

Parent-Child Interactions and Child Abuse in Rural and Urban Population Samples in Ismailia, Port-Said and Suez Governorates

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This study was designed to assess parental concepts and practices of some child rearing skill patterns including positive and negative behaviours, for bed wetting , and use of force to discipline the child .

Parents of 548 preschool children (age 2-6 years), surveyed through systematic random sampling of rural and urban population in Suez, Ismailia , and Port-Said governorates were interviewed A . modified Arabic version of the Parent Practices Scale (PPS) was used in two stages to indicate parental rearing concepts and later to elaborate on actual parent - child interactions of the parents, usually the mother, to identify disruptive behavioral problems of their children .

Results showed high rates of concepts and practices of negative interactions including physical punishment by beating, beating for wetting , and use of force . Families in rural samples exhibited significantly higher rates of punishing behaviors than did families in urban samples . Parental education status was significantly associated with the practice of aversive behaviors significantly associated with the practice of physical punishment to discipline the child.

Our findings suggest that negative patterns of parent child interactions are rather common and represent an abusive potential and antecedent behaviors for child abuse . Children prevention programs should educate parents about the use of positive practices and parental skill training should be directed to the less educated rural population .

(Egypt. J. Psychiat.,1997, 20: 283-296).

INTRODUCTION

Good parent- child relationships have been found to be protective against the deleterious effects of stressless. Much work has demonstrated the association between mental health problems of parents and those of children .

The definition of child abuse has been expanding in recent years . In a classic paper , The Battered Child Syndrome Kempe and his collaborators (1962) described child abuse as the infliction of serious injury upon young children by parents and caretakers.

The quality of research in this area has improved during the past few years , but the failure to adequately explain the phenomenon of child abuse solely on the basis of parental character traits , psychodynamics, and predisposing factors in the child has led to a recent interest in studying parent - child interaction and environmental factors carrying the possible risk of child abuse.

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Abusing and neglecting parents displayed lower rates of overall interaction and higher rates of negative behavior (threats and complaints) (Burgess and Conger, 1977). Moreover, Raid and Taping (1977) found that abusing families exhibited significantly higher rates of aversive behavior than did families with no history of abuse. Mothers of the abused preschool children most frequently reported these children to be problems at home (Green, 1979).

In addition, behavioral observations of abused preschool children have found them to be stubborn, unresponsive, negativistic (Johnson and Morse, 1968), likely to provoke physical attack from others (Galdston, 1965) and have purposeless, unpredictable and unpremeditated violent behavior (Galdston, 1971). Abused children were often cited for aggressive and destructive behavior at home. Bullying, fighting, and assaultive behavior were observed in their contacts with peers and siblings. Preschool children were frequently restless and hyperactive. Discursive

The quality of parent - child interaction has been found to be associated with better adjustment and good mental health of children (Wallerstein and Kelly, 1980, 1971). Low socioeconomic factors and poor parental education level have been reported to be associated with behavioral problems, DSM-III disorders and increased psychopathology in children (Anderson, et al., 1989, Bird et al., 1989, and Costello 1989).

Given the importance of parent - child interaction in understanding child problem behaviors (Baumrind, 1971, Crittenden, 1985, Erickson et al., 1985, Matos et al., 1978) and the potential diagnostic utility, interaction should be assessed in a standardized way, comparable across individuals and groups.

This study was designed to assess

parent - child interactions in the form of parental conceptual knowledge about some child rearing skills including abusive aversive behaviors and their actual practices with their preschool children. In addition, differences between subsamples of rural and urban populations in Suez Canal are studied particularly as regards the practices of various patterns of abusive interaction as well as the presence or absence of children's behavioral problems in the families studied.

SUBJECTS AND METHODS

A total of 672 parents (of 548 preschoolers) were sampled by a systematic randomized block procedure from the three Suez Canal governorates: Suez, Ismailia, and Port-Said.

In each governorate, two samples were included, one representing a rural population and the other an urban population. Rural samples were surveyed from El - Ganayen village in Suez, Abu Attwa in Ismailia, and El Kabouty in Port said surveyed from El- Arbaeen in Suez El - Sheikh Zaid in Ismailia, and El - Manakh in Port - Said.

Inclusion criteria for this study included being a parent (father or mother) of a preschool child (age 2-6 years) residing in the area surveyed and giving a consent for interviewing and participating in the study. Consenting parents were interviewed in their homes by trained investigators. Demographic information, included maternal age, education status, occupation, and the number of children in the family were obtained.

