

Parent's Awareness of Myths and Misconceptions about early Childhood Development

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Abstract: Parents' awareness of developmental milestones norms and caregiving skills can be effective in promoting children development, parents-child interaction, emotional and social competency. **Purpose** of the study: was to assess parent's awareness of myths and misconceptions of early childhood development. **Design:** A comparative descriptive design was used. **Settings:** This study was conducted at Shebin EL-Kom city which represented urban community setting, Nursery schools that were selected from Shebin El-Kom city were EL Salam nursery school, DJLS nursery school and American nursery school, There were rural community settings which were represented by El -Kady nursery, El zohoor nursery and Baby academy nursery school at EL Batanon village. **Sample:** A multistage stratified random sample of 489 parents including 278 from rural and 211 from urban. **Instrument of Data Collection:** One instrument was used. A constructed questionnaire for parents' awareness of myth and misconception of early childhood development. **Result,** this study showed that more than three-quarters of parents have myths and misconceptions among most of the issues regarding infant, toddler and preschool childhood development. **The study concluded,** Greater spread of myths and misconceptions between parents regarding the early childhood development stage. **Recommendation,** according to the findings of this study attention should be given to increase parent's awareness about normal childhood developmental issues. Also, improve recognition of myths and misconceptions about early childhood development.

Keywords: Childhood Development, Misconceptions, Myth, Parent Awareness.

Date of Submission: 24-12-2019

Date of Acceptance: 07-01-2020

I. Introduction

Early child development is considered the cornerstone of human development and the judge of successful societies. Three critical elements of healthy child development: stable, responsive, and nurturing caregiving. High-quality early childhood care can improve children's chances for success in later life¹. The first years of children's life carry a lot of matter, this period of development provides an indelible scheme for adult well-being, and also it sets either a strong or fragile stage of life². Early childhood development can be determinate by Supportive and stimulating home environment and family factors³.

There is a widespread misconception about early childhood development period⁴. myths and misconceptions commonly held by word of mouth, which turn for quick and easy solutions to complicated problems, inference of causation from correlation, selective perception and memory, and misleading media information⁵. Many myths relating to childhood are innocuous but others have a significant impact which can affect both physical and psychological health for children. Theirs multiple different myths, that may affect children's quality of life, myths are related to a different aspect, it may be related to development, Also, there is a myth related to health care and education, in addition, myth related to children right, and sexual health^{6,4}.

More than 50 great myths and misconceptions about psychology and child development are plentiful and persistent and potentially harmful and socially divisive⁷. One of the greatest myth is about Cognitive development, parent consider the cognitive development the most important area of development and should be emphasized above all other developmental areas⁸. while fact determine that all domain of development include, cognitive, physical social and emotional, are complementary for supporting all areas of growth and development and requiring active attention in the early years⁹.

One of many myths and misconceptions is related to pediatric pain, which leads to inadequate treatment. The most serious myth is that infants do not feel pain. While Research found that premature infants who, exposed to repeated invasive procedure not only feel pain but also develop into the noxious condition and increased sensitivity¹⁰.

Furthermore, myths and misconceptions about children's rights include, children have the right to have friends, while the actual children's right was to meet and play with friends. Also, the myth of the right to have

toys, while the right in convention does say" that every child has the right to play, relax and take part in cultural and artistic activities"¹¹.

Also, there is growing misconception is the consequences of daycare on mother- infant bonding and social and cognitive development. This argument suggested that with mother works during the first years of childhood, negative effect on mother-child attachment occurs when poorly maternal care of young children a combined with poor quality nursery, also, limited individualized , and delayed development will be occur compared to children of high quality care ^{6,12}.

Concerning children's motor growth misconception, in public beliefs parents suggested the use of baby walkers, for early and foster walking practices of infant and toddler ⁴. The reality found that there is no strong evidence assures that baby walkers can improve or maintain gross motor development, while some studies found delayed in gross motor development ¹³.

Parents Awareness of children milestones, and processes of development, it promoting the development of children, effective in the parents-child interaction, brain development and cognitive motivation social competency and promote emotional intelligent ¹⁴. Parenting is multidimensional. Parents have to develop a depth of knowledge, aware of developmental milestones and norms that help in keeping children safe and healthy and respond to the varied needs of their children ¹⁵. Also, to optimize children's development, parents require a basic conception of children's developmental milestones and the types of parenting practices that raise children's achievement of these milestones ¹⁶. Otherwise, the parents were exposed to a considerable amount of misinformation from parenting gurus, celebrities, movies, television, books, and the Internet⁷. According to the World Health Organization, all parents need suitable and generous information on norms of the early childhood development stage, so the purpose of this study was to assess parent's awareness' of myths and misconceptions of early childhood development¹⁷.

