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**Parental Treatment Methods as Perceived by Children and  
Their Relationship to Psychological Resilience Among a  
Sample of Intermediate School Students**

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### مستخلص البحث:

هدف البحث إلى دراسة أساليب المعاملة الوالدية كما يدركها الأبناء وعلاقتها بالصلابة النفسية لدى عينة من طلاب المرحلة المتوسطة. لذا تم استخدام مقياس أساليب المعاملة الوالدية ومقياس الصلابة النفسية. وقد اعتمد البحث على المنهج الوصفي المقارن الارتباطي، وبلغ حجم العينة (٣٠٠) طالب وطالبة من طلاب المرحلة المتوسطة، متوسط أعمارهم (١٣) سنة.

أظهرت النتائج وجود علاقة موجبة بين بُعدي التسامح والديمقراطي من جهة والصلابة النفسية من جهة أخرى، كما تبين وجود علاقة سلبية بين البُعد السلطوي والصلابة النفسية. كما أظهرت الدراسة أن الصلابة النفسية لدى الإناث أكثر تأثراً ببُعدي التسامح والديمقراطي عن الذكور، في حين أن الصلابة النفسية للذكور تتأثر بالبُعد السلطوي أكثر من الإناث. كما تبين أن الذكور والإناث أفراد عينة الدراسة كلاهما متساويان تقريباً على مقياس الصلابة النفسية.

كما أظهرت النتائج وجود تأثير لبُعد التسامح في التنبؤ بالصلابة النفسية، وأن كلاً من بُعد التسامح والبُعد الديمقراطي يساهمان معاً في التنبؤ بالصلابة النفسية. كما تبين أن الأبعاد الثلاثة (التسامح، الديمقراطي، السلطوي) مجتمعة لها تأثير في التنبؤ بالصلابة النفسية.

**الكلمات المفتاحية:** أساليب المعاملة الوالدية، الصلابة النفسية، طلاب المرحلة المتوسطة.

## **Abstract:**

The study aimed to examine parenting styles as perceived by adolescents and their relationship to psychological resilience among a sample of middle school students. To achieve this, the study employed the Parenting Styles Scale and the Psychological Resilience Scale. A descriptive comparative correlational method was adopted, and the sample consisted of 300 middle school students, with an average age of 13 years.

The results revealed a positive correlation between the dimensions of permissiveness and democracy, on one hand, and psychological resilience, on the other. Conversely, a negative correlation was found between the authoritarian dimension and psychological resilience. The findings also indicated that psychological resilience among females is more influenced by the permissive and democratic dimensions than among males, while males' psychological resilience is more affected by the authoritarian dimension compared to females. Furthermore, both male and female participants were found to be nearly equal in their psychological resilience scores.

Additionally, the results showed that the permissive dimension plays a predictive role in psychological resilience, with both the permissive and democratic dimensions jointly contributing to the prediction of psychological resilience. Moreover, the three dimensions (permissiveness, democracy, and authoritarianism) collectively were found to have an influence on predicting psychological resilience.

**Keywords:** Parental Treatment Methods, Psychological Resilience, Intermediate School Students.

## **Introduction**

A human is a social entity that obtains knowledge and experiences mostly through the family, the foremost institution responsible for nurturing the kid, shaping personality, and developing awareness and self-awareness. Education serves as the family's method for accomplishing this through continual engagement among its members. It is a fundamental element of the family that facilitates the development and integration of its members' personalities.

Parental disciplinary approaches significantly impact our lives. We acquire much of our knowledge from them, and through them, the child cultivates the social interaction skills developed inside the family. The parental treatment approach employed by the family significantly influences the child's mental, psychological, and social development, facilitating the child's acquisition of interaction methods, self-coexistence, confidence, and initiative (Schroder, Nickels, Cardenas & Breiger, Perlo & Pizzagalli, 2020).

Psychological resilience is regarded as a fundamental component in the development of a healthy personality. It contributes to the capacity to adjust to challenges, issues, and stressful circumstances, particularly during the transitional phase of students' lives. This stage shapes the trajectory of their future life. To effectively pass, the student must possess a level of psychological resilience that allows for sustained effort and perseverance (Meyer & Karl, 2020). Some individuals experience stress-related mental disorders, such as post-traumatic stress disorder, whereas others demonstrate psychological resilience and maintain stable psychological and social functioning (Ding, Zheng, Liu, Zhang, Wang, Duan, et al., 2023).

Resilience significantly contributes to the enhancement of pleasure and life satisfaction (Gable & Haidt, 2005). Additionally, diminished psychological resilience has been linked to many psychiatric diseases, including post-traumatic stress disorder, anxiety, and depression (Poole, Keith & Pusch, 2017). Conversely, elevated psychological resilience has been demonstrated to improve individual happiness (Poole et al., 2017), and social and familial support has been evidenced to bolster psychological resilience (Southwick, Sippel, Krystal, Charney, Mayes & Pietrzak, 2016). In contrast, exposure to significant parental abuse can diminish it (Flores, Cicchetti & Rogosch, 2005). Various parenting methods influence children's psychological and mental resilience, as well as their internal and external self-esteem, hence shaping their thoughts, emotions, and behaviours (Johnson, Liu & Cohen, 2011; Schroder et al., 2020).

This study examined parental treatment approaches as viewed by children and their correlation with psychological resilience among intermediate school students.

## **Research Problem**

Parental treatment methods fundamentally shape personality; nurturing approaches characterised by love and acceptance mitigate the risk of psychological disorders, whereas negative and inappropriate methods, including threats, deprivation, and excessive protection, contribute to anxiety and confusion.

It is essential to enhance the family's understanding of its role in fostering children's healthy development and selecting suitable parenting approaches, as these methods significantly influence both positive and bad outcomes in persons' lives. Parental approaches differ and encompass

constructive ways such as the democratic approach, acceptance, engagement, and encouragement, which foster more resilience and self-assurance in children. Negative parental practices, including overprotection, rejection, ostracism, and pampering, may contribute to heightened stress, as inconsistency in parental treatment is a significant factor in children's deviant behaviour and personality imbalances.

Research findings substantiate that children's exposure to abuse and neglect yields psychological, physical, behavioural, and academic repercussions, along with effects on social relationships, self-perceptions, and spiritual dimensions, among other adverse outcomes (Al-Duwaik, 2008, p. 4).

