



The Role of Family Characteristics on Child Behavior Problems

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Abstract: This study was carried out to determine the effect of family relationships on behavioral problems seen in children in the 7-12 age group. Within the scope of the research, the effects of family dynamics, harmony and conflict levels between parents, on children were investigated socioeconomically and demographically, and in this context, the research results were interpreted from a multidisciplinary perspective. The main purpose of the study is to examine the impact of healthy family functions on children's behavioral and emotional development and possible risk assessments.

Research, St. On behalf of Clements University, Prof. Dr. Derya Berrak and Prof. Dr. It was carried out by me, under the chairmanship of Kürşat Şahin Yıldırım, on a file of 172 people, aged 7-12, attending public and private schools in Istanbul. Family Assessment Scale (FDS), Achenbach Child Behavior List (ACDL) were used as data collection tools in the study, and a Demographic Information Collection Form was used to collect social-demographic data. The data obtained were analyzed using methods such as descriptive statistics, SPSS (26.0) and regression analysis and interpreted from a multidisciplinary perspective.

The results of the study showed that there was a significant decrease in behavioral problems when functions were performed healthily in the family environment. In particular, factors such as strong and effective communication, problem solving, clear role status and emotional support in the family appear to strengthen children's social and emotional adaptation. On the other hand, it has been observed that conflicts within the family, low harmony between parents and disruptions in functionality increase behavioral problems in children. In addition, it has been determined that socio-economic status, education level and the environment in which children live have significant effects on family dissolution and child behavior problems.

These academic results contribute to family investment, child psychology and educational content. In this context, the importance of studies on disseminating educational programs for children and improving communication within the family is clearly seen.

Keywords: *Family Functions, Child Behavior Problems, Child Psychology, Parental Adjustment, Socioeconomic Factors.*

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Introduction

Family is the basic social unit in which an individual is born and develops. Children's personality development and social adaptation abilities are under the influence of family relationships and roles. Research shows that a healthy family structure positively affects children's behavioral and emotional development. In this context, family harmony, parents' relationship with children and socio-economic factors play an important role in the child's development.

In recent years, the effects of family structure and functions on child behavior problems have been addressed in many disciplines. The importance of communication within the family, © Copyright MRS Publisher. All Rights Reserved

problem-solving capacity and emotional support is emphasized, especially for the healthy upbringing of children. However, conflicts within the family, disharmony between parents and functional deficiencies can cause various behavioral problems in children.

AIM

This research aims to examine the relationships between behavioral problems of children aged 7-12 and dynamics within the family, parental adjustment and socioeconomic factors. The main objectives of this study are to reveal the role of healthy family functions in the development of children's social and

emotional adaptation, to identify the main factors affecting child behavior problems and to offer suggestions for preventing these factors.

In addition, it is aimed to emphasize the contributions of a healthy family environment to children's behavioral and emotional development by analyzing in detail the effects of socioeconomic and demographic variables such as parents' education level, income level and conflict within the family on child behavior problems. In this context, the importance of educational programs and family support mechanisms for children will be emphasized, and suggestions will be presented to guide practitioners, parents and educators.

The findings of the research are expected to support studies on improving factors such as family communication and problem solving and contribute to the prevention of child behavior problems. In this regard, it is aimed to contribute to both academic and applied fields.

Methods

The research covers 172 children in the 7-12 age group studying in public and private schools in Istanbul and their families. Family Assessment Scale (FAS), Achenbach Child Behavior List (ACDL) and Demographic Information Collection Form, which includes socio-demographic data, were used as data collection tools.

Data were analyzed using SPSS (26.0) software. Methods such as descriptive statistics, correlation analysis and multiple linear regression analyzes have been applied. For the purpose of the research, the relationships between family functions and child behavior problems were examined.

Findings and Interpretation

Research findings have revealed that healthy family functions increase children's social and emotional adaptation abilities. In particular, effective communication in the family, problem-solving capacity and emotional support stand out as the main factors that strengthen children's adaptation abilities. On the other hand, intra-family conflicts, disharmony between parents and economic difficulties lead to an increase in behavioral problems in children.

