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# **THE ASSOCIATION BETWEEN PARENTAL EMOTIONAL STYLES AND EMOTIONAL PROBLEMS AMONG PRESCHOOL CHILDREN**

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## LIST OF SYMBOLS AND ABBREVIATIONS

### Abbreviations

PESQ	Parental Emotional Style Questionnaire
SDQ	Strength Difficult Questionnaire
LR	Logistic Regression
ADHD	Attention Deficit Hyperactivity Disorder
EBPs	Emotional and Behavioural Problems
NHMS	National Health and Morbidity Survey
SES	Socioeconomic Status
CA	Childhood Adversities
MESQ	Maternal Emotional Style Question
SPSS	Statistical Package for Social Sciences
IV	Independent Variable
DV	Dependent Variable
AFCS	Asian Family Characteristics Scale

## ABSTRACT

**Introduction:** Emotional problem is one of the common mental health problems in children. Thus, this study aimed to investigate the relationship between parental emotional styles and emotional problem among preschool children. **Methods:** A cross-sectional study was conducted in selected preschool in Kota Bharu and Machang. The questionnaires consisted of the Parental Emotional Style Questionnaire (PESQ) and the Strengths and Difficulties Questionnaire (SDQ). Data were collected via an online survey using Google Form as well as hardcopy of questionnaire were distributed to the respondents. Data were analysed using Logistic Regression (LR). The significance value was set at  $p < 0.05$ . **Results:** A total of 92 parents of preschool school was involved in this study. The majority of respondents were females (80.4%), and married (94.7%). All parents were Malay Muslim with mean age(year), 33.61, and mean household income(RM), 5429.34. Based on the LR, parental age ( $p = 0.003$ ) was significantly associated emotional problem in these children. However, emotion coaching parental style ( $p = 0.338$ ) and emotion dismissing parental style ( $p = 0.923$ ) were not significant with emotional problem. **Conclusion:** Parental age was significant predictor of emotional problem in preschool children.

**Keywords:** Parenting Styles, Emotional Problem, Preschool Children

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## ABSTRAK

**Pengenalan:** Masalah emosi merupakan salah satu masalah kesihatan mental yang biasa dialami oleh kanak-kanak. Justeru, kajian ini bertujuan untuk mengkaji hubungan antara gaya emosi ibu bapa dengan masalah emosi dalam kalangan kanak-kanak prasekolah. **Kaedah:** Kajian keratan rentas telah dijalankan di prasekolah terpilih di Kota Bharu dan Machang. Soal selidik tersebut terdiri daripada Soal Selidik Gaya Emosi Ibu Bapa (PESQ) dan Soal Selidik Kekuatan dan Kesukaran (SDQ). Data dikumpul melalui tinjauan dalam talian menggunakan Borang Google serta salinan cetak soal selidik telah diedarkan kepada responden. Data dianalisis menggunakan Regresi Logistik (LR). Nilai keertian telah ditetapkan pada  $p < 0.05$ . **Keputusan:** Seramai 92 orang ibu bapa sekolah prasekolah terlibat dalam kajian ini. Majoriti responden adalah perempuan (80.4%), dan berkahwin (94.7%). Kesemua ibu bapa adalah Melayu Islam dengan purata umur(tahun), 33.61, dan purata pendapatan isi rumah(RM), 5429.34. Berdasarkan LR, umur ibu bapa ( $p = 0.003$ ) secara signifikan dikaitkan dengan masalah emosi pada kanak-kanak ini. Walau bagaimanapun, gaya ibu bapa bimbingan emosi ( $p = 0.338$ ) dan gaya ibu bapa menolak emosi ( $p = 0.923$ ) tidak signifikan dengan masalah emosi. **Kesimpulan:** Umur ibu bapa adalah peramal yang signifikan terhadap masalah emosi pada kanak-kanak prasekolah.

**Kata Kunci:** Gaya Keibubapaan, Masalah Emosi, Kanak-kanak Prasekolah

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# CHAPTER 1

## INTRODUCTION

### 1.1 INTRODUCTION

This chapter's introduction describes the study's backdrop by going through its context. The issue statement, the research questions, and the study objectives are all included in this chapter. The significance of the study, the definition of key terminology, and a summary serve as the introduction chapters.

### 1.2 BACKGROUND OF STUDY

The parental emotional style is important in the emotional development of children since they are preschool. This is because it is difficult for children to control every feeling that they feel, whether it is happiness, sadness, anger and scared. The process of emotional development of children is influenced by the adults around them such as parents, caregivers, relatives, peers and living conditions (Sukatin, 2019)

Parental emotional style is about parenting style in controlling children emotion. There are several types of parenting style. Among of them are permissive, authoritative, authoritarian and neglectful (Baumrind, 1966). Each parenting style describes a different parenting style and its effect to children behavior (Amy Morin, 2022).

The first parenting style is Permissive. Permissive parents are more likely to be friends with their children and not too strict in their parenting role with their children. They prefer to avoid any conflict and will often go along with their children's wishes. These parents mostly let their child do what they want and offer a limited guidance or rule (Zeltser, 2021).

The second parenting style is authoritative. Authoritative parents are caring, supportive and giving in accordance with their children important needs. They guide their children through open and honest discussions to teach values and causes. Children who have authoritative parents know how to discipline themselves everywhere and are able to think for themselves without having to be directed and reprimanded (Zeltser, 2021)

The other parenting style is authoritarian. This authoritarian is a parenting style that emphasizes strict rules, compliance and discipline. These parents have put the high expectations and they will punish their children when them not following their parent instruction and rules. They also make a decision making for their children. They also not giving a space to their children to make any decision. This kind of parenting style will make it difficult for children to make their own decisions (Pardee, 2022).

The last parenting style is neglectful. The neglectful or uninvolved parenting style is parents who had a little knowledge of how to raise their children. Some parents not put any rules to their children in the household. The children may not receive much parental guidance and enough attention from their parents. The neglectful parenting style also expect that their children will grow up and raise by themselves. The parent did not spend a lot of time to talking with their children and energy to provide the basic needs of children (Amy Morin, 2022).

However, some bad parenting style will create a problem for children in controlling their feelings. This can cause children to faces emotional problems. Emotional problems among children are found all over the world. The percentage of emotional problems among children for some countries can show that the level of mental health of children is at a dangerous level. There are various emotional problems among children includes the anxiety, depression, attention deficit hyperactivity disorder (ADHD), behaviour disorders,

and conduct disorders. In this study, we focused on the problem of anxiety among preschool children.

### **1.3 PROBLEM STATEMENT**

Children are like a piece of white cloth and it is the responsibility of parents or guardians to colour them (Mt9610, 2017). For instance, when we deny them what they desire, they may begin to pout, cry, or otherwise react negatively, which causes an emotional disturbance toward them. Children are also quick observers, and they pick up on the behaviors that their parents and others around them emphasize.

Therefore, as individuals who are referred to as parents, they should be aware of how to control their kids' emotions when those feelings are unsteady, either by participating in children's emotion management programmes or through other means. This is to guarantee the safety of young children's emotions. If not managed from a young age, it could have a harmful effect on them until they reach adulthood.

However, children at this early age are at risk of mental health problems nowadays. These problems are called anxiety. Anxiety problems where they easily feel extremely worried, sweaty, strong palpitations and shaking all over the body. This problem can also be related to parents because the parenting style itself plays a crucial role in managing children's emotion. Parents need to have different reactions to emotion in their children. Emotion coaching means when an emotion shows up in your child, you treat it as a useful information, you engage your child around it in a way that tells them it is OK to have that emotion (Nathen, 2012).

Children with a childhood anxiety if left untreated it could lead to mental health problems or disorder during adolescent or adulthood if not prevented from the beginning. Previous studies showed that childhood anxiety associated with the suicidal ideation,

suicidal attempts and lastly will lead to suicide. From a study showing that individuals who attempt suicide, one may conclude that anxiety is a correlate of suicidal behaviour (Kate H. Bently, 2015).

