# Emotional Security in the Family System and Its Relation to Parenting Styles and Child Abuse among Preparatory School Students

**Hanan Nassef Zaki [(1)], Naglaa Fathi Mohamed El-attar[(2)], Eman Nabawy Abo Zeid [(3)]**

1 Assistant Professor of Psychiatric and Mental Health Nursing, Faculty of Nursing, Benha University.
2Assistant Professor of Psychiatric and Mental Health Nursing, Faculty of Nursing, Benha University.
3 Lecturer of Psychiatric and Mental Health Nursing, Faculty of Nursing, Benha University.

## Abstract

**Background**: Emotional security theory posits that maintaining a sense of protection, safety, and security is a primary goal for children and adolescents and evaluation of insecurity in the family system by child can add to the risk of the development of psychological problems. Parenting styles and child abuse by parents had many effects on emotional security in the family system among preparatory school students. Moreover, there were negative consequences caused by negative parenting styles can increase level of child abuse by parents among preparatory school students. A**im of study**: This study aimed to investigate emotional security in the family system and its relation to parenting styles and child abuse among preparatory school students. **Design**: A descriptive correlational research design was utilized to achieve the aim of the study. **Setting**: This study was conducted at 4 preparatory schools in Benha city, Qalyubia Governorate. **Study subject**: Representative sample of (352) student from first and second preparatory grades students. **Tools of Data collection**: Four tools were used: **Tool 1:** Structured Interview Questionnaire, **Tool 2:** Perceived parenting style Questionnaire **Tool 3:** Child Abuse Questionnaire and **Tool 4:** Security in the family system scale (SIFS)**. Results**: more than half of the studied students perceive their mothers as authoritarian parent, while more than half of them perceive their fathers as authoritative parent. Moreover, less than half of the studied students experienced moderate abuse from their mothers, while, more than half of the studied students experienced low abuse from their fathers. Furthermore, more than half of the studied students had moderate level of total emotional security in the family system, one quarter of them had high level of total emotional security in the family system and less than one quarter of them had low level of total emotional security in the family system. **Conclusion:** There was a highly statistically significant correlation between total student's perception towards parenting style and total exposure to child abuse from both of their parents. Moreover, there was a highly statistically significant negative correlation between student's perception towards both of their parents' style and their total emotional security. Moreover, there was a highly statistically significant negative correlation between student's exposure to abuse from both of their parents and their total emotional security. **Recommendations:** A psycho educational program about positive parenting to promote parenting competencies and skills and reducing child abuse and its effect in emotional security among preparatory school students.

**Keywords:** Child Abuse, Emotional Security, Perceived Parenting Styles, preparatory school students.

## Introduction

The second decade of life, known as adolescence, spans the ages of 10 to 19. Significant social, psychological, and bodily transformations take place during this time. Children in the 12–14 age range are commonly referred to as preparatory schoolchildren. This time frame is frequently called the preteen or early teenage stage. Children go through major physical, cognitive, and social changes during this developmental stage. Socialization and the passage from adolescent to adulthood are significantly influenced by parenting. Interventions and support systems that encourage healthy development and well-being can be informed by knowledge of how parenting practices and child abuse affect emotional stability in the family system during this time. During these key years, it is imperative that parents, guardians, and educators create a loving and supportive atmosphere that encourages healthy growth and development. (**World Health Organization, 2021**) and (**Yadav et al., 2021).**

Research and theories have emphasized the significant influence that family interactions have on a child's development. Although independence from one's birth family persists after puberty, family nevertheless has a

significant impact. For them to adjust, the home environment must be encouraging and supportive. Adolescents' adjustment may be impacted by forceful parenting, family strife, and poor parenting (**López-Larrosa, 2017**).

Understanding the various parenting philosophies and how they impact the connection between parents and adolescents may help them get through this difficult time, which is marked by stressful situations for both parents and teenagers. The child or teenager goes through several developmental changes throughout this time, including emotional, biological, cognitive, and social ones. As a result, adolescents are susceptible to a variety of issues, particularly with regard to their behavior. A child's emotional security is seriously impacted by inappropriate parenting practices and a lack of warmth in the relationship between parents and adolescents. These behaviors can also result in a number of issues, including declining academic performance, low self-esteem, aggression, delinquent behavior, and substance abuse. (**Mohammed et al., 2016**).

Children's perceptions of their parents' actions, attitudes, and interactions are known as perceived parenting styles. Four primary parenting styles are frequently distinguished by researchers: permissive, authoritarian, authoritative, and neglectful. High degrees of warmth, support, and communication, along with distinct and constant boundaries, are characteristics of an authoritative person. Authoritarian: This approach lacks warmth and responsiveness and is characterized by rigid regulations and high standards. Permissive: Permissive parenting is characterized by a lack of norms and boundaries and a high degree of warmth and support. The hallmarks of negligent parenting are a lack of support, involvement, and response. (**Metwally, 2018**).

Parents who utilize inappropriate parenting techniques are more likely to abuse their children. Permissive, authoritarian, and negligent parenting styles are viewed as dysfunctional approaches, while authoritative parenting is typically thought to be the best parenting style. Child maltreatment, particularly physical abuse, is more strongly linked to authoritarian parenting. In the family system, children of authoritative parents typically exhibit greater emotional security, which includes improved self-esteem, improved emotional control, and fewer behavioral issues. Children with authoritarian parents may have worse social skills, higher anxiety levels, and lower self-esteem. youngsters raised in neglectful homes may suffer from higher levels of impulsivity, struggle with self-control, and have trouble following rules, whereas youngsters raised by permissive parents may initially enjoy the lack of discipline. (**Camilla et al., 2019**) & (**Hayek et al., 2021**).

Many teenagers in the preparatory school level are subjected to parental abuse. Youngsters in this age group could feel bad about the mistreatment and hold themselves responsible. Children who experience child abuse have lower self-esteem, are less likely to participate in school activities or have poor grades, have fewer friends than other kids, and are more likely to get into trouble. Additionally, individuals could experience bodily issues including headaches and stomachaches. Adolescents who experience abuse are more likely to repeat the pattern as adults by getting involved in abusive relationships or turning into abusers themselves (**United Nations Children's Fund, 2017**).

Additionally, child abuse may pose a risk to the emotional security of teenagers in the household. In the home, teenagers should feel secure, according to the Emotional Security Theory. Adolescents should therefore prioritize preserving a sense of security because it is typically linked to their adjustment and general well-being. To restore this sense of emotional security within their family system, these children require extra attention. (**Bergman et al., 2018**).

According to the Emotional Security Theory (EST), kids and teenagers must feel secure in their homes. When kids and teenagers believe that their parents have strong bonds with them and that family members are there for them emotionally, especially in the face of adversity, they feel safe. Destructive child maltreatment and interparental conflict, including arguments and verbal and physical aggression, are unquestionably stressful events that can become frequent and endanger the mental stability of the children in the home. Because parents are less available to their children, inappropriate parenting practices have a direct impact on children's emotional security and may also have an indirect

effect on parent-child connections. (**Suh, et al., 2016**).

A complicated and multidimensional subject is the connection between parents' perceived parenting practices, child abuse they commit, and emotional security among pupils in preparatory school. Child abuse is a major problem that can have detrimental, long-lasting impacts on a child's emotional stability. (**Huang et al., 2019**).

Mental health nurses in many settings have direct access to adolescents and thus have the potential for performing many helpful interventions to prevent or address emotional and behavioral problems by giving education to the school community in problem-solving and conflict resolution skills, recognizing early warning signs of abuse and factors in the family that threaten students' emotional security (**Kumar et al., 2020**).

