Psychological And Behavioral Problems Of Children And Their Relationship To Parenting Styles: A Field Study On Middle School Students In Ain Defla State

Dr. Lahoual Faiza, University of Djilali Bounaama Khemis Miliana (Algeria), f.lahoual@univ-dbkm.dz

Dr. Foutia fatiha, University of Djilali Bounaama Khemis Miliana (Algeria), f.foutia@univ-dbkm.dz

Abstract:

The study aimed to identify the most prevalent psychological and behavioral problems, and to reveal the nature of the relationship between these problems and parenting styles among children through a field study in the middle education stage with a sample of 100 students.
The study resulted in the following findings:
-The most prevalent psychological and behavioral problems among students are ranked as follows: anxiety followed by household problems, anger outbursts, behavioral problems, relationship problems with peers, with academic problems and nervous disorders being the least prevalent among individuals in our sample.
 -There is a statistically significant correlation between parenting styles and psychological and behavioral problems.

Keywords: psychological; behavioral; problems; children; parenting styles.

- Introduction:

The behavioral and psychological problems among children in our current time are diverse, with the changing structure of society, the invasion of technology, openness to the outside world, and the dominance of materialism. These problems have become more widespread and more complex, as we clearly observe in our schools, on the streets, and even in our homes, where they take on different forms such as aggressive behavior, theft, lying, excessive movement and attention deficit, isolation and introversion, sleep disorders and eating disorders, enuresis, fear and anxiety... Making the situation appear extremely dangerous. There is no doubt that if these problems are not addressed, limited, and prevented, this will have negative effects on the child, the family, and the society as a whole.

Childhood is a crucial phase where a child's character takes shape. Behaviors and psychological issues that manifest in children later in life are often a result of what parents instill during the various developmental stages, especially in early childhood. The impact of parents on a child is evident through their interactions, categorized into three forms: positive, negative, or inconsistent methods.

In this context, The family plays a fundamental role in shaping a child's social behavior from their earliest years and throughout their growth stages. Negative experiences acquired from the family due to improper upbringing techniques can lead to psychological, emotional,

and social challenges in the child's personality, potentially exposing them to various psychological disorders.(Zahrani, 1979)

As the relationship between parents affects the psychological health of the child, and the disagreements, conflicts, and problems between parents affect their way of dealing with their children, creating a disturbed atmosphere that leads to the emergence of unhealthy behavioral patterns in the child. (Abdel Khalik, 1991)

Many studies have confirmed the relationship between negative parenting styles and psychological and behavioral problems in children, such as a study by Al-Zahrani (2005) on the relationship between parenting styles and aggressive behavior patterns, a study by Hassanin (2005) on its relationship with jealousy issues, a study by Abu Leila (2002) on its relationship with behavioral problems in general, termed as conduct disorder, as well as a study by Atrous (2010) and Al-Harazi (1997) on its relationship with enuresis...

Most children in primary and preparatory schools experience behavioral problems, some of which are of a simple nature that can be easily controlled, while others require study, follow-up, and the proposal of appropriate solutions. These problems affect classroom management, hinder the learning process, and the behavior of some students with disruptive behavior affects the behavior of other students, as they tend to imitate them, making the problem more complex. (Al-amayreh, 2002)

From this perspective, we saw it necessary to address this issue through a field study on a sample of children in the intermediate education stage, specifically in the second and third grades, aiming to: uncover the most prevalent psychological and behavioral problems among them, and understand the nature of the relationship between psychological and behavioral problems in students and parenting methods.
Based on this, we can pose the following questions:

questions:
- What are the most prevalent psychological and behavioral problems among second and third-year students in the middle school stage?

- Is there a statistically significant correlation between the psychological and behavioral problems of second and third-year students in the middle school stage and parenting styles?

Assumptions:
- The most prevalent psychological and behavioral problems among second and third-year students in the middle school stage are: anxiety, anger outbursts, aggressive behavior.
- There is a statistically significant correlation between the psychological and behavioral problems of second and third-year students in the middle school stage and parenting styles.

The Importance of the Study:

 - The importance of the study lies in addressing a topic that has not received sufficient research and study in the Algerian environment, which is the psychological and behavioral problems among children in the middle education stage, which may negatively impact the educational/learning process and hinder its progress. It may also affect the academic achievement of the student. Diagnosing these problems early and understanding their causes is the beginning of finding solutions before they worsen.

