

Parental Treatment Methods and Their Relationship to Behavioral Problems Among Students with Learning Disabilities

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ABSTRACT

The purpose of this study was to examine methods of parental treatment and their relationship to behavioral problems among female students with learning disabilities in primary schools. The study sample consisted of 51 teachers and 51 parents of students with learning disabilities. The study found that the most common behavioral problems among students with learning disabilities are distraction and attention deficit. The study found that the parents' use of cruelty and bullying methods of discipline might be linked to the emergence of several problems in students with learning disabilities, including distraction, lack of attention, and disturbed relations with teachers and colleagues. Particularly, parents who use the method of inequality with their disabled daughters may contribute to behavioral problems, such as excessive activity, distraction, lack of attention, troubled relationships with teachers and colleagues, and over-dependence on others. On the other hand, the use of supportive guidance and counseling, as well as methods of warmth and acceptance as rewards, might reduce the likelihood of behavioral problems among students with learning disabilities. The overall conclusion is the necessity of educating parents to move away from methods of cruelty, over-protection, and excessive indulgence that may lead to negative results with students with learning disabilities.

Key words: Parents' practices; cruelty and domination; discrimination; excessive pampering, Special education

Introduction

The family is the first and most important environment for the interaction between parents and the child, the formation of his personality and behavior, and the identification of his identity in the future. As the parental upbringing methods practiced by parents during the early years of their children's life; to provide them with the behavior, values, skills, customs and traditions prevailing in society; play an effective role in psychological and social formation, and the interactive relationships between parents and children are the basis for their upbringing (Bahrami, Dolatshahi, Pourshahbaz, and Mohammadkhani., 2018).

The family is the social framework that contributes to the children's acquisition of patterns of interaction and forms of expression of behavior, in addition to that it plays an

important role in satisfying the needs of its children and achieving cohesion and belonging. In some cases, the family may fail to use effective treatment methods, and since the methods of parental upbringing are of great importance in shaping the children's personality and its impact on their psychological health, as parental treatment includes a great deal of complexity, as it is a set of methods that the family follows to deal with children in life situations, and it has an impact on psychological and social aspects (Ren, 2015).

Accordingly, the patterns of parental treatment that the parents follow may vary; Some of them are acceptable, such as acceptance and tolerance, and others are unacceptable, such as corporal punishment and authoritarianism. When the methods of parental treatment followed are non-educational, they may lead the child to repression, pressure, and the emergence

of behavioral problems (Al-Hajjaya, 2015); Variation in parenting styles is a catalyst for the emergence of behavioral problems among students with learning disabilities (Aldeen, 2015).

While students with learning disabilities show academic difficulties, they suffer from behavioral and social problems, and this confirms the need to shed light on the role of the family, parental treatment methods, and the role of this in mitigating or increasing problems (Morvitz, 1992; Young et al., 1997); Igzet (2006) indicates that the abnormal behavior of some students may be the result of some parenting practices that lack warmth; Which helps to produce some behavioral problems in children; Therefore, there was a need to search for the relationship between parental treatment methods and the emergence of behavioral problems among students with learning disabilities.

The study Problem:

The family is the basic nucleus in the process of child upbringing and care. From this principle, the prevailing relationship between the child and his family is a basis for determining his personality and behavior pattern (Ibrahim, 2014), and Bushqa (2016) stated that the basis of social upbringing that affects the child's behavior is the family; Therefore, the methods of parental treatment are important in the lives of children, especially students with learning disabilities; Parental treatment methods are among the factors affecting the student's personality, especially if they are characterized by authoritarianism and rejection, as this may lead to the student's acquisition of undesirable behaviors; such as aggression, chaos, and sabotage, so the student with learning disabilities needs support, and family affiliation represented in normal family relations.

