Parents' Rearing Styles and Their Effect on Social Problem-Solving Skills among Secondary School Students

Mona Fawzy Hussien[1] & Hosnia Shehata. Mohamed[2]
[1.] Lecturer of Psychiatric Mental Health Nursing, Faculty of Nursing, Assiut University, Egypt.
[2.] Assistant Professor of Psychiatric Mental Health Nursing, Faculty of Nursing, Assiut University, Egypt.

Abstract

Background: According to ecosystem theory, parents shape their children's personalities and social development via their education, and the family environment is essential for a person's early development. The ways in which parents raise their children anticipate the ways in which their children will identify and express themselves. When parents provide their children with the necessary care and support in a growing environment, the children typically exhibit more confidence in their skills to confront problems. **Aim** of the study was to identify the relationship between parents' rearing styles and their effect on social problem-solving skills among secondary school students. **Research design:** A quantitative relational model was employed in this study. **Sampling:** Stratified random sampling approach was utilized in the study. 459 students and 459 parents (either parents of each students) mad up the sample. **Tool:** Parents' Rearing styles scale and Social Problem-Solving Inventory Revised were the instruments utilized for the study. **Results:** Indicated a significant positive relation between parents' rearing styles and problem-solving aspects. **Conclusion:** Students' problem-solving abilities were significantly predicted by their rearing styles. **Recommendation:** A training program that will act as a parent training intervention is necessary in order to provide the parents with the styles they need to support their children's accomplishments and accept them.

Keywords: Rearing Styles & Social Problem-solving Skills.

Introduction:

A parent's job is to prepare their children to be adults who are capable of taking care of themselves and overcoming difficulties. It's not an easy job. Individuals' personalities are primarily shaped by their parents. Most parents believe that raising and caring for a child during their adolescent years is the most arduous task until they reach adulthood. Despite the quick changes that occur in today's families, parental discipline is crucial to a child's development of healthy emotionality and personality **Spry et al., (2023)**

A crucial psychological concept, parenting style reflects the methods parents employ with their offspring. Since adolescence is a special time in human history, parents, the community, and educators all have an impact on adolescents' development **Shan et al., (2020).** During childhood and adolescence, an authoritative parenting style is beneficial because it provides a crucial element of "psychological autonomy" for young people. Adolescent boys and girls are allowed to form their own opinions and ideas by their parents. Psychological control, which is the reverse of allowing psychological autonomy, may become overbearing or extremely protective **Costa Martins et al., (2021).**

Certain internalizing and externalizing outcomes in teenagers and youth are linked to particular parenting practices. Studies reveal that the parent's rearing style have an impact on the emergence and sustenance of problematic behaviors in teenagers **Georgiou& Charalampous, (2024)** .

One of the fundamental abilities that are supposed to be developed during nurturing is the ability to solve problems. Parent rearing styles are seen to be beneficial in helping children develop their talents and in moulding their behaviors. Thus, there is a close relationship between problem-solving abilities, individual behavioral traits, and parenting styles **Lin et al., (2023).**

The term "parenting" is frequently used to explain adolescents' behavior as well as how their parents influence and control their development. Parent's rearing styles can be broadly classified into three categories: authoritative, authoritarian, and permissive. These categories are determined by two key dimensions: responsiveness (warmth) and demandingness (control). The term "authoritarian parenting style" describes developmental stages that are highly demanding and have poor levels of attentiveness. Between the two extremes of authoritarian and permissive parenting approaches is the authoritative approach. They consider their adolescent from their perspective, allow them to participate in decision-making, and consider their opinions when it comes to family matters. This is the reason this style is seen to be perfect for every family. A permissive approach is characterized by a lower

