

## DETERMINANTS AND IMPACT OF EMOTIONAL REGULATION IN ADOLESCENTS

Reem Khalid Alhajri (PhD Researcher)  
Prof. Farid El Massioui

### ABSTRACT

*Parental treatment in which children receive affects the development of emotional regulation abilities, especially in adolescence, as a critical period where many changes occur. Therefore, this paper aims at exploring the relationship between parental treatment methods and emotional regulation in adolescents. The analytical descriptive approach was used through a questionnaire designed for study purposes in order to collect preliminary information from the sample of the study, which consisted of 306 students in KSA of (153) males and of (153) females, as they were randomly selected and distributed. The results showed that there was statistically significant relationship between parental and maternal treatment and emotional regulation, as the Pearson correlation coefficient and the p-value were 0.120 & 0.039 respectively for parental treatment and 0.207 & 0.037 respectively for maternal treatment. However, the results showed that the role of mothers' parenting in emotion-regulation development (The correlation coefficient is 0.207) is higher than those in fathers' parenting (The correlation coefficient is 0.120). In addition, the results explained that there are no statistically significant differences on the measure of parental treatment due to the variable of the educational background of the father and the mother. Finally, this research recommended the need for activating dialogue approach due to its importance in developing the adolescents' intellectual, mental and emotional skills.*

Key words: Parental Treatment Methods, Emotional Regulation, Adolescents

### INTRODUCTION

The stage of adolescence can pass peacefully and naturally, but problems may arise as a result of parents' lack of understanding of this stage and its characteristics (Scharf et al., 2011). Parent-adolescent relationships is a set of emotional, mental, and social connections that link parents to adolescent children in order to orient them toward the normal course of life (Walter & Shenaar-Golan, 2017). The parental treatment can be described from multiple perspectives, for example, parenting practices, intergenerational relationships, family structure, and parent-child interaction patterns. The process of parenting and the quality of the family environment in which parental treatment takes place have strong effects on the adolescent's ability to accomplish developmental tasks of this critical age (Hoskins, 2014).

The concepts of parental treatment was varied due to its multiplicity and overlap, the different methods to measure it, as well as the theoretical frameworks on which the researchers relied. Parental treatment is recognized as a matrix of tasks including biological, social, economic, emotional, psychological, moral, and religious, which contribute mainly to develop life skills for adolescents and deal effectively with daily stress situations (Seiverling et al., 2012). Furthermore, Sarwar (2016) defined parental treatment as a set of behaviours that parents perform through their awareness of expected social role in order to perform the functions and duties that form parental attitudes (positive or negative) towards the children, these attitudes may differ from the attitudes of children towards parents. Moreover, parental treatment is a continuous process through the stages of child development, as children are aware of it through the attitudes and perceptions they make about the practices conducted by parents. Through these methods and behaviours of the father and mother, what the children learn from them will continue to be printed in their memory and personality (Mashrouti et al., 2017).

Adolescents' feelings are not a nuisance or a challenge, but an opportunity for parents to communicate with them and train them to handle difficult emotional situations. Therefore, parents should give their children full attention as they talk about their feelings, listen carefully to their words, and re-say what hearing to make sure you understand what they feel. Highly sensitive parents who are able to provide emotional guidance to their children can discover their children's feelings before they are expressed with severe or violent behaviours. It's important for children to learn that all emotions are acceptable but not all behaviours, so parents should help their children cope with their feelings by developing problem-solving skills (Morris et al., 2017).

Emotional regulation is not something children are born with. Young children have no emotional organizational skills, as their emotions can swing like a pendulum, and helping children to learn emotional regulation is one of the most important tasks in raising children. Emotional regulation consists of internal and external processes that participate in initiating, maintaining and modifying the occurrence, intensity and expression of feelings. In order to regulate emotions, parents need to monitor and recognize the emotions of their children, and adapt them optimally according to the current situation. Optimal emotional adjustment does not always mean reducing negative emotions and increasing positive emotions, for example when a child is hurt, parents can organize their own emotions to show empathy for the child to get support (Al-Elaimat et al., 2018).

### PARENTAL TREATMENT METHODS

Parental treatment methods play an active role in shaping the personality of children and adapting them to the society in which they live. It is due to their close association with the formation of personality in its various dimensions, including biological, psychological and social (Garcia & Santiago, 2017). Parental treatment methods are varied depending on the social and

economic environment to which their family belongs. There is no doubt that the status of the adolescent is related to the family composition and structure as well as the system of relations between its members (Mousa, 2018). Since the relationship between parental treatment method and adolescents is of great value, the integrity of this relationship is a necessary condition for personal and social compatibility and psychological stability (Walter & Shenaar-Golan, 2017). Based on that, parental treatment methods can be divided into adequate and inadequate parenting practices.

### **Adequate Parenting Methods**

Adequate parenting methods includes many positive attitudes and actions that have a significant impact on children's behaviour. Adequate parenting methods are as follows:

#### ***Democratic Method***

The democratic method can be defined as granting equal status to all members of the family without distinction in terms of equality, the right to freedom of opinion and expression, and the independence of personality. As it is characterized by tolerance and giving children the freedom to express themselves and choose their activities, friends, and ideas. It is also characterized by an understanding between the father and mother on the method of education. In this method, the relationship between children and parents is cooperative, based on freedom, respect for individuality, activity, movement, vitality, positive and interaction. This approach is manifested in several aspects, including the recognition of parents that children are different from each other, and regulations and orders associated with soft (Sarwar, 2016). As every individual in the family has rights and obligations that he/she knows and adheres to, in addition to encouraging the child to conduct independent behaviour, and establishing clear and consistent boundaries with regard to socially acceptable and unacceptable behavioural forms (Balottin et al., 2017).