Khoja (2019) explains the emergence of other problems associated with students with learning disabilities; such as behavioral problems that appear in forms of unwanted behavior for a number of reasons, the most prominent of which are non-educational parental treatment methods, which still requires research and verification of the extent to which parental treatment methods are related to behavioral problems of students with learning disabilities, therefore, this study seeks to identify the relationship correlation between parental treatment methods and the

emergence of some behavioral problems among students with learning disabilities in the primary stage from the point of view of their teachers and parents, by answering the following main question:

What is the relationship between parenting styles and behavioral problems among students with learning disabilities in the primary stage?

Sub-questions:

1. What are the methods of parental treatment associated with behavioral problems for female students with learning disabilities in the primary stage?
2. What is the effect of the educational level variable on the parenting styles of female students with learning disabilities in the primary stage?
3. What is the relationship between parenting styles and behavioral problems for female students with learning disabilities in the primary stage?

Purpose of the study:

The study aimed to identify the methods of parental treatment associated with behavioral problems among students with learning disabilities in the primary stage from the point of view of their teachers.

Theoretical framework and previous studies:

The family has a prominent role in achieving the normal compatibility of its children, through its positive practices that include love, containment, and good dealings. Abdul Karim (2015) supports that the pattern practiced by parents in dealing with their children has a profound impact on various aspects of the child personality; social, behavioral, and linguistic, in addition to the findings of Barkauskiene's study (2009), that negative parental treatment methods that are characterized by cruelty and authoritarianism may be associated with an increase in the severity of behavioral problems for students with learning disabilities. It is known that students with learning disabilities appear to have many academic problems during the period of their learning; Due to the nature of their disability, at the same time we may show them some accompanying behavioral, emotional and social problems, which can be observed on

some of them (Elksnin & Elksnin, 2004), and there is no doubt that these problems may limit the academic development of students with learning disabilities, and negatively affect in the level of social interaction with their peers in the classroom (Al-Shibli, 2015).

One of the most recent studies of parental treatment methods and behavioral problems among students with learning disabilities is a study (Terry, 2004), which found a higher tendency for delinquency among students whose parents use the authoritarian style, and also showed a relationship between parenting methods, psychological problems, and abnormal behavior. The study (Chandola & Bhanot, 2008) also noted that there is an effect of parenting styles in modifying students' behavior, so that they are more satisfied, comfortable and reassured when parents follow positive methods, unlike students who are exposed to negative parenting styles. Also, Ali (2009) study found that Parental treatment methods are not affected by the educational level of the parents.

In addition, Al-Yazuri's study (2012) indicated that there is a correlation between parenting styles and behavioral disorders among people with mental disabilities, while the study also found that parents in middle-income families were using the punitive method, and the withdrawal of love to a higher degree than families with low incomes. And families with high incomes. The study of Abdel Karim (2015) showed that behavioral problems are prevalent among people with visual disabilities to a moderate degree, and it concluded that there is no correlation between behavioral problems and parental treatment methods.

In a different context, (Sangawi et al., 2015) conducted a study to reveal the effects of parental treatment methods and their relationship to behavioral problems among children in different cultures, by reviewing studies and research related to the topic, with approximately (941) articles and research, and the study concluded that the patterns that Parents use it with their children to have a great and direct impact on their children's behavior, and that children who receive positive treatment methods, such as tolerance and participation, are less likely to have behavioral problems, and the study found that the effect varies from one country to another according to the traditions and culture of each country.

In a study similar to the current study, Abbas (2015) indicated that parenting attitudes for

people with learning disabilities are positive, and behavioral problems among students with learning disabilities are characterized by high, in addition, the study indicates that there is no correlation between parental attitudes and behavioral problems among students with learning disabilities. Also, the study of Bushqa (2016) found that the most common behavioral problems are withdrawal behavior and hyperactivity, Khoja's study (2019) determined that the most prevalent behavioral problems among students with learning disabilities are distraction, and in Al-Shammari's study (2019), which found the most prominent academic problems are the absent-mindedness of students with mental learning disabilities during the teacher's explanation, and their inability to concentrate.

In general, in light of the results of some studies, there is a correlation between parental treatment methods and some behavioral problems; It is worth noting the need to further explore this association, and this is what the current study seeks.

