

Family Communication Patterns: Life Skills and Emotional Security among Preschool Children.

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Abstract

Background: Family communication patterns have a key role in shaping a child's development, life skills, and emotional security. **Aim of the study:** This study aimed to assess the relation between family communication patterns, life skills, and emotional security among preschool children. **Subjects and Methods: Research design:** A cross-sectional descriptive research design was used. **Setting:** The study was conducted in four governmental nursery schools in Zagazig City, Egypt. **Subject:** A multistage cluster sampling technique on 220 preschool children. **Tools of data collection:** The data were collected using an interview questionnaire with three standardized scales, namely the family communication pattern scale, the child life skills scale, and the emotional security scale. **Results:** Children's mean age was 5.30; 53.6% were males. Only 35.5% of the families had high family communication patterns, 57.7% of the children had high life skills, and 84.5% had high total emotional security. In multivariate analysis, the family communication patterns and emotional security were positive predictors of life skills scores. **Conclusion:** The results of the study lead to the conclusion that the family communication patterns used by preschool families are suboptimal, with very low use of the consensual pattern. Life skills are better, although still low in about half of the preschool children. Conversely, emotional security is mostly high except for the mood state. **Recommendations:** The study recommended that health education programs for parents of preschool children focus on improving family communication patterns and training programs for parents and their children that focus on improving life skills and emotional security, and further studies are proposed to investigate the factors affecting family communication patterns, life skills, and emotional security of preschool children for generalization of study results.

Keywords: Life skills, Family communication patterns, Emotional security, Preschool children.

Introduction:

The preschool years represent a critical period in a child's development, laying the groundwork for future academic, social, and emotional success. During this formative stage, children are particularly susceptible to the influence of their familial environment, making it an opportune time to study the effects of family communication patterns, life skills and emotional security among preschool children (Gandarillas et al., 2024).

Family communication patterns play a pivotal role in shaping a child's development, particularly during the crucial preschool years. Effective communication within the family fosters emotional security and equips children with essential life skills necessary for their holistic growth. Family communication patterns encompass the verbal and non-verbal interactions among family members. These patterns can be categorized into various styles, such as authoritarian, authoritative, permissive, and neglectful.

Authoritative communication, characterized by warmth, support, and open dialogue, is often associated with positive child outcomes, including enhanced emotional well-being and cognitive development. In contrast, authoritarian and neglectful communication styles may hinder a child's emotional growth and inhibit the acquisition of crucial life skills (Feric, 2024).

Family communication patterns can vary significantly from one household to another, influenced by cultural, societal, and individual factors. However, several common patterns have been identified. Fitzpatrick and Ritchie's model of family communication patterns categorizes family interactions into four distinct types: (1) consensual (high on socio-orientation and high on concept-orientation), (2) pluralistic (low on socio-orientation, but high on concept orientation), (3) laissez-faire (low on both socio-orientation and concept-orientation), or (4) protective

(high on socio-orientation, but low on conceptual-orientation) (Scheinfeld, 2023).

Family Communication is the cornerstone of healthy family relationships, and the way family members interact and communicate with each other profoundly influences individual emotional security. Family communication patterns play a crucial role in shaping how individuals perceive themselves, express emotions, and navigate relationships within the family unit. Open and supportive communication fosters emotional security, empathy, and resilience, contributing to overall family satisfaction and mental health. In contrast, restrictive or neglectful communication patterns may contribute to feelings of loneliness, anxiety, or depression (An et al., 2024).

Understanding the impact of family communication patterns on the development of life skills and emotional security among preschool children is of paramount importance. The preschool years represent a critical period in a child's development, laying the groundwork for future academic, social, and emotional success. During this formative stage, children are particularly susceptible to the influence of their familial environment, making it an opportune time to study the effects of family communication patterns (Gandarillas et al., 2024).

Healthy family communication pattern enhances emotional security and strengthens the bonds between family members. Families with open communication patterns are better equipped to address disagreements and find mutually satisfactory solutions. This promotes harmony and reduces the likelihood of unresolved conflicts escalating into larger issues (Allchin et al., 2020).

Life skills are the essential abilities that enable individuals to navigate the demands of daily life effectively and adapt to various situations. Life skills encompass a wide range of capabilities, including social, emotional, cognitive, and practical skills. During childhood, the development of life skills lays the foundation for future success, well-being, and independence (Tanious et al., 2023).