#### ***The Principle of Equal Treatment***

Equality means not to discriminate between children, whether in food, clothing, money, or participating in activities, so that these children have a healthy psychological level (Kuppens & Ceulemans, 2018). In fact, the method of equal treatment of children often has positive results in the formation of fair, balanced personalities with mental health characteristics and are able to adapt to different situations within and outside the family. Psychologists, sociologists and a number of researchers argue that this method of parenting has a positive effect on the growth of children and their attitudes towards parents and others in society. The children feel self-confident, psychological security, compassion, love and affection. Therefore, parents should not be separated in treatment and attention among children for their mental health (Lenne et al., 2019).

#### ***Acceptance and Attention Approach***

Acceptance and attention is an interactive attitude between parents and their children, as it is an integrative union towards children. It is characterized by love, tolerance, care and affection. It also depends on rationality and balances the strictness and softness of the treatment of children, taking into consideration the nature of adolescence (Llorca et al., 2017). In this style, parents are keen to show the importance of their children in their lives, and help them to pay attention to their tendencies and hobbies, which makes them feel confident and self-esteem that is reflected in their social presence, since they become able to express their views without fear or concern. Parents who accept their children do not see caring for children as difficult tasks or hard work, on the contrary, they develop warm emotional relationships with their children, this leads to balanced growth in adolescence (Garcia & Santiago, 2017).

#### ***Independent Method***

The independent method of parental treatment gives the children an opportunity to plan their wishes in the way they want. In this method, parents set firm and clear limits to what is acceptable and unacceptable, after that, they encourage and motivate their children to handle their own affairs and achieve their own selves without relying on others. The need for independence and self-affirmation is one of the most important psychological demands of adolescents, as these needs, if the adolescent cannot satisfy them in an appropriate and convenient family climate, may be the cause of many psychological conflicts. As their appearance is linked to specific methods in the upbringing of adolescents, for instance, rejection can lead to feelings of shame, excessive demonstration and protection lead to a sense of irresponsibility, the strict system and conflicting views of the parents lead to hesitation and inability to make a decision, and the method of hostility in education leads to a lack of responsibility and adaptation to the demands of life (Jadon & Tripathi, 2017).

### **Inadequate Parenting Methods**

Inadequate parenting methods are the methods followed by parents that leave bad effects on the child's personality and prevent its compatibility. Inadequate parenting methods are as follows:

#### ***Autocratic Style***

It appears as a cruel, harsh, and inflexible way of understanding the adolescents' justifications when expressing their views or actions, which accompanied by excessive interference in the affairs of the son, the use of violence and punishment in all its forms, and insist on not discussing or departing from the system determined by the parents (Rezai Niaraki & Rahimi, 2013). In this method, parents normally control their children at all times and in all stages of their growth, renounce them in doing what they should do, and oppose their desire for independence to take their place as a mature individuals in society. Also, parents determine their lifestyle, activities and studies, and try to shape their behaviour according to strict and specific criteria, indifferent to their will and desire, which makes them more obedient to power (Llorca et al., 2017). This method is represented by a lack of good social relations whether in the family or with the outside world, the adolescent's interests and wishes are

neglected or considered unimportant, as their efforts to raise the interest of their parents are met with extreme denial and may be physically punished, since they are subject to strict behavioural norms and standards that should follow.

### ***Negligence Parenting***

Some parents follow different patterns of behaviour that lead children to feel undesirable, such as ostracism, neglect and abandonment without care or encouragement (Sarwar, 2016). This behaviour, particularly in adolescence, has a profound effect on its psychological composition. Neglect appears in the parents' indifference to their desires and physiological needs, in addition to refusing to promote the desired behaviours they do, which negatively affects children, in terms of their sense of non-genuine belonging to the family, with concern and guilt, and thus impedes mental, physical, emotional and social development. A child who feels ostracized and neglected resorts to inappropriate methods to attract others' attention such as screaming, beating his/her siblings, or complaining, since he/she does these types of behaviour not only to attract attention but to avenge his/her parents. As a result of this method, some adolescents may follow behaviours that indicate their hatred of society and their challenge to power, such as not obeying orders or rules, breaking the law, damaging the property of others, wasting public money, and misuse of things (Toth & Manly, 2019).

### ***Over-Protective Parenting***

This method is manifested in the child's excessive treatment, overprotection, and fear, which makes the parents keep their children from doing any work alone for fear of harm (Ungar, 2009). This method also includes compliance with all the children's demands, no matter how abnormal or strange, as well as the children's insistence on meeting their demands without consideration for the actual circumstances or lack of potential. This method appears in three different ways including excessive contact with the child, continuous spoiling, and preventing the child from independent behaviour. This pattern affects the adolescents in terms of irresponsibility, inability to cope with failures and frustrations in their life, anticipating the ultimate gratification of their needs from society later, and the growth of egoism and love of ownership. The exaggeration of tolerance and leniency provokes a feeling of irresponsibility and indifference, and drives them to the abyss of error (Ganaprakasam et al., 2018).