Therefore, the objectives of this study are design to study the prevalence of emotional problem among preschool children and to determine the association between emotion parenting style with emotional problem among preschool children.

#### **1.4 RESEARCH QUESTION**

- i. What is the prevalence of emotional problem among pre-school children?
- ii. Is there any relationship between parental age and emotional problem among pre-school children?
- iii. Is there any relationship between emotion coaching parenting style and emotional problem among preschool children?
- iv. Is there any relationship between emotion dismissing parenting style and emotional problem among pre-school children?

#### **1.5 RESEARCH OBJECTIVE**

- I. To determine the prevalence of emotional problem among pre-school children.
- II. To determine the association parental age and emotional problem among pre-school children.
- III. To determine the prevalence of emotional problem among pre-school children.
- IV. To determine the association emotion coaching parenting style and emotional problem among pre-school children.

## **1.6 SIGNIFICANT OF STUDY**

### **1.6.1 BODY OF KNOWLEDGE**

The researcher contribute the body of knowledge of the association between emotion coaching parenting style and emotional problem among pre-school children.

### **1.6.2 FUTURE STUDY**

With this study, it can help solve emotional problems among pre-school children in the future. This is said to be so because parents can be educated about how important it is to manage children's emotions well so that emotional problems among pre-school children do not last until adulthood through parenting programs.

### **1.6.3 PARENTS OF PRE-SCHOOL CHILDREN**

Parents can practice emotion coaching so that their children can manage their emotions well. Parents also need to apply emotional management practices by asking how their child is feeling that day. This situation is because children are not good at expressing what they feel instead they will show it through behavior.

### **1.6.4 TEACHERS/ CAREGIVERS OF PRE-SCHOOL CHILDREN**

Teachers and caregivers are the closest people to pre-school children at school. The teacher throughout the learning period can see the development of pre-school children. Most preschool children with emotional problems will feel unmotivated to go to school. They will also show a declining development in terms of learning. However, the teacher must also be concerned with the condition of the students so that the emotional problems that occur in pre-school circles can be successfully overcome.

## **1.7 DEFINITION OF TERMS**

### **EMOTIONAL PROBLEMS**

Emotional problem in this study is refers to emotional problem scores measured by Strength and Difficulties Questionnaire (SDQ) (Goodman et al.,2010). Emotional problems are among the problems that are often encountered. This happens due to several surrounding factors that are the cause of the issue. Emotional problems can also be overcome with several methods. There are many methods used to treat these emotional problems. Emotional problems can also be experienced by people of all ages. The level of emotional problems depends on how their environment. Many children who experience mental health problems will experience various other side problems as well (John, 2022). There is also evidence that states that excessive depression and anxiety during pregnancy is common and there will be feelings of worry for the children who have been born because the depression faced by the mother will cause the child to receive less attention (Sarah Rees, 2019).

### **PARENTING STYLE**

Parenting style in this study is refers to Perceptual Evaluation of Speech Quality (PESQ). Parenting style undoubtedly has influenced the outcome of children and young adults' psychological well-being and academic achievement (Laksmi, 2020). Every married couple must have their own way of raising children. Parenting style determines to a large extent the type of environment a child grows up in. There are parents who easily give full attention to their children, while there are parents who neglect their children. Psychologists have classified parenting styles into four styles namely authoritative, authorial, permissive and neglectful. Parents of each of these styles play different roles or characteristics and the effects on children are also different.

## 1.8 SUMMARY

The research based on about the emotional problem can affect children. In this study is to identify some factors that are the cause of children's emotional problems. There are many problems that children will face because they are individuals who are not good at expressing their feelings. Parental education is the most important because parents spend more time with children than their teachers who have limited time only at school. The physical activity can help in developing a person's mental health, additional studies are done to further confirm the effectiveness of physical activity on health mental children (Sports, 2019). In general, even if seen among preschool children, the researcher found that children are at high risk of experiencing problems related to mental health (Toshiya, 2021).

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter will go through the prevalence of emotional problem among pre-school children in global level, developed countries, developing countries, and in Malaysia. Other than that, this chapter will explain about the factor associated with the anxiety. It includes the explanation of biopsychosocial model and parenting style. Then, the discussion will be continued with the hypothesis and the description of the conceptual framework. This chapter will be end with the summary.

#### **2.2 PREVALENCE OF EMOTIONAL PROBLEM AMONG PRESCHOOL CHILDREN**

##### **2.2.1 GLOBAL LEVEL**

There had many mental health problems has affect the emotion of children it includes the anxiety, depression, attention deficit hyperactivity disorder (ADHD), behaviour disorders, and conduct disorders. The study shows that the percentage of emotional problem in global level between 10 to 20%. A meta-analysis of some study has been carried out between 1985 and 2012 in some countries present that the percentage of mental health problem among preschool children was 13.4% (Sahril et al., 2021). The study shows that, in 2019 during the Covid-19 the prevalence of depression among children and adolescent under 18 years old was 25.2%. Meanwhile, the percentage of anxiety disorder in 2019 was stated that 20.5% in the global level (Racine et al., 2021).

### 2.2.2 DEVELOPED COUNTRIES

The mental health problem always found in almost every country in the world. Types of emotional problems are stress, anxiety and depression. Based on the report the developed countries the Australia and New Zealand have the high prevalence of the anxiety 8% - 7.9% in world. Meanwhile the Nigeria 0.1 % is the lowest rate. As example in Germany the Bella preschool have 792 families, 450 (49.4%) is the provided informed consent, of which 391 (87%) gave information on the health status of their preschool children (Olga Włodarczyk,2017). Nearly the preschool 7% of these children have showed the clinically relevant behavioral problem, and 3% showed persistent symptoms in Switzerland preschool (Kerstin, 2018). In 23% of the children, have a combination of attention deficit hyperactivity disorder (ADHD) and related symptoms and social interaction problems was reported by parents (Pediatr,2020).

### 2.2.3 DEVELOPING COUNTRIES

The percentage of emotional problems among pre-school children were reported in Malaysia still the lower data when compared with other Asian countries such as Vietnam with 12.0%, Bangladesh at 14.6%, China 20.3%, Iran with the percentage is 26.0% (Sahril, 2021). Moreover, in China the anxiety levels of children and adolescents stated about 23% and 29% respectively during the Covid-19 (Li Duan, 2020). Clinical and borderline of Emotional and Behavioural Problem (EBPs) among Kenyan children aged 6-11 years in 2018 was 17% and 27%, respectively (Alenko, 2020). Three-fourths of preschoolers with an anxiety disorder only had a single anxiety disorder. The clinical prevalence of anxiety disorder was reported ranging from 18.8% to 24.4% while the ADHD was 10% in a various clinical samples of children and adolescents in Nepal. As we can see, the prevalence of mental health problem among children in China was higher compared to Bangladesh, Iran, Kenya, Vietnam and Nepal.

