explanations and disseminating the strategies of negotiations. The authoritative pattern is high in the dimensions of response and requirements, where it is characterized by rationality, balance, flexibility, plausible expectations and democracy. This pattern represents non-strict discipline, where parents use the methods of dialogue and show the children the results of their behaviors. The interaction between parents and children is bidirectional, where each party affects the other. This pattern affects positively on the achievement of children as well as their behavioral and academic adjustment (Zaheedani, Rezaee, Yazdani, Bagheri and Nabeiei, 2016).

The permissive parenting style: parents who use this pattern impose a low level of parental control as well as a high level of support to their children. They positively respond to their children's opinions and don't impose punishment on them. In this pattern, parents represent a resource that satisfies the children's needs, but not an active factor that shapes the child's behavior (Dwairy, 2004).

The permissive pattern is high in response and low in requirements, where parents rarely use their authority to impose their opinions and do not impose restrictions on their children. Parents are viewed as a resource, but not a model for their children. The margins of freedom are too large and that affects the extent to which children may afford responsibility and negatively affects their academic achievement (Seng et al, 2016).

The uninvolved parenting style: Parents who use this style prefer not to involve in the needs of their children, with more inclination towards negligence and carelessness. Children who are raised by parents who manifest a lack of emotional response or love, may find a difficulty in making emotional relationships with others in the future (Huver, Otten, De Vries and Engels, 2010).

The other parental treatment patterns include:

Overprotection pattern: in this pattern, parents take responsibilities instead of the child, where they perform the duties that should be done by the child which, in turn, reduces the opportunities of having the appropriate training and learning the necessary life skills. Therefore, the child becomes more dependent on others and has a weak personality; this reduces the child's ability to make his own decisions. The Overprotection and increased worry about the child affairs will motivate parents to prevent their child from doing any work on his own in order to protect him against any possible harm. Such a child will be more inclined towards delinquency due to the excessive amount of love given to him; delinquency is often related to emotional deprivation or parents' negligence and may hinder the child's methods of adaptation. Furthermore, over cuddling is equivalent to over negligence; it is a family issue that is related to the child's status, value and role in the family. If

negligence is a rejection of what the child represents, cuddling is related to the amount of importance given to the child; over-cuddling that leads to delinquency may reflect the dimensions of psychological disorder that had an indirect nature and were masked behind the overly motherhood or fatherhood (Al-Sabawi, 2010).

The volatility pattern: In this pattern, parents demonstrate two opposed methods; sometimes, they behave with love and empathy, while they behave in a tough way and use punishment in other times. The father may behave harshly with the child in a certain situation, while the mother could behave calmly and kindly with the child in a similar situation which, in turn, affects the child's ability to determine the things that may satisfy his parents, since he cannot determine the standards of the accepted behavior. The family adjustment in treatment has a prominent role in the stability of the child's personality in the future, where the child manifests a dual personality (Qinawi, 2005).

Discrimination pattern: In this pattern, parents prefer one child to others in treatment; parents don't deal justly with their children, where favorableness could be based on gender or between children of the same gender. This type of treatment could affect the child's social and psychological well-being (Ceresnie, 2015).

The factors affecting the choices of parental treatment patterns include the following:

First, the child's gender: some parents tend to discriminate between their children according to their gender; those parents believe that males are more able to perform tasks, where they can depend on themselves and control themselves more than females. Such a case affects the child himself, in that he would have a selfish personality; additionally, his sisters will be influenced and will have a weak personality that is completely obedient to the masculine community (Al-Harbi, 2009).

Second, the order of births: some parents give more advantages for the oldest child and that adversely affect the other children. However, some parents may give more attention to the youngest child, considering him as the weakest among his siblings, and thus they give him more cuddling and protection (Al-Sabawi, 2010).

Third, the family size: families vary in size and quality from one cultural environment to another; some families could be extended and include the grandparents, cousins and aunts. This extended size may result in more negligence to children or it could be more difficult to have control over children due to the intervention of relatives, especially the grandparents who have more authority over the parents. Such a context doesn't consider the generation gap between parental treatment patterns in the past and present; therefore, parents could be more inclined towards being strict in imposing their pattern in order to control the behaviors of their children (Al-Rashdan, 2005).