level of demand and a higher degree of receptivity **Ling et al., (2021).**

A parent's attitude towards their child determines their rearing style, which in turn creates the emotional environment in which the parent's behaviors manifest. Parenting is a difficult task that involves particular behaviors which have an impact on the child. All rearing styles aim to develop children's psychological personalities in a healthy way **Lanjekar et al., (2022).** Rearing styles are categorized into three classes based on a two-dimensional framework: support and control. These classifications include permissive (low control and low support), authoritative (high support and high control), and authoritarian (low support and high control) **Farooq et al., (2021).** Authoritarian parents discourage independence and arguing, but emphasize control and compliance. Permissive parents are kind and accepting while, they are less restrictive and have a low tendency toward punishment. These parents have no expectations for their children's behavior and self-control. Authoritative Parents provide their children with assistance and set expectations that are appropriate for their age and abilities. Numerous studies have verified the connection between parenting style and various aspects of adolescents' life **Zhao et al., (2021).**

One of the qualities of a family's upbringing is the ability to solve problems and the skills associated with it. This is because a person's upbringing greatly influences their behavior and direction, which can be manifested either positively or negatively in their practices and their capacity to handle any problem they encounter in their daily lives **Mohamed & Abo Elkiat (2020).**

The most significant factor in adolescent education is parents' rearing styles. Depending on the parents' rearing styles, the influence of family on adolescent education can differ. An individual's immediate environment is the first cornerstone where all of their developmental fields are shaped. Parental rearing style is one of the most influential contextual influences in forming an individual's personality. Furthermore, the psycho-social development of adolescents is positively impacted by their rearing style. All of the aforementioned teenage stages appear to be significantly influenced by parental styles. Thus, rearing styles that are protective, democratic, flexible, strict, or rejectionist will have a variety of effects on adolescents' abilities **Ding et al., (2024).**

Significance of the study

The ability to solve problems is a crucial component of education and a vital aspect of life for all people. A successful problem solver can succeed in life. Instead of relying just on memory, adolescents should strive

to improve their problem-solving skills by applying lateral thinking techniques, abstraction analysis, logical reasoning, and numerical reasoning **Darling-Hammondet al., (2020).** Therefore, it is the responsibility of parents to treat teenagers in a correctly manner. This study suggests that, one of the key elements of problem-solving is parent's rearing styles where individuals keenly observe and understand what they see. Early opportunities for observation in childhood lay a solid foundation for future conceptual development and solving problems abilities. When combined with critical thinking, which involves thinking efficiently, asking clear questions, evaluating evidence, and considering multiple perspectives, problem solving becomes a powerful cognitive process. Hence, the current study will be processed to evaluate the parents' rearing styles and their effect on social problem-solving skills among secondary school students

Aim of the study:

The study aimed to identify the relationship between parents' rearing styles and their effect on social problem-solving skills among secondary school students.

Research Questions:

1. Does social problem-solving skills among secondary school students depends on parents' rearing style?
2. Is the parents' rearing styles predict the social problem- solving skills of secondary school students?

Subjects and Methods

Research design:

A descriptive correlational design was used in this study.

Setting: For the academic year 2023–2024, this research includes five high schools that were chosen at random from high schools affiliated to Ministry of Education in Assiut Governorate. According to information acquired from the Directorate of Education in Assiut Governorate there are 11 educational districts with a total of (58,569) students. These schools consist of two in Assiut City with 204 students, one school in (**El Afadra**) village with 75 students (**markaz Sahel Selim**), one school in (**Amshool**) village with 75 students (**Markaz Dayrout**), and one school in **Manfalot** city with 75 students (**markaz Manfalot**).

Sampling: Stratified random sampling approach was utilized in the study. Raosoft sampling software is used to compute sample size with a 95% confidence level and a 5% margin of error (Raosoft, 2020). In this study, it is determined to include at least 382 students and 382 parents (either parents of each student). 20% from the sample size was added to the

origin sample for compensating the dropouts, therefore the total sample size was 459 students. Based on the distribution of students in the original community in the same region, the researcher calculated the total number of students in each educational district.

Inclusion criteria:

1. Student who consented to take part in the research.
2. A student residing with his parents

Exclusion criteria:

1. An Orphan student with one or both parents.
2. A Student who lives far from his parents.
3. A Student with just one parent.

