

The Expressive and Emotive Function in the Jordanian Parent-Child Interactions¹

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Abstract

The present paper investigates the emotive and expressive socio-pragmatic function in the Jordanian parent-child interactions in Irbid City, Jordan. A sample of 100 children from different areas of Irbid was chosen randomly from schools in Irbid governorate in North Jordan. It consisted of pupils at grade 5 who are 11 years old. Half of the sample were males, whereas the second half were females. A questionnaire of 5 items was directed to the school children to measure the expressive and emotive socio-pragmatic function. The results showed that parent-child interactions in Jordanian Arabic exhibit the emotive and expressive socio-pragmatic function. The results also showed that parents' interactions affect the children's personality and behavior positively through applying certain tactics and styles.

Keywords: Parent-child interactions, the expressive and emotive socio-pragmatic function, parents, children, behavior, personality

¹ This paper is based upon an M.A. thesis written by the second author and supervised by the first author. It further develops an idea of that work.

1. Introduction

Family is the smallest unit in the society. It is the first environment in which children grow up and learn. In family interactions, depending on the situation, both parents and children use different styles to express themselves and to convey their messages verbally or non-verbally. Statements are not necessarily limited to a temporal communication, but extend to a permanent one. Furthermore, this relationship is special because it significantly contributes to shaping the future of children under the guidance of parents, and affects their day-to-day behavior and development in society (Enrique et al. 2007: 1). This paper tries to investigate the interactions of Jordanian parents and children from a socio-pragmatic perspective to determine whether these interactions demonstrate the emotive and expressive socio-pragmatic function and whether parents influence children's behavior and personality.

Jakobson (1960: 353 – 357) classifies the basic socio-pragmatic functions into three types: the expressive and emotive function, the informative and referential function, and the conative and vocative function. He argues that the emotive and the expressive function focuses on the addresser because he is the one who wants to convey the message of expressing certain feelings such as love and hate. An emotional component has a strong relation to the sound. A good example might be the interjections, which are words or phrases used to express sudden surprise, pleasure or annoyance such as: “Bah!”, “Oh!”, “Yuck!”, “Ouch”, and “Aie”. The following example illustrates interjections:

Statement: A father brings a toy to his son; the son is surprised and expresses his feelings to his father:

"A son says to his father: Aie, I love you".

In this example, the son (the addresser) wants to convey two messages in one utterance; he expresses both the emotion of amazement that his father brought him a toy, and his love to his father (the addressee).

2. Related Literature

Parent-child interactions have been studied from different perspectives and in different societies.

Lei et al. (2003) examine the harsh parenting style and its direct and indirect effects on children's emotions and aggressive behavior in the school environment. The sample consisted of 325 families in China. They also investigate the effect of parents' gender on children. The results showed that the mothers' harsh parenting affected their children's emotions more than fathers', whereas the fathers' harsh parenting affected the children's behavior, so children became more aggressive. On the side of children's gender, fathers' harsh parenting had more effects on sons than on daughters, whereas mothers' harsh parenting was equal for both sons and daughters.

The study is concerned with the parents' negative effects on their children, whereas the current study is concerned with the parents' positive effects on their children. Moreover, the sample consisted of parents and their children, whereas the current study is concerned with children's opinions towards parents' behaviors and effects.

Strayer and Roberts (2004) discuss how children's behavior is affected by the parents' good interactions (empathy, emotional expressiveness, encouragement of children's emotional expressiveness, warmth and control). The sample consisted of 52 families. Parents were supposed to respond to their emotional characteristics and parenting. Children aged between 5-13 years old also responded to their parents' interactions. Children's age and parenting interactions affected 32% of the children's emotional factors which strongly predicted children's empathy.

Laible (2004) gives importance to the daily discourse between mothers and their children. The study examines the effect of the daily parents' discourse on their children, and how they shape their thoughts in order to be active in their society. The study also examines the attachment security, which means the parents' taking care of their child's needs and linguistic sensitivity. After investigation, it is found that the effect of the parents on their children's world does not come only from the content of their discourse, but also comes from the daily discourse which takes place between parents and their children. The sample consisted of fifty-one preschool children and their mothers who were videotaped reading a story and discussing the child's previous behavior. The results showed that both aspects of mother-child discourse, the style and content of discourse, were related to attachment, temperament, and the child's development in the society.