Psychiatric nurses play a critical role in preventing, identifying, and treating child abuse by educating parents about good parenting practices, which will help prep school pupils feel more emotionally secure. Routine screening and evaluation of adolescents' mental stability, including the detection of indications of abuse or neglect, can be carried out by nurses. They can interview pupils and their families and use standardized screening instruments to learn more about parenting practices and possible abuse. Nurses can also teach parents and carers about good parenting habits and how various parenting philosophies affect kids' health. In addition to supplying support and direction, they can offer knowledge on stress management, positive discipline methods, and successful communication tactics. (**Ellington, 2017**).

Furthermore, mental health nurses meet the challenge of forming strong therapeutic relationships with adolescents who have psychological and emotional problems and often with their families as well the nurses educate teachers to develop partnerships with parents, support services and professionals, and the community to actively promote and support the mental health needs of adolescents, create policies or procedures relating to mental health and well-being, including those promoting emotional security and providing early intervention for adolescents experiencing difficulties; and reflect on teaching practices that influence adolescent's

wellbeing and engage in professional development about mental health (**Kumar et al., 2020**).

## Significance of the study

Adolescents and children of all ages, genders, races, and socioeconomic situations are affected by the worldwide issue of child abuse. It has a significant role in social and psychological issues. Every year, between 133 and 275 million children are mistreated globally, with one in two of these victims having experienced abuse at the hands of their parents. According to Egypt's most recent nationally representative population survey, 93% of children between the ages of 1 and 14 had been abused. (**Gerke, 2021**).

Child abuse and violence are widespread in Egypt because parents there too readily accept violence as a means of raising their children, and authoritarian parenting is thought to be the norm among Egyptian parents. Children's security inside the family structure is negatively impacted by all of this, which is viewed as a violation of their fundamental human rights to (**Fahmy etal., 2016**).

Children and adolescents may feel threatened by their parents' destructive behavior thus activating their social defense system. In a recursive or circular loop, when the relationship between parents and children is not good, children and adolescents are less adapted to their families, so both family subsystems (parental and filial subsystems) disengage. From a system perspective, when children and adolescents disengage from their families as they feel threatened by interparental conflict, relationships with their parents deteriorate and, as their relationships deteriorate, they feel less secure in their families (**López-Larrosa, 2017**).

The emotional security of adolescents can be compromised by exposure to maladaptive parenting practices and parental mistreatment of their children. Therefore, to better understand how parenting practices and child abuse affect Egyptian adolescents ' emotional security within the family unit, this study work looked at their perspectives on these topics.

Furthermore, the term "parenting" refers to a wide range of consistent and enduring attitudes and actions related to raising children. Given the distinct responsibilities that mothers and men play

in the family, parenting techniques and styles during childhood and adolescence may vary based on the sex of the parents. Although there is theoretical justification for sex differences in parenting, there is a dearth of definitive data in this area, making it difficult to answer this topic. (**Yaffe, 2020**).Therefore, the aim of this research is to investigate Security in the Family System and Its Relation to Parenting Styles and Child Abuse Among Preparatory School students and identify if there are differences between mothers and fathers in parenting styles and child abuse perpetration.

### Aim of the study:

This study aimed to investigate Security in the Family System and Its Relation to Parenting Styles and Child Abuse Among Preparatory School Students at Benha city.

### Research Questions:

- What are the levels of emotional security in family system among preparatory school students?

- What are the most common perceived parenting styles among preparatory school students?

- What is the most common type of child abuse perpetrates by parents among preparatory school students?

- What is the relation between perceived parenting styles, child abuse perpetrates by parents and Security in the Family System among preparatory school students?

- Are there differences between mothers and fathers in parenting styles and child abuse perpetration?

### Subject and Methods:

### Research design:

A descriptive correlational design was utilized to fulfill the aim of this study.

### Research setting:

The study was conducted in 4 preparatory schools in Benha city, Qalyubia Governorate,the schools included in the study called 15 May for girls, 25 January for girls, Omar ben Elekhtab and Elemam Mohamed Metwally Elsharway for boys, these schools are affiliated to the ministry of education.

### Research subject:

### Sample size:

- A simple random sample was used to choose the (4) schools included in this study from the total number of (8) preparatory schools in Benha city.

- The estimated sample size were **352** students out from **2554** students who attend the previous mentioned setting, at confidence level 95% (**Thompson, 2012**).

$$n = \frac{N \times p(1-p)}{\left[\left[N - 1 \times \left(d^2 \div z^2\right)\right] + p(1-p)\right]}$$

### Which:

**n**= Sample size
**N**= Total population
**Z**= the standard value corresponding to confidence level 95% which is (1.96).
**d**= Error level 5%
**p**= 0.5.

Those students were chosen according to the following inclusion criteria:

- Both sexes.

- Living with their parents.

- From 1st and 2nd grades of preparatory school.

- Agreed to participate in the study.

### Tools of data collection

### Tool (1): Structured Interview Questionnaire Sheet:

It was developed by the researchers to assess socio demographic characteristic of students and the parents which consisted of two parts:

**Part I: Socio-demographic data of the children:** to elicit data about student's characteristic which includes age, sex, residence, school grade, cohabitation , type of family, number of siblings, the order of child among his siblings , and number of rooms in the home.

**Part II: Socio-demographic data of student's parents:** which includes age, level of education, occupation and what is the type of their work.

**Tool (2): Perceived parenting style Questionaire:**

This scale was originally developed by **Gafoor & Kurukkan's** (2014). The scale measures perceived parenting style of school age students. The scale used to assess how child perceived their parents while dealing with them. This scale consists of 38 items .Half of items ( 19 items) used to measure parental responsiveness which include items number (1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33, 35,37) and the other half (19 items) to measure parental control which include items number (2,4,6,8,10,12,14,16,   18,20,22,   24,26, 28,30,32,34,36,38), each question rated on three point likert scale ranged from( 0 to 2 )as the following: ranged from 0=Never, 1=Sometimes, 2= Always. .

**Scoring system:**

The total score of control and the total score of responsiveness found out for each parent, (mother and father) separately, then the style of each parents determined according to his /her score of control and responsiveness as the following:

The score of the scale represented as (high level=above the median ≥19) and low level= below the median< 19) in responsiveness and control:

- Parents with high score in both responsiveness and control categorized as (authoritative parenting style).
- Parents with low score in responsiveness and high score in control categorized as (authoritarian parenting style) .
- Parents with high score in responsiveness and low score in control categorized as( permissive parenting style).
- Parents with low score in both responsiveness and control categorized as (neglectful parent style).

**Tool (3): Child Abuse Questionnaire:**

This scale was originally developed by **El-nagar (1998)** and modified by **Abdelhamid (2020)** to be suitable to measure child abuse perpetrates by child's family (parents, silibing) and school . This scale consists of 70 questions, each question rated on three point likert scale ranged from ( 0 to 2 )as the following: ranged from 0=Never, 1=Sometimes, 2= Always.

**It was divided into 4subscales, as the following:**

- **Subscale 1 (physical abuse):** includes 19 questions concerned with child physical abuse by parents.

- **Subscale 2 (emotional abuse):** includes 19 questions concerned with child emotional abuse by parents.

- **Subscale 3 (neglect):** includes 19 questions concerned with neglect for the child by parents.