- Informing those responsible for the educational/learning process about the prevalence of these problems in the school environment to find solutions and effective ways to deal with this group of students.

- Raising awareness about the role of parenting methods and their relationship to the emergence of psychological and behavioral problems in children if these methods are incorrect, and encouraging parents to follow positive approaches in dealing with their children.
- Drawing the attention of experts in psychological counseling and educational guidance programs to plan programs for the benefit of these children that support the subject of mental health in the school environment.

Study Objectives:

- Identify the most prevalent psychological and behavioral problems among second and third year students in middle school.

- Determine the relationship between psychological and behavioral problems among second and third year students in middle school and parenting styles.

1. Theoretical Background

1.1 Psychological and Behavioral Problems in Children
Childhood is a very sensitive stage in an individual's life, where the various negative experiences lived during this stage may manifest in psychological and behavioral problems. If these issues are not considered early on when their roots first appear, they can become more complex and eventually develop into real disorders. Therefore, the child must receive all the necessary care, especially psychological care, whether from the family's side or by consulting specialists in this field, in order to confront and alleviate these problems in the child while working on improving the surrounding conditions for them to grow up healthy. The following is a brief overview of the nature of these problems:

1.1.1 Psychological Problems, which include:

- **Anxiety:**
  Generally, it is an unpleasant emotional experience that an individual suffers from when feeling fear or threat from something without being able to clearly define it. This condition is often accompanied by some physiological changes such as increased heart rate, high blood pressure, loss of appetite, increased breathing rate, feeling of suffocation, increased thyroid gland activity, and increased urination. (Al-Zubaidi, 2003)
  As for anxiety in childhood, it is a state of tension accompanied by fear and anticipation of danger, or it is a state of discomfort and severe tension resulting from an unpleasant emotional experience that the child suffers from when feeling fear or threat without knowing the clear reason for it. Anxiety is a set of unspecified fears that appear in the child's behavior whether in a wakeful state or during sleep.(Abdel Moaty, 2003)

- **Anger**:
  Anger is an emotional state in children expressed towards a certain situation, manifested through various behaviors such as screaming and complaining. It ranges from mild to severe degrees, showing emotional arousal with strong enthusiasm, either through physical or verbal expression, or with aggressive inclinations that are sometimes difficult to control. The body is the site of noticeable physiological and nervous exchanges.

- **Jealousy:**

It is a natural thing for children, due to the child's fear of losing some of his privileges or basic needs, such as love, affection, and being a desired person. Jealousy intensifies due to anxiety and the loss of reassurance, like excessive care, excessive control, or domestic disputes (Abdel Momen, 1986)

It is a feeling composed of fear, anger, and a sense of threat in the child's life, or when he finds a challenge to his emotional attachments. This jealousy may manifest in the form of aggression towards siblings, or it may be expressed as self-reproach, harming the child himself (Al-Zughbi, 2005)

1.1.2 Behavioral Problems:

- Aggressive Behavior in Children:
One of the most disturbed behavior patterns in children with behavioral problems is aggressive behavior, classified as outward-directed behaviors and conduct disorders.

This behavior aims to harm others, oneself, or their symbols, and aggressive behavior is considered a compensation for the deprivation felt by the aggressor, whether direct aggression directed towards the source of frustration, be it a person or a thing, or transformed aggression directed towards a different source of frustration. (Fayyad, 2005)

- Nutritional Problems in Children:
Child nutrition is considered one of the problems parents face, requiring wise confrontation.

This problem manifests in the child feeling fear, experiencing colic, digestive disorders, loss of appetite, forcing food on the child, excessive care and worry, or following unhealthy eating habits that make the child reject food, leading to other problems such as vomiting, and not following a fixed schedule to prevent the child from feeling anxious due to not being reassured by those around him to meet his needs.(Al-Miladi, 2006)

The nutrition behavior adopted in childhood affects some aspects of the child's personality, and eating-related problems are characterized by psychological and behavioral changes towards food. The most common problems related to child nutrition include: loss of appetite, vomiting, and food cravings. (Al-Zughbi, 2005)

- Sleep Problems in Children:
The mental health of a child depends primarily on a reasonable amount of sleep. The proper functioning of the body's systems also requires an adequate amount of sleep. Physical and nervous stress can only be overcome through sleep.(Awad, 1999)

Some children suffer from sleep disorders, including insomnia, where the child struggles to sleep and wakes up feeling tired.