Emotional security development during the preschool years sets the stage for

a child's future emotional resilience and social competence. Children who feel emotionally secure are more likely to exhibit positive behaviors such as empathy, cooperation, and self-regulation. Conversely, those lacking emotional security may struggle with anxiety, aggression, and difficulties in forming healthy attachments (Tabachnick et al., 2022).

Nurses play a crucial role in the healthcare ecosystem, particularly in nurturing the physical and emotional security of individuals across the lifespan. When it comes to preschool children, the formative years represent a critical stage where foundational life skills and emotional security are developed (Ali et al., 2021).

Significance of the study:

Conducting research on the effect of family communication patterns on life skills and emotional security of preschool children is crucial for informing policies, interventions, and parenting practices aimed at fostering positive child development. By gaining insights into the mechanisms through which family communication influences child outcomes, researchers can contribute to the promotion of healthy family dynamics and the well-being of future generations.

Aim of the study:

This study aimed to assess the relation between family communication patterns, life skills, and emotional security among preschool children.

Research objectives:

- Identify family communication patterns.
- Determine life skills among preschool children.
- Recognize emotional security among preschool children.

Research question:

- What is the relation between family communication patterns, life skills, and emotional security among preschool children?

Subjects and methods:

Research design:

A cross-sectional descriptive research design was used.

Study setting:

The study was conducted in four governmental nursery schools in Zagazig city. These were namely Bani Amer, Sheikh Abu-Hashim, Mogamaa El shohada, and El shahead Ahmed Omer Al-Shabarawi nursery schools. These were randomly selected from two educational directorates available in Zagazig city, with two schools from each directorate.

Study subjects:

Any child attending the aforementioned nursery schools was eligible to be in the study sample based on the inclusion criteria of being 5 to less than 6 years of age, live with both parents and free from mental and physical disability or chronic diseases such as asthma, diabetes, epilepsy, or autism that might interfere with child behaviors.

Sample size: The sample size is calculated to detect a correlation coefficient $r=0.25$ or more (small effect size) among the scores of family communication patterns, life skills, and emotional security. Using the G*Power software package at 95% level of confidence and 80% power, the required sample size was 165. This was increased to 220 to compensate for the design effect (1.5) of multistage cluster sampling and an expected non-response rate of around 10%.

Sampling technique: A multistage cluster sampling technique was used in recruiting students through the following stages:

- **Stage I:** This involved the random selection of two educational directorates from all Sharqia governorate directorates. The first one selected was the East, which includes 48 nursery schools. The second one was the West, and it includes 34 nursery schools.
- **Stage II:** This involved the selection of nursery schools. Two nursery schools were randomly selected from each of the two directorates selected. Thus, Bani Amer and Sheikh Abu Hashim nursery schools were selected from East directorate, and Mogamaa El-Shohada and El Shahead Ahmed

Omer Al-Shabarawi nursery schools were selected from West directorate.

- **Stage III:** This was the stage of classroom selection. Two classrooms were selected from each of the four nursery schools, for a total of eight classrooms.
- **Stage IV:** In this stage, children were selected through purposive technique where selected according to the above mentioned criteria

Tools of data collection:

The required data were collected using an interview questionnaire developed by the researcher based on current related literature. In addition to a part for the demographic data, it included three standardized scales, namely the family communication pattern scale, the life skills scale, and the emotional security scale.

- **Part1:** Demographic data: This included a section for child's characteristics such as age, gender, birth order, and having hobbies, and another section for family characteristics such as parents' age, educational level, job, current marital status, family income, and residence.
- **Part 2: Family communication pattern scale for kindergarten:** This scale was developed by **Fitzpatrick and Ritchie (1994)** to assess family communication patterns. The tool is validated and has a reliability with Cronbach's alpha coefficient of 0.55 It consists of 28 items categorized into four patterns:
 - Consensual (high conversation, high conformity): 7 items such as "I allow my child to talk about any subjects he/she likes."
 - Pluralistic (high conversation, low conformity): 7 items such as "I encourage my child's critical thinking."
 - Protective (low conversation, high conformity) : 7 items such

as “I do not allow my child to choose his/her clothes or toys.”

- Laissez-faire (low conversation, low conformity) : 7 items such as “I do not care knowing the details of my child’s day at the nursery.”