- **Subscale 4 (sexual abuse):** includes 13 specific questions concerned with sexual abuse by parents

**Scoring system:**

The total score of child abuse ranges between (0:140). The higher scores reflect higher levels of child abuse.

The total score of child abuse was classified into:

- Low level = $< 50\%$     (<70).

- Moderate level = $50 < 75\%$   (70- 105).

- High level  = $\geq 75\%$     (105- 140).

**Tool (4): Security in the Family System Scale (SIFS):**

**Forman and Davies (2005)** developed this scale. It consists of 22 items rated on a 4-point scale from 1 (strongly disagree) to 4 (strongly agree). This scale assesses three emotional security/ insecurity patterns. The security scale evaluates the victim's trust in the family as a dependable protection and support source (7 items; for instance, I believe that family members will be around to help me in the future). The preoccupation scale evaluates concerns about the future well-being of the family and the person as a family member (8 items; for instance, I sometimes feel that something very bad is going to happen in my family). The disengagement scale evaluates the victim's trials to separate and reduce the importance of the family (7 items; For example, when something bad happens in my family, I wish I could live with a different family). The security, preoccupation, and disengagement scales scored Cronbach alpha

coefficients of 0.87, 0.85, and 0.85, and 0.83, respectively.

## Scoring system

- Scores from (21to 43) mean low emotional security.

- Scores from (44 to 65) mean moderate emotional security.

- Scores from (66 to 88)) mean high emotional security.

## 2- Operational Design

The operational design for this study includes preparatory phase, validity and reliability of tools, pilot study and field of work.

## Preparatory phase:

The preparatory phase was the first phase of the research, the researchers carried out it through reviewing of past , current, local and international relevant literature and different studies related to topic of research. Textbooks, articles, magazines, periodicals and internet were used to get a clear picture of all aspects related to the research topic . This helped the researchers to be acquainted with magnitude and seriousness of the problem, and guided the researcher to prepare the required data collection tools.

## Validity of tools:

Arabic translation was done by researchers for tools of the study and tested for their translation and validity of tools by making jury of five experts in psychiatric and mental health nursing ,Faculty of nursing, Benha University, who checked the relevancy, comprehensiveness ,clarity and applicability of the questions. According to their opinions, modifications were done and final form was developed. The tools were reviewed for appropriateness of items and content validity by Jory of five experts in psychiatric & mental health nursing faculty of nursing benha university and some modifications done in some words in sociodemographic characteristics, those items were in choices of family income we add ( enough and save from it) and in item of occupation of parents the researchers added choices about (type of wok) .Some modification were done in three tools that was

used in the research study was modifications were in the scoring system to be as the following: 0= never, 1=some times, 2=always.

| No. | Tools | Alpha Cronbach |
|---|---|---|
| **Tool I** | Perceived parenting style Questionnaire | 0.816 |
| **Tool II** | Child Abuse Questionnaire | 0.809 |
| **Tool III** | Security in the Family System Scale (SIFS) | 0.910 |

**Reliability of tools:** Testing the reliability of the tools through Alpha Cronbach reliability analysis.

## Pilot study:

A pilot research was conducted on 10% of the sample (35 students) prior to data collection to assess the study instruments' usability, clarity, and applicability as well as to estimate the amount of time required to complete the questionnaire. Some changes were made in response to the pilot study's findings. Consequently, the pilot study sample was not included in the overall sample.

## Result of pilot study:

Following the pilot study, the following conclusions were reached: 1-The instruments were understandable and useful, but a few changes were made to a few words in the sociodemographic characteristics: we added the options for family income (enough and save from it) and the parents' occupation (kind of work). 2. The tools were legitimate and pertinent. 3. There were no issues found that would have hampered the data collection procedure. 4-The tools were prepared for usage after this pilot study.

## Field Work

- Before starting data collection, an official permission letter was obtained from the Dean of the Faculty of Nursing, Benha University requesting these permission and cooperation to conduct the study.

- In order to gain the cooperation of the studied students, the researchers began data collection by visiting each school separately and interviewing first and second grade students in the classroom. They greeted the children, introduced themselves, and clearly explained the purpose of the study. They also

gave them all the information they needed to complete the study, including its duration, activities, and types of tools. -Based on the inclusion criteria, the researchers selected the students under study.

- An oral consent was obtained from each studied students before data collectiontudents who fulfilled the inclusion criteria and agreed to participate in the study were handed the study's instruments, which the researchers asked them to complete on their own. Ten to eleven pupils were taken each day by the researchers. Researchers addressed students questions in Arabic throughout the interview, which took place in a school classroom. Students completed the questionnaires on their own while being watched over by researchers.

- It took each student between thirty and thirty-five minutes to complete the study's questionnaire. Data was acquired through interviewing of the researched students in classrooms in each school independently over a period of four months began from (March, 2021 till the end of June 2021).

- The pupils under study were interviewed by the researchers between 9 a.m. and 1.30 p.m.

## III- Administrative Design

**Administrative approval:** In order to conduct the study in preparatory schools, official approval was requested from the director of primary education in the Benha City education directorate as well as from the dean of Benha University's faculty of nursing. To secure their cooperation during data collection, the administrative team of the study setting was fully briefed about the purpose of the investigation.

- During the data collection process, which took place twice a week on Mondays and Wednesdays, the researchers interviewed the students under study from 9 a.m. to 1.30 p.m.

## Ethical consideration:

Prior to conducting the study, the researchers ensured the students they were studying of the confidentiality of the data they

obtained and explained the study's significance and goal. Every student who participated in the study was made aware that it was entirely voluntary and that their names would not be listed on the questionnaire. Students who participated in the study were told that the tools' material was solely used for research purposes and that they might leave the study at any point throughout data collecting without facing any repercussions. Additionally, prior to data collection, each student gave their informed oral agreement to participate in the study.

## IV. Statistical design:

### Statistical Analysis:

IBM compatible computers running the Statistical Package for Social Science (SPSS) version 25 for Windows were used to organise, tabulate, and statistically analyse the acquired data. The use of descriptive statistics, such as frequency, percentages, mean, and standard deviation, was implemented. The paired (t) test was used to compare quantitative variables, whereas the qui square test (x2) was employed to compare qualitative variables as the measure of significance. The correlation between the variables under study was examined using the correlation coefficient test (r). Cronbach's Alpha was used to assess the study tools' reliability. A significant level value was regarded when $p < 0.05$ and a highly significant level value was evaluated when $p < 0.01$. When $p > 0.05$, no statistically significant difference was taken into account.

## Results:

**Table (1):** shows that, more than half of the studied students (55.4%) are between $13 \leq 14$ years old with mean age ($13.51 \pm 0.51$) years. Regarding to sex, more than half of them (53.1%) are female. Moreover, all of them (100.0%) live in urban areas. Furthermore, more than half of them (52.6%) are at 1st grade. Additionally, all of them (100.0%) live with their father and mother. Moreover, the majority of them (92.3%) live in independent family. Regarding number of sibling, more than half of them (52.8%) have one sibling and more than one third of them (34.7%) are the first child among his siblings. Additionally, more than two thirds of them (69.6%) have two

rooms in the home. Furthermore, more than half of them (58.5%) have enough family income.

