The Relationship Between Parenting Styles and Fear among Palestinian Children in the Gaza Strip

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Abstract

Aim: This study aimed to investigate the relationship between parenting styles and children' fears among school aged children in Gaza Strip.

Method: The study sample consisted of 380 children (183 boys and 197 girls) aged between 6 and 12 years old and their parents (180 fathers and 200 mothers). The researcher adopted the descriptive analytical design to represent the entire sample; where the simple was randomly selected from the targeted population. Children and parents were interviewed by modified version of FSSC-R-parents and child forms and the Parenting styles Inventory for the styles of parenting.

Results: The results showed that the children commonly reported the following fears: fears of fire and being burned (87.8%), fears of falling from high places (86.2%) reported. While 91.7% of parents said that they had fears for children of being hit by a car or truck and 85.2% said that they fear that children being shocked by electricity. Girls reported more fears than boys as reported by themselves and their parents.

For parental style, the most commonly parental style was dismissing parent (permissive) (70.8%), disapproving parent (authoritarian) (67.3%), Laissez-faire parent (uninvolved) (65.3%), and emotion-coaching parent (authoritative) (56.6%). There were no significant differences between the means of the parenting styles (Dismissing parent, Disapproving parent, Laissez-faire parent and Emotion-coaching parenting) according to children fears as reported by either children or the parents.

Keywords: Fears; Children; Parents; Parental style

Introduction

Parenting style, defined as "the parents' perceivable attitudes towards the child" [1,2], is the primary avenue through which the child becomes acclimated to social life and interaction [3]. Parenting styles are generally regarded as the attitudes, behaviors, and interaction styles that, when taken together, create an emotional context in which socialization efforts and family interactions can occur [1-3]. Cultural values shape socialization goals to influence parenting styles and practices, which in turn relate to child outcomes [1,2]. But, another aspect about culture and parenting styles came from Kim and Wong [4] defining the concept of culture as a critical force in this socialization process. While, Recent controversy concerns the outcomes of different parenting styles for child social development in low-socioeconomic

status, high-risk, inner-city families [5,6]. The parenting styles have many types, it may be described as dictator style, wet clay parents, or authoritative style that play a significant role in shaping the children's behavior. These styles have direct and special effects on children's behavior and trends which are reflected on children themselves and on their parents in the future. The authoritarian and permissive parenting styles appear to represent opposite ends of the parenting spectrum, neither of the styles has been linked to positive outcomes, presumably because both minimize opportunities for children to learn to cope with stress [5,6]. Following the parenting style classification scheme developed by Baumrind [7,8], four mutually exclusive parenting styles are derived. First, authoritative parenting, typified by high demandingness and high responsiveness, grants a significant amount of autonomy to the child and has been described as parenting that is rational, consistent, and warm. Second, authoritarian parenting, characterized by high demandingness and low responsiveness, represents total control of the child by the parent. Third, permissive parenting, defined by low demandingness and high responsiveness, is a parenting style that allows children to self-regulate without concern for the consequences of their actions. Last, uninvolved parenting, exemplified by low demandingness and low responsiveness [9], is a style in which parents are not involved emotionally with children and provide minimal supervision.

Schroeder and Mowen (2014) in study of parenting style transitions are across third waves of the National Longitudinal Survey of Youth, 1997. Consistent with estimates from prior studies 35.8% of the respondents have authoritative parents, 16.1% have authoritarian parents, 30.9% have permissive parents, and 17.1% have uninvolved parents. Authoritative parenting is all associated with decreases in offending in adolescents. Dwairy [10] studied the relationship between three parenting styles (authoritarian, permissive, and authoritative) and the mental health of Arab adolescents was tested. The results revealed that the parenting style with regard to girls tends to be more authoritative and less authoritarian than with regard to boys. Girls scored higher than boys on identity disorder, anxiety disorder, and depression scales, whereas boys scored higher than girls on the behavior disorder scale. There was no significant relationship between the authoritarian parenting style and the mental health measures. A significant positive relationship exists between the authoritative parenting style and the mental health of children. Among boys, the permissive parenting style was associated with negative attitudes towards parents, lower self-esteem and increased identity, anxiety, phobia, depressive, and conduct disorders. Dwairy and Menshar [11] studied Parenting style of 351 Egyptian adolescents. Results showed that in rural communities the authoritarian style is more predominant in the parenting of male adolescents, while the authoritative style is more predominant in the parenting of female adolescents. In urban communities, on the other hand, the authoritarian style was more predominant in the parenting of female adolescents. The connectedness of all female adolescents with their family was stronger than that of male adolescents. The connectedness of girls was found to be more emotional and financial in villages and to be more functional in town. Female adolescents reported a higher frequency of psychological disorders. Mental health was associated with authoritative parenting, but not with authoritarian parenting. It seems that authoritarian parenting within an authoritarian culture is not as harmful as within a liberal culture. Dwairy., *et al*. [12] studied 2,893 Arab adolescents in eight Arab societies. Results showed that all parenting styles differed across Arab societies. Cluster analysis revealed three combined parenting patterns: inconsistent (permissive and authoritarian), controlling (authoritarian and authoritative), and flexible (authoritative and permissive). The mean score of the authoritarian style was higher among males, whereas the mean score of the authoritative style was higher among females. First-born adolescents reported higher level permissive parenting than other adolescents. The effects of urbanization, parents' education, and the family economic level on parenting were minor.