## **2.2.4 MALAYSIA**

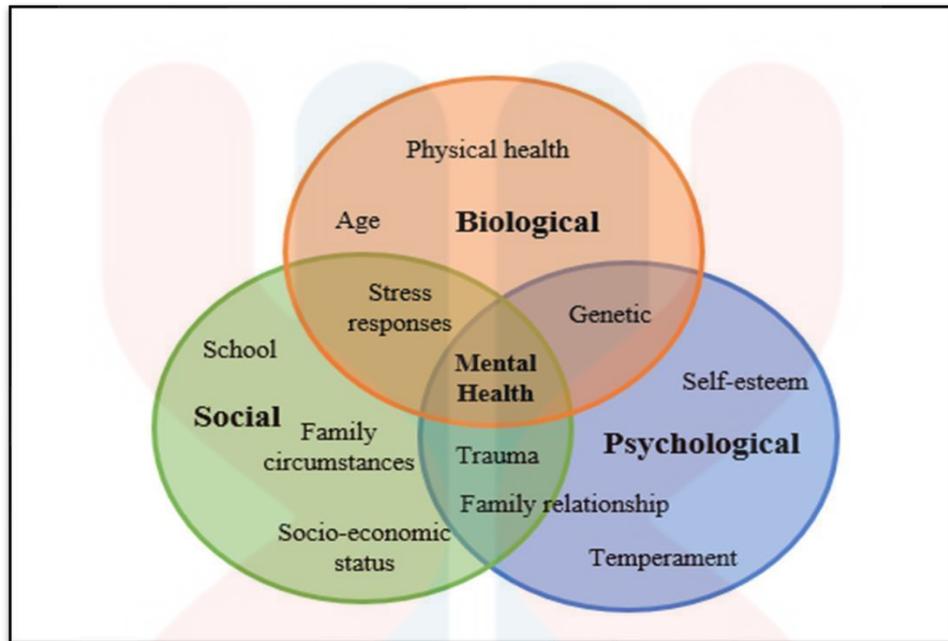
In Malaysia, different research revealed that 8.5% of respondents with mental health problems among school students were reported by their parents. Based on National Health and Morbidity Survey (NHMS) in 2019, prevalence of emotional problems among children was 8.3% (NHMS, 2019). However, the study has stated that the prevalence of emotional problem among preschool children during Covid-19 is 12.7% (Jenny Lou Barican, 2021). The largest prevalence of mental health issues was seen among children aged 5 to 9 years, where it was 13.1%, compared to older children aged 10 to 15 years, where it was 11.4%. In terms of sex, the prevalence of mental health issues was substantially greater in boys (21.8%) than in girls (18.1%) (Tahir Aris, 2015).

## **2.3 FACTOR ASSOCIATED WITH ANXIETY**

### **2.3.1 BIOPSYCHOSOCIAL FACTORS**

The Biopsychosocial Model was first introduced by George Engel in 1977, he suggested that to understand a person's medical condition it is not only necessary to look at biological factors but also psychological and social factors are also important (Porter, 2020). In the Biopsychosocial Model there are 3 major factors. Among of them are Biological, Psychological and Social. Each fraction represents several affects to mental problems for a child to adults. Based on figure 2.1 show the biopsychosocial model of mental health.

Figure 2.1: Biopsychosocial Model of Mental Health



Source: Physiopedia

### i) **BIOLOGICAL**

The word "biological" refers to components that affect human health physiological pathology. The first affect in biology is physical health. Physical health is one of the things that needs to be taken seriously and nurtured from childhood to avoid any dangerous disease. But this is often neglected and causes children to feel angry when suddenly asked to take care of diet and exercise. Mood problems in children are of particular concern because they have health implications that are not fully understood.

One of the studies stated that anxiety problems occur in a high percentage in children as young as 3 years old and often occur with depression problems throughout early childhood and adolescence (Jamnik and DiLalla, 2019).

A further affect is genetic. Some research has been conducted on identical twins provide some evidences that anxiety problem has a genetic component. In addition, the genomic studies present that several gens are common in individuals with anxiety disorder. However, the current research was focus to the limited sample size. The existing studies

has shown that was possible the genetic component to anxiety, more studies are needed to know about the genetic that has cause anxiety and to know how the genes interact with the environment factors to cause a person to develop an anxiety (Amy Marschall, 2022).

A further affect is “age. Children between the ages of 9 and 12 are beginning to comprehend that the same event may trigger both good and negative emotional reactions, and they are expressing their emotions in ways that take into account their environment and the possible implications that these expressions may have on others. The intricacy of emotional experiences is also something that kids are starting to understand better. As a result of social interaction and cognitive development, children simultaneously acquire new cultural or social norms that are crucial for their understanding of emotions and for their motivation or reluctance to express emotions. They also develop the capacity to reflect on emotions more abstractly, conceptualise and verbalise ideas about them, and do all of these things at the same time (Henderson, 2017).

Stress & immune system also a factor biological of emotional problem among preschool children. By physically adjusting to their surroundings, children control their stress reactions to perceived psychosocial pressures. A child's brain circuitry begins selectively pruning to ideally match the child's living environment between the ages 1years to 6 years old. Moreover, the children also experience the emotional foundation in that age (Randi A.Bates, 2022).

## **ii) PSYCHOLOGICAL**

The second factors are “Psychological”. It refers to component that deals with thoughts, emotions and behavior. The affect from psychological is temperament. The meta-analytic studies have shown that the children with inhibited or antisocial behavior had four times increases vulnerable to social anxiety problem. The high incidence of, anxiety

problem among less socialized children may be because low of behavioral or social inhibition not only the risk factor for anxiety problem but rather, a milder form of the disorder itself, characterized by fear, avoid from anybody and withdrawal from the social situation that has a lot of people. If this matter is not curbed the children will feel constant worry and scared with people (Sahithya and Raman, 2021).

Between the ages of 6 and 11, children begin to actively compare themselves with their peers. This social comparison occurs due to cognitive and social. Self-esteem is a affect from psychological. According to psychologist Erik Erikson, he believes that this self-comparison sets the stage for the biggest struggle facing children today. Their main conflict is a sense of competence while avoiding an inferiority complex. This is because, some children begin to realize that their efforts are not as good as their peers and begin to feel inferior. Especially when they realize and feel that they are incompetent and indirectly lead to low self-esteem. If his performance falls in a domain he doesn't value, such as athletics, his self-esteem is unlikely to suffer. However, if he is not competent in an area that he feels is important, such as academics, he is at risk of developing low selfesteem (Fraser-Thill, 2022).

Next, interpersonal relationship also the psychological factor. Children from single parent families were more than twice as likely to report internalising problems and more than three times as likely to report externalising problems. The significance of early life experiences in establishing life trajectories has been emphasised in an increasing number of research papers. According to studies, children with mother-only families may experience adjustment issues similar to those in families with a mother and a stepfather or an unrelated partner. With another adult in the family, such as a grandparent, the risk is marginally reduced (Aniruddh Prakash Behere, 2017).

A further affect is “trauma”. If we are able to describe the developmental patterns of symptoms and to explain what causes the large discrepancies between trajectories after similar trauma exposure, we will have a better understanding of post-trauma psychopathology (Zhang et al., 2022). Both parents and children are at risk of dying from these ailments. Children experience disruption in social connection, loss of support and affection, and a decline in cognitive stimulation. The parent's role cannot be fully utilized since parents of children with these disorders frequently experience frustration and lack of control. Additionally, it causes childhood adversities (CA) (Titik Juwairiah, 2022).

### **iii) SOCIAL**

The last factor is Social. Social can be define as our ability to communicate, interact and form meaningful relationships with others. These socioeconomic status (SES) inequalities affect not only for parents but also children’s lives. For instance, children with low SES often have worse access to education and social participation than their peers with high SES. In addition, children with low SES suffer more often from health problems than children with high SES. Furthermore, low SES is also associated with a greater burden in all facets of daily life and exposure to stressful circumstances. Negative life events and other stressors are clearly related to socioeconomic status and according to studies. Lower parental education and lower family income were also linked to higher stress levels, regardless of the gender of the adolescent. More specifically, stress reactions and the frequency of stressful life experiences are linked to SES (Franziska Reiss, 2019). People with low socioeconomic status will have a lower autonomy to work, corresponding to high level of pressure and emotions became unstable (Yunfan Zhang, 2022).

Schools play an important role in the growth of children, the problem of absenteeism is increasing to this day. Absence from school can have a negative impact on a child's life either during school or life after adulthood. These include poor academic performance,

social isolation, economic deprivation and unemployment in adulthood. A study has stated that the relationship between anxiety and school attendance. Somatic symptoms such as headaches and stomach aches are also common in children with anxiety, and can contribute to their absence from school. However, there are still many other reasons for children not attending school (Finning, 2020).

