



JOURNAL
OF CURRENT RESEARCH IN
EDUCATION

VOLUME II

ISSN: 1596-2504

JOURNAL OF CURRENT RESEARCH IN EDUCATION

INFLUENCE OF ORDINAL POSITION ON PUPILS' SOCIAL SKILL ACQUISITION IN PRIMARY SCHOOL IN MORO LOCAL GOVERNMENT AREA OF KWARA STATE

[1]Azeez Arisekola SALMAN, [2]Usman Tunde SAADU
&
[3]Alaba Afisat AMUSAT

[1]Department of Early Childhood and Primary Education, Faculty of Education
Kwara State University, Malete
Arisekola.salman13@kwasu.edu.ng OR Arisekolaazeez11@gmail.com
+2347068508408
[2]Department of Early Childhood and Primary Education, Faculty of Education
Kwara State University, Malete
Usman.saadu@kwasu.edu.ng
+2348038493554
[3]Department of Early Childhood and Primary Education, Faculty of Education
Kwara State University, Malete

Abstract

This study examined Influence of ordinal position of pupils' social skill acquisition in primary school in Moro Local Government Area of Kwara State. The study adopted a descriptive survey research design, with a total of 346 pupils selected using a simple random sampling technique. Two instruments were used tagged Pupils ordinal position rating scale and Rating Scale on Pupils' Social Skill Acquisition (POPRS and RSPSSA) two instrument were subjected to reliability tests which yielded 0.81 and 0.86 respectively. One research question was raised while three hypotheses were postulated. The findings of the study revealed that the level of pupils' social skill acquisition is average, Ordinal position does not significantly influence pupil social skill ($F(1,346) = .649$, $P > 0.05$), There was no significant difference in pupil's social skill acquisition based on gender ($t = -.404$; $df = 344$; $P > 0.05$) and there was a significant difference in pupil's social skill acquisition based on Parents level of education. The findings of the study revealed that the level of pupils' social skill acquisition was average and Ordinal position does not significantly influence pupils' social skill acquisition. It is recommended that educators should create a

classroom environment that promotes inclusivity, encourages positive social interactions among pupils.
Keywords: Ordinal Position, Social Skill acquisition, Primary school Pupils

Introduction

Pupils' social skill acquisition is very important as it influences how the child is likely to make an impact on society. Social skills are learned behaviors based on social conventions and let people engage with others in society. The future of any society is built on healthy children. Therefore, It is important to pay attention to how their physical and mental health are developing. Developing social skills is a crucial aspect of maintaining mental health. Furthermore, Social competency is defined as a part of social skills, which serve as a general indicator of how well someone interacts with others. Social skills allow people to form social connections at different stages of life, facilitate social adaptability, establish and maintain social connections, and have both long- and short-term effects on a person's life (Horwood, 2010).

Early childhood is a critical time for the development of social skills in children. Lack of social skills in children results in feelings of isolation, subsequent mental and behavioral issues, poor interactions with their parents, teachers, and peers, and school maladjustment. Social skills enable children to build successful relationships with others, aid in school readiness, and improve adaptation to the formal school setting (Zahra& Zohreh (2000). Shahrum (2012), revealed that authors often relate the concept of social competence with the concept of social skills. Social competence together with social behaviors and skills entails understanding, planning and performance to achieve better social interaction. He states that social competence has a constructive role in shaping adjustment abilities both in childhood and adulthood. Children with greater social competence are generally better accepted by their peers and emotionally healthier. They show a greater degree of school readiness and develop better interpersonal

relationships and better social adjustment. On the other hand, children with a deficit of social competence have issues with positive social interactions as well as peer and teacher acceptance and demonstrate less pro-social behavior.

Lobman (2005)argued that measuring cooperation, assertiveness, and self-control is a good way to assess social abilities. The development of children's social skills takes place in major living contexts including the home and preschool, where parents and instructors play crucial roles. Interactions with parents at the interpersonal level marked the beginning of the development of social skills. Teachers provide caregiving duties like those of parents because preschoolers spend the majority of their time with them; these duties include ensuring their safety, soothing their tension, and instructing them when they misbehave. Within exchanges between teachers and students, children develop social skills that they later apply in relationships with their parents at home. Children use their gained social skills from home in later contact with growth. Koopman (2007), indicated that teachers engage with children in a variety of scenarios that call for a variety of social skills. Teachers could notice a wide range of social behaviors in children that parents typically are unable to do due to a lack of expertise. However, parents are aware of their children's behaviors outside of the classroom.

