

# THE STYLES OF PARENTING AND THEIR RELATIONSHIP WITH THE FEELING OF SECURITY AMONG THE STUDENTS OF THE SECONDARY STAGE IN THE GOVERNORATE OF AL-KARAK

**Yassar Ghassan Abu Karim Althoneibat, Al-Balqa Applied University**

## ABSTRACT

*This study aimed at identifying the relationship of the styles of parenting with the feeling of security among the students of the secondary stage in the governorate of Al-Karak. In order to achieve the study objectives, the researcher used the descriptive analytical approach by using the scale of parenting and the scale of feeling of security. The study sample consisted of (107) male and female students. The study data were analyzed using (SPSS- 25).*

*The results showed that the most common parenting style is the democratic pattern, followed by the authoritative style and finally the uninvolved parenting style. The results revealed that the level of secure feeling among the students of the secondary stage in the schools of Al-Karak District was medium. The results revealed that there is a relationship between the styles of parenting and the feeling of security among the students of the secondary stage.*

*Based on the results, the study recommended the necessity of providing a supportive family environment to the students by understanding their feelings and problems, listening to them and accepting them as well as reducing physical punishment and negligence.*

**Keywords:** Parenting, Security, Governorate

## INTRODUCTION

Family is considered as an important social institution established by human beings to ensure the continuity of their life within the domain of other surrounding institutions, where those institutions exist and continue with the continuity of the family. Goleman (2000) suggested that family is the first group in which people receive care until they are able to be independent, where the relationship between its members is established on love, empathy and mutual giving. It is the first environment and school for individuals and the basic entity in which the individual's personality is formed. The parents' role represented by the way of dealing with children is also considered as one of the most important factors for developing personality throughout the individual's life stages, where the nature of the relationship between the child and his parents in the early life stages has a critical effect in developing all the domains of personality.

Family upbringing has a prominent role in developing the individual's personality, where it is viewed as the first cycle that instills values among children through the daily practices that are characterized by equality, freedom of expressing opinions and thoughts. Also, the impact of the family on the development of individuals is manifested through some behaviors practiced by parents, such as arbitrariness, oppressing opinion expression and interference in the various life domains of the children. Furthermore, family has one of two variant roles. It has a positive role represented by helping the child to acquire the behavioral styles that help him establish open communication channels with the surrounding environment; the parental environment dominated by positive parenting mechanisms is rich concerning imagination which is considered as the foundation

for promoting the individual's cognitive achievement (Mesleh & Abu Dalbough, 2005).

Parenting is considered as one of the most important influential processes in all the life phases of children. Parenting has a prominent role in shaping the personality of children; it is a process through which children acquire traditions, values and principles. Parenting is a process that provides individuals with knowledge, skills and qualifications that make them more or less able to perform their roles as members of their community. It is based on social interaction and aims to transmit the community's culture. Parenting is also viewed as an interactive process between the individual and social institutions in order to provide the individual with the skills and attitudes that match with the processes that are seen as desirable for his current or future role in the community (Al-Sharai'eh, 2006).

Parenting styles refer to the methods used by parents in upbringing their children and turning them from merely biological beings into social beings who acquire positive attitudes that guide their behavior; the parents' mistaken beliefs, either as positive or negative, have effects that could be represented by socially unacceptable behaviors on their children (Al-Atawi, 2007).

Furthermore, feeling of security is as old as the existence of mankind; such a feeling aimed to face loneliness and fear, where individuals sought to protect themselves. Therefore, we can conclude that the concept of security was an auto concept that relies on the individual's protection for himself from the surrounding human and environmental risks, and that pushed him towards domestication (Aqra', 2005).

Moreover, security is considered as a divine blessing and the ultimate desire of people, since it is viewed as a life blood and a necessity for its continuity. Security leads to a reform in all life domains; since security is a vital issue, Intellectual security has become a national necessity and a worldwide requirement that entails the existence of a strategic vision as well as doing more efforts to achieve security and retain it (Al-Anezi & Al-Zoboun, 2015).

Furthermore, security contributes to preserving the social and cultural components of the community and protects them in the light of the suspicious beliefs faced by communities; security is more concerned with protecting the cultural identity from any external violations as well as protecting the human brain from suspicious beliefs and alleviate the deviances of the community's cultural institutions. Therefore, security should be given more attention by countries and communities (Abu Khatwa & Al-Baz, 2014).

Based on the above-mentioned it is necessary to address the topic of secure feeling and the factors affecting it, such as parenting. Therefore, the researcher addressed parenting styles and their relationship with feelings of security.

## **The Study Problem**

The current period is characterized by many accelerating developments that affected all life domains, including its traditions, values and institutions through the accompanying considerable and sudden changes that resulted in more intellectual and behavioral deviances among individuals, in addition to their threat and risk against the national and international security due to their negative effects on the life of individuals and communities.

