

The Impact of Rearing Style on Psychosocial Developmental of Children in Port Fouad

M. Khattab, Fatma Abdel Baky, Amina Abdel Wahab,
Lydia A. Gharabawy and M. Hassib El-Defrawi

One hundred and thirty three newly formed families, married within the last five years, were subjected to this study. Family rearing style, size, type of family, parental roles and maternal employment were correlated to both physical, and psychosocial development of their children. No significant relationship between maternal work and rearing styles was noticed ($p>0.05$). However, there was a statistically significant difference between the role of fathers and mothers in child rearing ($p<0.05$). On the other hand there was no significant differences between child rearing pattern and family size, type of family, physical and psychosocial developmental assessment of their children ($p>0.05$).

(Egypt.J. Psychiat.,1994, 17: 67-75).

Introduction

The family is the basic unit of our society. It is responsible for production, shelter, physical and emotional care of family members particularly young children, as well as socialization of the young (Burgess and Locke, 1975).

The association between mental health, locus of pathology and family functioning had been documented experimentally and clinically (Minuchin et al, 1978 & Goldrner, 1985).

M. Khattab, M.D., Assistant professor, Department of General Practice, Suez Canal University.

Fatma Abdel Baky, M.D., Lecturer Department of Community Medicine, Suez Canal University.

Amina Abdel Wahab, M.D. Assistant professor Department of Pediatrics, Suez Canal University.

Lydia A. Gharabawy, Department of Community Medicine, Suez Canal University.

M. Hassib El-Defrawi, M.D., Assistant Professor of Psychiatry, Suez Canal University.

Large families adversely affects the physical and mental development of children (World Health organization, 1981 & Omran and Standley, 1976)

Society needs the family to provide an environment that is both stable and flexible in order to meet the physical and emotional needs of its members (Tevye, 1985). Parental responsibility according to Maccoby & Martin 1983 includes allowing the child to express a variety of feelings, while helping him or her to gain some control over negative aggressive feelings.

Many patterns of family functioning are compatible with healthy child development. Although some forms may appeal more than others, families with widely differing value systems, child-rearing practices, and ways of organizing space, time, and roles offer reasonable environments for child growth (Minuchin et al, 1978)

Research studies have demonstrated four types of parenting rearing styles.

The authoritative, authoritarian, permissive and uninvolved parents (Loeb et al., 1980). The authoritative parents use a rational democratic approach to child rearing, the authoritarian parents are demanding and controlling, the permissive parents avoid asserting their authority or imposing controls of any kind, while the uninvolved parents display little commitment to their role as care givers and socialization. (Baumrind 1983; Steinberg et al., 1989).

Hoffman 1984 emphasized that the pattern of child rearing could affect the child's behaviour and development, however, cultural variation might exist.

In Egypt little is known about families' pattern, roles and rearing styles and their relationship to child development.

In our medical school, Suez Canal University, there is a genuine interest in investigating the impact of psychosocial environment on child development

This study aimed at studying the family functioning in the form of pattern, roles and rearing styles and to find out the possible impact on physical and psychosocial assessment of children under five years of age.

Subjects and Method

The study population were all families married within the last five years and receiving care from the academic family practice center affiliated to General Practice Department, Faculty of Medicine, Suez Canal University, (n = 151). Exclusion criteria were families who had no children (n = 3).

A questionnaire was designed to identify the pattern of child rearing by the studied families. The questionnaire was developed and modified from previous research studies in this field (Dornbusch et al., 1987 and Steinberg et al., 1989).

Face validity of the questionnaire was confirmed through expert psychologist

advice. Reliability was confirmed through pilot testing. Retesting of the questionnaire on 10% of the studied families (n = 15). These families were also excluded from the study.

The questionnaire included questions that determine the parenting style of each parent and the family whether authoritative, authoritarian, permissive or uninvolved.

Psychosocial assessment was performed using the Boyd Developmental scale (Boyd, 1974). According to this scale the child was considered well psychosocially developed if his score of expected Psychosocial milestones for his age was 50% or more and less psychosocially developed if he scored less than 50% of the expected items for his age.

Assessment of physical growth was performed according to the ratio of Weight / Height-----(wt / Ht^2 ratio) the child was considered physically well developed if $Wt / Ht^2 \times 100$ was >0.15 , and less physically developed if $Wt / Ht^2 \times 100$ was ≤ 0.15 a(Sakr et al., 1986).

