

Parental Rearing Styles as Perceived by High School Students

Souad MERGHEM ¹, Rekia GADJA ², Keltoum GADJA ³

¹ University of Chlef, Algeria. **Laboratory :** URDH Setif2

Email: s.merghem@univ-chlef.dz, s.merghems@yahoo.com ; ORCID: <https://orcid.org/0009-0007-8800-5349>

²University of Ouargla Algeria. **Laboratory :** LPAV Ouargla

Email: rokia.ga30@gmail.com ; ORCID: <https://orcid.org/0009-0006-0458-8763>

³ University of Chlef, Algeria. **Laboratory :** LPAV Ourgla

Email: k.gadja@univ-chlef.dz ; ORCID: <https://orcid.org/0009-0003-7563-6396>

Received : 27/04/2025 ; **Accepted :** 21/11/2025 ; **Published :** 19/01/2026

Abstract:

The study aimed to uncover the most common parenting styles as perceived by adolescents in secondary school, and to determine the significance of differences between the average responses of the study sample members regarding the level of common parenting styles according to the gender variable. To achieve the study objectives, a descriptive approach was adopted. The study sample consisted of 120 male and female students from several secondary schools in Chlef province. The short version of the Parenting Scale was applied, the phrases of which were selected by Jaradat and Al-Jourana (2014) from the scale developed by Buri (1991) and translated and adapted by Al-Sharifain (2008); After statistically processing the data using the SPSS statistical program and applying the t-test, the study results revealed that the most common parenting styles, as perceived by the study sample, were the highly assertive style, followed by the moderately authoritarian style, and finally the mildly permissive style. The study results also revealed no differences in the study sample's perception of the firm parenting style attributable to gender. However, significant differences were found in the study sample's

perception of the authoritarian and permissive parenting style, favoring males.

Keywords: parenting; firm style; authoritarian style; permissive style; secondary school.

1- Introduction and Research Problem :

Islamic religion places the responsibility of child-rearing firmly upon parents. According to the Hadith of Abdullah bin Umar, the Prophet Muhammad (PBUH) said: *"All of you are guardians and are responsible for your subjects... a man is a guardian of his family and is responsible for them; a woman is a guardian of her husband's house and children and is responsible for them..."* (Agreed upon).

Furthermore, the Hadith narrated by Abu Huraira emphasizes the profound influence of parents on a child's development: *"No child is born except upon Fitra (natural instinct), then his parents make him a Jew, a Christian, or a Magian..."* (Al-Bukhari & Muslim).

Consequently, the **family** serves as the primary institution of **socialization**,

responsible for the physical, cognitive, psychological, and social development of children. It equips them with pro-social behaviors essential for healthy personality growth. The Quran and Sunnah have established robust guidelines for sound education, which, when properly implemented, enable parents to raise righteous individuals who serve their families and society.

In Islam, child-rearing begins with the very formation of the family. The Prophet (PBUH) emphasized choosing a spouse based on piety and character, stating: *"A woman is married for four things... so marry the religious one,"* and regarding daughters: *"If someone comes to you whose religion and character you are pleased with, then marry him [to your daughter]."*

Once a family is established, children are entitled to divinely ordained rights—from **Aqiqah** and honorable naming to breastfeeding. As children grow, their needs evolve according to their **developmental stages**. Thus, parents must be well-versed in the **Islamic educational curriculum** to ensure proper upbringing.

The **secondary education stage (high school)** is a critical period characterized by significant changes across all personality dimensions: cognitive, physical, psychological, and social. This requires parents to understand the specific characteristics of this phase. In the face of global technological advancements, the parental task has become more complex, necessitating the selection of the most appropriate **parental rearing styles** to satisfy adolescents' psychological needs and protect them from **psychological disorders**.

In educational literature, researchers have categorized these styles into various models. **Baumrind (1991)** identified three primary styles: **Authoritarian, Authoritative, and Permissive**. Similarly, **Colman (1999)** categorized them into **Democratic, Dictatorial, and Laissez-faire (Chaos)** styles.

Empirical research has extensively explored these styles. For instance, **Al-Rawahiyah (2017)** found that the **Democratic style** was the most prevalent among 12th-grade female students, followed by the Dictatorial style, noting a positive correlation between healthy parenting and **psychological adjustment**. Conversely, **Al-Zahrani (2019)** found that the **Permissive style** was predominant among gifted middle and high school students.