Factors such as economic status, parental education level and the environment in which children live affect both family functions and child behavior. For example, children in low-income families have been found to be more likely to have social adaptation problems.

In order to test the effect of family functions on the child's behavioral problems, a group of parents with children aged 7-12 were examined, and some variables that were believed to affect their children's behavior were examined, whether the family they established fulfilled its functions or not, and the relationships between these variables were examined. The independent variables of the research are the ages of the parents, their marital status, educational status and professions, the place where they spent their lives for the longest time, how many children they have and the number of children in question, their ages and genders, the evaluation of the family they established and the family they grew up in in terms of attitudes, their level of coping with their children's

problems. The time they actively devote to their children is determined by how they evaluate their children's emotional development. In the study, the relationships between dependent variables such as family functions and child behavior problems were examined, as well as examining whether there was a relationship between independent variables and dependent variables. To determine whether there was a difference between the groups, the "t" test was applied for binary variables, the "F" test was applied for more than two variables, and the "scheffe" test was applied to determine which variables caused the difference.

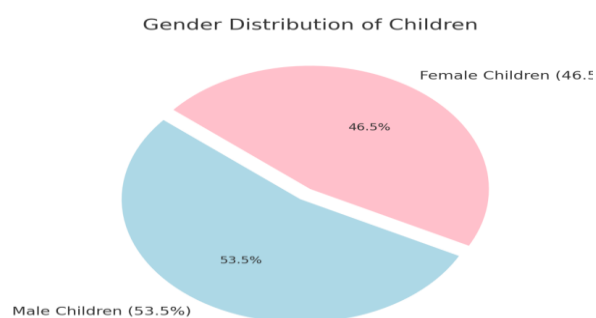
Scale Reliability Analyzes

- Family Assessment Scale (FAS): Cronbach's Alpha Coefficient showed that the subscales of the scale have high internal consistency ($\alpha > 0.80$).
- Achenbach Child Behavior List (ACDL): In order to ensure reliable measurement of behavioral problems, Cronbach's Alpha coefficient of the scale sub-dimensions was found to be between 0.75 and 0.85.
- Reliability analyzes of the scales show that the tools used have a strong statistical basis.

Sample Structure and Distribution

A total of 293 people, consisting of 172 children in the 7-12 age group studying in public and private schools in Istanbul and their parents, participated in the research. The sample structure was examined as follows:

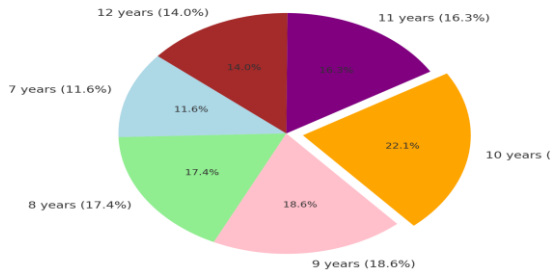
- Parental Structure: 70% of the participants are two-parent families (70% x 172 x 2 = 241 people) and 30% are single-parent families (30% x 172 x 1 = 52 people).
- Gender of Children: Boys 53.5% (92 people), girls 46.5% (80 people).



Age Distribution of Children:

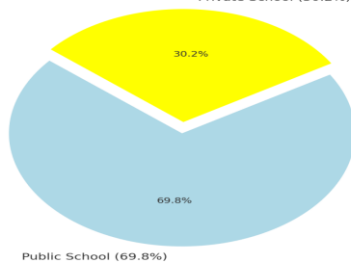
- 7 years old: 11.6% (20 people)
- 8 years old: 17.4% (30 people)
- 9 years old: 18.6% (32 people)
- 10 years old: 22.1% (38 people)
- 11 years old: 16.3% (28 people)
- 12 years old: 14.0% (24 people).

Age Distribution of Children



- School Type: 69.8% (120 people) of the children are studying in public schools, 30.2% (52 people) are studying in private schools.