On the other hand, some children experience excessive sleep, sleeping for long hours during both day and night. Some exhibit behaviors while asleep, such as walking during the day. Others suffer from sleep terrors or night terrors. (Al-Naffai, 1998)

- Nervous Tics:
Some children may experience involuntary nervous movements that become habitual, such as leg shaking continuously, moving the nose right and left, moving the neck to the right and back. These movements usually occur automatically in a consecutive compulsive nervous manner, and the child is unable to control them despite parental warnings or reprimands . (Magdy, 2004)

A tic is a sudden contraction of striped muscles that occurs for a specific period. It is characterized by being involuntary, lacking a clear purpose, and occurring compulsively, usually in one of the upper limbs or the face. There are also verbal tics that manifest as repetitive sounds (repeating phrases repeatedly). (Al-Zughbi, 2005)

- Child Theft:
The behavior of theft is considered one of the common problems in childhood, and this behavior may be a clear indicator of some behavioral deviations later on.

Jebel (no year) adds that: Theft is nothing but a means to an end, and the things children steal are not actually their intended goal, as theft itself and its associated emotional impact may be an end in itself. Theft in this category of cases is a complex psychological problem because the reasons behind it are many, some of which are hidden from the child, all hidden because they operate hidden in the unconscious.

It can be said that theft is a behavior in which a child seeks to possess something without anyone knowing, which can lead to greater behavioral deviations later on.

- Lying in Children:
Children are born with pure nature and learn honesty and integrity gradually from their environment if those around them value honesty in their words and promises. However, if a child grows up in an environment characterized by lack of transparency and doubting the honesty of others, it is likely that they will learn the same behavioral patterns in facing life and achieving their goals.

A child living in an environment that does not help in directing the tendencies of honesty and training in it will find lying easy, especially if they have verbal ability and eloquence, as they try to avoid telling the truth and instead practice lying until it becomes familiar to them.(Butrus, 2008)

Lying in children may be intentional to deny the child's self an accusation, to defend themselves from punishment or harm, to gain something, to diminish the value of others, or to seek revenge due to feelings of jealousy. (Al-Zughbi, 2005)

- School Phobia:
In 1941, the researcher Johnson used the term school phobia to describe children who refuse to go to school for unreasonable reasons and resist going with reactions like anxiety about being forced to do so.

School phobia is known as the refusal to attend school by showing severe reactions, and by panic when the child is forced to do so. Thus, school phobia is considered one of the most common pathological fears among students (Marceili, 1982)

- Psychosomatic problems in children:
Psychosomatic problems are described as physical symptoms arising from emotional factors involving a single organic system of the organs controlled by the autonomic or involuntary nervous system.

Current physical complaints in children fall into four categories in terms of symptoms: heart and vascular disorders, gastrointestinal disorders, pain and weakness, pseudo-neurological disorders. From the medical physical side, there are unexplained disorders including: chest pains, asthma, gastrointestinal troubles, headaches, abdominal and limb pains, stress, skin allergies. These physical and psychological disorders are multi-symptomatic in a single child (al-sayyid, 1992)

1.2 Parenting Styles

1.2.1 definition
the extent of the child's perception of the Handling from their parents within the framework of social upbringing towards acceptance, which is manifested in the child's perception of warmth,

love, tenderness, care, approval, and security, verbally or non-verbally, or towards rejection, which is manifested in the child's perception of parental aggression and anger towards him, their annoyance with him, or their feelings of bitterness, disappointment, criticism, belittlement, deliberate humiliation, reproach through behaviors of hitting, cursing, mocking, sarcasm, indifference, neglect, and unequivocal rejection in a mysterious manner. (Mohammed, 1992)

From this definition, we note their discussion of parenting from two different perspectives, as some view it from the children's perceptions of how parental treatment is, and others view it as general methods used by parents in dealing with their children.

Nevertheless, they all emphasize one content, which is that parenting reflects the different forms of interaction adopted by parents with their children during the upbringing process, and children's perception of this interaction and what it means to them is the important factor that determines their psychological and social adaptation and harmony.

2.2.2 Types of Parenting Styles:

There are three types of parenting styles:

- The punitive physical style, reprimand, and threats, all indicating harshness and severity in treatment, and parental dominance that imposes a strict system on the child.