Parental tactics using violence, cruelty, and coercion can lead to detrimental behaviours in children, including withdrawal, hostility, and less social engagement, hindering psychological adjustment (Forgatch, 1989, p. 115).

These children exhibit behavioural characteristics that may render them susceptible to abuse by their surroundings, including violence, deficient social skills, withdrawal, isolation, reliance, and scholastic challenges (Al-Ghadani, 2014, p. 4).

The attitudes of their parents influence the behaviour of children. An authoritarian and controlling family produces submissive children who lack self-confidence and exhibit significant dependence on others, potentially resulting in poor compatibility with peers. Conversely, a family that neglects and disregards its children may foster insecurity, aggression, anxiety, and inadequate social compatibility (Al-Tamawi &

Hussien, 2020, p. 464). Therefore, it is essential to consider the psychological resilience of students, as it enables the utilisation of psychological, physical, mental, and social resources to adapt effectively to life's circumstances and events, fostering psychological equilibrium, a sense of quality of existence, enhanced self-confidence, a positive self-image, and the capacity to regulate emotions and impulses.

The research problem originated from the researcher's recognition of the significance and value of the study, derived from a review of the literature and prior investigations regarding the importance of the parent-child relationship and the methods of interaction that influence a child's societal adaptation, with a particular focus on psychological resilience as a crucial factor in individual adjustment.

Based on the above, the research sought to investigate parental treatment methods and psychological resilience by answering the following main question: "What are the parental treatment methods as perceived by children and their relationship to psychological resilience in a sample of intermediate school students?"

**To answer the main question, the following sub-questions must be answered:**

1. Is there a relationship between parental treatment methods as perceived by children and psychological resilience in a sample of intermediate school students?
2. Are there differences in parental treatment methods as perceived by children in a sample of intermediate school students according to the gender variable (males and females)?

3. Are there differences in psychological resilience in a sample of intermediate school students according to the gender variable (males and females)?
4. Can parental treatment methods among students contribute to predicting psychological resilience?

### **Research objectives**

**The research objectives are defined as follows:**

1. Identifying the relationship between parental treatment methods as perceived by children with psychological resilience and its dimensions in a sample of intermediate school students.
2. Knowing the differences in parental treatment methods as perceived by children in a sample of intermediate school students according to the gender variable (males and females).
3. Knowing the differences in psychological resilience in a sample of intermediate school students according to the gender variable (males and females).
4. Predicting psychological resilience through parental treatment methods as perceived by children in a sample of intermediate school students.

### **Significance of the research**

**The importance of the research is evident in the following:**

1. The importance of the research emerges from the family's need to know the most important methods of proper and improper parental treatment and to know their impact on raising and educating their children and their impact on their growth and compatibility within and outside the family.



2. Explaining the educational importance of parental treatment methods, which are beneficial to the individual and society, especially in our contemporary reality, and which help to preserve the cohesion and strength of society, which ensures the regularity of the lives of individuals and groups.
3. The importance of the research emerges from its treatment of the research sample represented by the intermediate educational stage, as it is an important stage in the formation of personality, which we must care about because the goal of every society is to prepare a promising generation that helps its growth and development.
4. Defining a clear cognitive structure for those in charge of the educational process and parents about parental treatment methods and some personality traits that help them know what children require in terms of care and attention to achieve emotional balance.
5. The importance of the research lies in the results it will reach that contribute to revealing the most important methods of proper and improper parental treatment.
6. The research clarifies the wrong parental treatment methods of parents and their effects on children and their psychological compatibility in order to build a healthy family and a strong society.
7. Shedding light on the importance of psychological resilience and achieving it in the lives of intermediate school students, which plays a vital role in their adaptation, as it is the primary source of the feelings, sensations and thoughts that emanate from it.

8. The importance of the research stems from the importance of psychological resilience, which is considered from a psychological point of view an important factor that enables the individual to overcome difficulties and obstacles, as it has a major role in building the individual's personality and directing his behaviour towards the better.

## **Research Concepts**

### **1. Parental treatment methods:**

These are the behaviours that parents follow in normalizing and raising their children socially. They may be intentional or unintentional, such that they lead to shaping the children's personality and directing their behaviour (Bashir, 2012, p. 11).

The researcher characterises parental treatment approaches as the environment in which the child is nurtured. Every action and practice undertaken by parents influence the child and the formation of their personality, whether deliberately or inadvertently, while adhering to a specific approach or a set of methods in nurturing and educating the child to instil various behaviours, values, customs, and traditions. The current research is focused on the following methods: democratic, authoritarian, and tolerant. It is assessed by the extent of the student's score on the scale of parental disciplinary approaches.

### **2. Psychological Resilience:**

The individual can effectively face different situations, respond rationally, and establish good relationships with others based on friendliness, mutual respect, and acceptance of others (Shaqura, 2012, p. 6).

Researchers have characterised psychological resilience in two primary ways. Resilience denotes the capacity to maintain sound mental health following an adverse incident encountered by an individual (Kalisch, Cramer, Binder, Fritz, Leertouwer, Lunansky, et al., 2019). Resilience is a characteristic that denotes an individual's capacity to favourably adjust to circumstances when confronted with stress and adversity (Connor & Davidson, 2003). The researcher defines psychological resilience procedurally as the personal traits that facilitate an individual's positive adaptation and efforts to surmount challenges, alongside the capacity to amplify personal strengths in response to these endeavours. It encompasses the individual's ability to adjust to life's adversities and to sustain a favourable psychological state, measured by the scores attained on the psychological resilience scale.

## **Research Limits**

The research deals with parental treatment methods as perceived by children and their relationship to psychological resilience in a sample of intermediate school student, it was applied in schools in Mubarak Al-Kabeer Governorate and the capital in the State of Kuwait in the academic year 2023-2024 AD / 1444-1445 AH on Intermediate school students (males and females).

## **Theoretical Framework**

### **First: Parental treatment methods**

The parenting techniques employed by parents to impart various behaviours, values, and societal conventions in their children have influenced the shift from a simplistic lifestyle to metropolitan cultures that are globally interconnected in the technological era. Parental guidance plays a crucial role in an individual's development, overseeing behaviour, imparting the language of the community, familiarising them

with its customs, traditions, and systems of life, adapting to its unique influences, accepting its norms, and operating within the accepted parameters to achieve shared objectives.