Fourth, the educational level of parents: the results revealed that the parents with lower educational level are more inclined towards the negative parental treatment methods, such as coercion, controlling and negligence, and less inclined towards dialogue with their children. One of the parents could be educated while the other is not educated; this variation could result in problems between parents which are, in turn, adversely reflected on the children, whereas the equivalent education results in using positive parental patterns (Mohammad and Hammad, 2013).

the common parental treatment patterns among parents in the state of Kuwait during the newly discovered coronavirus (COVID-19) pandemic

Fifth, the family's social and economic status: the social and economic status of the family is one of the most important factors that result in problems in the family. Indeed, they could be the main reason for the emergence of problems in the community; they may influence the way of dealing with children, which may take the form of psychological motives, such as revenge, as well as feeling of frustration among parents. It was also suggested that parents with high social status aim to support their children to achieve advanced levels in life, where they encourage their children to reach the targeted level (Mohammad, 2012).

Sixth, the relationship between parents: the stable relationship between parents contributes to providing the child with a safe atmosphere for positive social interaction and motivates parents to deal with the child positively away from violence, whereas the confused marital relationships create an atmosphere of constant irritation, stress and anger which, in turn, is reflected on the way of dealing with their children (Molhem, 2007).

Based on the above, we can see that the patterns of parental treatment differ according to response to various situations and their psychological effects differ on students in the elementary stages, where they could be positive or negative for both parents and children.

The previous studies:

This part of the research introduces some of the previous studies that addressed the patterns of parental treatment, where the studies were ordered from the oldest to the newest as follows:

(Berg, 2011) conducted a study which aimed at identifying the relationship between social emotional development among preschool children and the parental patterns. These patterns are the controlling pattern, democratic pattern, and permissive pattern. The study sample consisted of two groups of parents, where each group consisted of (14) parents from Clare Iowa city in the state of Minnesota in the USA. The researcher used the questionnaire of the patterns of parental treatment and the questionnaire of the development of social-emotional relationships as instruments to achieve the study objectives. The results revealed that the highest scores were obtained on the scale of social-emotional development in favor of the parents who practice the democratic method.

(Al-Nouri, 2015) conducted a study which aimed at identifying the most important patterns of family socialization and their relationship with social values among mothers in the governorate of Al-Qoraiat in the kingdom of Saudi Arabia. The study sample consisted of (276) mother teacher from the department of education in Al-Qoraiat. The researcher used the scale of common patterns of socialization and the scale of social values among mothers. The results revealed that the most prominent pattern of family socialization was the democratic pattern with a high. The results also revealed that the highest used social value was honesty, followed by justice, respect and cooperation. The results showed that there is a negative relationship between the patterns of negligence and carelessness as well as controlling and coercion with social values, while there was a positive relationship between the pattern of overprotection and social values. The results revealed that the mothers with higher numbers of children (4-6) prefer to use the patterns of controlling, democracy and negligence, and that the mothers whose age ranges between (31-36) prefer to use the pattern of overprotection, democracy and negligence.

(Al-Shar'a and Al-Rashidi, and Al-Momani, 2017) conducted a study which aimed investigating the common pattern of parental treatment among the Jordanian family and the relationship of that with the child's gender, family income, number of family members, the nature of the relationship between parents and the educational level of parents. The study sample consisted of (144) male and female students in the faculty of education at the University of Yarmouk. The researchers used the scale of the patterns of parental treatment as an instrument for data collection. The results revealed that the democratic pattern is the most common with a high degree, followed by overprotection with a medium degree, the controlling pattern with a medium degree and finally the careless pattern with a low degree. The results also revealed that there are statistically significant differences in the careless pattern attributed to the child's gender in favor of the male children as well as differences due to the educational level in favor of the illiterate. The results revealed that there are statistically significant differences in the controlling pattern attributed to income in favor of those with middle income, for the variation of relationship between parents in favor of those with problems, for the differences of the number of family members in favor of the large families. There were also differences in the pattern of overprotection attributed to the educational level of the father in favor of the secondary stage and in the democratic pattern attributed to the educational level of the mother in favor of the secondary certificate education.

(Rizka and Bacotang, 2018) conducted a study which aimed at identifying the relationship between the patterns of parental treatment (controlling, permissive) and the social skills (social cooperation, social interaction, social autonomy) among preschool children in Banda Aceh in Indonesia. The study sample consisted of (242) parents. The questionnaire was used as an instrument for data collection. The results revealed that there is a correlation between the strict parenting pattern and the social skills among children. The results revealed that there is no correlation relationship between the pattern of controlling parenting and social skills among children and no correlation relationship between the pattern of permissive parenting and children's social skills.

