

Parents' Behavior towards Their Children and Its Relationship to Prep- Stage Students' Motivation for Achievement in Menoufia Governorate

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Abstract: This research aims at studying the parents' behavior towards their children and its relationship to the pre-stage student's motivation for achievement in Menoufia Governorate. The following forms were used in the research to collect the data: the student's socio-economic information form, the parents' behavior towards their children questionnaire and the primary, prep and secondary students' motivation for achievement measure. The study sample includes (250) male and female students, 50% each and 61 were excluded for incomplete information. The total sample became (189) male and female students at Ashmoon schools, Menoufia Governorate for the first academic term of the year 2011 / 2012. The study found out the following most important results: (1) There are differences statistically significant between the socio – economic factors and the parents' behavior towards their children. (2) There are differences statistically significant between the socio – economic factors and the motivation for achievement. (3) There is a strong significant relation between the parents' educational level and the parents' behavior towards their children. (4) There is a strong significant relation between the parents' educational level and the motivation for achievement. (5) There is a significant relation between the parents' work and the motivation for achievement. (6) There is a significant relation between the parents' work and parents' behavior towards their children. (7) There is no relation between the family's residence place and the motivation for achievement. (8) There is no relation between the parents' behavior towards their children and the motivation for achievement.

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1. Introduction

The family represents the most important and effective element in the environment on the sound growth of the society because it is the medium in which the abilities of the child are formed and his first experiences acquired.

These experiences affect his growth mentally, physically, spiritually, morally and socially in the different stages of his life. This is what was affirmed by the clinical and follow – up studies and the anthropological studies for peoples regarding the family's important and vital role in bringing up the child and the growth of his character (**Ilham Ebeid , 1989**).

Therefore, the children's stability and development depend greatly on what relations prevail in the family. **Abdel Halim El – Sayed**concluded that the parents' acceptance and allowing the children to be independent leads to their self – confidence and safety. Such acceptance and love on the part of the parents have to be controlled. A small amount of failure and frustration enables the individual to bear any social pressured posed by a mysterious situation. Children need their parents' time and guidance away from excessive protection or negligence (**Yussra Abdel Aty, 2011**).

Parental methods can be defined according to

Hoda Kenawy (1988) as : "The procedures and methods followed by the parents in socializing their children and changing them from only creatures to social creatures that dopt certain attitudes which direct their behaviour until they become parents".

Both **Mahmoud Mansy and Mohamad Bayoumy (1989)** define parental methods of treatment as : "a group of method followed by the parents in dealing with their children as realized by the children inside family , and represented in (cruelty – acceptance – hesitation).

Previous studies proved that the children's behaviour is driven by many different motivations to satisfy their basic biological needs such as hunger , thirst , avoidance of pain and satisfying their social needs such as love , acceptance and normalization. The motivation for achievement during the school years is one of the important motivations which direct the child's behaviour towards achieving acceptance or avoiding disacceptance in situations which require excellence. That is why it is not strange that the motivation for achievement is a controlling power in the child's school life so that the teachers' acceptance of children depend basically on their continuing in achieving a high level of achievement.

P.H. Mussen (1969) states that the behaviour behind the motivation for achievement may satisfy

other motivations. Getting good school marks, which is one of the most important aims of our modern school culture may achieve respect for the child by his colleagues which satisfies his needs to achieve an acceptable social status and showing love and sympathy of the parents. The child may satisfy the motive for aggression by achieving excellence over his colleague.

Dr. **El- Kind (1978)** affirms that men – generally – achieve higher marks in the level of motivation for achievement than women. The family first child excels other children in this motivation.

Kagan (1972) states that individuals with high motivation for achievement tend to be realistic in risky situations because they usually avoid situations of which they are certain that they will succeed with low benefit; they also avoid the situations of which they are very sure they will fail although in case of success (which is a small probability) they will get a very great benefit. Individuals with high motivation for achievement and low worry level prefer jobs which give them good chances of success and reasonable benefit, whereas those with low motivation for achievement high worry level tend to prefer easy jobs with low return or jobs with high return, whose responsibilities require greater abilities than theirs.