### **A. Classification of parental treatment methods**

**Parental treatment methods vary, such as acceptance, overprotection, rejection, etc., but there is a group of parental treatment methods that this study will focus on, including:**

1. The democratic method, which represents the parents' behaviour in controlling children, ranging between democracy and exclusion. In democratic parenting, parents are characterized by respecting the child's individuality, giving him the freedom to choose, and encouraging him to rely on himself and make decisions (Al-Malihi, 2016, p. 43)
2. The authoritarian method: This is represented by the mother or father imposing on the children, and this includes standing in the way of the automatic desires of the son or daughter or preventing them from performing a certain behaviour, from achieving his desires that he wants, even if they are legitimate (Abu Saad, 2021, p. 13)
3. The tolerant method: Tolerance arises from an individual's aspiration for happiness, leading them to overlook negative actions while remembering positive ones. Tolerance in this context refers to parents employing a tolerant approach towards their children, particularly with certain mistakes or unintentional faults. If repeated, they can be addressed in a loving, accepting, and persuasive manner, providing the rationale for the reproach so that the son understands and refrains from this blameworthy behaviour in the future (Ubada, 2001, p. 26).

## **B. Theories explaining the methods of friendly treatment**

**There are a group of theories that explain the methods of parental treatment mentioned by (Abu Saad, 2021, p. 17), including:**

1. The theory of psychoanalysis: The psychoanalytic perspective on rearing includes the child's assimilation and internalisation of parental ideals, leading to the development of the superego. Freud posits that this occurs through psychological, emotional, and social mechanisms, with the most significant being reinforcement through reward and punishment, while social upbringing reinforces certain behavioural patterns. This theory underscores the significance of the parent-child bond on psychological and social development, although it overlooks the external societal variables that impact the child's superego development. The process of social raising can be comprehended within the theory of psychoanalysis by examining it through a cultural developmental framework and its fundamental stages of growth.
2. Social exchange theory: Stephen Richards is considered one of the most famous men of this theory, as he believes that the power of parents over their children appears in the first years of the child's life when he is completely in need of them. Hence, this stage is described as the stage of total or complete dependence. As the child grows, it makes him feel that he has some capabilities, as his relationship with his parents develops into a bargaining process. This stage is called the exchange stage, meaning that in exchange for obeying the parents, he gets things he wants. This theory also touched on the idea of reward, loss, and punishment. The idea of reward appears in the parents' feeling of happiness when the children follow their example and adhere to their values. As for the idea of loss, it appears when the children reject the parents' values. The idea of punishment means that

the punishment is positive when the behaviour is acceptable, or the punishment may be negative when the behaviour is unacceptable. The idea of punishment is clear in the methods of upbringing according to the type.

3. The structural-functional theory posits that socialisation allocates distinct tasks to each gender, which they are expected to fulfil in the future. This trend perceives parental treatment as a component of social coordination, interacting with other aspects that sustain the social structure and its equilibrium.

### **Children's Perceptions of Parenting Styles**

The perception process is influenced by both objective and subjective variables, making it challenging to assert that any objective perception is coincidental; rather, every perception is shaped by the individual's subjective experiences and motives. Salama and Abdel Ghaffar assert that the evaluation of parental treatment should be conducted from the perspective of the individual making the assessment. An observer can perceive a person as having received adequate social treatment, yet the individual may not respond accordingly. Conversely, a child subjected to seemingly harsh treatment may exhibit behaviour devoid of the anticipated negative consequences, as the personal perception of the situation can vary significantly from that of others. The link between parents and children is crucial, and the impact of children's interactions is seen in the correlation between their physical, psychological, and social adaptability and their subjective assessment of parental treatment approaches (Al-Ghamdi, 2021, p. 113).

## **Second: Pyschdogial Resilience**

The Holy Quran is God's guidance for all of humanity, and it is derived from the Sharia that He has chosen for worship so that man derives from it a methodology in life in all its fields. Here, we are exposed to some Quranic evidence that confirms the characteristics of resilience. God Almighty said, "so pardon them, ask forgiveness for them, and consult them on the matter. And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him]", (Surah Al Imran, verse 159). God Almighty said, "And whose affair is [determined by] consultation among themselves, and from what We have provided them, they spend", (Surah Ash-Shura, verse 38). Therefore, consultation is a fixed Islamic principle, and resilience here is represented in that a specific form of consultation has not been specified. In light of the above, the flexible Muslim is required to adopt the principle of consultation so that this is embodied in opening the door to the positive system with those around him and discussing all issues with them (Zaki, 2022, p. 26).

### **A. Characteristics of Psychological Resilience and its Benefits:**

**Psychological resilience includes a set of characteristics as indicated by (Al-Azmi, 2022, p. 145); Hamad, 2020, p. 126) as follows:**

1. The ability to establish mutual social relationships, as it is an element of giving and receiving emotional support, and these relationships contribute to developing a sense of belonging.

2. A sense of independence and self-reliance and the ability to make and take decisions without obeying others.
3. A high level of problem-solving skills, thinking skills before acting, and being patient and not rushing to avoid making mistakes while interacting with others.
4. Positive self-perception and feeling of confidence and competence.
5. The ability to manage strong negative and positive emotions and feelings at the level of understanding.
6. Perseverance and diligence, which have been considered essential for endurance and patience regardless of troubles and difficulties.
7. Positive outlook on life and continuity in giving.

#### *B. Factors Related to Psychological Resilience*

There are a number of factors related to psychological resilience mentioned by "Abu Halawa" (2013), and these are factors that can be developed and taught to all people, namely:

- The ability to develop realistic plans and take the necessary steps and procedures to implement or execute them.
- A positive view of oneself and confidence in personal abilities and positions.
- Positive communication and problem-solving skills.
- The ability to calm down or manage strong emotions and impulses.