Tools of data collection

The data for this study was gathered using the following tools.

Personal characteristics sheet: Designed by researchers in an Arabic language; it comprises the following: age, gender, residence, level of education attained by the parents, and occupation of the parents.

Social Problem-Solving Inventory Revised: It is used to demonstrate the problem-solving abilities of teenagers. **Maydeu & D'Zurilla (1997)** created the first scale and modified by **ALGhussein (2008)** for the Arab context. The Social Problem-Solving Inventory is a 46-item, 5-Likert type. Every item has a score between 0 to 4. (0 means there is never and 4 means I have too much). Five aspects make up the scale. The items from (1–5) fall under the aspect of positive problem orientation; the items from (6–15) fall under the aspect of negative problem orientation, and the items from (16–33) fall under the aspect of rational problem solving. While, items ranging from 34 to 42 fall within the aspect of impulsivity and recklessness. Lastly, the items 43, 44, 45, and 46 falls within the avoidance style aspect. The "Social Problem-Solving Skills Inventory" has an internal consistency coefficient of Cronbach Alpha of.86. Social studies indicate that values of 60 or above are regarded as reliable **Can (2014)**.

Parents'Rearing styles scale: Was developed in **(1991)** by **Abdul Rahim & Almoghassib** in an Arabic language. It consists of 152 phrases; after modifications according to pilot study it became 135 phrases, some of which are positive, representing the positive pole in each sub-scale, and some are negative, representing the negative pole on the same scale. In the case of positive phrases, 3,2,1 is given to alternatives (always, sometimes, never). But for negative phrases, grades reverse that they become (1,2,3). The scale is divided into five sub-scales (Encourage achievement - Authoritarianism - overprotection- equivalence and acceptance). Those five subscales represent the most common parent's rearing styles. The conforming items are summed together to determine the scores for each sub-scale,

with maximum values. Cronbach Alpha internal consistency coefficient of "Parents' rearing styles scale" is .89.

Validity the Pearson correlation test demonstrates high validity of the scales. As the parent's rearing styles scale score is 93%, while the social problem-solving inventory revised score is 92%.

Pilot study: 10% of students—who are not involved in this study participated in a pilot study to assess the tool's clarity and applicability. Based on their comments and feedback, the required amendment was made.

Ethical Considerations:

▪ After the faculty of nursing's ethics committee approved the research proposal.
▪ There was no risk to the research subjects while the study was being conducted.
▪ Common ethical principles for clinical research were followed during the study.
▪ After describing the nature and goal of the research to subjects, written or oral consent was acquired.
▪ Anonymity and confidentiality were guaranteed.
▪ The participant was free to refuse participation or to leave the study at any moment, for any reason.
▪ When gathering data, the privacy of the participants was considered.

Data Collection

After written consent from the undersecretary of the Ministry of Education in Assiut governorate was obtained and prior to gathering data, permission was granted by the school administrators. Group interviews with the students took place in their classrooms and a set of tools were hand-delivered by the researchers to the consenting parents. The researchers collected data two days per week (Saturday& Tuesday). After establishing a rapport with the participants and outlining the purpose of the study, the researchers began the interview. Participants were asked to use their initials or any pseudonym of their choice, and confidentiality of the information they submitted was guaranteed. Fill out the scales typically take about 45 minutes to complete. The study was carried out in three-month period from March 2024 to May 2024.

Statistical analysis

The SPSS (Statistical Package for Social Science) version 21 was used to computerize and validate the data in order to perform statistical analysis and tabulation. The frequencies, percentages, paired t-test, Pearson correlation coefficient, mean, and standard deviation were computed for the quantitative data. The Chi-square test $(X2)$ was used to compare two groups and more for qualitative data and where to use an ANOVA to compare continuous variables. A two-tailed p-value of less than 0.05 was deemed statistically significant.