Studies have also linked parenting styles to several variables. **Positive parenting** as perceived by adolescents is reflected in higher **academic achievement** (Abassa & Lakmech, 2020), increased **achievement motivation and school adjustment** (Ben Zaid Al-Shibli, 2022), and higher **self-esteem** (Abdelkader Choukraoui, 2025).

On the other hand, **negative parenting styles** in high school can lead to **identity disorders** and emotional instability (Mohamed El-Tamawy, 2017), as well as **verbal aggression and hostility** (Badawi & Debar, 2022), and increased **school violence** (Chenouf & Kadi, 2022).

Following these previous findings, the current study aims to address the following questions:

1. 1. Research Questions :

- What are the most prevalent parental rearing styles as perceived

by a sample of high school students in the province of Chlef?

- **Are there statistically significant differences** in parental rearing styles, as perceived by high school students in Chlef, attributable to the **gender variable**?

1.2. Research Objectives :

- To identify the most common parental rearing styles as perceived by high school students.
- To determine the differences in perceived parental rearing styles based on the gender of the students.

1.3. Significance of the Study :

- This study derives its importance from the specific **developmental stage** it addresses (secondary education), where significant changes occur. This necessitates raising awareness among parents and educators regarding the selection of appropriate interaction styles.
- The findings may assist policymakers at the **Ministry of National Education** in curriculum adjustments that align with adolescents' aspirations and alleviate the psychological pressures they face.

- It provides **school psychologists** with insights into the needs of high school students, facilitating a better understanding and clinical management of their problems.

1.4. Operational Definition of the Study Variable :

Parental Rearing Styles: The methods and approaches adopted by parents in raising their children. Operationally, it is measured by the **scores obtained** by the participants on the "Parental Rearing Styles Scale" administered in this study.

2. Field Study Procedures :

2.1 Research Methodology :

To achieve the objectives of this study, a **Descriptive Methodology** was employed to identify and analyze the parental rearing styles as perceived by high school students.

2.2 Population and Sample :

- **Study Population:** All first-year high school students in the province of Chlef during the academic year **2024/2025**.
- **Study Sample:** A sample of **120 male and female students** was selected using the **random sampling method**.

Table 1: Distribution of the Study Sample According to Gender.

Variables	Categories	Frequency (N)	Percentage (%)
Gender	Male	49	40.83%
	Female	71	59.17%*
Total		120	100%

As illustrated in Table 1, the number of female participants (N = 71), representing 59.17% of the total sample, is higher than the number of male participants (N = 49), who account for 40.83%.

2.3. The Study Tool (Instrument) :

Description of the Scale: The study utilized the shortened version of the scale adapted by **Jaradat and Al-Jawaraneh (2014)**, which is derived from the original **Parental Authority Questionnaire (PAQ)** developed by **Buri (1991)** and adapted to the Jordanian environment by **Al-Sharafin (2008)**. While the original version consisted of 30 items, the shortened version contains **15 items** covering three dimensions: **Authoritarian** parenting style, **Permissive** parenting style, and **Authoritative** parenting style. Each dimension is represented by 5 items.

Responses are measured on a **five-point Likert scale** (1 = Strongly Disagree, 2 =

Disagree, 3 = Undecided/Neutral, 4 = Agree, 5 = Strongly Agree). The scale has two identical forms: one to measure the **mother's** parenting styles and the other for the **father's**, as perceived by the children (Jaradat & Al-Jawaraneh, 2014; Al-Jawaraneh & Hamdan, 2015).

Psychometric Properties of the Scale:

The scale was administered to a **pilot sample** of 30 first-year high school students in the province of Chlef, who were not part of the main study sample. This was done to verify the **validity and reliability** of the instrument. The results were as follows:

Construct Validity: The study relied on **Construct Validity** by calculating the **correlation coefficients** between the score of each item and the total score of the dimension to which it belongs. The following table illustrates these results:

Table 2: Correlation Coefficients for Items and their Respective Dimensions in the Parental Rearing Styles Scale (Father's Form / Mother's Form)

Item No.	Authoritarian Dimension (Correlation Coeff.)	Item No.	Authoritative Dimension (Correlation Coeff.)	Item No.	Permissive Dimension (Correlation Coeff.)
	Father	Mother		Father	Mother
1	0.781**	0.757**	1	0.607**	0.667**
2	0.669**	0.603**	2	0.685**	0.853**
3	0.657**	0.464**	3	0.645**	0.765**
4	0.786**	0.725**	4	0.769**	0.760**
5	0.820**	0.780**	5	0.755**	0.676**

Significant at 0.01 level

Based on the table, it is observed that the correlation coefficients between the items and their respective dimensions in the Parental Rearing Styles Scale (Father's Form / Mother's Form) are all statistically significant at the **0.01 level**. This indicates a high level of **construct validity** for the instrument.