(Mo'ammam, 2019) conducted a study which aimed at identifying the relationship between parental treatment and self-esteem among the students of Upper basic school. The study sample consisted of (358) students from the ninth and tenth grades who were chosen from four schools in Zarqa first directorate of education. The researcher used the questionnaire of parental treatment and the questionnaire of self-esteem. The results revealed that the level of parental treatment among the students of the upper basic stage was medium and that the level of self-esteem was also medium. The results indicated that there is a positive relationship between parental treatment and self-esteem among students.

(Al-Motairi, 2019) conducted a study which aimed at identifying the nature of the relationship between the methods of parental treatment and environmental awareness among the students of the elementary stage in the state of Kuwait. The study sample consisted of (150) male and female students in Kuwait. The researcher used the scale of parental treatment and the scale of environmental awareness as the study instruments in order to achieve the study objectives. The results revealed that there is a correlation relationship between methods of parental treatment and environmental awareness.

the common parental treatment patterns among parents in the state of kuwait during the newly discovered coronavirus (covid-19) pandemic

(Mendez, Sanchez and Becerra, 2020) conducted a study which aimed at identifying the relationship between the patterns of parental treatment and behavioral problems among children. The study sample consisted of (422) parents and children whose ages range between (8-12) years old of those enrolled in public schools in Bogota/ Colombia. The study used the scales of parent's teaching methods, the checklist of child's behavior, parent's coordination scale and the multi-factorial adaptation test for self evaluation. The results revealed that the domains of parenting methods that play an important role in the emergence of psychological problems weren't determined. The results also revealed that the family dynamics and parental practices have effects on the problems of general misleading. The results also showed that the parental roles and practices have indirect effects on general maladjustment through the problems of justification, projection and conclusion. The tested models revealed that conflicts in the house overburdened parents, impulse, permissive and obscure methods as well as the disturbed reaction to disobedience have a prominent role in demonstrating the problems of accommodation and adaptation among children.

(Wachs, Gorzing, Wright, Schubarth and Bilz, 2020) conducted a study in order to investigate the relationship between the parents of parental treatment and the problem of bullying as well as the nature of the relationship between the teacher and the students, whether it is direct or indirect through self-efficacy in the social conflicts related to adolescents' readiness to intervene in case bullying took place. The study sample consisted of (2071) teachers and students from (24) schools in Germany. The results revealed that the controlling pattern of parental treatment and the relationships of teacher and student were directly related to self-efficacy among adolescents in social conflicts. Also, the relationships between teachers and students were directly related to adolescents' intervention against bullying. The relationships with parents, peers and teachers were indirectly related with higher levels of readiness among students to intervene in the situations of bullying due to self-efficacy in social conflicts.

(Abbasa and Al-Qamesh, 2020) conducted a study which aimed at identifying the impact of the methods of parental treatment on children's academic achievement. The study sample consisted of (80) male and female students in their first secondary grade in Telmesan in Algeria. The scale of parental treatment for the secondary stage was used. The results revealed that the methods of parental treatment are positively reflected on the academic achievement among the students of the first secondary class.

The results relating to fathers revealed that the method of encouragement gained a high value. The results pertaining mothers revealed that encouragement gained the highest value, whereas the methods of tolerance, protection, and acceptance had a medium level.

(Al-Youbi and Al-Harbi, 2020) conducted a study which aimed at identifying the dominant trait for the dimensions of life quality, as well as identifying the dominant pattern of parental treatment and the correlation relationship between the methods of parental treatment and life quality among families in the city of Jeddah. The study sample consisted of (170) spouses. The researchers used the questionnaire of parental treatment and the questionnaire of life quality to collect data. The results revealed that there are no statistically significant differences between the responses of the study sample individuals on the scale of parental treatment methods attributed to the variable of gender, age, educational qualification, family income, job type, and work sector. The results revealed that

there are statistically significant differences between the responses of the study sample individuals on the scale of parental treatment methods attributed to the variable of housing type in favor of housing owners where the democratic pattern is more common among them. The results revealed that the democratic pattern is more common among families in the city of Jeddah.

Commenting the previous studies:

The reviewed studies were partially similar in terms of its objective related to determining the common patterns of parental treatment, with a difference in the place of conducting the study (Kuwait). (Al-Nouri, 2015; Al-Youbi and Al-Harbi, 2020) revealed that the common parenting style in Saudi Arabia is the democratic one. Also, (Al-Shar'a, Al-Rashidi and Al-momani, 2017) revealed that the democratic pattern is more common in Jordan. There was a variety in the objectives of the other studies in terms of addressing the parental treatment and its relationship with the child's social development, such as (Berg, 2011) and (Rizka and Bacotang, 2018) which addressed the relationship of parental treatment patterns with social skills. The studies also addressed the relationship between parental treatment patterns, bullying, achievement, environmental awareness and self-esteem. All the studies used the descriptive approach and the questionnaires were used for data collection.