Laible's study relied on Vygotsky's (1978: 79-91) work. According to Vygotsky, language does not only provide the child with a new social context to participate in, but also provides the means for organizing and shaping his thought. Laible found that through parents' discourse, a child learns social, emotional, and moral experiences. She also gives good information about the effects of the daily discourse on the social mentality and personality of the child; caregivers teach their children what types of behavior are accepted by the society and what types are not. The current research will be concerned with pragmatic issues in addition to social ones.

Dwairy et al. (2006) carry out a survey study that aims at investigating the authoritarian style in eight Arab societies. The sample consisted of 2,893 Arab adolescents. Results showed that all parenting styles change from one to another Arab society. Analysis uncovered three combined parenting patterns: inconsistent (permissive and authoritarian), controlling (authoritarian and authoritative), and flexible (authoritative and permissive). On the parents' side, the mean score of the feel of obligation (authoritarian style) was higher among males, whereas the mean score of the feel of power (authoritative style) was higher among females. On the children's side, the eldest adolescents reported higher level permissive parenting than other adolescents. Parents' education, civilization, and the family economic level had minor effects on both parents' and children's styles.

This research and the current one are both concerned with children. This research is concerned with the parents' authoritarian style in the family, but it pays no attention to the other styles like giving pieces of advice and developing the children's good behavioral interactions which the current study will shed the light on. Moreover, the sample consisted of 8 Arab countries, which have various values and traditions and can affect the findings, but the

sample of the current study covers the Jordanian society.

Roopnarine et al. (2006) investigate how parents' styles affect children's academic skills, on the one hand, and the effects of parenting styles on their children's social behaviors among kindergarten-age children, on the other. The sample consisted of seventy mothers and fathers. Fathers' authoritative parenting style (the feel of power) and father's taking care of their children in the academic skills at home affected the children's behavior positively. Mothers' authoritarian parenting style (the feel of obligation) had negative effects on their children's behavior. Results showed that fathers' parenting had more positive effects on both child academic skills and social behaviors.

The study is related to the current study; both are concerned with parents' effects on children's behavior. Nevertheless, while the sample of the study consisted of fathers and mothers, the sample of the current study consisted of children who gave their opinions regarding parents' effects on children's behavior.

Kamaruddin et al. (2012) shed the light on the effect of parents' time spent with their children on their children's good conduct activities and their misconduct ones. After collecting data and analyzing them, they showed that the children were convinced with the time spent with their parents. They, however, believed that time spent with their parents reinforced the good conduct activities in their life. Parents, on the other hand, did not believe that. They believed that time spent with their children was a wasted time and would not affect their children's misconduct activities. The current study will also consider the effect of time spent with parents on the conduct and misconduct of children's activities.

Finally, Migdady and AL Migdadi (2014) study the parents' different styles of interaction and their effects on the their children's behavior in the classroom. The sample consisted of (52) second grade children, which means that they deal with subjects aged seven from both genders. The results of the study showed that there was an effect of parents' interaction styles on the children's behavior in the classroom. The results also showed that females were different from males at the level of adaptation affected by the parents' interaction style. The study was limited to teacher-child interactions at school, but the current study will deal with children's interactions with friends and relatives.

3. Methodology

In this part, the researchers aim at describing the methods and procedures that they followed in carrying out the study. This part states the problem of the study and what it aims at, significance of the study, the questions and hypotheses which the study is based on, and the limitations of the study. Then, it ends up with how the researchers collected and analyzed the data.

3.1 Statement of the problem

The literature review shows that there are many studies concerned with parent-child language acquisition which affects children's behavior and personality at school age (e.g. Lei et al. 2003; Strayer and Roberts 2004; Laible 2004; Dwairy et al. 2006; Roopnarine et al. 2006;

Kamaruddin et al. 2012; Migdadi and Almgdadi 2014). It is clear from the related literature, that no study has so far looked upon parent-child interactions in North Jordan. While most of the previous studies deal with children's behavior at school, the current study is concerned with the home effects on pupils' behavior and personality.

Finally, there is no study that handles the expressive and emotive socio-pragmatic function of parent-child interactions from children's point of view. Thus, there is a pressing need to investigate parent-child interactions in the Jordanian family. The current study will fill a gap in the related literature.