Scale Reliability: To ensure the reliability of the scale, the study calculated the **internal consistency** coefficients using **Cronbach's Alpha** formula. The results are presented in the following table:

Table 3: Cronbach's Alpha Reliability Coefficients for the Parental Rearing Styles Scale (Father's Form / Mother's Form)

Parenting Styles	Father's Form	Mother's Form
Authoritarian Style	0.798	0.693
Authoritative Style	0.712	0.793

Permissive Style	0.656	0.759
------------------	-------	-------

- **Arithmetic Mean.**
- **One-Sample T-Test.**
- **Independent Samples T-Test.**

Based on the table above, the Cronbach's Alpha reliability coefficients for the Parental Rearing Styles (Father's Form) ranged between 0.656 and 0.798. For the Mother's Form, the coefficients ranged between 0.693 and 0.793. These values indicate an acceptable and reliable level of internal consistency for the scale.

2.4. Statistical Methods :

To process the data, the study utilized the **Statistical Package for the Social Sciences (SPSS)**, employing the following statistical techniques:

- **Hypothetical Mean .**

Table 4: Results of the One-Sample T-Test for the Significance of Differences in Parental Rearing Styles (Father's Form / Mother's Form) as Perceived by the Study Sample

Scale Dimensions	Hypothetical Mean	Arithmetic Mean (M)	Standard Deviation (SD)	T-Value (t)	P-Value (Sig.)	Significance Level	Prevalence Level
Father's Form							
Authoritative	15	21.08	3.235	20.601	0.000	Sig. at 0.01	High
Authoritarian	15	14.32	4.241	1.765	0.080	Non-Sig. at 0.05	Moderate
Permissive	15	11.52	3.721	10.254-	0.000	Sig. at 0.01	Low
Mother's Form							
Authoritative	15	21.67	3.027	24.123	0.000	Sig. at 0.01	High
Authoritarian	15	15.08	4.363	0.209	0.835	Non-Sig. at 0.05	Moderate
Permissive	15	9.48	4.048	14.929-	0.000	Sig. at 0.01	Low

3. Presentation and Analysis of Results :

3.1 Results of the First Research Question:

Question: *"What are the most prevalent parental rearing styles as perceived by a sample of high school students in the province of Chlef?"*

To answer this question, a **One-Sample T-Test** was conducted to determine the significance of the differences. The results are presented in the following table:

The table shows that the **hypothetical mean** for the **Authoritative** parenting style (Father's Form) is 15, which is lower than the **arithmetic mean** (21.08). The **T-value** was 20.601, and the **P-value** (0.000) is less than 0.01. This indicates that the T-value is statistically significant at the 0.01 level with **119 degrees of freedom (df)**, meaning that the prevalence of the Authoritative style is **high**.

Regarding the **Authoritarian** parenting style (Father's Form), the hypothetical mean (15) is higher than the arithmetic mean (14.32). The T-value was 1.765, and the P-value (0.080) is greater than 0.05, indicating that the T-value is **non-significant** at the 0.05 level (df = 119). Thus, the prevalence of the Authoritarian style is **moderate**. In contrast, for the **Permissive** style (Father's Form), the hypothetical mean (15) is higher than the arithmetic mean (11.52). The T-value was 10.254, and the P-value (0.000) is less than 0.01, showing that the T-value is significant at the 0.01 level (df = 119), indicating a **low** prevalence.