### ***Physical Abuse Method***

It means that the child is being beaten or any other form of corporal punishment in a harsh manner on small mistakes that make the child feel the injustice of the parents. These methods are generally used because they are known in society as a means of assessment in the field of child rearing. Thus, parents consider beatings to be an essential element to modify any behaviour that can be issued by their children, which lose the children an appropriate understanding of the culture of their society. The use of corporal punishment by parents is certainly creating rebellious children who tend to acts of vandalism and destruction, as they are also external to laws, rules of conduct, and cultural customs and traditions (Johnson & James, 2016).

### **Emotional Regulation Issues in Adolescents**

The emotional changes are very deep in the lives of adolescents, as their emotions are strong and violent and at the same time sometimes characterized by instability and contradiction. Moreover, an emotional contradiction and a dualism of feelings towards the self, thing, or situation are noted at this stage, as their emotions fluctuate between love and hate, fear and courage, religiosity and atheism, isolationism and socialism, enthusiasm and indifference, and other extreme behavioural manifestations (Naik & Saimons, 2014). Adolescents are unable to control them or the external manifestations that accompany with, consequently, there is no emotional stability at this stage, where the adolescents' emotional volatility appears and his behaviour fluctuates between the behaviour of children sometimes and adults at other times (Joy & Mathew, 2018). Furthermore, on emotional side, adolescents become hypersensitive and depressed, as a result of the conflict between their desires and the social environment, in addition to the social norms and values it holds that must be matched and followed, and therefore this aspect of the emotional growth is very important (Rawat & Singh, 2016).

Parents note that their sons and daughters in adolescence are very emotional and relate to others, whether celebrities, classmates or surroundings, so they fall into a number of emotional and psychological trauma. These feelings are normal, but they need awareness, guidance and good behaviour in the context of their relationship with their parents, which may be almost non-existent, insufficient, tense or anxious, so this can make the teenager to make the wrong decisions or go to an unhealthy relationship in compensation for what he/she lost (Jacobs et al., 2016). Moreover, failure to regulate emotions can cause children to develop unfavourable personality such as anger, aggression, withdrawal or anxiety, which can interfere with a child's social competence. The anger hides many emotions in adolescents, including: frustration, embarrassment, sadness, fear, hurt, weakness, and shame. When adolescents cannot deal with these problems, they will be at risk and persecution, as many adolescents at this age find it difficult to identify their feelings (Lowth, 2015).

Adolescents experience psychological disturbance because of conflicting psychological motives that are not consistent and complementary, which causes them feelings of emotional contradiction or dual feelings or ambivalence, which boils down to fluctuation and instability of their feelings, such as feeling attracted, aversion, love, hate, contentment, and discontent with the topics and situations. The psychological pressure comes from the escalation of tension resulting from the inability of adolescents to take appropriate decisions, as it remains fluctuating between a childish tendency characterized by a repudiation of responsibility and an adult tendency to try to force them to do what is assigned to it (Nirmala et al., 2018). During this sensitive age, adolescents seek self-assertion through a set of behaviours that may lead them to experiment, so they try some things, which may affect themselves psychologically and socially (Allemand et al., 2019).

Adolescents live in a state of confusion and incompatibility, as there are mixed feelings. Therefore, adolescents feel uncomfortable and anxious, since these disorders occur because of emotional isolation, where they are in a state of psychological imbalance, as they always think about themselves and their threatened behaviors. This condition experienced by adolescents from lack of self-balance and compatibility affects all other types, including social, organic and educational. One of the most important factors that affect adolescents' psychological compatibility is their ignorance of themselves. They cannot reconcile with themselves, their families, and their community, so their behavior towards others is ambiguous. Adolescents' understanding of themselves makes them aware of their actions and behaviors with others, as this understanding makes them eager to do the appropriate actions and choose the right friends and practice the appropriate hobbies (Twenge & Campbell, 2018).

## RESEARCH PROBLEM AND QUESTIONS

Families are the first social institution responsible for social upbringing. They are an automatic union that results from the preparations and potential inherent in the human nature tend to the matching. Family plays a key role in the adolescents' behaviour in a manner that is consistent with the behavioural models that they offer to their young (Jiménez & Estévez, 2017). The patterns of parental treatment and the interactions that revolve within families are the media that bring back a positive response to the children's raising and their emotional regulation. In this context, Yeager et al. (2018) believes that the impact of parental practices on the upbringing of adolescents is an important factor to develop their personality in all its senses. Furthermore, psychologists affirm that inadequate parental treatment makes adolescents feel insecure and put in themselves the seeds of emotional contradiction and develop in them feelings of deficiency and inability to face the demands of life (Johnson & James, 2016). In light of the above, the following questions can be asked:

1. What are the level of emotional regulation that are due to the difference between the father and the mother in treatment (stable / unstable)?
2. Are there differences on the measure of parental treatment due to the variable of the educational background of the father and the mother?

## RESEARCH OBJECTIVES

Parental treatment has a significant importance in the life of human, as well as in psychology and mental health due to changes experienced by the adolescents at different levels that affect their psychological side. Thus, this paper aims at focusing on parental treatment methods and their relationship to the emotional regulation of adolescents, which is a key factor to achieve the psychological well-being and full compatibility of the adolescents. In addition to investigating the differences between parental treatment methods and their relation to emotional regulation in both the father and mother. Moreover, this research seeks to add new results to the cognitive and scientific accumulation of the relationship between the methods of parental treatment and emotional regulation in the secondary school.