- The love withdrawal style (emotional deprivation), which involves parents expressing their anger and disapproval by ignoring their children, refusing to talk to them, listen to them, or threatening or frightening them with abandonment, or exprssing their lack of love.

- The guidance directive style, which involves valuing children's opinions, understanding them, advising them, and guiding them without resorting to punishment. (Al-Naffai, 1998)

2. practical Aspect

2.1 Study Method

The current study targets students in the second and third years of middle school to identify the most common psychological and behavioral problems and their relationship with their Parenting Styles. Therefore, the descriptive approach is suitable for the nature of this type of study.

2.2 Study Community and Sample:

The study was limited to Ali Douar Middle School in the municipality of El Abadia, Ain Defla Province, specifically targeting students in the second and third years of middle school, with a total of 228 students in the first semester of the academic year 2023-2024.

The study sample consisted of 100 randomly selected students from six classes at the middle school level, three classes from the second year and three classes from the third year.

2.3 Study Tools and Their Psychometric Properties:

The following tools were used:

Diagnostic Interview List for Children's Problems by Mohamed Assayid Abdel Rahman (1998):

The original version includes 13 dimensions representing the following psychological and behavioral problems: anxiety, anger outbursts, health-related fears, domestic problems, peer relationship problems, behavioral issues, sleep disorders, elimination problems, nervous habits, school problems, nutrition and health issues, sensory hallucinations, psychosomatic disorders.

It is worth noting here that the adapted version in the Algerian environment, by Saadia Abd El Laoui (2011), excluded some dimensions from the list and focused on only seven dimensions directly related to school, thus reducing the number of items from 153 to 65. This way, students can answer the list items with more focus and objectivity, without boredom or fatigue.

Parenting Styles test by Moussa Nadjib Moussa Maaouad (2003):
It includes 8 parental styles: overprotection, inconsistent treatment, acceptance, harshness, democracy, psychological pain arousal, differential treatment, neglect.
The psychometric properties of both instruments were verified through a survey study involving 30 male and female students from the second and third grades at Ali Douar Middle School in Al-Abadia Municipality, with the results summarized in the following:

*validity:
We compared the mean scores of the survey sample individuals, representing 27% of the highest scores and 27% of the lowest scores on the scale, to test the scale's ability to discriminate between different levels of Parenting Styles and Children's Problems among the sample individuals. The results were as follows:

Table 1. Differences between the mean scores of the two groups of the survey sample individuals on the Parenting Styles Scale and Children's Problems Scale.

	Lower Group N=8		Uppern Group N=8		t-value	sig	Significance Level
	$\overline{x}$	σ	$\overline{x}$	σ			
Parenting Styles	45.50	3.66	89.25	7.21	-15.66	0.00	0.01
Children's Problems	65.52	4.16	115.32	6.11	-35.66	0.00	0.01

The data presented in Table 1 clearly shows that the values of "t" are statistically significant at a significance level of 0.01. This indicates that the measurement tools have the ability to effectively differentiate between the two groups being compared, which is a strong indicator of its validity.

*Reliability: The Cronbach's alpha reliability coefficient for the Parenting Styles Scale was found to be 0.89, and for the Children's Problems was found to be 0.88 which suggests a high level of internal consistency.

3.Presentation of the Study Results:

3.1 Presenting, discussing, and interpreting the results of the first hypothesis, which states that the most prevalent psychological and behavioral problems among second and third-year students in intermediate education are anxiety and anger outbursts.
To verify the hypothesis, the mean and standard deviation of the sample individuals' scores were calculated for each dimension of the Diagnostic Interview Schedule for Children (DISC) and ranked according to the results of the Friedman test for rank significance. The results were as shown in the following table:

Table 2. Ranking of the mean scores and standard deviations of individuals' scores on each dimension of the Diagnostic Interview Schedule for Children (DISC)

Dimensions	Mean	Standard Deviation	Rank Average	Ka²	Dimension Order
Home Problems	35,27	0,48	6,12		02
Nervous Needs	6,89	0,12	1,19		07
Anger Attacks	26,66	0,13	5,16		03
School Problems	15,11	1,47	2,79	148.32 Statistically significant at 0.01 level	06
Anxiety	41,56	0,13	6,53		01
Behavioral Problems	17,32	0,57	3,28		04
Relationship Problems with Peers	16,61	0,34	3,20		05

Through the table, we notice that anxiety as a psychological problem ranked first with an average of 41.56 and a standard deviation of 0.13, showing convergence of the sample responses towards the mean, which can be attributed to various reasons, including organic and genetic causes, as well as psychological and social reasons.