Results

The total number of studied fulfilling the inclusion criteria were 133 families. Sixty eight families had one child (51.1%), 56 families had two children (42.1%) while only 9 families had three children (6.8%). The mothers' age ranged from 27-31 years with mean age of 28.4 ± 3.5 years, while fathers' age ranged from 32 - 39 years with a mean of 33.9 ± 4.5 years. Model age interval in months in children was 24 - 36 months and 36 - 48 months (54 children in each group).

As regards parental education, Illiterate mothers represented 9% while mothers who received education up to the level of secondary school were 54.9% and 36.1% were university graduates. Illiterate fathers were 8.3% while fathers with

Table 1
The Relationship between the Rearing Pattern and the Mother's Work

Rearing Style	Employed		Unemployed		Total	
	No.	%	No.	%	No.	%
Authoritative	73	57.9	53	42.1	126	100
Authoritarian	6	85.7	1	14.3	7	100
Total	79	59.4	54	40.6	133	100

p= 0.08 (NS)

Table 2
Relationship between the Rearing Pattern and types of the families

Rearing Style	Nuclear		Extended		Single Parent		Total	
	No.	%	No.	%	No.	%	No.	%
Authoritative	90	71.4	27	21.4	9	7.2	126	100
Authoritarian	6	85.7	1	14.3	-	-	7	100
Total	96	100	28	40.6	9	100	133	100

Table 3
The Relationship between Family Rearing Pattern and the Number of Children in the Family

Rearing Style	One Child		Two Children		Three Children		Total	
	No.	%	No.	%	No.	%	No.	%
Authoritative	61	89.7	56	100	9	100	126	94.7
Authoritarian	7	10.3	0	0	-	0	7	5.3

p= 0.01 (NS)

Table 4
The Role of Mothers and Fathers in Child Rearing

Rearing Skill	The Mothers		The Fathers		P
	N= 133		N= 133		
	No.	%	No.	%	
Feeding	126	94.7	6	4.6	0.00001
Changing Clothes	133	100	6	4.6	0.00001
Toilet Training	96	72.2	7	5.6	0.0001
Training for Personal Hygiene	123	92.5	27	21.8	0.0001
Playing with the Child	104	78.1	104	83.9	0.2 (NS)
Recreation	100	75.2	64	51.6	0.001
Telling Stories	60	45.1	13	10.5	0.0005
Others	1	0.8	1	0.8	NS

Table 5
The Relationship between Physical Growth and Rearing Styles of Families

	Authoritative		Authoritarian		Total	
	No.	%	No.	%	No.	%
Well Developed	173	96.6	6	3.4	179	100
Less Developed	27	96.4	1	3.6	28	100

p= 0.5 (NS)

Table 6
The Relationship between Psychosocial Growth and Rearing Styles of Families

	Authoritative		Authoritarian		Total	
	No.	%	No.	%	No.	%
Well Developed	144	98.0	3	2.0	147	100
Less Developed	56	93.3	4	6.6	60	100

p= 0.2 (NS)

secondary school education represented 54.9% and 36.8% were university graduates.

Seventy nine (59.4%) mothers were employed, while 54 (40.6%) mothers were housewives. All the fathers were employed, 112 (84.2%) of them were working as governmental employees, 11 (8.3%) merchants, and 10 (7.5%) of them were professionals (doctors, engineers, and dentists).

Ninty six (72.2%) of the families included in the study were nuclear, 28 (21.1%) families were extended and 9 (6.7%) families were single parent families. The majority of the families (n=126) (94.7%) were rated as authoritative, while only 7 (5.3%) were rated as authoritarian and none of the families were found to follow the permissive or uninvolved pattern of rearing.

When mothers were asked about their opinion regarding the important items in child rearing; 127 (94.4%) of the mothers mentioned that it is making the child feel that he is very important in her life, 43 (32%) making the child participate in his duties, 76 (57.1%) stimulating the child to cooperate with friends and brothers, 51 (33.3%) purchasing educational toys, 49 (36.8%) going to picnics with the child and 6 (4.5%) expressed other miscellaneous items.

When mothers were asked about their opinion regarding the most important behaviour expected from the child; 82 (61.7%) expressed behaviour of compliance and obedience, 75 (56.4%) calmness and tidiness, 44 (33.1%) participate in household duties, 42 (31.6%) helping his young brothers or sisters, 97 (72.9%) sleeping in suitable time, and 11 (8.3%) expressed other miscellaneous items.