## C. Theoretical Trends Elucidating Psychological Resilience

1. **Psychoanalytic theory:** Freud is regarded as the progenitor of psychoanalysis. Freud's theory posits that an individual's natural development transpires in a condition of equilibrium among the three components of personality. Freud thinks that personality compatibility is only the ultimate outcome of self-realization and the avoidance of pain, through which the inherent traits of personality are expressed. He posits that compatible behaviour is the conduct an individual engages in to surmount environmental challenges and life adversities through the mechanisms of compatibility that they acquire. It is the reaction he employs to fulfil his demands and alleviate his tension. Freud asserts that the capacity for adaptation and the degree of adaptation are the recognised dimensions of an individual's psychological resilience. The concepts Freud mentioned, including compatibility and adaptation, are closely linked to psychological resilience. They may be regarded as synonymous expressions for it (Badisi, 2019, p. 25).
2. **Humanistic theory:** Rogers thinks that a healthy, adaptable personality reflects congruence between the self and experiences. Psychologically healthy individuals may accurately assess themselves and their surroundings, remaining open to all experiences. None of these events threaten their identity, allowing them to actualise themselves as integrated individuals in executing their responsibilities. Coats characterised resilience as the capacity to sustain efficiency throughout significant hurdles to facilitate adaptation and growth. He denotes resilience in relation to the concept of self-actualization as the discerned outcome among persons that is dual and mirrors the

attributes of both individuals and self-actualizes (Mezredi, 2017, p. 25).

3. **Social learning theories:** Bandura's theory differs from other behavioural theories, as it posits that all behaviours are acquired through adaptation. His theory also considers psychological factors, including memory and attention span. Social learning theory employs behavioural and humanistic terminology to elucidate psychological functions grounded in the ongoing reciprocal interplay between personal and environmental variables and the impact of the environment on behaviour. Nonetheless, an individual's conduct subsequently influences his surroundings. Individuals do not only react to stimuli in their raw form; rather, they respond based on their interpretations of those inputs. Bandura's theory posits that learning is crucial for psychological resilience and transpires through direct experience. He underscored the notion of self-efficacy, which pertains to individuals' convictions regarding their capacity to achieve a particular degree of performance. Psychological resilience is influenced by a blend of positive traits, individual inclinations, and a conviction in one's competence (Kamal, Abdou & Ali, 2021).

## **Literature Reviews**

### **First: Previous Studies that Addressed Parental Treatment Methods**

1. The research conducted by Abdel Mageed, Abu Soso & Al-Sayed (2011) sought to elucidate the degree of association between psychological security and various parental treatment approaches in the 13 to 15 age range: methodology and sample. Employing the

descriptive comparative correlational approach on a sample of 230 male and female pupils in the preparatory and secondary stages. The research employed the children's performance scale for parental treatment and the psychological security measure. The findings demonstrated a statistically significant link between the study sample's scores on the psychological security measure and the parental treatment approaches as assessed by the children. Statistically, substantial disparities exist between the average scores of males and females on the parental treatment techniques scale as perceived by children.

2. Al-Ghdani's study (2014) sought to elucidate the levels of parental treatment methods and emotional stability in children with speech disorders in Muscat Governorate, as well as to ascertain the correlation between children's perceptions of parental treatment methods and their emotional stability. The study sought to discern the variations in parental treatment approaches based on cultural and economic factors within families, utilising a sample of 47 children with speech disorders, which constitutes 85% of the original study population, comprising 28 males and 19 females. The researcher utilised a scale measuring parental treatment methods as perceived by children alongside a scale assessing emotional stability. The findings indicated a weak negative correlation lacking statistical significance between the perceived parental treatment methods and emotional stability. The findings indicated no statistically significant changes in parental treatment approaches, as seen by children, attributable to the family's cultural and economic status.

3. The 2017 study "Al-Haqawi" sought to ascertain the correlation between children's perceptions of parental treatment methods and academic performance among intermediate school pupils in the Jazan region of Saudi Arabia. The study sample comprised 85 children in the second intermediate grade. The researcher employed a scale of parental treatment approaches categorised by father (A) and mother (B). The study's results indicated a statistically significant association between paternal treatment approaches and children's academic performance. The study's results indicated no statistically significant differences in parental treatment strategies between fathers and mothers.
4. Al-Ghamdi's study (2021) sought to elucidate the correlation between parental treatment approaches, including distinction, control, domination, overprotection, and conventional parenting methods, as perceived by children, and their association with familial pressure among secondary school students in Dammam. This research employed a formal correlational methodology. The study instrument comprises two scales. The first involves assessing parental therapy approaches, while the second pertains to the family pressure scale for adolescents and youth. The two scales were administered to a sample of 155 secondary school students in Dammam. The findings of this study indicated a negative association between paternal overprotectiveness and family pressure, but no statistically significant relationship was observed between maternal overprotectiveness and family pressure.

5. The research conducted by Attia & Hassan (2022) sought to examine the correlation between mothers' perceptions of parenting techniques and children's psychological security. The study sample comprised 200 working and non-working women of various educational backgrounds with children aged 6 to 12 years. The study sample was randomly recruited from the city of Shibin El-Kom and the villages of Malij, Al-Batanoon, and Barakat Al-Sabaa in Egypt. The study's results indicated a statistically significant positive link between mothers' perceptions of overall parental treatment approaches and children's psychological security. No association exists between the number of children and mothers' perceptions of parental treatment methods or children's psychological security. A positive association exists between the mother's educational attainment and her impression of parental treatment approaches. The findings indicated no association between the mother's educational attainment and the psychological resilience of children.
6. A study conducted by Ibriam (2024) sought to elucidate the correlation between parental treatment methods, as perceived by children, and psychological security among secondary school students in Tamanrasset. The research employed a descriptive correlational approach, utilising a random sample of 40 male and female students, and incorporated both parental treatment methods scales and psychological security scales. The findings indicated a minimal association between children's perceptions of parental treatment approaches and psychological security and revealed no statistically significant variations in gender perceptions of these procedures.