Significant:

Misconceptions are widely held beliefs, Research found that highly spread of misconceptions which may reach to (40% - 70%) ¹⁸. Myths may be spread more than what individual expect, which carry the risk for coming with a negative impact on wellbeing and well fair so it's important to discover and detect the prevalence of widely spread myth, especially those who related to childhood development.

Purpose of the study:

The purpose of the study was to assess parent's awareness' of myths and misconceptions of early childhood development.

Research question:

- Does the parent aware of myth and misconceptions of infant development?
- Does the parent aware of myth and misconceptions of toddler development?
- Does the parent aware of myth and misconceptions of preschool development?
- Does parent residence affect the spread of myths and misconceptions?

Definitions of terms

Myths: Words that were told in an old culture to explain a practice, idea, or the natural occurrence, it believed by the individual but it is not true, In a broad sense, the word can refer to any traditional idea, popular misconception or imaginary entity¹⁹.

Early developmental period: the period of development start from birth to less than 8 years old⁹.

II. Subject And Method

2.1 Research design:

A comparative descriptive design was used.

2.2 Settings:

This study was conducted at Shebin ElKom city which represented urban community settings. There were rural community settings which were represented by EL Batanon village.

A. Nursery schools that were selected from Shebin El-Kom city were EL Salam nursery school, DJLS nursery school and American nursery school.

B. Selected nursery schools from EL Batanon village included El-Kady nursery School, El zohoor nursery and Baby academy nursery school.

2.3 Sample:

A multistage stratified random sample of 489 parents including 278 from rural and 211 from urban. A multi-stage stratified random sampling technique was used to select the sample. At the first stage, a random selection of one city from ten cities in Menoufia Governorate, Egypt. At the second stage, the schools stratified then a

simple random selection of 6 nurseries school from urban and rural, and. The third stage involved selection of all parents who admitted their children to nursery.

2.4 Inclusion Criteria:

All parents (father & mother) who bring their children to nursery.

2.5 Exclusion criteria:

Any other family members like brother or sister or grand parent who bringing children in nursery.

2.6 Instrument of Data Collection:

One instrument was used.

A constructed questionnaire for parents' awareness of myths and misconceptions of early childhood development: it used to assess the level of parent myths and misconception it was developed by Furnham, and modified by the research⁴.and reviewing related literature from^{7,20}, it divided into four parts.

Part one: demographic characteristics of studied parents, such as parent' age, educational level and jobs.

Part two: it includes 7 myths related to infant development about: " Letting infant cry during bedtime was harmful to their development, the nursery affecting on infant mother attachment ,identical twins, have identical genes, using a baby walker will help infant walk early & using baby language with an infant delays normal speaking and Infant need full time of parenting"

Part three: it includes 6 myths related to toddler development about: " The first three years are no more important to the child grows more than any other time in life, stuttering in speech indicates a psychological problem, cognitive development is more important than physical and psychological development, the nursery is harmful to the child, showing cognitively stimulating videos to children improve their intelligence & all of children are exposed to tantrums

Part Four: it includes 23 myths related to preschool development about: Parent can recognize child depression, girls suffer from depression than boys, and children avoid their fears is the best way to reduce their anxiety. adults can know if the child is lying, watching adult aggression will decrease children's aggressive behavior, the lonely child is usually selfish and social complement, eating sugar causes hyperactivity of children, the imaginary friend indicates psychological problems, the order of the child effects on his personality, fratricidal battles is competition for patriarchal love, fathers use physically punishment than mothers, child reward, fathers are more lenient now, the right to have a toy, the right to have a friend, promotes healthy eating by "finish their dishes", bedwetting is serious psychological problems, child drawings indicates psychological and subconscious problems, kids are afraid of doing sins and mistakes, parents know the best, parents should not fight in front of children, poor parenting is leading to hyperactivity and lack of attention.

2.7 Validity of instrument: Instruments were reviewed and tested for content validity it was determined by a panel of three experts "two pediatric nursing professors and family and community health nursing professors". And modifications were carried out according to the panel judgment on the clarity of the sentences and appropriateness of the contents.

