

The relationship between socialization methods and behavioral problems of working children

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Abstract: Child labor has received global attention due to its close association with children rights to be fully protected from economic exploitation or any labor that compromises their dignity, conflicts with their education, health, social, spiritual, moral, mental and physical development, this study aims to determine the relationship between socialization methods and the behavioral problems of working children, Adopting the social survey approach, this study is descriptive, comprehensively enumerating the working children in the institutions specified for the application of the study, whose number is (117), This study found is a statistically significant positive relationship between socialization methods and behavioral problems of working children where significant at the level (0.01) for all dimensions including aggressive behavior, lying, excessive movement, and distraction, and a high score on the scale indicates that the methods used are negative.

Keywords: Socialization methods, Behavioral problems, Children working

Introduction

Children represent the source of wealth in society in the long run, and they are the ones who will bear the burden of responsibility in the future. Thus, interest in childcare becomes one of the most important goals that all societies seek (Ali, 2011, p.112). Children form a high percentage of the population, and their abilities are limited compared to adults; therefore, they need care, attention, and protection (Al-Gamal, 2011, P.8; Shaaban, 2010; Badawi, 2012).

Children have many rights, as identified by Kirton (2004), in terms of basic physical care, security, affection, guidance, motivation, responsibility, education, independence, control, and discipline. Zaky and Afifi (2018) demonstrated that these rights include the right to live in a healthy and educational environment, express themselves, and be protected from physical abuse and discrimination based on color, gender, or religion.

The family is the initial entity affecting a child's personality and the formation of his identity; individuals develop the majority of their cultural values and form their unique characters, within the family unit (Ahmed, 2020, p.65). Individuals need their families to fulfill their psychological, cultural, social, and economic needs through human contact. However, families may still become the source of many of the problems children face; violent treatment such as name-calling, physical abuse, and neglect render the family

ineffectual as a source of love, peace, and emotional support. In such cases, the family becomes more dangerous for children and adolescents than other sources (Al-Faraia, 2006, p.13). UNICEF (2015) showed that cruelty and violence carry many consequences that negatively affect children's physical, psychological, and social growth. Abdel-Aal (2019) also indicated that family gives the child a sense of self through interaction and communication. In addition, Ahmed (2010), Smith (2011), and Parker and Lee (2012) agreed that family is the first social institution that helps satisfy the child's psychological needs, contribute to his integrated development, and achieve his psychological and moral adaptation to the prevailing relationships which are based on sound psychological, humanitarian and educational foundations. Otherwise, they could be obstructive to satisfying his psychological and moral needs if these relationships are based on wicked foundations and concepts, which causes the child many psychological, health, social, and mental problems sabotaging the child's awareness due to the parents' wrong educational methods.

The family environment and how the individual is brought up in his early years have an important role in influencing his psychological and social formation and shaping his personality; the treatment methods used by the parents, in terms of their type and effects, play an effective role negatively or positively in the upbringing of the children, their psychological health, and their academic performance (Jubrani and Berro, 2021, p. 771). In addition, the children's perception of the parental treatment they receive could impact their values and their psychological and social compatibility in the future, shaping their personalities as adults in the future (Al-Bishr and Al-Qashaan, 2007, p. 43). Ibrahim and Al-Sayed (2021) indicated that a positive family environment is characterized by high levels of positive emotional expression and low levels of conflict; hence, families need to cooperate in all activities. Thomas (2012) and Skek (2010) revealed the role that parental treatment methods can play in giving children social responsibility, ambition, motivation for achievement, self-affirmation, moral values, and a sense of security, psychological adjustment, social development if perceived by children as normal methods of parental treatment, or many psychological, social, and health problems if perceived as abnormal.

parental treatment methods, as perceived by children, reflect the nature of the relationship between them and represent the most important determinants of the features of the family environment

because of their significant impact on the development of the child's personality and psychological health. Proper methods saturated with love, acceptance, and trust help the child to grow as a person who loves, accepts, and trusts others. As for improper methods, they negatively affect the child, which leads to developing incorrect psychological concerns (Ali, 2007, pp.35-36).