Security is considered as one of the most prominent issues in the current era due to its important role in protecting individuals and keeping them in a healthy mental state in the light of the negative and destructive prevalent beliefs that lead to deviance, which is considered as one of the most important security problems of the current era due to its negative consequences on communities and the phenomena that could destroy countries and communities, such as violence. The styles of parenting differ based on the intervening variables, where they have a prominent role in developing the individual's personality and psychological growth, especially if they are based on

styles that are based on right care and supervision. However, it becomes a destructive tool for personality when it is based on the styles of authoritarianism, negligence and punishment.

Based on a review of the previous studies about parenting styles (Ali, 2010; Al-Sarayreh, 2011; Butler et al., 2011), we noticed that they have varying effects on children throughout their life stages, where children could develop antisocial behaviors and use violence. Therefore, it is necessary to investigate parenting styles and their effects on children, especially in relation to feeling of security since only few studies were conducted about this domain in the local environment.

Accordingly, the current study aimed to investigate this behavior using the notices provided by educational counselors and educators. During the secondary school, students are exposed to many changes due to adolescence and lack of knowledge concerning their dispositions, including disturbed relationships with peers and parents as well as their feelings of fear and insecurity which, in turn, result in behavioral disorders. Hence, we had to identify the styles of parenting adopted by parents with their children and emphasize the necessity of raising their awareness about the phenomenon of feeling of security and the consequences of missing such a feeling among their children. Therefore, the problem of the current study lies in answering the following questions:

- 1) What are the most common parenting styles among the students of these secondary stage in Al-Karak governorate?
- 2) What is the level of feeling of security among the students of the secondary stage in Al-Karak governorate?
- 3) Is there a correlation relationship at (0.05) between the parenting styles and feeling of security among the students of the secondary stage in Al- Karak governorate?

## **The Study Objectives**

The Study Aimed to

- 1) Identify the most common parenting styles among the students of these secondary stage in Al-Karak governorate.
- 2) Identify the level of feeling of security among the secondary stage students in Al-Karak governorate.
- 3) Identify the relationship between parenting styles with feelings of security among the students of the secondary stage in Al-Karak governorate.

## **The Study Importance**

The importance of the current study lies in:

### **The Theoretical Importance**

The study importance lies in investigating the relationship between the styles of parenting and the feelings of security, where the study added to the quantitative and qualitative theoretical literature in this domain. The study attempted to identify the extent to which parenting styles affect the feeling of security among the students of the secondary stage in Al-Karak governorate. The study importance also lies in highlighting an important social phenomenon in the current era which witnessed more complications in life requirements. Adopting the styles of parenting in a way that does not match with personality and characteristics of children could adversely affect their behavior; therefore, their social skills will decline and that will result in more isolation or more tenancy towards adopting antisocial behaviors to demonstrate dominance in the light of the absence of the feelings of love and empathy which can only be achieved through their direct and sound communication with their families. The current study addressed the topic among the secondary stage students, since it is a stage that witnesses more exposure to life stressors.

Therefore, this study shed light on the shortcomings in the relationships between parenting styles and the feelings of security in order to inform families about the best parenting style that may improve and enhance the feeling of security.

### **The Applied Importance**

The current study could guide parents and educators about the necessity of adopting appropriate methods in dealing with individuals and enhance developing counseling workshops and training programs to understand the modern methods of upbringing and guide them about the methods of dealing with children. The results could be used to attract the attention of educators and counselors to the level of students' feeling of security and encourage the community members to cooperate with schools to promote the level of feeling of security.

### **The Procedural and Conceptual Definitions**

Parenting styles: they are conceptually defined as preparing individuals, taking care of them and refining their manners in the light of the religious reference which aims to constructing the balanced personality for the individual and community (Sa'id, 2008).

Parenting styles are procedurally defined as the methods used by parents in upbringing their children as reported by students in response to the scale of parenting.

Feeling of security: it is the individual's feeling that he is loved and accepted by others and has a good position for others, where he realizes that his surrounding environment is friendly and not frustrating free from any threats, risks and worries (Ayyagari, 2015).

It is procedurally defined as the score obtained by the student on the scale of feeling of security used in the current study.

### **The Study Limits**

The study is limited to the following:

Human limits: the study is limited to the students of the secondary stage enrolled in the public schools in Al-Karak governorate.

The temporal limits: the study is limited to the students enrolled in the second semester in academic year (2020-2021).

The objective limits: the study results are limited to validity and reliability for the study scales and choosing a sample that represents the study population.

## **LITERATURE REVIEW**

Family is considered as the basic component in the community and one of the most important institutions of children's socialization. It is the foundation stone in the human communities, where humans develop, grow, realize life affairs and plan their life schedule. Family is the most influential institutions in the individual's behavior, where it affects the child's social development, gives him the social impression and shapes his personality. Therefore, the family enjoys the first place among the other social institutions that aim to transform the child from a biological being into a social one (Al-Shalabi, 1993).