This is mostly seen when one of the parents is anxious, as this anxiety is transmitted to the children due to the behavior of the father or mother, the continuous threat to the child, their punishment, frequent scolding or threats make the child believe that they are inevitably subject to punishment. Experiencing situations of frustration such as failure, fear of failure, dissatisfaction of the family with the child's achievements, and imposing higher achievements on them beyond their capabilities.

In the second rank, we find domestic problems with an average of 35.27 and a standard deviation of 0.48, which are related to the relationship between the child and their family, especially their parents. The children's responses indicate that they tend to be stubborn, leading them always towards punishment. They prefer to spend a lot of time outside the house, argue with their parents, and not comply with their requests, conflicts and disputes with siblings create a tense atmosphere filled with disturbance.

In the third rank, we find anger outbursts with an average of 26.66 and a standard deviation of 0.13, often caused by anxiety reasons we previously discussed, agreed upon by most researchers such as (Abdel Moneim, 2003) and (Safwat, 2000), like failure, frustration, parental tyranny, neglect, parents' nervousness and their children imitating them, the tense family atmosphere with poor marital relations, lack of cooperation and negativity between parents about the child's upbringing lead to their tension and disturbance, taking the form of anger outbursts, as well as excessive indulgence of the child, multiple authorities of control and

guidance.

In the fourth rank, we find the behavioral problems of the child with an average of 17.32 and a standard deviation of 0.57. These include general behavioral problems such as theft, lying, verbally assaulting other children (intimidating them) or physically by hitting them either with the hand or using sharp objects (bottle, stone...), excessive motor activity, attention deficit and inability to concentrate, breaking things and causing harm to people...

In the last ranks, we find in the fifth rank the relationship problems with peers with an average of 16.61 and a standard deviation of 0.34, and in the sixth rank: we find school problems with an average of 15.11 and a standard deviation of 1.47, indicating that the sample individuals have fewer problems at school in general and with their peers, which may be attributed to the factor of fear that enforces compliance and discipline within the school and following the established system. It may also be attributed to the efforts made by the institution and its staff, and their keenness on efficiently conducting the educational process.

In the last rank: we find nervous necessities with an average of 6.89 and a standard deviation of 0.12, expressing various automatic nervous behaviors and movements that some students frequently exhibit, such as constant leg shaking, involuntary tremors... or repeating some sounds that may have psychological reasons as mentioned earlier (anxiety and acute anger attacks) or organic causes resulting from central nervous system weakness. (Al-Zughbi, 2001)

3.2 Presentation, discussion, and interpretation of the results of the second hypothesis, which states that: there is a statistically significant relationship between the psychological problems of second and third year students in the middle school stage from our sample and parenting styles.

To verify this hypothesis, the Pearson correlation coefficient was used between the scores of individuals in the sample on psychological problems and their scores on the sub-dimensions of the parenting styles scale.

Table 3. Pearson correlation coefficient between the psychological problems students in the middle school stage and parenting styles

parenting styles	Anxiety	Anger attacks	Psychological problems
Excessive Protection Style	**0,32	**0,50	**0,52
Oscillation Style	0,23	0,63	0,12
Acceptance Style	*0,12-	*0,10-	*0,12-
Harsh Style	0.54*	0.56*	*0,24
Democratic Style	*0,16-	*0,21	*0,14-
Psychological Pain Provocation Style	0.22**	0.26*	*0,52

Neglect Style	0.31**	0.52*	*0,27

It is evident from the table that the scores of the sample individuals in psychological problems were inversely correlated with positive parenting styles, namely acceptance and democratic treatment, with correlation coefficients of -0.12 and -0.14 respectively, which are statistically significant at the 0.05 level.

The scores of the sample individuals were also positively correlated with negative parenting styles, including harshness, psychological pain stimulation, neglect, and excessive protection, with correlation coefficients of 0.24, 0.52, 0.27, and 0.52 respectively, all statistically significant at the 0.05 level.

However, the scores of the sample individuals in psychological problems were not correlated with the oscillation style in parenting.

This result can be interpreted in the light of the dimensions of psychological problems (anxiety and anger outbursts) where we find that both anxiety and anger outbursts are inversely correlated with positive parenting styles (acceptance and democracy) and positively correlated with negative parenting styles (harshness, psychological pain stimulation, neglect, excessive protection).