Results
Table (1): Distribution of the studied students according to personal characteristics (n=459students, 459 parents)

Personal characteristics	No.	%
Age		
14-↓16 years	111	24.2
16-↓17 years	296	64.5
17 and more	52	11.3
Mean ±SD	**16.24+0.99 (14-19)**	
Gender		
Male	196	42.7
Female	263	57.3
Residence		
Urban	275	59.9
Rural	184	40.1
Father's educational levels		
Not read and write	30	6.5
Primary education	75	16.3
Preparatory education	68	14.8
Secondary education	106	23.2
University education	180	39.2
Mother's education		
Not read and write	73	15.9
Primary education	93	20.3
Preparatory education	44	9.6
Secondary education	95	20.6
University education	154	33.6
Father's Occupation		
Free business	34	7.4
A pensioner	34	7.4
Worker	53	11.5
Farmer	46	10.0
Out of work	68	14.8
Employee	224	48.8
Mother's Occupation		
House wife	271	59
Worker	11	2.4
Employee	177	38.6

Table (2): Comparison between parent rearing style subscales according to father and mother of students

Parents' Rearing Styles Sub-Scale	Father	Mather	P. value
	Mean ±SD	Mean ±SD	
Encourage achievement	80.2±11.76	82.9±10.18	**<0.001****
Authoritarianism	57.31±7.32	56.43±8.07	0.086
Overprotection	56.66±8.37	58.71±7.33	**<0.001****
equivalence	49.34±7.64	49.66±7.44	0.529
acceptance	70.28±10.87	71.67±10.73	0.052

*Independent T-test   **Statistically Significant difference at P. value <0.01*

Table (3): Comparison between parent rearing style subscales according to gender

Parents' Rearing Styles Sub-Scale		Male (n=196)	Female (n=263)	P. value
		Mean±SD	Mean±SD	
Encourage achievement	Father	79.47±11.05	80.74±12.25	0.255
	Mather	82.28±10.06	83.37±10.27	0.260
Authoritarianism	Father	57.2±6.98	56.44±8.22	0.976
	Mather	56.42±7.89	57.38±7.57	0.799
Overprotection	Father	55.96±8.8	57.17±8.01	0.124
	Mather	58.84±7.25	58.62±7.4	0.744
Equivalence	Father	50.06±7.53	48.81±7.69	0.084
	Mather	50.26±7.36	49.21±7.48	0.136
Acceptance	Father	70.13±10.91	70.4±10.87	0.794
	Mather	71.33±10.72	71.92±10.74	0.564

Independent T-test

Table (4): Comparison between parent rearing style subscales according to educational levels

Parents' Rearing Styles Sub-Scale		Illiterate	primary education	Preparatory education	Secondary education	University education	P. value
		Mean±SD	Mean±SD	Mean±SD	Mean±SD	Mean±SD	
Encourage achievement	Father	83.1±7.1	78.72±10.94	81.24±12.21	78.49±13.31	80.94±11.45	0.164
	Mother	82.05±10.52	83.29±9.88	83.5±8	82.88±10.44	82.91±10.68	0.940
Authoritarianism	Father	56.03±5.28	56.15±7.96	57.8±5.45	57.16±7.09	58.6±8.04	0.210
	Mother	54.89±7.38	56.98±6.59	55.49±7.49	55.49±7.29	57.53±9.04	**0.010***
Overprotection	Father	57.13±5.92	57.89±7.74	59.9±7.07	54.91±9.4	55.87±8.43	**0.001****
	Mother	58.66±7.3	60.55±6.29	62.16±5.14	57.75±7.19	57.24±8.04	**<0.001****
Equivalence	Father	48.37±8.81	50.6±6.59	51.53±6.11	47.96±8.37	48.97±7.74	**0.017***
	Mother	49.44±8.2	49.51±7.02	52.95±4.91	49.25±7.62	49.16±7.64	**0.045***
Acceptance	Father	70.2±9.39	69.96±9.8	73.6±10.22	68.33±11.41	70.32±11.25	**0.043***
	Mather	72.3±10.53	72.1±10.34	74.95±8.26	70.57±9.98	70.84±11.95	0.168