The role played by parents in the family affects the development of personality during the stage of childhood, where it contributes to forming the child's social habits and get used to a certain system that enables him to achieve psycho-social adjustment (Al-Samdouni, 2007).

The educational process practiced in the family, especially during the first few years has a considerable effect on the development of the child's personality and feelings; if the method of upbringing is based on lack of security and evoking the feelings of fear among children, there will be disrupted behavior and psychological growth. We also noticed that the lack of healthy adaptation and the existence of a continuous conflict between parents will adversely affect the natural responses relating to the child's adaptation and results in the emergence of maladjustment behavioral styles (Majeed, 2008).

The role played by parents when dealing with their children is considered as an important element in developing personality during the early stages of childhood, where the nature of the relationship between the child and his parents affects the child's social, emotional and mental growth. Parents have a critical role in forming the life family and their effect is prominent throughout the various stages of childhood starting from birth. The importance of parents' practice varies depending on the child's age; the mother affects her child since the first day of birth and her role extends over her children's life stages (Al-Aweithat, 2006).

During the early stages of children's life, the father has a less effect as compared to the mother; however, this effect increases during the following life stages. Children spend most of their life time with their parents; therefore, they are considered as the first and most important influential factors that play a basic role in shaping the child's attitudes, inclinations, experiences and methods of dealing with others (Al-Mdanat, 2003).

Parents also have two important roles; a positive role represented by helping the child to think appropriately and that instills values among children through the daily practices that are characterized by equality, freedom of expressing opinions and thoughts. The other role is the negative one that is represented by making obstacles during the time of acquiring the behavioral patterns in his social environment which, in turn, results in a weak and ineffective personality within the community (Mosleh & Abu Dalbough, 2005).

Parenting is an educational process which aims to prepare the individual to integrate with the system of social structure and values prevalent in the community as well as adapting with the social standards. It is a comprehensive process for all the domains of the personality which takes place during the daily life practices, where it gives the individual his personal characteristics during the various stages of his growth (Al-Zo'bi, 2006). It also a process which provides the individual with the values and traditions prevalent in the community as well as the social standards and attitudes over the period of his life (Khalid, 2001), in addition to its role in promoting his mental development (Abu Jado, 2004).

Oates, 2007 suggested that parenting is a process that confirms the readiness of children and gives them an effective role, where it is mainly based on learning that enables the child to be able to do his job as an effective member in the community.

### **The Most Important Parenting Styles Include the Following: First, The Democratic Style**

This is one of the best parenting styles, since parents are tolerant when dealing with their child and they accept his ideas, feelings and ambitions. This style implies giving children more opportunities to express their opinions accompanied by guidance and using other positive methods, such as persuasion and thinking-enhancement. This style also includes encouraging children towards more achievements based on their abilities, in that the child will have more social adjustment and psychological satisfaction. In this style, parents don't see that upbringing children is a difficult task, where they establish good relationships with their children and improve social adjustment among them. This style results in an independent personality that is more inclined towards autonomy and initiatives. The most important democratic style can be summarized as

follows (Al-Sawalha & Hawamdeh, 2006):

- 1) Moderation in satisfying the social, physical and psychological needs of the child.
- 2) Allowing children to practice the hobbies that they select.
- 3) Getting away from imposing the strict system in dealing with their children.

Respecting and appreciating the children's opinions, without rejecting them. Talking to children about their own affairs.

### **Second, Authoritarian Style**

This style is characterized by setting firm limits on children, where they feel frightened and worried and that adversely affects their behavior. It implies imposing parents' opinions on their children without considering their desires and inclinations while emphasizing the necessity of obeying their instructions and not exceeding the agreed-upon behavioral rules. This style results in shaping a personality that is a shy, unconfident and afraid of authority. When the child grows up, he can only act under supervision and higher authority. Individuals with this type of personality often devastate the properties of others and they are also more dependent on others. Children who grow up in such an atmosphere are characterized by hesitation and weak personality; they are more exposed to psychological disorders, such as depression and selfishness (Qanawi, 2008).

The authoritarian parenting style is accompanied with the following negative consequences (Watfa & Shehab, 2001):

- Lack of efficiency feeling.
- Using aggressive methods.
- Lack of self-confidence and powerlessness in facing the various situations.
- Easily giving up with no ability to enjoy life.

### **Third, the Style of Negligence**

This style refers to neglecting the desires and needs of the individual in addition to not encouraging him to do the desired behaviors. The bad attitudes and relationships practiced inside the family, such as negligence and carelessness are considered as the most prominent domains that adversely affect the child's personality which, in turn, leads to creating a socially-disturbed personality that pay no attention to the attitudes of others, in addition to being non-compliant with rules and regulations (Oweidat, 1997).