Fears of children are affected directly by parenting styles adopted by parents in children development and rearing throughout the life. Gilmore and Campbell [13] in a study aimed to determine the possible impact of such distal events; fears were measured in a sample of 220 children aged 6 to 12 years using the Fear Survey Schedule for Children (FSSC-R) as well as a free option method. On the FSSC-R, the type and intensity of children's fears were similar to previous studies conducted over the past two decades, with being hit by a car, bombs and being unable to breathe producing the most fear. By contrast, spontaneous responses indicated that children's greatest fear was of animals. Surprisingly few children mentioned war and terrorism without prompting. The findings suggest that concerns about Australian children becoming more fearful as a result of media coverage of war and terrorism are not supported. Latouf [14] in study of the relationship between parenting styles, as used by the pre-school parent and the social behaviour of the five-year old. The results indicated

primarily that the Authoritative Parenting Style was most used by the parents of the five-year old group and that this Parenting Style tends to lead to more acceptable social behaviour among the five-year olds. Erlanger., et al. [15] examined the relations among authoritative parenting style, academic performance, self-efficacy, and achievement motivation using a sample of college students (N = 264). Results indicated that authoritative parenting continues to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance. Additionally, the study tested the interaction between self-efficacy and authoritative parenting, but the interaction was not significant. Elias and Yee [16] studied the parenting styles (paternal and maternal) and student's achievements. The sample consisted of 247 Form Four students in two secondary schools. The findings revealed that perceived paternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students' academic achievement. The findings also revealed that perceived maternal permissive, authoritarian, and authoritative parenting styles were not significantly corre-lated with students' academic achievement. Moreover, Campbell and Gilmore (2009) in a study aimed to investigate of 220 children fears from the father's perspectives or informants. The finding showed that there were significant differences between the total "children fears" score responses among the parents and their children. The parents (fathers and mothers) provide different responses when generating a spontaneous list of their child's fears and worries, or rating the intensity of their fears on the FSSC-R, there is much less consistency between parents and children. The aims of this study were 1) To identify the types of parenting styles of school age children, 2) to identify the types of fears, 3) to investigate the relationship between parenting styles fears and socio-demographic variables.

Method

Participants

A simple random sample consisted of 380 school children. The total number of boys was 183 (48.2 %) and 197 were girls (51.8 %). The age range from 6 - 12 years (M = 9 years).

Measures

Socio-demographic questionnaire

This questionnaire included information about age, sex, place of residence, and family income.

Parenting styles inventory [17]

The parenting styles inventory (PAI) is an 81-item test developed to assess parental authority or disciplinary practices from the parent's point of view [17]. It is designed to reflect the four basic parenting styles: dismissing parent, disapproving parent, laissez-faire parent, and emotion-coaching parent. This inventory classified to four parenting styles that checked by (true or false) and measuring the specified classification according to the following criteria: Dismissing parent (items: 1, 2, 6, 7, 9, 12, 13, 14, 15, 17, 18, 19, 24, 25, 28, 33, 43, 62, 66, 67, 68, 76, 77, 78, 80).

Disapproving parent (items: 3, 4, 5, 8, 10, 11, 20, 21, 22, 41, 42, 54, 55, 56, 57, 58, 59, 60, 61, 63, 65, 69, 70) Laissez-faire parent (items: 26, 44, 45, 46, 47, 48, 49, 50, 52, 53). Emotion- coaching parent (items: 16, 23, 27, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 51, 64, 71, 72, 73, 74, 75, 79, 81). The internal consistency of the scale was measured by Chrobnach's alpha (α = 0.70).