**Table (2):** shows that nearly two thirds of the studied students' fathers (61.1%) are between 35-<40 years old with mean age (42.1 ± 12.81) years. Regarding level of education, less than half of the studied students' fathers (46.9%) have secondary education. Moreover, the majority of them (92.6%) are working and more than half of those who are working (56.8%) are employees at a private sector. Regarding age of the studied students' mothers, more than two thirds of students' mothers (67.6%) are between 35-<40 years old with mean age (37.53 ± 10.51) years. Moreover, nearly half of the studied students' mothers (48.3%) have secondary schools diploma. In addition to that, less than one third of the studied students' mothers (31.8%) are working, and two thirds of those who are working (66.1%) are employees at governmental sector.

**Table (3):** Reveals that, there is a statistically significant difference in students' perception towards parental responsiveness and control at (P= < 0.05). As evidence, nearly three quarters (71.0%) of the studied students have low perception towards mothers' responsiveness, while, more than two thirds (68.7%) of them have high perception towards fathers' responsiveness. Moreover, less than two thirds (61.4%) of the studied students' had high perception towards mothers' control, while nearly three quarters (71.3%) of them had high perception towards fathers' control.

**Figure (1):** Clarifies that, more than half of the studied students' (51.7%) perceive their mothers as authoritarian parent. While, more than half of them (59.7%) perceive their fathers as authoritative parent.

**Table (4):** reveals that, there is a significant difference in students' exposure towards abuse by parents with highly statistically significant difference at (P= < 0.05). As evidence, physical abuse is the most type of abuse children reported to experience by their mothers and fathers with mean scores of 20.71 ± 2.34 and 17.90 ± 3.01 respectively. Moreover, mothers reported by children to use physical abuse more than fathers.

**Figure (2):** clarifies that, less than half of the studied students (48.9%) experience moderate abuse from their mothers. While, more than half of the studied students (56.0%) experience low abuse from their fathers.

**Figure (3):** reveals that, more than half of the studied students (51.1%) has moderate level of emotional security in the family system and one quarter of them (25.6%) has high level of emotional security in the family system and less than one quarter of them (23.3%) has low level of emotional security in the family system.

**Table (5):** clarifies that, there is a highly statistically significant relation between children's perception towards mother style and level of exposure to physical abuse, emotional abuse, neglect and total level of exposure to abuse at (P= < 0.001). The highest mean scores of different types of abuse are among authoritarian mothers and the lowest mean scores of different types of abuse are among authoritative mothers.

**Table (6):** clarifies that, there is a highly statistically significant relation between children's perception towards father style and level of exposure to physical abuse, emotional abuse, neglect and total level of exposure to abuse at (P= < 0.001). The highest mean scores of different types of abuse are among authoritarian fathers and the lowest mean scores of different types of abuse are among authoritative fathers.

**Table (7):** reveals that, there is a highly significant statistical positive correlation between total student's perception towards mother style and total exposure to abuse by mother at (r= 0.510). Moreover, there is a highly statistically significant negative correlation between student's perception towards mother style and their total emotional security in the family system at (r= -0.601). Moreover, there is a highly statistically significant negative correlation between children's exposure to abuse by mother and their total emotional security in the family system at (r= -0.582).

**Table (8):** reveals that, there is highly statistically significant correlation between total student's perception towards father style

and total exposure to abuse by father at (r= 0.550). Furthermore, there is highly statistically significant negative correlation between student's perception towards father style and their total emotional security in the family system at (r= -0.541). Moreover, there is highly significant statistical negative correlation between student's exposure to abuse by father and their total emotional security in the family system at (r= -0.502).

**Table (1):** Socio demographic characteristics of the studied students (n=352).

| Socio-demographic characteristics (n=352) | No. | % |
|---|---|---|
| **Age** | | |
| 12-< 13years | 157 | 44.6 |
| 13 - 14 years | **195** | **55.4** |
| **Mean ± SD                13.51 ± 0.51** | | |
| **Sex** | | |
| Male | 165 | 46.9 |
| Female | **187** | **53.1** |
| **Residence** | | |
| Urban | **352** | **100.0** |
| **School grade** | | |
| 1st grade | **185** | **52.6** |
| 2ed grade | 167 | 47.4 |
| **Cohabitation** | | |
| Father and mother | **352** | **100.0** |
| **Type of family** | | |
| Independent family | **325** | **92.3** |
| Extended family | 27 | 7.7 |
| **Number of siblings** | | |
| One | **186** | **52.8** |
| Two | 106 | 30.1 |
| Three | 52 | 14.8 |
| Four or more | 8 | 2.3 |
| **The order of child among his siblings** | | |
| The first | **122** | **34.7** |
| The second | 100 | 28.4 |
| The third | 65 | 18.5 |
| The fourth | 55 | 15.6 |
| The last | 10 | 2.8 |
| **Family income** | | |
| Not enough | 83 | 23.6 |
| Enough | **206** | **58.5** |
| Enough and save from it | 63 | 17.9 |
| **Number of rooms in the home** | | |
| One room | 59 | 16.8 |
| Two rooms | **245** | **69.6** |
| Three rooms | 33 | 9.4 |
| Four rooms & more | 15 | 4.2 |

**Table (2):** Socio demographic characteristics of the studied students' parents (n=352).

| Socio-demographic characteristics of student's fathers (n=352) | No. | % |
|---|---|---|
| **Fathers' age** | | |
| 30- <35 years | 42 | 11.9 |
| 35-<40 years | **215** | **61.1** |
| 40-<50 years | 62 | 17.6 |
| ≥50 years | 33 | 9.4 |
| **Mean ± SD**        42.1 ± 12.81 | | |
| **Fathers' educational Level** | | |
| Illiterate | 15 | 4.3 |
| Read and write | 22 | 6.2 |
| Basic education | 34 | 9.7 |
| Preparatory education | 30 | 8.5 |
| Diploma | **165** | **46.9** |
| High education | 76 | 21.6 |
| Post graduates | 10 | 2.8 |
| **Fathers' occupation** | | |
| Work | **326** | **92.6** |
| Don't work | 26 | 7.4 |
| **If the answer is work, what is the type of his work? (n=326)** | | |
| Employee at governmental sector | 106 | 32.5 |
| Employee at private sector | **185** | **56.8** |
| Free business | 35 | 10.7 |
| **Socio-demographic characteristics of student's mothers (n=352)** | | |
| **Mothers' age** | | |
| 30- <35 years | 50 | 14.2 |
| 35-<40 years | **238** | **67.6** |
| 40-<50 years | 42 | 11.9 |
| ≥50 years | 22 | 6.3 |
| **Mean ± SD**        37.53 ± 10.51 | | |
| **Mothers' educational Level** | | |
| Illiterate | 18 | 5.1 |
| Read and write | 20 | 5.7 |
| Basic education | 40 | 11.4 |
| Preparatory education | 35 | 9.9 |
| Diploma | **170** | **48.3** |
| High education | 65 | 18.5 |
| Post graduates | 4 | 1.1 |
| **Mothers' occupation** | | |
| Employed | **112** | **31.8** |
| Unemployed | 240 | 68.2 |
| **If the answer is work, what is the type of her work? (n=112)** | | |
| Employee at governmental sector | **74** | **66.1** |
| Employee at private sector | 28 | 25.0 |
| Free business | 10 | 8.9 |

**Table (3):** Distribution of the studied students according to their total perception towards parental responsiveness and control **(n=352)**

| Items | Mother | | | | Father | | | | $X^2$ | p-value |
|---|---|---|---|---|---|---|---|---|---|---|
| | High | | Low | | High | | Low | | | |
| | No. | % | No. | % | No. | % | No. | % | | |
| Responsiveness | 102 | 29.0 | **250** | **71.0** | **242** | **68.7** | 110 | 31.3 | 31.79 | 0.000** |
| Control | **216** | **61.4** | 136 | 38.6 | **251** | **71.3** | 101 | 28.7 | 10.63 | 0.015* |