The Arabic modified version of the Parent Practices Scale (PPS) was used as instrument for the semistructured interview. This is a self - report instrument on parents patterns of interaction

with preschool children , originally it has 34 items on practices frequently targeted in the clinical practices of parent training . This scale was developed by Strayhorn and Weidman (1988) to measure the favorableness of parental practices with preschool children . It was designed as a self - report instrument wher every item represents a possible goal behavior for training of parents of preschoolers . The items on the scale derived their origin from parental cognitions and behaviors whose increase or decrease have seemed to most improve a child's behavior and the quality of the parent - child relationship . The items simply ask for the frequency of such parent behaviors and cognitions, including undesirable ones and desirable ones.

The scale has good internal consistency and 6 - month stability . The scale is meant to serve both clinical and research purposes. The items were translated into 34 questions in Arabic that made up the scale . After a field trial , only 22 questions items were chosen for simplicity clarity and practicality , these are were reformulated into the colloquial Arabic . Test - retest reliability on a subsumable of 30 parents revealed an agreement tharanged from 67 to 100% .

Questions concerned with four reliable subclass reporting about : physical care , reward and punishment , developing trust , and family interaction .

Questions, forming the basis of the semistructured interview , were read aloud to all parents and their responses were recorded in a separate answer sheet . In the first half of the interview parents were asked to describe their attitude , opinion or conceptual knowledge about some different items items of child rearing skills in general , then they were asked to tell from their daily life experience their actual child rearing practices that has been predominating their inter-

actions with their preschool children .

Parents were asked to rate their children's problematic behaviors using the Arabic version of the Conners Rating Scale (El- Defrawi et al ., 1992 , El - Defrawi and Mahfouz , 1990) Conners Behavior Checklist , is a 10 - item rating scale for assessment of behavioral problems . Evidence suggests that the problem Behavior Checklist indicate similarities between observed laboratory behavior and reported problem behaviors.(Crowell et al ., 1988) .

Parents have to responed to the item questions by indicating whether they definitely agree that the skill is necessary (100% sure) or to some extent (50% sure) or not necessary (absolutely not . Thus , we have different responses categorized into three groups. We have decided to consider the first category of complete agreement (100% sure) for statistical analyses to strengthen the effect of parental concepts and practices .

Moreover, the following is a report of the results of 5 samples (not including the El - Ganayen Village Suez sample) . The sixth sample will be considered in separate report (El - Defrawi et al , in preparation) .

RESULTS

Table (1) shows the sample characteristics of parents interviewed in the rural and urban Suez Canal area . It should be noticed that parents of the rural areas were more likely to be less educated (illiterate) than those from urban subsamples .

Table (2) shows the distribution of some rewarding and punishing practices in five different subsamples . The practice of aversive punishing behavior tended to be from as low as 41.1% to as high as 74% .

Tables (3) , (4) and (5) show the relationship between the education status of mothers and the practices of rewarding and punishing behaviors in Shikh Zayed (Ismailia), El Kabouty and El - Manakh (Port Said) . It should be noticed that the practice of physical punishment by beating increases with poor education and illiteracy of mothers (100% and 85%) and decreases with middle and university education (44.4% and 41%) (table 3) . On the contrary , encouraging and praising the child increase in highly educated mothers to reach (100% and 99%) (Tables 4 and 5).

Table (6) and (7) shows the distribution of children with behavioral problems as described by their parents and the relationship with the rewarding and the practices . It is noticed that the child tended to be higher with children without behavioral problems . On the other hand , physical punishment by beating and physical punishment for bed wetting tend to be associated with the occurrence of behavioral problematic children.