One Way Anova
*Statistically Significant difference at P. value <0.05,
**Statistically Significant difference at P. value <0.01

Table (5): Comparison between parents rearing style subscales according to residence

Parents' Rearing Styles Sub-Scale		Residence		P. value
		Rural	Urban	
		Mean ±SD	Mean ±SD	
Encourage achievement	Father	78.97±12.47	82.03±10.36	**0.006****
	Mather	81.48±10.6	85.03±9.16	**<0.001****
Authoritarianism	Father	56.39±7.85	56.49±8.41	0.891
	Mather	57.06±7.28	57.67±7.37	0.385
Overprotection	Father	56.03±8.03	57.6±8.79	**0.048***
	Mather	57.64±7.6	60.32±6.61	**<0.001****
Equivalence	Father	49.03±7.52	49.81±7.81	0.284
	Mather	49.36±7.25	50.1±7.71	0.292
Acceptance	Father	69.68±11.15	71.17±10.42	0.150
	Mather	70.6±11.11	73.26±9.94	**0.009****

Independent T-test

Table (6): Correlation between dimensions of Social Problem-Solving Inventory and subscales of parenting rearing styles

Social Problem-Solving Inventory Aspects		Encourage achievement	Authoritarianism	overprotection	equivalence	acceptance
1-Positive problem orientation	Father	.280**	0.091	.321**	.231**	.236**
	Mather	.305**	0.046	.227**	.163**	.178**
2-Negative problem orientation	Father	-0.076	-.119-*	0.027	-0.011	-.093-*
	Mather	-0.019	-.165-**	-0.051	-0.057	-.100-*
3- Rational problem solving	Father	.247**	0.079	.306**	.265**	.256**
	Mather	.363**	0.065	.285**	.218**	.274**
4- Impulsivity /carelessness style	Father	-0.017	-.179-**	-.111-*	-.168-**	-.259-**
	Mather	0.031	-.127-**	-.167-**	-.164-**	-.186-**
5- Avoidance style	Father	-0.022	-.203-**	-.127-**	-.186-**	-.198-**
	Mather	-0.011	-.155-**	-.200-**	-.153-**	-.170-**
Total score	Father	.143**	-0.065	.179**	.104*	0.044
	Mather	.244**	-0.076	.097*	0.056	0.064

* Statistically Significant Correlation at P. value <0.05

** Statistically Significant Correlation at P. value <0.01

Table (1): Conveys that, study included 459 students with mean age **16.24+0.99** years, 57.3% of them are females and 59.9% lived in urban area. In relation to personal information of parents most of their parents had university education (fathers 39.2%- 33.6% for mothers).48.8% of fathers are employees but 59% of mothers were house wife.

Table (2): Demonstrates the parenting rearing styles for mother and father separately and the percentages of each one. As one could anticipate, mothers are naturally far more accepting, overly protective, and supportive of accomplishment than fathers were. Compared to mothers, fathers of the students exhibited a great deal more authoritarianism. There are statistically significant differences between mothers and fathers scores as regards to parent rearing styles of encouraging achievement and overprotection p<0.001**.

Table (3): Analysis reveals no statistically significant relation between the rearing style of students and their social problem-solving abilities in terms of gender. In other words, the P>.05.

The one-way ANOVA result of parents' rearing styles in relation to parents' education was displayed in **Table (4):** The analysis derived from the "parents' rearing styles sub-scale" appeared to be higher among the five levels of education for the mother (encourage achievement, overprotection, equivalence, and acceptance subscales. While, the preparatory level of education had higher mother encourage achievement, acceptance, and overprotection scores, respectively,

than secondary and university level. There are statistically significant differences between the father's and mother's styles for all subscales except for the encourage achievement subscale (P. value <0.05 **, P. value <0.01).