3.2 Purpose of the Study

The ultimate goal of the present study is to examine the expressive and emotive socio-pragmatic function of the parent-child interactions and to determine the degree of the effects of parents on children's behavior from pupils' point of view. The study will, thus, try to answer the following question:

- How are children's behavior and personality affected by their parents' discourse in the Jordanian family?

3.3 Hypotheses

The following hypotheses will be tested:

1. Parent-child interactions exhibit the emotive and expressive socio-pragmatic function in the Jordanian family.
2. Children are affected by their parents' discourse in the Jordanian family.

3.4 Variables

There are two independent and dependent variables:

1. The dependent variable is parent-pupils' interactions.
2. The independent variable is the emotive and expressive socio-pragmatic function.

3.5 Population and Sampling

3.5.1 Population

The population is all children in Irbid, Jordan. The population of Irbid governorate is about 1,137,100 Jordanian citizens. Males are about 582,400, whereas females are about 554,700 as estimated by the Department of Statistics (2012). The whole population speaks the rural variety of Jordanian Arabic (JA).

3.5.2 Sample

A sample of 100 children from different areas of Irbid was chosen randomly from primary schools in Irbid governorate in North Jordan. It consisted of pupils at grade 5 who are 11 years old. Half of them were males, whereas the second half were females. The sample covered children who were met only at schools.

3.6 Data Collection

In this study, face - to - face visits were made to the children at schools of Irbid governorate before the end of the second school semester 2014 / 2015. During the school classes, a questionnaire (see appendices 1, 2) was distributed to the subjects who were met for the first time. One researcher explained the purpose of the study and the questionnaire. After the subjects' agreement, they were given 10 minutes to answer all the questionnaire items by marking a tick in the right square in the first part, and writing their viewpoints of their fathers' and mothers' characteristics in the second part. The content of the questionnaire concentrated on the relationship between parents and their children, and the effects of this relationship on the discourse and behavior of the children at home and in their society. The questionnaire was divided into two parts:

(A) The first part gave the researchers information about the nature of the relationship between parents and their children and how this relationship affects children's behavior at home and in the outside world.

(B) The second part was supposed to give the researcher indications of the good and bad conducts or qualities which children find in their parents, but the respondents did not answer this part.

The questionnaire had two parallel forms; one was special for the relationship between a child and his mother, and the other for the relationship between the child and his father. Both forms were given to male and female children. The form of the questionnaire in the current study followed the questionnaire used by Titze et al. (2014: 917–933). Their questionnaire was adapted to serve the purpose of the current study. Since the subjects of the sample are Arab children whose English proficiency is not that much satisfactory, the questions were translated into Arabic, and then they were distributed to them.

3.7 Reliability and Validity

3.7.1 Reliability

Since children are part of the subjects of the study who are affected by parents' discourse, a test-retest is the method which was followed to establish reliability of the tool of this study. The test group consisted of a small sample (20 pupils) out of the population. Then, the questionnaire was given to the main group in the first week of May 2015. To show the effects of parents on their children, a statistical analysis was carried out for the collected data. As a sequence, the same questionnaire was given to the same group under the same conditions in the last week of May 2015.

The results of the test show that Cronbach's Alpha for the Father's sample is 0.884 and for the Mother's sample is 0.845. The previous results are considered to be of high value and a piece of evidence of consistency in the ten items that were used to measure the father/mother –son/daughter relations. See table (1).

Table 1. Cronbach's Alpha Test

Reliability Statistics		
Sample	Cronbach's Alpha	No. of Items
Fathers sample	0.884	5
Mothers sample	0.845	5

3.7.2 Content-validity

The content of the questionnaire was given to a jury of three linguists from the English Department at Yarmouk University, Jordan. They were kindly requested to judge the content of the questionnaire, stating whether the research instrument is valid for this study or not. The jury stated that the questionnaire (see Appendices 1, 2) is valid.

3.8 Data Analysis

The sample's answers were analyzed to determine the effects of the expressive and emotive socio-pragmatic function of the parent-child interactions based on the context and speech event in which the question occurred. An interpretation of such interactions expressed in each question was carried out according to what it functioned in the parent-child relationship. The related literature showed the styles of discourse used by parents in their relationship with their children; ignoring children, reinforcing children, and motivating children are styles that can lead to the expressive and emotive socio-pragmatic function which is the scope of data analysis.