$X^2$: Chi Square Test.  (*) statistically significant at p<0.05.   (**) highly statistically significant at p<0.01.
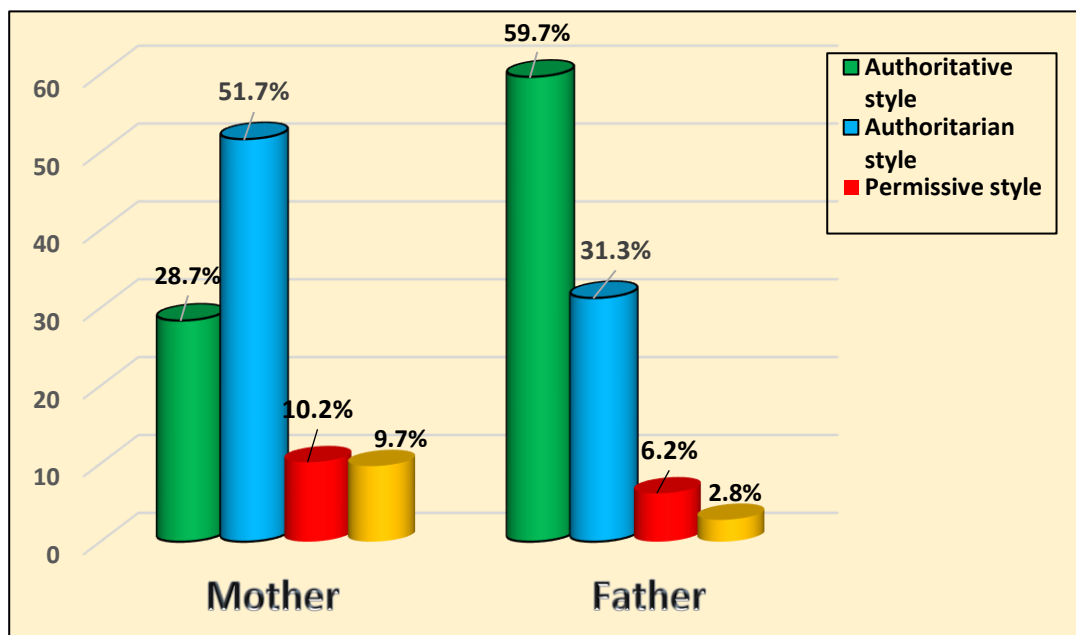


**Figure (1):** Percentage distribution of total students' perception towards parenting style **(n=352)**.

**Table (4):** Total mean scores of exposure to each type of child abuse as reported by the studied students **(n=352)**.

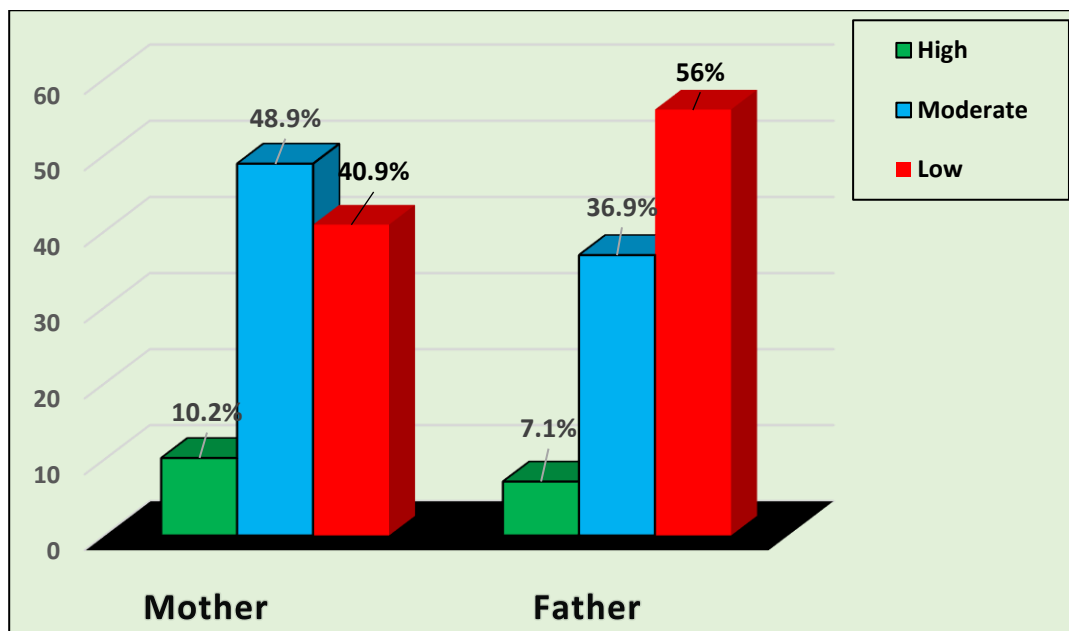| Items | Mother | Father | T | p-value |
|---|---|---|---|---|
| | X̄ S.D | X̄ S.D | | |
| Physical abuse | 20.71 ± 2.34 | 17.90 ± 3.01 | 4.027 | 0.012* |
| Emotional abuse | 15.58 ± 4.09 | 14.07 ± 5.11 | 3.800 | 0.019* |
| Neglect abuse | 17.1 ± 3.57 | 13.49 ± 4.22 | 5.274 | 0.010* |
| Sexual abuse | 0.0 ± 0.0 | 0.0 ± 0.0 | 0 | 0 |
| **Total score** | 53.39 ± 6.29 | 45.46 ± 7.01 | **6.088** | **0.015*** |

**Figure (2):** Distribution of total level of exposure to child abuse as reported by the studied students **(n=352)**
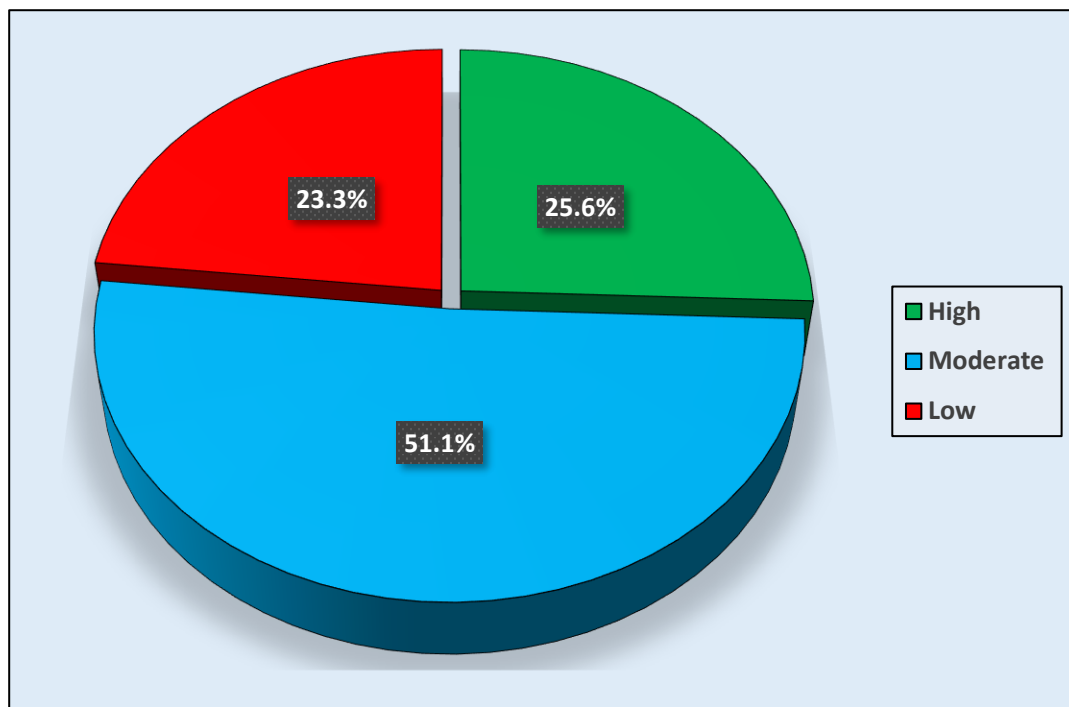