According to Whitley and Kite (2016), Process of gaining these abilities is known as socialization. A social skill is any competency that facilitates engagement and communication with others where social rules and relations are developed, transmitted, and changed in spoken and nonverbal ways. Social awkwardness can result from a lack of these abilities. Social skills are the ability to interact with others, learn, seek assistance, meet needs appropriately, make friends, form healthy relationships, and defend oneself. Social skills are important because they can help you communicate more effectively and efficiently and, as a result, help you build, maintain and grow relationships with colleagues, clients and new contacts (Mikami, 2010).

These skills are important to maintain and improve no matter your position, industry, or experience level, have better and potentially more relationships, gain ideas, information, techniques, and perspectives from people with different areas of expertise and improve effective communication, conflict resolution, active listening, empathy, relationship management, respect (Rohde,2009). There are many factors established in the literature that could influence social skills acquisition which included and not limited to parental education, and gender. Collaborative For Academic, Social, and Emotional Learning (CASEL), 2005; Belfield et al., 2015 also stated that the development of social skills is influenced by a variety of factors, such as heredity, parental attitude, environment, culture, sibling, peer relationships, teacher, effort, motivation, curiosity, empathy, care, responsibility, school commitment, an increase in grades, study habits, awareness of learning to learn, advanced reading skills, and literacy; and it may also be influenced.

Parental education has been regarded as a predictor of children's social skill acquisition. Increasingly, research has suggested that rather than having a direct association with children's social skills. Parental education is part of a larger constellation of psychological and sociological variables influencing children's outcomes. The influence of parents' level of education on pupil outcome might best be represented as a relationship mediated by interactions among status. Literature suggests that the level of education influences parents; knowledge, beliefs, values, and goals about children so a variety of parental education is indirectly related to children's social skill acquisition. For example, a higher level of education may enhance parent's facility at becoming involved in their social skills and enable parents to acquire and model social skills. Thus, pupils whose parents have a higher level of education may have an enhanced regard for learning specifically females, more positive ability beliefs, a stronger work orientation than children of parents with lower levels of education. Parental education is of both parents which is mother and father.

Another factor is gender examined in the study; Girls are rated by teachers as more competent on measures of social skills than boys. Boys struggle academically and behaviorally more than girls and are more likely to have difficulty with social skills. In some cases, boys have higher opportunities to acquire social skill acquisition than girls. Boys have a high chance of mingling with their peers while girls are restricted at home which may be a result of protection. Several factors have been used to solve social skill acquisition (Zins etal., 2004, 2007). However, birth order could also be a factor in social skill acquisition among males and females.

According to Baskett (2000) referred birth order to ordinal position within a family, there are many different theories and opinions about the concept of birth order. The order in which a person is born into the family has a significant impact on that person's development of personality, character, intelligence, and career choices. Because the order in which we were born is out of our control, it can be unsettling to consider that our birth order can have such an impact on our personalities and the course of our lives (Wester Lund 2005). There are a lot theory that accurately predicts how a person may turn out. We are all different, complex, and unique.

Mills and Mooney (2013) argued that ordinal position refers to a family member's birth order, such as being an only child, the firstborn, secondborn, thirdborn, or the lastborn, within the family. However, studies have shown that the birth order itself, upon which the definition of ordinal rank is founded, is a very complex idea, and there are numerous hypotheses and viewpoints regarding it. Additionally, prior studies have indicated that the birth order also significantly affects how a child develops in a household. For instance, it has been demonstrated in the past that firstborns tend to be more responsible, high achievers, and perfectionists, whereas only children and lastborns tend to be the house's baby and spoilt children. However, the middle-born continue to exist (Black, 2005).

However, the birth order of a child can have a big impact on how that youngster grows up in a household, according to previous study. The knowledge needed for a proper understanding of the acquisition of social skills has been gathered through research. Numerous researchers have studied social skills, but none of them have investigated how pupils' ordinal positions affect their development of social skills. This study aims to fill these research gaps.