The style of negligence is represented by two basic factors (Al-Rashdan, 2005):

- 1) Carelessness about the child's needs: not satisfying the necessary psychological and physiological needs of the child, such as food, drink, love, empathy and hygiene.
- 2) Not rewarding or encouraging the positive behavior as well as not holding them accountable for negative behaviors; for example, the mother could make fun of the child's achievement in case he was worthy of praise which, in turn, results in frustration as well as a personality that is non-compliant with the community rules and not adjusted with its self or the community in which it lives.

### **Feeling of Security**

Security is an important component in the life of people and communities, where all countries seek to attain security to ensure their sustainability and development. Sustainable development cannot be achieved in the absence of security, which is viewed as a mirror of the community and

reflects the extent to which individuals preserve the identity of their community. In addition to the stability of individual's life, security contributes to life prosperity, while the lack of security threatens communities and people's aspirations and hopes (Dino, 2017).

Several concepts were provided concerning psychological security and differed according to the different perspectives. However, several other concepts intervened to the extent that made it difficult to determine its limits. The concept of psychological security is a compound concept in the domain of psychology and its indicators interfered with other concepts, such as emotional tranquility, self-security, self-satisfaction, positive self and emotional balance (Carter et al., 2011).

Maslow defined psychological security as the individual's feeling that he is loved and accepted by others and has a good position for others, where he realizes that his surrounding environment is friendly and not frustrating free from any threats, risks and worries. Researchers also suggested that social security is synonymous to psychological health; where lacking psychological security leads to several psychological problems and disorders. The basic foundation of feeling to security lies in the feelings of love, appreciation, affiliation, stability as well as the lack of feelings of worries (Dwani & Derani, 1983).

Salvador Minuchin with reference to (Al-Harfi, 2014) suggested that psychological security is emotional and psychological tranquility; it is the personal security and the security of each individual, a case where the satisfaction of needs is guaranteed and away from risks (e.g. physiological needs, the need to security, love and empathy, the need to affiliation and social prestige, and the need to self-esteem). Needs are sometimes satisfied effortlessly, while it needs more efforts at other times. Psychological security is a compound that consists of self-tranquility, self-confidence and ensuring the affiliation to a safe group. Bowlby suggested that the rule of child's security refers to the existence of physiological and psychological (emotional) parents in the life of the child, satisfying his basic needs, providing him with love, care and protection as well as imposing acceptable limitations on him. By providing these appropriate conditions, the child will have more self-confidence and that allows him to start discovering the surrounding environment, in that the family members, particularly the mother become the safe shelter to which the child refer after each uncovering stage and a source of tranquility and comfort in case he was exposed to psychological stressors (Waters & Cummings, 2000).

Erikson, as referred to in (Al-Rimawi, 2003) suggested that the feeling of security is the foundation stone for a healthy personality and that psychological security results from satisfying the child's basic needs, including his needs to food, love and care as well as other forms of parental care that creates the feeling of security and self-confidence, where the child views himself as an individual who is worth care and appreciation and considers the world as a stable and secure place that includes individuals with whom he can trust. This feeling of psychological security establishes a basis for the child's success, achievement and ability to face and deal with frustration.

Virginia Satir, referred to in (Jasim & Khalil, 2009) suggested that the need for security is one of the most important psychological needs and behavioral motives throughout the individual's life. The need to security is necessary for the individual's healthy psychological growth and well-being; it is the need that motivates people to achieve their stability and safety. The need for security is closely related to survival; it implies the individual's feeling that his environment is a friendly one that satisfies his needs and that other people love and respect him. The need to security is also related to family stability, social adjustment, solving psycho-social problems, treating psychological disorders tranquility in existing housing and living resources, physical health and well-being, avoiding risks and feeling confident. The need to security implies the individual's constant efforts to maintain the circumstances that ensure the satisfaction of his psychological and biological needs, since he is always under the feelings that urge him to protect himself and his property; when people ensure their security, they can develop the other life domains using their

own potentials and capabilities.

Thomas referred to psychological security as one of the basic requirements that ensures the survival of the human beings, where those interested in psychological health always suggest that the basic element in mental health is the feeling of emotional security in relationships among people (Al-Khawaja, 2002).

### **The Previous Studies**

(Waswas & Gasaymeh, 2017) conducted a study entitled "the role of school managers in the governorate of Maan in enhancing intellectual security among students". The study aimed at identifying the role played by the school managers in the governorate of Maan in enhancing intellectual security among students as well as identifying whether there are statistically significant differences regarding the roles of managers attributed to the variables of gender, academic level, and experience years in management. In order the study objectives, the researcher used the descriptive approach. Data were collected using the questionnaire to determine the role of school managers in enhancing intellectual security. The study sample consisted of (120) male and female school managers in the governorate of Maan. The results revealed that the means of the three domains in the questionnaire were high and that there is a prominent role for school managers in the governorate of Maan in enhancing intellectual security among students.