The questionnaire had 5 items directed to the school children whose responses were computed as follows:

never was given 1 point, **rarely** 2 points, **undecided** 3 points, **often** 4 points, and **Always** 5 points,. Then, averages, percentages, and standard deviation were also computed.

In the discussion, tables summarize respondents' answers of the five choices "never", "rarely", "undecided", "often", and "always". In the written part, the researchers grouped answers into three groups; while the negative group includes the average of the answers "never" and "rarely", the positive group includes the average of the answers "often", and "always". The third group consisted of the "undecided" respondents.

After collecting data, the researchers analyzed them qualitatively and quantitatively according to the following equations:

1. $\bar{x} \leq 2.5$ = negative response,
2. $\bar{x} > 2.5$ and < 3.5 = undecided response,
3. $\bar{x} \geq 3.5$ = positive response.

Moreover, the T-test has been carried out to show whether there are statistically significant differences between the father's questionnaire and the mother's for each question.

Finally, the second part of the questionnaire was excluded from analysis since the respondents did not answer it.

3.9 Significance of the Study

The significance of the study stems from exploring the expressive and emotive socio-pragmatic function of the parent-child discourse in the Jordanian society. Moreover, the study will give information regarding the socio-pragmatic interactions that might show the level of congruence of the relationship between the Jordanian family. Through discourse situations such as politeness, respect, and other interactions, the study will shed light on the content and style of discourse from a socio-pragmatic point of view. The study also focuses on the family discourse as a starting point which will affect the children's behavior and personality in the whole society.

3.10 Limitations of the Study

The study is concerned with normal children, so it does not deal with other children who have medical problems such as aphasics, deafness or blindness. Also, the paper is limited to eleven - year - old children, so it does not deal with adults or infants.

4. Results and Discussion

This section presents and discusses the findings of the study, illustrated by situations and examples from the data. The components related to this function are parents' time spent with their children, apology, scolding, politeness, and emotions.

4.1 Parents' Time Spent with their Children

The results of the respondents' answers to the questionnaire are summarized in table (2):

Table 2. Parents' Time Spent with their Children

Q1: My Father/Mother spends a long time with me.	Sample					t-test for Equality of Means		
	Father's sample		Mother's sample		t	Df	Sig. (2-tailed)	
	Frequency	Percentage	Frequency	Percentage				
Never	0	0.0%	2	4.0%	-.494	98	.622	
Rarely	11	22.0%	4	8.0%				
Undecided	19	38.0%	19	38.0%				
Often	15	30.0%	13	26.0%				
Always	5	10.0%	12	24.0%				
Total	50	100.0%	50	100.0%				
	Mean	3.28	Mean	3.58				

Asked if his or her father spends a long time with him or her, 22% of respondents said that his or her father "never" and "rarely" spends a long time with him or her, whereas 12% of the respondents gave the same answers (never and rarely) when asked the same question about his or her mother. 38% of respondents in both samples did not provide any information about this factor of time.

In the father's sample, 40% of respondents gave positive responses saying "often" and "always". In the mother's sample, 50% of respondents answered "often" and "always". The mean of the father's sample is $2.5 > 3.28 < 3.5$ which means that the average of the respondents was undecided regarding their fathers' time spent with him or her. The mean of the mother's sample is $3.58 > 3.5$ which gives a positive signal that mothers spend longer time with their children. The T-test shows that there is no statistically significant difference at $\alpha = .05$ level ($p > .05$) between respondents' answers to question number one of the Fathers' and Mothers' questionnaires.

The previous neutral results push fathers to consider the time spent with their children. Parents spending a good time with their children will give children the opportunity to behave freely with them, a matter that will reinforce the children's good behavior and will upgrade their personality in their own world. Thus, parents' time spent with children plays a great role in developing the personality and behavior of children.

A good example of the parents' willingness to spend time with their children is when a chief at work asks his employee to do something during the private time. The employee answers: I want to stay with my family during the weekend, or don't I have children at home? These answers come to the service directly when it comes to the private time that is considered as a family time.