Fears Self –Rating questionnaire (FSSC-R) child version [18,19]

Fear survey schedule for children, the FSSC-R consists of 80 stimulus items to which children respond on a three-point scale indicating how much fear (none, some or a lot) they have of particular things. Researcher estimated the reliability of the Fears Self –Rating question-naire (FSSC-R) child version by using the equation of Cronbach's alpha (No. of items = 78); where the value of alpha (α =0.94). The fears Self –Rating questionnaire (FSSC-R) child version measurement device is valid and reliable for data collection. This scale was translated to Arabic by the firs author and back translated to English by the second author. No significant differences were found.

Fears Self–Rating questionnaire (FSSC-R) parent version

Fear survey schedule for parents, the FSSC-R consists of 80 stimulus items to which they respond on a three-point scale indicating how much fear (none, some or a lot) they have seen in their children of particular things. Cronbach's alpha (No. of items = 78); where the value of alpha ($\alpha = 0.74$). This scale was translated to Arabic by the firs author and back translated to English by the second author. No significant differences were found.

Study Procedure

An approval letter was obtained from Helsinki committee in the Ministry of Health to allow the researcher to carry out the study. In addition to an approval letters were obtained from the Ministry of Education. Also, a cover letter describing the study aim and its purpose and a guarantee that the study was for scientific research and didn't carry any threats or harm to the children or their parents was attached with each questionnaire to parents and they were asked to sign it. The children were interviewed in their classrooms by 3 trained nurses. The completed consent forms and questionnaires were returned to the researcher within 48 hours from parents. The study was carried out in 2011.

Statistical Analysis

The data was analyzed using the statistical package for social sciences (SPSS) program (version 20). Descriptive techniques were used to examine the similarities and differences of variables associated with fears of children and parental styles. The statistical significance of differences was assessed using two-tailed independent samples t-tests ($p < 0.05$). One Way ANOVA test was performed to test the statistical significance of between more than two group differences for distributions and means. The Pearson correlation was used to examine the relationship between type of fears and parental styles.

Results

Socio-demographic results of the study sample

The total numbers of children selected were 380. Boys were 183 (48.2 %); girls were197 (51.8 %). The minimum age was 6 years and the maximum age was 12 with mean age of 9 years. Regard place of residence, 71 children live in North Gaza (18.7%); 180 live in Gaza city (47.4%); 31 live in Middle area (8.2%); 74 live in Khan Younis (19.5 %); and 24 live in Rafah (6.3%). Regarding family monthly income, 150 of children had family income less than $ 300 (39.5%); 100 had monthly income $301-500(26.3%), 93 had an income $501-750 NIS (24.5%), and 39 had $751 and more (9.7%).

	N	%
Sex		
Male	183	48.2
Female	197	51.8
Parents Gender		
Father	180	42.1
Mother	200	57.9
Type of residence		
City	277	72.9
Camp	35	9.2
Village	68	17.9

Place of residence		
North Gaza	71	18.7
Gaza	180	47.4
Middle area	31	8.2
Khan Younis	74	19.5
Rafah	24	6.3
Family income		
Less than $ 300	150	39.5
$ 301-500	100	26.3
$ 501-750	93	24.5
$751 and more	37	9.7

***Table 1:** Socio-demographic variables of the study sample (N = 380).*

Types of children fears

The commonly fears symptoms reported by children were "Fire-getting burned" (87.8%) followed by "Falling from high places" (86.2%); while the least fears were "had to go to school (38.7%), and "Talking on the telephone" (43.5%). While the commonly fears symptoms reported by the parents were "Fire-getting burned" (91.7%), "Fears of my child being hit by a car or truck" (91%), and the least fears reported by parents were: Having my child to go to school (38.7%) and "Riding in the car or bus" (39.7%).