According to **Table (5):** Parents' residential location (rural vs urban) had a substantial impact on whether they adopted an accepting, overprotective, or encouraged achievement parenting style. Compared to their rural counterparts, fathers and mothers in metropolitan regions seemed to be more encouraged to achievement, overprotection or acceptance. It was also discovered that the authoritarianism and equivalence rearing styles are not statistically significantly correlated with the parents' location of residence. Specifically, parents who lived in cities were more lenient than those who did not.

The social problem-solving aspects of students and parents 'rearing styles exhibits high positive level of correlation as demonstrated by **Table (6):** Furthermore, the authoritarianism rearing style has the least predictive power among the other styles; on the other hand, the authoritarian parenting attitude has a detrimental effect. It may be argued that students' problem-solving abilities grow in direct proportion to the degree to which their parents raise them in an achievement- and acceptance-oriented manner.

Discussion:

In the beginning, Parents have a profound and significant influence on the lives of children and

adolescents. Parents' rearing styles are seeing as transitionally related to social competency of their children. Broad patterns of childrearing techniques, beliefs, and behaviors are known as parent's rearing styles. The way parents raise their kids may influence how those kids develop as people and how they interact with others, especially those close to them also, rearing style aids in promotion of individual's abilities of problem-solving abilities **Paz et al., (2021)**.

According to present study, mothers were adopted with encourage achievement, overprotection and acceptance rearing styles in the contemporary environment far more than fathers were. Compared to their mothers, the fathers of the students exhibited a great deal more authoritarianism. These findings may be explained by the fact that Egyptian culture, like the majority of traditional civilizations, is predominately patriarchal and that men are seen as the heads of their houses and have the power to make decisions regarding family issues. In many families, the father tends to be more controlling than nurturing, whereas the woman tends to be more nurturing **Devolli et al (2023)**. Additionally, regarding the rearing styles of encourage achievement, overprotection, there were statistically significant differences between the scores of mothers and fathers (p<0.001). This result aligned with the finding of **Costa Martins et al., (2021)** who mentioned that, there were significant differences between mother's styles and father's styles across all subscales of parents' rearing styles (p < 0.01).

In the recent study, parents' rearing styles and problem-solving skills did not significantly positively correlate with each other in relation to the gender of the students; this indicates that the P>05. This may be due to the fact that, every parent-child relation is unique and extremely personal since it is built on two people interacting, not on the child's gender or sex. This data disagreed with the study by **Acet & Oliver (2023)** who found statistically significant differences between male and female high school students in a study compared the forms of parental monitoring and the perceived rearing styles. Compared to male students, female students reported more direct monitoring. Another study conducted by **Lin et al. (2023)** examined young adults' social problem-solving skills and perceived parents' rearing styles reported that, there was no appreciable gender difference. Additionally, research by **Rammolai-Segokgo et al., (2022)** showed that parental rearing styles has insignificant impact on junior secondary school students' social development based on gender.

The current study examined the relationship between parents' educational attainment and their rearing styles. It discovered that mothers with preparatory education had higher score for styles of acceptance,

and overprotection and encourages achievement than with university and secondary education scores. This result supports the hypothesis that, parenting skills like the capacity to appreciate their child's perspective and use strategies that encourage autonomy, self-initiation, and decision-making participation—are instinct and a divine gift that do not need schools or teachers. Moreover, all subscales showed statistically significant differences between the father's and mother's rearing styles, with the exception of the encourage achievement subscale.

This runs counter to a research by **Haider et al. (2024)**, which depicted that, parental education levels had a significant impact on their children's growth. The personal information of the parents and students reveals that mothers' educational attainment was comparatively lower than that of their fathers. Fathers were crucial in helping children develop their ability to solve problems. Boys in particular look up to their father as a role model. This finding is consistent with that of **Hadjicharalambous & Demetriou (2020a)**, who reported that a statistically significant relationship was established between parental educational levels and parenting style. In actuality, secondary school parents were more likely than higher education parents to adopt a permissive parenting style. However, compared to parents with higher education, parents with only a secondary level of education seemed to be more authoritarian towards their children.