Scoring system: Each item had 3 levels of answers: “agree,” “uncertain,” and “disagree.” These were respectively scored 2, 1, and 0, with reverse scoring for negative items. The scores of the items in each dimension and of the total scale were summed up and the totals were divided by the number of corresponding items, giving mean scores. These scores were converted into percentage scores. The family communication for each dimension was considered to be high if the percentage score was 60% or more and low if less.

- **Part 3: Standardized Life Skills Scale among preschool children:** This scale was developed by **Shafk (2019)** to assess various life skills among preschool children. The tool is validated and has a high reliability with Cronbach’s alpha coefficient of 0.91. It consists of 48 items or skills with 3 levels of answers: “always,” “sometimes,” and “never.” They are classified into:

- Social skills: 26 items such as “Always helps peers.”
- Health-related skills: 12 items such as “Washes hands before eating.”
- Environmental skills: 10 items such as “Keeps classroom walls clean.”

Scoring system: The items checked “always,” “sometimes,” and “never” were respectively scored 2, 1, and 0, with reverse scoring for negative items. The scores of the items in each dimension and of the total scale were

summed up and the totals were divided by the number of corresponding items, giving mean scores. These scores were converted into percentage scores. The life skills in each dimension were considered to be high if the percentage score was 60% or more and low if less.

- **Part 4: Emotional Security among Preschool Children:** This scale was developed by **Hussain (1987)** to measure emotional security. The tool is validated and has a reliability with Cronbach’s alpha coefficient of 0.682. It consists of 25 items categorized into five domains:

- Mood state: 5 items such as “I always feel sad.”
- Social relations and interactions: 5 items such as “I like talking to others.”
- Self-confidence: 5 items such as “I choose my clothes by myself when shopping with mum.”
- Acceptance and love: 5 items such as “I feel my parents love me so much.”
- Self-esteem: 5 items such as “I feel proud.”

Scoring system: Each item had 2 levels of answers: “yes,” and “no.” These were respectively scored 1, and 0, with reverse scoring for negative items. The scores of the items in each dimension and of the total scale were summed up and the totals were divided by the number of corresponding items, giving mean scores. These scores were converted into percentage scores. The emotional security in each dimension was considered high if the percentage score was 60% or more and low if less.

Content validity and reliability:

All the scales used have documented validity and reliability as previously described.

Fieldwork:

Once permission was granted to proceed with the study, the researcher met with each director of the four selected nursery schools to explain the aim of the study and its procedures, and to show them the data collection forms. The researcher asked the directors to seek the permission of the parents of the selected children to participate in the study. Then, the researcher set a schedule for data collection in collaboration with the director of each nursery school.

The researcher spent some time with the children before the actual data collection procedure to get more familiar, and to acquaint them with her. Then, the researcher individually spent some time with each child to fill in the questionnaire form. This was done in the classroom or the play garden.

At the end of the school day, at leaving time, the researcher met with the children's parents at the nursery school director's office and asked them to fill in the demographic section of the questionnaire and studies tool. The researcher stayed with the parents to answer any specific questions that arose during completing the data.

The time needed to fill in the data collection form for each child was around 15-20 minutes, and the meeting with each Mother took 15 to 20 minutes. The researcher went to the nursery schools three days per week from 8:00 AM to 12:00 PM. The fieldwork was carried out over a period of three months, starting from first October to end of December 2023.

Pilot study:

A pilot study was carried out on a sample of 22 children representing 10% of the calculated total sample size. The aim was to test the clarity of the questions, the format of the questionnaire, and the comprehensiveness of the items. It also helped to estimate the approximate time required for filling in the questionnaire sheet. The children involved in the pilot study were included in the main study sample since there was no modification in the tools of data collection.

Administrative and ethical considerations:

The study was affirmed by the Zagazig University-Faculty of nursing ethical committee with the ethical code N.D ZU.NUR/181/13/6/2023.

An official permission to conduct the study was obtained from the Education Directorate at Zagazig City. This was based on letters issued from the postgraduate department at the Faculty of Nursing, Zagazig University explaining the aim of the study and its procedures. Then, the Directors of the West and East administration referred the researcher to the directors of the selected nursery schools with approval letters. The researcher then met with each of them and explained the aim of the study and the process of data collection. The researcher gave the director of each nursery school a copy of the tool and of the formal letter.