(Al-Yahmadi, 2016) conducted a study entitled "the preventive role of school psychologist and its relationship with reaching intellectual security among the students of the tenth and first secondary grades from their perspective". The study aimed at identifying the preventive role of school psychologist and its relationship with reaching intellectual security among the students of the tenth and first secondary grades from their perspective. The study sample consisted of (654) male and female students from the tenth and first secondary class in the governorates of Muscat, Al-Dakhelia, North and South Al-Batna. The study used the analytical descriptive approach by using the preventive role scale for the psychologist and the scale of intellectual security. The results revealed that the level to which the school psychologist apply the preventive role for the students from their perspective was medium. Also, the level of intellectual security among the students of the tenth and first secondary grades from the perspective of the students themselves was medium. The results revealed that there is a statistically significant relationship between the preventive role of the school psychologist and intellectual security.

(Al-Hamiri, 2013) conducted a study entitled "family violence and its relationship with psychological security among the educational staff in the governorate of Babylon". The study aimed at investigating the relationship between family violence and psychological security among the educational staff in the governorate of Babylon. The study sample consisted of (500) female teachers, whose ages ranged between (20–40) years old. The study used the analytical descriptive approach and the questionnaire was used as the study instrument for data collection. The results revealed that there is a rise in the level of female teachers' feeling of family violence and a decrease in psychological security among the sample individuals, with no correlation relationship between the two variables.

(Al-Sweiti, 2012) conducted a study entitled "the family violence directed towards children and its relationship with feelings of security among a sample of the ninth grade students in the city of Hebron ". The study aimed at identifying family violence directed towards children, which includes (physical violence, psychological violence, and negligence) and its relationship with feelings of security among a sample of the ninth grade students in the city of Hebron. The study sample consisted of (99) male and female students of the ninth grade students in the city of Hebron during the first semester of the academic year (2011-2012). In order to achieve the study objectives,



the researcher used the scale of parent's abuse against children as perceived by children and Maslow's scale for feeling of security among male and female adolescents. The results showed that students are exposed to various types of family violence (physical, psychological, negligence) with different degrees. Psychological violence was ranked in the first place and a medium degree, followed by negligence in the second place with a medium degree, and finally physical violence with a low degree. The results revealed that there is an inverse relationship between feeling of security and the types of family violence. The results also revealed that males are more exposed to violence as compared to females. The results also revealed that there are no statistically significant differences attributed to the mother's educational qualification, while there are differences attributed to the educational qualification of the father with regard to the existence of family violence.

Obeidat (2008) conducted a study entitled "the relationship between parenting styles and self-efficacy". The study aimed at identifying the relationship between parenting styles and self-efficacy in the light of some variables. The study sample consisted of (582) students. In order to achieve the study objectives, the researcher used the scale of parenting and the scale of self-efficacy. The results revealed that the most common parenting style was the democratic style, followed by the acceptance style, then overprotection style and finally the authoritarian style. The results also revealed that there are statistically significant differences in the level of self-efficacy attributed to the parenting styles.

Roopnarine, Krishnakumar, Metindogan & Evans (2006) conducted a study which aimed at identifying the relationship between parenting styles and the academic interaction between parents and children, parental school interaction and the early academic skills on the one hand, as well as the social behavioral styles among the young children on the other hand. The study sample consisted of (70) male and female migrant parents from the Caribbean countries and their children. The results showed that there is a negative correlation relationship between the authoritarian style and social behavioral styles. The results also revealed that there is a positive correlation relationship between parents' interactions and social skills among children.

Boaibi' (2003) conducted a study entitled "the importance of parenting on the development and growth of the individual's personality". The study aimed to identify the impact of parenting on the development of the individual's personality by reviewing a number of previous studies with a total of (22) studies about the topic of parenting and its impact on the development of the individual's personality. The results revealed that when the control and guidance of the individual's behavior is based on love, acceptance, dialogue and reward, there will be more healthy behavior and conscience. However, depriving the child from his parents will considerably affect his personality, impressions as well as his social and emotional development.

Bisin & Tapa (2002) conducted a study entitled " the impact of parenting on determining the nature of the individual's future life". The study aimed at identifying the impact of parenting on determining the nature of the individual's future life. The study sample consisted of (2020) individuals. The researcher used the scale of parenting. The results revealed that the parenting style has a great role in determining the attitudes of the study sample individuals towards the nature of dealing with others. The results revealed that the religious factor has a prominent effect on determining attitudes, and that the authoritarian parenting style has a role in determining the attitudes of the study sample individuals towards the individual's concept of himself and others.