Table (1) shows that there was no significant relationship between the maternal work and the pattern of child rearing.

Table (2) shows that there was no significant relationship between the type of family (nuclear, extended and single parent) and the pattern of child rearing.

Table (3) shows that there was no significant relationship between rearing style and the family size.

Table (4) shows that there was significant difference between the role of the father and the role of the mother in child rearing. Mothers were usually responsible for the feeding of their children (94.7%), changing clothes (100%) and training for personal hygiene (92.5%), while fathers were responsible for playing with their children (83.9%) and recreation (51.6%).

Table (5) shows that there was no significant relationship between physical growth development and family rearing style.

Table (6) shows no significant relationship between child neurodevelopmental assessment of and family rearing style.

Discussion

This is the first study, to the authors knowledge, that attempted to investigate family rearing style and its impact on child development in Suez Canal area.

The most common pattern of child rearing found in this study was the authoritative pattern of rearing (94.7%), the second one was the authoritarian (5.3%), while no families were found to follow the permissive or the uninvolved pattern of rearing. This result is in agreement with Martinez and Estella (1985) who studied the rearing pattern of Mexican American women and found that the predominant types of child rearing practices observed were the authoritative (49%) and authoritarian (47%). It is possible that the Egyptian and Eastern culture in general emphasizes heavily on tradition, family attitude and function-

ing. It was found that the authoritative pattern of rearing is characterized by using a national, democratic approach to child rearing in which the rights of both parents and children were recognized and respected (Loeb et al., 1980 and Steinberg et al., 1989). In the authoritarian pattern of rearing the parents are demanding and controlling, but they place such a high value on conformity and obedience that they are unresponsive, even out right rejecting when children assert opposing opinions and beliefs. Consequently little communication takes place between the parents and their children (Dornbusch et al., 1987).

Permissive parents are educating, communicative and accepting but they avoid asserting their authority or imposing controls of any kind (Baumrind; 1971). They are overly tolerant and permit children to make virtually all of their own decisions. Baumrind (1983) found that the authoritative pattern of rearing had emerged as the most common form of child rearing in many countries around the world.

The higher percentage of authoritative pattern was probably due to the high percentage of the educated parents in the studied families as 91.7% of the fathers and 91% of the mothers received secondary school education or above.

An interesting finding in this study is that there was no significant relationship between working and nonworking mothers in relation to the rearing style. This can be attributed to the large percentage of educated mothers whether they are employed or not and its reflection on the rearing style.

These results were in agreement with Riad et al., (1983), who studied the relation between the child health of working and nonworking mothers in Egyptian society. On the other hand, Hoffman (1977) and Greenberger and Goldberg

(1989) found that children of working mothers were much better in life performance, as employed mothers found it necessary to lay down firm roles for their children's behavior. Moreover during middle childhood and adolescence, children of employed mothers were often given household responsibilities. (Hoffman 1989).

There was also no significant statistical difference between the type of the family and the rearing style. These results are in contrast with Pearson et al. (1990), they found that the presence of grandmothers in the household protects babies from the negative influence of an overwhelmed and inexperienced young mother. In addition, extended family living arrangements were associated with more give-and-take in adult - children interaction - better school achievement and improved psychological adjustment (Wilson 1989).

It seemed that the number of children in the family did not affect the pattern of rearing, as there was no statistically significant difference of the number of children on the rearing pattern of the family. On the other hand, Hurler and Palonen (1967) pointed out that the trend towards a smaller family size had favorable consequences for parent - child interaction, as more children means less time the husband and wife have to devote to one another as well as to each youngster's activities, school work and other concerns. Also in contrast to our study the same authors clarified that the authoritarian pattern becomes more prevailing as the family size increases and parents try to keep large number of their children "in line".

In addition, crowding and lack of special place for each child promote additional tension in the household with many children. Wagner et al., 1989 believed that the negative impacts of in-

creasing family size on children's development is largely due to insufficient financial resources which resulted in less adequate housing, poor nutrition, and greater parental stress and consequent deterioration in the quality of the parent child relationship. However, the present study dealt with newly married families within the last 5 years and the number of children within these families range from one to three. This limited range of variation in the number of children probably deprived this factor of its significant importance in determining the rearing pattern in such families.