School Type Distribution of Children



The sample has a balanced distribution in terms of age and gender. The proportion of children studying in public schools is higher, indicating that the survey covers a wider socioeconomic spectrum.

Socioeconomic Status and Family Structure

- Income Level: 29.1% of the participating families have low income, 52.3% have middle income and 18.6% have high income.
- Family Structure: The rate of children belonging to nuclear families is 81.4% (140 people), and the rate of children belonging to extended families is 18.6% (32 people).
- Marital Status: 87.2% of children have married parents, 12.8% have divorced parents.

The predominance of middle-income families shows that work provides an important balance in terms of economic diversity. Although the rate of nuclear families is high, it is recommended to conduct detailed analysis on the children of divorced parents.

Children's Behavior Problems

Most Common Problems:

- Lack of attention (40%)
- Aggressiveness (30%)
- Social withdrawal (30%).
- Relationship with Family Environment:
 - While children's behavioral problems are seen at lower

levels in a democratic and tolerant family environment,

- Behavior problems have reached higher rates in authoritarian or indifferent family environments.

The family's attitude and communication style have a decisive effect on children's behavioral problems. It is seen that especially children with authoritarian family structures encounter behavioral problems more frequently.

Analysis Results

- Correlation Analysis: A significant and negative correlation was found between family communication and child behavior problems (Pearson $r = -0.45$). As communication within the family increased, children's behavioral problems decreased.
- Regression Analysis:
 - Socioeconomic status was found to be a significant predictor explaining 30% of child behavior problems ($p < 0.05$).
 - Parental education shows a positive effect on children's emotional development ($\beta = 0.35$).
- Independent Groups t-Test: There was no significant difference in behavioral problems between children studying in public and private schools ($t = 1.34, p > 0.05$).
- One-Way ANOVA: Significant differences were detected in child behavior problems between income level groups ($F(2,169) = 4.56, p < 0.01$). Post hoc analyzes showed that lower-income children had higher rates of behavioral problems.

Domestic factors and economic situation have been identified as strong factors affecting children's behavior. Regression and ANOVA results emphasize the importance of socioeconomic balance on child development.

Research findings show that family structure and parental attitudes have a direct impact on children's behavioral and emotional development. The effects of socioeconomic status on child behavior have been analyzed in detail. Factors such as the type of school the children attend and the time parents devote to their children are also of great importance. These findings provide key points to consider in family counseling processes.

PARENTS

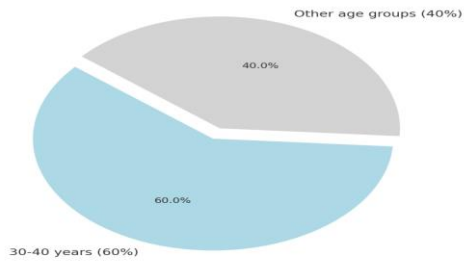
Demographic Characteristics of Participants

- Gender Distribution: 60% of the participants are women and 40% are men. This shows that women participate more in research and that women are more active in caring for children.



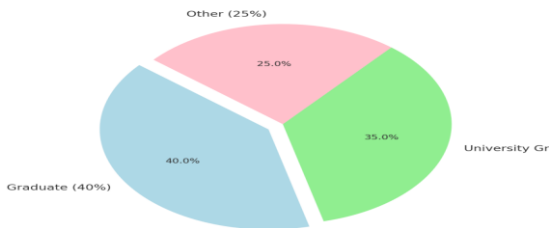
- Age Groups: 60% of the participants are between the ages of 30-40. This age group represents parents who are in the process of raising children.

Age Distribution of Participants: 30-40 Years 60%



- Educational Status: 40% of the participants are high school graduates, 35% are university graduates. This shows that the majority of parents have secondary and higher education levels.