2.8 Reliability of instrument: Reliability analysis was carried out in order to examine the internal consistency of its questions and identify the extent to which the items of instruments measured the same concept and correlate with each other. The reliability was measured by using test- retest for a group of 10 participants who were asked to fill the questions and were asked to fill the same questions after two weeks. The answers in the two testing were analyzed and computed for reliability .It reaches 80% ($r=.80$) which is considered reliable.

2.9 Pilot study: - A pilot study was carried out on 48 parents to assess the feasibility, clarity, of the study instrument and the time needed to fill instruments. The necessary modifications were done as revealed from the pilot study. The pilot study was excluded from the total sample.

2.10 Ethical Consideration: For the protection of human rights, the researchers obtained written informed consent from parents with emphasized on the study was voluntary, anonymous and confidentiality of responses would be respected. Parents had the full right to refuse to participate in the study at any time.

2.11 Data Collection Procedure: An official permission was obtained from the directors of nursery school at studied setting after submitting official letters from Faculty of Nursing about the purpose of the study.

Data collection was started on the first of September and lasted until November 2019. This study was conducted 3 days per week. Parents were provided with information about the purpose of the study before data collection. Parents (fathers or mothers) who accepted to participate in the study were interviewed either at the time they bring their children to nursery school or when they come back to take children home (according to their most available time). Parents were individually interviewed to fill the data collection instrument. Data collection for each child lasted about 15-20 minutes.

2.12 Data analysis:

2.12.1 Statistical analysis: Data was coded and transformed into specially designed form to be suitable for computer entry process. Data was analyzed by using SPSS statistical package version 22. Quantitative data was

expressed as mean(X) and standard deviation (SD) by student t- test. Qualitative data was expressed in the form of number and percentage. It was analyzed by chi-square (χ^2). Level of significance was set as P value<0.05.

2.13 Limitation of the Study:-The number of fathers who brought their children to nursery was fewer than number of mothers (only 79 fathers).

III. Results

Table 1:Demographic Characteristics of studied parent's distributed by residence.

Characteristic	Rural		Urban		χ^2	P value
	No=278	%	No=211	%		
Father education						
Illiterate	11	3.8%	7	3.3%	7.81	> 0.05
Read and writ	6	2.0%	7	3.3%		
Basic education	24	8.3%	28	13.2%		
Secondary education	97	33.7%	80	37.9%		
University education	140	48.7%	89	42.1%		
Mother education					23.49	
Illiterate	0	0.0	0	0.0	<0.05	
Read and Writ	6	2.0%	6	2.8%		
Basic education	38	13.2%	27	12.7%		
Secondary education	112	39.0%	81	38.3%		
University education	122	42.5%	98	46.4%		
Father Job					23.21	<0.05
No job	4	1.3%	11	5.2%		
Professional	62	21.6	37	17.5%		
Semi- professional	103	35.8	68	32.2%		
Skilled	79	27.5	87	41.2%		
Semi-skilled	21	7.3%	8	3.7%		
Others	9	3.1%	0	0.0		
Mother JOB					5.52	> 0.05
No job	165	57.4%	138	65.4%		
Professional	38	13.2%	15	7.1%		
Semi- professional	35	12.1%	26	12.3%		
Skilled	40	13.9%	32	15.1%		
Father age (mean ±SD)	39.06±7.44		36.28±5.684		> 0.05	T 4.52
Mother age (mean ±SD)	33.62±6.307		32.10±4.886		> 0.05	T 2.90

N.B: ns means p>0.05 not significant, P value < 0.05 = significantly,

Table 1 shows, the demographic characteristics of studied parents distributed by their residence. As indicated in the table, the mean of mother age in the urban areas was 32.10±4.886 compared to 33.62±6.307 in rural areas. As regards mothers' education, in urban areas the highest percentage of mothers (46.4%) had a university education. While in rural (42.5%) had a university education. and approximately more than half of the mothers' does not work in both rural and urban area (57.4% &65.4%) respectively.