As for the **Mother's Form**, the table reveals that the hypothetical mean for the **Authoritative** style (15) is lower than the arithmetic mean (21.67). The T-value was 24.123, and the P-value (0.000) is less than 0.01, which indicates statistical significance at the 0.01 level (df = 119), meaning the prevalence is **high**. For the **Authoritarian** style (Mother's Form), the hypothetical mean (15) is slightly lower than the arithmetic mean

(15.08). However, the T-value was 0.209 and the P-value (0.835) is greater than 0.05, indicating no statistical significance at the 0.05 level (df = 119); hence, its prevalence is **moderate**. Finally, for the **Permissive** style (Mother's Form), the hypothetical mean (15) is higher than the arithmetic mean (9.48). The T-value was 14.929 and the P-value (0.000) is less than 0.01, which is significant at the 0.01 level (df = 119), indicating a **low** prevalence.

We conclude that the most prevalent parental rearing styles (Father/Mother) as perceived by the sample of first-year high school adolescents are: the **Authoritative style** (High), followed by the **Authoritarian style** (Moderate), and finally the **Permissive style** (Low).

3.2. Presentation and Analysis of the Second Question Results :

Research Question: *"Are there statistically significant differences in parental rearing styles as perceived by a sample of high school students in the province of Chlef attributable to the gender variable?"*

The Null Hypothesis: *"There are no statistically significant differences in parental rearing styles as perceived by the study sample attributable to the gender variable."*

To test this hypothesis, an **Independent Samples T-Test** was conducted. The results are illustrated in the following table:

Table 5: Results of the Independent Samples T-Test for Differences in Parenting Styles Based on Gender

Scale Dimensions	Gender	N	Mean (M)	Std. Deviation (SD)	T-Value (t)	P-Value (Sig.)	Significance Level
Father's Form							
Authoritative	Male	49	20.73	3.904	0.981	0.329	Non-Sig. at 0.05

	Female	71	21.32	2.682			
Authoritarian	Male	49	15.35	4.352	2.248	0.026	Sig. at 0.05
	Female	71	13.61	4.041			
Permissive	Male	49	12.37	4.066	2.110	0.037	Sig. at 0.05
	Female	71	10.93	3.369			
Mother's Form							
Authoritative	Male	49	21.76	3.024	0.265	0.792	Non-Sig. at 0.05
	Female	71	21.61	3.049			
Authoritarian	Male	49	16.22	4.450	2.429	0.017	Sig. at 0.05
	Female	71	14.30	4.152			
Permissive	Male	49	10.69	5.038	2.798	0.006	Sig. at 0.01
	Female	71	8.65	2.952			

The table indicates that the **arithmetic mean** for the **Authoritative** parenting style (Father's Form) among males ($M = 20.73$) is slightly lower than that of females ($M = 21.32$). The **t-value** was 0.981, with a **p-value (sig)** of 0.329. Since the p-value is greater than 0.05, the t-value is statistically **non-significant**. Consequently, there are no significant differences between males and females in the perception of the Authoritative parenting style regarding the father.

Similarly, for the **Authoritative** style (Mother's Form), the mean for males ($M = 21.76$) is slightly higher than for females ($M = 21.61$). The t-value was 0.265, and the p-value (0.792) exceeds 0.05. Thus, the t-value is **non-significant**, indicating no gender-based differences in the perception of the mother's Authoritative style.

Regarding the **Authoritarian** and **Permissive** parenting styles (for both Father and Mother), the results show that all arithmetic means for males are higher than those for females. The t-values ranged between 2.110 and 2.798. The p-values (sig) were consistently lower than 0.05, except for the

mother's Permissive style, where the p-value was less than 0.01.

Therefore, the t-value is **statistically significant** at the 0.05 level for the Authoritarian style (both parents) and the father's Permissive style. Furthermore, it is significant at the 0.01 level for the mother's Permissive style. These results confirm the existence of statistically significant differences between males and females in the Authoritarian and Permissive styles (Father/Mother) **in favor of males**.

Based on the aforementioned data, it is concluded that:

- There are **no statistically significant differences** between male and female high school students in Chlef regarding the perception of the **Authoritative** parenting style (Father/Mother).
- There are **statistically significant differences** in the perception of both **Authoritarian** and **Permissive** styles (Father/Mother) attributable to the gender variable, with higher levels reported among **male** students.

4. Discussion of the Study Results

4.1 Discussion of the First Question Results :

The findings indicated a variance in parental rearing styles according to the perceptions of the high school students. The **Authoritative style** emerged as the most prevalent (High), followed by the **Authoritarian style** (Moderate), and finally the **Permissive style** (Low). This variance can be attributed to several factors; the researchers agree with **Colman (1999)** that the style adopted by parents depends on factors such as family structure, size, and socio-economic and cultural status.