Many studies have pointed out the dangers resulting from a family's wrong socialization methods and their impact on their children. Ahmed (2008) illustrated that children who are exposed to domestic violence face many psychological disorders such as anxiety, depression, nutritional disorders, and speech disorders (p.60). Other studies suggest that these individuals lack feelings of security (Al-Sweety,2012), In addition, Katibi(2012) identified a relationship between domestic violence against children, including psychological loneliness, and low levels of education of both parents. Wilson and Webb(2018) also indicated that recurrent domestic violence and related traumas in early childhood can affect children's health and result in them going on to become either victims or perpetrators of further violence.

However, some families could be exposed to many social and economic pressures that may lead women and children to go out for work. Al-Sharbi (2004) showed that children resort to work for several reasons including the lack of a supporter, poor economic conditions, poverty, and expenses, forcing them to work to earn and obtain abundant money. Besides, in agreement with Al-sharbi's finding, Al-Bahi (2001) referred to the lack of the family's follow-up of children and escaping from school repeatedly because there is no element of attraction for children as reasons for dropping out from school for work.

The phenomenon of child labor is related to the degree of progress or backwardness of society, so it appears more prevalent in third-world countries and decreases when social and economic problems are diminished (International Labor Organization, 2013). Although this phenomenon is global, developing countries have the largest part in this crisis; ten million youngsters in Arab nations are employed before they reach the legal working age. The report of the Arab Council for Childhood and Development on child labor in Arab countries shows the gloomy state of affairs of children in these countries, where the phenomenon of impoverished children is pervasive and deprives them of their rights, resulting in the wastage of

creative energies (Arab Council for Childhood, 2010). and according to the National Survey on the phenomenon of child labor in Egypt, there is a constant rise in the number of children employed, with 30.6 million children (or 26.4% of the total population) in the age group of less than 18 in 2018. The number of male children is 15.8 million (18.9%), while the number of female children is 14.7 million girls (17.5%). In the 15–17 age range, the percentage of working children was highest (88.9%), with a higher proportion of males than females (Central Agency Statistics, 2018).

Therefore, Child labor has received global attention due to its close association with child rights. The United Nations Convention on the Rights of the Child, approved in 1989, issued children's rights to be fully protected from economic exploitation or any labor that compromises their dignity, conflicts with their education, health, social, spiritual, moral, mental and physical development, and it stated that the child's work is not accepted at an early age and for long hours at very low wages(UNICEF, 2002, p.2). Jankovic (2010) stressed that practical reality and practice reflect a decrease in the degree of protection for children from exploitation and oppression(Jankovic, 2000,p.71). Likewise, Al-Tawashi(2015) demonstrated that child labor deprives them of their basic rights and overwhelms them with poverty, ignorance, and disease. The child worker often fails to improve his professional conditions and usually falls into marginal occupations that do not make him overcome the tragedy he is facing. In this regard, Afifi(2001)emphasized that young children's exposure to work hazards causes them physical, health, psychological, and social harm.

The responsibility for protecting children falls on society with all its governmental and non-governmental organizations and its systems such as the family, schools, worship places, the media, recreational institutions, and social control and rehabilitation institutions. This responsibility means that these systems do not fail to perform their tasks towards children, exposing them to forms of suffering and deprivation. Therefore, efforts must be directed to provide care and protection for children who have been deprived of a decent life or have been neglected and abused(Moussa,2000,p.28), Ehsan and Mahmoud(2021), in agreement with Oliver(2017) and Bali(2018), confirmed that organizations should enhance awareness and education to confront the problems of child labor and underline the need to protect them.