	Fears reported by children	**%**		**Fears reported by parents**	**%**
1.	Fire-getting burned	87.8	**1.**	Fire-getting burned	91.7
2.	Falling from high places	86.2	**2.**	Being hit by a car or truck.	91.0
3.	Earthquakes	85.2	**3.**	Getting a shock from electricity	90.6
4.	Being hit by a car or truck.	84.4	**4.**	Falling from high places	90.0
5.	Getting lost in a strange place	82.6	**5.**	Failing a test	88.9
6.	Failing a test	82.4	**6.**	Earthquakes	88.6
7.	Bombardment -being invaded	82.2	**7.**	Bombardment-being invaded	87.3
8.	Germs or getting a serious illness	82.1	**8.**	Snakes	87.0
9.	Snakes	81.8	**9.**	Terrorists	86.5
10.	A burglar breaking into our house	81.4	**10.**	Germs or getting a serious illness	86.4

***Table 2:** Frequency of fears by children and parents (N = 380).*

Differences in children' fears according to sociodemographic variables

In order to test the sex difference between the children and fears the independent t test was performed. Children reported different types of fears according to the self—rating questionnaire, boys vs. girls (M= 145.19 vs. M = 167.92). The results showed that there were statistically significant differences in total fears scores toward girls (t (378) = 9.11, p < 0.001).

One-Way ANOVA was used to study the differences between children fears for both children version and parent version according to the family income. Post –hoc analysis test was done using Scheffee test, there were significant differences in children fears according to

children report (F (3, 379) = 3.02, p = 0.02) and parents reports (F (3,379) = 4.33, p = 0.005) toward families with low monthly income of $300 and less. Post –hoc analysis test showed that children living in refugee camps had more fears according to children report (F(2,379) = 4.17 , p = 0.01) and also parents report (F(2,379) = 10.2, p = 0.001) than those live in a city or a village.

Types of parenting styles

The following table 3 showed the parenting styles. The most commonly reported parenting style was dismissing parent with 70.8%, disapproving parent 67.3% and Laissez-faire parent 65.3% and the lowest one was emotion-coaching parent 56.6%.

Parenting Styles	N	Min.	Max.	Mean	SD	Ratio Scale
Dismissing parent	380	26	42	35.43	2.79	70.8
Disapproving parent	380	24	41	30.98	3.53	67.3
Laissez-faire parent	380	10	19	13.07	1.77	65.3
Emotion-coaching	380	23	39	29.07	2.98	56.6
Total score	380	85	127	108.55	7.08	67.1

***Table 3:** Types of parenting styles (N = 380).*

Parenting styles and the sex of parent (Father or mother)

In order to test the sex difference for the parents (father/mother) among parenting styles types we performed t-independent test. As shown in the following table 4 the results showed no significant differences among parents in any type of parental styles (dismissing, disapproving, Laissez-faire and emotion-coaching parenting styles).

Parenting Styles	Sex	N	Mean	SD	t	p
Dismissing parent	Father	180	35.29	2.88	0.61	0.44
	Mother	200	35.57	2.68		
Disapproving parent	Father	180	31.15	3.71	2.83	0.09
	Mother	200	30.84	3.32		
Laissez-faire parent	Father	180	12.91	1.84	1.22	0.27
	Mother	200	13.25	1.67		
Emotion-coaching	Father	180	29.27	3.05	1.41	0.24
	Mother	200	28.98	2.94		
Total score	Father	180	108.63	7.59	3.21	0.07
	Mother	200	108.64	6.52		

***Table 4:** Independent t-Test comparing means of parenting styles according to sex (N = 380).*
p ≤ 0.05*, p ≤ 0.01**, p ≤ 0.001***

Relationship between Parenting Styles and children's fears

In order to analyze the relationship between parenting styles and children fears, Pearson-Product Moment Correlation Coefficient was used. Table 5 showed that there are no significant relationship among parenting styles and children fears for both [parent version and children version]. The findings suggest that the parenting styles [dismissing parenting, disapproving parenting, laissez-faire parent, and emotion-coaching parent] do not correlate with children fears for both children and parents versions.

Children fears		Dismissing parent	Disapproving parent	Laissez-faire parent	Emotion coaching
Fears Self–Rating questionnaire Parent Version	Pearson Correlation	0.07	-.066-	0.07	0.001
	Sig. (2-tailed)	0.20	0.20	0.15	0.97
	N	380	380	380	380
Fears Self–Rating questionnaire Children version	Pearson Correlation	0.03	0.00	0.04	-.074-
	Sig. (2-tailed)	0.55	0.99	0.41	0.15
	N	380	380	380	380

Table 5: *Correlation matrix among parenting style and children fears (N = 380).*

Discussion

The study showed children reported that they had fears of burned by fire (87.8%) and their parents reported that their children were of most fearful items from the same item as their children (91.7%). The children reported fears of for falling from high places (86.2%), while their parents reported that their children fear of "being hit by a car or truck (91%). Earthquake was reported by children as a third fearful situation by 85.2%, while "getting a shock from electricity" was classified as the third fearful situation as reported by the children parents. The results showed significant differences among children fears according to sex toward female's children.

