| RESEARCH ARTICLE

Influence of Family Setting on Behavioral Patterns among Children Aged 9–12 Years: A Focus on Lying and Attention-Seeking among children

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| ABSTRACT

This study investigates the impact of family setting and family environment in which the child is raised and how these factors shape the child's behavior. More emphasis is drawn on the behaviour of lying as well as attention-seeking among children aged from 9 to 12 years old. The study seeks to understand why children lie, cut things, and tell imaginary stories to attract their parents' or family members' attention, and whether these behaviours are related to the way they are raised, the environment they grow up in, the care, love, and support they lack, or whether they are ways of expressing unmet emotional needs during middle adolescence. It also examines whether such behaviours are related to family structure issues or represent part of the natural developmental stages children go through. To gather the necessary data, the researchers used a structured questionnaire employing a 5-point Likert scale, which is commonly used in research to measure attitudes, perceptions, and behaviours. The questionnaire was divided into two main sections. The first section focused on family setting, including parental presence (both parents, single parent, or divorced/separated), parenting style (authoritative, authoritarian, permissive, or neglectful, including level of involvement), care-taking arrangements (extended family, grandparents, relatives, or blended families), and family interactions such as communication, emotional support, and overall family climate. The second section evaluated children's behavioural patterns by assessing the occurrence of behaviours such as lying and attention-seeking. The findings concerning family setting reveal that many children with a high response rate enjoy a peaceful, healthy, supportive, and caring environment with consistent supervision, elders' care, and advice. As shown in tables (1 up to table 24), 82.3% and 76.1% of children enjoy a peaceful and stable environment, 85.9% receive care, direction, and guidance from their caregivers, and 78.9% experience open and healthy communication among family members. In addition, 49.2% follow family rules and routines, 85.9% of family members demonstrate high awareness of emotional support, 73.2% often to always spend long periods of time with their children, 77.5% provide care that inculcates good morals, 73.3% never to rarely experience frequent tension at home, and 71.8% have adults whom they listen to and ask for support. Regarding lying and attention-seeking behaviours (tables 11 to 24), the findings show that a high percentage of families report that these behaviours are never to rarely practiced by their children. Specifically, 53.6% never to rarely lie to avoid getting into trouble, 71.4% do not tell even small lies, 60% never to rarely deny doing things even when evidence is clear, and 79.7% never to rarely lie to get what they want. Furthermore, 72.9% never to rarely hide information or avoid telling the truth, 74.2% never to rarely blame others for their actions, and 63.4% never to rarely behave in an exaggerated way to catch others' attention. Attention-seeking behaviours such as interrupting conversations, becoming noisy when neglected, misbehaving to attract attention, pretending to be hurt, cutting objects into pieces, and telling imaginary details were also reported as never to rarely occurring by the majority of families. Even though the findings on family setting and lying behaviour show that a high percentage of children enjoy a peaceful, secure, safe, cooperative, and supportive environment that provides emotional and mental support, there are still some children who display negative behaviours related to lying and attention-seeking. These behaviours strongly influence children and produce rejected behaviours within the community. This highlights the need for families to provide more care, attention, and support to children aged from 9 to 12 years in order to help them develop positive behaviours and become actively involved members of society. Supporting children during this stage contributes to raising a healthy generation capable of building the future, rather than producing unhealthy generations that may hinder the development of the communities they join.

The concept of Lying:

Rutger C. M. E. Engels ,Catrin Finkenauer and Dyana C. van Kooten in their paper said; Lying has been the focus of attention in a few empirical studies. *Lee and Ross (1997)* explain how young children define a lie based on the factual truth of the statement. This means that when a person reveals information that he or she believes is true, but which in fact is not, a young child will consider this a lie. From adolescence on, however, lying be-comes a more complex concept. During adolescence, lies are defined based on three semantic elements of lying, namely (a) the statement is factually false, (b) the speaker believes that the statement is false, and (c) the   speaker intends to deceive the hearer *(Lee and Ross, 1997)*. The definition of a lie seems clear when people reach adolescence *(e.g., Gervais et al.,2000; Lee and Ross, 1997; Stouthamer-Loeber, 1986)*. Furthermore, occasional lying has been found to start in young childhood and is considered to be part of a normal development *(e.g., Halpert, 2000)*. However, excessive and

consistent lying is seen as a serious child problem behavior by parents, teachers and clinicians *(Stouthamer-Loeber, 1986)*. *DePaulo and Jordan (1982)* argue that the earliest lies of children are meant to escape punishment. Later in child-hood and during early adolescence more complex patterns of lying become apparent, such as lying to obtain rewards and altruistic lying to cover up for friends *(Stouthamer-Loeber, 1986; Stouthamer-Loeber et al., 1985)*.

M.James, (2008) said in defining lying that most definitions given to it holds that it requires an intention to deceive about the contents of one's untruthful statement. Some described it saying that it requires an intention to deceive about one's belief in the truth of one's untruthful statement.

According to their definitions, when a person lies, one intends not only that others believe that what one says is true , but also that they believe that one believes that what one says is true.

Some-even go further, and stated that lying requires a third intention to deceive- an intention that others believe that one intends that they believe that one believes that what one says is true.

Influence:

The term "influence" as defined in Cambridge Dictionary , refers to the power to have an effect on people or things, or a person or thing that is able to do this:

influence on Family is the most important influence on children.

bad influence Helen's a bad influence on him.

influence over He has a huge amount of influence over the city council.

have an influence Her coaching had a huge influence on the way I train.

exert influence Christopher hoped to exert his influence to make them change their minds.

under the influence of At the time she was under the influence of her father.

"influence" refers also to ; to affect or change how someone or something develops, behaves, or thinks:

Family setting; A living arrangement, which includes or will include Participant and one or more relatives or caregivers, who are willing to participate in a strength- based process and willing to work toward permanency. This might include parents, relative placements, NREFM placements, guardianships, Resource families, or adoptive parents. (Law Insider-powered by SimpleDocs)

Behavioral patterns; A behavioral pattern is a consistent and repetitive way of acting, thinking, or reacting in certain situations, according to the APA Dictionary and the Hoffman Process Australia. These patterns can be subconscious and are often a result of past experiences or learning, influencing decisions and interactions. Examples range from personal traits like a quick temper or codependency to more complex sequences of actions.

Attention-seeking; Attention-seeking behavior involves actions intended to draw notice from others, ranging from normal to extreme and disruptive. This can include exaggerating stories, being overly dramatic, seeking constant compliments, or using social media excessively to gain validation. While some level of attention-seeking is normal, particularly in children and during stress, frequent or extreme behavior can be a symptom of underlying emotional distress, low self-esteem, or a personality disorder. (https://www.verywellmind.com/attention-seeking-behavior-causes-traits-treatment-5213790).

In the article *"What to Know About Attention-Seeking Behavior: Know the Causes, Traits, and Treatment for Problematic Attention-Seeking," Wendy Wisner (2025)* explains that wanting to be noticed, valued, and loved is a normal human need. Because of this, it is understandable that people sometimes try to get attention. However, problems arise when these behaviors come from low self-esteem, jealousy, loneliness, or from a mental health condition. In such cases, the behavior can become extreme or overly dramatic.

Wisner also points out that when attention-seeking happens too often, it can become manipulative or passive-aggressive. This can damage relationships, push others away, and create tension. In more serious cases—especially when linked to mental health issues or personality disorders—attention-seeking behavior can affect a person's ability to keep a job or function well in daily life.

Objectives of the study:

Introduction:

The family is the core center of any community. It represents the foundation that produces healthy, productive, and creative generations who build and strengthen society. How children are raised and the environment in which they grow up shape their character and direct their behaviour.

The main purpose of this study is to investigate the influence of the family setting on children's behavioural patterns, with a specific focus on lying and attention-seeking among children aged 9 to 12 years old. This study explores whether these behaviours are related to the absence or limited presence of parents—whether the mother, the father, or both—due to life demands such as long working hours, heavy responsibilities, or other external factors. It also considers situations where children receive excessive care and become spoiled, as well as cases where children are raised in extended families where many relatives share caregiving duties. In addition, some children spend long hours in kindergartens or under alternative supervision, which may influence their emotional and behavioural development.

This study aims to understand why some children show manipulative tendencies such as lying, displaying leadership among peers, cutting objects like paper or other materials, telling long imaginary stories, and trying to attract the attention of others. The research seeks to identify the main reasons behind these behaviours and explore possible solutions.

Questions of the study

1- What is the relationship between family setting and children's behavioural patterns—specifically lying and attention-seeking—among children aged 9 to 12 years?

1. Related Literature

The literature review in this study will examine the current research and answer the question raised by this study, which is: What is the relationship between family setting and children's behavioural patterns—specifically lying and attention-seeking—among children aged 9 to 12 years? It will do so by showing the scholarly perspectives tackled in this area, exploring key findings, and identifying gaps that were not mentioned previously and will be addressed in this research. It will also review all research contributions in this field and the findings they present, in order to clarify the perspectives of this study.

The study conducted by Eman and Qahtan (2024–2025) titled Behavioral Problems Differences in Primary School Children:A Comparison Between Divorced & Intact Families, aimed to identify common behavioral problems among primary school

children—specifically aggression, stealing, lying, and hyperactivity—and to examine whether these behaviors differ between children from intact families and those from divorced families.

A cross-sectional design was used in government primary schools in Hillah City, with **383 students** from the fourth, fifth, and sixth grades selected through a non-probability sampling method. Data were collected between **November 2024 and March 2025**. The researchers used the **Behavior Problems Scale** to measure the four behavioral issues. The tool's validity was checked using CVI and CVR and found to be satisfactory. The data were analyzed using both descriptive and inferential statistics in **SPSS version 26.0**.

The results showed that certain factors—such as being male, being the first-born child (in divorced families), perceived academic level, and comparison of personal needs with peers—were linked to higher aggression. Lying was related to birth order, past behavioral issues, and academic performance, especially among children from divorced families.

The study concluded that children from intact families generally had lower levels of aggression, stealing, lying, and hyperactivity compared to those from divorced families. However, these differences were **not statistically significant**, meaning that parental marital status alone does not strongly determine these behavioral outcomes. Overall, most children from intact families showed low levels of these behavioral problems.

In the paper on Emotional & behavioural problems in young children with divorced parents the authors Meinou H.C.Theunissen, Mariskaklein Velderman, Anne P.G.Cloostermans, Sijmen A. Reijneveld found that children aged 2–4 years may show more emotional and behavioural difficulties when their parents have divorced.

The study used cross-sectional data from a large, nationally representative sample in the Netherlands, involving **2600 children** who attended routine well-child clinic visits. Before the visit, parents filled out the **Child Behaviour Checklist** and a questionnaire asking about divorce or separation. The researchers examined whether emotional and behavioural problems (EBP) were linked to either a recent divorce (within the past year) or a divorce that happened at any time in the child's life. They also adjusted the results for other factors such as family background and child characteristics.

The results showed that **4% of the children** had experienced parental divorce at some point, and **3.4%** had parents who divorced within the previous year. The study found that children whose parents had divorced at any time in the past were **more likely to show behavioural problems**, although the association became weaker after adjusting for other family factors such as the father's education level, ethnicity, and family size. Importantly, a divorce that occurred within the past year **was not associated** with emotional or behavioural problems in these young children.

The authors concluded that it is important to identify and support the needs of preschool children whose parents have divorced, because the findings suggest that negative effects may appear over a longer period rather than immediately.

In the study titled "Parental rejection and internalizing/externalizing problems among left-behind children: the moderating role of interpersonal harmony in class" by Liu, Zhao, and Chen, the authors examined how being rejected by parents affects the emotional and behavioural well-being of left-behind children, and whether positive relationships in the classroom can reduce these negative effects.