Informed consents to participate were taken from parents after a full explanation of the aim of the study and its procedures. Parents were given the choice to refuse participation, and parents were informed that they could withdraw at any time during the process of data collection. Moreover, parents were assured that any obtained information would be confidential and used only for research purposes. The researcher ensured maintaining anonymity and confidentiality of the children's data.

Statistical analysis:

Data management was carried out on SPSS 20.0 statistical software package. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables and means and standard deviations and medians Cronbach alpha coefficient was calculated to assess the reliability of the scales used by assessing their internal consistency. Categorical variables were analyzed using chi-square test. The inter-relationships between quantitative variables and ranked ones were tested by Spearman rank correlation. Statistical significance was considered at p-value <0.05.

Results:

Table (1): The study sample consisted of 220 preschool children. Their mean \pm SD age was 5.30 years. Slightly more than half of them (53.6%) were males, and

44.1% were first in birth ranking. Those who reported having hobbies were 54.1%.

Table (2): Indicates that mothers' ages ranged between 20 and 43 years, with a mean \pm SD of 30.4 years. The majority were currently married (97.7%), carried a university degree (66.8%), and were working (53.2%). As for the fathers, it was demonstrated that their ages ranged between 22 and 55 years, with a mean \pm SD of 34.5 years. The majority were currently married (99.5%), carried a university degree (63.2%), and were working as employees (49.1%).

Table (3): Indicates that the most used family communication pattern by children's families was the pluralistic one (81.4%) with high conversation and low conformity, followed by the laissez-faire pattern (80.0%) with low conversation and low conformity. On the other hand, the least used pattern was the consensual (0.9%) with high conversation and high conformity. Overall, slightly more than one-third of the families (35.5%) had high family communication patterns.

Table (4): Concerning the life skills among the children in the study sample, Table 4 shows that the highest was that related to health (62.3%), whereas the lowest was that related to the environment (51.8%). It demonstrates that slightly more than one-half (57.7%) of the children in the study sample had high life skills.

Table (5): As regards emotional security, Table 5 demonstrates it was generally high, reaching 98.0% for the acceptance and love domain. The only exception was that related to the mood state, which was high only among 37.7% of them. A majority (84.5%) of the children in the study sample had high total emotional security.

Table (6): Concerning the relations between life skills and the domains of family communication, Table 6 points to a statistically significant relation with the laissez-faire domain ($p < 0.001$). It indicates that a higher life skill is associated with higher laissez-faire family communication pattern.

Table (7): Shows that the statistically significant relation between emotional security and the patterns of family

communication was with the protective pattern ($p < 0.001$). It is evident that a high protective pattern is associated with lower emotional security.

Table (8): The scores of family communication had a statistically significant weak positive correlation with family income. Meanwhile, the life skills scores had weak positive correlations with child age and family income. Lastly, the emotional security scores had weak positive correlations with child age and mother education level.

Discussion:

The present study measured the family communication patterns, and it was found that approximately two-thirds of the families had low family communication patterns. The finding was quite alarming and could be considered as a suboptimal level given its importance in parenting and raising children. Moreover, differences in communication styles among family members could lead to misunderstandings or discomfort in sharing thoughts and feelings. This would create emotional barriers where some of the family members found it difficult to express emotions or discuss sensitive topics openly due to fear of judgment or past experiences as outlined by (Su-Russell et al., 2024).

The low family communication revealed in the current study might be due to a lack of time and conflicting schedules among family members, leaving little time for healthy and meaningful communication. Additionally, the over-reliance on digital communication and the continuing distractions from electronic devices might reduce the opportunities for face-to-face interactions and meaningful conversations among family members. In congruence with this, a study in India highlighted the negative effect of new technologies on family communication patterns (Tadpatrikar et al., 2021).

In agreement with the present study results, a study conducted by (Sawitri, 2024) in Muhammadiyah Malang, Malaysia, demonstrated family communication was low in one-half of the study sample. Conversely, another study conducted by (Merina, 2024) in Indonesia revealed that in the majority of the sample, family communication was moderate to high. This indicates that the studied

parents were capable of being responsive, encouraging their children to express their opinions, and providing explanations regarding good deeds towards children.