**Figure (3):** Distribution of the studied students according to their total level of emotional security in the family system **(n=352).**

**Table (5):** Relation between total student's perception towards mother's parenting style and total exposure to different types of child abuse (n=352)

| Items | | Physical abuse x¯ S. D | Emotional abuse x¯ S. D | Neglect x¯ S. D | Total exposure to abuse x¯ S. D |
|---|---|---|---|---|---|
| **Perception towards mother's parenting style** | Authoritative style | 12.95 ± 3.15 | 10.08±2.14 | 14.26±1.99 | 37.79±5.21 |
| | Authoritarian style | 28.81±4.01 | 20.47± 4.15 | 19.50±4.00 | 68.95±9.4 |
| | Permissive style | 24.01±2.99 | 17.11±3.57 | 18.17±3.28 | 59.70±6.33 |
| | Neglectful style | 16.90±3.07 | 14.66±3.60 | 16.47±3.01 | 47.12±7.01 |
| | **F** **p-value** | **14.05** **<0.001** | **13.10** **<0.001** | **7.185** **<0.05** | **15.63** **<0.001** |

**Table (6):** Relation between total children's perception towards father's parenting style and total exposure to different types of child abuse (n=352)

| Items | | Physical abuse x¯ S. D | Emotional abuse x¯ S. D | Neglect x¯ S. D | Total exposure to abuse x¯ S. D |
|---|---|---|---|---|---|
| **Perception towards father's parenting style** | Authoritative style | 10.20±2.74 | 9.52±1.90 | 8.09±1.33 | 27.81± |
| | Authoritarian style | 25.31± 3.07 | 18.10±3.11 | 18.06±3.54 | 61.47± |
| | Permissive style | 21.10± 3.0 | 15.66± 2.93 | 15.00± 3.41 | 51.76± |
| | Neglectful style | 14.99± 2.50 | 13.00± 3.10 | 12.81±2.93 | 40.80± |
| | **F** **p-value** | **17.03** **<0.001** | **13.89** **<0.001** | **15.10** **<0.001** | **17.05** **<0.001** |

**Table (7):** Correlation between total student's perception towards mother style, total exposure to abuse by mother and total emotional security in the family system among the studied students **(n=352).**

| Items | Total perception towards mother style | | Total exposure to abuse by mother | |
|---|---|---|---|---|
| | R | P-Value | R | P-Value |
| **Total perception towards mother style** | | | 0.510 | 0.000** |
| **Total emotional security in the family system** | -0.601 | 0.000** | -0.582 | 0.000** |

**(r)= Pearson correlation test.        **highly significant correlation at p ‹ 0.01.**

**Table (8):** Correlation between total student's perception towards father style, total exposure to abuse by father and total emotional security in the family system among the studied students **(n=352).**

| Items | Total perception towards father style | | Total exposure to abuse by father | |
|---|---|---|---|---|
| | r | P-Value | R | P-Value |
| **Total perception towards father style** | | | 0.550 | 0.000** |
| **Total emotional security in the family system** | -0.541 | 0.000** | -0.502 | 0.000** |

**(r)= Pearson correlation test.        **highly significant correlation at p ‹ 0.01.**

## Discussion

Children's emotional stability can be significantly impacted by how family members interact with one another inside the family setting. The emotional security hypothesis emphasizes that family dynamics such as abusive parenting, domestic violence, and parental child abuse can have a variety of detrimental impacts on the emotional security of the family system among children in preparatory school. Since child abuse can result in a variety of psychological disorders, including depression, anxiety, post-traumatic stress disorder, low self-esteem, difficulty with

relationships and trust, and behavioural issues, it has a serious detrimental impact on children's emotional stability (**Greene et al., 2020**).

Without a doubt, any parenting style can result in child abuse, but authoritarian and negligent parenting styles in particular have been linked to an increased risk of child abuse, which can then cause emotional instability within the family system. In the other hand, positive and supportive parenting styles, such as authoritative parenting, tend to promote better family relations and improve children's feeling of warmth and emotional security. It is imperative that parents, guardians, and society at large put children's emotional safety and security first and offer assistance and resources to stop and deal with child abuse ( **Delvecchio et al., 2020**). Therefore, the current study aimed to investigate security in the family system and its relation to parenting styles and child abuse among preparatory school students.

According to the results of this study, more than half of the studied students were between $13 \leq 14$ years old, more than half of them were female, all of them lived in urban areas and more than half of them were at 1st grade of preparatory school. Moreover, all of the studied students lived with their father and mother, the majority of them lived in independent family. Regarding number of sibling, more than half of them had one sibling and more than one third of them were the first child among his siblings. Additionally, more than two thirds of them had two rooms in the home and more than half of them had enough family income.

In terms of the sociodemographic traits of the parents of the children under investigation, the current study found that fewer than half of the dads of the kids under study had completed secondary school, and roughly two thirds of the fathers were between the ages of 35 and 40. Furthermore, the vast majority of them were employed, with over half of those employed being in the private sector. Nearly half of the mothers of the adolescents under study had completed secondary education, and over two-thirds of them were between the ages of 35 and 40. Furthermore, two-thirds of the working mothers of the pupils in the study were employed by the government, while less than one-third of their mothers were employed.

Regarding total perception of the studied students towards parental responsiveness and control the present study revealed that, there was a statistically significant difference in students' perception towards parental responsiveness and control. As evidence, nearly three quarters of the studied students had low perception towards mothers' responsiveness, while, more than two thirds of them had high perception towards fathers' responsiveness. Moreover, less than two thirds of the studied students' had high perception towards mothers' control, while nearly three quarters of them had high perception towards fathers' control.

From researchers' point of view this could be due to the difference in characteristics between the father and mother and in the way of their interaction with the child. Moreover, the child usually interacts with mother more than father in the home setting and the mother traditionally considered the primary caregiver more related to emotions. Therefore, the children thought that mother should use a positive emotional tone for parenting than father and when the mother try to make effortful control in the child's behavior to protect them and achieve parenting goals, children perceived them as less responsive and more controllable than fathers who traditionally considered the primary caregiver more related to strictness in parenting and use of firm discipline but in assertive less demanding way than mothers.

This result was in disagreement with (**Yaffe, 2020**) who found that mothers as compared to fathers are perceived as more accepting, responsive, and supportive, as well as more behaviorally controlling, demanding, and autonomy granting than fathers.