Family circumstances influence anxiety problems in children. This is because, one of the causes of children experiencing anxiety problems in the family is because of the negative behavior of parents. This also includes excessive control for example setting rules that are too strict, protecting the child in an excessive way, and giving instructions for the child to think very quickly. In addition, parents who criticize more than teach children can make children afraid to interact with their parents (Jenny Draisey, 2019).

### **2.3.2 PARENTAL AGE**

Parental age is one of the factors related to emotional problems among children. The age of the parents can show whether there is a negative effect or a positive effect on the child's emotions. Most couples in the world get married and have children at a young age and there are couples who get married at an advanced age and have children at a relatively old age. The maturity of parents in raising children depends on the age, knowledge of child care and also the experience gained before or during pregnancy.

Children of older parents, especially older moms, do much better in school and at work, score higher on IQ tests, express better health, and have less behavioral and emotional issues than children of younger parents, according to a number of population based studies. Being a children of older parents may provide a lot of advantages because older parents frequently have better socioeconomic circumstances than young parents Because they have lived longer, older parents can offer their kids a more favorable environment. Additionally,

parents who are older tend to be more resilient, use substances like alcohol and drugs less, and have less mental health issues (Zondervan-Zwijnenburg et al., 2019).

According to the researcher, the majority of respondents think having older parents is better than getting younger ones, largely because older parents are better emotionally trained. In the study, parents of each gender said that their mid-30s would be the optimal time to start a family. This is due to the fact that having a child on older age has additional benefits such as greater job success, financial stability, and deeper connections with their partners. Becoming an older mother has advantages in terms of patience either. According to a 2016 Danish study, older women become more adept at setting limits with their kids and are less inclined to scold or reprimand them harshly, which prevents future behavioral, social, and emotional issues. Additionally, they have less anxiety during pregnancy, have more solid relationships, and are in better financial shape as well as which can improve the parenting experience (Manning-Schaffel, 2017).

Numerous indicators suggest that mothers that are older might benefit from early emotional adaption as well as parenting styles that affect the long-term environment for their children's emotional and behavior development. Older mothers may have a tendency to adopt a more authoritative parenting style, which Baumrind defined as balancing freedom and control. However, when the kids become older, younger mothers might have greater stamina and develop the maturity of older mothers. For instance, older women might have less energy and health to devote to their children. Researchers examined the general idea that better psychological health in families beyond the preschool years is connected with older mother age in this study. Through this study, the researchers tested their hypothesis that having older mothers would be associated with less verbal and physical restraint and with better socioemotional development of children at 7, 11, and 15 years old (Trillingsgaard and Sommer, 2016).

### 2.3.3 PARENTING STYLE

4 parenting style by Diana Baumrind is permissive, authoritative, neglectful and authoritarian.

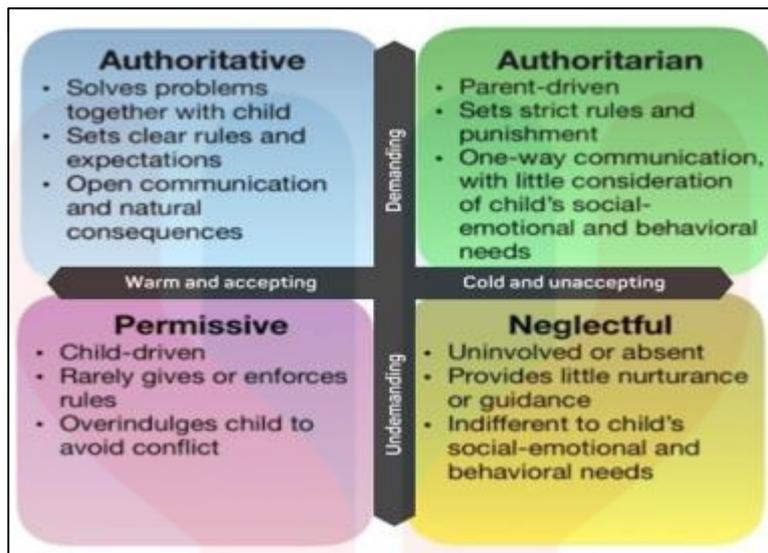
The common traits of **permissive** parent by Diana Baumrind are is high responsiveness, low demandingness, communicate openly and usually, they lets their children decide for themselves than giving the order and usually give a good lengths to ensure that their kids happy, sometimes at their own expense (Zelster, 2021) . In other study, children whose parents have a permissive parenting style exhibit a high level of atypical behaviour, and a very high level of generalized anxiety. Over and above the permissive parenting style, generalised anxiety added significant explanatory variance for the atypical behaviour in preschool children. Generalized anxiety has a partial mediating effect on the relationship between father's permissive parenting style and atypical behaviour and a total mediating effect on the relationship between mother's permissive parenting style and atypical behaviour (Ciuhan, 2021).

Second, the common traits of **authoritative** parent are high responsiveness, high demandingness. Establish clear rules and expectation on their children while practicing flexibility and understanding. Communicates frequently they listen to and take into consideration their children's thoughts, feeling and opinions. Authoritative parent also allow for natural consequence. For example, kids fail quiz when they did not study. But the authoritative parent will use those opportunities to help their kids reflect and learn (Zelster, 2021). Our results suggest that increased authoritative of mothers is associated with lower odds of developing anxiety disorders in children. Meta-analytic studies in the West have also associated mother's authoritative with reduced likelihood of anxiety disorders in children (BR Sahithya, Parenting Style, Parental Personality and Child Temperament in Children with Anxiety Disorder--A Clinical Study from India, 2021)

Third, the common traits of **neglectful** parent by Diana Baumrind are low responsiveness, low demandingness. Let their kids mostly fend for themselves, perhaps because they are indifferent to their need or are involved/overwhelmed with other things. Offer little nurturance, guidance and attention. Often struggle with their own self-esteem issues and has a hard time forming close relationships (Zelster, 2021). Aside from that, neglectful parenting are define by a lack of parental concern in any way has been linked to a children exhibiting higher level of fear, anxiety and distress, as well as engaging delinquent behaviour.

The common traits of **authoritarian** parent by Diana Baumrind are high demandingness, low responsiveness. Enforces strict rules with little consideration of their kid's feeling or social-emotional and behavioural needs. Often says "because I said so" when their kids question the reasons behind a rule or consequences. Communication is mostly one-way from parent to child (Zelster, 2021). Accordingly, children and adolescents with anxiety disorders are more likely to be raised by non-authoritative parents (e.g., authoritarian and neglectful styles), who tend to employ exaggerated (e.g., preventing autonomy), harsh, or inconsistent control. Authoritative parenting, on the other hand, is cross-culturally associated with lower developmental psychopathology, which has also been shown to constitute a protecting factor against children's anxiety (Yaffe, 2021).

Figure 2.2: Parenting Style



Source: Connectable Life

As we know, parents are very influential in influencing children. This is because they spend more time with their children than with their kindergarten teachers. Children's emotions are very sensitive at a young age. They will be more easily influenced by the environment they grew up in. Based on the theorized that emotion coaching and emotion dismissing philosophies are negatively related (Ramsden & Hubbard, 2002). Based on the factors shared by Gottman, there are three factors that he has shared that are related to parenting style.

Among them are dismissing parents, disapproving parents and laissez-faire. Ignoring parents are too busy with work to the point of neglecting their children and they always consider their children's feelings unimportant. This causes the child to become anxious to express all the opinions that they have hidden. Parents with a rejecting style consider their children's negative emotional experiences as irrational and do not believe in their importance (Ana Poula, 2018). Parental disengagement was examined to see if it mediated the relationship between parental emotion dysregulation and child anxiety, or parental anxiety and child anxiety in two separate models (Engebretsen, 2019).