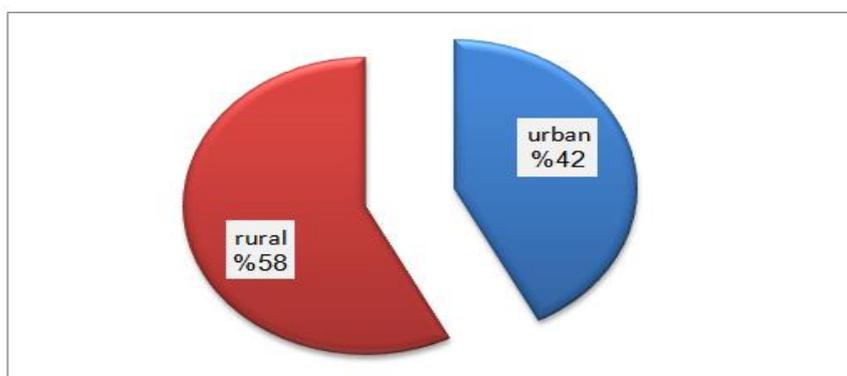


Figure 1: Parent distribution according to their residence.

Figure 1, shows Parent distribution according to their residence. As indicated in the figure 58% of participant from the rural area while 42% from the urban area.

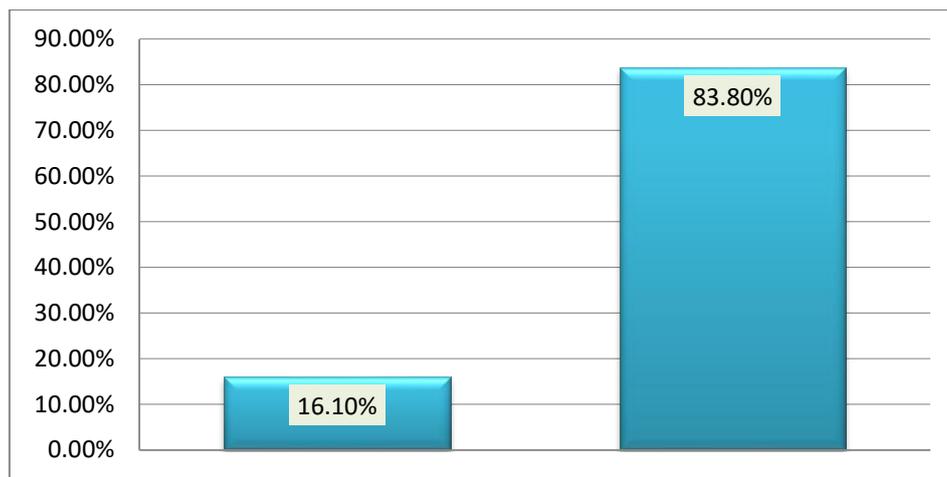


Figure2: Distribution of parent participation in the study.

Figure2 , shows distribution of parent participation. As indicated in the figure the majority of participants (83.8%) were mothers.

Table2: Parents awareness of myths regarding infant development according to residence.

Myths and misconception items		Rural		Urban		P value	χ^2
		no=278	%	no=211	%		
Neonate don't feel pain	Fact	43	15.4%	47	22.2%	18.14	<0.05
	myth	176	63.3%	148	70.1%		
	Don't know	59	21.2%	16	5.7%		
Letting infant cry during bedtime was harmful to their development	Fact	202	72.6%	171	81%	6.199	<0.05
	myth	40	14.3%	16	7.5%		
	Don't know	36	12.9%	24	11.3%		
The nursery affecting on infant mother attachment	Fact	169	60.7%	174	82.4%	28.830	<0.05
	myth	102	36.6%	37	17.5%		
	Don't know	7	2.5%	0	0.0		
Identical twins, have identical genes	Fact	199	71.5%	187	88.6%	8.64	<0.05
	myth	34	12.2%	24	11.3%		
	Don't know	45	16.1%	0	0.0		
Using a baby walker will help infant walk early	Fact	223	80.2%	184	87.2%	7.57	<0.05
	myth	48	17.2%	27	12.7%		
	Don't know	7	2.5%	0	0.0		
Using baby language with an infant delays normal speaking.	Fact	168	60.4%	124	58.7%	48.69	<0.05
	myth	106	38.1%	48	22.7%		
	Don't know	4	1.4%	39	18.4%		
Infant need full time of parenting	Fact	239	85.9%	187	88.6%	13.44	<0.05
	myth	16	5.7%	0	0.0		
	Don't know	23	8.2%	24	11.3%		
total		278	100%	211	100%		

P value < 0.05 = significantly

Table2, shows parent awareness of myths regarding infant development according to residency. As illustrated in the table for the myths of "nursery affecting on infant mother attachment" the majority of the parent in rural & urban areas (60.7% & 82.4%) respectively had recognized these issues as fact. In relation to the myths of "using baby walker will help infant walk early" more than three quarter of parent in urban and rural determine it as fact. Therefore, there were statistically significant differences between parents at 1% level of statistical significance.