Kammaruddin et al.'s (2012) results showed that parents in Malaysia spend a long time with their children. The results of this investigation disagree with the results of the previous study and show that parents in the Jordanian family do not spend a good time with their children. Parents' time spent with their children positively affects the relationship between parents and their children. A good relationship between parents and their young children will affect the children's behavior later, and will give positive outcomes in the family and later on in the society (Hustedt et al. 2015: 141). The undecided results might be related to parents' weakness in prioritizing their children's needs, and parents' inability to manage the family time.

4.2 The Effect of Apology

An apology is a speech act that helps children to recognize that something wrong has happened and needs a response. The results show that the respondents to the mothers' and fathers' questionnaires are divided into two groups; a good number answered negatively, and a good number answered positively, whereas a small number stayed undecided as clear in table (3).

Table 3. The Effect of Apology

Q2: My Father/Mot her apologizes to me.	Sample				t-test for Equality of Means		
	Father's sample		Mother's sample		t	d.f	Sig. (2-tailed)
	Frequency	Percent-age	Frequency	Percent-age			
Never	20	40.0%	14	28.0%			

Rarely	7	14.0%	10	20.0%	1.30 98 .196 2
Undecided	11	22.0%	10	20.0%	
Often	5	10.0%	7	14.0%	
Always	7	14.0%	9	18.0%	
Total	50	100.0%	50	100.0%	
	Mean	2.44	Mean	2.74	

When asked if his or her father urges him or her to be polite, 54% answered negatively saying "never" and "rarely" in the father's sample, whereas 48% gave the same answers in the mother's sample. The children's answers to the third choice "undecided" were almost the same in both samples; 22% for father's sample and 20% for mother's sample. A good number in both samples answered positively saying "often" and "always": 24% for father's sample, and 32% for mother's sample. While the mean of the father's sample is $2.44 < 2.5$, the mean of the mother's sample is $2.5 > 2.74 < 3.5$. The mean of the father's sample demonstrates that fathers do not tend to apologize to their children as much as mothers. These findings showed that parents give room to the virtue of politeness in their communication with their children. The T-test shows that there is no statistically significant difference at $\alpha = .05$ level ($p > .05$) between respondents' answers to Fathers' and Mothers' questionnaires.

The researchers, however, think that parents should teach this significant speech act to their children via apologizing to them. Awareness of the positive effects of apology is significant and should be practiced. Israeloff and Tynan (1992: 55) argue that when parents apologize to their children, they show them that an apology is not just for kids, but also for all people. A parents' apology is more effective when parents apologize and tell the child why they apologize; a parents' apology will be a good lesson for the child (he knows the relation between the action - apologizing - and the reason- why apologizing). Parents can teach their children when, why, and how to apologize without losing face. The results show parents' lack of awareness of the good effects of apology which are mentioned in this paragraph.

According to Laible (2004: 980), the parents' daily discourse affects the children's behavior. It teaches children social, emotional, and moral experiences. Parents' apology to their children is an act that helps teach and develop those experiences that have to be learned by children. The lack of parents' apology might be related to self-esteem. Parents may not like to show children that they (i.e., parents) are mistaken.

4.3 The Effect of Scolding

In reprimanding, parents tend to use rebuking words such as: God damn, you are foolish, and you are worthless. These words are enough to affect the child's psychology negatively, and might mislead him to figure out what happened and why the child was scolded. Some reinforcing styles can be used by parents to help the child to behave positively: it was an accident, don't worry, you are able to do it, etc. The answers of the questionnaire show that parents in Jordan tend to scold their children as shown in table (4).

Table 4. The Effect of Scolding

Q3: My Father/Mot her scolds me.	Sample				t-test for Equality of Means		
	Father's sample		Mother's sample		t	d.f	Sig. (2-ta iled)
	Frequen- cy	Percent-a ge	Freque-c y	Percent- age			
Never	17	34.0%	18	36.0%	1.738	98	.085
Rarely	10	20.0%	13	26.0%			
Undecide d	8	16.0%	11	22.0%			
Often	4	8.0%	2	4.0%			
Always	11	22.0%	6	12.0%			
Total	50	100.0%	50	100.0%			
	Mean	2.64	Mean	2.30			

A good number of respondents stated that their parents did not scold them. When asked if his or her father scolds him or her, 54% of the respondents said "never" and "rarely", and 62% gave the same answers when asked the same question of his or her mother. Only 16% of the father's sample and 22% of the mother's sample were undecided. While 30% of the father's sample responded that his or her father scolded him or her, only 16% answered the same in the mother's sample. The means show that respondents were undecided in the father's sample; the mean of the father's sample = $2.5 > 2.64 < 3.5$, but the mean of the mother's sample = $2.30 < 2.5$ which indicates that mothers scold their children less than their fathers. Reinforcement, not scolding or rebuking a child, will give room to a child to behave freely and express himself confidently in his world. The previous results might be attributed to parents' awareness of the bad effects of scolding.