Study applied procedures:

Study community:

The study population consisted of all teachers and parents of students with learning disabilities who have behavioral problems in the Eastern Province. The study population reached (183) teachers of learning disabilities and parents.

Study sample:

The study sample consisted of (51) teachers of learning disabilities who answered on behalf of (51) students with learning disabilities who have behavioral problems in the primary stage, and they were chosen by the intentional sampling method, and (51) parents of students with learning disabilities and have behavioral problems.

Study tools:

A - Scale of behavioral problems for students with learning disabilities

The scale was designed by the researcher (2007) Asfour; To measure the behavioral problems of students with learning disabilities from the female teachers' point of view, and it consisted of five main dimensions: excessive activity, dispersal and attention deficit, troubled relationships with female teachers and colleagues, withdrawal, and dependence. The scale included (40) items, and the scale was applied and standardized on the Saudi

environment, on a sample of (23) female teachers who teach female students with learning disabilities in the primary stage, in order to determine the psychometric properties of the scale on the Saudi environment as follows:

The validity of the arbitrators: The validity of the scale was confirmed by presenting it to (8) arbitrators from faculty members in a number of Saudi universities; to find out the appropriateness of the paragraphs to measure what was set to measure, and to ensure linguistic integrity, and the amendment was made by 95% of what the arbitrators' had agreed on; where the phrases before arbitration were (40) phrases, and (2) were excluded, and thus the scale phrases after arbitration became (38) phrases, in addition to the modification of the triple to quadruple rating scale.

The validity of the internal consistency: The validity of the scale was verified by calculating the Pearson correlation coefficient between the degree of the statement and the total degree of the dimension to which it belongs, as well as the correlation coefficient between the total degree of the dimension and the total degree of the scale, where all the values of the correlation coefficients came between the degree of the statement and the sum of the dimension to which it belongs to function at (0.05) & (0.01), except for the statement No. (1) in the second dimension, whose value is not a function of the level (0.05), so it was deleted from the scale. As for the rest of the expressions, it is a function, which means that the statements measure what it measures dimension, that is, there is internal consistency, which is an indicator of validity.

Calculating the stability of the scale: The stability of the scale was verified by Cronbach's alpha method for dimensions and total score. The stability value of the first dimension was overactivity (0.908), the second dimension was distraction and attention deficit (0.859), the third dimension was turbulent relationships with female teachers and colleagues (0.960), the fourth dimension was withdrawal (0.918), and the fourth dimension was withdrawal (0.918). The fifth is reliability (0.840), and the stability value of the scale in general is (0.960).

The final form of the scale: After calculating the validity and reliability coefficients, the final form of the scale was reached; Where the scale included five dimensions, each dimension deals with several expressions that express this dimension, distributed as follows: the first

dimension is excessive activity (8) statements, the second dimension is distraction and attention deficit (7) statements, the third dimension is turbulent relationships with female teachers and colleagues (9) statements, the fourth dimension is withdrawal (7) phrases and the fifth-dimension reliability (6) phrases, where the scale in general reached (37) phrases.

B- Parental treatment methods scale:

The scale was designed with reference to a number of references and standards on parental treatment methods to benefit from them, such as a study (Abbas, 2015; Asfour, 2012; Al-Yazuri, 2012), in order to identify the methods of parental treatment for female students with learning disabilities who suffer from behavioral problems, and the scale included its primary stage (35) phrases divided into (7) dimensions for parents of students with learning disabilities to answer, namely (the style of cruelty and domination, the method of protection and excessive pampering, the method of neglect, the method of discrimination, the method of guidance and counseling, the method of warmth and acceptance, and the method of approval and reward). A quad scale was used to correct the scale statements.

validity of the arbitrators: The scale was presented in its initial form to (13) arbitrators from faculty members in a number of Saudi universities, with the aim of estimating the terms that they measure what they were designed to measure, and the amendment was made by 95% of the arbitrators' agreement; Where the scale statements after arbitration became (38) phrases.