It was shown that a father's or mother's place of residence significantly influences the rearing style they choose. The present study found that participating parents who lived in urban regions perceived their parent rearing style as more positive than those who lived in rural areas,). The explanation for this is that urban parents support their children emotionally in addition to helping them achieve their goals. Indeed, it was demonstrated by **Hadjicharalambous & Demetriou (2020b)** that parents in urban regions provided their kids with greater assistance than those in rural ones. Despite the fact that **Zhao et al., (2023)** findings indicated a substantial negative relationship between parents' rearing style subscales and parents' place of residence.

According to recent research, youths' problem-solving abilities are predicted by the ways in which parents raise their kids. All parental styles, with the exception of authoritarian style were shown to positively correlate with social problem-solving aspects. This finding may be explained by the fact that supportive and accepting styles of rearing help adolescents develop their problem-solving abilities. This finding is in line with research showing that parenting approaches seem to produce the most favorable results for kids across racial and sexual

groups and help them develop desirable traits like problem-solving abilities **Lansford, (2022).** However according to **Ding et al. (2024)**, high school students' ability to solve problems is negatively impacted by their parents' authoritarian parenting style.

Conclusion:
Drawing from the current study's findings, the following conclusions may be made:
1. 1-There was no significant correlation found between the gender of parents or students and the rearing styles.
2. Compared to their rural counterparts, fathers and mothers in metropolitan regions seemed to be more accepting, more encouraging of achievement and too protective.
3. There was a positive association between the parent's educational background and the rearing style they chose.
4. Students' ability to solve problems was significantly correlated with their parents' rearing styles.

Recommendations:
Based on the results of the present study, the subsequent recommendations were suggested:
1. Parents should be made aware that positive aspects of their rearing styles may keep adolescents away from using undesirable strategies to resolve problems.
2. There is a need for a training program that will serve as parent training intervention so as to equip the parents with the skills required for both encourage achievement and acceptance.
3. Additional traits, such as the degree of stress experienced by parents and the quality of their marriage, can be utilized to forecast how well their families and children will adjust psychologically. Future studies on parenting styles should look at these areas.

Conflict of interest:
The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

References
- **Abdul Rahim AR, & Almoghassib AA. (1991)** . Development of parental styles scale of high school and university students as perceived by children in the Qatari community.Journal of faculty of education; 8:226-396.
- **Acet, P. & Oliver, B.R. (2023):** Turkish adaptation of the mindful parenting inventories for parents and children. Social Development; 32:1354–1373.
- **ALGhussein, S.G.M. (2008):** Psychological and social development of Stage students Supreme core in Gaza. Unpublished A thesis submitted in fulfillment of the requirements for the degree of Doctor of Philosophy.p.p.140-145.
- **Can, A. (2014):** SPSS ile Bilimsel Araştırma Sürecinde Nicel Veri Analizi, Pegem Akademi, Ankara.
- **Costa Martins M, Santos AF, Fernandes M, & Veríssimo M. (2021):** Attachment and the Development of Moral Emotions in Children and Adolescents: A Systematic Review. Children (Basel). 8(10):1-13.
- **Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020):** Implications for educational practice of the science of learning and development. Applied Developmental Science;24(2): 97-140.
- **Devolli1,A., Kryeziu,V. & Bujupi,D.(2023):** The most common parenting styles in Kosovo: perceptions of secondary school students. Acta Scientiarum. Education, Vol, 45(1):1-11.
- **Ding, Y. Sun, C & Dong, B. (2024):** Effect of parental rearing styles on adolescent ego identity: the mediating role of involutionary attitudes. Front Psychol. ; 14: 1292718,1-10.
- **Farooq, A., Javed, S., Nasrullah, I. & Ghazal, S. (2021):** Familial Predictors of Smoking in Adolescents; A Comparison of Smokers and Non-Smokers. ASEAN Journal of Psychiatry, Vol. 22(4), 1-11.
- **Georgiou, S., & Charalampous, K. (2024):** Parental styles and adolescentexternalizing problems: A cross-lagged model examining the direction of influence.Psychology in the Schools,61, 190–204.
- **Hadjicharalambous, D. & Demetriou, L. (2020a):** The Relationship Between Parents' Demographic Factors and Parenting Styles: Effects on Children's Psychological Adjustment. Psychology Research, Vol. 10, No. 4, 125-139.
- **Hadjicharalambous, D., & Demetriou, L. (2020):** The quality of the parent-child relationship and children's family, school and social competences in Cyprus. International Journal of Social Sciences Perspectives, 7(1), 22-33.
- **Haider, S.L., Hussain, A., Haider, M.Z., Zakir, A. & Shahd, R. (2024):** Impact of Parents Education Level on the Academic Performance Of Their Children. International Journal of Contemporary Issues in Social Sciences, Vol, 3 (1): 1202-1208.
- **Lanjekar P D, Joshi S H, & Lanjekar P D, (2022):** The Effect of Parenting and the Parent-Child Relationship on a Child's Cognitive