Table3: Frequency of Parent's awareness of myths related to toddler development.

Myth and misconception items	Fact		myths		Don't Know	
	no	%	no	%	no	%
The first three years are no more important to the child grows more than any other time in life	328	67.1 %	137	28 %	24	%4.9
Stuttering in speech indicates a psychological problem	384	78.5%	31	6.3%	74	15.1%
cognitive development is more important than physical and psychological development	305	62.4%	143	29.2%	41	8.4%
The nursery is harmful to the child	264	54.0%	197	40.3%	28	5.7%
Showing cognitively stimulating videos to children improve their intelligence	406	83.0%	21	4.4%	61	12.55%
All of children are exposed to tantrums	443	90.6%	39	8.05%	7	1.4%

Table3 shows, frequency of Parent's awareness of myths related to toddler development. The finding illustrated that more than three quarter of parent reported myths of Stuttering in speech indicates a psychological problem, Showing cognitively stimulating videos to children improve their intelligence and more than 90%of children are exposed to tantrums as a fact issues .

Table4: Parent awareness of myths regarding toddler development according to the residence.

Myth and misconception items		Rural		Urban		P value	χ^2
		No=278	%	no=211	%		
The first three years are no more important to the child development	Fact	174	62.8%	154	72.9%	90.92	<0.05
	myth	96	34.5%	41	19.4%		
	Don't know	8	2.5%	16	7.5%		
Stuttering in speech indicates a psychological problem	Fact	213	76.6%	171	81.1%	27.41	<0.05
	myth	31	11.1%	0	0.0		
	Don't know	34	12.2%	40	18.9%		
cognitive development is more important than physical and psychological development	Fact	177	63.9%	171	81.1%	55.233	<0.05
	myth	68	24.4 %	32	15.2%		
	Don't know	33	11.8%	8	3.7%		
The nursery is harmful to the child	Fact	117	42%	147	69.6%	47.28	<0.05
	myth	133	47.8%	64	30.3%		
	Don't know	28	10.1%	0	0.0		
Showing cognitively stimulating videos to children improve their intelligence	Fact	240	86.7%	166	78.6%	40.86	<0.05
	myth	22	7.6%	0	0.0		
	Don't know	16	5.5%	45	21.3%		
All of children are exposed to tantrums	Fact	240	86.3%	203	96.2%	14.751	<0.05
	myth	31	11.1%	8	3.7%		
	Don't know	7	2.5%	0	0.0		
total		278	100%	211	100%		

P value < 0.05 = significantly.

Table4, represent Parent awareness of myths regarding toddler development according to the residence. As illustrated in this table, more than three quarter (72.9%) of the parent in urban areas reported the myths of "the first three years are no more important to the child development "as a fact. In relation to myths of "Showing cognitively stimulating videos to children improve their intelligence" the majority of the parent in rural & urban areas (86.6% & 78.6%) reported it as fact. Also, there were statistically significant differences between parents in all myths at 1% level of statistical significance

Table 5: Frequency of Parent's awareness of myths related to preschool development.