Pilot study: After preparing the scale in its initial form, it was prepared electronically, and applied to a random sample of parents of female students with learning disabilities, whose number reached (22) of the parents of female students with learning disabilities; to calculate the validity and reliability of the scale.

Internal consistency validity: The validity of the scale was checked by calculating the Pearson correlation coefficient between the degree of the statement and the total degree of the dimension to which it belongs, where all the values of the correlation coefficients came

between the degree of the statement and the sum of the dimensions to which the function belongs at 0.05 and 0.01. Therefore, it was omitted from the second dimension of the scale. The rest of the expressions are statistically significant; Which means that the expressions measure what the dimension measures, that is: there is internal

consistency, which is an indicator of honesty, and the values of the correlation coefficients between the degree of the dimension and the total degree of the scale function at (0.05) & (0.01), except for the third dimension; Which means that the other dimensions measure what the scale measures, i.e. there is internal consistency, which is an indicator of honesty. As for the third dimension, its stability was confirmed by calculating the value of Cronbach's alpha and its result was (0.61); Therefore, this dimension was omitted entirely from the scale due to its inconsistency with the scale and the weakness of its reliability coefficient.

Scale reliability: The stability of the scale was verified by the Alpha Cronbach method for the dimensions and the total degree. The stability value for the first dimension was the cruelty and dominance method (0.712), the second dimension was the protection and excessive indulgence method (0.867), the third dimension was the neglect method (0.619), the fourth dimension was the discrimination method (0.787), and the third dimension was the method of neglect The fifth is the guidance and counseling method (0.844), the sixth dimension is the warmth and acceptance method (0.849), and the seventh dimension is the reward method (0.715), and the stability value of the scale in general is (0.871). The third was omitted entirely from the scale.

The final form of the scale: After calculating the validity and reliability coefficients, the final picture was reached; The scale included a set of dimensions dealing with a set of phrases expressing each dimension distributed as follows: The first dimension is the style of cruelty and domination (8) phrases, the second dimension is the method of protection and excessive indulgence (8) phrases, the third dimension is the style of discrimination (4) phrases, the fourth dimension is the style of guidance and counseling (4) Phrases, the fifth dimension is the method of warmth and acceptance (4) statements and the sixth dimension is the method of reward (4) statements, where the scale in general reached (32) statements.

Analysis and interpretation of the results

The first question, which states: "What are the parenting styles associated with behavioral

problems among female students with learning disabilities in the primary stage?

In order to answer this question, the frequencies and their percentage for each response of the scale were calculated, and the means and standard deviations were calculated for each statement, and in light of this, the indicators of the degree of response of the sample to the scale phrases are as follows: If the response is (always) the mean range is (3.26) – 4.00) and if the response is (mostly) the average range is (2.51 – 3.25), and if the response is (rarely) the average range is (1.76 – 2.50) and if the response is (never), the average range is (1.00 – 1.75), and in light of the above averages less than (2.50) indicate the lack of use of the parental treatment method with students with learning disabilities in the primary stage, and (2.51 - 4.00) indicate the use of the parental treatment method with students with learning disabilities, and by calculating the averages and standard deviations for each phrase from Dimensional statements as well as the dimension as a whole it turns out the following:

There are some statements whose averages are higher than (2.5); Which means that the parental treatment method was clear in dealing with the student with learning disabilities in the primary stage, as follows:

The first dimension (1) the style of cruelty and authoritarianism:

- I get angry with my daughter when her academic achievement is low with a mean of 2.53 and a standard deviation of 1.05.

The second dimension (2) the method of protection and over-indulgence:

- I Buy everything she wants for my daughter with a mean of 2.57 and a standard deviation of 0.78.

The third dimension (3) the method of guidance and counseling:

- I encourage my daughter to solve her problems on her own with a mean of 2.67 and a standard deviation of 0.91.
- I exchange dialogue with my daughter with a mean of 3.27 and a standard deviation of 0.87.
- I give advice and guidance to my daughter with an average of 3.53 and a standard deviation of 0.64.