## RESEARCH HYPOTHESES

In order to achieve research objectives, the following hypotheses were formulated:

*The First Hypothesis: "There is a statistically significant relationship between parental and maternal treatment and emotional regulation"*

*The Second Hypothesis: "There are statistically significant differences on the measure of parental treatment due to the variable of the educational background of the father and the mother".*

## RESEARCH METHODOLOGY

The analytical descriptive approach was used to study the parents' treatment and its relation to the emotional regulation. This approach seeks to compare, interpret and assess things, in order to reach meaningful general rules that increase the stock of knowledge in respect of this topic. For addressing the analytical aspects of the research subject, the primary data were collected through using the questionnaire as the main instrument of the research, which was specifically designed for this purpose, and was distributed on 306 male and female students. In order to achieve the objectives of the study, the questionnaire was developed based on the review of previous studies. The questionnaire consisted of two main sections:

**Section I:** It is the personal characteristics of the respondent (gender, mother's level of education, father's level of education).

**Section II:** It is the study axes and the questionnaire consists of third axes. First axis and second axis represent the standard of parental treatment in terms of father and mother, as each consists of (44) paragraphs. While, third axis represent the emotional balance consisting of (45) paragraphs.

In first axis and second axis, the binary standard has been used to determine the level of approval of the paragraphs and areas of study, based mainly on the value of the arithmetic mean and relative weight as shown in the table 1.

**Table 1: Binary Standard.**

Level	No	Yes
Arithmetic mean	Less than 1.50	More than 1.50
Relative weight	Less than 75%	More than 75%

In third axis, the Triple Likert Standard has been adopted by using the criterion set out in table 2 to judge the direction of each paragraph, depending mainly on the value of the arithmetic mean and relative weight to determine the level of approval of the paragraphs and axes of the study.

**Table 2: The Triple Likert Standard.**

Level	No	Sometimes	Yes
Arithmetic mean	Less than 1,66	1.67 to 2.32	More than 2,33
Relative weight	Less than 55,3%	55.4% to 77.3%	More than 77,4%

### Respondents' Profile

The study population included all male and female students in KSA. A random sample was selected to represent the study population. This sample consisted of 306 adolescent students in KSA as shown in the table 3. The results show that 50% of the sample were female, and 50% of the sample were male. It is noted that the study sample was distributed equally to males and females, which gives an opportunity to study the effect of each on parental treatment without losing sight of the role of one at the expense of the other. Also, the results show that the mothers of 48.4% of the sample had a bachelor's level of education, while the mothers of 44.7% of the sample had a secondary education level, whereas the mothers of 6.9% of the sample had postgraduate degree. In addition, the results show that the fathers of 45,1% of the sample had a bachelor's level of education, while the fathers of 38.6% of the sample had a secondary education level, while the fathers of 16.3% of the sample had postgraduate degree. It is noted that the educational levels of all degrees have been taken into consideration, whether for parents or mothers, which gives the results of the study more credibility and realism.

**Table 3: Distribution of the Study Sample (N= 306).**

Variable	N (%)
<b>Gender</b>	
Male	153 (50.0%)
Female	153 (50.0%)
<b>The Mother's Educational Level</b>	
Secondary	137 (44.7%)
Bachelor's Degree	148 (48.4%)
Postgraduate Degree	21 (6.9%)
<b>The Father's Educational Level</b>	
Secondary	118 (38.6%)
Bachelor's Degree	138 (45.1%)
Postgraduate Degree	50 (16.3%)

### Descriptive Statistics

The results of the descriptive statistical analysis of the questionnaire statements are presented by determining the repetitions, the average and the standard deviation for each scale, including the scale rate of the parental treatment from the father's side, the scale rate of the parental treatment from the mother's side, and the scale of emotional regulation.

**Table 4: The scale rate of the parental treatment from the father's side.**

SL. NO.	Paragraph	No		Yes		Average	Standard deviation
		N	%	N	%		
3	My parents think that they are the only one capable of choosing my friends.	283	92.5	22	7.2	1.07	0.259
7	My father punishes me for any mistake even if it is trivial.	270	88.2	34	11.1	1.11	0.316
12	My father chooses my cloths without taking my opinion.	282	92.2	23	7.5	1.08	0.264
13	My father punishes me if my brother hit me and he is mistaken.	268	87.6	34	11.1	1.11	0.317
17	My father takes my things and gives it to my brothers.	291	95.1	12	3.9	1.04	0.195
24	My parents help me if I asked for their help.	21	6.9	276	90.2	1.93	0.257
29	I feel my parent's joy when I am with them.	46	15.0	253	82.7	1.85	0.361
37	My father gets worried when I am outside.	48	15.7	249	81.4	1.84	0.369
38	My father treats me well.	12	3.9	285	93.1	1.96	0.197
42	My parents become proud when I succeed in my study.	26	8.5	273	89.2	1.91	0.282
<b>Total rate of the scale</b>						<b>1.48</b>	<b>0.117</b>

It is clear from the table 4 that the general arithmetic average for the parental treatment from the father's side reached (1.48) with a standard deviation of (0.117), this means that the scale rate has come with a rank of "No". This may be due to conflict between adolescent beliefs and the paradigms of feeling responsible by fathers. In addition, extreme cruelty that fathers sometimes follow make adolescents feel dependent on others to solve their problems, so that the intensity of the conflict increases, which makes them resort to withdrawal from the social world, introversion and shame. Also, it can be concluded from the previous table the following:

- The scale of the parental treatment from the father's side includes 44 sentences, 19 of them (1,4,8,11,14,18,24,27,26,29,32,33,34,37,38,40,42,43,44) are available with "Yes", while the rest is "No". The table 4 shows only the top five paragraphs with an arithmetic mean as well as the lowest five paragraphs.
- Sentence (38) which says "My father treats me well", got the first rank" with an arithmetic average of (1.96).
- Sentence (17) which says "My father takes my things and gives it to my brothers" got the last rank with relative weight (1.04).