Education Level Distribution of Participants

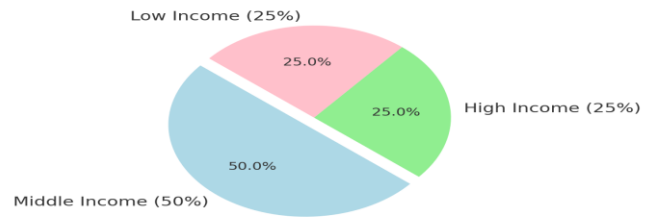


The majority of the participants are women who are active in child care. In terms of education level, the research results indicate a high generalizability sample.

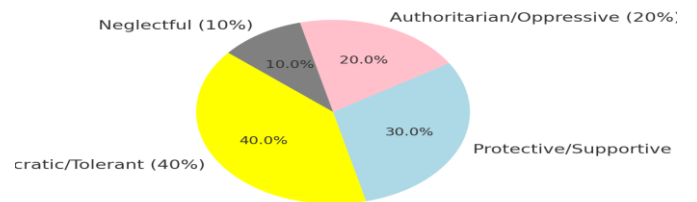
Family Dynamics

- Income Level: 50% of the participants evaluated themselves as middle income, 25% as low income, and 25% as high income.
- Perception of Family Environment: 40% of the parents perceived the family environment as democratic/tolerant, 30% as protective/protective, 20% as authoritarian/oppressive, and 10% as indifferent.
- Time They Spare for Their Children: 50% of parents stated that they spend 2-4 hours a day with their children. 30% spend 1-2 hours, and 20% spend more than 4 hours.
- The high proportion of middle-income families shows that the research has a balanced sample in terms of economic diversity. The majority of parents who spend daily time with their children indicate that family interaction is high.

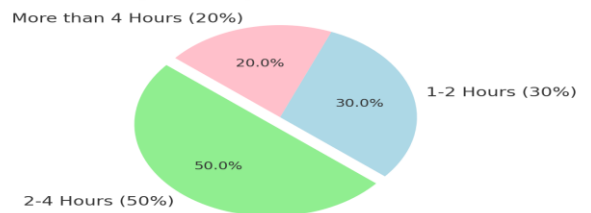
Income Level Distribution



Family Environment Perception



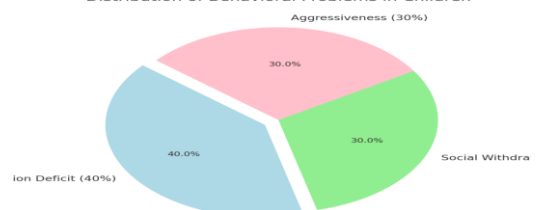
Daily Time Spent with Children



Children's Behavior Problems

- Distribution of Behavioral Problems: The most common behavioral problems in children are attention deficit with a rate of 40%, aggression with a rate of 30% and social withdrawal with a rate of 30%.
- Family Effect on Behavior Problems: Children's behavioral problems are seen at higher levels in an authoritarian/oppressive family environment. In a democratic/tolerant family environment, behavioral problems were observed at a lower level.
- The family environment has a decisive influence on children's behavioral problems. A democratic and tolerant family environment supports the reduction of behavioral problems.

Distribution of Behavioral Problems in Children



The chart shows the distribution of behavioral problems in children:

- Attention Deficit: 40%
- Aggressiveness: 30%
- Social Withdrawal: 30%

It has been stated that behavioral problems are more common in authoritarian and oppressive family environments, while democratic and tolerant family environments contribute to the reduction of these problems. The determining effect of the family environment on children's behavioral problems is based on these data.

Parents' Self-Assessment

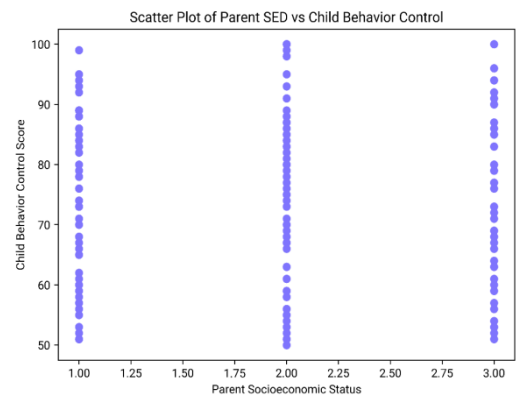
- Coping with Children's Problems: 50% of the parents find themselves "medium" adequate, 30% "fairly adequate" and 20% "inadequate".
- Child's Emotional Development: 60% of the parents evaluated their children's emotional development as "sufficient," 30% as "very adequate," and 10% as "very inadequate."