The results of this study appears to be consistent with the results of Muris., *et al*. study (1997) which indicated that there were a significant difference between males and females according to sex in favor of females. The researcher hypothesized that for the dominant gender and concrete feeling which appear to be for males among the community and the females appear to be more sensitive and concerned by their parents more than boys.

In the same sequence the study showed that the children reported their most often fears are from fire getting burned by 87.8%; fear from falling from high places 86.2%; and fear from earthquake 85.2%. But, Muris., *et al*. found that the most fearful situation that reported by the children were; fear of bombing attacks/being invaded 70.6%; being hit by a car or truck 70.3%; not being able to breathe 67.8%; getting a serious illness 60.4%; falling from high place 57.4% ; and fire /getting burned 53.8% (Muris., *et al*. 1997).

While, study results of Gilmore and Campbell [13] showed that the type and intensity of children's fears were; being hit by a car, bombs and being unable to breathe producing the most fear. While, spontaneous responses indicated that children's greatest fear was of animals. Surprisingly few children mentioned war and terrorism without prompting. These findings appear to be consistent with the results of Campbell and Gilmore (2009) that showed the parents provide different responses when generating a spontaneous list of their child's fears and worries, or rating the intensity of their fears on the Fears Self – Rating questionnaire FSSC-R. There is much less consistency between parents and children.

This could be to the context surrounding and culture diversity play a significant role in defining the fears and its severity through the study sample. This means that every community is exposed to different types of fears (War, Accidents, Falling down, and all the fears) that occupy the children and their families for a specified time and point of view. So, in the study community as regarded by the children the most fearful event is "getting fire/burned" which reflects specified time in which the data collected during the electricity problems and the general use of generators among the Gazan's population in which many deaths and injuries occurs because of the misuse of the generators. The results of the current study indicated that there were significant differences among the means of the children fears both children and parents according to the type of residence toward those who live in camps for children version and toward those who live in camps and village for the parent version. This could be attributed to the fact that the children who live in camps exposed more frequently to the fears because they are prone to car accidents in crossing the streets, danger of generators and falling from windows. But children's

parents reported more fears among their children because they suffer from the same situations in addition to the danger of the street, accidents, and heavy trucks. There were significant differences among the means of the children fears [Children and Parent] according to family income level in favor of those who have family low income. These differences reflect the importance of family income variable and its correlation with children fears, since the low income level reported fears more frequently than those who are classified as medium or high level income. The researcher thinks that this is related to insufficient recreation activities that may be offered for the low income children and also they have no chance to do any thing that except they must accept the reality they face.

The results demonstrated that the highest parenting style used by parents was permissive parenting (dismissing parent) with 70.8% followed by authoritarian parenting (disapproving parent) 67.3% and uninvolved parenting (laissez-faire) parent 65.3% and the lowest one was authoritative parenting (emotion-coaching) parent 56.6%. These results reflect the parenting styles that are used by the parents in our community as the main source for rearing and educating the children inside the community. But, the study results of Elias and Yee [16] found that the majority of the children in their study perceived their father as authoritative (n = 200, 81.00%), followed by authoritarian (n = 25, 10.10%) and permissive (n = 19, 7.70%). There were three subjects who do not have father (n = 3, 1.20%), thus were unable to answer the questionnaire pertaining to paternal parenting style.

These results appears to be inconsistent with the results of Latouf [14] which indicated that the authoritative parenting style was the mostly used by the parents of the five-year old group and that this parenting style tends to lead to more acceptable social behaviour among the five-year olds. While, the study results of Dwairy., *et al*. [12] found that all parenting styles differed across Arab societies, where the Arab societies have mixed parenting styles for their children and they responded differently to every parenting style. However, Dwairy., *et al*. [12] indicated that authoritative parenting was associated with a higher level of connectedness with the family and better mental health of adolescents. The study results of Dwairy and Menshar [11] indicated that authoritarian parenting within an authoritarian culture is not as harmful as within a liberal culture. In the Islamic culture the parents' love for their child is so taken for granted that it is not even thought necessary to state this as a requirement for parents. However, in the Islamic culture the main responsibility of the parents to their child is to support him with the suitable education (this is to be understood in the broadest possible sense, including all things that assist the child to become a good and right human being). The Qur'an also places great responsibility on the child in regard to his parents, requiring the child to be kind to the parents, to help his parents in their old age, to never talk to his parents with contempt, to never reject his parents, to honor them, and to fulfill all these responsibilities with humility.