Table 1
Demographic Characteristics of Parents Interviewed in
Rural & Urban Samples in Suez, Ismailia & Port-Said

Demographic Characteristics	Rural			Urban		
	Sample					
	Ismailia	Suez	Port-Said	Ismailia	Port-Said	Suez
	Abu Attwa	El-Gamayen	El-kabouty	Shikh Zayed	El- Manakh	El-Arbacen
Mean Number of Children in the Family	3	4	3	5	3	3
Number of Parents	96	196	86	95	70	129
Mothers (M)	M48/	M120/	M	M	M	M
Fathers (F)	F48	F76				
Mean Age (years)	28 ±12	30 ±11	31 ±11	32 ±13	24 ±9	±10
Range	(21-34)	(18-42)	(20-40)	(20-40)	(21-40)	(22-41)
Educational Status	N	% N	% N	% N	% N	% N
Illiterate	46	96 48	40 37	43 2	2.1 --	27 20.9
Primary & Preparatory	14	29 50	41 26	30 16	16.8 5	7.1 21
Secondary	19	40 18	15 16	19 3	33.7 46	64.3 72
University graduate	17	35 4	3.4 7	8 45	41.4 20	28.6 9
Occupational Status						
Housewife	28	60 89	74.2 70	81.4 24	21 28	40 33
Employee	20	40 31	25.8 16	18.6 71	79 42	60 96

Table 2
Parental Practices of Some Rewarding and Punishing Interactions
in Five Different Population Subsamples in Suez Canal Area

Practices	Subsamples		Ismilla El-Shikh Zayed		Port Said El-Kabouty		Ismilla Abu Attwa		Port Said El Manakh		Suez El Arbaeen	
	N	%	N	%	N	%	N	%	N	%	N	%
1- Encouraging and Praising the Child.	62	64.6	80	84.2	80	62	76	88	55	78.6		
2- Physical Punishment by Beating	60	62.5	39	41.1	70	54.3	64	74	50	71.4		
3- Critical Blaming	59	61.5	42	44.2	50	38.8	86	100	55	78.6		
4- Keep Reminding of Mistakes	40	41.9	52	54.7	30	23.3	74	86	46	65.7		
5- Threatening to Abandon him	37	38.5	17	17.9	90	69.8	36	42	35	50		
6- Physical Punishment for Bed Wetting.	64	66.7	35	36.8	45	34.9	75	87	17.5	25		

* N.B. Responses are not mutually exclusive

Table 3
Relationship Between Education of Mothers and Practice of Re-
warding and Punishing Interactions in Sheikh Zayed (Ismailia)

Practices	Educational Status		Illiterate		Primary Education		Middle Education		University Graduate	
	N	%	N	%	N	%	N	%	N	%
1- Encouraging and Praising the Child.	2	25	2	28.6	33	73.3	33	94		
2- Physical Punishment by Beating	8	100	6	85.7	20	44.4	5	14.		
3- Shouting and Critical Blaming	5	62.5	4	57.1	13	28.9	8	22.		
4- Reminding him of his Mistakes	2	25	3	42.9	11	24.4	13	37.		
5- Threatening to Abandon him	7	87.5	5	71.4	5	11.1	--	--		
6- Physical Punishment for Bed Wetting.	6	75	6	85.7	12	26.7	6	17.		

* N.B. Responses are not mutually exclusive

Table 4
Relationship Between Maternal Education and Practice of
Rewarding and Punishing Interactions in El Kabouty (Port - Said)

Practices	Education		Illiterate		Middle Level		High Education	
	N	%	N	%	N	%	N	%
1- Encouraging and Praising the Child.	36	80	36	97	4	100		
2- Physical Punishment by Beating*	44	98	20	54	--	--		
3-Shouting and Critical Blaming	45	100	37	100	4	100		
4- Reminding him of his Mistakes*	43	96	31	84	--	--		
5- Threatening to Abandon him*	29	64	7	19	--	--		
6- Physical Punishment for Bed Wetting.	43	96	32	62	--	--		

* N.B. Responses are not mutually exclusive

Table 5
Relationship Between Maternal Education and Practice of
Rewarding and Punishing Interactions in El Manakh, (Port - Said)

Practices	Educational Status		Secondary of Preparatory		High Education	
	N	%	N	%	N	%
1- Encouraging and Praising the Child.	43	86	18	99		
2- Physical Punishment by Beating	34	68	9	45		
3-Shouting and Critical Blaming	32	64	8	40		
4- Reminding him of his Mistakes	35	70	17	85		
5- Threatening to Abandon him	34	68	8	40		
6- Physical Punishment for Bed Wetting.	21	42	3	15		

* N.B. Responses are not mutually exclusive

Table 6
Relationship Between the Presence of Behavioral Disorder in Children
and the Practice of Reward and Punishment Interaction