The current study is distinctive from the previous studies in choosing a sample of the parents of the students of the elementary stage in the state of Kuwait.

The methodology and procedures:

The methodology and procedures includes a description of the procedures that were used in the current study in terms of methods, population and sample. It also included a description of its instrument and statistical processing.

The study methodology:

In order to answer the study questions, the study used the analytical descriptive approach.

The study limits: the results of the current study are restricted by the temporal and spatial limits related to the parents of the children who study in the elementary stage in the educational governorate of Hawalli who responded to the scale during the academic year 2021/2022.

The study population:

The study population consisted of (8421) parents (fathers and mothers) of the students of the (first – fifth) grades in the educational governorate of Hawalli in Kuwait who studied during the academic year 2021/2022 according to the statistics of the educational governorate of Hawalli.

The study sample:

The study sample consisted of (668) parents (fathers and mothers) of the students of the (first – fifth) grades in the educational governorate of Hawalli in Kuwait who studied during the academic year 2021/2022 who were selected randomly. Electronic questionnaires were distributed to (8389) parents from the study population, where (32) parents were excluded in order to represent the pilot study sample. (716) electronic questionnaires were received, from which (48) questionnaires were

the common parental treatment patterns among parents in the state of kuwait during the newly discovered coronavirus (covid-19) pandemic

excluded due to their invalidity for the purposes of statistical analysis. Therefore, the final number of the sample consisted of (668) parents; (208) fathers and (460) mothers.

The study instrument:

The study used the scale of parental treatment patterns which consisted in its primary version of (72) items that are equally distributed to (6) patterns: democratic pattern, controlling pattern, negligence pattern, discrimination pattern, overprotection pattern, volatility pattern. The scale was in the form of a questionnaire that was constructed based on scales mentioned in previous studies that addressed parental treatment patterns, such as (Al-Nouri, 2015), (Al-Shar'a, Al-Rashidi and Al-Momani, 2017). Some of the items mentioned in these scales were modified in order to be compatible with the study sample. Also, new items were cited to express some indicators and behaviors that are included under a certain pattern of parental treatment. The items were cited in a way that addresses the student's parents (father or mother), where each item is rated according to Likert 5-point scale (very high = 5 scores), (high= 4 scores), (medium = 3 scores), (low= 2 scores), and (very low = 1 score). The primary image of the scale consisted of (72) items; however, two items were deleted from each pattern after verifying its validity and reliability, and thus the final version of the scale consisted of (60) items.

The validity of the scale of parental treatment patterns: in order to verify the validity of the scale, the primary version of the scale (72 items) was introduced to a committee of arbitrators in the department of special education in some universities in Jordan and Kuwait. In the light of the arbitrators' notices, two items were deleted from each pattern, and the paraphrasing of some items was modified. An agreement of (80%) was adopted among arbitrators to do the required modifications, and the final version of the scale consisted of (60) items.

The researcher found the constructive validity of the scale by applying it to a sample that consisted of (32) parents (fathers and mothers) of the students of the (first – fifth) grades in the educational governorate of Hawalli. Then, the correlation of each pattern with the total score of the scale was calculated. The results are illustrated in table (1).

Table (1)

The correlation of each pattern of parental treatment with the total score for the scale of parental treatment patterns

Number	Pattern	Correlation coefficient	Number	Pattern	Correlation coefficient
1	Democrati c	**0.91	4	Discrimi nation	**0.71
2	Overprote ction	**0.81	5	Controlli ng	**0.78
3	volatility	**65	6	Negligen ce	**0.84

**statistically significant at ($\alpha=0.01$)

The results of table (1) revealed that the correlation coefficients of parental treatment patterns with the total score of the scale ranged between (0.65 – 0.91) and all of them are statistically significant.

The reliability of the scale of parental treatment patterns:

In order to verify the reliability of the scale of parental treatment patterns, it was applied to a sample that consisted of (32) parents (fathers and mothers) of the students of the elementary stage. Then, reliability was calculated using Cronbach alpha formula and the correlation coefficients between each item in the scale with the total score of the scale. The total reliability coefficient (Cronbach alpha) for the scale of parental treatment patterns was (0.94), while the values of correlation of items with the total score of the scale ranged between (0.67 – 0.97).