The current study sheds light on how students generally see parenting styles, revealing that over half of the students thought their mothers were authoritarians and over half thought their fathers were authoritative. According to the study's findings and the researcher's perspective, this may be because fathers were assertive, attentive to their children's opinions, and active in discussions and debates with them. These traits made them authoritative parents who were highly

responsive and in control, encouraging their children to be independent while enforcing rules and boundaries to keep them within reasonable bounds. However, moms in our study implemented severe disciplinary measures in a demanding, punitive, overprotective, and restricted manner, and they didn't pay attention to the child's point of view and does not get involved in the child's discussions and debates, all of which made them authoritarian parents with high control and low responsiveness.

Additionally, in Egyptian culture, parents-mothers in particular - took strong disciplinary action in a restricted, punishing manner. Their children learnt this attitude from their parents because they thought that it was the right way to raise children and was a sign of authoritarian parenting. Furthermore, moms in Egypt are thought to be more in charge of raising children and engage with them more than fathers do. In contrast, dads made an effort to be more approachable, solve problems, and place fewer restrictions on their children's behavior in order to help them become more self-sufficient.

This result was in disagreement with (**Kuppens & Ceulemans, 2019** who found that more than half of the studied children perceived their fathers as authoritarian parent, while, near half of them perceived their mothers as authoritative parent.

## Part (III): Assessment of exposure to child abuse as reported by studied students.

Regarding total level of exposure to each type of child abuse as reported by the studied students, this study clarifies that physical abuse was the most type of child abuse the studied students reported to experience by their mothers and fathers with mean scores of 20.71 ± 2.34 and 17.90 ± 3.01 respectively. Moreover, mothers reported by children to use physical abuse more than fathers. From the researchers' point of view this may be due to the fact that parents in Egypt used punishment as a disciplinary practice inside the home which linked to the history of exposure to child abuse of the parents themselves in child hood and they practice this too in their children. Furthermore, mothers in this study had high scores in authoritarian parenting style which

characterized by using of punishment with children especially physical punishment which considered important form of child abuse.

This result was in the same line with a study by (**Abdel-Fatah, 2021**) who demonstrated that severe violent disciplinary practices inside the home was common in Egypt which very linked to the mother's bad history of rearing experience and children whose mothers had experienced domestic physical violence were more likely to be subject to severe physical violence. In the other hand, this result was in disagreement with a study by (**Ibn yahia & kenza., 2020**) mentioned that level of physical abuse in fathers was more than level of physical abuse in mothers.

## Part (IV): Assessment of emotional security in the family system among the studied students.

Concerning to the studied students' total level of emotional security in the family system, this study revealed that, more than half of the studied students had moderate level of emotional security in the family system and one quarter of them had high level of emotional security in the family system and less than one quarter of them had low level of emotional security in the family system. From the researchers' point of view this might be due to the importance of the parent–child relationship to children's emotional security and effect of child abuse on the level of emotional security in the family system especially in Egyptian culture where punishment used as a disciplinary practice.

Moreover, according to the result of this study, nearly half of the studied students experienced moderate abuse from their mothers, while, more than half of the studied students experienced low abuse from their fathers, with physical abuse was the most common type of abuse used by parents. All of this clarified the effect of child abuse especially physical abuse on emotional security of children. This result was in the same line with (**Tran et al. 2017**) who founded that all types of child maltreatment were associated with emotional dysfunctioning especially in a culture in which harsh discipline is normative.

Regarding total level of exposure to child abuse as reported by the studied students, the present study clarified that, nearly half of the studied students experienced moderate abuse from their mothers, while, more than half of the studied students experienced low abuse from their fathers. From the researchers' point of view this may be due to parenting styles effect on children where authoritarian mothers increased child abuse occurrence especially those mothers exposed to abuse in childhood by parents, in the other hand authoritative fathers decreased child abuse occurrence. This result was in contrast with (**Yoon et al., 2021** ) who found that less than half of the studied children experienced moderate abuse from their father, while, quarter of them experienced low abuse from their mother.

## Part (V): Relation between the studied variables.

Regarding relation between the studied student's perception towards father and mother parenting style and total level of exposure to child abuse by father and mother, the current study clarified that, there was a highly statistically significant relation between children's perception towards father and mother parenting style and level of exposure to physical abuse, emotional abuse, neglect and total level of exposure to abuse. Moreover, the highest mean scores of different types of abuse were among authoritarian parent and the lowest mean scores of different types of abuse were among authoritative parent.

From researchers' point of view this could be due to that some factors may be the cause of the type of abuse like the characteristics of parents that mothers or fathers with lower education were more likely to indulge, oppress, punish, and neglect children than mothers and father with higher education who advocated democratic upbringing. Furthermore, the different types of parenting style reflect the methods of parents dealing, communication, learning and ordering for rules to children and the method of their interaction detect if expose children to abuse or not and child abuse was prevalent associated with parenting style as authoritarian parenting was associated with physical abuse, emotional abuse and neglect with physical abuse was the most type associated with authoritarian parenting.

This finding agreed with (**Miskulin, 2021**) who found that there was a significant relation between children's perception towards parenting style and child abuse types. Moreover, this result was in same line with (**Lo et al., 2019**) who concluded that authoritarian parenting was associated with all types of child maltreatment whereas authoritative parenting was associated with a lower risk of all types of child maltreatment. Furthermore, this result was supported by (**Muñiz-Rivas et al., 2019**) who found that parenting styles had a relation with child abuse. Thus, children with authoritarian mothers obtained the highest scores on abuse, and girls with authoritarian fathers obtained the highest scores on verbal-emotional violence. These findings highlight the risks of the authoritarian style as a parenting style.

## Part (VI): Correlation between the studied variables.

Regarding correlation between total student's perception towards mother and father parenting style, total exposure to abuse by mother and father and total family security among the studied students the present study revealed that, there was a highly significant statistical positive correlation between total student's perception towards mother and father style and total exposure to abuse by both parents. This means when negative parenting level increased, child abuse increased. Moreover, there was a highly statistically significant negative correlation between student's perception towards mother and father style and their total emotional security in the family system. This mean when negative parenting level increased emotional security decreased. Moreover, there was a highly statistically significant negative correlation between children's exposure to abuse by mother and father and their total emotional security in the family system. This mean when child abuse increased emotional security decreased.

According to the researchers, this might be because there is a negative correlation between children's emotional security in the family system and negative parenting practices, and a

positive correlation between positive parenting practices and emotional security in the family system. An authoritarian parenting style was said to be an indication of bad parenting. As a result, kids were more likely to experience abuse, which made them feel less secure emotionally. On the other hand, when parents adopted an authoritative parenting style, it decreased child abuse, increased children's emotional security, and served as a protective factor against all forms of abuse.

This result was supported by (**Tran et al. 2017**) who mentioned that there was a highly statistically significant correlation between child abuse by parents and emotional dysfunctioning. Furthermore, these results were agreement with (**Lo et al., 2019**) who found that dysfunctional parenting practices elevated child abuse potential and authoritarian parenting was positively associated with all types of child abuse, whereas authoritative parenting was associated with a lower risk of all types of child maltreatment.

## Conclusion

Based on the findings of the current study, it can be concluded that:

There was a highly statistically significant positive correlation between total student's perception towards parenting style and total exposure to abuse from their parents. Moreover, there is a highly statistically significant negative correlation between children's perception towards parenting style and their total psychological wellbeing. Moreover, there was a highly statistically significant negative correlation between children's exposure to abuse from their parents and their total psychological wellbeing.

## Recommendations

A psychological education program on positive parenting aims to reduce child maltreatment and its impact on school-age children's psychological wellness while also promoting parenting competences and skills.