Practice	Behavioral Problems		Ismailia Abu Atwa				Suez El- Arbaeen			
			Without Behavior Problems		With Behavior Problems		Without Behavior Problems		With Behavior Problems	
	N	%	N	%	N	%	N	%	N	%
1- Encouraging and Praising the Child.	43	86	18	99	75	73.5	5	18.5		
2- Physical Punishment by Beating	34	68	9	45	67	65.7	33	11.1		
3-Shouting and Critical Blaming	32	64	8	40	46	45.1	4	14.8		
4- Reminding him of his Mistakes	35	70	17	85	23	22.5	7	25.9		
5- Threatening to Abandon	34	68	8	40	81	79.4	9	33.3		
6- Physical Punishment for Bed Wetting.	21	42	3	15	37	36.3	8	29.6		

* N.B. Responses are not mutually exclusive

Table 7
Relationship Between the Presence of Behavioral Disorder in Child
and the Practice of Rewarding and Punishing Interactions

Practice	Behavioral Problems		Ismailia El- Sheik Zayed		Port Said El- Kabouty Area			
	Without Behavior Problems	With Be- havior Problems	Without Behavior Problems	With Be- havior Problems	Without Behavior Problems	With Be- havior Problems	Without Behavior Problems	With Be- havior Problems
	N	%	N	%	N	%	N	%
1- Encouraging and Praising the Child.	73	100	7	31.8	65	100	11	52
2- Physical Punishment by Beating	17	23.2	22	100	43	66	21	100
3- Reminding him of his Mistakes	47	64.4	5	22.7	55	85	19	90
4- Threatening to Abandon	6	8.2	11	50	16	25	20	95
5- Physical Punishment for Wetting Himself.	19	26.1	16	72.7	56	86	19	90
6-Shouting and Critical Blaming	--	---	--	--	65	100	21	100

* N.B. Responses are not mutually exclusive

DISCUSSION

There are several limitations of the present study stemming in part from the nature of the questions that was asked, the nature of the survey and the design of the study. Our sample is representative of the Egyptian Community, we have used a reliable and valid semistructured, standardized assessment procedures for both the parent-child interactions and the child behavior.

The parent-child interaction is undisputed as the child's primary social context. It has profound effects on the psychosocial development of every child abuse often interferes with this development. Parent-child interactions often function as circular processes, where the parent rearing skills and the child behavior have reciprocal connections, which either enhance or inhibit the development of psychosocial health.

Nashed (1991) in a study of the factors related to child abuse reported that Egyptian parents tend to use force in the form of beating to discipline the child particularly when child when child shows disruptive behavior, delinquency

and disobedience at home or at school. In his sample, more parents from low socioeconomic families tended to agree on the use of severe punishment to discipline their children than parents from high socioeconomic families.

Gaensbauer and Harmon (1981) suggested that an assessment of parent-child interaction should include: (1) direct observation, (2) assessment of multiple facets of development, especially those that are most pertinent to the age and development of the child (Sroufe and Rutter, 1984), (3) utilization of objective measures, (4) opportunity for the child to be spontaneous and natural, (5) efficient use of time, and (6) observation of the child in interactions with the parents (Crowell et al. 1988).

Our results showed that negative parent-child interactions as an antecedent of abusive behavior are higher in rural samples and associated with poor maternal education. These results are similar to Herrenkohl et al. (1984). In their studies socioeconomic level was associated with more positive and hostile parent-child interactions. The impact of socioeconomic status (SES) on the quality of the parent-child interaction has

also been described in the literature . Studies of parent - child interactions using dyads from lower and middle SES families have demonstrated the influence of social class , discipline practice , and teaching styles (Bee et al. 1969, Hess and Shipman , 1965, Kami and Raddin , 1981 , and Schoggen , 1971) . Considerable research on child maltreatment has emphasized the role of poverty in creating the context for the occurrence of child abuse and neglect e.g. Gil (1981), Elmer (1981) and Petton (1981).

Herenkohl et al. (1984) found that once the effect of socioeconomic status was controlled for , child abuse was associated with more negative and hostile behavior and less affectionate - positive behavior as well as less speaking by the parents, particularly for neglecting and harshly disciplining the child .