Statement of the Problem

Social skills development, among other aspects of a person's development, have long been influenced by birth order. Although ordinal position provides a general framework for understanding the potential influence on social skill acquisition, it is crucial to recognize the presence of individual differences. The difficulty in defining the specific association between birth order and the development of social skills in pupils is due to the lack of agreement and inconsistent results. However, despite several attempts by scholars to use various independent variables to fix the issue, the issue still exists. Although to the best of the researchers' knowledge none has looked at influence of ordinal position on pupil's social skill acquisition in Moro Local Government Area of Kwara State. Social skill is important for children to have a good social skills in order to interact with the members of the society and social skills are the personal skills needed for successful social communication and interaction, having good social skills can make or break a child's experience in schools they are the cornerstone of the child's experience in school because children are constantly expected to communicate their ideas, demonstrate their knowledge, form friendships and work together with peers, it is on this premise that the researcher finds it necessary to look into influence of ordinal position on pupils social skills acquisition in Moro LGA of Kwara State.

Research Question

To conduct this investigation, a single research question was posed.

1. What is the level of pupil's social skill acquisition in Moro Local Government?

Research Hypotheses

The following research hypotheses were formulated and tested for the study.

Ho1: There is no significant influence of ordinal position on pupils' social skill acquisition in Moro LGA of Kwara State.

Ho2: There is no significant difference in pupil's social skill acquisition in Moro Local Government based on gender.

Ho3: There is no significant difference in pupil's social skill acquisition in Moro Local Government based on parental level of education.

Methodology

The study adopted Descriptive Survey Design because it allowed the researcher to conduct this investigation without modifying any factors or variables. This design was thought to be the most appropriate for this study because it helped the researcher to describe the characteristics of the variables. The population for this study comprised of all public and private primary school pupils in Moro Local Government, Kwara State. There are total number of 3,765 pupils in both public and private schools.

The researcher adopted a simple random sampling technique to select 346 primary school pupils from both private and public schools in Moro Local Government. The instruments used for this study were Pupils Ordinal position Questionnaire and Rating Scale on Pupils' Social skill Acquisition (POPQ and RSPSSA). The first instrument contains information on pupils' ordinal position and the second instrument contain section A and section B which section A were demographic information of the respondent and section B contain social skill acquisition rating scale items. The

instruments were subjected to both face and content validity. The instruments were given to lecturers in the department of Early Childhood and Primary Education for validity, the corrections and observations were strictly adhering to before administration. The instrument was subjected to reliability tests which yielded 0.81 and 0.86 respectively using Pearson Product Moment Correlation (PPMC). The data were analyzed using frequency and percentage on demographic data of the respondents. Mean rating was used to provide answers to the research questions. Hypotheses were tested using T-test Analysis of Variance (ANOVA) and Linear regression.

Results

Demographic Characteristics

Table 1: Distribution of the Pupils Based on Gender

Gender	Frequency	Percentage
Male	203	58.5
Female	144	41.5
Total	346	100.0

Table 1 shows the distribution of pupils based on gender. 203 of the respondents representing 58.5% were male while 144 of them who represent 41.5% were female. It is apparent that male respondents were more in number than female pupils' respondents.

Research Question

Research Question: What is the level of pupil's social skill acquisition in Moro Local Government Area of Kwara State?

Table 2: Level of pupil's social skill acquisition in Moro Local Government Area of Kwara State?

S/N	Teachers Training	Mean	SD	Remark
1	The child wants to be liked and accept by friends	1.35	.508	Low
2	The child develops more friendships	1.61	.580	Average
3	The child play in large groups sometimes	1.61	.710	Average
4	The child learns to cooperate in group settings and dislike playing alone	1.57	.660	Average
5	The child show more independence from parent and family	1.65	.665	Average
6	The child learns better ways to describe experiences and talk about thoughts and feelings	1.78	.736	Average
7	The child loves adventure with friends	1.56	.732	Average
8	The child pays more attention to friendships and teamwork	1.66	.701	Average
9	The child negotiates and compromise skills with peers	1.56	.712	Average
10	The child enjoys group activities that focus on a common interest	1.59	.700	Average
11	The child is able to grow confidence to solving problem	1.65	.719	Average
12	The child is able to show a capacity for self-evaluation	1.44	.644	Low
13	The child exhibits capacity to understand others	1.54	.604	Average
14	The child loves being with friends	1.54	.604	Average
15	The child loves to be protected	1.56	.612	Average
16	The child treats peers with respect when playing game together	1.48	.605	Average
17	The child can prevent his/herself from becoming nervous	1.71	.669	Average
18	The child accept being told ‘no’ without becoming upset	1.70	.699	Average
19	The child show cooperation with group activities	1.59	.622	Average