- I motivate my daughter to be self-reliant since childhood, with a mean of 3.16 and a standard deviation of 0.81.
- As for the dimension in general, the mean was 3.16 and the standard deviation was 0.62.

The fourth dimension (4) the style of warmth and acceptance:

- I listen to my daughter when she wants to explain a problem with a mean of 3.39 and a standard deviation of 0.87.
- I ask my daughter to explain her feelings with a mean of 3.29 and a standard deviation of 0.94.
- As for the dimension in general, the mean was 2.82 and the standard deviation was 0.72.

The fifth dimension (5) the method of reward:

- Make sure to smile in my daughter's face with a mean of 3.41 and a standard deviation of 0.67.
- I hug my daughter when I get home with an average of 3.14 with an average of 0.89.

- I reward my daughter with something she likes when she performs her tasks perfectly with an average of 3.29 with a mean of 0.88.
- I compliment my daughter when she helps me with some simple tasks with an average of 3.53 with an average of 0.70.

The sixth dimension (6) in general with an average of 3.34 with an average of 0.64.

The results in the table also indicated that the overall average was less than 2.50 for each of:

- The first dimension - the method of cruelty and domination, where the mean was 1.90 and the standard deviation was 0.47.
- The second dimension - the method of protection and over-indulgence, with a mean of 2.01 and a standard deviation of 0.54.
- The third dimension - the differentiation method, with a mean of 1.23 and a standard deviation of 0.36.
- As for the scale in general, the average was less than 2.5; The actual mean was 2.41 and the standard deviation was 0.32.

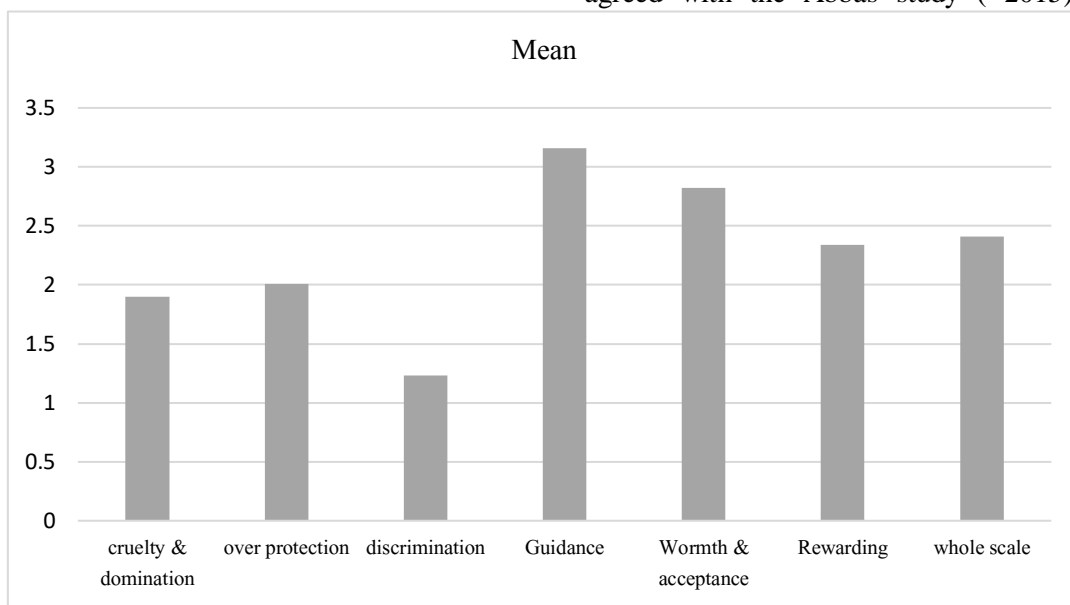
The following figure shows the average dimensions of the scale:

GRAPH 1

MEAN of the dimensions of the parenting styles scale

The previous results indicate that some parents

guidance, warmth and acceptance, and reward and more with their daughters students with learning disabilities, and the previous results agreed with the Abbas study (2015), who



of students with learning disabilities avoid using cruelty and bullying methods, protection and excessive pampering, and discrimination, and some of them use the method of direction and

concluded that the parenting attitudes of students with learning disabilities are positive. This could be due to the awareness of some parents of female students with learning

disabilities about their child's condition, their shortcomings in the academic level, their clear interest in using stimuli that help the student to continue studying, and their tendency to use positive parenting methods that contribute to increasing the student's motivation to learn.