Additionally, this parenting approach modulates the link between parental anxiety symptoms and kid anxiety symptoms to some extent (Mina, 2019). In particular, the current research examines how to teach parents' emotions and reject emotions linked to emotion management and emotional understanding of preschool children in a Norwegian sample in order to assess how emotional socialisation of parents is related to children's emotional competence (Heidi, 2021). Thirty parent-adolescent pairs—thirty with detrimental parental alcohol use and thirty without it—participated in videotaped exchanges during which parental emotional guidance, emotion-abandoned communication, emotional regulation, and adolescent behavioural impulsivity were evaluated. Adolescent behavioural impulsivity and emotion management are both favourably correlated with emotional training. Only a positive correlation between emotional rejection and adolescent behavioural impulsivity was found (Marie & Jennifer 2020).

Significant correlations between authoritarian and disapproving parenting styles and parental emotional flooding were discovered (Ramat-Gan, 2020). Understanding of emotion-related behaviour and emotion socialisation, which contributes to the realisation that emotion socialisation is essential for the best possible development in infancy and throughout life (Jens,2021).

The most common parenting philosophies are democratic and authoritative, whereas laissez-faire parenting is the least used. The majority of adolescents show moderate levels of bullying conduct, and the results show a substantial correlation between bullying behaviour in adolescents and parenting styles that are either autocratic or democratic (Aderinto, 2021). Parenting entails creating a socioemotional environment

for children through particular parenting techniques, which may influence their behaviour in addition to moulding and reinforcing particular behaviours (Veronika, 2019). that authoritative, authoritarian, and permissive parental styles were often regarded as being more laissez-faire and followed by parents on the internet (Ozgur, 2019). Parents that adopt a laissez-faire parenting approach frequently exhibit neglect. They frequently fail to provide for their children's basic requirements and sometimes even expect them to raise themselves.

Because it is so successful and advantageous for kids, the authoritative approach is commonly adopted. Parents are more approachable and accommodating toward kids. In actuality, parents have high standards for their kids while also being highly encouraging of them. Authoritarian parenting refers to parents who are unresponsive to their kids. They expect the kids to follow their very tight standards without any exceptions, which puts pressure on them and even raises the bar.

Permissive parenting implies that the parents are amiable yet less strict. Parents lack discipline and are not firm with their children. Not only that, but parents also pay less attention to their kids' activities, spoil them, and ignore them. According to this parenting style, parents are aloof and unresponsive to their kids. Don't interfere in the interaction between parents and children; there are no fixed norms. The most glaring characteristic of these parents is their lack of concern for their offspring. When compared to authoritarian and neglectful parenting, both authoritative and indulgent parenting are consistently linked to better outcomes (greater self-esteem and psychosocial development, and poorer emotional adjustment) (Oscar, 2021).

## 2.4 HYPOTHESES

**H1:** There is significant association between age and emotional problem among preschool children.

**H2:** There is significant association between emotion coaching parental style and emotional problem among preschool children.

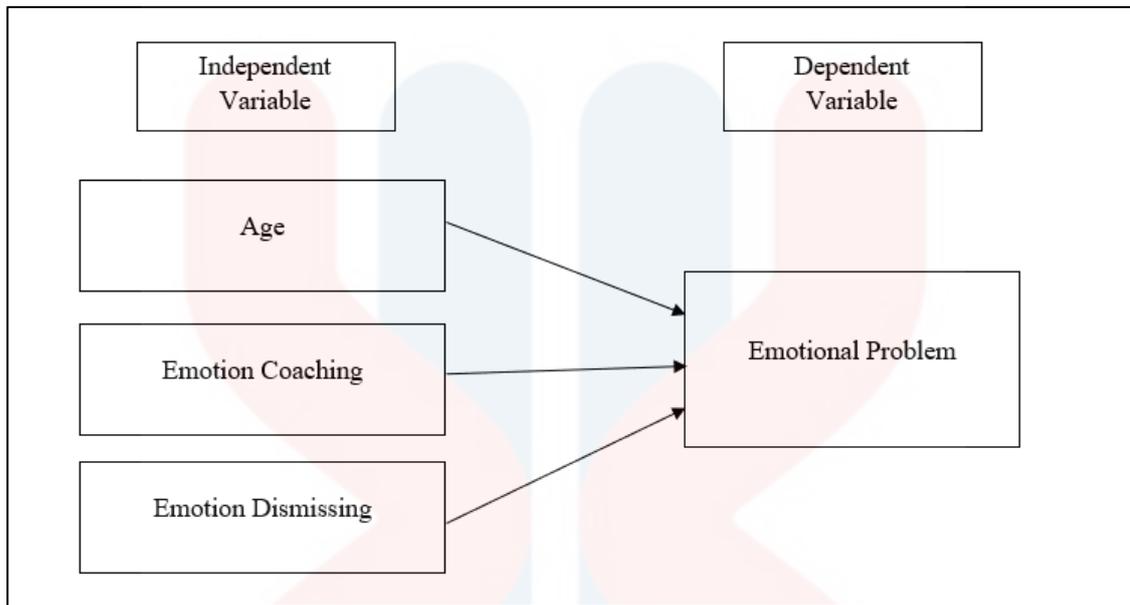
**H3:** There is significant emotion dismissing parenting style and emotional problem among preschool children.

## 2.5 CONCEPTUAL FRAMEWORK

From the prior literature review, the researchers have proposed a framework to study emotional problems among preschool children which can help many parties to prevent this problem from the beginning so that it is not carried out into adulthood. Hence, as seen below, figure 2.3 show the conceptual framework.

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Figure 2.3: Conceptual Framework



## 2.6 SUMMARY

There are two independent variables namely emotion coaching parenting style and emotion dismissing parenting style and also one dependent variable namely emotion problem among preschool children. This is also to be interconnected to study the emotional level of preschool children caused by parents. There are various ways that can be used to see the level of parental influence on children.

## CHAPTER 3

### METHODOLOGY

#### 3.1 INTRODUCTION

This study covers the part of research design, population, sample size, sampling method, data collection procedure, research instrument, data analysis and the last part is the summary of this chapter. At the chapter, the summary is presented to conclude overall of this chapter as a final decision reached by every part that has been describe.

#### 3.2 RESEARCH DESIGN

Research design is a structure for planning and implementing a specific design. When the choice is taken to undertake the research, the data collection and research strategy must move forward in order to meet the goals of the study. The purpose of study design is to find the evidences generated from the data to answer the research question. In this study, quantitative research will be used as the research design.

In conduct this research the primary data collection is required. The collection of primary data the basic research design will be applied to this study. It is used to identify the situations or individuals. The objective of descriptive research is explained the thing. Descriptive research answers the question of what, where, who when and how the situation. Descriptive research can be classified into two that is cross-sectional or longitudinal.

In this study, the research design will be used is cross-sectional study. It is an observational study that analyses data from a population in one time. Cross-sectional

study widely used to measure the prevalence, determine the factor and explain the population characteristics. This type of study is not same as other.

The reasons of choosing cross-sectional study are not follow the individuals continuous because it only looking for a data in one point in time. In this study, the data will be collected in one time from the parent of preschool children. The advantages of cross-sectional study are another reason of choosing.

Among the advantages is relatively easy, cheap and fast. Cross-sectional study is the easier way to determine the percentage. The independent variable and dependent variable data can be collected at the same time. This type of study also used in the early stages of research (Wang and Cheng, 2020).

### **3.3 POPULATION**

The population in the study is a group of people who will be identified and have some specific characteristics to achieve the objectives of the study. The researcher has chosen two preschool located in Machang and Kubang Kerian districts have been chosen as the target population in this study. The data obtained will be used as a survey in the study. The population of this study is an existing population. The total of the number parents population at the preschool is 124 based on the collected data.

