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**Different family parenting styles correlates with school children's empathy**

The data shows, that children's adaptation to the social environment depends on parents behaviour with him (Nasvytienė, 2005). Every family has their own parenting style, which transfers the child values, behavioral models, social skills, etc. Learned social skills help children communicate with peers and adults, develop personality, help to seek better academical results (LeCroy, 1983; LeCroy, Milligan, 1991). While good empathy skills influence that children are competent to enter into close relations with friends (Sheridan et al., 1999). There is no comprehensive research made to evaluate parenting style influence on social skills of school children in Lithuania. For this reason the study examines how mother's and father's parenting styles (emotional warmth, over-protection and rejection) relate to school children's empathy social skills from grades 5 to 10. Participants were 2916 school children from grades 5 to 10 from main cities of Lithuania (Vilnius, Kaunas, Klaipėda, Šiauliai, Panevėžys). The target children were recruited according to the number of pupils in every city, the distribution in different type of school (main, comprehensive, gymnasium) and grade level. Methods: parenting style of mothers and fathers were evaluated using self-report questionnaire *My memories of upbringing* (EMBU, Arrindell et al., 1999; Zukauskienė, Malinauskienė, 2003), pupils empathy was evaluated using questionnaire Social Skills Rating System, Student form (SSRS-S, Gresham & Elliott, 1990). Results show that positive parenting styles of parents' influence development of childrens empathy social skills. The data demonstrates that parenting styles of mother's and father's are directly related to empathy of the school children: positive correlations are revealed among both gender parents' emotional warmth and over-protection; negative relations are evaluated among emotional rejection and children's' empathy. The analysis of correlations among different gender groups of pupils demonstrates that, for girls, father's emotional warmth is more positively associated with girls empathy than mother's this parenting style does, while for boys emotional warmth of mother's are more related to their empathy than the influence of parenting style of father's. Data demonstrate that rejection of mother's are more negatively related to empathy both of school age boys and girls than of father's.

Parenting has an important role to play in helping children to establish emotional, cognitive and social functioning and become adjusted in the society life. Results of the research prove that social work professionals should focus more on prevention and initiate parenting skills training programs that help develop not only empathy but resilience of school children as an ability to avoid, reduce or overcome the consequences of negative influence of social environment.

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