The T-test shows that there is no statistically significant difference at $\alpha = 0.05$ level ($p > 0.05$) between respondents' answers of Fathers' and Mothers' questionnaires.

The results show that parents do not scold their children that much. These results support Dwairy et al.'s (2006) findings. Fathers in both studies tend to use the style of obligation (fathers urge or prevent their children from doing something by using the effect of scolding) in their interactions with their children. Concerning females, mothers follow the feeling of power which gives them the right to scold their children but less than fathers. Thus, the results in the current study support Dwairy et al.'s, a matter that could be attributed to the fact that both communities in the studies came from the same culture (Arab culture).

4.4 The Effect of Politeness

Politeness is a social behavior that makes life easier and helps a person to respect others and be respected by them. The respondents' answers are given in table (5).

Table 5. The Effect of Politeness

Q4: My Father/Mother urges me to be polite with my friends.	Sample				t-test for Equality of Means		
	Father's sample		Mother's sample		t	Df	Sig. (2-tailed)
	Frequency	Percentage	Frequency	Percentage			
Never	3	6.0%	2	4.0%	.083	98	.934
Rarely	6	12.0%	1	2.0%			
Undecided	6	12.0%	4	8.0%			
Often	2	4.0%	6	12.0%			
Always	33	66.0%	37	74.0%			
Total	50	100.0%	50	100.0%			
	Mean	4.12	Mean	4.50			

When asked if his or her father tells him or her to be polite, a few number of children (18%) answered "never" and "rarely". When asked the same question in the mother's sample, only 6.0% answered the same as in the father's sample. 12% of respondents in father's sample and 8.0% in the mother's sample were undecided. The overwhelming average of children answered positively by saying "often" and "always"; 70% in the father's sample and 86% in the mother's sample. The previous positive results supplied a good signal that the parents are concerned with their children's good behavior in terms of politeness. The means confirm that the previous results are positive; the mean of the father's sample is = 4.12>3.5 and the mean of the mother's sample = 4.5>3.5. The T-test shows that there is no statistically significant difference at $\alpha = .05$ level ($p > .05$) between respondents' answers of Fathers' and Mothers' questionnaires. The findings showed that parents give room to the virtue of politeness in their communication with their children.

Being polite does not mean that you are weak. It is a diplomatic strategy to control and remove aggression and to make communication between people less complicated (Brown and Levinson 1987: 1). Migdadi and AL Migdadi (2014: 312) show that children's behavior at school is a reflection of parents' reinforcement of the good behavior at home. The findings of the current study agree with Migdadi and AL Migdadi's, confirming that parents want their children to be polite; i.e., parents affect their children's behavior positively by teaching and advising them to be polite, a matter which makes them accept others' opinions and be more accepted in their own world. These results might be attributed to the parents' culture, self-esteem, and awareness of the importance of being accepted in the society.

4.5 The Effect of Emotions

When parents start to criticize every movement or speech of their children in their infancy, children become shy and feel less self-confident. Being shy is clear from emotions like love, hate, and guiltiness. At the level of self-expressing, children will become shy and feel frustrated when they sometimes fail doing something, and, at the same time, they will feel

little pride after great success.

The effect of emotions has been tested; respondents gave positive results as shown in table (6).