Development: A Literature Review. Cureus 14(10):1-7.

- **Lansford, J.E. (2022):** Cross-Cultural Similarities and Differences in Parenting. J Child Psychol Psychiatry.; 63(4): 466–479. doi:10.1111/jcpp.13539

- **Ling, H.; Yan, Y.; Fu, E.; Zhu, A.; Zhang, J.; & Yuan, S.(2021):** Parenting Styles as a Moderator of the Association between Pubertal Timing and Chinese Adolescents' Smoking Behavior. Int. J. Environ. Res. Public Health, 18,1-12.

- **Lin X, Yang W, Xie W & Li H (2023):** The integrative role of parenting styles and parental involvement in young children's science problem-solving skills. Front. Psychol. 14:1-9. doi: 10.3389/fpsyg.2023.1096846

- **Maydeu-Olivares, A., & D'Zurilla, T. J. (1997).** The factor structure of the Problem Solving Inventory. European Journal of Psychological Assessment, 13(3), 206–215. https://doi.org/10.1027/1015-5759.13.3.206

- **Mohamed, H.S. & Abo Elkiat, M.A.(2020):** Problem-solving skills and its relationship to parenting styles among adolescents. International Journal of Advanced Psychiatric Nursing; 2(2): 49-55.

- **Paz. P.A., Farin, E.N.& Uy, L.F.(2021):** Parenting Style and Social Skills Developed among the Senior High School Grade 12 Students in Zone IV, Schools Division of Zambales. EAS Journal of Humanities and Cultural Studies, Vol, 3(2):79-85.

- **Rammolai-Segokgo,M., Baliyan,S.P. & Moshe,G.G.(2022):** Parenting Styles and Learners' Performance: Evidence from Junior Secondary Schools in Botswana. Canadian Journal of Educational and Social Studies Vol. 2(5), pp. 1-16.20- Raosoft. (2020): Sample size calculator. from http://www.raosoft.com/samplesize.html.

- **Shan, Z., Wang, W., Lyu, X., Li, G., Zhang, J., and Feng, F. (2020).** A study of the influence of parenting styles and life events on Individual's sexual development. J. Beijing Inst. Educ. 7, 82–89. doi: 10.16477/j.cnki.issn1674-2311.2020.07.011

- **Spry, E.A., Olsson, C.A., Aarsman, S.R. et al. (2023):** Parental personality and early life ecology: a prospective cohort study from preconception to postpartum. Sci Rep **13**, 3332.

- **Zhao,J., Zhao,H. & Zhou,A.(2023):** Negative Parenting Styles and Psychological Crisis in Adolescents: Testing a Moderated Mediating Model of School Connectedness and Self-Esteem. Journal of Behavioral Sciences,13(929),1-14.

- **Zhao, X., Prandstetter, K., Jansen, E., Hahlweg, K., Schulz, W. et al. (2021)** Interparental Relationship Adjustment, Parenting, and Offspring's Cigarette Smoking at the 10-Year Follow-up. Family Process, 60(2): 523-537.