The study focused on **3,473 left-behind children** aged 6 to 15 from rural southwest China. These children completed self-report questionnaires measuring parental rejection, class interpersonal harmony (relationships with teachers and peers), and their own emotional and behavioural problems. The researchers used regression analysis and the Hayes PROCESS macro to explore how parental rejection and classroom relationships interact.

The results showed that **parental rejection strongly predicted both internalizing problems** (such as sadness or anxiety) **and externalizing problems** (such as aggression or rule-breaking). Classroom climate also played an important role: children with two absent parents showed fewer externalizing problems when they had **supportive teachers and positive peer relationships**. However, this protective effect did not appear for children with only one absent parent.

The authors concluded that **positive and supportive teacher–student and peer relationships can help reduce the harmful impact of parental rejection** on left-behind children's behaviour—especially for those with both parents away for long periods.

In the study titled "Families: Influences in Children's Development and Behaviour, From Parents' and Teachers' Point of View" by Cláudia Rodrigues Sequeira de Figueiredo and Filomena Valadão Dias, the authors explore how family structure—especially whether parents are divorced or living together—affects children's behaviour.

The researchers found that both parents and teachers tend to report **more behavioural problems** in children from divorced families than in those from intact families. Although divorce is an important factor, the authors emphasize that the overall **quality of the family environment**, including emotional support, stability, and care, plays a major role in how children develop and behave. They note that each child experiences divorce differently, so it is impossible to predict exactly how any one child will react. What matters most is ensuring that the child feels **safe, protected, and loved** during the changes happening in their family.

The study also highlights the value of using information from **multiple informants**—parents and teachers—because they see children in different environments. This approach provides a richer and more complete understanding of the child's behaviour. According to the authors, this kind of information is essential for creating effective support or intervention plans that meet the child's individual needs.

In the review titled "Influence of Family Structure on Children's Well-being – Challenges and Pathways to Promote Positive Development," Meiqiao Han examines how different family structures—especially **single-parent families and stepfamilies**—affect children's overall well-being.

Han explains that children's well-being includes their **physical, emotional, social, and mental health**, and is influenced strongly by the family environment. The review notes that children raised in **single-parent families** often face special challenges because they do not have support from two parents. This situation can affect their **school performance, relationships with others, and general life satisfaction**.

The review also discusses **step families**, which often form after remarriage. Han points out that these families can have more complex dynamics, which may create additional difficulties for children as they adjust to new relationships and roles at home.

A key idea in the paper is that **mental well-being** plays a central role in children's development, shaping how they handle stress, build relationships, and cope with change. Han emphasizes that understanding the unique challenges of each family structure can help professionals develop better support systems for children.

The review concludes by recommending that future research explore specific programs or interventions that could help children in different family setups. Han stresses that educators, parents, and policymakers should work together to create supportive environments that help all children grow and succeed—no matter what kind of family they come from.

In the research paper "Associations between Family Structure Changes and Children's Behavior: The Moderating Effects of Timing and Marital Birth," Rebecca Ryan and Amy Claessens examine how changes in a family's structure—such as divorce, separation, or the addition of a new parent figure—affect children's behavior as they grow.

Using data from **3,492 children** in the National Longitudinal Survey of Youth, the authors studied how family transitions at different stages of childhood influence behavior both at the time of the change and later on. They also compared children who were **born to married parents** with those born to **unmarried parents ("fragile families")** to see if family instability affects these groups differently.

The study found that:

> **Changes in family structure during the first three years of life** have the strongest and most consistent impact on children's future behavior.

> Moving into a **single-parent family** has different outcomes for a child than moving into a **blended family** (where a step-parent joins the household).

Family changes tend to have **greater negative effects** on children who were born to **married parents**, compared to children from fragile families, who may already be more accustomed to instability.

Overall, the authors highlight that *when* the family change happens and *what type* of change occurs both play important roles in shaping children's behavioral development.

In the study "Effects of Family Structure on Mental Health of Children: A Preliminary Study," the authors **Aniruddh Prakash Behere, Pravesh Basnet, and Pamela Campbell** *examined* whether different family structures were linked to higher rates of hospitalization for behavioral and mental health problems in children.

They reviewed the medical charts of 154 children who were admitted to a psychiatric unit between July and December 2012. Their findings showed that only a small number of children (11%) came from intact families living with both biological parents, while **89% came from families with some form of disruption**, such as single-parent or divorced households.

The authors found that **two-thirds of the children had experienced trauma**, and **36% had suffered physical abuse**. More than **70% had a parent or sibling with a mental health disorder**. Children from intact families were less likely to have experienced trauma in general. Children from single or divorced families were less likely to have experienced sexual abuse but were **more likely to be diagnosed with ADHD**.

The study also showed a strong link between exposure to trauma and the likelihood of being hospitalized. Children diagnosed with ADHD were **four times more likely** to have multiple hospitalizations, while mood disorders, oppositional defiant disorder, and physical abuse also doubled the risk of readmission.

The authors concluded that **family structure plays an important role in child mental health**, and that trauma and a family history of psychiatric illness increase the chances of repeated hospitalizations. They emphasized that psychosocial factors—especially unstable family environments—have a significant impact on children's mental well-being.

In their paper "Lie-telling for Personal Gain in Children with and without Externalizing Behavior Problems," **Victoria Talwar and Jennifer Lavoie** studied how children lie when they want to benefit themselves. They worked with 110 boys aged 6–11 and compared children who had externalizing behavior problems with children who did not.

Their study found that **children with externalizing behavior problems were more likely to lie** and were also **less skilled at lying** than children in the comparison group. The researchers also discovered that children with **lower theory-of-mind abilities** (difficulty understanding others' thoughts or feelings) were more likely to lie for personal gain than those with stronger social understanding skills.

The study showed that children with externalizing problems who lied for personal benefit also tended to view "tattling truths" more positively than other children. In a smaller sample, parents kept diaries for two weeks and reported that children with externalizing behavior problems lied **more often** at home than children without those problems.

Overall, the findings suggest that **children with externalizing behavior have a different pattern of lying**, both in how often they lie and how they understand lying, compared to typical children.

In the review "The Impact of Parental Behaviors on Children's Lifestyle, Dietary Habits, Screen Time, Sleep Patterns, Mental Health, and BMI," **Cátia Maia, Diogo Braz, Helder Miguel Fernandes, Hugo Sarmento, and Aristides M. Machado-Rodrigues** examined how parents' behaviors and routines affect different aspects of children's health and daily habits.

The authors reviewed 1504 scientific papers and analyzed 26 studies that included nearly 90,000 children and over 13,000 parents. Their findings showed that **what parents do—such as how they eat, sleep, exercise, manage stress, and use screens—strongly influences their children's habits** in these same areas. Parenting style also played an important role in shaping physical activity, eating patterns, sleep quality, mental health, and even the child's weight (BMI).

The review shows that **healthy parental routines support healthier behaviors in children**, while poor parental habits or stress can increase the risk of unhealthy weight gain or emotional problems. The authors concluded that improving children's health should also involve supporting parents in building healthy routines and managing stress. They recommend more long-term (longitudinal) studies to understand cause-and-effect relationships and encourage future research involving more diverse groups of families.

In the study *"To Lie or Not to Lie? The Influence of Parenting and Theory-of-Mind Understanding on Three-Year-Old Children's Honesty,"* **Fengling Ma** and **Angela D. Evans** examined how young children's thinking skills and parenting practices affect whether they tell the truth or lie.

The researchers worked with 73 three-year-old children in Hangzhou, China. The children were told not to peek at a toy when the experimenter left the room. Most children peeked—and most of those who peeked lied about it. The study found that children who had better early theory-of-mind skills (understanding what others know or don't know) were **more likely to lie**.

The authors also looked at how parenting affects lying. They found that **Control parenting**—a strict style where parents closely monitor the child and expect obedience—was **linked to less lying** in the children. They also found that part of the connection between parenting and lying was due to children's theory-of-mind abilities.

Overall, the study shows that **young children's lying is shaped by both how they understand other people's thoughts and how their parents raise them**.

In the paper *"The Relation Between Parenting Styles and Children's Lying Behavior,"* published in June 2024, **Zhitong Li** reviewed several past and recent studies to understand how different parenting styles affect whether children lie.

The study is based on *Baumrind's* well-known theory of parenting styles. *Li* compared the findings of three older studies and three newer ones. Earlier studies from 2006 and 2014 suggested that **permissive or warm/loving parenting** helped reduce lying and cheating in children. However, another study from China reported that **authoritative parenting** could actually increase children's cheating behavior.

More recent research also focuses on authoritative and authoritarian parenting styles, but the results are not consistent. Some studies show that authoritative parenting reduces lying, while others show that it increases it. Because the findings do not match across studies, *Li* concludes that more research is needed to clearly understand how each type of parenting style influences children's lying behavior.

In the study *"Lying Behavior, Family Functioning and Adjustment in Early Adolescence,"* **Rutger C. M. E. Engels, Catrin Finkenauer, and Dyana C. van Kooten** examined how often young adolescents lie and how this relates to family communication, relationships, and emotional or behavioral adjustment.

The authors created and tested a new tool to measure lying behavior using a sample of **671 parent–adolescent pairs**. Their analysis showed that the tool was reliable and consistent. The results revealed that lying was moderately connected to other aspects of parent–child communication, such as secrecy and openness, as well as the overall quality of the parent–child relationship and parenting practices.

They also found that adolescents who lied more often were **more likely to show emotional and behavioral problems**. Overall, the study shows that lying in early adolescence is linked to family functioning and is an important part of understanding young people's adjustment.

Conclusion:

The previous studies conducted were related to the scope of this research paper, showing different perspectives on common behavioural problems among primary school children, such as aggression, stealing, lying, and hyperactivity, as shown in one study, while another study shed light on the influence of divorce, separation, and emotional and behavioural problems in young children aged 2–4 years and how it shapes their behaviour. Another paper examined how being rejected by caregivers affects children's emotions and behaviour, and whether positive relationships in the classroom can reduce these negative effects and fill the gap. Other studies examined how different family structures, focusing on single-parent families, step families, divorce,

separation, or the addition of a new parent figure, affect children's overall well-being. One study examined whether different family structures were linked to higher rates of hospitalization for behavioral and mental problems in children. One study focused on how children lie for personal benefit, particularly boys aged 6 to 11 years, comparing those who showed this behaviour with those who did not. Another study examined how the behaviour of parents and their daily routines affect different aspects of children's health and daily habits. A different study looked at how young children's thinking skills and parental practices affect whether they lie or tell the truth. Another paper reviewed several past and recent studies to understand how different parenting styles influence whether children lie or not. A similar study focused on how often young adolescents lie—the frequency of this behaviour—and how it relates to family communication, relationships, and emotional or behavioral adjustment.

The perspectives of these studies are related to this study because they all focus on the core pillars that form what we call the base of a healthy community: the 'Family'. They focus on caregivers and family structure and how these shape the behavioural and emotional attitudes of children. This study will focus on how the structure of the family influences children's behaviour, emphasizing lying and attention-seeking behaviour among children aged 9–12 years, trying to find out whether these behaviours are adopted due to different family settings or if they are part of natural development and not necessarily negative behaviours, which could continue and influence them throughout their life.

Methodology

This study employed a descriptive research design to investigate the effects of parental absence and family environment on children's behavioural patterns, including lying, attention-seeking, and destructive acts.

To gather the necessary data, the researcher used a **structured questionnaire** that employed a 5-point Likert scale. This scale is commonly used in research to measure attitudes, perceptions, and behaviours. The questionnaire was divided into two main sections:

Family setting involves;

-Parental presence: Both parents, single parent, or divorced/separated.

-Parenting style: Authoritative, authoritarian, permissive, or neglectful, including level of involvement.

-Caretaking arrangements: Extended family, grandparents, relatives, or blended families.

-Family interactions: Communication, support, and emotional climate.

Children's behavioural patterns evaluating the occurrence of behaviours such as lying, attention-seeking .