In this study there was no significant relationship between physical growth and rearing style. Reviewing the available literature regarding this relationship were found to be lacking. However, physical growth seems to be affected by several factors such as nutrition, genetic, socioeconomic factors and the presence of congenital and chronic diseases.

In this study it was found that 95.1% of all studied children were within the normal range of weight for age according to Abbassy et al. (1972). This reflects the awareness of mothers in the research area about the health and nutrition of their children as high percentage of them are educated.

Moreover a high percentage of children 71.5% were psychosocially well developed as compared to 28.5% who were psychosocially less developed. This can be attributed to the fact that most of the studied families were found to follow the authoritative pattern of rearing their children and no families were following the permissive or uninvolved pattern of rearing. Fortunately the authoritative pattern of rearing resulted in independent, achievement oriented behavior, and cooperative social behavior among boys and girls reared by that pattern. Moreover the authoritative style continue to predict a variety of dimensions of competence dur-

ing middle childhood and adolescence including self esteem and superior academic performance in high school (Horton, 1980 and Steinberg et al., 1989).

References

- Abbassy, A.S. Hussein, M. Hamed, S.A. Kassem, A.S. Aref, M. Morsy, M.R. and Arabi, I.I. (1972). Growth and Development of the Egyptian Child: Birth to Five years. Ed. in chief. Abbassy. Dar El-Maaref, Cairo.
- Baumrind, D. (1983). Rejoinder to Lewis's reinterpretation of parental firm control effects. Are authoritative families really harmonious? *Psychological Bulletin*. 94, 132-142.
- Baumrind, D. (1971). Current patterns of parental authority Developmental psychology. Monograph. American Psychologist Association, Vol. 4, 2-17.
- Boyd, R.D. (1974). The Boyd Developmental Progress Scale San Bernardino, California, Inland Counties Regional Center.
- Breland, H.M. (1974) Birth order, Family configuration, and verbal achievement. *Child Development*, 45: 1011-1019.
- Burgess, R.L., and Lock, R. (1975) Definition of the family child. Development Monograph. American Psychologist, Association. vol. 38, p. 153-163.
- Dornbusch, S.M., Pitter, P.L. Leiderman, P.H. Roberts, D.F. and Fraleigh, M.J. (1987). The relation of parenting style to preschool performance. *Child Development Journal*, vol. 58, 1244-1257.
- Goldner, V. (1985). Family Therapy. In: The Clinical Guide to Child Psychiatry, D. Shaffer, A. Ehrhardt, and L. Greenhill. (eds). The free Press. New York.
- Greenberg, E. and Gold-berg, W.A. (1989). Work, parenting and the socialization of children. *Developmental Psychology*. vol. 25, p. 22-35.