## **Second: Studies that Dealt with Psychological Resilience**

1. The research conducted by "Kamal et al." (2021) sought to enhance psychological resilience in adolescent females residing in shelter institutions via a guidance program. To fulfil the study's objective, the researcher chose a sample including 11teenage females residing in orphan care institutions in Beni Suef Governorate, aged between 14 and 18 years, with a mean age of 16.28years and a standard deviation of 0.95 years. A quasi-experimental design utilising a single group was employed, with study instruments comprising a guiding program and a psychological resilience measure. The research findings indicated statistically significant variations between the average ranks of the study group's scores in the pre-and post-assessments of psychological resilience, favouring the post-assessment. No changes exist between the average ranks of the study group's scores in psychological resilience during the post- and follow-up measures after one month of program implementation.
2. Al-Azmi's study (2022). The objective was to elucidate the correlation between psychological resilience, including emotional balance, self-efficacy, social interactions, and problem-solving, among a cohort of intermediate school teenagers and their propensity for positive thinking. The study sample comprised 50intermediate school pupils from Al-Jaber National School, associated with the Farwaniya Educational Administration in Kuwait. They were chosen from the age cohort of 30 to 32 years in equal proportions. The researcher employed two instruments for the study: the Psychological resilience Scale and the Positive Thinking Scale. The study demonstrated a

statistically significant association between overall psychological resilience, its sub-dimensions, and positive thinking in teenagers.

3. Al-Qarni's study (2022) sought to elucidate the degree of psychological resilience, ascertain the correlation between psychological resilience and psychological resilience, and discern the variations in the levels of psychological resilience aspects. The sample comprised (2/5), and the researcher employed the psychological resilience measure. The findings indicated a significant degree of psychological resilience and a moderate degree of psychological security within the study population. The results indicated a positive correlation between psychological resilience and psychological resilience, excluding the dimensions of perseverance, balance, and mood. Additionally, there was no correlation between the dimensions of self-confidence, individual formation, future vision, and mood. The results indicated no variations in the dimensions of psychological resilience between males and females; nevertheless, differences were observed in the dimensions of perseverance, balance, and sense of meaning, favouring the intermediate stage. Disparities were observed in the general and practical life dimensions, favouring males, while no differences were found in the individual's formation dimension, future vision, mood dimension, or social status dimension between males and females. No differences exist in the parameters of psychological resilience between intermediate and secondary school students.
4. The research conducted by Al-Atawi & Al-Qudat (2023) sought to ascertain the extent of psychological resilience and its correlation with pleasure among students at Al-Tafila Technical University. The study sample comprised 432 randomly selected male and female students.

The psychological resilience scale, comprising 25 items, and the happiness scale were administered to them. The findings indicated a statistically significant positive link between psychological resilience and satisfaction among students at Al-Tafila Technical University. The investigation indicated no statistically significant differences in the strength of the association concerning the level of psychological resilience.

### **Third: Studies examining the correlation between parental disciplinary approaches and psychological resilience**

1. The research conducted by Emam (2016) sought to ascertain the correlation between the sample members' scores on the parental treatment styles scale, characterised by maternal attributes of democracy, love and acceptance, independence, and equality, and their scores on the positive resilience scale. The sample comprised four extreme examples selected from the outcomes of the psychometric assessment of parental treatment styles and positive resilience. The dimensions of parental treatment styles, encompassing both mother and father, together with the dimension of positive resilience, were implemented. The results indicated a statistically significant positive correlation between the sample members' scores on the parental treatment styles scale, characterised by maternal attributes of democracy, love and acceptance, independence, and equality, and their scores on the positive resilience scale. A statistically significant positive correlation was identified between the sample members' scores on the parental treatment styles scale, characterised by democratic principles, affection, acceptance, independence, and equality, and their scores on the positive resilience scale.



2. Shahata's study (2022) aimed to identify the nature of the relationship between family pressures and both psychological resilience and future orientation among secondary school students, and to know the differences in family pressures, psychological resilience and future orientation according to the gender variable (males - females), and the differences between scientific and literary specializations in family pressures, psychological resilience and future orientation among secondary school students, on a sample consisting of (407) male and female students from the third year of secondary school in the city of Zagazig (220 females, 187 males), whose ages ranged between 17-18 years, to whom the family pressure scale and the future orientation scale were applied, and the results of the study showed the existence of negative and statistically significant correlations between the degrees of family pressures and the degrees of psychological resilience among secondary school students, and the existence of negative and statistically significant correlations between the degrees of family pressures as a whole, and the degrees of future orientation except for the second dimension (motivation) among secondary school students, and the results also showed the existence of statistically significant differences between the averages of males and females' degrees in Family pressures are in favour of males, and there are statistically significant differences between the average scores of males and females in psychological resilience in favour of females.
3. Al-Barashdia's study (2022) sought to investigate the correlation between psychological resilience and emotional control, as well as their association with positive parenting, among a sample of Omani dads and mothers during the COVID-19 pandemic and to ascertain the influence of certain demographic characteristics on resilience. The study sample comprised 442 parents, to whom the Burke and Moore

(2015) psychological resilience scale, the emotional regulation scale, and the positive parenting practices scale were administered. The findings indicated a positive and statistically significant correlation between psychological resilience and its aspects, emotional control and its dimensions, as well as effective parenting practices. The findings indicated that parents exhibited an average level of psychological resilience and emotional regulation, with significant disparities in psychological resilience observed during the Corona pandemic based on gender, number of children, and place of residence.

## Comment on Literature Reviews

The presentation of prior studies indicates a significant deficiency in research focussing on parental treatment methods as perceived by children and psychological resilience among students in the Arab world, particularly within the Kuwaiti context, despite the critical importance of examining this phenomenon. It became evident that the majority of prior studies were on populations other than adolescents, highlighting the necessity of focusing on this demographic. Most prior investigations yielded contradictory results; some affirmed a correlation between certain parental treatment techniques, while others refuted such a relationship. There is a deficiency of prior research that examined the influence of parental treatment strategies on predicting psychological resilience.

## Research Hypotheses

1. There is a correlation between the statistically significant differences between the average scores of male and female students on the scale of parental treatment methods.

2. There are statistically significant differences between the average scores of male and female students on the scale of parental treatment methods.
3. There are statistically significant differences between the average scores of male and female students on the scale of psychological resilience.
4. Parental treatment methods among students contribute to predicting psychological resilience.

## Methodology and Procedures

### Research Methodology:

This study employed a descriptive correlational methodology to elucidate the association between parental treatment strategies and psychological resilience. It also examines the disparities between pupils based on the gender variable of males and females.

### Research Community:

The research community is comprised of all students and educators within the primary school sector in the Mubarak Al-Kabeer and capital regions of Kuwait.