The sample population for this study consisted of approximately **71 children aged 9–12 years**, drawn from different schools and family settings to ensure diverse representation. The questionnaire will be distributed to the children's mothers so as to provide information about their children's behavioral patterns and family environment. The questionnaire is designed using Likert scale and is divided into three sections were the first one shows family setting and the 2nd one lying behaviour and the last section includes attention seeking behaviour , with a total of 24 questions.

Results and Data Analysis

The Results and Data Analysis section presents the findings of this study and addresses the research question regarding the influence of family setting and children's behavioral patterns focusing on lying and attention seeking among children aged 9 to 12 years old.
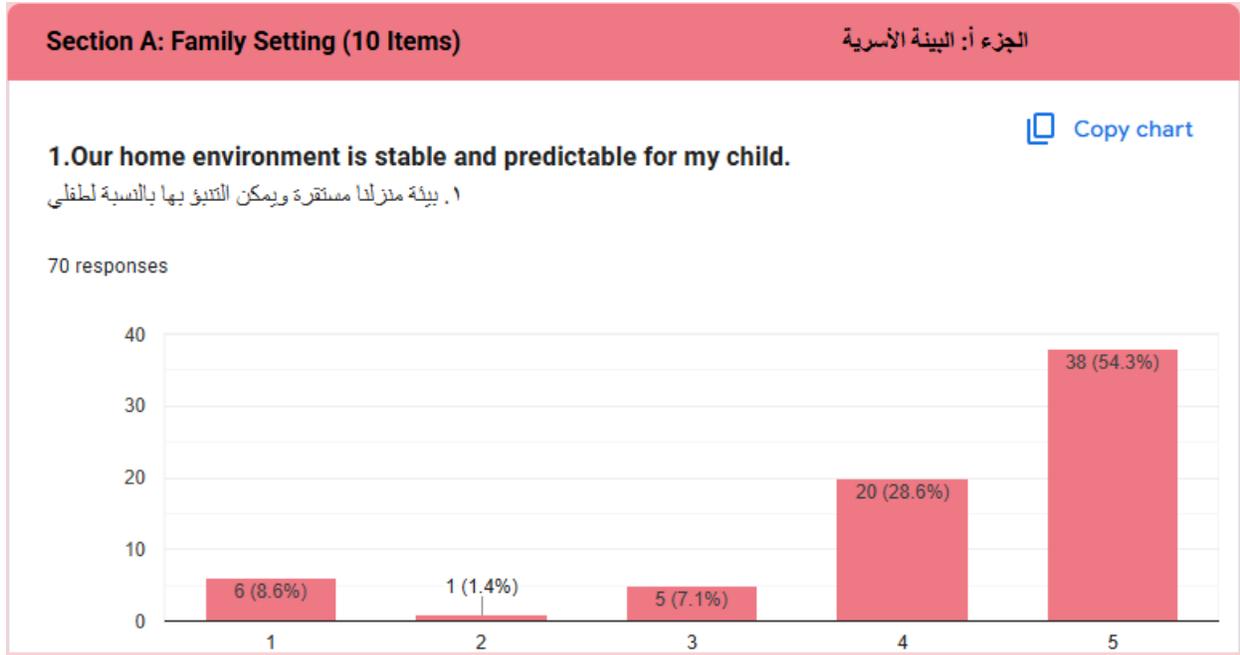
Section A: Family Setting (10 Items)   الجزء أ: البيئة الأسرية

Copy chart

1.Our home environment is stable and predictable for my child.

١. بيئة منزلنا مستقرة ويمكن التنبؤ بها بالنسبة لطفلي

70 responses

Table (1): **Our home environment is stable and predictable for my child.**

The responses on table (1) in the chart bar showed that a high percentage of 54.3% among families are always having a stable environment that suits their children and forms a warm home, while 28.6% are having this environment often. This shows that 82.9% of the children are living in a stable and predictable home environment. However, 7.1% are having it sometimes, 1.4% are rarely, and 8.6% are never having that stable predictable home environment. This shows that a small portion of 8.6% of children experience an unstable warm family setting, which might influence their behaviour and push them to lie or try to attract their families' attention due to the complex feelings they are having, especially those aged from 9 to 12 years, as they may use these behaviour to fill what they lack or due to the lack of consistency in their home environment.

Copy chart

2. My child receives consistent supervision and guidance at home.

٢. يتلقى طفلي إشرافًا وتوجيهًا مستمرين في المنزل
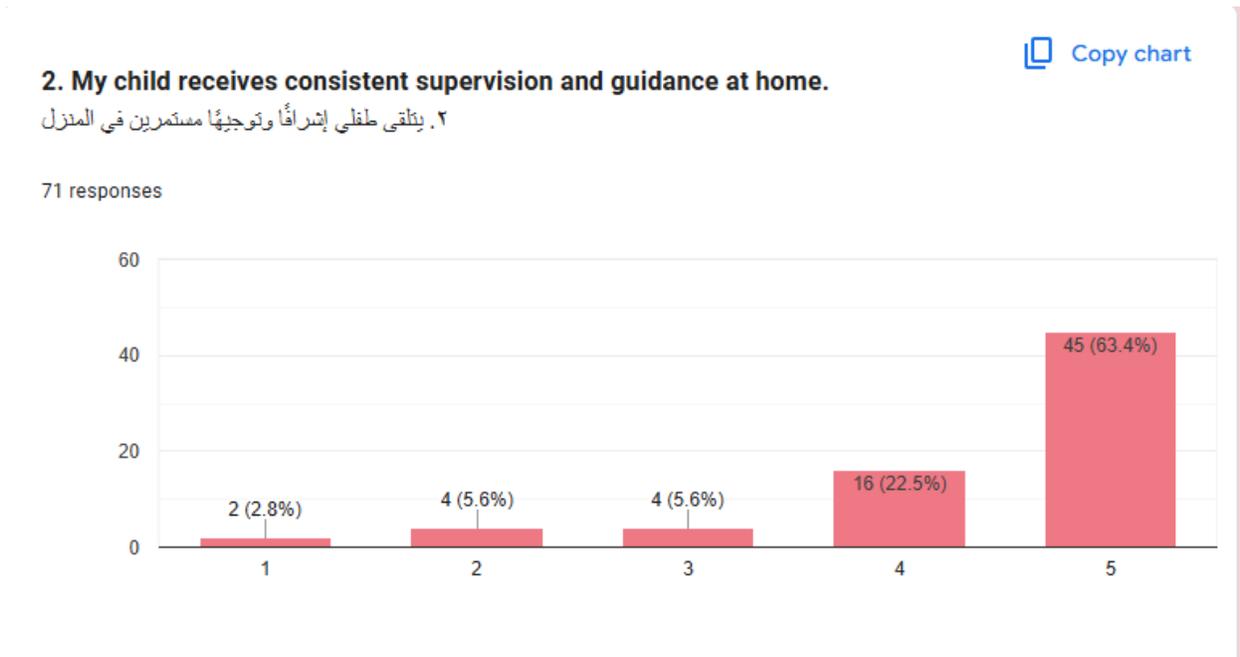
71 responses

Table (2): **My child receives consistent supervision and guidance at home.**

The responses on table (2) on the bar chart showed that a very high percent of 63.4% responded that their children receive consistent supervision and guidance at home, which direct and influence their behaviour, while 22.5% often do this with their children. This shows that around 85.9% receive care, directing, and guidance at home, which is needed to shape their future behaviour and attitude, as well as raise awareness among them. This enriches and feeds their feelings, which is revealed in their behaviour and directs their development. A percent of 5.6% was shown in both sometimes and rarely. A percent of 2.8% showed never, which, when compared to always and often, is low, but it influences children's behaviour negatively and may influence them to anti behaviour, since they were not provided with the needed guidance and care which helps them to differentiate between permissible and prohibited attitudes in their community.
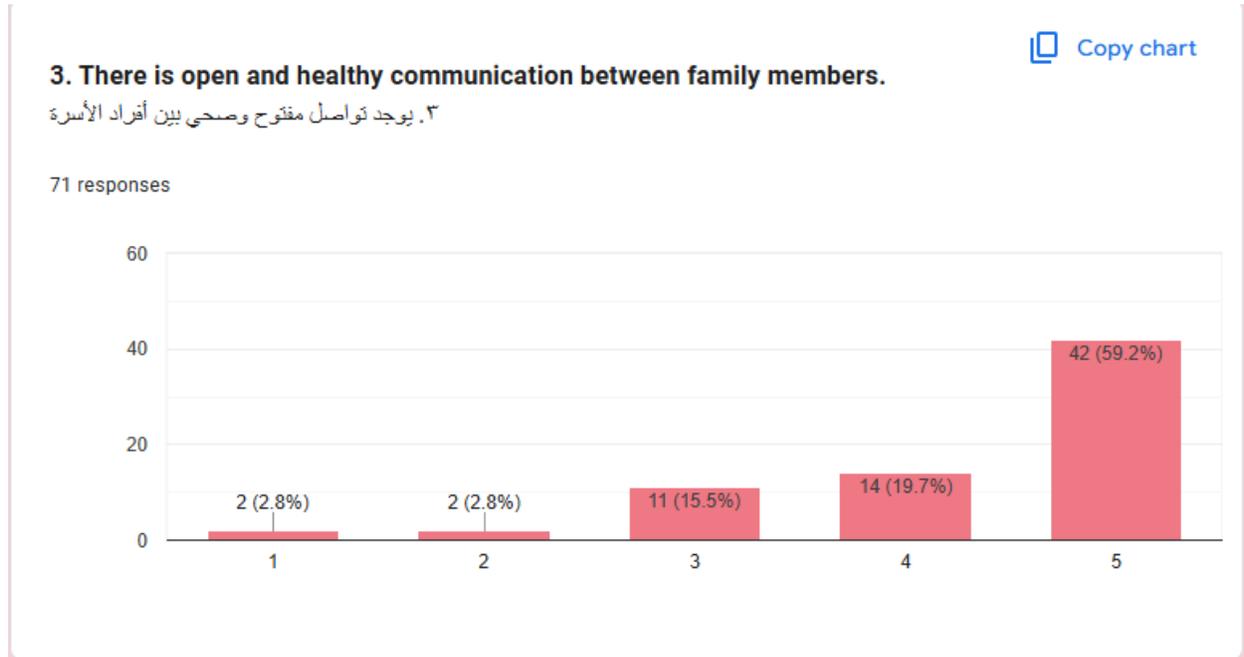
Table (3): **There is open and healthy communication between family members.**