- Parenting and positive approaches to dealing with children are taught in implementation workshops for parents and soon-to-be married couples. Government and civilized society work together to reshape residential

instruments in order to improve psychological wellbeing and reduce child abuse among families and their children.

- The requirement that parents adhere to teaching strategies Proper child-rearing involves establishing educational programs and courses for them in schools as well as maternity and child care facilities so that they may provide the child the attention and care that is necessary for their development.

## References:

Abdelhamid, A. (2020): correlational between child abuse and school refusal among primary school children, tool of child abuse published Master thesis, Psychiatric & mental health nursing, Faculty of Nursing, Benha University.

Abdel-Fatah, N. (2021). Determinants of severe physical disciplinary practices against children in Egypt. Child Abuse & Neglect journal, Elsevier, 111(104821).

Bergman, K., Choe, G., Cummings, E., Davies, P.T. (2018).The Ubiquitous Family Environment: Examining Emotional Insecurity in the Family and Adjustment in School: Emotional Insecurity And Adjustment In School. Research Gate. 56(2):234-247. DOI:10.1111/fcre.12337.

Camilla, K. , Frederick, K., Rosa, S., Keith, T., Winnie, W., Chun, B., Chan, K., &Patrick, I. (2019): Prevalence of Child Maltreatment and Its Association with Parenting Style: A Population Study in Hong Kong. Int J Environ Res Public Health, 16(7):1130. https://doi.org/10.5765/jkacap.200032

Delvecchio E, Germani A, Raspa V, Lis A, Mazzeschi C. (2020) Parenting Styles and Child's Well-Being: The Mediating Role of the Perceived Parental Stress. Eur J Psychol, 16(3):514-531.

El-Nagar, M. (1998): Incidence of child abuse among primary school children in Shebin El-Kom, child abuse published master thesis, Psychiatric & mental health nursing, Faculty of nursing, Menofiya University.

Ellington, E. (2017). Psychiatric Nursing's Role in Child Abuse: Prevention, Recognition, and Treatment. *Journal of Psychosocial*

*Nursing and Mental Health Services, 55* (11).

Fahmy, H. D., Mohamed, F., and Sayied, N. (2016). Child Abuse and School Violence among Preparatory School Children in Assiut Governorate. *Egyptian Journal of Health Care, 7* (2).

Forman, E. and Davies, P. (2005). Assessing children's appraisals of security in the family system: the development of the Security in the Family System (SIFS) scales. *Journal of Child Psychology and Psychiatry, 46* (8) 900–916

Gafoor, A. K., & Kurukkan A.(2014): Construction and Validation of Scale of parenting style.Guru Journal of Behavioral and social Sciences, 2 (4), 315-323.

Gerke, J. (2021): Child Abuse University Hospital Ulm, Department of Child and Adolescent Psychiatry/Psychotherapy, Child Abuse & Neglect Journal; 5(4):89073. Contents lists available at Science Direct. homepage: www.elsevier. com/ locate/ chiabuneg, https:// doi. org/ 10. 1016/j.chiabu.2021.105068.

Greene C., Haisley, L., Wallace C., Ford J. (2020). Intergenerational effects of childhood maltreatment: A systematic review of the parenting practices of adult survivors of childhood abuse, neglect, and violence. Clin Psychol Rev. Aug;80: 101891. doi: 10.1016/j.cpr. 2020.10189. Epub 2020 Jul 23. PMID: 32745835; PMCID: PMC7476782.

Hayek, J., Tueni, M., Schneider, F., & Vries, H. (2021). Parenting style as longitudinal predictor of adolescents' health behaviors in Lebanon. *Health Education Research journal, 36*(1): 100–115.

Huang, C., Hsieh, Y. Shen, A., Wei, H., Feng, J., Hwa, H., & Feng, J. (2019). Relationships between Parent-Reported Parenting, Child-Perceived Parenting, and Children's Mental Health in Taiwanese Children. *International Journal of Environmental Research and Public Health, 16* (6): 1049.

Ibn Yahia &Kenza. (2020). Forms of child abuse. Journal of studies and social research, 08p, Al-Wadi Sabah University.

Kumar, A., Kearney, A., Hoskins, K ., &Iyengar, A. (2020). The role of psychiatric mental health nurse practitioners in improving mental and behavioral health care delivery for children and adolescents in multiple settings. Achieves of Psychiatric Nursing, 34(5): 275–280.

Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. Journal of child and family studies, 28, 168-181.

López-Larrosa, S. Pardiño, N. Anh, P., Mark, E. (2022). Emotional security and family relationships of Spanish college students. *Revista de Estudios e Investigación en Psicología y Educación, 9* (2), pp. 267-284.

Lo, C., Ho, F., Wong, R., Tung, K., Tso, W., Ho, M., Chow, C., Chan, K., & Ip, P. (2019). Prevalence of Child Maltreatment and Its Association with Parenting Style: A Population Study in Hong Kong. International Journal of Environmental Research and Public Health, 16(7): 1130.

Mohammed, Z., Ahmed, E., & Elserogy, Y. (2016). Parenting Styles and Behavioral Problems among Early Adolescents at Qena Governorate. *Assiut Scientific Nursing Journal, 4* (9).

Metwally, S. (2018). THE relationship between parenting styles and Adolescents' personality traits. Mansoura Nursing Journal, 5 (2):18235.

Miskulin, I. (2021). Mothers' Attitudes Regarding Parental Styles and Child Abuse in Croatia. Central European journal of paediatrics, 17(2):87-92.

Muñiz-Rivas, M., Vera, M., & Povedano-Díaz, A. (2019). Parental Style, Dating Violence and Gender. *International Journal of Environmental Research and Public Health, 16*(15):2722.

Suh, G., Fabricius, W., Stevenson, M., Parke, R., Cookston, J., Braver, S., & Saenz. D. (2016). Effects of the Inter-Parental Relationship on Adolescents' Emotional

Security and Adjustment: The Important Role of Fathers. *Dev Psychol journal, 52*(10): 1666–1678.

Thompson, S. (2012): Sampling' 3rd ed, John Wiley & Sons, p59-60.

Tran, N., Van Berkel, S., Van Jzendoorn, M., & Alink, L. (2017). The association between child maltreatment and emotional, cognitive, and physical health functioning in Vietnam. *Bio Med Central Public Health journal, 17* (332).

United Nations Children's Fund (UNICEF), (2017). A Familiar Face: Violence in the lives of children and adolescents. Accessed at (2/8/2021). Available at https:// www. unicef. Org /bulgaria/ media/ 1511/ file/ BGR- violence- in-the-lives-of-children-and- adolescents-en.pdf

World Health Organization (WHO), 2021. Adolescent health in the South-East Asia Region. Accessed at (4/6/2021). Available at https://www. who.int/ southeastasia/ health- topics/adolescent-health.

Yadav, P., Shukla, P., Padhi, D., & Chaudhury, S. (2021): A correlational study between perceived parenting style, psychological well-being, and emotional intelligence among adolescents. Ind Psychiatry J, 30(108):14.

Yaffe, Y. (2020). Systematic review of the differences between mothers and fathers in parenting styles and practices. Current Psychology, 42 (9), 16011–16024. https://doi.org/10.1007/s12144-020-01014-6. Published online: 23 August 2020, #Springer Science+Business Media, LLC, part of Springer Nature 2020.

Yoon, S., Kobulsky, J., Shin, S., & Coxe, K. (2021). The roles of child maltreatment and fathers in the development of substance use in an at-risk sample of youth: A longitudinal study. *Child Abuse Negl Journal, 118*:105130.