According to the present study results, the type of communication pattern mostly used among the sample families was the pluralistic one. This pattern was characterized by a high conversation orientation with frequent open discussions and active participation in decision-making. It also had a low conformity to unified beliefs or expectations. It emphasized self-expression and mutual respect. Thus, family members were encouraged to discuss different perspectives and explore various ideas. Family communication patterns fostered a sense of independence and helped children develop strong communication, critical thinking, and problem-solving skills, and encouraged their independence. It also promoted open dialogue, allowing children to freely express their thoughts and feelings (Vaughan, 2024).

At the other extreme, the consensual communication pattern was the least used among the families in the current study. This pattern was also characterized by a high conversation orientation with open discussions, but on the contrary, it has a high conformity orientation with a high tendency to agree and align with family norms. Hence, although children were encouraged to openly share their thoughts and feelings, the ultimate decision must conform to parental views after discussions. Therefore, although it had the advantages of the pluralistic pattern, it might suppress children's autonomy and creativity, with the potential of conflict avoidance to maintain harmony, and sometimes it might lead to a stressful situation. Nonetheless, consensual communication tended to keep similar views and attitudes within the family (Buehler, 2024).

The current study had also measured life skills among children in the sampled families. The results demonstrated that slightly more than one-half of the children had high overall life skills. Although the finding seemed better in comparison with that of family communication patterns, still a considerable percentage of the children did not possess high life skills. The finding was worrying given the extreme importance of life skills for preschool children as they provide a

foundation for their development and future success by building healthy relationships, managing their emotions effectively, and adapting to new situations and environments. In this respect, a study in Indonesia reported low life skills among preschoolers and attributed it to the lack of teachers' knowledge and training abilities (Rizka et al., 2024).

The results of the present study demonstrated that the highest life skill among preschool children was that related to health. This was quite expected given the extreme importance of these skills for children at this age since they involve health habits and behaviors related to personal hygiene, healthy food, and safety. In congruence with this, a study conducted by (Zahl-Olsen, 2023) in Pakistan revealed that the highest percentage of their sample had high health life skills.

The third parameter investigated in the present study was that of emotional security. The study findings revealed that the majority of the preschool children in the sample had a high feeling of emotional security. This might indicate that these children live in a safe and comfortable environment. Families contained their children and provided them with their needs. This would create strong positive relationships with parents, providing a foundation of trust and emotional security. The present study result was higher than that reported by (Helal, 2024), this is a study in Assiut where emotional security was moderate in about two-fifths of the sample.

According to the present study findings, the acceptance and love domain of emotional security was the highest, with almost all children in the sample having a high-level score. This reflected the affectionate environment at home and preschool where the parents, teachers, and peers express their love and acceptance to the child. In congruence with this, a study of family support and peer acceptance in China reported that family support with emotion regulation and security among preschool children was positively correlated to peer acceptance among them (Yue et al., 2024).

At the opposite extreme, only around one-third of the preschool children in the present study had a high score in the

emotional security domain of mood state. This might be explained by the fact that at this age children's mood state was very labile and could be changed by any minor momentary events. For this, (Swank, 2024) in a study of mood states among children in the United States demonstrated that certain school activities were effective in inducing significant improvements in children's mood states.

Nonetheless, the majority of the preschool children in the current study had high levels of emotional security in all remaining domains, namely self-confidence, self-esteem, and social relations and interactions. This could be expected given their relatively high life skills. In agreement with this, a study in Indonesia reported that families who support their children's emotional security foster these children's feelings of self-esteem and self-confidence (Syakhrani & Aslan, 2024).

The present study had also demonstrated close significant relationships among preschool children's family communication, life skills, and emotional security. Thus, family communication is positively and significantly associated with life skills related to health. Moreover, the family communication score was significantly and positively correlated to the life skills score. Similar findings were reported in a guide to

childhood education published by (Sarka, 2024).

Conclusion:

The results of the study lead to the conclusion that the family communication patterns used by preschool families are suboptimal, with very low use of the consensual pattern. Life skills are better although still low in about half of the preschool children. Conversely, emotional security is mostly high except for the mood state. The three parameters are positively inter-correlated and are influenced by child and family characteristics.

Recommendations:

In view of the main study results, the following is recommended.

- Health education program for parents of preschool children regarding improving family communication pattern.
- Training program for parents and their children focus on improving family communication patterns, life skills and emotional security.
- Further studies are proposed to investigate the factors affecting family communication patterns, life skills and emotional security of preschool children for generalization the study results.