### **3.4 SAMPLE SIZE**

Sample size is a study conducted to explain each data that has been collected throughout the study to obtain information from the results of the study. The main goal is to justify the sample size in the study which aims to explain the initialization process of the collected data which is expected to provide valuable information considering the researcher's inference goals (Daniel, 2022). The researcher targets to choose 92 respondents for the

study from among the parents of children attending in preschools in Kota Bharu and Machang. Less than 500 people participated in this sample size, which is larger than 30 respondents (Memon et al., 2020). The sample size ranged from 30 to 500 participants (Sekaran and Bougie, 2016).

### **3.5 SAMPLING METHOD**

In the previous study, sampling method is the selection of a subset of the population of interest in a research study (MSPH, 2020). The sampling that are used in this study is purposive sampling. In a non-probability sampling, some members of the population compared to members, have a greater but unknown chance of selection (Galloway, 2005).

There are few types of non-probability sampling which is convenience sampling, quota sampling, snowball sampling, consecutive sampling, purposive sampling and others. For this study, purposive sampling is associated to collect the data and chosen as the best methods. It is particularly useful if you need to find information-rich cases or make most of out limited resources, but is at high risk for research biases like observer bias (Nikolopoulou, 2022).

As the quantitative research, the purposive sampling is the best methods to collect the data of population for this research. Purposive sampling is chosen because the data can collect quickly and did not take so much time. Purposive sampling also inexpensive to create samples and low cost with less or no investment while collecting the data and purposive sampling are chosen because the researcher cannot access to the parents of preschoolers. Hence, sample are readily available and we do not have to move around too much to collect the data for this study.

### **3.6 DATA COLLECTION PROCEDURE**

Data collection is a method of collecting and analysing specific information to answer questions related to the research topic. It is sure to know everything there is to know related to the study being done. Data is collected subject to hypothesis testing, which is a method of trying to understand a phenomenon. There are also several methods of data collection in research studies such as primary data and secondary data.

In this study, the researcher utilising primary data as a method of gathering data because the data obtained is more relevant. Primary data is data collected by the researcher directly from the primary source by contacting teachers at the kindergarten center to obtain data. The teachers at the kindergarten center will help us in terms of getting feedback from parents of kindergarten students regarding emotional problems among preschool children by distributing the google form we created through WhatsApp group. Primary data is usually collected from the source where the statistics were originally obtained and is considered the best type of data in research. Researchers use quantitative in this research because it is more scientific, objective, quick, focused and acceptable. The tool used in this study is a questionnaire through a Google form. Questionnaires were distributed online and collected data among parents of kindergarten students in the Pengkalan Chepa Machang and Kubang Kerian areas.

### **3.7 RESEARCH INSTRUMENT**

The questionnaire was design to determine the association between emotion coaching parenting style with emotional problem among preschool children and to determine emotion dismissing parenting style among preschool children. The questionnaire is divided into three sections: section A, section B, and section C.

The first section aims to collect demographic profile of respondents as a personal information. Among question on demographic section is consist of gender, age, race, religion, marital status and household income.

Meanwhile, the next part of the questionnaire is section B. Section B is measuring the independent research variables. In the section B will be use the Parental Emotional Style Questionnaire (PESQ) (Sophie S.Havighurst,2010). PESQ is an adaption from the Maternal Emotional Style Question (MESQ). The Cronbach alpha for emotion coaching is 0.78, 0.82 and 0.84 meanwhile the emotion dismissing was 0.82, 0.87 and 0.86. The function is used to measure parent's beliefs about their children emotion like sad, angry, happy and scared with the items rate in the Likert scale 4-points. The items on the Likert scale are:

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Agree
- 4 – Strongly Agree

Furthermore, the third part that is the section C is designed to measure the dependent research variables. In this section the Strength and Difficulties Questionnaire (SDQ) will be used to measure emotional problem among preschool children. The Cronbach alpha is 0.65 and 0.85 (Goodman et al.,2010). This section will be rate by using a scoring scale “Not True, Somewhat True, Certainly True”. Table 3.1 show the questionnaire design.

SECTION	MATERIALS	TOTAL MATERIALS	CITATION
SECTION A	Demographic data	6	(Fontanella,2022)
SECTION B	PESQ IV: Emotion coaching and emotion dismissing parenting style	21	(Sophie S. Havighurst, 2010)
SECTION C	SDQ DV: Emotional problem	25	(Goodman et al.,2010)

Table 3.1: Questionnaire Design

### 3.8 DATA ANALYSIS

The process of gathering, modelling, and analysing data to support conclusions is defined as data analysis. It entails critical examination and calls for the interpretation of data to determine the factors that led to the development of important discoveries. To determine the most crucial information from data and information gathered from multiple sources, there are a number of methods and procedures. The Statistical Package for Social Sciences (SPSS) will be used in this study to examine information and data. For people who are not statisticians but rather operate in a variety of professions, SPSS is a fantastic tool. The primary function of SPSS is to process, analyse, and generate a variety of outputs from statistical data in order to respond to queries about objective research.

The descriptive analysis had used as frequency analysis to determine the prevalence of emotional problem among pre-school children, demographic like age and gender and their socio-demographic that will influence the emotional problem among pre-school children.

This study uses continuous data, such as logistic regression analysis to find the relationships between the IV and DV.

### **3.8.1 RELIABILITY TEST**

The characteristics of measuring scales and the products we make from them may be examined using reliability analysis. In addition to providing data on the correlations between specific scale items, the reliability analysis approach also produces a variety of regularly used scale reliability metrics. Calculating inter-rater reliability estimates may be done using inter-class correlation coefficients. The inter-rater reliability approach evaluates how well each test item consistently assesses the concept. This approach comprises giving each item on a test a qualified rate's or judge's rating, then calculating the overall percent agreement between them. The more judges agree on a percentage, the more trustworthy the test is. Moreover, reliability testing techniques are a software testing methodology that determines if the programmed can operate faultlessly for a predetermined amount of time in a specific environment. Sufficient for the intended use.

### **3.8.2 DESCRIPTIVE ANALYSIS**

By transforming raw data into an understandable form or tabular format, descriptive analysis is the act of examining, rearranging, sorting, and modifying data produced from descriptive information. Descriptive analysis will frequently summarize and provide the results after evaluating the central tendency and the dispersion or variability of the data. In the data, extreme values were found. The researcher distributed a questionnaire to get feedback on the data. The descriptive analysis can help in the clear and understandable refining of a large amount of data.

The central tendency measurements used in descriptive analysis are divided into categories. Mean, median, and mode are all central tendency measures. A single value that is identified as being typical of a whole distribution by statistical measurements is known as the "central tendency," which also refers to the center of the distribution. The mean of an ordered data collection is the sum of all values divided by the total number of values, whereas the median is the value that falls in the middle. The most frequent data value we can obtain for the survey from online data is mode. Researchers can use these three categories of central tendency to collect and organize data from survey participants or samples using a Google form. This suggests that descriptive analysis seeks to quantify the proportion of respondents who agree or disagree with the assertions made in the questionnaire in connection to emotion coaching parenting style (IV) and emotional problems in preschool (DV).

### **3.8.3 INFERENCE ANALYSIS**

Inferential statistical analysis will be the methodology used to present the results. Based on the analyzed samples, it allows users to make deductions or infer trends regarding a larger population. In essence, it makes assumptions about a larger population or group through a sample of data. To compare whole populations or analyze correlations between variables using samples, hypothesis testing is performed. To make reliable judgements, hypotheses or predictions are put to the test using statistical tests.

To describe data and explain the relationship between one dependent binary variable and one or more independent nominal, ordinal, interval, or ratio-level variables, we use logistic regression.

By comparing the amount of shared variation, or covariance, between the items that make up the instrument to the amount of overall variance, Cronbach's alpha is a method

for evaluating reliability. According to the theory, if an instrument is reliable, there should be more covariance than variance among its components.

Table 3.2: Cronbach's Alpha

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Statistics How To

### 3.9 SUMMARY

This chapter discuss about the methodology in this study such as research design, sample size, data collection and sampling method that we apply in this study. This chapter so beneficial because it will applied on Chapter 4 to discuss on results of the data that we get from this research's methodology.