The responses on table (3) on the bar chart showed that 59.2% of the respondents have open and healthy communication between family members, which is the most important basic need to build strong relationships between family members and ensure a mentally and emotionally healthy, well-raised generation rich in good morals, which is the immune system that protects them from negative behaviour that weakens the community. A percent of 19.7% showed often. This shows that a total percent of 78.9% enjoy open and healthy communication between family members, which inculcates good values and behaviour needed to raise children well. A percent of 15.5% shows sometimes, and 2.8% shows rarely as well as never. This represents the lowest percent, which shows that few families do not have this open, clear, and healthy communication between family members, which might be due to various reasons and which influences children's behaviour and forces them to lie when committing any mistake or misbehaving, or either directs them to beg sympathy from their family or avoid being punished or scolded by their parents.
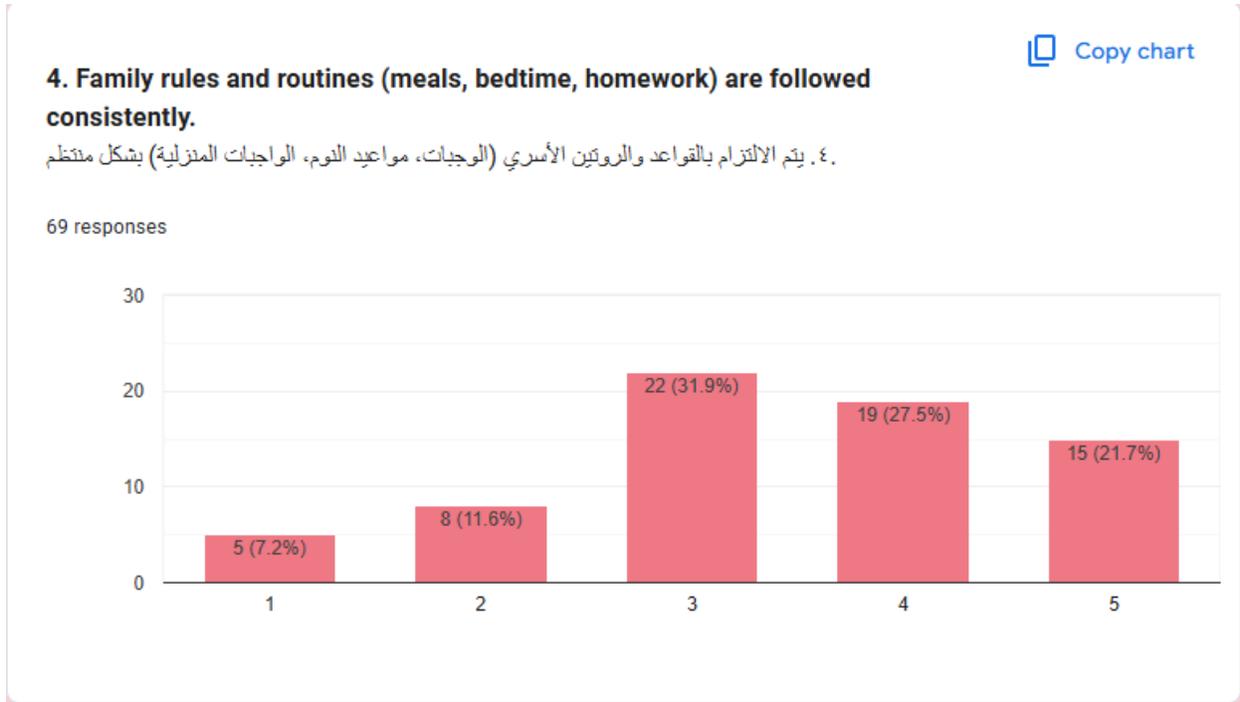
4. Family rules and routines (meals, bedtime, homework) are followed consistently.

٤. يتم الالتزام بالقواعد والروتين الأسري (الوجبات، مواعيد النوم، الواجبات المنزلية) بشكل منتظم.

69 responses

Table (4): Family rules and routines (meals , bedtime, homework) are followed consistently.

The responses on table (4) on the bar chart showed that 21.7% responded that family rules and routines are followed consistently, while those who showed that it is followed sometimes were the highest percent, with 31.9%. This shows that family rules and routines such as meals, bedtime, and homework are sometimes followed consistently, which shows a leak that gives a chance for negative behaviour to grow among children. Raising children and educating them to obey and respect rules through healthy routines influences them positively and raises their awareness, which in turn reduces negative behaviour. A percent of 27.5% shows often having them, which is close to the sometimes response. A percent of 11.6% shows rarely and 7.2% never, which, when compared, is the least percent but still influences children's behaviour.

5. My child feels emotionally supported by family members.

٥. يشعر طفلي بالدعم العاطفي من أفراد الأسرة.
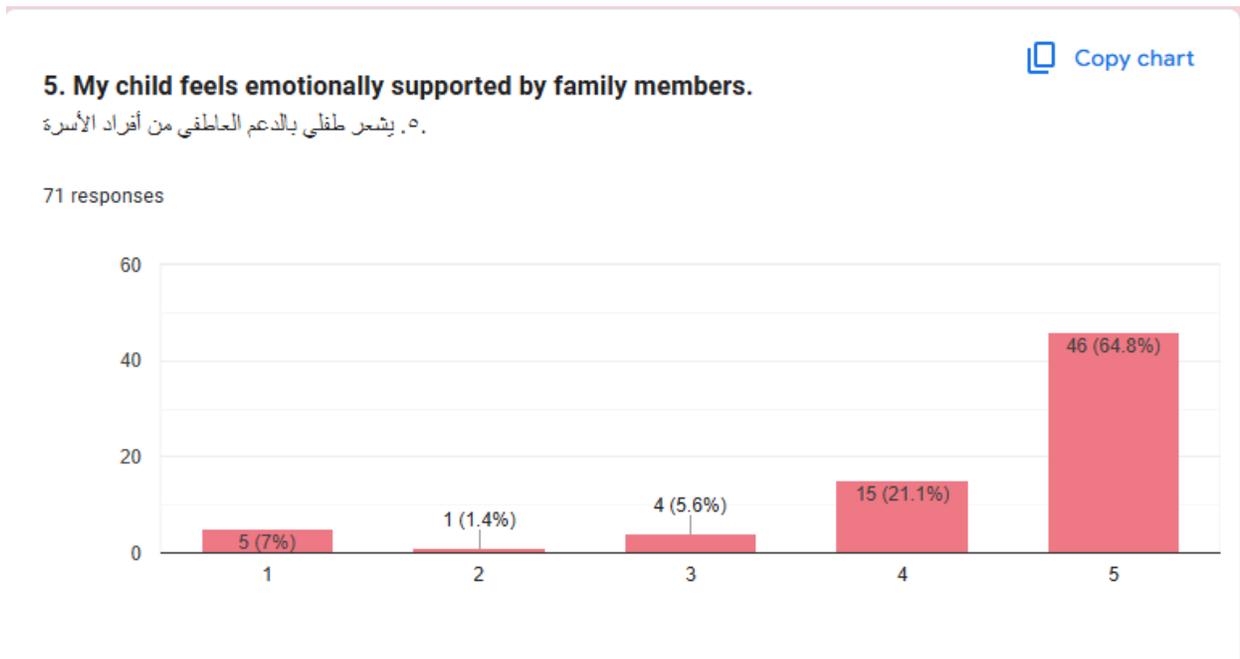
71 responses

Table (5): My child feels emotionally supported by family members.

The responses on table (5) on the bar chart showed that 64.8%, which is the highest percent, emphasizing that children have emotional satisfaction from their family members, which enriches and strengthens their confidence and provides them with great support, which enables them to produce positive behaviour. A percent of 21.1% shows often. This shows that a percent of 85.9% of family members have high awareness about the importance of the emotional support their children need and how it directs their behaviour. A percent of 5.6% shows sometimes, 1.4% shows rarely, and 7% shows never. This 7% influences children's behaviour and can result in negative behaviour. Emotional support for children represents a basic support which provides satisfaction, care, love, understanding, and reassurance, which gives them the feeling of being safe, valued, and accepted. This was shown in the study of Liu, Zhao, and Chen titled "Parental rejection & internalizing/externalizing problems among left-behind children; the moderating role of interpersonal harmony in class," where they found that parental rejection strongly predicted both internalizing problems such as sadness or anxiety and externalizing problems such as aggression or rule-breaking.
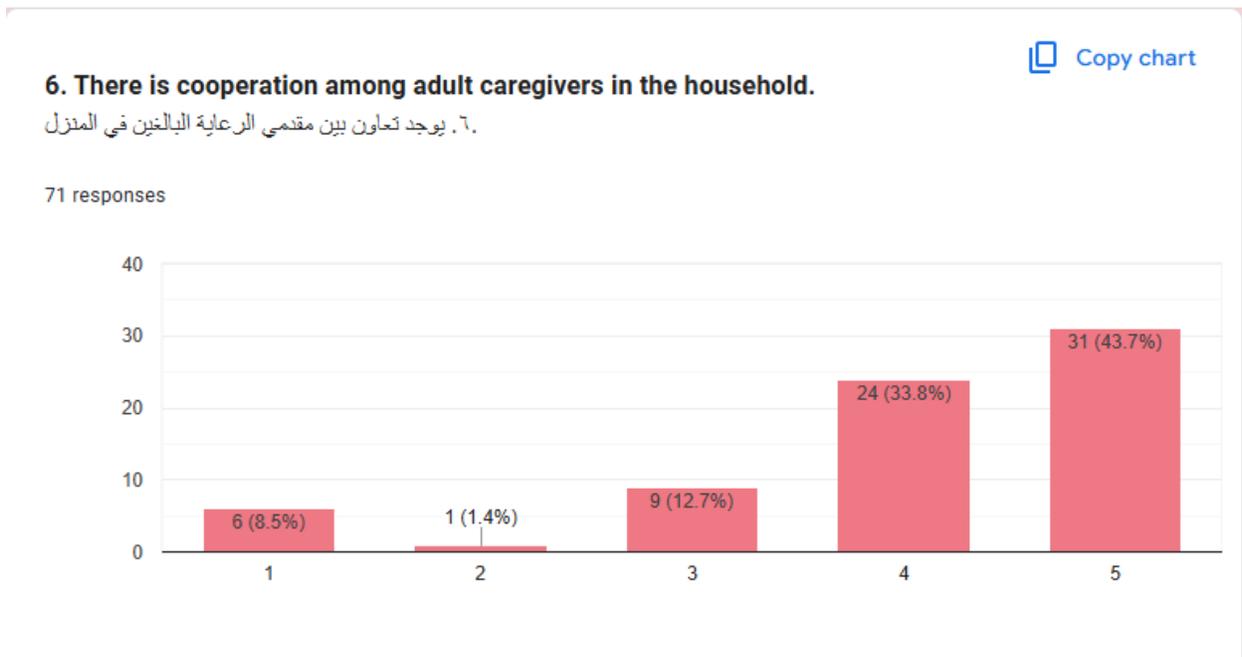
Table (6): There is cooperation among adult caregivers in the household.

The responses on table (6) on the bar chart showed that 43.7% have cooperation among adult caregivers, either elder brothers, sisters, or relatives in the household, which surrounds children with a caring and supportive environment. A percent of 33.8% shows often. This shows that a total of 77.5% give care, which inculcates good morals among children. A percent of 12.7% shows sometimes, 1.4% shows rarely, and 8.5% shows never. This 8.5% shows that some children never find care and support from adult caregivers at home, which might also influence them negatively, especially if both parents are working for long hours and their children spend most of their time alone. In such cases, they need an adult to give care and support, especially as they might be close to their ages, that is, from the same Gen Z or Millennials.
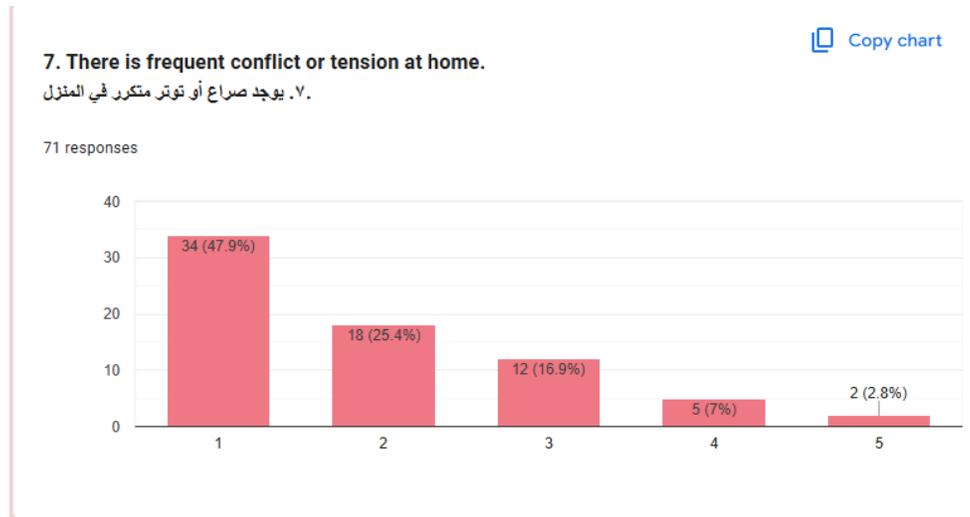
7. There is frequent conflict or tension at home.
.٧. يوجد صراع أو توتر متكرر في المنزل

71 responses

Table (7): There is frequent or tension at home.