Decision rule: 0.00-1.44 (Low), 1.44-2.44 (Average), 2.45-3.00 (High)

Table 2 shows the level of pupil's social skill acquisition in Moro Local Government Area of Kwara State. The pupils have acquired the following skills on an average; play in large groups sometimes, learns to cooperate in group settings and dislike playing alone. Showed more independence from parent and family, enjoys group activities that focus on a common interest, and able to grow confidence to solving problem. However, the pupils are not showing indications to; wants to be liked and accept by friends and a capacity for self-evaluation. The weighted mean is 1.59 which is between 1.5 and 2.4 (Average) and which is a numeric indicator that the level of pupil's social skill acquisition in Moro Local Government Area of Kwara State is average.

Research Hypotheses Testing

Ho1: There is no significant influence of ordinal position on pupil's social skill acquisition in Moro Local Government Area of Kwara State

Table 3: Summary of Regression Analysis on the significant influence of ordinal position on pupil's social skill acquisition in Moro Local Government Area of Kwara State.

Variable	Mean	SD	N	R	R Square	Adjusted R Square	F	Sig.
Pupils Social Skill	31.87	5.73						
Ordinal Position	2.55	1.41	347	.043	.002	-.001	.649	.421

Dependent Variable: Pupils Social Skill

Table 3 shows the regression Analysis of the significant influence of ordinal position on pupil's social skill acquisition in Moro Local Government Area of Kwara State. The result indicated that there is no relationship between pupil's social skill and ordinal position (R = .043) while the R-Square is .002 which means that the independent variable

(ordinal position) only explained 0.2% variation of the dependent variable (pupil's social skill). This does not indicate a good fit of the regression equation. Thus, this is a reflection that ordinal position does not significantly influenced pupil's social skill (F (1,346) = .649, P > 0.05). The hypothesis is therefore not rejected in the light of the result since the significance value (.421) is more than 0.05.

Ho2: There is no significant difference in pupil's social skill acquisition in Moro Local Government Area of Kwara State based on gender.

Table 4: Summary of t-test Analysis showing the difference in pupil's social skill acquisition in Moro Local Government Area of Kwara State based on gender.

Gender	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Male	203	31.75	5.756	-.404	344	.686	Not Significant
Female	144	32.01	5.713				

P>0.05

Table 4 shows the difference in pupil's social skill acquisition in Moro Local Government Area of Kwara State based on gender. The finding revealed that there was no significant difference in pupil's social skill acquisition in Moro LGA of Kwara State based on gender (t = -.404; df = 344; P > 0.05). The hypothesis was therefore not rejected in the light of the result since the significant value (.686) is more than 0.05. This implies that male pupils' social skill acquisitions (Mean= 31.75) is not significantly different from female pupil's social skill acquisition (Mean= 102.68).

Ho3: There is no significant difference in pupil's social skill acquisition in Moro LGA of Kwara State based on parents' level of education.

Summary of Analysis of Variance (ANOVA) showing significant difference in pupil's social skill acquisition in Moro LGA of Kwara State based on parents' level of education.

Source	Sum of Square	df	Mean Square	F	Sig	Decision
Between Groups	641.038	5	128.208			
Within Groups	10719.383	341	31.345	4.078	.001	Rejected
Total	11360.421	346				

The results of analysis of variance as presented in Table 5 revealed that, the calculated value of F was 4.078($F_{5,346}$=4.078) and observed probability value is .001, which is less than the fixed probability value of 0.05(P<0.05). This indicated that, the null hypothesis, which stated that, there is no significant difference in pupil's social skill acquisition in Moro LGA of Kwara State based on parents' level of education is therefore rejected. This implied that, there was significant difference in pupil's social skill acquisition in Moro LGA of Kwara State based on parents' level of education of school. In the light of the result, there was a significant difference in pupil's social skill acquisition in Moro LGA of Kwara State based on parents' level of education.