## **The Study Methodology**

The study used the analytical descriptive approach due to its compatibility to the study nature and objectives

## The Study Population

The study population and sample consisted of all the students of the secondary stage in the directorate of education in Al-Karak District, including the public and private schools, with a total of (1215) students (The statistics of the directorate of education in Al-Karak governorate/Al-Karak District, 2021).

## The Study Sample

The study was applied to a sample that consisted of (230) male and female students from the secondary stage in the governorate of Al-Karak. The pilot study consisted of (60) male and female students, while the main study sample consisted of (170) male and female students, with about (27%) of the study population. Table (1) shows the distribution of the students according to the school type (public, private) and the monthly income.

		<b>Number</b>	<b>Percentage</b>
School type	Public	135	79.4
	Private	35	20.60%
	Total	170	100%
Monthly income	Low	30	17.60%
	Medium	98	57.60%
	High	42	24.00%
	Total	170	100%

## The Study Scales

In order to collect the required data and answer the study questions, two scales were used: First, the scale of parenting style:

The used scale of parenting was taken from (Al-Sarayreh, 2011), and was developed by (Al-Hindawi, Al-Zogoul & Al-Bokour, 2001). The scale measures parenting styles (authoritarian, negligence, and democratic). The scale consists of two images: the first image (A) includes (54) items that measure the styles of parenting for the father, and the image (B) which measures the parenting style of the mother, as illustrated in appendix (b), and distributed as follows:

### a. The Democratic Style

This style expresses the extent of love and respect provided by parents to their children in relation to taking responsibility about their academic and personal affairs, and this was referred to in the items (2, 5, 8, 11, 14, 17, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53).

### b. The Authoritarian Style

In this style, parents impose their opinions on their children, interfere with their own affairs and prevent them from achieving their desires in the way that they like. This style was measured by the items (1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52).

### c. The Negligence Style

In this style, parents neglect their children and give them no attention, and this dimension

is measured by the items (3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33,36, 39, 42, 45, 48, 51, 54).

### **The Way of Scoring the Scale of Parenting Styles**

The scale of parenting included three styles (Democratic style, authoritarian style, negligence style). Each style consisted of (18) items that are rated based on 3-point scale where the respondent is given (3) scores if he responded by (yes), two scores if he responded by (sometimes), and one point if he responded by (no). The style in which the respondent gets the highest scores is considered as his dominant style.

### **Second, the Scale of Feeling of Security**

This scale aims to measure the level of feeling of security among the students of the secondary stage in the schools in the district of Al-Karak. The theoretical foundation and the mechanism of development: The research used Maslow's scale for feeling of security that is used in several studies, such as (Iqra', 2005). This scale measures the feeling of security, which included (75) items in its primary image by using Likert 3-point scale, and based on this scale, the scale of this study was developed.

### **The Validity of the Study Instruments**

In order to verify the validity of the study instruments, they were introduced to a number of arbitrators of those specialized from heads of departments and faculty members in the Jordanian Universities, with a total of arbitrators. An agreement of (80%) was taken as a criterion for accepting the items, where the arbitrators recommended performing some linguistic and orthographic modifications to some items.

### **The Reliability of the Study Instruments**

In order to verify the reliability of the study instruments, Cronbach Alpha was used for internal consistency and half-split coefficients by Spearman formula. Table (2) shows Cronbach alpha coefficient and half-split coefficient for the study scales.

<b>Scale</b>	<b>Cronbach alpha coefficient</b>	<b>half-split coefficient using Spearman-Brown formula</b>
Father's parenting style	0.78	0.77
Mother's parenting style	0.72	0.73
Feeling of security	0.78	0.78

Table (2) revealed that Cronbach alpha coefficient for the study scales ranged between (0.72–0.78). Table (2) also shows the results of half-split coefficient by Spearman formula, where the value ranged between (0.73–0.78), which are considered as acceptable values for the purposes of the current study.

### **The Way of Scoring the Scale of Feeling of Security**

The scale was applied by asking students to respond to the scale individually, where the scale is completed within a period of (55) minutes according to Likert 5-point scale. The respondent has to choose one out of five alternatives (strongly agree, agree, slightly agree, disagree, strongly disagree), and the scores are given as (5, 4, 3, 2, 1). The highest score on the scale is (250), while the lowest score is (50). The level is judged using the following formula table 3:

The level =  $\frac{\text{the highest score} - \text{the lowest score}}{\text{the number of levels} - 1} = \frac{250 - 50}{5 - 1} = \frac{200}{4} = 50$

Mean	The level for the Mean
1 – 2.33	Low
2.34 – 3.65	Medium
3.66 and above	High

### The Statistical Processing

In order to answer the study questions and test the validity of the hypotheses, the methods of analytical and descriptive statistics were used based on (SPSS. 25), where the following statistical methods were used:

- 1) Descriptive statistics measures to describe the characteristics of the study sample individuals, answer the study questions and arranging the dimensions in a descending way.
- 2) Pearson correlation coefficient to detect the relationship between the styles of parenting and feeling of security.