### Research Sample:

The research sample comprised 300 intermediate-stage pupils, consisting of 150 boys and 150 females, aged between 12 and 14 years. The sample was randomly picked from the governorates of Mubarak Al-Kabeer and the capital of Kuwait.

### Sample Selection Conditions:

**These controls and procedural conditions were as follows:**

1. Excluding cases suffering from psychological problems, numbering (3 cases of students) who suffer from psychological problems such as anxiety, stress and depression.
2. This excludes cases that did not respond to the tests (7 cases that did not want to answer the tests).
3. After excluding all the previous cases, the study sample was formed in its final form of (300) male and female students from the intermediate stage.

### **Research Tools:**

1. Scale for Parental Treatment Methods: The Parental Treatment Methods Scale, developed by Biory in 1991 and translated by Hamza Barakat in 2013, comprises 25 items categorised into three dimensions, which is a description of the scale.

The scale comprises three dimensions: the tolerant style, the authoritarian style, and the democratic style. The scoring mechanism for this scale is based on the positivity or negativity of the statement. For a positive statement, respondents receive a score of 5 for strongly agree, 4 for agree, 3 for neutral, and 2 for disagree. Regarding point 1, it pertains to instances where he responds with a strong disagreement, which is evident in the negative assertions. The subsequent table delineates the elements of the spectrum of parental treatment styles.

**Table 1. shows the components of the parental treatment styles scale**

	Component	Phrase Numbers
١	Tolerance dimension	٢٤-٢٠-١٨-١٤-١٢-٦-١
٢	The authoritarian dimension	٢٥-٢٣-٢٢-١٦-١٥-١٠-٨-٥-٤
٣	Democratic dimension	٢١-١٩-١٣-١١-٩-٧-٣-٢

## **1. Psychometric Conditions for the Parental Treatment Styles Scale:**

### **A.Stability**

**This study evaluated the stability coefficients of the scale using two approaches:**

1. Method of Cronbach's alpha coefficient The stability coefficient of the scale was determined using Cronbach's alpha, yielding a result of 0.412, which signifies that the scale is stable.
2. Split-half method The Spearman-Brown coefficient was employed to compute the correlation between individual item scores and even scores, yielding a split-half stability coefficient of 0.435, which signifies a high level of stability for the scale.

### **B.Validity**

In the present study, validity was assessed utilising the criterion-related validity approach. The correlation coefficient between the survey sample scores (30 students) on parental treatment approaches as seen by children was computed as follows:

**Table 2. Validity related to the criterion of the scale of parental treatment styles as perceived by children**

Test used in the study	Test the criterion	Correlation coefficient between the two tests
Parental Treatment Styles Scale Parental Treatment Styles Prepared by Biory 1991 Translated by Hamza Barakat 2013	The scale of parental treatment styles as perceived by children, prepared by (Al- San'ani 2009)	٠.٥١٠

**2. Psychological Resilience Scale Prepared by Al-Safty (2023):**

The Al-Safty (2023) scale for psychological resilience consists of 33 statements that measure the components of psychological resilience and its dimensions, which are: adapting to change and recovering after the crisis has passed. The answers to the scale statements are through three alternatives according to a three-point scale (often/sometimes/rarely) (1,2,3) and vice versa for negative statements (1,2,3). The following table shows the components of the psychological resilience scale.

**Table 3. shows the components of the psychological resilience scal.**

	Component	Phrase Numbers
١	Adapting to change	Phrases 1-15
٢	Recovery after the crisis	Phrases 16-33

**3. Psychometric Conditions for the Psychological Resilience Scale:**

## A. Stability

The stability of the psychological resilience scale was calculated using the following methods:

1. Reapplication: The stability coefficient was determined by administering the scale and subsequently re-administering it to the identical sample after a two-week interval. The findings indicated that the scale exhibited a high level of stability, attaining a score of 0.87.
2. Half-split: This method involves dividing the scale components into two equal segments. The initial half comprised the odd items on the scale, whilst the latter half had the even elements. The Spearman-Brown correlation coefficient between the two segments was computed, yielding a value of 0.467.

## B. Validity

Validity was calculated in the current study using the criterion-related validity method: The correlation coefficient between the scores of the survey sample (30 students) on the psychological resilience scale was calculated as follows:

**Table 4. Validity related to the criterion of the psychological resilience scale**

Test used in the study	Test the criterion	Correlation coefficient between the two tests
Psychological Resilience Scale Prepared by Al-Safty (2023).	Psychological Resilience Scale prepared by Hesham Abdullah, 2022	٠.٤٩٤

## Research Application Procedures

To validate the hypotheses, several procedures were implemented, including the preparation of measurement instruments and the modification and calibration of certain variables, followed by a survey study conducted on a sample mirroring the original study's specifications to assess its applicability, after which the principal study was executed.

**The application procedures for the basic sample went through several successive stages, which were:**

1. Approval was obtained for conducting the field application from the Ministry of Education to apply it to some Kuwaiti schools in the primary education stage.
2. The sample was selected in a simple, random manner.
3. Obtaining the scores of the sample members on the scales of parental treatment methods and the scale of psychological resilience.

### **Statistical Methods Used in Data Analysis**

**To validate the study hypotheses, statistical analyses were performed utilising the Statistical Package for the Social Sciences (SPSS). The subsequent statistical methodologies and procedures were employed:**

1. Mean and standard deviation.
2. Pearson's straight correlation coefficient.
3. Cronbach's alpha coefficient.
4. "T. test" to identify the significance of differences between groups.



## Results and Discussion

**Hypothesis 1:** "There is a correlation between parental treatment methods as perceived by children and psychological resilience among students." To verify the validity of this hypothesis, the "Pearson" correlation coefficient was used, and the results of this hypothesis were as follows:

**Table 5. Correlation coefficients between parental treatment methods as perceived by children and psychological resilience among students**

Dimensions of parenting styles	Psychological resilience
Tolerance dimension	**0.562
Authoritarian dimension	**0.392-
Democratic dimension	**0.491
Total score for parenting styles	**0.513

Table (5) indicates a substantial positive correlation between the tolerance dimension, the democratic dimension, and psychological resilience, with correlation coefficients of 0.561 and 0.412, respectively, at the 0.01 significance level. The data indicates a negative link between the authoritarian component and psychological resilience, with a correlation coefficient of -0.498 at the 0.01 significance level. The findings of this hypothesis align closely with the research conducted by Abdel Mageed et al., (2011), which identified a significant and statistically relevant correlation between the study sample's scores on the psychological resilience scale and the parental treatment methods as perceived by the children.