According to Imad (1990), these children acquire negative behavioral patterns due to their early work and contact with adults in industrial workplaces. Imad pointed out that working children, as a result of contact with those older than them in the workplace, acquired some negative behavioral patterns such as smoking and using improper words, aggressive behavior, rebellion, and involvement in criminal activities. This is consistent with Cicchetti and Manly (2001) who observed how labor negatively affects working children leading them to acquire anti-social behaviors represented in misbehavior or aggression. Also, Achenbach and Edelbrock (2009) demonstrated that working children exhibit many negative behaviors such as swearing, smoking, and drug use. Fekadu, Haggto, Alem (2006) and Abdel-Aal (2006) also found that most working children suffer from social pressures and behavioral and psychological disorders as well. In addition, Christopher (2008) found that behavioral disorders among working children were the highest types of disorders, followed by hyperactivity and lack of concentration. Dalal, Rahman, and Jansson (2008), besides, indicated that working children are characterized by violence, and crime orientation as a result of social, economic, and psychological pressures to which these children are exposed during work. In the same vein, Ciftci (2014) identified the emotional and behavioral problems of working children and found that there are high rates of opposition and defiance against the rules (i.e., rebellion), and lying. Al-Jawhari (2011) showed that working children suffer from behavioral and educational problems. Similarly, Abdel Samie (2017) confirmed that working children acquire many negative behaviors such as aggression and rebellion.

Behavioral problems have multiple effects on two levels: at the individual level, wasting the individual's energy and effort, exposing the individual to punishment and abuse, and at the community level, threatening the security and stability of society, disrupting the interests of society, wasting the effort of its members, and threatening people's happiness, freedom, and security (Byles & Seligman, 2009, p.13). Badawi (2011) emphasized that behavioral problems are among the most serious problems in the modern era because they combine the psychological, social, and economic impact on the individual and society. In this regard, Darwish (2010) pinpointed the effect of child labor on their psychological and social development.

Therefore, social workers manage to activate childcare programs in these institutions to satisfy the needs of children, develop the necessary skills for social workers working in these institutions, invest all opportunities to employ methods of dealing with children such as methods of learning and guidance, increase their abilities, improve their talents, and adapt them to the new situations they could experience (Pcoiuger, 2003, p.170). Individual service, one of the social service methods, has many theories and models potentially used to explain various phenomena and problems. The researcher will rely on general systems theory and behavioral theory to explain the relationship between socialization methods as perceived by children and working children's behavioral problems.

Accordingly, the problem of the study was identified in the following question:

"Is there a fundamental relationship between socialization methods as perceived by children and behavioral problems of working children?"

Theoretical Guidelines of the Research:

1. General systems theory

The general systems theory is considered the first that helped clarify the functional relationship between the human body components. When one of these systems fails to perform its function (Sulaiman et al., 2005, p.46), the theory of general systems posits that there is a mutual influence between all parties leading to the problematic situation. The system is defined as a whole that consists of parts interconnected and dependent on each other (Habib, 2009, p.64). Hull and Fagin defined a system as a group of things related to each other, along with relationships between the things and their attributes (Barker, 2007, p.80). The theory of general systems can be used to explain the methods of socialization as perceived by the working child who lives in a family and is, therefore, considered a part of a larger system and affected by the methods of socialization followed in his family. Hence, any change that occurs in the family necessarily affects the child.

2. Behavioral theory

Behavioral theory states that behavior can be regulated by controlling the stimuli that cause it and its consequences. This trend depends on the laws of behavior modification such as reinforcement, modeling, and self-control (Al-Zuraikat, 2007, p.117). It also helps to change clear, observable behavior as a main criterion through which treatment can be evaluated (Mansour, 2010, p.171), focusing on the

present moment (here and now). The behavioral model views problems as acquired responses or habits as a result of wrong experiences; one can learn to stop them or replace them with more appropriate behavior (Abdel Majeed et al., 2008, pp.175-176).

In conclusion, behavioral modification scientists believe that behavioral problems emerge from an apparent abnormal behavior and that the working child learns from the environment in which he lives and becomes a recurring habit through reinforcement, modeling, and shaping inappropriate behaviors; that is, the behavioral problem constitute habits the child has learned to reduce the intensity of his tensions and needs.