The predominance and high prevalence of the **Authoritative style** may be attributed to the family's adoption of sound educational methods based on dialogue and discussion, consistent with the Quranic verse: *"Invite to the way of your Lord with wisdom and good instruction and argue with them in a way that is best..."* (An-Nahl: 125). As noted by **Maccoby & Martin (1983)**, this style encourages **bi-directional communication**, where parents accept their children's behavior with high flexibility and rationality, thereby establishing a warm relationship.

This suggests that parents possess a high level of awareness regarding the importance and characteristics of adolescence. They seek to satisfy the adolescent's psychological needs—such as spreading love and respect within the family—recognizing that adolescents require an independent personality capable of dialogue rather than being treated as children. This approach fosters reassurance and satisfaction, positively reflecting on their **self-esteem**, resulting in a balanced personality and high levels of **mental health**.

This result aligns with the studies of **Al-Rawahiyah (2017)**, **Ben Zaid Al-Shibli (2022)**, and **Salhi & Romana (2022)**, where

the democratic/authoritative pattern prevailed. Conversely, it differed from **Al-Zahrani (2019)**, where the democratic style ranked second.

The **Authoritarian style** ranked second (Moderate). We can distinguish two trends here: first, parents may use an authoritative approach in specific situations when dialogue is exhausted, resorting to withdrawing privileges. Second, some parents impose their opinions directly, often using physical punishment, perhaps replicating the authoritarian upbringing they experienced in their own past. Furthermore, the rapid technological gap between generations may lead to conflicting viewpoints, prompting parents to impose their authority. **Jaradat & Al-Jawaraneh (2014)** indicated that this style results in a personality lacking self-confidence, fearful of authority, and dependent.

The **Permissive style** ranked third (Low). **Baumrind (1989)** noted that in this style, parents make few demands and rarely exercise authority. Its low prevalence in this study indicates parental awareness that leaving children without guidance or monitoring negatively affects personality development.

4.2 Discussion of the Second Question Results :

The study found no gender-based differences in the **Authoritative style**. This can be explained by the fact that parents do not differentiate between males and females in adopting this optimal rearing method based on love and respect. This result aligns with **Houhou & Bin Abdel-Salam (2024)** and **Chenouf & Kadi (2022)**.

However, **statistically significant differences** were found in both the **Authoritarian** and **Permissive** styles in favor of **males**. This may be explained by the relative freedom males enjoy and the longer time they

spend outside the home. This causes parental anxiety, leading parents to impose strict orders (Authoritarian) in some instances, while being lenient (Permissive) in others to maintain the relationship and protect them from deviance. This result aligns with **Al-Zahrani (2019)** regarding the permissive style but differs from **Mohamed El-Tamawy (2017)**, who found differences in negative styles in favor of females.

5. Conclusion :

The rapid technological evolution witnessed globally has intensified the responsibility of the family toward its children. The family is no longer the sole agent of socialization as it once was; it now shares this role with **social media**. The latter acts as a double-edged sword: if utilized correctly by adolescents, it yields significant benefits; however, if misused, it leads to numerous challenges requiring urgent guidance and intervention.

Consequently, this study was conducted to identify the **parental rearing styles** as perceived by high school students. The findings revealed that both parents predominantly employ the **Authoritative style**, suggesting a high level of awareness regarding their responsibility to raise righteous individuals who contribute effectively to themselves, their families, and society.

The study also found that the **Authoritarian style** ranked second with a moderate prevalence, particularly favoring males. This is considered a maladaptive style that may exacerbate psychological issues in adolescents. Thus, parents require further awareness regarding the risks of this style and its impact on personality development, especially for sons. Finally, the **Permissive**

style showed a low prevalence, with differences also favoring males, reflecting the parents' recognition that adolescents consistently require structured advice, guidance, and monitoring.

- Recommendations :

In light of the study's findings, the following recommendations are proposed:

- **Enhancing Extracurricular Activities:** Increasing the provision of extracurricular activities that align with adolescents' interests and actively encouraging their participation.
- **Parental Awareness Programs:** Educating parents on the importance of adopting adaptive and sound rearing styles, highlighting their positive impact on the development of the adolescent's personality.
- **Establishing Cultural and Recreational Clubs:** Founding cultural and recreational clubs within educational institutions to meet the diverse needs, inclinations, and psychological demands of adolescents.
- **Conducting Experimental Research:** Carrying out experimental studies on diverse samples across different educational levels to develop and improve parental rearing interventions.