### Displaying the Results

The results relating to the first question: what are the most common parenting styles among the students of the secondary stage in the governorate of Al-Karak?

In order to answer this question, means and standard deviations were calculated for the response of the study sample individuals on the scale of parenting styles.

Style	Number	Mean	SD
Democratic	170	2.41	0.323
authoritarian	170	1.84	0.31
negligence	170	1.56	0.348

Table (3) shows that the most common parenting style is the democratic style, with a mean of (2.41) and a standard deviation of (0.323), followed by the authoritarian style with a mean of (1.84) and a standard deviation of (0.310), and finally the negligence style with a mean of (1.56) and a standard deviation of (0.348).

The study attributed this finding to the role played by the family in the healthy development of children's personality. The family is also the first source of information and skills and the most important institution in which the child receives care, guidance, and values through which the child

recognizes the rules directed towards his behaviors and actions. Therefore, the family's atmosphere affects the development and behaviors of children, and it is closely related to the styles by which parents do their roles. This finding agrees with (Obeida, 2008; Boaibi', 2003).

The results related to the second question: what is the level of feeling of security among the students of the secondary stage at the governorate of Al- Karak?

In order to answer this question, means and standard deviations were calculated for the conceptualizations of the study sample individuals concerning the level of each item and the overall dimension. Table (4) shows the results

<b>Rank</b>	<b>Items</b>	<b>Mean</b>	<b>SD</b>	<b>The level for the mean</b>
48	I like to be with others	3.099	1.1139	Medium
19	I cope with the different social situations	3.641	1.2264	Medium
37	I lack self-confidence.	3.388	0.9985	Medium
4	I receive a good amount of praise.	4	1	High
10	I am dissatisfied with the environment in which I live.	3.856	1.1655	High
36	I think that people like me just as they like others.	3.474	1.0235	Medium
18	I feel worried for a long time because of the insulations to which I am exposed	3.792	1.2923	High
38	I am not selfish.	3.337	1.1421	Medium
27	I avoid unpleasant things by escaping them.	3.587	1.1193	Medium
2	I feel lonely even when I am between people.	4.186	1.1386	High
6	I think that I receive my right in this life.	3.933	1.2103	High
35	My willingness falls easily.	3.41	1.1558	Medium
25	I usually feel friendly towards most people.	3.551	1.292	Medium
9	I feel that life is not worth being lived by people.	3.923	1.2347	High
26	I consider myself as an optimistic person.	3.532	0.1107	Medium
1	I consider myself as a nervous person.	4.266	1.0682	High
34	I often have low morale	3.474	1.2106	Medium
47	People who meet me for the first time accept me and love me.	3.199	1.1364	Medium
11	I have a sufficient belief in myself.	3.849	1.2551	High
12	Generally, I can trust most people.	3.824	1.1966	High
24	I am a beneficial person in this world.	3.599	0.0682	Medium
15	I easily cope with others.	0.792	1.2647	High
33	I enjoy a good power and health.	3.471	1.1918	Medium
39	I am a good talkative person.	3.391	1.0911	Medium
16	I feel that I am a burden to others.	3.641	1.1918	Medium
8	I have a difficulty in expressing my feelings.	0.923	1.1678	High
46	I feel happy for others' happiness and good luck.	3.199	1.1944	Medium
45	I feel that I don't receive sufficient attention.	0.199	0.1164	Medium
49	I tend to be a suspicious person.	3.093	1.1259	Medium
23	I think that the world is a good place to live in.	3.112	0.2096	Medium

44	I easily get angry and irritated.	0.128	1.1715	Medium
50	I live as I want, not as what others like.	0.997	0.607	Medium
43	I feel sorry or regret when I do a mistaken thing.	3.279	1.0888	Medium
45	I give the others chance to recognize who really I am.	3.042	1.1319	Medium
40	I don't adapt with life in a satisfying way.	3.314	1.1042	Medium
17	I feel that life is a heavy burden for me.	3.654	1.0798	Medium
42	I am worried by feeling inferior as compared to others	3.298	0.1555	Medium
41	I have high morale.	0.301	0.078	Medium
32	I have feeling of worry that people are observing me.	0.404	1.1828	Medium
	My feelings are easily injured.	0.628	0.0682	Medium
14	I behave according to my nature.	0.76	0.241	High
31	I am a lucky person.	0.481	0.1367	Medium
3	I have a lot of loyal friends.	0.122	1.1102	High
13	Almost all time, I feel a lack of comfort.	0.792	1.2364	High
28	I feel satisfied with myself.	0.426	21	Medium
7	I have a fluctuation mood from very happy to very sad.	0.907	0.2401	High
29	I feel respected by others.	3.42	0.1593	Medium
12	Sometimes, I feel that people make fun of me.	0.776	0.2139	High
30	Generally, I am a relaxed person.	0.41	0.9943	Medium
5	Those surrounding me treat me in a usual way.	0.978	0.1905	High
	Feeling of security in general.	3.557	0.5142	Medium

Table (4) shows that the means for the conceptualizations of the study sample individuals for the feeling of security were with a medium degree, with a mean of (3.55) and a standard deviation of (0.51). The Conceptualizations at the level of items were at a medium or high level. The item stating " I consider myself as a nervous person" in the first rank with a mean of (4.26), while the item stating "I live as I like, not as what others like" with a mean of (2.99).