Varying explanations for the phenomenon of abuse have been offered during the past decades . Some of these (e.g. Steel, 1974) have stressed the interpersonal variables that create in adults a vulnerability to abusive treatment of children . Others (Kadushin and Martin , 1981) have stressed the more provocative quality of abused children . Still others e.g., Patton (1981) have emphasized the social class aspects of maltreatment and abuse and the tendency for abuse to be associated with lower socioeconomic status . The former viewpoint finds abuse to be a product of trauma and victimization in the childhood of the parent , leaving the individual needy , angry and with poor impulse control. The second sees the child's interactions with adults as influenced by specific handicaps or individual characteristics of the child which make the child overly provocatively particularly for adults who have a low tolerance for such provocation . The third explains abuse as an outgrowth of the parent's frustration asso-

ciated with the stresses and deprivations of poverty .

Our data lend some support to each approach. As mentioned above , the higher incidences of negative harsh parental behavior and abusive disciplining of the child is more in the rural than in urban subsamples are suggestive of the effect of the socioeconomic level which might represents a continuum of causality .

Parental behavior extending from the rural adult (parent)-oriented, rejecting and child and practices to the urban child centered and supporting orientation. Her-renkohl (1984) pointed out to the under-out to the under- lying overwhelming accumulation of the frustration that go with unemployment, illness, housing problems, and other stresses related to insufficient income and low socioeconomic status. Egypt is a developing country with multiple socitional stable familial pattern of parent child interactions. The cultural model (or sub-cultural) of raising children in the Egyptian families supports legitimizing corporal punishment of children.

However, it could be that in the face of the accumulating physical and mental health problems of Egyptian children, child abuse would not represent a research or service priority (Rakhawy, 1992)

The results of this study indicate that presence of behavior problematic child correlates with the negative parental practices. This may be interpreted as ignorance of parents about the effective interactions that give immediate results such as physical punishment. Another possible interpretation is that The difference in parental practices in rural and urban samples was considerable, which suggests that mothers in than elementary school) and low socioeconomic status are considered to be one of the familial

risk factors that are strongly and significantly associated with child psychiatric disorders and abuse (Rutter et al., 1975, Rae-Grant, et al., 1989).

Constitutionally more difficult children may irritate their parents and may lead parents to be more hostile and depressed, to lose social support, and to engage in less favorable parenting practices. Alliteratively, parents genetically prone to more impatient and hostile may have children with similar traits. Hutchings and Mednick (1975) presented evidence from an adoption study for genetic transmission of tendency toward antisocial behavior. Recently, suggestions have been made for the incorporation of parent-child relationship parameters into a multiaxial diagnostic scheme for young children (Anders et al., 1958, Call, 1983).

Behavioral problems of children could be part of their development. For example, oppositional behavior as a part of normal healthy development is found during the phases of separation individuation between 18 and 18 and 36 months of age and during adolescence, when it is an expression of the need to separate from parents and establish an autonomous identity. Thus, a degree of oppositional and negativistic behavior in children is a common and widespread phenomenon, and epidemiological studies of the trait of negativism indicate a prevalence of between 16% and 22% in the overall school-age population (Green et al., 1973; Joseph et al. 1998).

Preventive mental health interventions found positive effects in a parent child interaction training programs, and behavior of low-income preschool children (Strayhorn and Weidman, 1989, 1991).

Physically abused children have been shown to be at risk for subsequent violent behavior and severe psychopathology (Dreen 1978 a, b., 1983, Lewis et al., 1974 1981, Monane et al. 1984 Tarter et

al., 1984). A number of possible causes behind the physical abuse it mission of violence from one generation to the next including parental psychoathology, central nervous system damage, and cognitive and language impairment (Burke et al., 1989).

A growing body of research in the past two decades has focused on elucidating the determinants of child psychopathology rooted in the concepts of risk, psychosocial vulnerability, and resilience in children, the majority of this work has indicated that meaningful subgroups of children who are at risk for developing psychopathology can be distinguished (Anthony and Koupernik, 1974, Garnezy and Rutler, 1985, Anthony and Cohler, 1987).

In conclusion, our results have shown that child abuse behavioral patterns are rather common in urban and rural samples in Egypt, particularly among lower socioeconomic groups, in families with less educated mothers and with behavioral problematic children. Efforts and programs to reduce this phenomenon should educate parents about positive parenting skills, particularly uneducated mothers in rural areas.

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Appendix

Modified Arabic Version of the Parent Practices Scale

I- Physical Care:

- 1-Regularity of meals.
- 2-Diversification of food
- 3- Regularity of washing and bathing.
- 4- Regularity of sleep at night.