It is known that the motivation for achievement is not instinct, but can be acquired from parents and family members or other persons with whom the child deals. Studies showed that parents' actions and attitudes lead to encouraging the need for achievement in children.

Members with high motivation for achievement decided that their mothers used to ask them to do some jobs in their early age such as going to bed, wearing clothes, caring for themselves, saving pocket money through work and choosing their clothes by themselves. Those individuals said that they were rewarded by gentle touches by their mothers.

Studies showed that the motivation for achievement is positively related with independence and self – confidence and can be practically developed. Kg children who were found to spend most of their time and effort in acquisition activities such as drawing, painting, making clay models and reading books are generally less dependent on outside help than their colleagues who rarely participate in these activities.

Problem of study:-

Parental practices followed by the parents in the upbringing of their children especially in childhood are an important factor in the development of the individual. Many studies conducted in this field showed that the psychological atmosphere which accompanies these practices has not only an

undeniable effect on the level of character development but also on the individual's psychological adaptation generally. It is natural to exist clear differences between the psychological atmospheres in different families: some families are considered good places for upbringing children and others are not (Sameha Karam et al. 1994).

Most parents face the problem of the relationship between them and their children differently from their children. Parents see the necessity of having their children's obedience; it is their right and so they are less able to guide their children. Children, on the other hand, see that their parents' orders as interference in their affairs (Sameha Kara metal. 1994)

The study by Sameha Karam et al. (1994) showed that there are no differences between fathers and mothers in the way of dealing with their children regarding tolerance, predominance, control whereas control had a positive relation in the parents – directed group, and tolerance and predominance had no relation for the same group.

Previous studies proved that the children's behaviour is directed by many different motives to satisfy their different biological needs such as hunger, thirst, and avoidance of pain or social needs such as love, normalization and acceptance. The motivation for achievement during the study years is one of these motivations directing the child's behaviour towards achieving acceptance or avoiding disacceptance in the situations which require excellence (Farouq Abdel – Fattah, Motivation for Achievement Scale).

The studies also showed that the motivation for achievement is positively related with independence and self – control and can be practically developed (Farouq Abdel – Fattah, Motivation for Achievement Scale).

The study of **Faouq – Praqat (1983)** showed that males have higher level than females for motivation of achievement in the grades 3 – 10 then females become higher both in the Egyptian and American cultures. In the Venezuela Culture, girls are superior to boys until the seventh grade then boys are superior (Farouq Abdel – Fattah n.d.)

The study of **Ho – Li (1981)** proved that boys are superior to girls in the motivation for achievement and in actual achievement. The motivation for achievement for boys increase with age (**Farouq Abdel – Fattah n.d.**)

From the previous review, the study problem can be formed in the following major question: what is the relationship of the parents' behaviour towards their children as realized by children and its relationship with the motivation for achievement for the pre – stage students in Menoufia University. This leads to the following minor questions:

- 1- What are the parents' behaviours as realized by their children and their relationship to some socio-economic variables of the sample.
- 2- What is the relationship of the parents behaviours with the motivation for achievement for the prep – stage Menoufia Governorate students ?
- 3- What is the extent of the influence of the environment (rural – urban) on the parents' behaviour and its relationship with the motivation for achievement in school students.
- 4- Have income and education level a relationship with the parents' behaviour and the motivation for achievement in the prep – stage Menoufia Students?

Importance of Study:

The importance of study lies in knowing the parental methods towards their children as realized by those children and their effect on the motivation for achievement in the prep – stage students. This happens through shedding light on :

- 1- The Parental methods towards their children as seen by those children , and which have the most effect on their character and abilities in school life and at home.
- 2- Knowing the effect of parental behaviour on the motivation for achievement in the prep stage student.
- 3- Knowing the effect of the socio – economic factors of the family on the parental behaviour towards children.
- 4- Knowing the effect of the socio – economic factor of the family on the prep stage students motivation for achievement.
- 5- Studying the effect of the parental treatment as realized by children on the cademic development of the prep stage menoufia student in early teen age.