The researcher attributed this level of feeling of security among the study sample individuals to the lack of complete self-satisfaction among the students towards themselves which, in turn, gives them a feeling of restless and this leads to the lack of feeling of security. This result is also attributed to the case that some secondary stage students often feel worried, either because of those surrounding them or due to personal affairs which, in turn, affects their security level. Additionally, some students do certain things that adversely affect their feelings of security, such as doing feeling regret as a result of doing certain acts, feeling that life is boring and full of burdens as well as suspecting all things or people surrounding them.

The researcher suggested that despite the low level of feeling of security among the students of the secondary stage in Maan, there are certain things that helped those students to reach this medium level, where most students believe in their abilities, aren't selfish and appreciate those around them and have feelings that other people respect and accept them which, in turn, affected their feelings of security.

This finding agrees with (Al-Sweiti, 2012), which revealed that the level of feelings of security among the students was with a medium degree, and (Al- Yahmadi, 2016) which revealed that the students' feeling of intellectual security was medium.

The results related to the third question: is there a correlation relationship at (0.05) between parenting styles and the feelings of security among the students of the secondary stage in the

governorate of Al-Karak?

In order to answer this question, Pearson correlation coefficient was calculated between parenting styles with their dimensions (democratic, authoritarian, negligence) and feeling of security. Table (5) shows the results.

Independent dimensions	Dependent variable	
	Feeling of security	
	Correlation coefficient	Sig. level
Democratic style	0.281**	0
Authoritarian style	0.232**	0
Negligence style	0.184**	0.001
Total	0.211**	0

\*\* statistically significant at (0.01)

Table (5) revealed that all the correlation relationships are statistically significant and at positive levels between the independent variable, represented by parenting styles and the dependent variable represented by feelings of security either at the overall level or the level of each dimension. The total value for the correlation relationship between parenting styles and feeling of security was (0.211), which is a positive value that confirms the impact of parenting styles on the feeling of security on the students of the secondary stage in the schools of Al-Karak. The highest relationships were with the democratic style, where the value of the correlation relationship was (0.281), while the lowest relationship was with the negligence style (0.148).

Number	The item before arbitration	The item afterarbitration
1	All my family members are committed to obey my father, even when he is not right.	All my family membersare committed to obeymy father, even in thecases when he is not right.
4	My father prevents me from practicingmy desired activities at home.	My father prevents me from practicing mydesired activities inside home.
7	My mother refuses to discuss myopinions with me	My mother refuses to discuss the opinionsthat I render to her.

14	My father consults with my mother concerning a lot of things that have to do with the family	My father consults with my mother concerning a lot of things related to the family
25	My father interferes with the way I spend my money	My father interferes with the way through which I spend my money
30	My mother isn't interested in my food and she doesn't care about that	My mother doesn't care whether I had my food or not, and she doesn't care about that.

From the previous table, we noticed that the items that have been modified according to the opinion of the arbitrators are (1, 4, 7, 14, 25, 30), while the rest of the items have not been modified.

The study attributed this result to the way individual grew up which, in turn, determines the nature of his behavior, where the individual who grows up in a problematic environment, where problems are caused by fathers, mothers or other family members. The individual who grows up in such a family, will attempt to use a behavior that protects him from risks, and that leads to following a more violent behavior. On the contrary, individuals who grow up in a family that is based on mutual respect and love will have better behaviors. Therefore, there is a relationship between the nature of parenting and the behavior of bullying. Also, the parenting styles that are based on negligence and authoritarianism could reduce the feeling of security, while the democratic style may enhance the feeling of security, since the individual will use a more democratic and open style in dealing with others.

## RECOMMENDATIONS

Based on the results, the study recommended the following:

The necessity of providing a socially-supportive environment to the students by understanding their feelings, listening to them and accepting them as well as reducing physical punishment and negligence.

The necessity of developing counseling programs that aim to training students to apply social skills, communication skills, self-actualization skills and appropriate adjustment strategies to promote the levels of feeling of security among them.

The necessity of developing training programs for parents to educate them about the importance of using a suitable parenting styles, such as the democratic style due to its importance in improving the level of psychological health and feeling of security among their children.

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