**Table 5: The scale rate of the parental treatment from the mother's side.**

SL. No.	Paragraph	No		Yes		Average	Standard deviation
		N	%	N	%		
3	My parents think that they are the only one capable of choosing my friends.	244	79.7	29	9.5	1.11	0.309
7	My mother punishes me for any mistake even if it is trivial.	229	74.8	35	11.4	1.13	0.340
12	My mother chooses my cloths without taking my opinion.	236	77.1	34	11.1	1.13	0.332
13	My mother takes my things and gives it to my brothers.	236	77.1	33	10.8	1.04	0.329
21	My mother cares more about my brother's study than mine.	223	72.9	47	15.4	1.17	0.380
24	My parents help me if I asked for their help.	37	12.1	231	75.5	1.86	0.346
37	My mother gets worried when I am outside.	35	11.4	231	75.5	1.87	0.339
38	My mother treats me well.	23	7.5	243	79.4	1.91	0.282
40	My mother spends good time with me at home.	29	9.5	237	77.5	1.89	0.312
42	My parents become proud when I succeed in my study.	26	8.5	240	78.4	1.90	0.298
<b>Total rate of the scale</b>						<b>1.52</b>	<b>0.160</b>

It is clear from the table 5 that the general arithmetic average for the parental treatment from the mother's side reached (1.52) with a standard deviation of (0.160), this means that the scale rate has come with a rank of "yes". This is due to the fact that mothers are by nature more affectionate and receptive to the opinions and ideas of their children, so adolescents, whether male or female, tend to interact and dialogue with their mothers at the expense of their parents. In addition to that, mothers usually follow the method of soft treatment based on understanding the needs of children, especially in adolescence, so mothers do not resort to force or impose their decisions on their children in many cases. Also, it can be concluded from the previous table the following:

- The scale of the parental treatment from the mother's side includes 44 sentences, 25 of them (1,2,4,6,8,11,14,26,22,23,24,25,26,27,28,29,32,33,34,37,38,40,42,43,44) are available with "Yes", while the rest is "No".
- The general arithmetic average for this focal point reached (1.52), this means that the scale of the parental treatment from the mother's side has come with a rank of "yes".
- Sentence (38) which says "My mother treats me well", got the first rank with an arithmetic average of (1.91).
- Sentence (17) which says "My mother takes my things and gives it to my brothers", got the last rank with relative weight (1.04).

**Table 6: The scale of emotional regulation.**

Item	paragraph	No		Sometimes		Yes		Mean	Standard deviation
		N	%	N	%	N	%		
10	I think I'm loved by my colleagues.	20	6.5	62	20.3	211	69.0	2.65	0.604
16	I cannot admit the error whatever it is	174	56.9	98	32.0	21	6.9	1.48	0.628
17	I feel very much that my colleagues are making fun of me.	234	76.5	38	12.4	21	6.9	1.27	0.586
22	I avenge who harms me, no matter what it costs me.	209	68.3	56	18.3	28	9.2	1.38	0.655
24	I believe that man learns from his mistakes.	1	0.3	29	9.5	263	85.9	2.89	0.319
25	I am so hopeful for the future.	16	5.2	52	17.0	225	73.5	2.71	0.561
26	I am annoyed by the much of blame and reproach.	19	6.2	61	19.9	209	68.3	2.66	0.598
30	I always have a desire to start a fight.	212	69.3	49	16.0	28	9.2	1.36	0.653
37	I feel very sad when I face a sad situation.	19	6.2	95	31.0	178	58.2	2.54	0.616
42	I treat myself much as if I'm a failure.	214	69.9	54	17.6	24	7.8	1.35	0.627
<b>Total grade of the scale</b>								<b>2.06</b>	<b>0.201</b>

It is clear from the table 6 that the general arithmetic average for the scale of emotional regulation reached (2.06) with a standard deviation of (0.201), which means that the measure of emotional balance of grade "sometimes". This confirms that emotional balance have a special place in the life of the adolescent, so that it provides stability and happiness, so establishing healthy relationships with adolescents occupies an important place among the essential things that parents must know how to deal with. Also, it can be concluded from the previous table the following:

- The measure of emotional balance included 45 phrase, 12 phrases of them (1, 21, 24, 25, 26, 33, 36, 26, 37, 39, 40, 43) are available with a grade of "yes", but the phrases of (13, 15, 16, 22, 30, 31, 41, 42) are available with a grade of "no", while the rest of the phrases are available with a grade of "sometimes".  
The phrase (24) which reads "I believe that man learns from his mistakes" ranked first with an average of 2.89.
- The phrase (17), which read "I feel very much that my colleagues are making fun of me" in the last place with a relative weight of (1.27).

### Research Hypotheses

**The First Hypothesis: "There is a statistically significant relationship between parental and maternal treatment and emotional regulation"**

To find this relationship, the researcher found Pearson correlation coefficient to verify a relationship between parental and maternal treatment and emotional regulation.