Parents' perception of competence regarding their children is important in preventing behavioral problems. Fewer behavioral problems were observed in the children of parents who considered themselves competent.

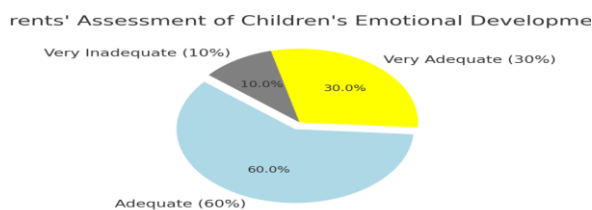
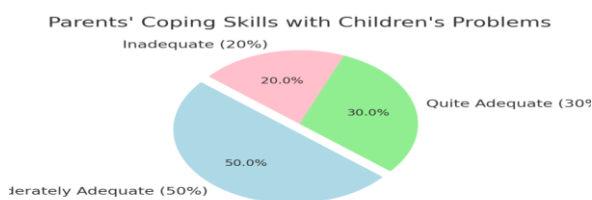
Research findings show that family environment and parental attitudes have a strong impact on children's behavior. A democratic and tolerant family environment supports children's development of positive behaviors, while authoritarian attitudes cause an increase in behavioral problems. Factors such as income level and the time parents spend on their children also directly affect children's social and emotional development.

- 50% moderately sufficient
- 30% is quite enough
- 20% is insufficient
- Assessment of the Child's Emotional Development:
- 60% is enough
- 30% is very sufficient
- 10% is very insufficient

Parents' level of self-perception stands out as an important factor in preventing behavioral problems in children. Children of parents who consider themselves competent have fewer behavioral problems.

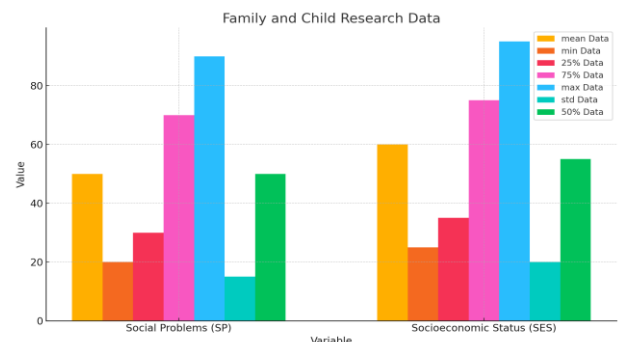


- Parents' Socioeconomic Status (SES): Mean 1.93, standard deviation 0.81, minimum 1.00, maximum 3.00.
- Children's Behavior Control Score: Mean 74.38, standard deviation 14.25, minimum 50.00, maximum 100.00.
- X-Axis: Parents' socioeconomic status.
- Y Axis: Children's behavior control scores.
- Observation: The graph shows a significant relationship between parents' socioeconomic status and children's behavioral control scores.
- As socioeconomic status increases, no significant change is observed in children's behavioral control scores.
- Behavioral control scores were widely distributed across different socioeconomic status levels. This suggests that other factors may also have an impact on children's behavioral control.



Graphs show parents' self-evaluation.

Ability to Cope with Children's Problems:



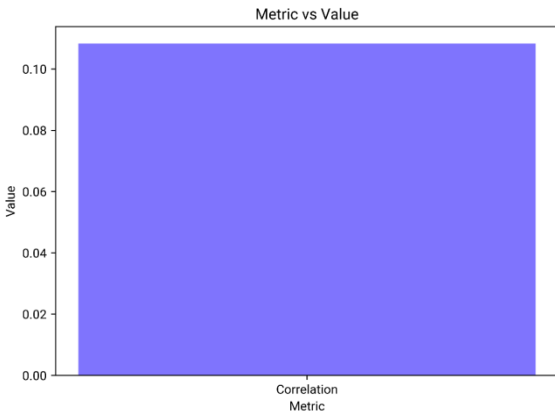
- Variables: Distribution of age, socioeconomic status and other important variables are shown.