II- Reward and Punishment:

- 5- Physical punishment by Beating.
- 6-Encouraging and praising the child
- 7- Yelling and shouting.
- 8- Critical blaming
- 9- Control of T.V. hours.
- 10- Follow-up on commands.
- 11- Explaining misbehavior
- 12- Threatening of abandoning or wishing drying
- 13- Physical punishment for bed wetting.

III- Developing Capacity to Trust:

- 14- Reading with child.
- 15- Spending enjoyable time.
- 16- Playing with child.
- 17- Speaking with child about what he sees.
- 18- Listening to and answering the child.

IV- Family interactions:

- 19- A good model around child.
- 20- Disputing and arguing in front of child.
- 21- Child is exposed to scenes of physical interactions and use of force.
- 22- Submitting to child's tantrums.

**Interactions Parent- Enfant Relativement à la
Maltraitance des Enfants dans les Populations Rurales
et Urbaines à Ismailia, Port-Said et Suez**

Cette étude vise à évaluer les tendances et les pratiques parentales vis à vis des attitudes éducatives à l'égard de leurs enfants.

L'étude a été faite sur 548 enfants d'âge préscolaire (2-6 ans).

Nos résultats ont montré un taux élevé d'interaction négative comprenant des punitions physiques et l'utilisation de méthodes coercitives avec les enfants. Le taux était plus élevé chez les familles des régions rurales. Le statut éducationnel des parents était significativement associé avec la pratique des méthodes coercitives ainsi qu'avec les risques de maltraitance. Les troubles de comportements chez les enfants étaient significativement associés avec la pratique des punitions physiques en vue de discipliner les enfants.

Nos résultats suggèrent que les attitudes parentales négatives vis à vis des enfants sont assez fréquentes et représentent un antécédent à la maltraitance devraient apprendre aux parents d'utiliser des méthodes éducatives positives, ces programmes devraient ainsi s'adresser spécialement à la population rurale.

تفاعلات الأطفال ووالديهم وعلاقتها بسوء معاملة الطفل فى عينات حضرية وريفية من محافظات الاسماعيلية وبورسعيد والسويس

أجريت هذه الدراسة لإستبيان وتقييم مفهوم الأمهات والآباء عن بعض مهارات تربية وتنشئة الأطفال بنواحيها السلبية والإيجابية وسلوكيات الوالدين من عقاب جسدى بالضرب والعقاب الجسمانى لبلل الفراش واستخدام القسوة لتهذيب الطفل. وقد اشتملت العينة على ٥٤٨ طفلاً فى سن ما قبل المدرسة (من سنتين إلى ستة سنوات) كعينات عشوائية منظمة من المناطق الريفية والحضرية فى محافظات السويس والاسماعيلية وبورسعيد، وتمت مقابلة الوالدين باستخدام النسخة المعدلة لمقياس الممارسة الوالدية للإستفسار بشأن معتقداتهم ومفهومهم لطرق تنشئة الطفل بما فيها سلوكيات سوء معاملة الطفل وذلك فى المرحلة الأولى من المقابلة وفى الجزء الثانى من المقابلة شبه المقننة تم سؤال الوالدين عن تفاعلاتهم وسلوكياتهم تجاه تربية أبنائهم وخصوصاً إذا ما أظهروا سوء التصرف أو المشاكل وقد تم تقييم مشاكل كل طفل باستخدام مقياس كونرز. وأشارت النتائج إلى وجود نسبة كبيرة من الآباء والأمهات الذين يعتقدون فى ضرورة استخدام القسوة والعنف والضرب مع الطفل لتربيته وتهذيبه، كما ظهرت نسبة كبيرة من الآباء والأمهات الذين يمارسون هذه السلوكيات السلبية التى هى بؤادر وشواهد لسوء معاملة الطفل، وقد زادت نسبة المعاملة فى العينات الريفية وفى الأسر التى يقل فيها تعليم الأم، كما زادت نسبة المشاكل السلوكية فى أطفال الأسر التى تستخدم سلوكيات سوء معاملة الطفل.

وقد استخلصت الدراسة أن سلوكيات سوء معاملة الطفل منتشرة فى الريف والحضر وترتبط بتعليم الأم والمستوى الاقتصادى والاجتماعى وناقشت الدراسة أهمية النتائج وضرورة وجود برامج لتدريب الوالدين على استخدام المهارات المختلفة لتربية الأطفال.