Myth and misconception items	Fact		myths		Don't Know	
	no	%	no	%	no	%
Parent can recognize the time wish child is depressed	359	73.4%	92	18.8%	38	7.8%
Girls can suffer from depression than boys	333	68.1%	51	10.4%	105	21.5%
Helping children avoid their fears is the best way to reduce their anxiety	433	88.5	26	5.3	30	6.1
Adults can usually know if the child is lying	465	95.1%	10	2.0%	14	2.9%
Watching adult aggression will decrease children's aggressive behavior	131	26.8%	327	66.9%	31	6.3%
The lonely child is usually Selfish, spoiled and social complement	347	71.0%	100	20.4%	42	8.6%
If you "spare the rod" you will "spoil the child".	319	65.2	142	29.0	28	5.7
Eating sugar causes hyperactivity of children	320	65.4%	91	18.6%	78	16.0%
The imaginary friend of the child indicates the existence of psychological problems	367	75.1%	68	13.9%	54	11.0%
The order of the child affects the nature of his personality	316	64.6%	97	19.8%	76	15.5%
The most common cause of fratricidal battles is competition for patriarchal love	397	81.2%	60	12.3%	32	6.5%
Fathers use more physically punishment than mothers	380	77.7%	103	21.1%	6	1.2%
Child reward reduces the desirable behavior	307	62.8%	166	33.9%	16	3.3%
Fathers are more lenient now with their children	408	83.4%	61	12.5%	20	4.1%
The child has the right to have a toy	470	96.1%	12	2.5%	7	1.4%
The child has the right to have a friend	481	98.4%	8	1.6%	0	0.0
promotes healthy eating by Making children "finish their dishes"	429	87.7%	52	10.6%	8	1.6%
Bedwetting is a sign of serious psychological problems	433	88.5%	49	10.0%	7	1.4%
child drawings indicates signs that are helpful in identifying psychological and subconscious problems	417	85.3%	15	3.1%	57	11.7%
Kids are afraid of doing sins and mistakes	386	78.9%	55	11.2%	48	9.8%
Parents always know the best	424	86.7%	55	11.2%	10	2.0%
Parents should not fight in front of children	484	99.0%	5	1.0%	0	0.0
Poor parenting is one of the factors leading to attention deficit hyperactivity disorder	431	88.1%	15	3.1%	43	8.8%

Table 5 ,shows, frequency of Parent's awareness of myths related to preschool development. As indicate in the table majority of parent recognized the following myths item as fact, parent recognize children depression(73.4%),children avoid their fear decrease anxiety(88.5), adult able to recognize children laying(95.1%), cause of fratricidal battles is competition for patriarchal love81.2%), Fathers are more lenient now (83.4%), child has the right to have a toy(96.1%), child has the right to have a friend(98.4%), Parents should not fight in front of children(99.0%), Poor parenting cause hyperactivity and lack of attention(88.1%).while the only myths of "watching adult aggression will decrease children's aggressive behavior" is recognized by majority of parents(66.9%).

Table 6:Correlation between mother educations and total score of myth awareness of preschool developmental.

Correlations			
		Mother's education	Myths awareness of preschool developmental
Mother's education	Pearson Correlation	1	.134
	Sig. (2-tailed)		.003
	N	489	489
Myths awareness of preschool developmental	Pearson Correlation	.134	1
	Sig. (2-tailed)	.003	
	N	489	489

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6, represented that there was a positive correlation between total myths awareness of preschool developmental and mother education.

IV. Discussion

Early childhood considered a critical and the very important period, it is associated with rapid change in different areas. Basic children right is keeping them free from harm and promote their development. It should be maintained across empowering family with a good perspective and accurate conception & information regarding developmental period²¹. The purpose of this study was to assess parent's awareness of myths and misconceptions of early childhood development.

Regarding demographic characteristics of the studied parent's the current study revealed that the mean of mother age in the urban area was 32.10 ± 4.886 compared to 33.62 ± 6.307 in the rural areas. The highest percentage of mothers (46.4%) had university education. Also, in rural (42.5%) had a university education. This refers slightly difference between the residences.

Concerning the myths and misconceptions of infant development. For the myths of "The nursery affecting on infant-mother attachment" The current study showed that near two-third of parent in rural areas and more than three-quarter of parents in urban areas recognize the nursery has affected on infant-mother attachment, and for the myth of "Infant need full time of parenting" more than 80% of parents on both residences reported it as fact, it's maybe related to the spread of the concept of infant need full time of parenting in the first months of life on both Areas, this comes in disagreement with National Institute for Child Health and Human Development, who mentioned that the negative effect on mother-child attachment occurs only with insensitive maternal care of young children is combined with poor quality nursery. High-quality nursery, it plays an important role in insulating the child from family-based risk²².

The myths of "using a baby walker will help the infant walk early". The current study found that more than three-quarters of the parent on both residences recognize the baby walker aids infant early development. This reflects the parent misconception about the principle of growth and development which happens at different rates and every child has owned his rate without any interventions, this comes inconsistently with Schopf, who found a great association between developmental delay and extended use of baby walker²³. Also, Badihian et al, who mention there is no evidence pertain that baby walkers can improve development while some studies are present to pertain the disadvantages of walkers on development¹³.