The study procedures:

In order to verify the study objectives and answer its questions, the following procedures were performed:

- 1- Obtaining the permission from the educational region in the governorate of Hawalli in Kuwait.
- 2- Developing the scale of parental treatment patterns and concluding their psychometric characteristics of validity and reliability.
- 3- Applying the scale electronically to the study sample individuals using Google Forms.
- 4- Collecting the responses of the study sample individuals using Google Forms and converting them to (Excel) and converting the descriptive data into quantitative data, in addition to coordinating the data, inserting them to (SPSS), interpreting the results and citing recommendations.

The statistical processing:

In order to answer the study questions, the researcher used the following statistical processing:

- 1- Means and standard deviations in order to calculate the means for the responses of the study sample individuals on the scale of parental treatment patterns.
- 2- Pearson correlation coefficient to calculate the validity of the study instrument.
- 3- Cronbach' Alpha Coefficient to calculate the reliability of the study instrument.
- 4- T-test to detect the impact of the variable of gender on the differences in the responses of the study sample individuals on the scale of behavioral problems during corona pandemic.

Displaying and discussing the results:

This part of the study introduces the results that are organized according to the study questions.

First, the results of the first question: what are the common parental treatment methods among parents in the state of Kuwait?

the common parental treatment patterns among parents in the state of kuwait during the newly discovered coronavirus (covid-19) pandemic

In order to answer this question, means and standard deviations were calculated for the patterns of parental treatment as illustrated in table (2).

Table (2)

Means and standard deviations for the patterns of parental treatment in Kuwait

Number	Pattern	Mean	SD	Degree
1	Democratic	4.15	0.46	High
2	overprotection	3.58	0.42	Medium
3	Volatility	3.28	0.27	Medium
4	Discrimination	2.03	0.53	Low
5	Negligence	1.93	0.48	Low
6	Controlling	1.82	0.54	Low
Parental treatment patterns		0.21	0.21	Medium

Table (2) revealed that the level of parental treatment patterns among the parents of the students of the elementary stage in Kuwait was medium with a mean of (2.80) and a standard deviation of (0.21) . Table (2) also showed that the democratic pattern was in the first place with a mean of (4.15) and a standard deviation of (0.46) and a high degree, followed by the pattern of overprotection which had a medium degree with a mean of (3.58) and a standard deviation of (0.42). The pattern of volatility was in the third place with a mean of (3.28) and a standard deviation of (0.27) and a medium degree. The pattern of discrimination was in the fourth place with a mean of (2.03) and a standard deviation of (0.53) and a low degree. The pattern of negligence was in the fifty place with a mean of (1.93) and a standard deviation of (0.48) and a low degree, while the pattern of controlling was in the last place with a mean of (1.82) and a standard deviation of (0.54) and a low degree.

The means for the items of each pattern of parental treatment was also calculated as follows:

A. The democratic pattern:

Table (3)

The means for the items of democratic pattern

Number	Item	Mean	SD	Degree
3	I give each of my children the freedom to express his opinion	4.27	0.61	High
2	I discuss my children about their mistakes	4.26	0.77	High
9	We select more than one place for the trip destination and then choose the place by voting	4.21	0.69	High
7	I give my children the freedom to choose their games	4.19	0.83	High
6	Each one of my children choose his own clothes	4.16	0.68	High

5	My children apologize when feeling that they made a mistake	4.14	0.75	High
8	I give my children the freedom to choose their friends	4.11	0.76	High
4	I discuss with my children their future plans	4.10	0.76	High
1	My children discuss with me some of my mistakes	4.05	0.85	High
10	We hold family sessions to discuss some family decisions	4.01	0.82	High
Democratic pattern		4.15	0.46	High

Table (3) showed that all the items of the democratic pattern were high. Item (3) stating " I give each of my children the freedom to express his opinion" was in the first place with a mean of (4.27) and a standard deviation of (0.61), followed by item (2) " I discuss my children about their mistakes" with a mean of (4.26) and a standard deviation of (0.77), while tem (10) stating "We hold family sessions to discuss some family decisions" was in the last place with a mean of (4.01) and a standard deviation of (0.82).