The second question, which states: "What is the effect of the parents' educational level variable on the methods of parental treatment of female students with learning disabilities in the primary stage?"

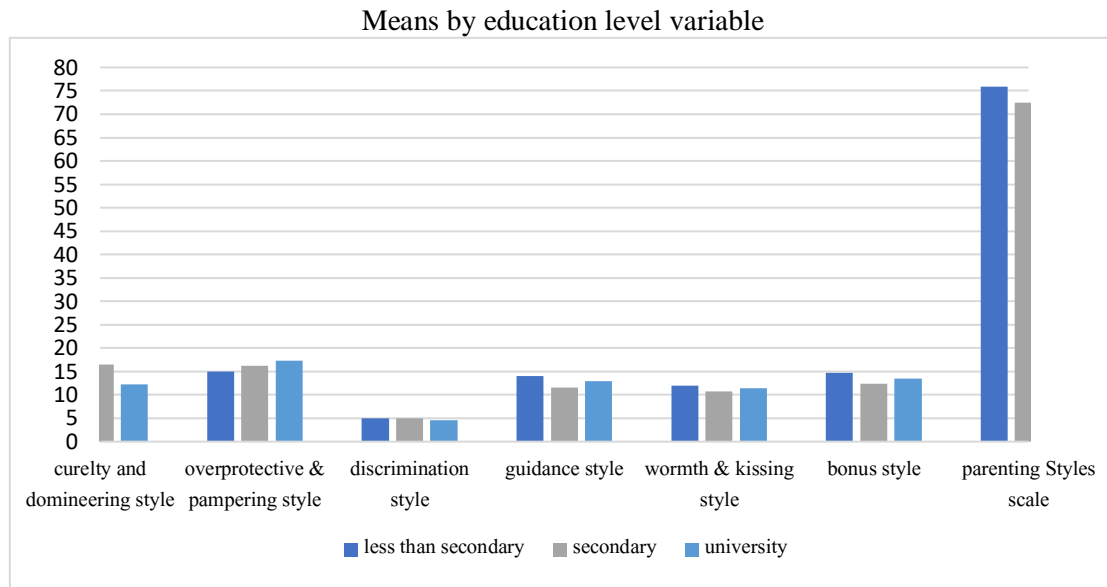
Table 1

Means and standard deviations according to the educational level variable

Scale dimensions	Variables	No.	Mean	SD
Cruelty and domineering style	Less than secondary	16	15.25	3.96
	Secondary	24	16.50	3.32
	Bachelor's	11	12.27	2.83
Overprotective and pampering style	Less than secondary	16	15.00	3.16
	Secondary	24	16.21	3.48
	Bachelor's	11	17.27	6.75
Discrimination Style	Less than secondary	16	4.94	1.77
	Secondary	24	5.00	1.41
	Bachelor's	11	4.64	0.92
Guidance style	Less than secondary	16	14.06	1.81
	Secondary	24	11.54	2.25
	Bachelor's	11	12.91	2.88
Wormth & accepting style	Less than secondary	16	11.94	2.57
	Secondary	24	10.79	2.30
	Bachelor's	11	11.45	4.20
Gift & reward style	Less than secondary	16	14.75	1.73
	Secondary	24	12.42	2.19
	Bachelor's	11	13.45	3.53
Total	Less than secondary	16	75.94	8.46
	Secondary	24	72.46	7.07
	Bachelor's	11	72.00	13.58

The following graph shows the averages:

GRAPH 2



Tabel 2

The results of applying ANOVA according to the educational level variable

Diminsions		Sum of squares	DF	Mean of squares	F	Sig.
Cruelty and domineering style	between groups	134.86	2	67.43	5.69	0.01
	within groups	569.18	48	11.86		
	everyone	704.04	50			
Overprotective and pampering style	between groups	34.68	2	17.34	0.94	0.40
	within groups	884.14	48	18.42		
	everyone	918.82	50			
Discrimination Style	between groups	1.03	2	0.51	0.24	0.79
	within groups	101.48	48	2.11		
	everyone	102.51	50			
Guidance style	between groups	62.12	2	31.06	6.02	0.00
	within groups	247.80	48	5.16		
	everyone	309.92	50			
Wormth & accepting style	between groups	12.97	2	6.48	0.78	0.46
	within groups	397.62	48	8.28		
	everyone	410.59	50			
Gift & reward style	between groups	52.36	2	26.18	4.50	0.02
	within groups	279.56	48	5.82		
	everyone	331.92	50			
Total	between groups	145.73	2	72.87	0.86	0.43

Diminsions		Sum of squares	DF	Mean of squares	F	Sig.
	within groups	4066.90	48	84.73		
	Everyone	4212.63	50			

From Table (1) and Table (2), it is clear that there are no statistically significant differences at the level of 0.05 between the scores of the study sample in the parental treatment methods scale according to the educational level variable in the dimensions of protection style, excessive pampering, discrimination style, warmth and acceptance style, as well as in the scale in general.

The results also indicated that there were statistically significant differences at the level of

0.05 between the scores of the study sample in the scale of parenting treatment methods according to the educational level variable in the dimensions of cruelty and domination method, guidance and counseling method, and reward method. The three dimensions were the following:

Table 3

The results of applying the Scheffe test in the three parenting styles scale: cruelty and domination style, guidance and counseling style, and reward style.

Diminsions	Variables	Mean	level	
Cruelty and domineering style	less than secondary	Secondary	1.25-	0.54
		Bachelor's	2.98	0.10
	Secondary	less than secondary	1.25	0.54
		Bachelor's	*4.22727	0.01
	Bachelor's	less than secondary	2.98-	0.10
		Secondary	*4.22727-	0.01
Counselling & guidance style	less than secondary	Secondary	*2.52083	0.01
		Bachelor's	1.15	0.44
	Secondary	less than secondary	*2.52083-	0.01
		Bachelor's	1.37-	0.26
	Bachelor's	less than secondary	1.15-	0.44
		Secondary	1.37	0.26
Reward and redundant style	less than secondary	Secondary	*2.33333	0.02
		Bachelor's	1.30	0.40
	secondary	less than secondary	*2.33333-	0.02
		Bachelor's	1.04-	0.50
	Bachelor's	less than secondary	1.30-	0.40
		Secondary	1.04	0.50

From Table (3), it is clear that the direction of the differences tends to the (secondary) educational level; Where the mean difference is statistically significant at the level of 0.05 in the

dimension of cruelty and bullying, which means that parents with secondary education level can use the method of cruelty and bullying with students with learning disabilities.

The results also indicate that the direction of the differences tends to the parents with an educational level less than secondary; Where the mean difference was statistically significant at the level of 0.05 in the two dimensions: the guidance and counseling method, and the reward method. This means that parents with less than secondary education may use, in their dealings with their daughters with learning disabilities, the guidance and counseling method and the reward method, while the results of the study differed. The current study with the result of Ali (2009) study, which concluded that parental treatment methods are not affected by the educational level of the parents.

The previous results can be attributed to the fact that parents with secondary education level use the method of cruelty and bullying with students with learning disabilities may be due to not completing university education. The method of cruelty may be used by parents in order to push

their daughters to more excellence in study and to continue in it, in addition to the lack of sufficient awareness among some parents of the harms of cruelty and authoritarianism in raising children, it may have a major role in their adoption of this method in raising their children. As for parents with a lower-than-average level of education, using methods of guidance and counseling, and reward, may be due to their awareness of the importance of studying, their fear of their daughters dropping out of education, and their earnest desire for their daughters to complete their studies to advanced educational stages that guarantee them a good job in the future.