Table 1: Personal characteristics of preschool children in the study sample (n=220)

Characteristics of preschool	Frequency	Percent
Age:		
5<6	220	100
Mean ± SD	5.30±1.0	
Median	5.30	
Gender:		
Male	118	53.6
Female	102	46.4
Birth order:		
First	97	44.1
Middle	60	27.3
Last	63	28.6
Have hobbies:		
No	101	45.9
Yes	119	54.1

Table (2): Characteristics of preschool children's parents in the study sample (n=220)

Characteristics of Parents	Frequency	Percent
Mother age:		
<30	91	41.4
30<43	129	58.6
Range	20-43	
Mean \pm SD	30.4 \pm 5.0	
Median	30.0	
Mother university education:		
Yes	147	66.8
No	73	33.2
Mother job:		
Housewife	103	46.8
Working	117	53.2
Mother marital status:		
Unmarried (divorced/widow)	5	2.3
Married	215	97.7
Father age:		
<35	107	48.6
35<55	113	51.4
Range	22-55	
Mean \pm SD	34.5 \pm 5.4	
Median	35.0	
Father university education:		
Yes	139	63.2
No	81	36.8
Father job:		
Freelance	78	35.5
Employee	108	49.1
Worker	34	15.5
Father marital status:		
Divorced	1	0.5
Married	219	99.5

Table (3): Family communication patterns among children's in the study sample (n=220)

High (60%+) family communication:	Frequency	Percent
Consensual (high conversation, high conformity)	2	.9
Pluralistic (high conversation, low conformity)	179	81.4
Protective (low conversation, high conformity)	83	37.7
Laissez-faire (low conversation, low conformity)	176	80.0
Total:		
High	78	35.5
Low	142	64.5

Table (4): Life skills among children's in the study sample (n=220)

High (60%) life skills:	Frequency	Percent
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Social	124	56.4
Health	137	62.3
Environmental	114	51.8
Total:		
High	127	57.7
Low	93	42.3

Table (5): Emotional security among children's in the study sample (n=220)

High (60%) emotional security:	Frequency	Percent
Mood state	83	37.7
Social relations and interactions	167	75.9
Self-confidence	195	88.6
Acceptance and love	217	98.6
Self-esteem	176	80.0
Total:		
High	186	84.5
Low	34	15.5

Table (6): Relations between children's family communication and life skills

Family communication	Life skills				X ² test	p-value
	High		Low			
	No.	%	No.	%		
Consensual:						
High	2	100.0	0	0.0		
Low	125	57.3	93	42.7	1.48	0.22
Pluralistic:						
High	104	58.1	75	41.9		
Low	23	56.1	18	43.9	0.06	0.82
Protective:						
High	51	61.4	32	38.6		
Low	76	55.5	61	44.5	0.76	0.39
Laissez-faire:						
High	112	63.6	64	36.4		
Low	15	34.1	29	65.9	12.59	<0.001*
Total:						
High	49	62.8	29	37.2		
Low	78	54.9	64	45.1	1.29	0.26

(*) Statistically significant at p<0.05

Table (7): Relations between children's family communication and emotional security

Family communication	Emotional security				X ² test	p-value
	High		Low			
	No.	%	No.	%		
Consensual:						
High	2	100.0	0	0.0		
Low	184	84.4	34	15.6	0.37	0.54
Pluralistic:						
High	149	83.2	30	16.8		

Low	37	90.2	4	9.8	1.25	0.26
Protective:						
High	61	73.5	22	26.5		
Low	125	91.2	12	8.8	12.46	<0.001*
Laissez-faire:						
High	150	85.2	26	14.8		
Low	36	81.8	8	18.2	0.31	0.58
Total:						
High	61	78.2	17	21.8		
Low	125	88.0	17	12.0	3.72	0.054

(*) Statistically significant at $p < 0.05$

Table (8): Correlation between family communication, life skills, and emotional security scores and children's characteristics

Characteristics	Spearman's rank correlation coefficient		
	Family Communication	Life Skills	Emotional security
Age	.041	.249**	.219**
Birth order	-.100	-.072	-.085
Mother age	-.072	-.018	.014
Mother education level	-.020	.157*	.170*
Father age	-.057	-.002	.093
Father education level	.039	.052	.103
Family income	.218**	.217**	.047

(*) Statistically significant at $p < 0.05$

(**) Statistically significant at $p < 0.01$

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