Table 6. The Effect of Emotions

Q 5: I feel that I do not like my Father/Mother.	Sample				t-test for Equality of Means		
	Father's sample		Mother's sample		t	d.f	Sig. (2-tailed)
	Frequency	Percentage	Frequency	Percentage			
Never	39	78.0%	43	86.0%	-.26 2	98	.794
Rarely	5	10.0%	1	2.0%			
Undecided	1	2.0%	0	0.0%			
Often	2	4.0%	3	6.0%			
Always	3	6.0%	3	6.0%			
Total	50	100.0%	50	100.0%			
	Mean	1.50	Mean	1.44			

In this research, the sample showed positive results of the relationship between parents and their children. When asked if he or she does not like his or her father or mother, the majority (88%) of children confirmed that they like their mother or father by saying "never" and "rarely". Very few children stayed undecided (2.0% in father's sample and 0.0% in mother's sample). Very few children provided negative responses saying "often" and "always" (10% in the father's sample and 12% in the mother's sample). The means of both samples (father's sample = 1.50 < 2.5 and mother's sample 1.44 < 2.5) confirm that the relationship between children and their parents in the Jordanian society is a good one. The T-test shows no statistically significant difference at $\alpha = .05$ level ($p > .05$) between respondents' answers of Fathers' and Mothers' questionnaires.

The findings indicate that the family in Jordan is a united one, and children are in good terms with their parents, a matter that will lead to the fact that children's behavior is free of stress and are able to freely express themselves in their own world, and will, thus, become more independent in making decisions.

When parents react positively to the success of their children, children will be more proud of their success and less shy of their failure. Moreover, positive reactions of parents will make children like their parents, whereas negative ones will make children less accepting of their parents (Shaffer and Kipp 2014: 81). Emotions are the main entrance to any person; to love or hate means that you are comfortable or uncomfortable with a person.

In fact, the main purpose of asking question number five was to check the reliability of the respondents' answers to the questions related to the expressive and emotive function; parents' time spent with their children, apology, scolding, and politeness will affect children's emotions and attitudes towards their parents. The results of this question about emotions

confirm the results of the previous questions and give a positive impression that children in Jordan have a good relationship with their parents and see their parents as a good example to follow. These results support Laible's (2004) findings that showed parents are responsible for the emotions and thoughts of their children, and parents are, through their interaction with their children, responsible for making them active in their society. These positive results might be attributed to the parents' kindness and feeling of responsibility for their children.

4.6 Summary

The T-test is carried out for the ten questions that investigate the emotive and expressive function. The results are shown in table (7).

Table 7. The expressive and emotive function. The T-Test.

The expressive and emotive function		Mean	Std. Deviation	t	Df	Sig. (2-tailed)
	Father	3.3720	1.34792	-2.715	498	.007
	Mother	3.7040	1.38566			

For the emotive and expressive function, the T-test shows there is a statistically significant difference in favor of mothers over fathers at $\alpha = .05$ level ($p < .05$); respondents think that mothers display a higher emotive and expressive function than fathers. The mean of the answers to the ten questions shows that children believe that the expressive and emotive function is available in their families. The means of the father's sample ($=3.3720$) and of the mother's sample ($=3.7040$) indicate that the function is practiced in the Jordanian family.

In this regard, the study tries to reach the fact that children need to understand and to be understood. Laible (2004) sheds the light on this function. According to Laible, the day-to-day discourse teaches children social, emotional, and moral experiences. The current research shows that the expressive and emotive function is observed by parents in the Jordanian society and affects the emotions of children in the family. Children's expressing themselves to their mothers more than to their fathers might be attributed to the children's close relationship with their mothers, mothers' kindness, and mothers' taking care of their children's needs.

5. Conclusion

The above questions on the effect of parents' time spent with their children, apology, scolding, politeness, and emotions, indicate that parents in Jordan, like those in any other society, affect their children's social behavior.

The present research reveals that although parents give importance to emotions, politeness, and time spent with their children, parents tend to scold their children, and do not tend to apologize to them. Further, mothers affect children's behavior and personality more than fathers do.

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Mother Questionnaire	Appendix 1																														
<p>Dear Respondent,</p> <p style="text-align: center;">The purpose of the study is to examine the emotive and expressive socio-pragmatic function of the parent-child interactions. The questionnaire asks about the effects of the mother on her children. Please do not write your names; your responses will be used only for the sake of this study. They will be top secret, and will never be used but just for this study.</p>																															
<p>Male <input type="checkbox"/> Female <input type="checkbox"/> Number of Children in the Family: Date:</p>																															
<p>Part - 1 - :</p> <ol style="list-style-type: none"> 1. My mother spends a long time with me. 2. My mother apologizes to me. 3. My mother scolds me. 4. My mother urges me to be polite with my friends. 5. I feel that I do not like my mother. 	<table border="1" style="width: 100%; border-collapse: collapse; margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 20%;">never</th> <th style="width: 20%;">rarely</th> <th style="width: 20%;">sometimes</th> <th style="width: 20%;">often</th> <th style="width: 20%;">always</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	never	rarely	sometimes	often	always																									
never	rarely	sometimes	often	always																											
<p>Part-2-:</p> <ol style="list-style-type: none"> 1. What I like about my mother; 2. What I do not like about my mother..... 																															