Study Objectives:

1. Determine the nature of the relationship between Socialization methods and behavioral problems of working children.
2. Determine the nature of the relationship between some demographic variables and Socialization methods of working children.
3. Determine the nature of the relationship between some demographic variables and behavioral problems of working children.

Study Concepts

1. Socialization methods concept:

Socialization methods are defined as the correct or incorrect ways or methods that parents practice with their children in various daily life situations, with the aim of raising them, socializing them, and instilling society's values, customs, and traditions in their personalities (Jubrani & Berro, 2021, P.773)

Socialization methods concept in theory is "The positive or negative behavioral methods or patterns that parents follow with their working children, which leave positive or negative effects on their personality and may hinder their psychological and social adaptation to others".

As for the procedural definition of Socialization methods as perceived by children it is: the sum of the responses of working children on the scale of Socialization styles, It is defined in four dimensions: dependency, independence, oscillation, consistency, and rejection and acceptance - discrimination and equality).

2. behavioral problems concept:

Behavioral problems are defined as "behavioral errors made by individuals in their words and actions in the ideological and social fields" (Daniel, 2009, P.32).

Behavioral problems concept in theory is "All the abnormal behavioral patterns that a working child produces can be observed and measured, and they occur intentionally and repeatedly and may affect their ability to form healthy social relationships"

As for the procedural definition of behavioral problems it is: the sum of the responses of working children on the scale of behavioral problems, It is defined in three dimensions: aggressive behavior - lying - hyperactivity and distraction).

Methodology: This study belongs to the pattern of descriptive and analytical studies that determine the relationship between two variables, Socialization methods as perceived by children and behavioral problems of working children, This study relied on Social survey method by comprehensive inventory of children working in institutions specified for application the study.

Study hypothesis:

1. There is Positive statistically significant relationship between Socialization methods and behavioral problems of working children.
2. There is statistically significant relationship between some demographic variables and Socialization methods of working children.
3. There is statistically significant relationship between some demographic variables and behavioral problems of working children.

Population: The application was applied to all children working in the institutions specified for the application, and they numbered (117) child workers.

Table (1) Distribution of working children to the institutions (n=117)

N	Association	number
1.	- Misr Al- Mahrousa Baladi Association.	16
2.	Resala Association, Helwan	25
3.	Resala Association, Alif Maskan	21
4.	Freedom Nedaa Charitable Society	27
5.	Nile Clothing Company.	28
Total		117

Time domain: The research took approximately three months to implement from (1/3/2023 until 10/6/2023AD).

Tools: The tools of the study are as follows:

1. Socialization methods scale (Imam, 1987):

The scale consists of (40) statements distributed over four dimensions formulated in (10) statements for each separately, and they are (agree, agree to some extent, and disagree) and their weights are respectively (2, 1, 0), and the opposite for the negative statement. A high total score indicates the parents' inclination towards far-from-ideal methods of upbringing, while a low score indicates the parents' inclination towards general perfection in the upbringing method.

Table (2) Distribution of statements of the socialization methods scale

N	Tool dimensions	statements number
6.	Dependency and independence	1-5-9-13-17-21-25-29-33-37
7.	Volatility and consistency	2-6-10-14-18-22-26-30-34-38
8.	Rejection and acceptance	3-7-11-15-19-23-27-31-35-39
9.	Discrimination and equality	4-8-12-16-20-24-28-32-36-40
The whole scale		40

Scale reliability: The designer of the scale performed the reliability of the scale using the split-half method on a sample of (50) individuals using Pearson's coefficient. The reliability values ranged between (0.57) and (0.86) for the father's treatment methods and (0.95-0.52) for the mother's, and all of these coefficients are significant at (0.01). Fayeze (2009) tested the reliability of the scale using the split-half method, and its value was (0.783). This indicates a high value of the reliability coefficient. The researcher re-codified the scale and conducted a reliability procedure by applying it to (15) working children. The sample was then retested after 15 days on the same cases during the period from March 20, 2023, to April 5, 2023.