The responses in table (7) in the bar chart showed that a high percent 47.9% of families enjoy a peaceful and healthy environment, which does not include a high rate of conflicts or tension, which creates a sick environment that is not suitable for raising healthy children and influences them negatively and is revealed in their behaviour. A percent of 25.4% shows rarely, 16.9% shows sometimes, 7% shows often, and 2.8% shows always.

This indicates that most children are raised in homes with low levels of conflict, which supports emotional stability and positive behaviour. However, the presence of conflict, even at low percentages, can still have a strong negative impact on children's emotional and behavioral development. Frequent conflict or tension at home may lead children to develop negative behaviours such as lying, withdrawal, or attention-seeking as coping mechanisms. This highlights the importance of maintaining a peaceful home environment to support healthy behaviour among children aged 9 to 12 years.

8. I regularly spend quality time with my child.
.٨. أقضي وقتًا نوعيًا مع طفلي بشكل منتظم
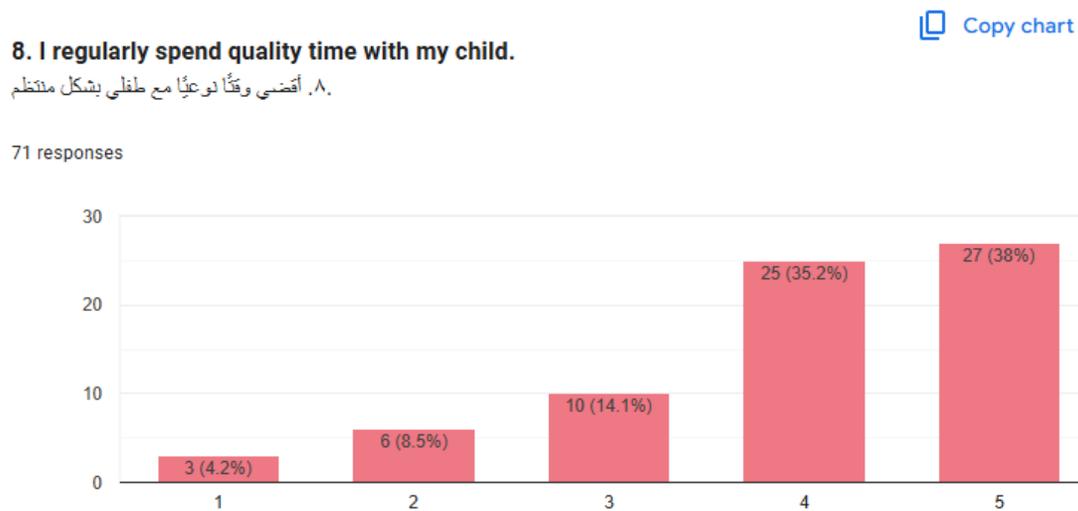
71 responses

Table (8): I regularly spend quality time with my child.

The responses in table (8) in the bar chart showed that parents and caregivers in families are aware of the importance of the emotional support and guidance children need, so the highest percent of the regular time spent with children is 38%, while those who often do it showed 35.2%, which is also a great rate. A percent of 14.1% showed sometimes, 8.5% were rarely, and those who never do this were 4.2%, which is the lowest percent among families. This indicates that 4.2% of the children are influenced negatively because their parents do not spend time with them, which is very important for their development. This

absence of parents' care and support can impact children and lead them to develop negative behaviour such as lying and others, since they were not directed and advised on what to avoid.
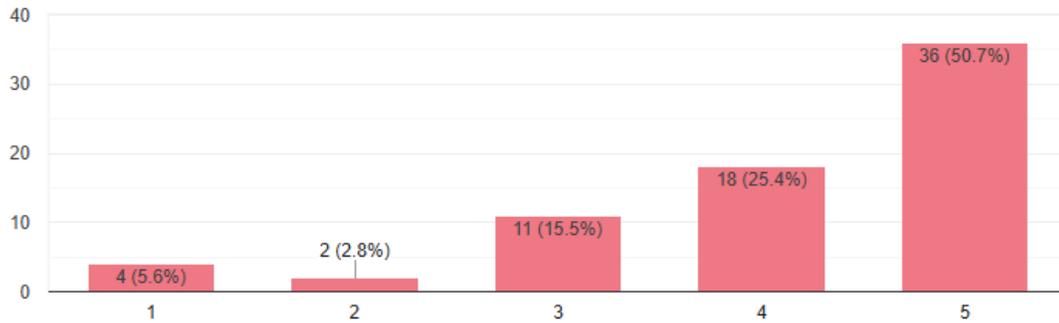

Table (9): **My child experience a warm and positive emotional atmosphere at home.**

The responses in table (9) in the bar chart showed that a very high percent 50.7% of children always experience a warm, peaceful, and positive emotional atmosphere at home, which supports developing healthy behaviour among children and it is emphasized with the total of always and often which shows 76.1%. Those who responded with often were 25.4%, while 15.5% showed sometimes. This was supported by the responses in table (7), where a total of 73.3% enjoy a peaceful and healthy environment which does not include a high rate of conflict or tension, which in turn supports emotional stability and positive behaviour.
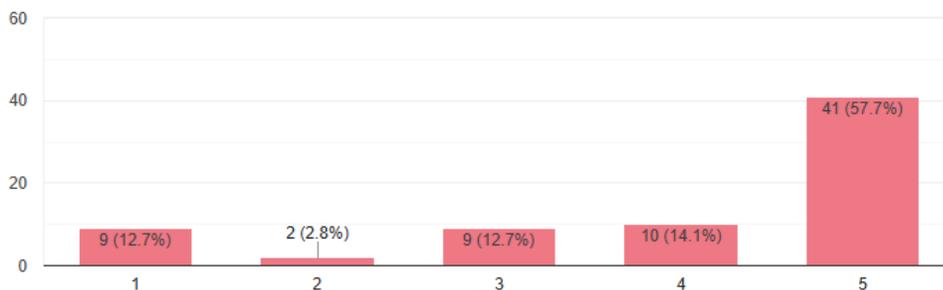

Table (10): **My child has at least one adult at home who listens to them and provides support.**

The responses in table (10) in the bar chart showed that a high percent of 57.7% of children have at least one adult at home to whom they can listen and ask for support. This shows a total of 71.8% find care and attention from elders, which impacts them positively and provides them with the needed guidance, which prevents all, if not most, of the negative behaviour they might

come across during this age. A percent of 12.7% showed sometimes, 2.8% showed rarely, and 12.7% showed never. Never and sometimes showed the same percent, 12.7% , this shows that children who lack adults support may be more exposed to negative behaviour such as lying and attention seeking as a way to cope with emotional needs.Therefore, ensuring that children have access to at least one supportive adult at home plays a crucial role in promoting emotional security and positive behavioural development.

Section B: Lying Behaviors (6 Items)   الجزء ب: سلوكيات الكذب

📋 Copy chart

11. My child lies to avoid getting into trouble.

١١. يكذب طفلي لتجنب الوقوع في المشاكل
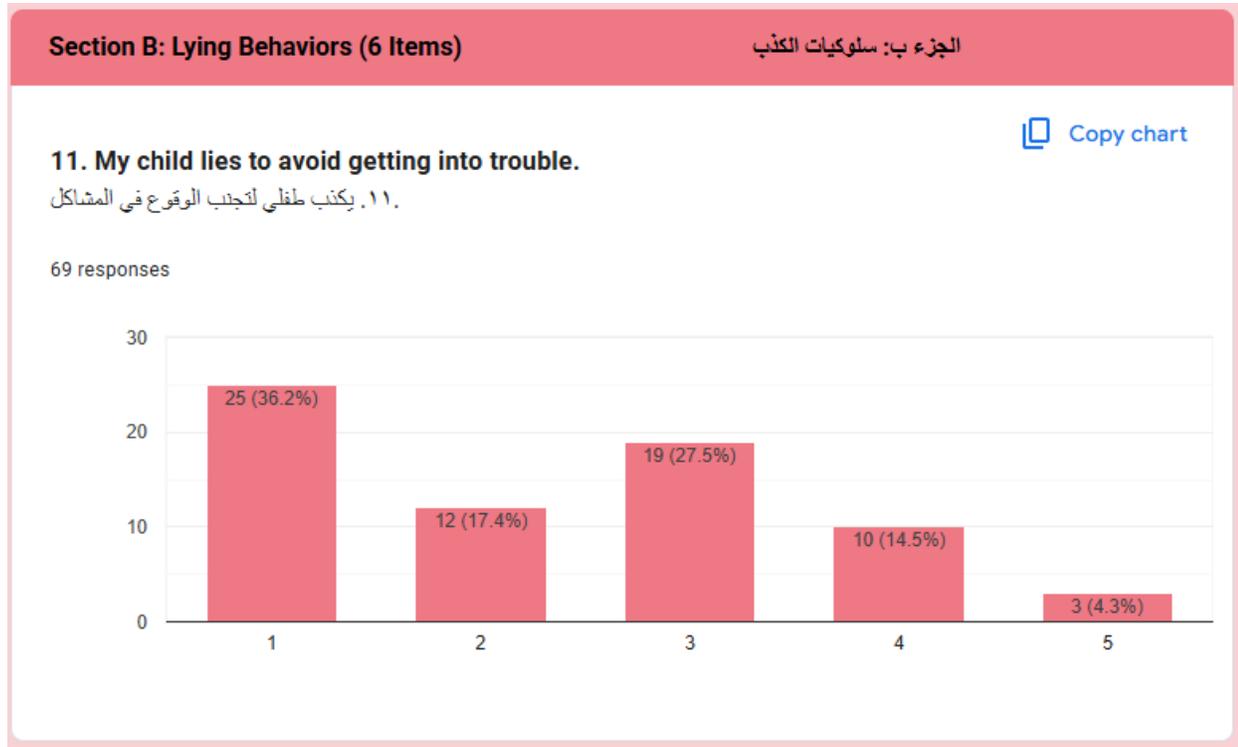
69 responses

Table (11): **My child lies to avoid getting into trouble.**

The responses in table (11) in the bar chart showed that most of the children, with a percent of 36.2%, do not take lying as a way to escape punishment, which is a good sign that shows they do not behave in a negative way. A percent of 17.4% do it rarely, 27.5% sometimes, 14.5% often, and 4.3% never. This is related to the responses in table (7) and table (9), where it shows that 73.3% and 47.9% of the children experience a warm and positive emotional atmosphere at home and enjoy a peaceful and healthy environment. These children also do not experience a high rate of conflict or tension and live in a peaceful and supportive environment, which helps them avoid negative behaviour and adopt positive behaviour, as they are strongly raised in an appropriate environment where there is care, support, listening, and advice from their surroundings. This shows that children are in great need for supportive and emotional stable home environment which plays a cruical role in reducing lying behaviour among children. When children feel safe and supported by their family they do not lie same as the ones who lack this environment since they have an understanding caring parents who encourage them to be honest and clear. This finding supports the idea that positive family relationships and emotional security help guide children toward healthier behavioural patterns during middle childhood.