**Table 7: The correlation coefficient between parental treatment and emotional balance.**

The correlation coefficient	The p-value
0.120	0.039

**Table 8: the correlation coefficient between maternal treatment and emotional balance.**

The correlation coefficient	The p-value
0.207	0.037

Table 7 shows the correlation coefficient between parental treatment and emotional balance, as the results showed that the correlation coefficient is 0.120 and that the p-value is 0.039 which is greater than  $\alpha = 0.05$ . This indicates that there is statistically significant relationship between parental treatment and emotional regulation. Regarding the correlation coefficient between maternal treatment and emotional balance, the table 8 shows that the correlation coefficient is 0.207 and that the p-value 0.037 which is lower than  $\alpha = 0.05$ . This indicates that there is statistically significant relationship between maternal treatment and emotional regulation. This results confirms that the role of parenting has a significant impact on the adolescents' social and psychological development of their proper attitudes and abilities and their encouragement to creativity and innovation. In addition, the results showed that the role of mothers' parenting in emotion-regulation development (The correlation coefficient is 0.207) is higher than those in fathers' parenting (The correlation coefficient is 0.120). The reason for this may be that maternal treatment is characterized by warmth, tolerance, and acceptance of the problem-oriented approach to addressing life's crises. On the other hand, parental treatment is prevalent in ongoing rejection and punishment, which may lead to the formation of latent fears and reinforce feelings of insecurity in adolescents.

**The Second Hypothesis: "There are statistically significant differences on the measure of parental treatment due to the variable of the educational background of the father"**

In order to test the second hypothesis, the one way ANOVA was used to detect the differences in the sample estimates of the study due to the variable (Educational background of the father and mother). The following tables shows that:

**Table 9: Results of the analysis of the mono- variance to determine the differences between the estimates of the study sample due to the variable of (Educational background of the father).**

Source of variation	Total squares	Degrees of freedom	Average of squares	Value of "f"	Level of significance	Comments
Among groups	0.021	2	0.011	0.809	0.447	<b>There are no differences.</b>
Within groups	3.331	255	0.013			
Total	3.352	257				

**Table 10: Results of the analysis of the mono-variance to determine the differences between the estimates of the study sample due to the variable of (Educational background of the mother).**

Source of variation	Total squares	Degrees of freedom	Average of squares	Value of "f"	Level of significance	Comments
Among groups	0.036	2	0.018	0.697	0.499	<b>There are no differences.</b>
Within groups	6.921	266	0.026			
Total	6.957	268				

The table 9 shows that the calculated F values are less than the F value in the total grade of the parental treatment measure. This means that there are no statistically significant differences on the measure of parental treatment due to the variable of the educational background of the father. Also, the table 10 shows that the calculated F values are less than the F value in the total grade of the parental treatment measure. This means that there are no statistically significant differences on the measure of parental treatment due to the variable of the educational background of the mother. The reason behind this result may be the prevailing customs and traditions in parental treatment in the Arab countries in general, which depend on previous experience and have no relationship with the level of the father or mother's education.



## DISCUSSION

The results showed that there was statistically significant relationship between parental and maternal treatment and emotional regulation. This results is consistent with Kiel & Kalomiris, (2015); Keshavarzi et al. (2016); Keltner et al. (2019); Singh et al. (2013); Lennarz et al. (2019). The researcher believes that the family's psychosocial environment in which an adolescent grows affects the development of emotional regulation abilities. Adolescents who grew up in families with marital conflicts or parental depression were more prone to difficulties with emotional regulation, symptoms of depression and difficulties of emotional understanding. Moreover, the emotional growth of adolescents is influenced by the social atmosphere in their family, since any altercation between their father and mother affects their emotions. The repetition of these quarrels delay the normal growth, and impede adolescents' emotional balance. Excessive parents in controlling their daily life, continuing to be treated them as a young children in need of permanent guidance, impeding their tendencies and hobbies and subjecting them to the choice of parents for their next career, and neglecting their training to control emotions since childhood will adversely affect their emotional development. So Parents should therefore consider not to quarrel in front of adolescents. This is because adolescents will hate this controversial environment, as it is possible that they hate one or both parents, they must always feel that the relationship between the parents is pleasant. Parents should also settle any disagreement -even material differences- away from the adolescents. In short, any difference of views between parents is not argued loudly in front of their children, but with prudence and a quiet voice of love and respect between parents (Kiel & Kalomiris, 2015). Therefore, dialogue is of great importance and necessary because it develops the adolescents' intellectual, mental and emotional skills, especially in adolescence, as a critical period in which many changes occur. The lack of dialogue and discussion within the family leads to a lack of understanding and rapprochement between members of the family, which causes conflicts, affects the psychological and behaviour of adolescents, and contributes to the lack of good mental health and emotional balance. As achieving emotional balance is one of the most important needs that the adolescent seeks to satisfy (Keltner et al., 2019).

Parental emotions are strongly correlated with the quality of parental care, since parental warmth predicts positive outcomes, while hostility predicts negative outcomes, because parents' strong feelings are accompanied by daily conflict and anger towards their children. At times, family conflicts are increasing in adolescence, so parents need dialogue, discussion and calm in order to communicate with their teenage children (Singh et al., 2013). Moreover, adolescents who have been forced to suppress their emotions in childhood or have not been treated well, have difficulty regulating their emotions when they grow up. Keshavarzi et al. (2016) emphasized that improper education of children leads to unsafe attachment patterns that impede the development of effective emotional regulation skills. The researcher believes that parental expressive methods that include non-disclosure of different emotions may implicitly encourage children to rely on methods of emotional suppression. This leads to inadequate regulation of emotion and makes them increasingly exposed to experiences, disorders and subsequent psychological problems. In addition, parents do not interfere in all matters of adolescents' life, because they want to feel independent, as the guidance does not come in the form of orders, but parents should take their opinion or consult them in different solutions and alternatives to the problem we are discussing, and try to convince them of the right solution, by showing the advantages of this solution and show the disadvantages of other solutions and then make them choose, even if they insist and choose the wrong solution, it is fine if it bears it. Parents should also draw their attention when they get angry for trivial reasons, with directing them to the importance of controlling themselves during anger, so as not to utter hurtful words or abnormal behaviour (Lennarz et al., 2019).