Objectives of Study:

The study mainly aims at studying the parental attitudes as realized by their children and their relationship with the motivation for achievement for the students of the prep stage (mal & female) in Menoufia Governorate to achieve thi objective , the following minor objectives should be achieved :

- 1- Studying the effect of socio – economic factors of the family on the parental methods towards children.
- 2- Studying the relationship between the parental methods of treatment and the extent of the motivation for achievement in the prep stage Menoufia male / femal students.
- 3- Studying the effect of the socio – economic factors on the motivation for achievement in the prep stage male / female students.

Hypotheses of Study :

- 1- There are differences statistically significant

between the socio – economic factors and the parents' attitude towards their children.

- 2- Tere is a relationship statistically significant between the socio – economic factors and the motivation for achievement.
- 3- There is no significant relationship between the parents behaviour towards their children and the motivation for achievement.
- 4- There is a relationship between the parents' educational level and their behaviour towards their children.
- 5- There is a relationship between the educational level of the parents and the motivation for achievement.
- 6- There is a relationship between the parents' work and their behaviour.
- 7- There is a relationship between the parents' work and the motivation for achievement.
- 8- There is a relationship between the family income and the parents' behaviour.
- 9- There is no relationship between the family income and the motivation for achievement.
- 10- There is no relationship between the family's house place and the parents' behaviour towards their children.
- 11- There are differences statistically significant between the family's house place and the motivation for achievement.

Terminology of study:

Parental Attitudes: refer to the teenager's ability to measure parental attitudes through the parental treatment methods followed by parents with children , though thes methods have varying patterns whether normal or abnormal and what the student realizes of parental practice of these patterns towards him.

Early teenage: is the period from (12 – 14) years , and it is the age stage subject of this study. It includes the prep – stage Menoufia male / female students.

Motivation for Achivement : is the desire for good performance and achieving success and excellence. It is a personal aim of the individual which activates and directs behaviour. It is one of the important components for children's academic success.

Method of Approach :

The research adopts the descriptive analytical approach as it is interested In determining the conditions and relationships found in reality and it is able to explain these relationships. It is not concerned only with collecting data but also with their analysis and interpretation to get real facts.

Tools of Study:

- To conduct this study, these tools were used:
- The student's socio – economic data form.
 - Questionnaire of parents' behaviour towards their

children (as realized by those children), and it includes many aspects.

- 1- Parental treatment method of the child.
- 2- Study area.
- 3- Play area.
- 4- General behaviour.

- Measurement of Motivation for achievement written and Arabicized by Farouq Abdel – Fattah Moussa , the original author is H.G.M Hermans and it was entitled "A Questionnaire Measure of Achievement Motivation".

The questionnaire was shown to a group of judges at the faculties of Home Economics in Helwan and Menoufia and the professors of Specific Education Menoufia University to make sure of the validity of the questionnaire and the necessary changes were made.

Sample :

The study sample included 250 male / female students from Ashmoon pre – schools in Menoufia and 61 were excluded for incomplete information.

The total sample became 189 male and female students 50% each (93 male – 96 female). The study was conducted at Fatma El – Zahraa prep School for Girls and Aly ibn Abi Taleb prep school for Boys in Ashmoon , Menoufia Governorate for the first term of the academic year 2011 – 2012

Validity and Invariability of the Tools:

- 1- Validity of the Questionnaire:

A) Judges' Validity

The questionnaire was shown to a group of judges from the professors of the faculty of home economics and specific education and they all agreed that the questionnaire is applicable.

Tool Validity

- 1- The questionnaire

The validity of the content of the questionnaire of the parents' behaviour towards their children where the alpha cronbach co- efficient was carried out for the questionnaire and it's parts and it was clear from alpha cronbach co- efficient that the questionnaire is valid and applicable as this table shows :

Table (1) Alpha cronbach co-efficient for the questionnaire of the sample

Questionnaire	Alpha co-efficient	Cooustaut ce-efficient
Part 1	61	78
Part 2	46	67
Part3	52	72
Pat 4	59	77
The questionnaire as a whole	76	87

It is clear from the previous table that alpha co-efficient is 76% which is a good percentage , the

constant coefficient for the questionnaire as a who is 87% , which is a good percent , that is , it can measure what it was made for ; the lowest percent was in the second part of the tool with a percent of constant coefficient 67% which is an acceptable percent.

2- For the Measurement of the Motivation for Achievement: as the author stated for the measurement inside the measurement.