12. My child tells lies even about small or unimportant things.

١٢. يقول طفلي أكاذيب حتى بشأن أمور صغيرة أو غير مهمة.
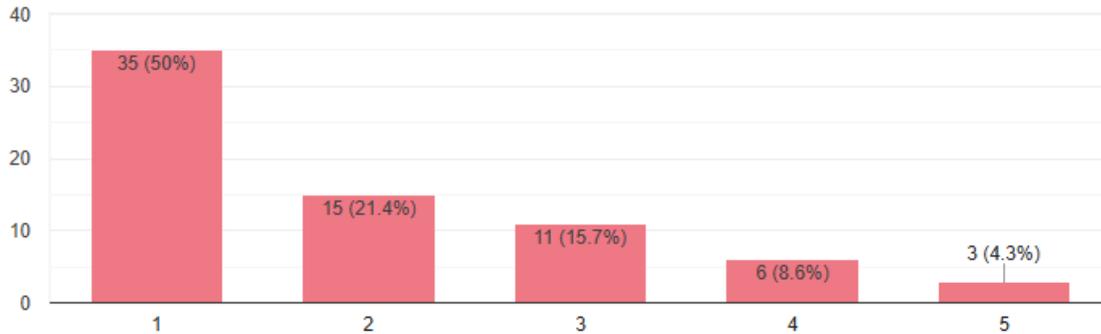
70 responses

Table (12): My child tells lies even about small or unimportant things.

The responses in table (12) in the bar chart showed that most of the children, with a high percent of 50%, do not take lying as a way to escape punishment, which is a good sign that shows they do not behave in a negative way. A percent of 21.4% showed rarely, 15.7% showed sometimes, 8.6% showed often, and 4.3% showed always. This is related to the responses in table (7) and table (9), where it shows that 73.3% and 47.9% of the children experience a warm and positive emotional atmosphere at home and enjoy a peaceful and healthy environment. These children also do not experience a high rate of conflict or tension and live in a peaceful and supportive environment, which helps them avoid negative behaviour and adopt positive behaviour, as they are strongly raised in an appropriate environment where there is care, support, listening, and advice from their surroundings. When children feel safe and supported by their family they do not lie same as the ones who lack this environment since they have an understanding caring parents who encourage them to be honest and clear. This finding supports the idea that positive family relationships and emotional security help guide children toward healthier behavioural patterns during middle childhood.

13. My child denies doing things even when the evidence is clear.

١٣. ينكر طفلي قيامه بأعمال معينة حتى عندما تكون الأدلة واضحة.
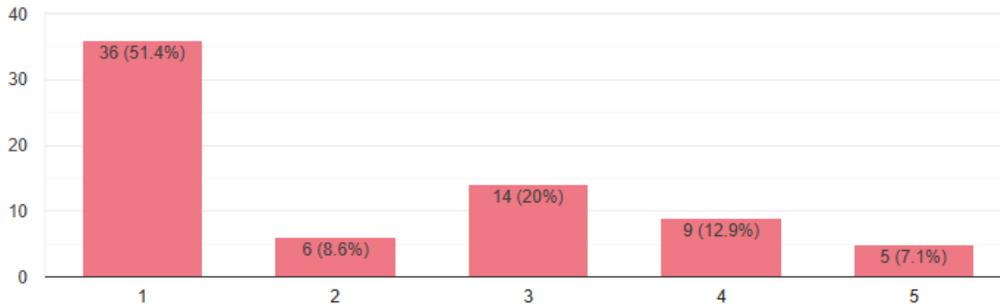
70 responses

Table (13): My child denies doing things even when the evidence is clear.

The responses in table (13) in the bar chart showed that 51.4% of the children never deny doing things even when the evidence is clear, which shows that they respond clearly to what they are faced with and never deny doing something, which is a positive sign. This shows that those who receive care and follow-up from their environment do not fear making mistakes, since they know that they will be directed to do the right thing and not repeat the wrong one. A percent of 8.6% shows rarely they do this, 20% show it sometimes, 12.9% often, while 7.1% always. This shows that this low percent of 7.1% may influence their behaviour negatively and lead them to hide their mistakes behind lying, which might lead them to other bigger inappropriate behaviour. Such behaviour could be changed into a positive one if caring and support are given to those children.
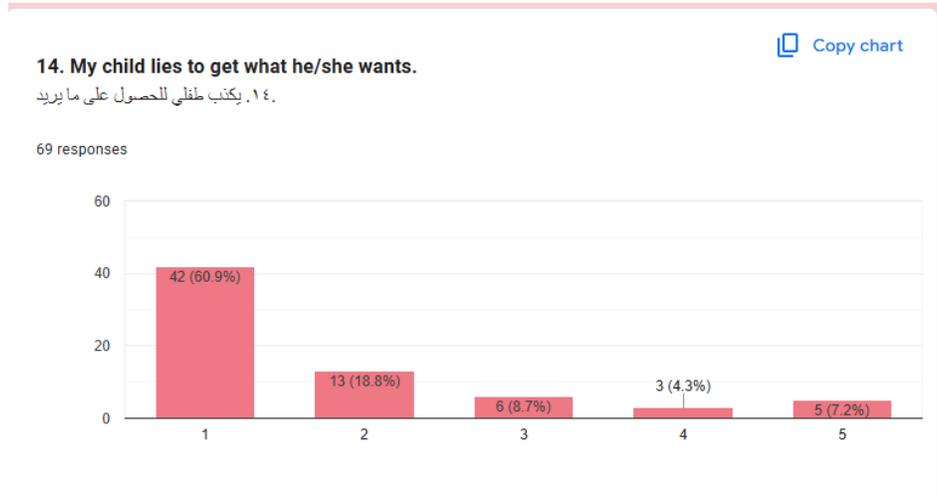

Table (14): My child lies to get what he/she wants.

The responses in table (14) in the bar chart showed that most of the children, with a percent of 60.9%, do not take lying as a way to get what they want, which is a good sign that shows they do not behave in a negative way. A percent of 18.8% do it rarely, 8.7% sometimes, 4.3% often, and 7.2% always. This is related to the responses in table (7) and table (9), where it shows that 73.3% and 47.9% of the children experience a warm and positive emotional atmosphere at home and enjoy a peaceful and healthy environment. These children also do not experience a high rate of conflict or tension and live in a peaceful and supportive environment, which helps them avoid negative behaviour and adopt positive behaviour, as they are strongly raised in an appropriate environment where there is care, support, listening, and advice from their surroundings.

This shows that children are in great need of a supportive and emotionally stable home environment, which plays a crucial role in reducing lying behaviour among children. When children feel safe and supported by their family, they are less likely to lie to get what they want, compared to those who lack this environment. Understanding and caring parents encourage children to be honest and clear, which supports healthier behavioral patterns during middle childhood.
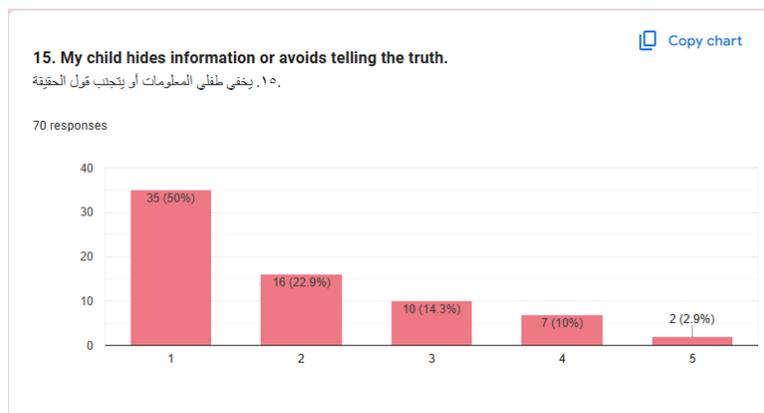

Table (15): My child hides information or avoids telling the truth.

The responses in table (15) in the bar chart showed that most of the children, with a percent of 50%, do not hide information from their parents or try to say lies instead of telling the truth, which is a good sign that shows they do not behave in a negative way. A percent of 22.9% do it rarely, 14.3% sometimes, 10% often, and 2.9% always. This is related to the responses in table (7) and table (9), where it shows that 73.3% and 47.9% of the children experience a warm and positive emotional atmosphere at home and enjoy a peaceful and healthy environment. These children also do not experience a high rate of conflict or tension and live in a peaceful and supportive environment, which helps them avoid negative behaviour and adopt positive behaviour, as they are strongly raised in an appropriate environment where there is care, support, listening, and advice from their surroundings. This indicates that when children are given the needed care and emotional support, they perform positive behaviour, since there is no gap that directs them to move towards negative behaviour. Stable emotions, when inculcated from these ages, help the child grow with strong values, which might not be easily affected by other surroundings.
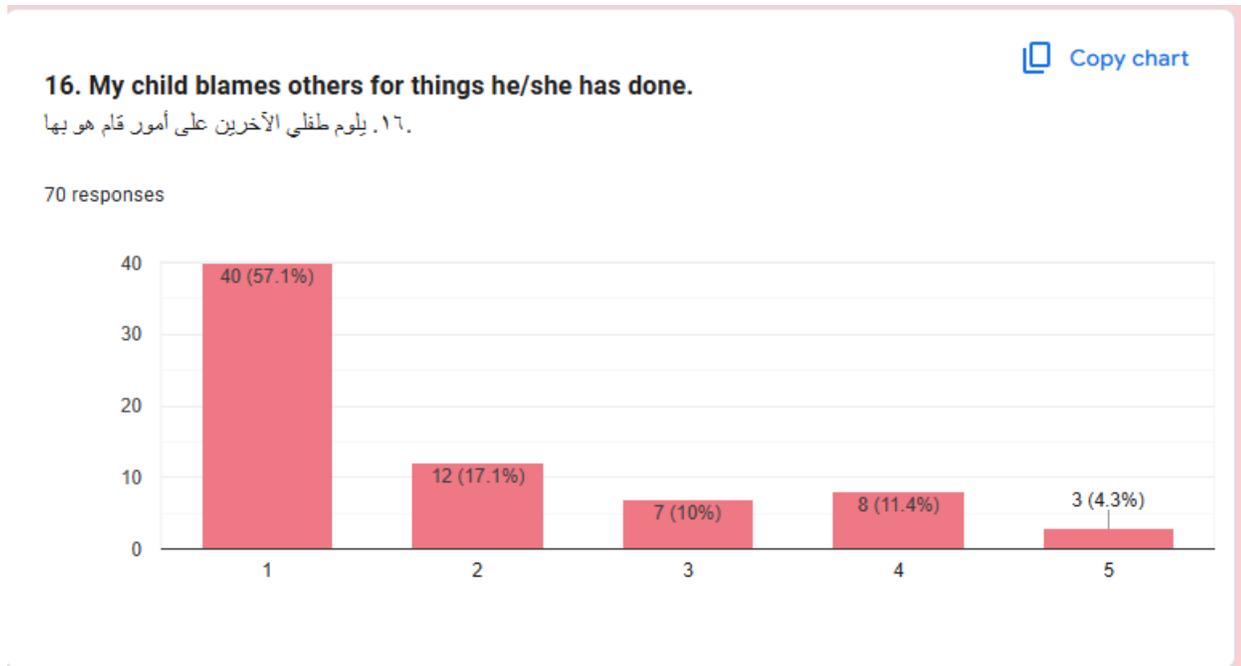

16. My child blames others for things he/she has done.
١٦. يلوم طفلي الآخرين على أمور قام هو بها

70 responses

Table (16): **My child blames others for things he/she has done**

The responses in table (16) in the bar chart showed that most of the children, with a percent of 57.1%, do not blame others for things they do, which reflects a positive attitude and shows that they do not behave in a negative way. These children appear caring and honest, as they do not blame others for their own actions. A percent of 17.1% do it rarely, 10% sometimes, 11.4% often, and 4.3% always. This is related to the responses in table (7) and table (9), where it shows that 73.3% and 47.9% of the children experience a warm and positive emotional atmosphere at home and enjoy a peaceful and healthy environment. These children also do not experience a high rate of conflict or tension and live in a peaceful and supportive environment, which helps them avoid negative behaviour and adopt positive behaviour, as they are strongly raised in an appropriate environment where there is care, support, listening, and advice from their surroundings.