- Hoffman L.W (1984). Work, family and socialization of the child. In Parke R.D. (Ed). Review of child development research Chicago. University of Chicago Press, p. 7, 223-282.
- Minuchin, S., Rosman, B.L., and Baker, L. (1978). Psychosomatic Families. Harvard University Press. Cambridge, Massachusetts.
- Hoffman, L.W. (1977). Changes in family roles, Socialization and sex differences. *American Psychologist*. 32, 644-657.
- Hoffman, L.W. (1989). Effects of maternal employment in the two-parent family. *American Psychologist* vol. 44, p. 283-292.
- Horton, J.L. (1980). Child rearing styles and achievement. *Journal of child Psychology and Psychiatry*. 44, 283-292.
- Hurler, J. and Palonen, D. (1967). Marital satisfaction and child density among University student parents. *Journal of marriage and the family*, vol, 29, 483-484.
- Lesinski, J. (1976). family size, Its influence on family's health, economic status and social welfare. *Obstetrical and Gynecological survey*, 31: 421 - 452.
- Loeb R.C., Horst, L., and Horton, P.J., (1980). Family interaction patterns associated with self - esteem in preschool girls and boys. *American Education Research Journal*. Vol. 5. p. 343-363.
- Maccoby, E.E. and Martin, J.A. (1983). Socialization in the context of the family. Parent child interaction. In E.m. Hetherington (Ed.), *Handbook of psychology, socialization, personality and social development* (4 th ed) Mc Grow-Handbook Company, New york.
- Martinez A. and Estella, A.L. (1985). Maternal child rearing practices and their relationship to child behavior in Mexican - American families. Proceedings of the annual meeting of the American council for family relations (P. Dallas. TX. Nov. 7, 1985).
- Omran, A.R. and standley, C.C. (1976). Family formation patters and health Geneva, World Health organization.
- Pearson, J.L., Hunter, A.G., Ensnatinger, M.E. and Kellam, S.G. (1990). Grand mothers in multigenerational households: Diversity in family structure and parenting involvement in the Wool Lawn community. *Child Development*. vol. 61, 434-442.
- Ryiad, H., Mourad, E. Salem, A. (1983). Effects of mother's work on the health of the child In: *Medical Education in the Field of Primary Maternal Child Health Care*. (Eds) M.M. Fia and M.I. Abdella. Proceedings of the International Conference, Cairo - Egypt, December 5-7, 1983.
- Sakr R., Fleita, D., Samuel, S., Abdel Wahab A. (1986). Clinical, anthropometric and biochemical studies on searching of marginal malnutrition among Egyptian infants and young children. *Gaz. Egypt. Paediat. Association* 34, 1-4, 53.
- Scrimshaw, S.C.M. (1978). Infant mortality and bhavior in the regulation of family size. *population and developmental Review*, 4: 383 - 404.
- Steinberg, L., Elman, J.P., and Mounts, N.S. (1989): Authoritative parenting psychosocial maturity, and academic success among adolescents. *Child Development Journal*, vol. 60, p. 1424-1436.
- Tevye, L.M. (1985) Healthy family. *American Journal of Public Health*. vol. 72 (9) 1034-1036.
- Wagner, M.E., Schubert, H.J.P., Schubert, D.S.P (1989). Family size effects: A review. *Journal of Genetic Psychology*. vol. 146, p. 65-78.
- Wilson, M.N. (1989). Child development in the context of the extended family. *American Psychologist*. 44, 380-385.
- World Health Organization (1981). Further studies on family formation patterns and health. Geneva, world Health Organization.
- Zajonc, R.B. (1976). Family configuration and intelligence. *Science*, 192:227-236.

L'impact du Style d'élever sur le développement psychosocial des enfants au Port Fouad

133 familles qui sont mariées pendant les 5 ans derniers ont été exposés à cette étude. Le style d'élever de la famille, le type de la famille, le rôle des parents, et l'emploi de la mère ont été corrélés avec le développement physique et psychosocial de leurs enfants. On n'a pas trouvé une relation significative entre le travail de la mère et le style d'élever. Tandis qu'il y'avait une différence significative entre le rôle du père et de mère dans l'élevage des enfants. Encore, on a pas trouvé des différences significatives entre la manière d'élever des enfants et les dimensions de la famille, le type de la famille, et l'assestement développemental physique et psychosocial de leurs enfants.

أثر الأسلوب التربوي على النمو النفسي الاجتماعي للأطفال في بور فؤاد

تشير كثير من الدراسات أن لأسلوب التربية وتركيب الأسرة وحجمها واتجاهاتها في التربية تأثيراً على النمو الجسماني والاجتماعي والسلوكي والشخصي والعصبي في الأطفال، وخصوصاً في المراحل المبكرة قبل سن المدرسة. وقد قام فريق من الباحثين بدراسة أسلوب التربية واتجاهات الأسرة في تربية الطفل أسرة لم يمضى على تكوينها أكثر من خمس سنوات، وقد استخدم استبيان خاص ١٣٣ العدد تم إعداده لاستكشاف نمط وحجم ونوعية دور الوالدين وأداء الأسرة الوظيفي، في تربية الطفل بالإضافة إلى تقييم النمو النفسي الاجتماعي العصبي للطفل داخل كل أسرة في شهر (أ) باستخدام مقياس بويد للتقييم ٤٨ - ٣٦ شهر (أ) و (٣٦ - ٢٤ مجموعتين سنيتين) النمائي النفسي الاجتماعي العصبي للطفل، ومقياس الطول والوزن المقننة للأطفال المصريين سنوات، ولقد أظهرت النتائج علاقات غير جوهريّة أو دالة احصائياً بين الأسلوب أقل من التربوي وبين نمو الطفل الجسماني والنفسي الاجتماعي، ولكن ظهرت علاقة احصائية بين مشاركة ودور كل من الوالدين في تربية الطفل. ويناقش البحث كافة الدلالات للنتائج.