Excessive pampering and protection serve as a trigger for anger outbursts in a child accustomed to having his demands met, leading to outbursts if denied. Moreover, continuous threat to the child, along with punishment, frequent scolding, and harshness in treatment, make the child believe that he is inevitably subject to punishment.

Additionally, the family's dissatisfaction with the child's achievements, imposing higher expectations than his capabilities, his continuous fear of not being able to satisfy them, fear of failure, and exposure to punishment keep him in a constant state of anxiety, often manifesting in anger outbursts.

According to Al-Quraiti (1998), parents may resort to using a harsh, authoritarian, and strict approach with their children, driven by their extreme fear and concern for them, believing that these children are incapable of understanding their own interests as they do, and thus they strive to normalize them in the way they desire, by increasing advice-giving, issuing orders, and intervening in their most intimate affairs to determine their friendships, clothing, studies...

The parents may also resort to this approach due to their emotional characteristics such as rigidity and severity or as a result of imposing their aspirations on their children without considering the readiness or inclinations of those children.

Accepting the child and giving them a sense of reassurance is the solution to psychological problems, as an anxious child needs reassurance from adults who are characterized by calmness and stability. The educator must remain calm when children scream or get upset, and must show acceptance of their feelings of anxiety without directing criticism or blame, creating an atmosphere of security and optimism so that the child feels that what they are going through is something that can be faced and will pass peacefully. Encouraging children to express their emotions acts as a counter to anxiety, as providing opportunities for children to express their anger and frustration often reduces the intensity of anxiety.

Allocating time for the child to listen to them, understand their concerns, interests, and even trivial problems strengthens their self-confidence, enhances their abilities, and motivates them to persevere.

3.3 Presentation, discussion, and interpretation of the results of the third hypothesis, which states that: there is a statistically significant relationship between the Behavioral Problems problems of second and third year students in the middle school stage from our sample and parenting styles.

To verify this hypothesis, the Pearson correlation coefficient was used between the scores of individuals in the sample on Behavioral Problems problems and their scores on the sub-dimensions of the parenting styles scale.

Table 4. Pearson correlation coefficient between the behavioral problems students in the middle school stage and parenting styles

parenting styles	Home problems	Relationship Problems with Peers	Nervous Needs	School Problems	Behavioral Problems
Excessive Protection Style	*0,11	0,15	0,25	0,63	0,10
Oscillation Style in Treatment	0,04	0,12	0,36	0,24	0,25**
Acceptance Style	*0,11-	0,52	0,18	*0,52-	-0,63*
Harsh Style	0.62**	0.42	0.12	0.15	0,24
Democratic Style	*0,52-	0.25	0.52	0.14	-0,26*
Psychological Pain Provocation Style	0.23*	0.59	0.11	0.22	0,56*
Neglect Style	0.65**	0.52	0.15	0.41	0,69**

We notice from the table that the scores of the sample individuals in behavioral problems as a whole were inversely associated with positive parenting methods (acceptance and democracy) through the following correlation coefficients: -0.63 and -0.26, which are statistically significant at the 0.05 level.

They were positively associated with some negative parenting methods: oscillation in parenting, causing psychological pain, and neglect with correlation coefficients of 0.25, 0.56, and 0.69 respectively.

the multiplicity of controlling power of the child and the variable controlling power, in addition to the child's lack of parental attention, are among the most important reasons for the emergence of behavioral problems.

One parent may play the role of control in the family and the other the role of affection to mitigate the effects of deprivation and punishment. However, when this leads to imbalance in standards and contradictions in parental treatment aimed at tension and relaxation between the two parties, as if they are punishing each other through the children, this is a cause for the presence of a reverse effect and an increase in feelings of frustration, annoyance, and anger in the children, which negatively reflects on their behavior.

As for neglect, factors related to the parents themselves such as their personalities, marital unhappiness, or experiences of neglect in their upbringing may play a role.

The size of the family and hence the widening responsibilities of the parents may also be factors, or because one parent considers raising children the responsibility of the other party, blames them, and leaves the children caught between the two sides.

This may create an atmosphere filled with family problems and instability. These children will inevitably try to belong to a group that compensates them for what they have lost within the family through their peers, The group of friends has a significant impact on influencing their behaviors either negatively or positively. Children may acquire all forms of violence, aggression, and various behavioral patterns such as theft, lying, smoking...