These results appears to be inconsistent with the study results of Dwairy., *et al*. [12] that indicated that the mean score of the authoritarian style was higher among males, whereas the mean score of the authoritative style was higher among females. In addition, the first-born adolescents reported higher level of permissive parenting than other adolescents.

The researcher hypothesized that because the parents used mixed parenting styles for children rearing and the dominant parent considered the father in the Palestinian community. However, as mentioned before the parenting styles depend on the cultural view among the Palestinian families in which there were no selected criteria for defined style.

There were no significant differences among the means of the parenting styles dismissing parent, disapproving parent, laissez-faire parent and emotion-coaching.

The study results demonstrated that there are no significant differences among the means of the parenting styles (the four styles) according to children fears level as reported by either children or the parents. The current study appears to be inconsistent with the study results of Dwairy [10] who found that among boys, the permissive parenting style was associated with negative attitudes towards parents, lower self-esteem and increased identity, anxiety, phobia, depressive, and conduct disorders. While Chen., *et al*. [20] found that authoritarian parenting was associated positively with aggression and negatively with peer acceptance, sociability-competence, distinguished studentship and school academic achievement. In another study by Dwairy [10], girls scored higher than boys on identity disorder, anxiety

disorder, and depression scales, whereas boys scored higher than girls on the behavior disorder scale that accompanied the authoritative style. Also, the same study revealed that there was no significant relationship between the authoritarian parenting style and the mental health measures which matched with the current results. But, other studies by Dwairy and Menshar [11]; and Dwairy., *et al* [12] indicated that female adolescents reported a higher frequency of psychological disorders and mental health which were associated with authoritative parenting, but not with authoritarian parenting.

The researcher attributes result that found no correlation among the parenting styles and children fears to the structure of the families that employ the dignity and protection for the children regardless of the parenting styles. Also, due to the connectedness between children and parents where the parents are required to provide the ultimate requirements and necessities for the children whenever possible and to provide the protection from different types of fears because these issues were from the core functions of the parents. The parents try to offer all the comfortable facilities and services for their children to grow up safely and with secure needs. In this regard the parents care for their children development, nurturing, communication regardless of the parenting styles they adopt.

In another study by Elias and Yee [16]; it was shown that perceived paternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students' academic achievements. Also the findings revealed that perceived maternal permissive, authoritarian, and authoritative parenting styles were not significantly correlated with students' academic achievements [21,22].

Clinical Implications

Such findings encourage and reinforce the roles of the counselors at the schools in alleviating the children fears and promote periodically follow up for the children at schools. Promote active participation among the children and the teachers at schools as well as the counselors to help in reducing the children fears. Establish a specialized rehabilitation unit for children to express their feeling freely and provide frequent psychological support regarding their fears and phobias. Promote and reinforce the policies that protect the children rights according to the Palestinian law and according to the international agreements.

For the parents they have to maintain psychosocial connection and communication among the children and their parents regarding children fears and phobias. Customize specific programs for children that help in reducing the fears and phobias accordingly with their parents and schools counselors. Promote public educational programs regarding children fears using the media and advertisement to help the target group specifically to help the parent in identifying the children fears. Reinforce the favorites activities that children prefer to alleviate their fears and phobias and let them express their feelings.

For the children: we have to promote active participation among the children and their parents at homes, teachers at schools as well as the counselors to help in reducing the children fears. Let the children express their fears and phobias to help in minimizing the effects of their fears. Make a follow up and consecutive care for the children regarding their fears and phobias.

For this purpose the researcher suggests the following recommendations: Reinforce and encourage the emotion–coaching parenting (authoritative) administration between the children's parents since this style help the children grow and develop independently, and let them be self-reliance and motivated. Customize the parenting styles according to the children adjustment and motivation to help them better in their development. Promote constructive communication between the parents and their children to achieve the best parenting styles output for the safety of the children. Instruct the parents to be selective for their parenting styles and approaches to be more valuable and specific in their communication with the children.

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