Table (3) reliability at Socialization methods scale by Pearson correlation coefficient (n=15)

N	Serial Number	Tool dimensions	The value R
1	The first dimension	Dependency and independence	.972**
2	the second dimension	Volatility and consistency	.983**
3	the third dimension	Rejection and acceptance	.921**
4	the fourth dimension	Discrimination and equality	.899**
The whole scale			.932**

Table (3) indicates that the reliability for each dimension of the tool and the tool as a whole is acceptable at significant (0.01).

Validity of scale: The designer of the scale conducted factorial validity on a sample of (306) individuals from children and (50) individuals from parents. He used it in his study and tested the descriptive validity and the validity of the internal consistency of the dimensions on a sample of (83). The results ranged between (0.729) and (0.788), and the validity value of the scale as a whole was (0.814). The researcher conducted the validity of the scale by applying it to (15) child workers, and the results were as follows:

Validity of Socialization methods scale:

A. Internal consistency of dimensions

Table (4) the correlations of the dimensions and the total score of the socialization methods scale for students of children using the Pearson coefficient (n=15)

Tool dimensions	Dependence/ independence	Volatility/ consistency	Rejection / acceptance	Discrimination / equality
Dependency independence	1	.753**	.654**	.732*
Volatility consistency	.821**	1	.689*	.788**
Rejection acceptance	.822**	.818**	1	.724**
Discrimination equality	.799**	.786**	.752**	1
The scale	.848**	.775**	.662**	.743**

Table (4) shows that the internal consistency of the study scale is valid at significant (0.01).

A. Internal consistency of statements:

The results ranged between (0.643) and (0.902), and all of these coefficients are significant at (0.01).

Method of correcting the scale: The scale consists of three responses (always, sometimes, never) corresponding to these values (2, 1, and 0), respectively. The minimum scale score is (0) degrees, and the maximum scale score is (80) degrees.

2-Behavioral problems scale:(Abdel Wahab & Al- Attar, 2015):

In its initial form, the behavioral problem scale consisted of (115) statements including three dimensions namely, the problem of aggressive behavior, the problem of lying, and the problem of hyperactivity and distraction. The two preparers of the scale performed the validity of the arbitrators, and (29) statements were deleted, and the scale became (86) statements. They also accomplished the peripheral comparison validity (i.e., discriminant

validity), and a comparison was made between the highest and lowest groups, where (100) students were ranked; (14) students with the highest (27) grades and other (14) with the lowest (27) grades were selected. The result was in favor of those with high grades at (0.01). They also attained the internal consistency reliability of the dimensions and expressions, all of which were significant at (0.01) and (0.05) except for (10) phrases that were deleted, so the number of phrases became (76) expressions, distributed among the dimensions according to the following table:

Table (5) Distribution of statements of behavioral problems scale

N	Tool dimensions	phrases	statements numbe
1.	Aggressive behavior	36	1-4-7-10-13-16-19-22-25-28-31-34-37-40-43-46-48-50-52-54-56-58-60-62-64-66-67-68-69-70-71-72-73-74-75-76
2.	lying	15	2-5-8-11-14-17-20-23-26-29-32-35-38-41-44
3.	hyperactivity and distraction	25	3-6-9-12-15-18-21-24-27-30-33-36-39-42-45-47-49-51-53-55-57-59-61-63-65
The whole scale		76	76

Scale reliability: The two scale developers calculated the reliability of the scale using the split-half method, using two coefficients, one of which was the Spearman-Brown coefficient, and the correlation value ranged between (0.734) and (0.864), and the correlation coefficient for the total score of the scale was (0.87); the other was using the Cronbach alpha coefficient, and the value ranged from (0.78) to (0.88), and the correlation coefficient for the total score of the scale was (0.93). The researcher re-codified the scale and conducted a reliability procedure by applying it to (15) working children. The sample then was retested after 15 days on the same cases during the period from March 20, 2023, until April 5, 2023.