References :

- **Ait Hassan, K. (2024).** Parental treatment styles (Acceptance, Rejection) as perceived by children and their relationship to learning motivation among first-year secondary school adolescents (15-18 years): A field study at "Sahoui Aldjia" High School in Azazga, Tizi Ouzou. *Mediterranean Thought Journal*, 12(2), 556-574.

- **Al-Badri, S. M., Al-Yaarubi, A. M., Bani Araba, R. N., & Al-Shukaili, H. M. (2019).** Parental treatment styles and peer influence as perceived by 12th-grade students in Al-Batinah South Governorate, Oman, and their relationship to success/failure attribution and conduct disorder. *Saoura Journal for Humanities and Social Studies*, 4(3), 123-173.
- **Badawi, Z., & Debbar, H. (2022).** The impact of parental treatment on the emergence of aggressive behavior among first-year secondary school adolescents. *Al-Murshid Journal*, 12(1), 92-114.
- **Baghdadi, F., & Boutaghan, M. T. (2022).** Parental treatment as perceived by adolescents and its relationship to personality disorders: A field study on a sample of students at Omar Malak High School, Blida. *Journal of Horizons in Sociology*, 12(2), 199-213.
- **Bin Zaid Al-Shibli, R. A. (2022).** Parental treatment styles as perceived by 11th-grade students in Al-Batinah North Governorate, Oman, and their relationship to achievement motivation and school adjustment. *Arab Journal for Measurement and Evaluation*, 5, 1-29.
- **Jaradat, A. K. M., & Al-Jawaraneh, A. Y. (2014).** The relationship between parental treatment styles and depressive symptoms and trait anxiety. *Journal of the Association of Arab Universities for Education and Psychology*, 12(4), 175-193.
- **Al-Jawaraneh, A. Y., & Hamdan, I. J. (2015).** The relationship between parental treatment styles and social phobia among early adolescence students. *Journal of Educational and Psychological Studies - Sultan Qaboos University*, 9(1), 179-196.
- **Houhou, H., & Ben Abdel-Salam, A. (2024).** Parental treatment styles as perceived by children and their relationship to psychological security among secondary school students in Tamanrasset. *Scientific Horizons Journal*, 16(1), 179-197.
- **Al-Rawahiyah, J. S. M. (2017).** Parental treatment styles as perceived by 12th-grade students and their relationship to psychological adjustment in Ad Dakhiliyah Governorate [Unpublished Master's Thesis]. University of Nizwa, Sultanate of Oman.
- **Al-Zahrani, F. S. M. (2019).** Parental treatment styles among gifted middle and high school students in the Makkah region. *Scientific Journal of the Faculty of Education - Assiut University*, 25(12), 142-168.
- **Chenouf, S., & Kadi, H. (2022).** Parental treatment styles and their relationship to school violence among adolescents in educational institutions: A field study at Mohous High School, Bordj El Kiffan, Algiers. *Al-Muhtarif Journal for Sports, Humanities, and Social Sciences*, 9(02), 462-477.
- **Salhi, A. K., & Romana, I. (2022).** Parental treatment styles as perceived by adolescents and their role in electronic game addiction (PUBG as a model). *Journal of Educational and Instructional Research*, 11(2), 579-598.
- **Al-Sawi, D. Y., & Bakr, A. H. M. (2024).** Parental treatment styles and their relationship to character strengths among secondary school students (A comparative study). *Arab Journal of Mental Health and Disability Sciences*, 2, 2-48.
- **Abassa, A., & Lakmesh, M. (2020).** Parental treatment and its impact on children's academic achievement. *Al-Bahith Journal in Humanities and Social Sciences*, 12(3), 271-282.
- **Shakraoui, F. A. (2025).** Parental treatment styles and their impact on self-esteem among adolescents. *Social Science Journal*, 19(01), 75-87. <https://doi.org/10.34118/ssj.v19i1.4180>.

- **Mohamed El-Tamawy, E. I. A. (2017).** Variation in identity disorder and emotional stability according to different parental treatment styles among secondary school adolescents. *Journal of Scientific Research in Education*, 18, 547-558.