In addition, the results explained that there are no statistically significant differences on the measure of parental treatment due to the variable of the educational background of the father and the mother. These results are inconsistent with Marceau et al. (2015); Llorca et al. (2017). From the researcher's point of view, there is no doubt that the low educational level of parents may result in the emergence of the student in a backward learning environment that will not interest parents in education or appreciation of educational processes, which may lead to affect the attitudes of children. Parents' educational level affects the process of socialization and the attitudes adopted by the parents in the normalization of their children socially, so that parents' educational level makes them employ their knowledge in the upbringing of their children according to the distinctive characteristics of each stage, determine the general rules for the treatment of children, dealing with the situations experienced by children and the problems they face, and adopt sound educational methods. This level also affects the extent to which parents recognize the child's. The researcher believes that the method of punishment is more common at lower levels of education, while the method of explanation and interpretation is often prevalent among educated parents. In addition, educated mothers are also more tolerant with their children than uneducated mothers, however, a very large proportion of educated mothers who work outside the home are nervous and concerned due to the great pressure on them, which makes the rules in their family linked to external conditions and full of contradictions.

## CONCLUSION

This paper aims at focusing on parental treatment methods and their relationship to the emotional regulation of adolescents. Through results of the statistical analysis of the study sample, which numbered 306 adolescent of (153) males and of (153) females. The results showed that there was statistically significant relationship between parental and maternal treatment and emotional regulation, as the Pearson correlation coefficient and the p-value were 0.120 & 0.039 respectively for parental treatment and 0.207 & 0.037 respectively for maternal treatment. However, the results showed that the role of mothers' parenting in emotion-regulation development (The correlation coefficient is 0.207) is higher than those in fathers' parenting (The correlation coefficient is 0.120). In addition, the results explained that there are no statistically significant differences on the measure of parental treatment due to the variable of the educational background of the father and the mother. The current research will contribute to provide more information regarding the relationships between parental treatment methods and the emotional regulation of adolescents. Accordingly, this research helps parents select the appropriate parenting methods that suit with the nature of adolescence employing and directing the energies of adolescents for their own benefit, their families and

society as a whole. This will not happen without giving the adolescent emotional support and freedom within the controls of society, developing their creative thinking, encouraging them to read, practicing sports and useful hobbies, training them to face challenges and taking responsibilities, and investing their spare time in what is beneficial to them. Finally, this research recommended the need for activating dialogue approach due to its importance in developing the adolescents' intellectual, mental and emotional skills.

## REFERENCES

- Al-Elaimat, A., Adheisat, M., & Alomyan, H. (2018). The relationship between parenting styles and emotional intelligence of kindergarten children. *Early Child Development and Care*, 1-11.
- Allemand, M., Job, V., & Mroczek, DK (2019). Self-control development in adolescence predicts love and work in adulthood. *Journal of personality and social psychology*, 117(3), 621.
- Balottin, L., Mannarini, S., Rossi, M., Rossi, G., & Balottin, U. (2017). The parental bonding in families of adolescents with anorexia: attachment representations between parents and offspring. *Neuropsychiatric disease and treatment*, 13, 319.
- Garcia, Q. P., & Santiago, A. B. B. (2017). Parenting styles as correlates to self-esteem of underprivileged adolescents: basis for a proposed parenting skills program. *Parenting*, 2(5).
- Hoskins, D. (2014). Consequences of parenting on adolescent outcomes. *Societies*, 4(3), 506-531.
- Jacobs, F., Easterbrooks, M. A., Goldberg, J., Mistry, J., Bumgarner, E., Raskin, M., ... & Fauth, R. (2016). Improving adolescent parenting: Results from a randomized controlled trial of a home visiting program for young families. *American journal of public health*, 106(2), 342-349.
- Jadon, P. S., & Tripathi, S. (2017). Effect of Authoritarian Parenting style on self-esteem of the Child: A Systematic Review. *IJARIIIE-ISSN(O)-2395-4396*, (3)3, pp. 909-913.
- Jiménez, T. I., & Estévez, E. (2017). School aggression in adolescence: Examining the role of individual, family and school variables. *International Journal of Clinical and Health Psychology*, 17(3), 251-260.
- Johnson, E. J., & James, C. (2016). Effects of child abuse and neglect on adult survivors. *Early child development and care*, 186(11), 1836-1845.
- Joy, M. & Mathew, A. (2018). Emotional Maturity and General Well-Being of Adolescents. *IOSR Journal of Pharmacy*, 8(5), pp.1-6.
- Keltner, D., Sauter, D., Tracy, J., & Cowen, A. (2019). Emotional expression: Advances in basic emotion theory. *Journal of nonverbal behavior*, 43(2), 1-28.
- Keshavarzi, S., Fathi Azar, E., Mirnasab, M. M., & Badri Gargari, R. (2016). Effects of a Transactional Analysis Program on Adolescents' Emotion Regulation. *Inter J Psycho Stud*, 8(4), 51-60.
- Kiel, E. J., & Kalomiris, A. E. (2015). Current themes in understanding children's emotion regulation as developing from within the parent-child relationship. *Current Opinion in Psychology*, 3, 11-16.
- Kuppens, S., & Ceulemans, E. (2018). Parenting Styles: A Closer Look at a Well-Known Concept. *Journal of child and family studies*, 28(1), 168-181.
- Lennarz, H. K., Hollenstein, T., Lichtwarck-Aschoff, A., Kuntsche, E., & Granic, I. (2019). Emotion regulation in action: Use, selection, and success of emotion regulation in adolescents' daily lives. *International journal of behavioral development*, 43(1), 1-11.
- Lenne, R. L., Joyal-Desmarais, K., Jones, R. E., Huelsnitz, C. O., Panos, M. E., Auster-Gussman, L. A., ... & Simpson, J. A. (2019). Parenting styles moderate how parent and adolescent beliefs shape each other's eating and physical activity: Dyadic evidence from a cross-sectional, US National Survey. *Journal of Experimental Social Psychology*, 81, 76-84.
- Llorca, A., Richaud, M. C., & Malonda, E. (2017). Parenting styles, prosocial, and aggressive behavior: The role of emotions in offender and non-offender adolescents. *Frontiers in psychology*, 8, 1246.
- Lowth, M. (2015). Managing anger in adolescents. *Practice Nurse*, 45(12), 18-23.
- Marceau, K., Narusyte, J., Lichtenstein, P., Ganiban, J. M., Spotts, E. L., Reiss, D., & Neiderhiser, J. M. (2015). Parental knowledge is an environmental influence on adolescent externalizing. *Journal of Child Psychology and Psychiatry*, 56(2), 130-137.
- Mashrouti, P., Dolatshahi, B., Mohamadkhani, P., Pourshahbaz, A., & Mohammadi, F. (2017). Parental Traits in the Relationship of Type and Severity of Psychopathology in Young Adults. *Practice in Clinical Psychology*, 5(4), 297-304.
- Morris, A. S., Criss, M. M., Silk, J. S., & Houlberg, B. J. (2017). The impact of parenting on emotion regulation during childhood and adolescence. *Child Development Perspectives*, 11(4), 233-238.