Regarding the myths and misconceptions of toddler development, for the myth of "the first three years are no more important to the child grows more than any other time in life". The current study represents that more than half of the parents in urban and rural areas indicate the first three years no more important, this indicates unawareness of parents about early childhood developmental manners and consequence. It is inconsistent with Bruer, who mentioned that this period of development provides an ineffaceable, scheme for adult well-being the myths referee to the brain is unusually plastic during the early years of development and brain learns best, the experiences we gain during those years are particularly powerful and have long-lasting, irreversible consequences²⁴.

Concerning the myths of "Stuttering in speech indicates a psychological problem" the current study illustrated that more than three-quarters of in urban and rural areas perceive it as fact. This comes in disagreement with Yairi & Seery, who found that for young children, stuttering is a part of the normal development of language and speech, especially in the early childhood years. Substantially most of the children proceed through a period of disfluency during preschool development speaking skills²⁵.

Concerning myths and misconceptions of preschool development. For the myth of "Helping children avoid their fears is the best way to reduce their anxiety" The current study represents that 88.5% of parents recognize it as fact, it reflects parent misperceptions about the method of treating the anxious child. This inconsistent with Dacey & Mack who mentioned that helping children to avoid the fear makes them feel better in the short duration, but it reinforces anxiety over the longtime. If a child faces his or her fears, the child will learn that the anxiety reduces naturally over time. The body cannot remain anxious for a very long period, parents remove the thing children afraid of, this lead to learn the coping mechanism²⁶.

Regarding the myth of "Eating sugar causes hyperactivity of children" the current study showed that two-thirds of parents perceive sugar cause a hyperactive child. This may reflect a widespread idea about rich sugar food affects the level of activity and thought process. This comes inconsistent with Mercer, who found that there is no possible effect of food additives on children's, behavior attention, mood²⁰. Also, Kim & Chang found that there is no evidence between food rich in sugar consumption and hyper active children²⁷.

Regarding the myth of "The order of the child affects the nature of his personality" the current study found that two-thirds of parents realize the order of the children affects their personality. This disagreement with Wichman et al, who mention that birth order didn't effect on children personality, the child personality affect with other factors²⁸.

Concerning the myth of " Fathers use more physical punishment than mothers" the current study showed that 77.7% of parents perceive it as fact, it may reflect what is known about father as authoritative parenting. this come in inconsistent with Hallers et al, who found that fathers showed more laxness in response to child while mothers used more physical interference, commands, and distraction with their children .also in the same line found that In for disciplining boy and a girl, mothers used more physical interference than fathers toward boy's. Mothers may feel that punishment is the appropriate strategy to change a boy's behavior ²⁹.

Regarding myths of "Bedwetting is a sign of serious psychological problems" the present study showed that a high percentage of 88.5% of parents recognize bedwetting as serious psychological problems. This comes in disagreement with Zhou et al, who mention that the possible causes of bedwetting are multiple, It may be related to genetic factors, renal factors, deficiency of vasopressin, bladder dysfunction, maturation delay, circadian rhythm disorder, moreover, many associated diseases may play a significant role in bedwetting include obstructive sleep-disordered breathing, constipation, fecal incontinence, attention deficit hyperactivity disorder (ADHD), obesity, sometimes psychological problems like generalized anxiety³⁰.

Regarding to myth of "The child has the right to have a friend" the present study showed that the high percentage 98.4% of parent consider the children have the right to have friends, this come in inconsistent with UNICEF; Jones, who recommended that children have the right to meet with friends, it isn't a legal requirement for children to have friends, because we cannot legislate people's affinity to others^{11,31}.

Concerning the myth of" Poor parenting is one of the factors leading to attention deficit hyperactivity disorder " the current study revealed that more than three-quarters of parents consider poor parenting as a leading factor. This may reflect improper information of attention deficit hyperactivity disorder and it's leading factors. This comes in disagreement with Ullsperger, who found that attention deficit hyperactivity disorder is not caused by poor parenting, but Ineffective parenting practices may maintain or exacerbate the condition of attention deficit hyperactivity disorder³².

V. Conclusion

Based on the findings of the present study, the following are concluded :

Greater spread of myths and misconceptions between parents regarding the early childhood development period (infant, toddler and preschool). There's no relationship between parents residence and spread of myths.

VI. Recommendation

Based on the previous findings the following recommendations are suggested:

- Parents should recognize the frequent myths and misconceptions of early childhood development.
- It's important to promote parent awareness regarding early childhood development
- Application on a larger sample size to ensure generalizability of the results

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