B- the controlling pattern:

Table (4)The means for the items of controlling pattern

Number	Item	Mean	SD	Degree
11	I determine the way how my children should spend their free time	1.95	0.66	Low
14	I oblige my children to eat some food	1.87	0.71	Low
13	I remind my children with the previous mistakes that they committed	1.86	0.72	Low
15	I say hurtful words to my children to modify their behaviors	1.83	0.73	Low
18	I buy clothes to my children without consulting them	1.82	0.54	Low
20	I hit my children when I feel that they committed a big mistake	1.81	0.51	Low
12	I deal with my children using order and forbidding	1.80	0.63	Low
19	I refuse to discuss my children with my decisions	1.79	0.63	Low
16	I make decisions related to my children without consulting them	1.72	0.54	Low
17	I threaten my children to let them stop crying	1.70	0.54	Low
Controlling pattern		1.82	0.54	Low

Table (4) showed that all the items of the controlling pattern were low. Item (11) stating " I determine the way how my children should spend their free time" was in the first place with a mean

the common parental treatment patterns among parents in the state of kuwait during the newly discovered coronavirus (covid-19) pandemic

of (1.95) and a standard deviation of (0.366), followed by item (14) " I oblige my children to eat some foods" with a mean of (1.87) and a standard deviation of (0.71), while tem (17) stating "I threaten my children to let them stop crying" was in the last place with a mean of (1.70) and a standard deviation of (0.54).

C- Negligence pattern:

Table (5)

The means for the items of negligence pattern

Number	Item	Mean	SD	Degree
24	I feel that my children have too many requirements	2.10	0.77	Low
21	I feel that my children's problems are insignificant	2.07	0.80	Low
25	I ignore the crying of my children	2.01	0.50	Low
23	I think that my children should play away from me	2.00	0.72	Low
28	I avoid paying attention to the speech of my children when we have visitors at home	1.96	0.61	Low
22	I feel that my children pretend to be sick to achieve some of their requirements	1.96	0.67	Low
26	I avoid talking to my children	1.92	0.57	Low
27	I feel that my children should care about their own cleanliness	1.84	0.62	Low
29	I leave my children alone at home	1.80	0.63	Low
30	I avoid asking my children about the reason of coming home late	1.63	0.56	Low
Negligence pattern		1.93	0.48	Low

Table (5) showed that all the items of the controlling pattern were low. Item (24) stating " I feel that my children have too many requirements" was in the first place with a mean of (2.10) and a standard deviation of (0.77), followed by item (21) " I feel that my children's problems are insignificant" with a mean of (2.07) and a standard deviation of (0.80), while item (30) stating " I avoid asking my children about the reason of coming home late " was in the last place with a mean of (1.63) and a standard deviation of (0.56).

D. Discrimination pattern:

Table (6)The means for the items of discrimination pattern

Number	Item	Mean	SD	Degree
38	I deal with each one of my children in a different way	2.39	0.64	Medium

39	I compare the behavior of my children with that of one of their siblings	2.31	0.62	Low
40	I distinguish one of my children with certain food over the other siblings	2.28	0.76	Low
35	I teach one of my children more than others	2.00	0.64	Low
37	I pay more attention to the cleanliness of one of my children more than the others	2.00	0.69	Low
33	I pay more attention to satisfy the needs of one of my children more than the others	1.96	0.60	Low
36	I'd rather take one of my children during my visits more than the others	1.88	0.77	Low
31	I pay more attention to the dressing of one of my children more than others	1.87	0.59	Low
32	I like to talk with one of my children more than the others	1.84	0.55	Low
34	I overlook the mistakes of one of my children more than the others	1.80	0.70	Low
Discrimination pattern		2.03	0.53	Low

Table (6) showed that all the items of the discrimination pattern were low except for item (38) which had a medium degree. Item (38) stating " I deal with each one of my children in a different way " was in the first place with a mean of (2.39) and a standard deviation of (0.64), followed by item (39) " I compare the behavior of my children with that of one of their siblings" with a mean of (2.31) and a standard deviation of (0.62), while item (34) stating " I overlook the mistakes of one of my children more than the others " was in the last place with a mean of (1.80) and a standard deviation of (0.70).