Invariability of Test :

The measurement was applied to a sample of boys and girls in the prep secondary and university stages in Sharkia governorate ages ranging 13 – 24 years , the total sample size 598 persons 372 male , 226 female and the constancy co – efficient was calculated by applying Alpha co- efficient :

$$r_{11} = \frac{T}{S} \left(1 - \frac{\sum d_i^2}{N \cdot S} \right) \text{ where}$$

Means constancy co-efficient.

N = number of test items.

d_i^2 = discrepancy of sample scores in one item.

S^2 = discrepancy of sample scores in the whole test.

w.A. Mehrens argues that the previous equation is derived from Keyodard Richardson's no.20 and is used in the case of tests that give gradable grades (not limited to 0 – 1) such MCQ and essay questions :-

The researcher calculated the constancy co-efficient for the boys alone, for the girls alone and for both boys and girls (mixed sample). The following table shows the result of this step.

Table (2): Constancy co-efficient for boys , girls and mixed sample by applying alpha co-efficient equation

Boys	0.802
Girls	0.642
Mixed Sample	0.761

The researcher calculated the constancy by half partition method according to the sample members scores in half the test composed of questions in the odd order and the scores of questions in the even order. The results for the three cases in half the test and in the test as a whole by applying spearman – Brown equation as in the following table :-

Table (3): Constancy co-efficients in cases of boys, girls and mixed sample by half partion method

Sample	Half the test	The whole test
Boys	0.722	0.871
Girls	0.742	0.819
Mixed sample	0.765	0.867

It is noticeable that the constancy co-efficients calculated according to the half partition method are

higher than their quarter parts in the alpha co-efficient method since the latter method is stricter.

Hermans (1970) states that the constancy coefficients in the cases of primary, prep and secondary students are as in the following table :-

Table (4) Constancy co – efficient in the cases of primary, prep and secondary students

Primary Stage	0.80
Prep Stage	0.82
Secondary Stage	0.80

r.Prawat (1971) says that the constancy co-efficient for boys is 0.78 and for girls 0.81 He said that these co- efficient are calculated from the scores of boys / girls of the three stages.

Validity of the test :-

a) Judges Validity

Copies from the test were shown to 8 judges working in the field of education psychology and psychological measurement, and they were asked to determine :

A) Whether the item belongs to the motivation for achievement or not.

B) Whether the item was positive or negative

Table (5) : The percents of the judges estimation of how for the item belongs to the motivation for achievement

No. of item	%	No. of item	%	No. of item	%	No. of item	%
1	100	8	100	15	87.5	22	100
2	100	9	87.5	16	100	23	87.5
3	100	10	100	17	100	24	87.5
4	100	11	100	18	100	25	100
5	87.5	12	100	19	100	26	100
6	100	13	87.5	20	100	27	100
7	100	14	100	21	100	28	87.5

Table (6) : The percents of the judges Estimations of the positivity & negativity of Items

Item	Positive	Negative	Item	Positive	Negative	Item	Positive	Negative
1		100	11	100		21	100	
2	100		12	100		22	100	
3		100	13	100		23	100	
4		100	14	100		24	100	
5	100		15	100	100	25	100	
6	100		16	100	100	26	100	
7	100		17	100		27		100
8	100		18	100		28		100
9		100	19	100				
10		100	20	100				

From the previous two tables, it is clear that the judges estimations show that all the test items belong to the motivation for achievement since the percents of judges agreement is not less than 87.5, which is a suitable percent to be adopted. It is clear that the test includes 19 positive item and 9 negative items. The negative items are those number 1, 3, 4, 9, 10, 15, 16, 27 and 28 and the positive ones are the rest.

2- Experimental Validity

Zoo were chosen randomly from the study sample (100 boys, 100 girls) and the co-efficient factor was calculated for their motivation achievement test and academic achievement scores at the end of the year. The co-efficient factor was 0.67. Ringness (1965) states that the motivation for achievement is positively related to actual achievement, but he didn't state the value of the

co-efficient.

Hermans (1970) states that the individuals scores in this test is predictably related with the behaviour connected with achievement, but he did not again mention the value of co-efficient. **Prawat (1979)** says that the co – efficient for the individuals' scores in this test and the scores in their academic preference as it is expressed by GPA ranges 0.64 – 0.86 in the samples of boys and girls from grade 3 to grade 11 (from the third year primary to the second year secondary).