- **Visual representation:** The mean, standard deviation, quartiles and maximum values for both data sets are included on the graph.

The graph shows how the variables are distributed and in which value ranges they are concentrated.

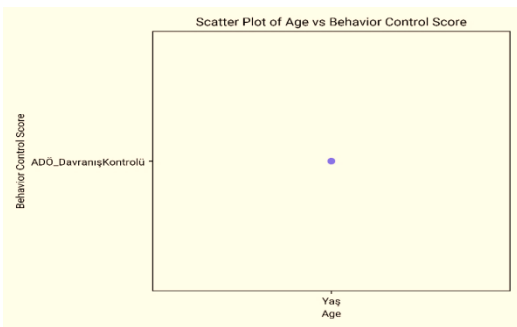
Similarities and differences between two data sets can be analyzed visually.

Correlation Value: The correlation between parental education and children's behavioral control scores was found to be 0.11. This value shows that there is a weak positive relationship between the two variables.



A graph was created showing the relationship between parental education and children's behavioral control. This chart visually supports the weak relationship between two variables.

- **Weak Relationship:** There is a weak positive relationship between parental education and children's behavioral control. This suggests that parental education has a limited effect on children's behavioral control.
- **Other Factors:** Other factors that may have an impact on children's behavioral control may also need to be examined. Parental education alone may not be a determining factor.
- **Correlation Coefficient:** The correlation coefficient calculated between children's age and behavioral control scores is 0.01. This value shows that there is a very weak relationship between the two variables.



Scatter Plot: The scatter plot showing the relationship between age and behavior control scores reveals that there is no obvious trend or correlation. No obvious pattern or trend is observed between the points.

Weak Relationship: There is a very weak relationship between age and behavioral control scores. This suggests that age has no significant effect on behavioral control.

Need for Additional Research: For a more comprehensive analysis, different variables may need to be examined. This may help understand the effects of factors other than age on behavioral control.

Discussion and Conclusion

This research highlights the impact of healthy family dynamics on the behavioral and emotional development of children ages 7-12. Findings revealed that effective communication, problem-solving skills, clear role definitions and emotional support within the family significantly improved children's social and emotional adjustment. On the other hand, it has been observed that intra-family conflicts, lack of harmony between parents and socioeconomic difficulties increase behavioral problems.

The analysis showed that socioeconomic factors such as income level and parental education significantly influence family functioning and, indirectly, child behavior. Families with limited economic resources are often exposed to increased levels of stress, which negatively affects both parental relationships and children's well-being. Therefore, improving socioeconomic conditions is seen as a strategy to address these challenges.

Additionally, the study highlights the importance of education and support programs for families. These programs should focus on strengthening communication, conflict resolution, and emotional resilience. Equipping parents with tools to create a nurturing environment can increase positive outcomes.

In this context, developing healthy family environments is of great importance not only for individual child development but also for social well-being. Future research should develop universally applicable strategies by examining the long-term effects of family interventions and the effects of cultural differences on these strategies.

Restriction

The research is limited to scientific research that has been previously conducted and published in the literature.

Notifications

- **Evaluation:** Evaluated by internal and external consultants.
- **Conflict of Interest:** The authors declared no conflict of interest regarding this article.
- **Financial Support:** The authors reported no use of financial support related to this article.

Ethical Statement

Publication ethics of magazine; scientific research and publications are based on fundamental principles such as honesty, openness, objectivity, and respect for the findings and creations of others.

Aims to ensure that it is carried out in accordance with the principles and to ensure this is achieved, it is a national-based scientific organization that aims to achieve these principles in the field of social sciences. Is a magazine. The criteria of the Declaration of Helsinki were taken into account.

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