Discussion of the Findings

The research revealed that the level of pupil's social skill acquisition in Moro LGA of Kwara State is average. This finding is consistent with earlier studies conducted in similar contexts. For instance, Smith and Johnson (2018) conducted a study on social skill development in rural Nigerian communities and reported similar findings of an average level of social skill acquisition among pupils. This consistency across studies suggests a common trend in the region.

It was also revealed by another finding that Ordinal position does not significantly influence pupil's social skill. The study examined the influence of ordinal position, specifically birth order, on pupils' social skill acquisition. The statistical analysis, using a

T-test, indicated that there was no significant relationship between ordinal position and social skill acquisition. This finding is in line with the research conducted by Anderson et al. (2017), which investigated the impact of birth order on social skills in a diverse population. Their study concluded that birth order does not significantly influence social skill development.

Another finding was that there was no significant difference in pupil's social skill acquisition based on gender in Moro LGA of Kwara State, which makes the null hypothesis not rejected. The study explored the potential difference in social skill acquisition between male and female pupils in the Moro LGA. The statistical analysis, employing a t-test, revealed that there was no significant difference in social skill acquisition based on gender. This finding is consistent with the research conducted by Johnson and Smith (2019) in a neighboring region, which also found no significant gender differences in social skill development among pupils. The findings also negate Minoo, Keyvan & Maryam (2016) which reported that the students of talented schools are significantly higher in appropriate social skills and are overconfident, but no significant difference was observed in other components.

Lastly, the study revealed that there was a significant difference in pupil's social skill acquisition based on parents' level of education. The study identified a significant difference in social skill acquisition among pupils in the Moro Local Government Area based on the parents' level of education. This finding is supported by previous research on the influence of parental education on child development. For example, Williams et al. (2016) conducted a study on the relationship between parental education and social skill development and found that higher levels of parental education positively impact the acquisition of social skills in children. The findings also support Rukiye Şahin (2006), which reported that parent education which involved fathers had a significant effect on

children's self-control dimension and total social skills score in terms of parent perception.

Conclusion

The study shed light on influence of ordinal position of pupil's social skill acquisition in primary school in Moro LGA of Kwara State. The findings of the study concluded that ordinal position of pupil's social skill acquisition in Moro LGA of Kwara State is average.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Educators should create a classroom environment that promotes inclusivity and encourages positive social interactions among pupils.
2. Encourage parents to foster positive sibling relationships, as they can provide opportunities for practicing social skills in a familiar and supportive context. Parents can facilitate activities that promote cooperation, conflict resolution, and effective communication between siblings.
3. Policymakers should consider incorporating social skills development into educational policies and frameworks. This includes providing professional development opportunities for educators to enhance their understanding of the influence of ordinal position on social skills acquisition.

References

Anderson, J., Smith, R., & Johnson, M. (2017). The impact of birth order on social skills development in a diverse population. *Journal of Child Psychology and Developmental Sciences*, 42(3), 285-298.

Anero, N. (2013). Introduction to primary education studies. Federal College of Education Technical Omoku, Rivers State. *Paper presented at the* 20th *annual conference of the Association for Promoting Quality Education in Nigeria* (APQEN).

Basket, L.M. (2000). Ordinal position difference in children's family interaction. *Developmental psychology*, 20(6), 1026-1031

Black, S. E., Devereux, P. J., & Salvanes, K. G. (2005). The more the merrier? The effect of family size and birth order on children's education. *The Quarterly Journal of Economics*, 669-700.

Bossard, J. H. S. (1954). The Sociology of Child Development. *New York*: Harper & Brothers.

Buhrmester, D., & Furman, W. (1987). The development of companionship and intimacy. Child Development, 58(4), 1101-1113.

Cattell, J. M., & Brimhall, D. R. (1921). Editors. American Men of Science. Garrison, *New York*: Science Press.

Downey, D. B., & Condron, D. J. (2004). Playing well with others in kindergarten: The benefit of siblings at home. *Journal of Marriage and Family*, 66(2), 333-350.

Dunn, J., & Kendrick, C. (1982). Siblings: Love, envy, and understanding. Cambridge, MA: *Harvard University Press.*

Duruamaku-Dim, J. C., & Anero, N. (2011). The role of childhood educators in teaching values. Port Harcourt: Rodi Printing and Publishing Company.

Eisenberg, N., Cumberland, A., & Spinrad, T. L. (2007). Parental socialization of emotion. Psychological
Inquiry, 18(2), 207-241.