3. Results and Discussion:

First: Descriptive Results

1- Distribution of the sample members according to the father's work:

Table (7): Distribution of the sample members according to the father's work

Type of profession	Distribution	%
High profession	85	45
Middle profession	12	6.3
Low profession	84	44.4
Don't wor / retired	4	2.1
Dead	4	2.1
total	189	100%

It is obvious from the previous table that 45% of the parents work in high professions , 44.4% work in low professions, 6.3% work in middle professions and the lowest percent 2.1% don't work , retired or dead.

2- Distribution of the sample members according to the mother's work

Table (8) Distribution of the sample members according to the mother's work

Profession	Frequency	Percent
High profession	30	15.9
Middle profession	3.4	7.4
Low profession	4.7	10.1
Housewife	126	66.6
Total	189	100

It is clear that the highest value was 66.7% for the housewife (the mother does not work), 15.9% of the mothers worked in high professions and the lowest percent 7.4% for the mothers who work in middle profession.

3- Distribution of the sample members according to the father's educational level

Table (9): Distribution of the sample members according to the father's educational level

Profession	Frequency	Percent
Illiterate	23	12.2
Reads & Writes	47	24.9
Middle qualification	28	14.8
University qualification	63	33.3
Post graduate qualification	28	14.8
total	189	100

It is clear from the previous table that the highest percent was for the university qualification 33.3%, there 24.9% for those who read and write, 12.2% for the illiterate, 14.8% for the post graduate qualification and the same percent for the middle qualification.

4- Distribution of the sample members according to mother's Education

Table (10): Distribution of the sample members according to the Profession level

Profession level	Frequency	Percent
Illiterate	22	11.6
Reads & Writes	46	24.3
Middle qualification	45	23.8
University qualification	59	31.2
Post graduate qualification	17	9
total	189	100

The previous table shows that the highest percent was 31.2% for mothers who have a university qualification, 24.3% for the literate mother, 23.8% for the middle qualification mother and 9% for the post graduate.

5- Distribution of the sample members according to income source

Table (11) Distribution of the sample Members according to income source

Income Source	Frequency	Percent
Father's work	89	47.1
Mother's work	2	1.1
Father's and mother's work	47	24.9
Estate income	3	1.6
Properties	1	0.5
Other	7	3.7
Father's and mother's work & chicken keeping	1	0.5
Father's work & Properties	13	6.9
Father's and mother's work & properties	3	1.6
Father's work & chicken keeping	2	1.1
father's work and others	9	4.8
Father's work and estate income	1	0.5
Father's & mother's work and chicken keeping	1	0.5
Father's work & mother's , properties and others	1	0.5
Total	189	100

The previous table shows that the highest percent was 47.1% for the father's work, 24.9% was for the father's and mother's work, 1.1% for the mother's work , the lowest person 0.5% for the property as a source of income, father's work and property , father's and mother's work and chicken keeping , father's work and property income and father's and mother's work , property and others.

6- Distribution of the sample members according to the amount of income

Table (12) Distribution of the sample members according to the amount of income

Income range	Frequency	Percent
Less L.E 500	29	15.3
L.E 500 – Less 800	33	17.5
L.E 800 – Less 1200	51	27
L.E 1200 – Less 2000	37	19.6
More than L.E. 2000	39	20.6
Total	189	100

The previous table shows that the highest percent was 27% with an amount of income L.E 800 to less than L.E. 1200 , 20.6% the amount was more than L.E. 2000 , 19.6% the amount was L.E. 1200 – less than L.E 2000 , the lowest percent was 15.3% with amount of less than L.E. 500

Table (13) Distribution of the sample members according to the Family residence place

Family residence place	Frequency	Percent
Rural	40	21.2
Urban	149	78.8
Total	189	100

From the previous table , it is clear that 78.8% from the sample members had a family residence place (Urban) whereas 21.2% was (Rural).