E. overprotection pattern:

Table (7)

The means for the items of overprotection pattern

Number	Item	Mean	SD	Degree
43	I get so worried when one of my children is late for home	3.79	0.84	High
41	I prevent my children from going out into the street for fear of them	3.78	0.78	High
42	I avoid involving my children in household affairs for their safety	3.75	0.77	High
44	My children sleep near me while hugging me	3.74	0.83	High
45	I feel too worried about my children's health	3.60	0.77	Medium
46	I take all my children during my visits	3.56	0.73	Medium
49	I feed my children by myself	3.46	0.67	Medium
48	I join my children to the toilet and wash their	3.46	0.66	Medium

the common parental treatment patterns among parents in the state of kuwait during the newly discovered coronavirus (covid-19) pandemic

	hands			
47	I wash my children's hands before and after meals	3.44	0.70	Medium
50	I do the homework of my children to avoid their punishment at school	3.25	0.43	Medium
Overprotection pattern		3.58	0.42	Medium

Table (7) showed that item (43) stating " I get so worried when one of my children is late for home " was in the first place with a mean of (3.79) and a standard deviation of (0.84) and a high degree, followed by item (41) " I prevent my children from going out into the street for fear of them" with a mean of (3.78) and a standard deviation of (0.78) and a high degree, while item (50) stating "I do the homework of my children to avoid their punishment at school" was in the last place with a mean of (3.25) and a standard deviation of (0.43) and a medium degree.

F. volatility pattern:

Table (8)

The means for the items of volatility pattern

Number	Item	Mean	SD	Degree
56	I disagree with my husband about the way of upbringing our children	3.64	0.74	Medium
58	I daily prepare food for my children at the same time	3.47	0.75	Medium
59	I overlook the behaviors of my children in front of others	3.40	0.74	Medium
60	I reward my children in case they acted well	3.33	0.63	Medium
55	I take my children to be in the allocated time	3.31	0.61	Medium
57	I forgive my children when they misbehave	3.31	0.61	Medium
52	I find excuses for my children in case they aren't committed to applying the house rules	3.16	0.54	Medium
51	I oblige my children to be committed to the house rules	3.10	0.33	Medium
53	I punish my children when they misbehave	3.08	0.27	Medium
54	I depend on educators and teachers in upbringing my children	3.00	0.01	Medium
Volatility pattern		3.28	0.27	Medium

Table (8) showed that all the items of the volatility pattern were medium. Item (56) stating " I disagree with my husband about the way of upbringing our children" was in the first place with a mean of (3.64) and a standard deviation of (0.74), followed by item (58) " I daily prepare food for my children at the same time" with a mean of (3.47) and a standard deviation of (0.75), while item

(54) stating " I depend on educators and teachers in upbringing my children" was in the last place with a mean of (3.00) and a standard deviation of (0.01).

Second, the results of the second question: Are there statistically significant differences at the level ($\alpha= 0.05$) in the means of the patterns of parental treatment among parents in the state of Kuwait attributed to the variable of gender?

In order to answer this question, t-test for independent samples was performed to investigate the impact of gender on the differences in the means on the scale of the patterns of parental treatment among the parents of the students of the elementary stage, as illustrated in table (9).

Table (9)

The results of (t-test) for independent samples to investigate the impact of gender on the differences in the means on the scale of the patterns of parental treatment among the parents of the students of the elementary stage in Kuwait

Variable	Category	Number	Mean	SD	T	Df	Sig
Gender	Male	208	2.74	0.19	-4.909	666	0.000
	Female	460	2.82	0.21			

Table (9) showed that (t-value) was (4.909) with a significance level of (0.000) which is statistically significant at ($\alpha = 0.05$), which means that there are statistically significant differences in the means of the study sample individuals on the scale of the patterns of parental treatment attributed to the variable of gender in favor of the females.

Discussing the results:

This part includes a discussion of the results that are organized according to the questions:

Discussing the first question: "what are the common parental treatment patterns among parents in the state of Kuwait?"

The results showed that the level of the patterns of parental treatment among the parents of the students of the elementary stage in Kuwait was (2.80)with a medium degree. The democratic pattern was in the first place, followed by overprotection pattern, volatility pattern, discrimination pattern, negligence pattern, and finally the controlling pattern.

This finding could be attributed to the fact that the Kuwaiti community has a sufficient knowledge about upbringing children and the methods of developing their personalities, where TV programs focus on educating families about the methods of dealing with children and the educational institutions regularly involve parents in the educational activities. Furthermore, the state's law relating to children and their rights ensure a democratic treatment to children in Kuwait and impose penalties against those who abuse them. Therefore, we can see that the democratic pattern is the most common one in the Kuwaiti community, whereas the controlling pattern is the least common one.

This finding could be attributed to the case that the procedures followed in Kuwait during corona pandemic (covid-19), such as full quarantine and partial quarantine increased the duration in which

the common parental treatment patterns among parents in the state of kuwait during the newly discovered coronavirus (covid-19) pandemic

Kuwaiti family members stayed with each other; this gave parents more opportunity to listen to their children and exchanged ideas and plans related to spending their time after the end of quarantine which, in turn, contributed to the prevalence of the democratic pattern. Also, the fear of the increased prevalence of the pandemic enhanced the increased prevalence of overprotection pattern.