The analysis revealed a negative correlation between authoritarianism and psychological resilience; specifically, a decrease in parental authoritarianism among students corresponds to an increase in psychological resilience. This outcome is anticipated, as authoritarian treatment diminishes a student's sense of psychological resilience and reassurance, leading to feelings of alienation. The sensation of diminished reassurance and psychological rigidity arises from psychological elements associated with students' development from both psychological and biological viewpoints, as well as social ones pertaining to their societal context, hindering their ability to navigate life's challenges. This outcome aligns with the findings of "Abriam, Samia" (2024), which indicate a negative link between some parental treatment approaches, as seen by children, and psychological security and resilience. The findings align with Abdel Fattah's (2011) study, which identified a statistically significant negative correlation between abuse methods, including harshness, rejection, neglect, and authoritarianism, and children's psychological security.

The notable positive correlation among the dimensions of tolerance, democracy, and psychological resilience can be elucidated by the impact of psychological resilience on parental approaches to treatment when a child is raised by parents who offer familiarity, stability, permanency, and acceptance, a sense of trust develops, resulting in the youngster feeling comfortable and adaptable. Nonetheless, suppose a child is raised in a parental environment lacking stability or marked by rejection, inconsistent treatment, or absence of affection. In that case, it may result in feelings of insecurity, loneliness, negativity,

submissiveness, and difficulties in managing aggression, rebellion, and interpersonal resilience. Consequently, the family plays a crucial and essential role in fulfilling the individual's need for psychological resilience from childhood, as the absence or inadequacy of this requirement results in sentiments of despair, depression, resentment, and hatred, even towards oneself. The person devoid of psychological resilience perceives himself as alone and secluded, experiencing loneliness although residing in a populated environment since he exists harmoniously within his realm.

The investigations conducted by Hamid and Omar (2016) and Ibrahim (2011) corroborated that adolescents of both genders are cognisant of their parents' treatment, attributed to their recognition of receiving identical parental approaches. This awareness is influenced by prevailing social transformations, including the embrace of globalisation, which fosters equitable family upbringing practices and gender parity. Drebin's study (2012) demonstrated that positive parenting styles characterised by acceptance, democracy, and autonomy foster psychological harmony in children. In contrast, negative parenting styles rooted in domination and imposition cultivate a detrimental self-concept. Furthermore, a dependency and control approach to upbringing results in the development of an anxious personality, marked by an inability to function productively, introversion, shyness, and a lack of decision-making and responsibility. Additionally, excessive caretaking does not facilitate the formation of a healthy personality but instead engenders profound emotional difficulties.

**Hypothesis 2:** There are statistically significant differences between the average scores of male and female students on the scale of parental treatment methods.

To verify the validity of this hypothesis, a "t" test was calculated to identify the significance of the differences between the average scores of the two samples, and the results are shown in the following table:

**Table 6.** Significance of the differences between the average scores of male and female students on the scale of parental treatment methods

Dimensions of parenting styles	Males (N = 150)		Females (N = 150)		T Value
	M	S	M	S	
Tolerance dimension	15.34	7.18	26.87	3.24	** ١٧.٩٣
Authoritarian dimension	٢٣.٨٨	٤.٥٨	١٤.١٨	٥.٨٢	** ١٦.٠٣
Democratic dimension	١٨.٦٠	٧.٩٤	٢٧.٦٧	٢.٤١	** ١٣.٥٠
Total score for parenting styles	٥٧.٦٩	٧.٢٣	٨٠.٩٤	٨.٧٢	** ٩.٩٩

**\*\* D at (0.01) level.**

Table (6) indicates statistically significant differences between the average scores of male and female students in the tolerance and democratic dimensions favouring female students. In contrast, the differences in the authoritarian dimension favour male students.

The findings of this hypothesis were consistent with the research conducted by Abdel Mageed et al., (2011), which identified statistically significant disparities between the average scores of males and females regarding children's perceptions of parental treatment approaches.

The outcome of this hypothesis contrasted with the research conducted by Ibriam (2024), which found no statistically significant

variations in the sexes' perceptions of parental treatment approaches within the study population.

The statistically significant differences between the average scores of male and female students in the tolerance and democratic dimensions, favouring female students, may stem from parental cultural influences that elevate the status of females, alongside prevailing social changes such as globalisation and increased interest in women's issues. This situation is further compounded by the perception that males are self-reliant, whereas females require guidance and oversight. Our study's findings contradict Hamid & Omar's (2016) research, which determined no statistically significant differences between sexes in parental treatment methods, as well as Ibrahim's (2011) study, which indicated no differences between males and females in their perception of certain parental treatment methods.

Concerning parental dominance, statistically significant disparities exist between males and females in their assessment of domineering behaviour directed towards males. Male children have greater awareness than female youngsters regarding their parents' increased dependence, control, and dominance over them. This may result from the socialisation practices employed with male children in Arab society. The male child's function in society is regarded as crucial, as he is perceived to carry the heaviest burden of future responsibilities. The father initiates preparations for his son to assume this duty by acclimating him to an environment characterised by control and dominance, grounded in the father's conviction that such tactics are essential in the upbringing of a man. This suggests that male children possess a greater awareness than girls regarding their dads' acceptance of them. This phenomenon can be attributed to the tendency of our Arab community to favour male children over girls, often expressing greater satisfaction with the former. This

outcome contrasts with findings from several prior studies, such as Abu Al-Naga's study (2009).

The researcher in this study attributes the disparity in parental treatment between males and females to variations in psychological characteristics and the unique challenges faced by females, particularly during adolescence, which include psychological stress and instability. Additionally, societal norms tend to afford males greater latitude to express their opinions, protest, or dissent compared to females. The distinctions between the two types arise from the observation that females exhibit a greater familial connection in their relationships, rendering them more susceptible to parental expectations compared to males.