8- Distribution of the sample members according to the number of the house rooms

Table (14) : Distribution of the sample members according to the number of the house rooms

Number of house rooms	Frequency	Percent
One room	16	8.5
Two rooms	38	20.1
3-4 rooms	114	60.3
5-6 rooms	16	8.5
More than 6 rooms	5	2.6
Total	189	100

The previous table shows that the highest percent was 60.3% with (3-4) rooms , 20.1% the house rooms were two , the lowest percent 2.6% the house rooms were more than 6

Table (18) : T.Test of the differences between the socio – economic factors and the parent's behaviour towards their children

Variables	T-Test	Free Scores	Significant Scores	Average of difference	confidence percent	
					Min	max
Socio – economic factors	690282	188	0.000	26.4921	25.7378	27.2484
Parent's behaviour toward their children	142.403	188	0.000	134.9947	133.1247	138.8847

9- Distribution of sample members according to the type of lighting

Table (15) Distribution of the sample members according to the type of lighting

Type of Lighting	Frequency	Percent
Electricity	183	86.8
Kerosene	6	3.2
Total	189	100

The previous table shows that 86.8% of the sample members was electricity lighting , 3.2% was kerosene lighting.

10- Distribution of the sample members according to water source

Table (16) : Distribution of the sample members according to water source

Water source	Frequency	Percent
Governmental	180	95.2
Wells	9	4.8
Total	189	100

The previous table shows that 95.2% of the sample members was governmental water and 4.8% was water from wells.

11- Distribution of the sample members according to sanitary drainage utility

Table (17) Distribution of the sample members according to sanitary drainage utility

Sanitary drainage	Frequency	Percent
Exists	160	84.7
Does not exist	24	15.3
Total	189	100

The previous table shows that 84.7% of the sample had sanitary drainage whereas 15.3% did not have sanitary drainage.

Secondly: Hypotheses

There are differences statistically significant between the socio – economic factors and the parent's behaviour towards their children. To ascertain of this hypothesis , one sample T. Tests were carried out according to the following table :

This table shows that there are differences statistically significant between the socio – economic factors and the parent's behaviour towards their children at significant level 0.001 , and hence we accept the proposed hypothesis.

The second hypothesis:

Table (19) : T.Test of the Differences between the socio – economic factors and Motivation for Achievement

Variables	T-Test	Free Scores	Significant Scores	Average of difference	confidence percent	
					Min	max
Socio – economic factors	69.282	188	0.000	26.4921	25.7378	27.2764
Motivation for achievement	122.009	188	0.000	69.2011	68.0882	70.3199

The previous table shows that there are differences statistically significant between the socio – economic factors and motivation for achievement at significant level 0.001, and hence we accept the proposed hypothesis.

Third hypothesis: There is no significant relation between the parent's behavior towards their children and the motivation for achievement.

To ascertain of this hypothesis, the Pearson's co-efficient was calculated as in the following.

Table (20): The relationship between the parent's behavior towards their children and the motivation for achievement.

Variables	Parent's behavior	Motivation for achievement
Parent's behavior towards their children	0.094	1
Motivation for achievement	0.198	0

The previous table shows that there is a weak positive relationship between the parent's behavior towards their children and the motivation for achievement the co – efficient factor was 0.094 and there is no significant relation at significant level 0.005, and hence we reject the hypothesis.

The fourth Hypothesis: There is a relationship between the parent's educational level and the parent's behavior towards their children.

Table (21): The relationship between the parent's educational level and the parent's Behavior towards their children

Variables	Parent's attitude towards their children	Father's educational level	Mother's educational level
Parent's attitude towards their children	1	0.47	0.0052
Father's educational level	0.047	1	0.821
Mother's educational level			1

There is a relationship statistically significant between the socio – economic factors and the motivation for achievement.

To ascertain of this hypothesis, on sample T.Tests were carried out according to the following table :

This table shows that there is a strong positive and direct proportion between the educational level of the parents and the parent's attitude towards their children at significant level 0.05, and hence we accept the proposed hypothesis.

The Fifth Hypothesis: There is a relationship between the educational level of the parents and the motivation for achievement.

Table (22): The relationship between the Parent's Educational level and the Motivation for Achievement

Variables	Father's educational level	Mother's educational level	Motivation for Achievement
Father's educational level	1	0.821	0.041
Mother's educational level	0.84	0.000	0.573
Motivation for Achievement	0.041	0.018	1

This table shows a positive direct proportional relationship between the mother's educational level and the motivation for achievement at significant level 0.001 , and hence we accept the hypothesis.