This indicates that when children are given the needed care and emotional support, they are more likely to take responsibility for their actions rather than blame others. Stable emotions, when inculcated from these ages, help the child grow with strong values, which might not be easily affected by other surroundings.
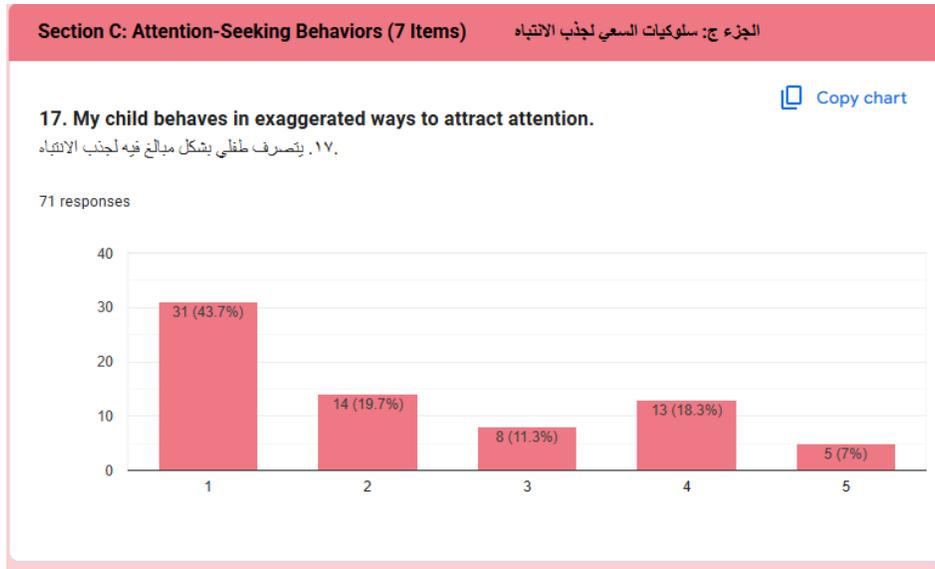
Section C: Attention-Seeking Behaviors (7 Items)   الجزء ج: سلوكيات السعي لجذب الانتباه

17. My child behaves in exaggerated ways to attract attention.
١٧. يتصرف طفلي بشكل مبالغ فيه لجذب الانتباه.

Table (17): My child behaves in exaggerated ways to attract attention.

The responses in table (17) in the bar chart showed that most of the children, with a percent of 43.7%, do not behave in exaggerated ways to attract the attention of their surroundings, which reflects a positive attitude and shows that they do not behave in a negative way. A percent of 19.7% do it rarely, 11.3% sometimes, 18.3% often, and 7% always. This is related to the responses in table (7) and table (9), where it shows that 73.3% and 47.9% of the children experience a warm and positive emotional atmosphere at home and enjoy a peaceful and healthy environment. These children also do not experience a high rate of conflict or tension and live in a peaceful and supportive environment, which helps them avoid negative behaviour and adopt positive behaviour, as they are strongly raised in an appropriate environment where there is care, support, listening, and advice from their surroundings.

This indicates that when children are given the needed care and emotional support, there is less need for exaggerated behaviour to attract others' attention or request care. Stable emotions, when inculcated from these ages, help the child grow with strong values, which might not be easily affected by other surroundings.
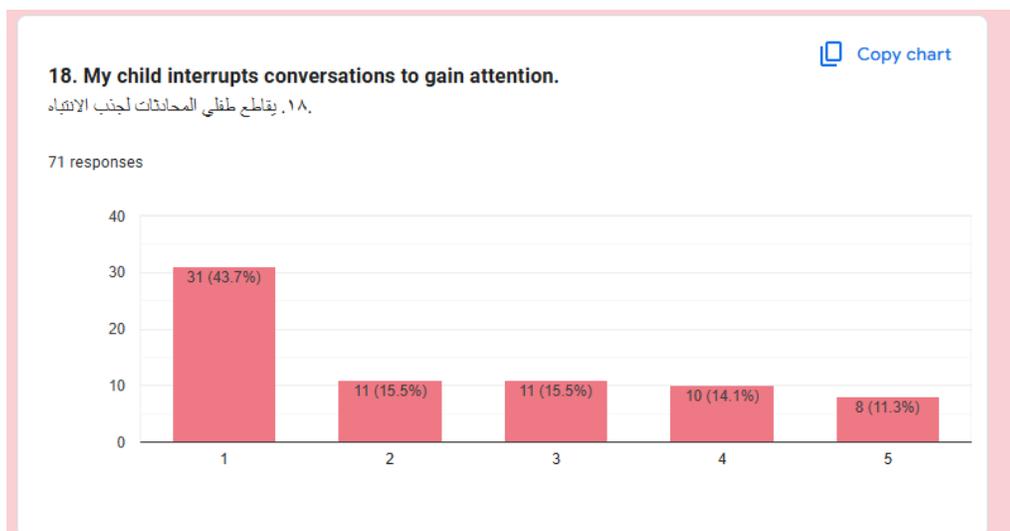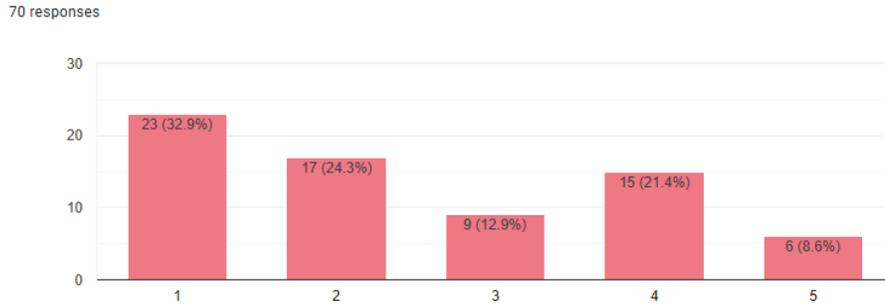

18. My child interrupts conversations to gain attention.
١٨. يقاطع طفلي المحادثات لجذب الانتباه.

Table (18): My child interrupts conversations to gain attention.

The responses in table (18) in the bar chart show a high percent of 43.7%, which shows that children never interrupt conversations to gain attention from their family, which reveals that children are having enough emotional support, care, and

attention, which makes them busy enjoying their own time with other siblings instead of trying to gain attention. When they are having a healthy environment, they show positive behaviour. A percent of 15.5% rarely and sometimes stop conversations to gain attention, while 14.1% do it often and 11.3% always. This 11.3% results due to the lack of emotions, care, loving, and a peaceful environment, which a child misses and which influences his/her behaviour negatively to warn caregivers that important

needs are needed.

Table (19): My child becomes restless or noisy when not receiving attention.

The responses in table (19) in the bar chart showed that a high percent of 32.9% of children never become restless or noisy when not receiving attention from their surroundings, which reveals that children are having enough emotional support, care, and attention. This allows them to enjoy their own time with other siblings instead of trying to gain attention. When children are raised in a healthy environment, they show positive behaviour. A percent of 24.3% rarely become restless or noisy when not receiving attention, while 12.9% do it sometimes, 21.4% often, and 8.6% always. This 8.6% results from the lack of emotional care, love, and a peaceful environment, which the child misses and which influences his/her behaviour negatively as a way to signal that important needs are not being met.
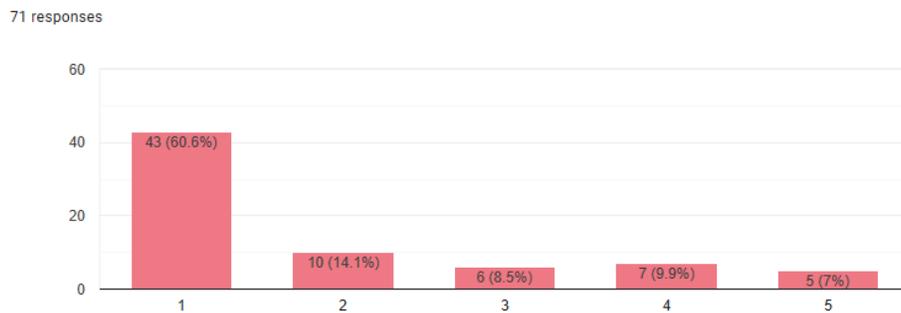

Table (20): My child acts out or misbehaves specifically to draw attention.

The responses in table (20) in the bar chart showed that a high percent of 60.6% of children never acts or misbehaves to draw other attention, which reveals that children are having enough emotional support, care, and attention. This allows them to enjoy their own time with other siblings instead of trying to gain attention. When children are raised in a healthy environment, they show positive behaviour. A percent of 14.1% rarely misbehaves to attract others attention, while 8.5% do it sometimes, 9.9% often, and 7% always. This 7% results from the lack of emotional care, love, and a peaceful environment, which the child misses and which influences his/her behaviour negatively as a way to signal that important needs are not being met.

21. My child pretends to be upset or hurt to gain attention. ⬜ Copy chart

٢١. يدّعي طفلي أنه منزعج أو مصاب لجذب الانتباه

71 responses

- 38 (53.5%) — 1
- 12 (16.9%) — 2
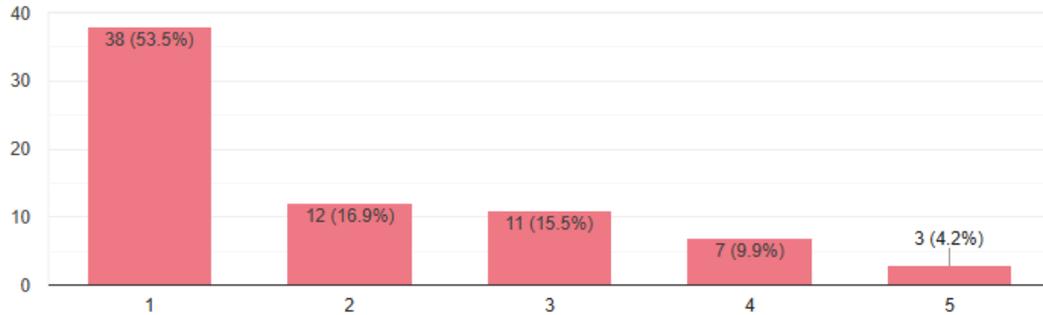- 11 (15.5%) — 3
- 7 (9.9%) — 4
- 3 (4.2%) — 5

Table (21): My child pretends to be upset or hurt to gain attention.

The responses in table (21) in the bar chart showed that a high percent of 53.5% of children never pretend to be upset or try to hurt themselves to gain their parents' sympathy and care, which reveals that children are having enough emotional support, care, and attention. This allows them to enjoy their own time with other siblings instead of trying to gain attention. When children are raised in a healthy environment, they show positive behaviour. A percent of 16.9% rarely pretend to be upset or try to hurt themselves to gain attention, while 15.5% do it sometimes, 9.9% often, and 4.2% always. This 4.2% results from the lack of emotional care, love, and a peaceful environment, which the child misses and which influences his/her behaviour negatively as a way to signal that important needs are not being met.

22.My child has the habit of cutting objects into pieces. ⬜ Copy chart

٢٢ لدى طفلي عادة قص الأشياء إلى قطع

71 responses

- 42 (59.2%) — 1
- 6 (8.5%) — 2
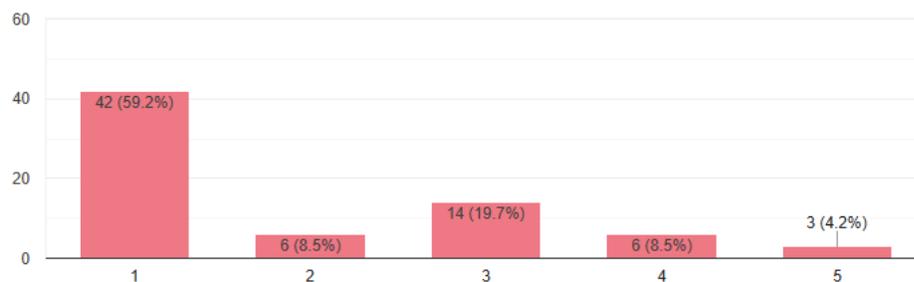- 14 (19.7%) — 3
- 6 (8.5%) — 4
- 3 (4.2%) — 5

Table (22): My child has the habit of cutting objects into pieces.