**Hypothesis 3: There are statistically significant differences between the average scores of male and female students on the psychological resilience scale.**

To verify the validity of this hypothesis, a "t" test was calculated to identify the significance of the differences between the average scores of the two samples. The results are shown in the following table:

**Table 7. Significance of the differences between the average scores of male and female students on the psychological resilience scale**

Variable	Males (N = 150)		Females (N = 150)		T Value
	M	S	M	S	
Adapting to change.	27.43	2.90	26.34	3.45	0.748
Recovery after the crisis.	28.31	3.59	27.31	4.36	0.869
Total score for psychological resilience.	٤٩,٩٠	٩,١٠	٤٨,٢٥	١٠,٧٣	٠,٩٨٧

Table (7) indicates that there are no statistically significant differences between the mean scores of male and female adolescent pupils on the psychological resilience scale dimensions. The findings of this hypothesis align with the research conducted by Abdel Mageed et al., (2011), which indicated no statistically significant differences between males and females regarding security and psychological resilience. This conclusion was further corroborated by the studies of Al-Qarni (2022) and Ibraim (2011).

The outcome of this hypothesis contrasts with Shahata's (2022) study, which demonstrated statistically significant differences in psychological resilience scores, favouring females over males.

The lack of statistically significant differences between males and girls on the psychological resilience scale may stem from the psychological, social, and hormonal changes experienced during adolescence, a period characterised by mood fluctuations and tension for both genders. The family environment, characterised by psychological tranquillity and positive communication between parents and children, fosters a suitable atmosphere that promotes reassurance and harmony, ultimately leading to stability and balance. The cause may also stem from the characteristics of adolescence and perceived familial pressures related to family dynamics, including societal responsibilities towards the extended family. The level to which both females and males recognise that it is a secure setting conducive to their psychological equilibrium.

Psychological resilience is a contributing component to normalcy and mental well-being. This is because parents are the primary sources of psychological reassurance for adolescent children. The appropriate social upbringing techniques, grounded in parental awareness of acceptance and mutual affection, enhance psychological resilience and facilitate a smooth transition through adolescence, fulfilling the need for love and respect while also increasing adolescents' awareness of the psychological transformations in their lives.

Male and female students may attain equality in their responsibilities and considerations regarding their academic futures, employment, independence, self-reliance, marriage, and family formation, ultimately fostering psychological stability and alleviating feelings of alienation. Furthermore, a conducive environment will be established to facilitate the review of lessons and fulfil their obligations regarding research, job, and academic pursuits. A culture of collaboration and camaraderie will prevail among the pupils, fostering a high degree of psychological reassurance and alleviating feelings of alienation.

**Hypothesis 4: Parental treatment styles among students contribute to predicting psychological resilience.**

**Table 8.** Results of the stepwise multiple regression analysis of parental treatment styles towards psychological resilience in the study sample

Predictors	B-factor	R 2	F	Beta	T Value
Tolerance dimension	٠.١٣١	٠.١٥٧	**٧.٥٠	0.157	**٢.٧٥
Constant	٦٠.١٤				
Tolerance dimension	٠.٢٢٣	٠.٢٧٩	**١٢.٥٦	0.266	**٤.٣٢
Democratic dimension	٠.١٩٨			0.256	**٤.١٥
Constant	٥٣.٨٥				
Tolerance dimension	0.208	0.301	**٩.٨٠	0.248	**٤.٠١
Authoritarian dimension	0.284			0.366	**٤.٤٤
Democratic dimension	0.142			0.163	*٢.٤٣
Constant	٥٥.٠٨				

\*\* Functional at 0.01 level

\* Functional at 0.05 level

The data from the preceding table yields the subsequent results and implications:



- The above table clearly demonstrates that the tolerance dimension exerts a robust, effective, and statistically significant influence on predicting psychological resilience within the study population, indicating its predictive capacity for this measure.
- The tolerance and democratic dimensions significantly and effectively predict psychological resilience, accounting for 28% of the total variance in psychological resilience scores. This substantial variance indicates their predictive capability regarding psychological resilience performance among students.
- The combined influence of the tolerance, authoritarian, and democratic dimensions on predicting psychological resilience is robust, effective, and statistically significant, accounting for 30% of the total variance in psychological resilience scores. This substantial variance elucidates the predictive capacity of these three dimensions of parental treatment methods regarding students' psychological resilience performance.

The capacity of parental treatment methods to forecast psychological resilience among students is evidenced by findings suggesting that psychological resilience can be anticipated through various parental approaches, including tolerance, inconsistent treatment, neglect, and democratic practices, among others. The research by "Al-Ashry" (2011) demonstrated that parental practices grounded on principles and regulations are marked by psychological equilibrium and forecast the attainment of the required psychological stability and adaptability. This outcome can be elucidated by the significant influence of the family on the formation of children's personalities, fostering psychological compatibility and imparting beneficial behavioural patterns devoid of psychological stress. Despite the numerous transformations in the contemporary family structure, its significance and value remain

intact, and appropriate parental approaches profoundly influence children's lives. The teenager at this pivotal stage requires an appropriate, healthy environment that facilitates the navigation of challenges and fosters psychological and social integration, ultimately leading to a harmonious personality devoid of internal tensions. The adolescent's acquisition of painful experiences from parents due to improper treatment methods renders him susceptible to psychiatric disorders, leading to the observation that The adolescent experiences this phase devoid of disruptions, defined by equilibrium and psychological adaptability.

### **Recommendations:**

Based on what was stated in the theoretical framework and the results of the studies and what the results of this study resulted in, the following recommendations can be presented:

1. Raising awareness of the importance of parental treatment methods and their danger in raising children and thus preserving the future of the cultural identity of society.
2. More efforts should be made to conduct research and studies that address parental treatment methods and link them to educational curricula.
3. Benefit from the research results in building guidance and training programs directed at parents and children.
4. Preparing training courses and forums for parents to raise awareness of everything new in child-rearing methods in order to help prepare an aware and conscious generation with a quality of life so that it can serve society and advance it.

5. Government agencies should be interested in highlighting the importance of following sound educational methods in education, explaining the dangers of negative methods, and focusing on achieving psychological resilience.
6. Preparing awareness programs for parents and guidance programs to raise the level of psychological resilience for students to overcome problems among students.

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