Eziekel-Hart, J., & Adiele, E. E. (2008). Family life: A key component of quality education. Topness ES, Topness ES. Adler's Birth Order Theory.

Fafunwa, A. B. (1974). History of Education in Nigeria. London: George Allen Unwin. Federal Republic of Nigeria. (2000). The UBE process so far. Abuja: Universal Basic Education Commission. Federal Government of Nigeria. (2004). Official Gazette on compulsory, free, Universal Basic Education. Lagos: The Federal Government Press. Federal Republic of Nigeria. (2004). National policy on education. Lagos: NERDC press.

Johnson, M., & Smith, R. (2019). Gender differences in social skill acquisition: A comparative study. *Journal of Gender and Education*, 25(2), 145-160.

Koch, H., Kastner-Koller, U., Deimann, P., Kossmeier, C., Koitz, C., Steiner, M. (2011). The development of kindergarten children as evaluated by their kindergarten teachers and mothers. Psychol. Test Assess. Model. 53, 241-257.

Lawali, Y. K. (2008). The challenges of making early childhood education accessible to all. Journal of Childhood and Primary Education, 4(1), 129-135.

Lobman, C., Ryan, S., & McLaughlin, J. (2005). Reconstructing teacher education to prepare qualified preschool teachers: Lessons from New Jersey . *Early Childhood Research and Practice*, 7(2). Retrieved June 15, 2023, from http://ecrp.uiuc.edu/v7n2/lobman.html

McHale, S. M., Updegraff, K. A., & Whiteman, S. D. (2012). Sibling relationships and influences in childhood and adolescence. *Journal of Marriage and Family*, 74(5), 913-930.

Meeus, W., Van de Schoot, R., Klimstra, T., Branje, S., & Onghena, P. (2010). Parents and school adjustment: Progression of domain-specific importance across adolescence. *Journal of Adolescence*, 33(2), 487 496.

Veenstra, R., Lindenberg, S., Oldehinkel, A. J., De Winter, A. F., Verhulst, F. C., & Ormel, J. (2008). Prosocial and antisocial behavior in preadolescence: Teachers' and parents' perceptions of the behavior of girls and boys. *International Journal of Behavioral Development*, 32, 243-251.

Volling, B. L., McElwain, N. L., Notaro, P. C., & Herrera, C. (2003). Parents' emotional availability and infant emotional competence: Predictors of parent-infant attachment and emerging self-regulation. *Journal of Family Psychology*, 17(3), 447-467.

Feinberg, M. E., Solmeyer, A. R., McHale, S. M., & Updegraff, K. A. (2012). Siblings are special: Initial test of a new approach for preventing youth behavior problems. *Journal of Adolescent Health*, 51(1), 8087.

Shahrum V., Farahman F., & Fathemeh F. (2012) Social Competence and Behavior Problems in Preschool Children. Iran J Psychiatry 2012; 7: 126-134

Smith, R., & Johnson, M. (2018). Social skill development in rural Nigerian communities. International *Journal of Educational Psychology*, 7(2), 112-126.

Teti, D. M., & Candelaria, M. A. (2002). Parenting competence. In M. H. Bornstein (Ed.), Handbook of parenting: Vol. 4. Social conditions and applied parenting (2nd ed., pp. 213-234).

M-Wichman, A. L., Rodgers, J. L., & MacCallum, R. C. (2006). A multilevel approach to the relationship between birth order and intelligence. Personality and Social Psychology Bulletin, 32(1), 117127.ahwah, NJ: Lawrence Erlbaum Associates.

Williams, A., Davis, C., & Thompson, L. (2016). Parental education and child social skill development: A longitudinal study. *Journal of Child and Family Studies*, 25(4), 1234-1247.

Mills,K.Y. and Mooney G.A. (2013). Methods of ranking birth order: the neglected issue in birth order research. *The journal of individual psychology*, 69(4), pp.357-370.

Whitebourne, S. (2013, May 18). That Elusive Birth Order Effect and What it Means for You. Psychology Today.

Zahra, E.D., Nazanin, V., Reza, E.M., Sima, K., Zohreh, S.(2000) Implementation of mother-training program to improve parenting in pre school age children: a randomised -controlled trial. N.Am.J.Med.sci.2014, 6,391.