The third question, which states: "What is the relationship between parenting styles and behavioral problems among female students with learning disabilities in the primary stage?"

Table 6
Correlation coefficients between the measure of parenting styles and the behavioral problems scale

Dimensions	The 1 st : hyperactivity.	The 2 nd : distraction and attention deficit.	The 3 rd : Troubled relationships with female teachers and female colleagues.	The 5 th : reliability.	Behavioral problems scale.	
(1)	0.163	*0.315	*0.326	0.117	0.251	*0.282
(2)	0.136	0.252	0.188	0.273	**0.362	0.274
(3)	*0.291	*0.293	**0.402	0.009	*0.299	*0.325
(4)	0.035-	0.190-	0.133-	0.074-	0.091-	0.122-
(5)	0.087	0.024-	0.010	0.083	0.135	0.066
(6)	0.010	0.199-	0.039-	0.022	0.062	0.035-
Parenting scale.	0.196	0.177	0.240	0.189	*0.353	0.272

The results in Table (6) indicate that there is no correlation between parenting styles and behavioral problems in the total scores of the parenting styles scale, and behavioral problems scale. As for the dimensions, the results indicated that parents' use of cruelty and bullying with students with learning disabilities may be related to the problem of dispersal. Weak attention, and troubled relationships with female teachers and colleagues, and that parents' use of the method of protection and excessive pampering increases the dependence of students with learning disabilities, and that parents' use of the method of discrimination with students

with learning disabilities may be linked to some behavioral problems of students, such as: excessive activity, distraction and attention deficit, and troubled relationships with teachers and colleagues, as well as reliability.

The results also showed that the parents' use of the method of guidance and counseling, the method of warmth and acceptance, and the method of reward, may lead to a decrease in the emergence of some behavioral problems among students with learning disabilities. Between parenting styles, psychological problems and abnormal behavior, and a study (Chandola & Bhanot, 2008) which mentioned the existence of

an effect of parenting styles on modifying students' behavior, so that they are more satisfied, comfortable and reassured when parents follow positive methods, unlike students who are exposed to negative parenting methods, And the study (Sangawi et al., 2015), which concluded that the patterns used by parents with their children have a significant and direct impact on the behavior of their children, while it differed from the study (2015) Abdul Karim, which indicated that there is no positive correlation between parental treatment methods and behavioral problems. From the point of view of the study sample members, and Abbas's study (2015), which concluded that there is no correlation between parental attitudes and behavioral problems for students with learning difficulty.

The previous results can be explained that the style of cruelty, domination and discrimination may contribute to the formation of negative attitudes among the student with learning disabilities regarding the completion of education, and that this may contribute to increasing introversion and isolation among students with learning disabilities. Warmth and acceptance, the method of reward; It is possible for female students with learning disabilities to overcome the problems that appear to them by raising the moral aspect, which is reflected on the student's positivity and motivation to learn, and it is also possible that the use of protection method and excessive pampering for students with learning disabilities have a negative impact on their ability to bear Responsibility in an appropriate manner for the chronological age, which may greatly increase the dependence of the student with learning disabilities on the parents in performing the academic tasks required of her, which may weaken her interest in education, and her assumption of responsibility for her academic progress in school.

Conclusion and recommendations:

The results of the study indicated, in general, that there is a correlation between parental treatment methods and behavioral problems among students with learning disabilities. Therefore, the study recommends the necessity of holding training courses and workshops by the Special Education Department for the parents of students with learning disabilities; To familiarize them with the importance of using

effective parenting methods and the methods of applying them, which contribute to improving the academic and behavioral level of female students.

Study limitations:

This study was conducted during the period of the Kingdom of Saudi Arabia's fight against the Corona pandemic (Covid-19), so there was a difficulty in applying the measures directly to a larger number of students with learning disabilities and their parents.

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