The responses in table (22) in the bar chart showed that a high percent of 59.2% of children never have the habit of cutting objects into pieces, which indicates that children are having enough emotional support, care, and attention, providing them with

inner peace and satisfaction. This allows them to enjoy their own time with other siblings instead of engaging in attention-seeking behaviour. When children are raised in a healthy environment, they show positive behaviour. A percent of 8.5% rarely show this habit, while 19.7% do it sometimes, 8.5% often, and 4.2% always. This 4.2% may result from the lack of emotional care, love, and a peaceful environment, which the child misses and which influences his/her behaviour negatively as a way to signal that important needs are not being met. This behaviour of cutting objects into pieces is a form of extreme attention-seeking, where the child destructs things to draw other attention, which might result from a great need for attention and care to relieve the distress, neglect, or anxiety they feel. Children who get engaged in such actions want to communicate their feelings when they do not have other ways to express themselves and show their stress, anger, or loneliness. Providing consistent emotional support, guidance, and care can help prevent these behaviours and promote healthier coping strategies, teaching children safer and more constructive ways to express their emotions.
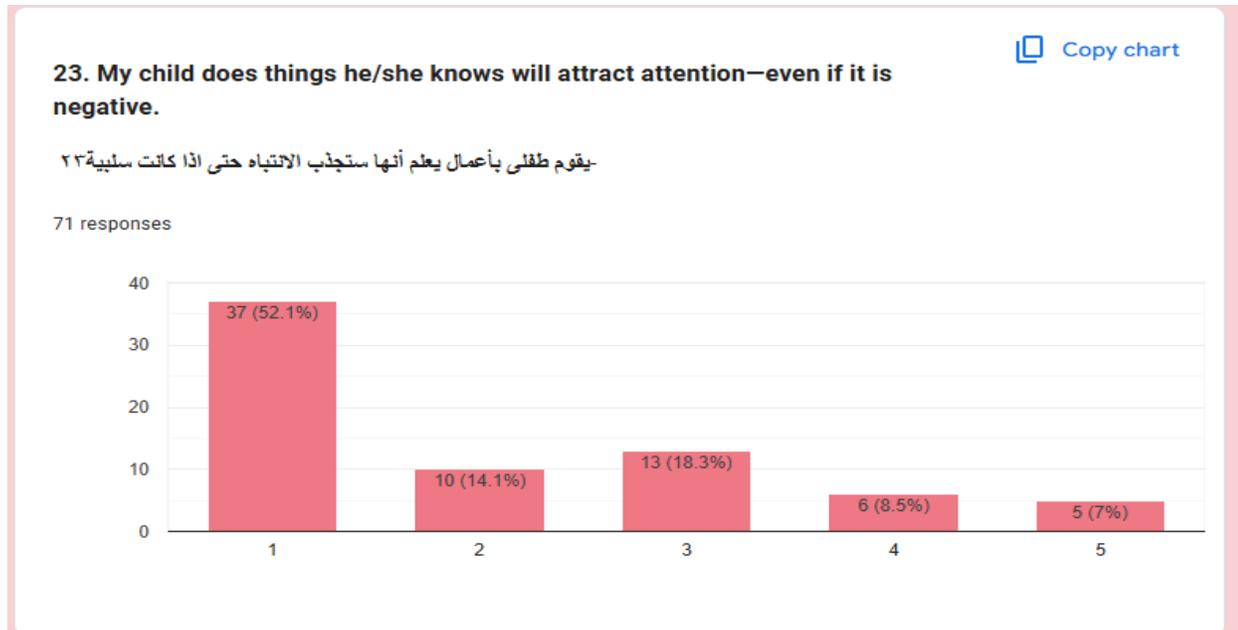

Table (23): My child does things he/she knows will attract attention-even if it is negative.

The responses in table (23) in the bar chart showed that a high percent of 52.1% of children never do things they know will attract attention, even if it is negative, which indicates that children are having enough emotional support, care, and attention, providing them with inner peace and satisfaction. This allows them to enjoy their own time with other siblings instead of engaging in attention-seeking behaviour. When children are raised in a healthy environment, they show positive behaviour. A percent of 14.1% rarely show this habit, while 18.3% do it sometimes, 8.5% often, and 7% always. This 7% may result from the lack of emotional care, love, and a peaceful environment, which the child misses and which influences his/her behaviour negatively as a way to signal that important needs are not being met. This behaviour is a form of attention-seeking, where the child engages in negative actions to attract others' attention, which might result from a great need for care, recognition, or emotional support to relieve the distress, neglect, or anxiety they feel. Children who engage in such actions want to communicate their feelings when they do not have other ways to express themselves and show their stress, anger, or loneliness. Providing consistent emotional support, guidance, and care can help prevent these behaviour and promote healthier ways to express emotions.
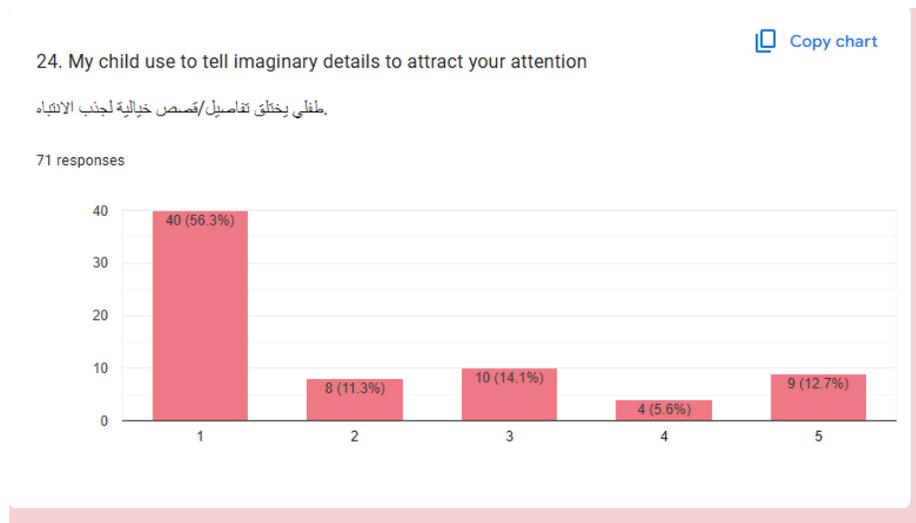
Table (24): **My child use to tell imaginary details to attract your attention.**

The responses in table (24) in the bar chart showed that a high percent of 56.3% of children never use imaginary details to attract others' attention, which indicates that children are having enough emotional support, care, and attention, providing them with inner peace and satisfaction. This allows them to enjoy their own time with other siblings instead of engaging in attention-seeking behaviour. When children are raised in a healthy environment, they show positive behaviour. A percent of 11.3% rarely show this habit, while 14.1% do it sometimes, 5.6% often, and 12.7% always. This 12.7% may result from the lack of emotional care, love, and a peaceful environment, which the child misses and which influences his/her behaviour negatively as a way to signal that important needs are not being met. This behaviour is a form of attention-seeking, where the child uses imaginary details or exaggerations to attract others' attention, which might result from a strong need for care, recognition, or emotional support to relieve the distress, neglect, or anxiety they feel. Children who engage in such actions want to communicate their feelings when they do not have other ways to express themselves and show their stress, anger, or loneliness. Providing consistent emotional support, guidance, and care can help prevent these behaviour and promote healthier ways to express emotions.

Final Results

This study examined the influence of family setting and the family environment in which children are raised, and how these factors shape behavioural patterns among children aged 9 to 12 years. Particular attention was given to behaviours related to lying, attention-seeking, cutting objects, and the creation of imaginary stories, as these behaviours are often used by children to gain attention from parents or other family members. The study sought to understand whether such behaviours are linked to parenting styles, family structure, emotional availability, and the level of care, love, and support provided within the home environment, or whether they reflect natural developmental changes that occur during middle childhood.

The findings presented in the 24 tables provide a comprehensive overview of how children's behavioural responses are associated with the environments in which they are raised. Overall, the results suggest that children who experience limited emotional support, inconsistent parenting, or unstable family settings are more likely to display lying and attention-seeking behaviours. These behaviours appear to function as coping mechanisms or as expressions of unmet emotional needs, particularly in situations where children feel unheard, neglected, or inadequately supported. At the same time, the results also indicate that some degree of imaginative storytelling and attention-seeking may represent normal developmental processes as children navigate identity formation and social interaction during this stage of development.

In addressing the research question—*What is the relationship between family setting and children's behavioural patterns, specifically lying and attention-seeking among children aged 9 to 12 years?*—the overall findings suggest a clear relationship between family environment and behavioural outcomes. Family structure, parental involvement, emotional warmth, and consistency in discipline play a significant role in shaping children's behaviour. While lying and attention-seeking may occur as part of normal development, the frequency and intensity of these behaviours are strongly influenced by the quality of the family setting. Thus, the results underscore the importance of supportive, emotionally responsive family environments in promoting healthy behavioural development among children in this age group.

The findings concerning family setting reveal that many children, with a high response rate, enjoy a peaceful, healthy, supportive, and caring environment characterized by consistent supervision, elders' care, and guidance. As shown in Tables 1 to 24, 82.3% and 76.1% of children enjoy a peaceful and stable environment, 85.9% receive care, direction, and guidance from their caregivers, and 78.9% experience open and healthy communication among family members. In addition, 49.2% follow family rules and routines, 85.9% of family members demonstrate a high level of awareness of emotional support, 73.2% often to always spend long periods of time with their children, 77.5% provide care that inculcates good morals, 73.3% never to rarely experience frequent tension at home, and 71.8% report having adults whom they listen to and ask for support.

Regarding lying and attention-seeking behaviours (Tables 11 to 24), the findings show that a high percentage of families report that these behaviours are never to rarely practiced by their children. Specifically, 53.6% never to rarely lie to avoid getting into trouble, 71.4% do not tell even small lies, 60% never to rarely deny doing things even when evidence is clear, and 79.7% never to rarely lie to get what they want. Furthermore, 72.9% never to rarely hide information or avoid telling the truth, 74.2% never to rarely blame others for their actions, and 63.4% never to rarely behave in an exaggerated manner to attract others' attention. Attention-seeking behaviours such as interrupting conversations, becoming noisy when neglected, misbehaving to attract attention, pretending to be hurt, cutting objects into pieces, and telling imaginary details were also reported as never to rarely occurring by the majority of families.This was supported by the study done *Claudia Rogrigues Sequeira de Figueired and Filomena Valadao Dias* when they explored how family strucutre -especially whether parents are divorced or living together-affects children's behaviour as well as in another study done by *Rebecca Ryan and Amy* were they come out that changes in family structure during the first three years of life have the strongest and most consistent impact on children's future behaviour and they conclude with highlighting that when the family change happens and what type of change occurs both play important roles in shaping children's behavioral development.

Even though the findings on family setting and lying behaviours indicate that a high percentage of children are raised in peaceful, secure, safe, cooperative, and supportive environments that provide emotional and psychological support, there are still some children who display negative behaviours related to lying and attention-seeking. These behaviours may negatively influence children and lead to the development of socially rejected behaviours within the community. This was supported with the outcome of the study which was done by *Victoria Talwar and Jennifer Lavoie* suggesting that children with externalizing behavior have a different pattern of lying , both in how often they lie and how they understand lying, compared to typical children. This highlights the need for families to provide greater care, attention, and emotional support to children aged 9 to 12 years in order to promote positive behavioural development and active social involvement. Supporting children during this developmental stage contributes to raising a healthy generation capable of building the future, rather than producing unhealthy generations that may hinder the development of the communities they join.

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