- Mousa, M. H. (2018). Parental Treatment Methods and their Relationship to Adolescents' Behaviors of Using Social Media Programs. *International Journal of Humanities and Social Science*, 8(7), pp. 87-99.
- Naik, P. K., & Saimons, S. K. (2014). Effect of parenting on emotional and social maturity among adolescents. *European Academic Research*, 2(3), 4065-4083.
- Nirmala, A., Valarmathi, V., Venkataraman, P., Kanniammal, C., & Arulappan, J. (2018). Factors Influencing the General Well Being of Adolescents with Health Problems. Available at SSRN 3204904.
- Rawat, C., & Singh, R. (2016). A Study of Emotional Maturity of Adolescents with Respect to Their Educational Settings. *Journal of Social Sciences*, 49(3-2), 345-351.
- Rezai Niaraki, F., & Rahimi, H. (2013). The impact of authoritative, permissive and authoritarian behavior of parents on self-concept, psychological health and life quality. *European Online Journal of Natural and Social Sciences*, 2(1), pp-78.
- Sarwar, S. (2016). Influence of Parenting Style on Children's Behaviour. *Journal of Education and Educational Development*, 3(2), pp. 222-249.
- Scharf, M., Wiseman, H., & Farah, F. (2011). Parent-adolescent relationships and social adjustment: The case of a collectivistic culture. *International journal of psychology*, 46(3), 177-190.
- Seiverling, L., Williams, K., Sturmey, P., & Hart, S. (2012). Effects of behavioral skills training on parental treatment of children's food selectivity. *Journal of applied behavior analysis*, 45(1), 197-203.
- Singh, R., Pant, K., & Valentina, L. (2013). Gender on social and emotional maturity of adolescents: A case study of Pantnagar. *Studies on Home and Community Science*, 7(1), 1-6.
- Toth, S. L., & Manly, J. T. (2019). Developmental Consequences of Child Abuse and Neglect: Implications for Intervention. *Child Development Perspectives*, 13(1), 59-64.
- Twenge, JM, & Campbell, WK (2018). Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study. *Preventive medicine reports*, 12, 271-283.
- Ungar, M. (2009). Overprotective parenting: Helping parents provide children the right amount of risk and responsibility. *The American Journal of Family Therapy*, 37(3), 258-271.
- Walter, O., & Shenaar-Golan, V. (2017). Effect of the parent-adolescent relationship on adolescent boys' body image and subjective well-being. *American journal of men's health*, 11(4), 920-929.
- Yeager, DS, Dahl, RE, & Dweck, CS (2018). Why interventions to influence adolescent behaviour often fail but could succeed. *Perspectives on Psychological Science*, 13(1), 101-122.

Reem Khalid Alhajri  
Paris 8 University, PhD Researcher at UFR of Psychology,  
Paris 8 University, Lecturer at Psychology,  
Princess Nourah Bint Abdul Rahman University in Saudi Arabia  
Email: rkalhajri@pnu.edu.sa.

Prof. Farid El Massioui  
University Ombudsman,  
Responsible for teaching at the Faculty of Psychology and the Institute of Distance Learning (IED)  
Responsible for the professional path of the Master 2 'Psychology of Cognition'; Head of the group "Cognition, Ethnopsychiatry, Adaptation" (CEA); Laboratory Human and Artificial Cognition (CHart), UFR of Psychology, Paris 8 University 2 rue de la liberté 93526 St. Denis, cedex. la France.  
Email: Farid.El-Massioui@univ-paris8.fr.