It is clear from the table that the scores of individuals in the sample are directly related to behavioral problems with some negative parenting styles, as well as positively associated with positive parenting styles.

Conclusion:

Through this study, we attempted to shed light on the most important psychological and behavioral problems that may affect a child's academic life and general life through a field study in the intermediate education stage. The results of our study revealed that anxiety tops the list of psychological and behavioral problems, followed by domestic problems, anger outbursts, behavioral problems, relationship problems with peers, with school problems, and neurotic needs in the last ranks in terms of their prevalence among individuals in our sample, and we conclude from this that most of these problems originate initially in the family.

The study revealed a statistically significant positive relationship between negative parenting styles (excessive protection, neglect, harshness, psychological pain stimulation) and psychological and behavioral problems. The study also showed a statistically significant negative relationship between positive parenting styles (acceptance and democracy) and psychological and behavioral problems.

Based on these results, we suggest:

- The necessity of constant attention from parents and teachers to their children and students in order to early detect any problem that may hinder their daily or academic lives, and to put an end to it before it turns into severe psychological or behavioral problems.

- Developing counseling and therapeutic programs to take care of children suffering from various psychological and behavioral problems and implementing them.

- Working as a group (teachers, parents, school psychologist, and educational counselor) to identify the problems of school children, then understanding their nature, types, and the factors causing them, with the aim of developing a comprehensive action plan to address these problems, whether psychological or behavioral.

-Emphasizing the importance of a healthy family atmosphere, proper social upbringing, and parents following positive methods in dealing with their children.

References:

1. Abdel Khalik Ahmed. (1991). Fundamentals of Mental Health, Alexandria: Dar Al Ma'arif University.
2. Abdel Moaty Mustafa . (2003). Psychological Disorders in Childhood and Adolescence , Cairo: Dar Al-Fikr.
3. Abdel Momen Mohammed Hussein. (1986). Psychological Problems of the Child. Alexandria: Dar Al-Fikr Al-Jamai.
4. Al-Amayreh Mohamed Hassan. (2002). Classroom problems, Amman: Dar Al-Maseera for Publishing.
5. Al-Miladi Abdel Moneim. (2006). Psychological Problems Facing Children. Alexandria: Youth University Foundation.
6. Al-Nafai Abid Abdullah. (1998). The Relationship Between Parenting Styles and Self-

Regulation Among a Sample of Male and Female Students at Umm Al-Qura University. Education Journal. Al-Azhar University. 22.

7. Al-Niyal Mayssa Ahmed. (2002). Shyness and some dimensions of personality. Alexandria: Dar Al-Ma'arif Al-Jami'iya.
8. Al-Quraiti Abdul Matlub. (1998). In mental health. Cairo: Dar Al-Fikr Al-Arabi.
9. Al-Sayyid Askar Abdullah. (1992). A comparative cultural study of the differences between a sample of Egyptian and Yemeni children in their perception of parental acceptance and rejection. Journal of Psychological Studies issued by the Egyptian Association of Psychologists. 6(2).
10. Al-Zubaidi Ahmed Mohammed. (2003). Child Mental Health , Amman: Dar Al Thaqafah.
11. Al-Zughbi Ahmed Mohammed . (2005). Psychological and Behavioral Problems of Children. Damascus: Dar Al-Fikr.
12. Awad Abbas Mahmoud . (1999). Introduction to Developmental Psychology. Egypt: Dar Al Ma'arif Al Arabiya.
13. Butrus Hafez Butrus. (2008). Psychological Problems and Their Treatment. Amman: Dar Al-Maseera.
14. Fayyad Hussein Ali. (2005): Social Psychological Problems. Cairo: Tayyiba Foundation.
15. Jebel Fawzi Mohamed. (No year): Lectures in psychology. Egypt: Azrabat University Library.
16. Magdy Ahmed Mohamed Abdullah. (2004). Psychological disorders in children. Alexandria: Dar Al-Ma'arif Al-Jami'iya.
17. Marceili. D. (1982) . Enfant Et Psychopathologie . 6iem Edition. paris : Masson.
18. Mohamed Assayid Abdel Rahman. (1998). Studies in mental health Part One. Cairo: Dar Qabaa for Publishing.
19. Zahrani Hamed Abdel Salam. (1979): Mental Health and Psychological Therapy, Cairo: Dar Al-Fikr.