Table (6) Reliability at behavioral problems scale by Pearson correlation coefficient (n= 15)

N	Serial Number	Tool dimensions	The value R
1	The first dimension	Aggressive behavior	.876**
2	the second dimension	lying	.927**
3	the third dimension	hyperactivity and distraction	.906**
The whole scale			.916**

Table (6) shows that the internal consistency of the study scale is valid at significant (0.01).

Validity of behavioral problems scale:

A. Internal consistency of dimensions

Table (7) the correlations of the dimensions and the total score of behavioral problems scale using the Pearson correlation coefficient (n = 15)

Tool dimensions	Aggressive behavior	lying	hyperactivity and distraction
Aggressive behavior	1	.832**	.786**
lying	.799**	1	.775*
hyperactivity and distraction	.885**	.912**	1
The whole scale	.876**	.902**	.821**

The previous table illustrates that the internal consistency of the study scale is valid at significant (0.01).

B. Internal consistency of statements:

The results ranged between (0.657) and (0.889), and all of these coefficients are significant at (0.01).

Method of correcting the scale: The scale consists of three responses (always, sometimes, never) with the values 3, 2, and 1, respectively. The minimum scale score is (76) degrees and the maximum scale score is (228) degrees.

Sample properties and the result of the second and third hypotheses:

Table (8) Characteristics of the research sample and the result of the second and third hypothesis (n=117)

Variables	responses	Frequency	(%)	Socialization methods	behavioral problems
Gender	Male	64	54.7	0.542*	.732**
	Female	53	45.3		
Age	6-	9	7.7	0.721**	0.854**
	9-	27	23.1		
	12 -	38	32.5		
	15-18	43	36.8		
Housing type	old rent	39	33.3	0.578*	0.421
	modern rent	57	48.7		
	ownership	21	17.9		
who you are living with	With both parents	91	77.8	0.735**	-0.583*
	With one parent	16	13.7		
Place of residence	Rural	23	19.7	.372	.683**
	Urban	94	80.3		

Variables	responses	Frequency	(%)	Socialization methods	behavioral problems
Average household income	1000 -	43	36.8	0.592**	0.832**
	1500 -	48	41		
	2000 -	20	17.1		
	2500 and over	6	5.1		
Average number of family members	Two Individuals	2	1.7	0.598**	0.867**
	3-4 Individuals	25	21.4		
	5-6 Individuals	62	53		
	7 and over	28	23.9		
Total		117			

General results of the study:

The first hypothesis: "There is a statistically significant positive relationship between socialization methods as perceived by children and behavioral problems of working children".

Table (9) the correlation between socialization methods as perceived by children and behavioral problems of working children using Pearson correlation coefficient (n = 117)

Socialization methods / behavioral problems	Aggressive behavior	lying	hyperactivity and distraction	The whole scale
Dependency independence	.844**	.699**	.678**	.675**
Volatility consistency	.738**	.864**	.766**	.623**
Rejection acceptance	.764**	.679**	.669**	.895**
Discrimination and equality	.813**	.802**	.822**	.887**
The whole scale	.802**	.865**	.782**	.876**

** Significant at (0.01)

* Significant at (0.05)

The previous table shows the validity of the study's first hypothesis, which performed (There is a statistically significant positive relationship between socialization methods as perceived by children and behavioral problems of working children at a significant level (0.01) in all dimensions.

The second hypothesis:

Table (8) shows the soundness of the study's second hypothesis. It is statistically significant at (0.05) or (0.01); the results indicated there is a positive relation between **gender** and **housing type**) and socialization methods as perceived by children of working children at a significant level (0.05), while there is a positive relationship between age, who you are living with, average

household income, average number of family members, and socialization methods as perceived by children of working children at a significant level (0.01), The higher the age, the average family income, and the average number of family members, the more negative the socialization methods are, and vice versa.