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## CHAPTER 4

### RESULT AND DISCUSSION

#### 4.1 INTRODUCTION

The results were the focus of a descriptive analysis, reliability test, and inferential analysis (logistic regression). In this chapter, the descriptive analysis was presented, reliability test to measure reliability of the study instrument were presented. Result of inferential analysis, logistic regression was performed to mean association between a variable. Following that, each of result were discussed.

#### 4.2 RESULTS OF DESCRIPTIVE ANALYSIS

The descriptive analyse demographic data of the respondent. The questionnaire was including the gender, age, race, religion, marital status and household income(RM). The categorical data were reported as a frequency (n) and percentage (%), meanwhile, the continuous data were presented as a mean and standard deviation. A total of 92 respondents agree to answer the survey.

The outcomes of respondents' demographic characteristics are shows that the majority of respondents were female 80.4% and the mean age of respondents is 33 years old. All of the respondents were Malay Muslim (100%). The marital status of majority respondents was married(98.9%) and the mean of household income of respondent is RM 5429.34. Table 4.1 shows that the descriptive analysis of demographic profile.

Table 4.1: Descriptive Analysis of Demographic Data

<b>Variable</b>	<b>Frequency (n) / Mean</b>	<b>Percentage / Standard Deviation</b>
<b>Gender</b>		
Male	18	19.6
Female	74	80.4
<b>Age</b>	33.61	7.154
<b>Race</b>		
Malay	92	100.0
<b>Religion</b>		
Muslim	92	100.0
<b>Marital Status</b>		
Married	91	98.9
Single Parents	1	1.1
<b>Household Income (RM)</b>	5429.34	3700.217
<b>Emotional Problem</b>		
Normal	64	69.6
Emotional Problem	28	30.4
<b>Parental Emotional Styles</b>		
Emotion Coaching	34.2391	5.98601
Emotion Dismissing	34.0000	4.70212

Next, the emotional problem of preschool children. The questionnaire for this variable has been classified into normal and emotional problem. Table 4.1 showed that 64 out of 92 children (69.6%) were normal meanwhile remaining 28 children (30.4%) were having emotional problem. Parental emotional style has been categorised into two, namely emotion coaching and emotion dismissing. The mean score of emotion coaching was 34.2391 and the standard deviation was 5.98601. The mean score of emotion dismissing was 34.0000 while, the standard deviation of emotion dismissing was 4.70212.

### 4.3 RESULTS OF RELIABILITY TEST

Reliability test can analyse the characteristic of measuring scales and the components that make up the scale. In addition to providing data on the associations between the scale's constituents items, the reliability analysis technique creates a variety of regularly used scale reliability measure (IBM, 2021). Reliability test was used to evaluate the reliability the consistency of instruments. The Cronbach's alpha is a scale from 0 to 1 that represents the level of internal consistency. This approach can be used to confirm the reliability of the study questionnaire. Table 4.2 showed that the result of reliability test.

Table 4.2: Result of Reliability Test

Variable	Cronbach's Alpha
<b>Emotional Problem</b>	0.805
<b>Parental Emotional Styles</b>	
Emotion Coaching	0.866
Emotion Dismissing	0.870

Reliability test is used to measure whether the distributed questionnaire is reliable or not. From the result, it shows that the Cronbach's alpha for all variables were higher than 0.75 which means that the questionnaire that has been used for this study are acceptable

### 4.4 RESULTS OF INFERENTIAL ANALYSIS

Inferential analysis that we used in this study is logistic regression. The reason logistic regression was used in this study because the dependent variables was categorical. Another reason we used logistic regression is to measure as well as determined the relationship between the independent variable that is parental age, emotion coaching and emotion dismissing with the dependent variable, emotion problem. Table 4.3 shows the inferential analysis (logistic regression).

Table 4.3: Inferential Analysis (logistic regression)

Variable	P-value	OR	95%Confident Interval (CI)	
			Lower	Upper
Age	<b>0.003*</b>	0.879	0.808	0.956
Emotion Coaching	0.338	1.039	0.961	1.124
Emotion Dismissing	0.923	0.995	0.906	1.094

\* P-Value is below than 0.005

This table shows that the relationship between parental age and emotional problem among preschool children was negative. The P-Value of parental age was 0.003 it shows that there is a significant association between parental age with emotional problem among pre-school children because the P-Value is lower than 0.05.

This study has not found the relationship between emotion coaching and emotion dismissing with emotional problem among preschool children was not an association. The P-Value of emotion coaching is 0.338 show that no significant value with emotional problem. Furthermore, the emotion dismissing also show that there is no significant value with emotional problem because the P-Value is 0.923. Both of emotion coaching and emotion dismissing are not significant with the emotional problem because the P-Value for each variable was higher than 0.05.

#### 4.5 DISCUSSION ON DESRIPTIVE RESULT

Based on the research finding, the female gender of parent is higher compared to the male. This could be due to women are mothers who are concerned about children compare to fathers. According to research, mother was frequently bearing the primary burden of providing emotional supporting, caring, arranging their child's activities, creating rules and disciplining their kids, especially when they were young. In addition, in different study that looked at the parental participation of Malay and Chinese families in

peninsular Malaysia discovered that women or mom were often spending more time with their kids than father on caregiving responsibilities (Si Han & Pei Jun, 2013).

In addition, the average age of parents was 33 years old. This could be due to the average age of marriage in Malaysia is about 28 years old. This study can be proven because the average age of the grooms was at 28 years old (Adi Idham, 2022). Parents of preschool children (age 4 to 6 years old) was about 33 years old if the parent got married at 28 years. Therefore, majority of respondent were young parents.

Based on the finding of this study, all of the respondents were Malay and Muslim. Similarly, majority of population in Kelantan was Malay Muslim. Kelantan was a state that strongly adheres to the teachings of Islam. There are also non-Muslim residents, however the number of non-Muslim in Kelantan is lower compared to the Muslim population. A part of that, this study targeted Islamic kindergartens, therefore majority of respondent were Malay Muslim. In Malaysia, majority of non-Muslim parents enrolled their children to schools or kindergartens that learn about their respective religions from an early age.

Based on the questionnaire, marital status was divided into two parts, namely married and single parents. Married are parents who raise their children together. Single parents are mothers or fathers who raise their children alone. Majority of the respondents were married parents as compared to compared single parent. This could be due to the number of marriages in Malaysia from 2020 to 2021 was increase with the percentage was 15.4%. According to the data, the highest number of marriages at age group 25 and 29 years old. However, the number of divorces in Malaysia was falling to 7.1% in 2020 and 2021. Between 30 to 39 years old the age group of highest data of divorces in Malaysia (DOSM, 2022).

Moreover, the average income of the parents was RM 5429.34 which shows that they are able to send their children to private preschool. In addition, if both of parents work it will cause the statistical household income rate to increase. This matter because of the cost living was high and they have to work more to increase the amount of household income per month. The income earned was also affordable for the comfort of their children's learning. In 69% of working parents believe that more accommodating work schedules have allowed them to be more involved in their children's lives (Brower, 2022).

Mental health was categorized into two, namely internalizing and externalizing problem. Internalizing problem was an emotional problem include the depression and anxiety meanwhile, externalizing was included of behavior problem. This study aimed to determine the association between parental age with emotional problem among preschool children which is the internalizing problem. Based on finding of this study, prevalence of emotional problem among children were 30.4%. The emotional problem on the previous study was the frequency of behavioural and emotional issues among kids under five ranged from 9.5% to 14.2% (Uğur, Ç., Yürümez, E., and Yılmaz, Y, 2019).