استيائة الأم

عززي المشرك/ المشركة

يتمثل هدف الاستيائة في فحص الدور العاطفي و التعبيري لتفاعلات الأباء و الأبناء. تسأل الاستيائة عن تأثيرات الأم في أبنائها. الرجاء عدم كتابة الأسماء؛ سيتم استخدام الإجابات لقصد هذه الدراسة فقط. و تحفظ بسرية تامة ولا تستخدم الإجابات إلا لغراض هذه الدراسة (0)

ذكر أنتي عدد الأطفال في العائلة: التاريخ:

مطلقا	نادرا	أحيانا	غاليا	دائما

الجزء الأول:

1. تقضي أمي وقتا " طويلا" معي.
2. تعكز أمي لي.
3. أمي توبخي.
4. تحتني أمي أن تكون مؤدبا" مع أصدقائي.
5. أتعز أنني لا أحب أمي.

الجزء الثاني:

1. تصرفات أحبها في أمي.....
2. تصرفات لا أحبها في أمي:.....

Father Questionnaire
Appendix 2

Dear Respondent,

The purpose of the study is to examine the emotive and expressive socio-pragmatic function of the parent-child interactions. The questionnaire asks about the effects of the father on his children. Please do not write your names; your responses will be used only for the sake of this study. They will be top secret, and will never be used but just for this study.

Male Female Number of Children in the Family:

Date:

Part- 1-

1. My father spends a long time with me.

2. My father apologizes to me.

3. My father scolds me.

4. My father urges me to be polite with my friends.

5. I feel that I do not like my father. .

never	rarely	sometimes	Often	always

Part-2-:

1. What I like about my father:

2. What I do not like about my father:

استبانة الأب

عزيزي المشترك/ المشاركة

يتمثل هدف الاستبانة في فحص الدور العاطفي و التعبيري لتفاعلات الآباء و الأبناء. تسأل الاستبانة عن تأثيرات الأب في أبنائه. الرجاء عدم كتابة الأسماء؛ سيتم استخدام الإجابات لقصد هذه الدراسة فقط. و تحفظ بسرية تامة ولا تستخدم الاجابات الا لأغراض هذه الدراسة0

ذكر انثى عدد الأطفال في العائلة: التاريخ:

مطلقا	نادرا	أحيانا	غالباً	دائماً

الجزء الأول:

1. يقضي أبي وقتاً طويلاً معي.
2. يعكز أبي لي.
3. أبي يوبخني.
4. يحتمي أبي أن تكون مؤدياً مع أصدقائي.
5. أشعر أنني لا أحب أبي.

الجزء الثاني:

1. تصرفات أحيبا في أبي:
2. تصرفات لا أحيبا في أبي:

ملخص الدراسة

الدور التعبيري و العاطفي في تفاعلات الآباء و الأبناء الأردنيين

تبحث الدراسة الحالية في الدور التعبيري و العاطفي في تفاعلات الآباء و الأبناء الأردنيين في مدينة اربد، الأردن 0 تم اختيار عينة عشوائية احتوت 100 طفل من مدارس و مناطق مختلفة في محافظة اربد. شمال الأردن، حيث تراوحت أعمار المشاركين في العينة بين 5-11 عاماً و كان نصف العينة من الذكور و نصفها من الإناث. استخدم الباحثان استبانة من خمس أسئلة تعالج الدور التعبيري و العاطفي حيث تم توزيعها على العينة 0 أشارت النتائج إلى وجود الدور التعبيري و العاطفي في المجتمع الأردني، كما أشارت النتائج إلى أن تفاعلات الآباء تؤثر على شخصيات الأطفال و تصرفاتهم بشكل ايجابي من خلال تطبيق بعض الأساليب في التعامل 0

الكلمات الدالة: تفاعلات الآباء و الأبناء، الدور التعبيري و العاطفي، الآباء، الأطفال، تصرف، شخصية.

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