The Sixth Hypothesis: There is a relationship between the parent's work and the parent's behavior. To ascertain of this hypothesis, Pearson's co- efficient was calculated as in the following table:

Table (23): The relationship between the Parent's work and the parent's behavior

Variables	Father's work	Mother's work	Parent's behaviour
Father's work	1	0.383	-0.028
Mother's work	0.383	1	-0.033
Parent's behaviour	0.000	0.851	1

The previous table shows that there is a strong positive and direct proportion significant at 0.01

between mother's work and the parent's behavior and an inverse relation between the parent's behavior and the father's work, which make us accept the hypothesis.

The Seventh Hypothesis: To ascertain of this hypothesis, Pearson's co-efficient was calculated as in the following table:

Table (24) : The relationship between the parent's work and motivation for achievement

Variables	Father's work	Mother's work	Motivation for Achievement
Father's work	1	** 0.383	0.584
Mother's work	** 0.383	0.000	0.251
Motivation for Achievement	** 0.383	0.061	1

The previous table shows that there is a strong positive directly proportional between the parent's work and motivation for work at level 0.001 , and so we accept the hypothesis.

The Eighth Hypothesis: There is a relationship between the family income and the parent's behavior. To ascertain of this hypothesis , Pearson's co-efficient was calculated as in the following table :

Table (25) : Co- efficient between the family's income and the parent's Behavior

Variables	Co-efficient	Significant level
Income amount	141	0.053
Parent's behavior	1	0.053

The previous table shows that there is a relationship positive and directly proportional at 0.05 between the family income and the parent's behavior toward their, and so we accept the proposed hypothesis.

The Ninth Hypothesis

There is no relationship between the family income and motivation for achievement.

To ascertain of this hypothesis, Pearson's coefficient was calculated as in the following table :

Table (26) : Co-efficient between the family income and the motivation for Achievement.

Variables	Co-efficient	Significant level
Family income	14	0.852
Motivation for achievement	1	0.852

The previous table shows that there is a strong positive correlation between the family income and motivation for achievement, and it is insignificant at level 0.05 because $p > 5\%$ and so we reject the proposed hypothesis.

The Tenth Hypothesis: There is no relation

between the family residence place and the parent's behavior towards their children.

To ascertain of this hypothesis, an independent sample test was made as shown in the following table:

Table (27): The relationship between the family residence place and the parent's behavior

Variables	T value	Level	Significant level	Difference average
Family residence place	0.609	186	0.543	1.4326
Parent's behaviour	0.578	5.788	0.565	1.1326

The previous table shows that there is no relationship between the family residence place and the parent's behaviour towards their children since the significant level 0.543 which is more than 5%, and so we reject the proposed hypothesis.

The Eleventh Hypothesis: There are differences statistically significant between the family residence place and the motivation for achievement. To prove the validity of this hypothesis, the independent sample test was carried out as it is shown in the following table:

Table (27): Statistical Differences between the family Residence place and the Motivation for Achievement

Variables	t. Value	Free Scores	Significant Score	Difference average
Motivation for achievement	1.947	186	0.053	2.7135
Family residence place	1.831	55.201	0.073	2.7135

The previous table shows that there is a relationship between the motivation for achievement and the family residence place at significant level 0.05 , and so we accept the proposed hypothesis.

Recommendations:-

- 1- Making parents aware of the sound behaviours through competent authorities and encouraging them to practice them.
- 2- Making parents aware through the school and specialists of avoiding the bad behaviours and not to practice them at home.
- 3- Encouraging the children at home to practice good behaviours and at school and with friends and to be become accustomed to them.
- 4- Encouraging the children to have motivation for achievement through practicing good behaviours with them.

- 5- Encouraging the students by the school to practice good conduct in class and at home and increasing their motivation for achievement.
- 6- The school should make the parent's aware of practicing the good conduct with their children for motivation for achievement for children.
- 7- Encouraging the children to practice good methods and behaviours and practicing them with the children to increase their motivation for achievement.

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