This study found that emotional problems were significantly associated with parental age. In contrast, finding of this study was not parallel with previous study conducted by Zondervan-Zwijnenburg et al (2019). In compared with the previous study, the association of parental age with emotional problem had a limited finding. However, the previous study shows that there have an association between parental age with externalizing problem which is behavioral problem (Zondervan-Zwijnenburg et al., 2019).

This could be due to different age group, this study targeted preschool whereby previous study targeted primary school children. Different cognitive level and experience in managing emotions also differs based on their age. Moreover, different in culture could

also contribute to the differences in the finding. All of parents in this study were Malay, whereas, a previous study targeted in Dutch population.

A part from that, this could be due to different in methodological approaches. In this study, a cross-sectional study design was used, however, previous study conducted using cohort study design. In other word, cohort studies were longitudinal studies which means the researcher collect the data in over time. In addition, this study only dependent on parent's report, however, previous study obtained report from parents, children themselves, and teachers. But because different informants view children in various circumstances, they may not always capture the same notion (Zondervan-Zwijenburg et al., 2019).

Differences in term of study tools could contributed to the differences in the study findings. Questionnaire used in this study was Strength Difficult Questionnaire (SDQ). However, the Achenbach System of Empirically Based Assessment (ASEBA) was used in the previous study. Using different questionnaires will result in different results.

Parental emotional style was divided into two, namely emotion coaching and emotion dismissing. Emotion coaching can be related with parenting style by Diana Baumrind, that is authoritative parent. This is because the emotion coaching was about the parent teach their children in managing the emotion, meanwhile, the emotion dismissing can be related with authoritarian and neglectful parenting style.

Emotion coaching and emotion dismissing in this study showed that there were not found the significant association between emotion coaching and emotion dismissing with emotional problem among preschool children. In contrast, previous study shows that there was a significant association between emotion dismissing and emotional problem (Ab Ghaffar et al., 2023). This could be due to different questionnaire items contributed to the

differences in the study findings. The questionnaire Strength and Difficulties Questionnaire (SDQ) was used in this study to measure the children's emotional problem. Based on the Ab Ghaffar et al (2023) studies, Revised Children Anxiety and Depression Scale (RCADS) was used for assessing anxiety.

However, finding of this study was supported by the previous study, stated that there was no significant association between emotion coaching and emotional problem (Ab Ghaffar et al., 2023). Another study's findings that emotion coaching had no direct beneficial effects on children's emotional outcomes. Emotion coaching interacted with emotion dismissing in a way that shielded children from its harmful effects (Lunkenheimer et al., 2007). This might be because parents who use the emotion coaching style of parenting experience less stress. Parents who participated in an emotion coaching parenting course reported much less stress related to parenting (Chan et al, 2021). Previous randomized controlled trial among Chinese mother's preschool children found that parents from intervention group who use emotion coaching in their parenting practices improve usage of emotion coaching parental style and less emotional dismissing after training (Qiu & Shum, 2022).

#### **4.6 SUMMARY**

This chapter covers the findings and conclusions drawn from the descriptive analysis, reliability test, and inferential analysis carried out on the survey data. The data had been collected.

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1 INTRODUCTION**

The preceding chapter gave an overview of the study's results. The recapitulation of the findings, limitations and recommendations covers in this chapter. The recapitulations of the findings are to recap about the data that has been provided in Chapter 4. For the limitations of the study are discussed, for examples, sample size, sampling method and others. Recommendations are suggested for parents and future research. Lastly, the summary of this chapter stated at the end of this chapter.

#### **5.2 RECAPITULATION OF THE FINDINGS**

To recap, this finding was conducted to determine whether there is association parental emotional styles and emotional problem among pre-school children. From the previous chapter (Chapter 4) based on the study purpose, research questions, and hypothesis for the next chapter (Chapter 5). The research question of this research require to prove the association between age and emotional problem among pre-school children, the relationship between emotion coaching parenting style among pre-school children and emotion dismissing parenting style among pre-school children.

According to the first hypothesis, there is significant association between age and emotional problem among pre-school children. According to the data in Chapter 4, from the Table 4.3 (logistic regression) shows the relationship between age and emotional problem among pre-school children was significant which is the P-Value is 0.003. As a result, first hypothesis was answered first research question.

The second hypothesis which was the association between emotion coaching parental style and emotional problem among pre-school children. According to the data in Chapter 4, from the Table 4.3 (logistic regression) was not significant with the P-Value 0.338. As the result, the second hypothesis were answered the research question.

The result of third hypothesis proves that the relationship of emotion dismissing parenting style and emotional problem among pre-school children was not significant it is because the P-value for both variable was higher than 0.005. As the result, the third hypothesis were answered the research question.

### **5.3 LIMITATION**

Researchers have gone through a fulfilling and meaningful procedure to finish the research throughout the full project. However, some restrictions are necessary to ensure the proper operation of the research process.

The first limitation that researcher face was lack of sample size. Due to the respondent's unwillingness to provide excellent cooperation in aiding us in acquiring data, this scenario has hindered our study. Researcher are considering a number of measures so that it will may reach more people than the target population size, including handing out printed copies of the documents to respondents and distributing surveys online using Google Forms.

Next, our research area in the Kelantan district was very limited. This is allegedly the case because the only cities included in our analysis are Kota Bharu and Machang. Due to this circumstance, we were only able to collect a modest amount of data for our study.

Due to the transportation issues, we faced into, it was difficult for us to broaden the scope of our research.

Furthermore, purposive sampling was the sampling method we utilize for our investigation. Purposive has been utilized because the researcher can't access the list name parents of pre-school children. However, it also comes in handy when trying to locate situations with a lot of information or when trying to stretch our limited resources. Research flaws like observer bias are also a serious concern (Nikolopoulou, 2022).

Last but not least, researcher discovered that the findings of this study are not unrelated with previous study conducted among primary school. It is because parent's report of children's emotional problems were widely used, however, due to the tendency of parents to underreport internalised emotional symptoms, this methodology may have had an impact on the outcomes.

## **5.4 RECOMMENDATIONS**

### **5.4.1 Parents**

This study would be an alternative way to highlights the roles of the parents in controlling their children at early age. This proposal could provide an advantage to new researcher to refine studies on association between parental emotional style and emotional problem among pre-school children.

The first recommendation was parents must get involved in parenting programs primarily for the new parents. From getting the parenting education it promotes the use of positive parenting practices, such as using positive language, planned disciplined, family routine and how to react to emotional children. This program will encourage nurturing

behaviour and increase parents knowledge of their child development, communication styles and behaviour.

Other than that, parents must be a “emotion coach” to their children at their early age. So that, their children may feel comfort to share about their feeling, to react on what they feel and to share about their days. Therefore, parents know how to respond and easily take action on their children’s reaction. It is because, children’s nowadays easier to share about their personal to their parents when they feel that their parents are “role model” to them.

#### **5.4.2 Future Study**

The recommendation for the future study, they can include all of the district in Kelantan so that, they can collect more data. Therefore, future study can be generalized to population in Kelantan. Next, the recommendation for the future study to use the simple random sampling instead of purposive sampling. Limitation of purposive sampling was not all sample in the population has equal chance to be involved in this study. The simple random sampling could be conducted if preschool owner give permission to access parent’s information. Lastly, future study should not only focus on parents’ report. It is recommended to collect teachers’ report or children’s report to minimize under reporting on emotional problem in children.

#### **5.5 SUMMARY**

The main purpose of this research are to measure the association between parental emotional styles and emotional problem among pre-school children in Kota Bharu and Machang, Kelantan. The influencing factors of our research was Age, Emotion Coaching and Emotion Dismissing (independent variable) and Emotional Problem (dependent

variable) from the independent variable we could see that whether its will influence the dependent variable or not and what to react if it influenced.

Overall, the age of the parents have a positive response. Which was, they giving a more positive response to their children's emotional problem and matured in controlling child's feelings. It is because, the older the parents, the more the have experience they got about their child's emotion also, they easily knows how to react when their children showed the negative attitude.

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