The third hypothesis

Table No. (8) illustrates the soundness of the study's third hypothesis at statistically significant (0.05) or (0.01); the results indicated that there is a positive relation between the demographic information including the gender age, place of residence, average household income, and average number of family members on one hand and working children's behavioral problems on the other at a significant level of (0.01). As the age, average household income, and average number of family members increase, the behavioral problems of working children increase. However, there is a negative relationship between "who you are living with" and working children's behavioral problems at a significant level of (0.05).

Discussion: The study determined the validity of the first hypothesis " at a statistical significance of (0.01) in all dimensions: the more negative the socialization methods are, the higher the rate of behavioral problems among working children. Based on the theoretical framework used to explain the results of the study (i.e., the general systems theory in the social casework), the working child, as a subsystem within the family, is affected by the method used in socialization adopted by his family psychologically, socially, and behaviorally. Ali (2007) showed that the family environment has a significant impact on the development of the child's personality and his psychological and mental health. Moreover, Thomas (2012) and Shek (2010) highlighted the role that parental treatment methods can play in giving children social responsibility, ambition, motivation for achievement, self-affirmation, moral values, and a sense of security, psychological adjustment, and social development if children perceive them as normal methods of parental treatment, or they can result in many psychological, social, and health problems if perceived as abnormal methods of parental treatment.

According to the behavioral theory, the behaviors the working child learns from the environment in which he lives become recurring habits through reinforcement, modeling, and shaping inappropriate behaviors - that is, the behavioral problem is nothing but habits that the child learns from the family and the surrounding environment. This is consistent with the results of Edelbrock (2009), Fekadu,

Haggtol, and Alem(2006), Abdel- Aal (2006), Christopher (2008), Dalal, Rahman and Jansson (2008), Ciftci (2014), Al-Jawhari (2011), Abdel Samie (2017) confirming that child labor leads to negative behaviors such as isolation, aggressive behavior, involvement in criminal activities, cigarette smoking, rebellion, lying, excessive excitement, and distraction, and this may indicate the adoption of negative social upbringing methods.

The current study also identified the validity of the second hypothesis at (0.05) and (0.01). in terms of the general systems theory in the social casework, pinpointing the concepts of the system, inputs, and outcomes. The family as a subsystem in society (i.e., the concept of the system) is affected by the social and economic pressures surrounding it; the average family income, poverty, and the average number of family members (i.e., the concept of inputs) lead to the child going out to work (i.e., the concept of outputs).

The researcher believes that one of the reasons for parents' tendency to use negative socialization methods is the parents' lack of awareness of proper socialization methods and the social and economic pressures of families of working children. This is consistent with Al-Bahi (2001) and Al-Sharbi (2004) which indicated some reasons why children resort to work, including the lack of a breadwinner for them, poor economic conditions, and poverty.

The researcher believes that child labor increases family poverty because it deprives the child of an appropriate educational opportunity that may create a better job opportunity for him in the future. Similarly, Qureshi (2008), Muhammad (2009), and Fahmi (2011) showed the low economic, social, and educational conditions of the families that pushed their children to work at an early age.

The study also confirmed the validity of the third hypothesis at (0.05) and (0.01), in terms of the general systems theory in the social casework), explaining the results in light of the concepts of the system, inputs, and outcomes. Some demographic variables (i.e., the concept of the system) influence the child acting as a subsystem in the family, such as the "average household income" (i.e., the concept of inputs) that led to the child going out to work (i.e., the concept of outputs). Consequently, the rate of behavioral problems increases When the child starts working, and his rate of practicing wrong behaviors increases as the arithmetic mean for working children on the behavioral problems scale reached (2.72), which is a remarkable level, aligning with the results of Ciftci's (2014), Al-Jawhari's (2011), and Abdel Samie's (2017).

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