Furthermore, the existence of both parents with their children during the pandemic allowed more opportunity for each spouse to observe the way through which each spouse deals with children which, in turn, provided more space to discuss the way of upbringing their children; such a discussion increases parents' awareness about the results of each pattern of parental treatment on children.

Additionally, online learning reduced the study hours, homework became less, whereas students' grades increased due to the ease of obtaining knowledge due to substituting tests with some interesting practical activities, such as short reports or presentations. This case reduced burdens on children and reduced the emergence of behavioral problems that may stimulate parents to use some methods of the controlling pattern or any other negative pattern. This finding could be attributed to the nature of the law of partial quarantine that extended over a long period of time, where the government cited some laws that allow citizens to walk freely and practice their activities during (2-4) hours at the end of the day; therefore, children were allowed to go out to streets and ride bicycles by the accompany of their parents. This context resulted in an improvement of the level of relationship between the child and his parents and increased the parents knowledge about the characteristics of their children due to the increased time of communication.

Also, the continuous closure of recreational places urged many families to lease a chalet beside the sea or go in journeys to farms and restaurants to create a more enjoyable atmosphere to all the family members. Such practices increase the strength of ties between the family members due to spending interesting time with each other and enhance their understanding of the needs of each other.

The results of this question are similar to the results of (Al-Nouri, 2015) which revealed that the democratic pattern is the most common one among the female teachers and (Al-Shar'a, Al-Rashidi and Al-momani, 2017) which showed that the democratic pattern is the most prominent with a high degree, followed by the pattern of overprotection with a medium degree.

Discussing the results of the second question: Are there statistically significant differences at the level ($\alpha= 0.05$) in the means of the patterns of parental treatment among parents in the state of Kuwait attributed to the variable of gender ?

The results showed that (t-value) was (-4.909), which is statistically significant at the level ($\alpha= 0.05$), indicating that there are statistically significant differences in the means of the study sample individuals on the scale of the patterns of parental treatment attributed to the variable of gender in favor of the females.

This finding is attributed to the Kuwaiti community that is characterized by its Arabic culture which is based on the basic role of the woman in upbringing her children, even if she was a working woman. Such a role entails more contact between the woman and her children, where they are more close and knowledgeable for the needs of children. Accordingly, it won't be surprising that the child

asks for some special requests from his mother, where she conveys the required requests to the father; the child realizes that his mother is more compassionate than his father.

This finding is also attributed to the nature of the mother that demonstrates more emotions than the father, and she is more worried about the health of her children during the pandemic than their father. This type of worry pushes her towards more contact with her children during corona pandemic (covid-19), where the child's feeling that his mother is worried about him enhances his contact with her.

This finding could also be attributed to the case that children during corona pandemic (covid-19) spent long periods of time in studying, watching TV and playing electronic games, and when they desired to break the routine, they preferred to help their mothers in the house work; those children didn't have the desire to intervene in the work of their fathers. Therefore, the relationship between children and their mothers is stronger than their relationship with their fathers.

The results of this question contradict with (Al-Youbi and Al-Harbi, 2020) which revealed that there are no statistically significant differences between the means of the study sample individuals on the scale of the patterns of parental treatment attributed to the variable of gender.

The differences in the results with the previous studies could be attributed to the difference in culture, religion, as well as socio-economic factors of samples as demonstrated in (Dwairy, 2004).

Recommendations:

In the light of the results, the study recommended the following:

- Designing educational programs to improve the patterns of positive parental treatment among parents in the state of Kuwait.
- Designing training programs to train parents on using methods other than physical punishment in dealing with their children.
- Activating the laws of family protection in some physical punishment of children by their parents.
- Providing a direct and indirect training to parents about the effective methods of parental treatment to enhance academic, psychological, ethical and behavioral support for the students of the elementary stage in the academic activities and homework where both parents and children which would, in turn, have an important role in all life domains for both parties.

Scientific suggestions: due to the study sample that is limited to the parents of the students of the elementary stage, it is possible that factors, such as age, academic stage and the conditions that occurred after corona pandemic, it would be better to consider these factors in the future studies.

The study recommended the necessity of conducting a correlation study between the patterns of parental treatment and its impact on child as well as the individual differences and academic achievement.

the common parental treatment patterns among parents in the state of kuwait during the newly discovered coronavirus (covid-19) pandemic

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