
Techniques and Upbringing Parenting Perceived and their Relationship: The concept of Self-Identity and Social Competence among Adolescent Students

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Abstrak

This study aimed to study the perceived techniques of upbringing and parenting, and their relationship to the concept of self-identity and social competence among adolescent students in Jordan. To achieve these goals, the study followed the descriptive method, with a questionnaire as a study tool. This was applied to a sample made up of (500) Public school students in Jordan for the age group between (14-15) years. The study found that the most prominent Techniques for parenting included: dialogue, acceptance, bear the responsibility, and cooperation, for both parents; the degree of the concept of self-identity and social competence was Medium, and the results showed the existence of a positive relationship between parenting and upbringing techniques and the concept of self-identity and Social efficiency.

Keywords: Perceived parenting and upbringing techniques, The concept of self-identity, social competence.



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Introduction

The family is considered the first building block of Society, the cornerstone, and its pillar, so Islam cares about building the family on solid foundations to guarantee its strength and its continuity, as directed through the methods parents use to raise their children with their upbringing intact. The social environment kicks off the importance of the family with the mother. She receives the child from birth and continues with them for a period that may be longer or shorter, and she returns relevance like that. It is a comprehensive field for all kinds of factors, from Social to Sentimental and cultural and economic. For the child, it is the first opportunity for social education, as it represents the instrument of the society in investigation with practical Goals of social normalization for its members (Al-Balawi, 2020; Al-Bulayhi, 2018).

So if negative pedagogical methods in families adversely affected dignitary's sons and their behavior, where Net Overcome feelings of unhappiness, withdrawal, and insecurity in others and enmity and low scholastic collection. Whereas positive pedagogical methods in the family are characterized positively. The sons enjoy confidence in themselves and reassurance and personal strobes that enable them to cope with cruel circumstances. It increases his self-confidence and it shows he has good self-affirmation (Dweik, 2018; Martinez-Escudero et.al, 2023; Jinan et.al, 2022). This presents the concept of self-identity as an important indicator of mental health and successful social relationships, either in the family or at work and in all different walks of life (Rafah, 2021; Zaqout, 2019).

The concept of self-affirmation and its effects on teens and their personalities, is positive. I have teens, and this helps them have a stable psychology and reassurance in their interactions with themselves, their families and society. And through that, their daily lives will have more poise and they will enjoy greater mental health (Al-Khazraji, 2018). Parenting techniques and upbringing, and familial education are the strongest factors for self-affirmation, whether high or low working example methods normal before parents the individual's self-acceptance and for others, and his training to face situations positively and not to run away from them. In the treatment of children, methods will often change altogether, like ignoring

dependency-independence on his parents and others in his life. This makes his personality weak and not sure of himself (Al-Arini, 2019).

Promise efficiency of the skills under the Social umbrella needs the individualism in order to succeed in his Social relationships, the person has Social efficiency to succeed in choosing appropriate skills for each situation he goes through, and use it in ways that lead to positive results (Garaigordobil & Navarro, 2022). Empathy and connection with others and mutual understanding of sentimental feelings will build personal pathological relationships with people, in which the individual is a good listener to them, and is able to know their interests and appreciate their feelings and understanding (Darling et.al, 2008). This results in high social efficiency and more ability to face social situations and share social activates with others (Chen et.al, 2013).

Adolescents may face stress and mental problems from social turbulence and low level social efficiency. So it must be available in school atmospheres that Poetry students feel safe and free with free expression about their abilities and their needs, until they have a high level of Social efficiency and so achieve their educational goals (Assadi et.al, 2011; Bush & Peterson, 2013).

And this has risen to the research of many of the perceived parenting and upbringing techniques in a study (2016A study) aimed to identify parenting shapes and transactions that practice it. Parents of stage students that sold a basic education in the Sultanate of Oman, in addition to identifying the level of self-affirmation and the level of concept of Self-identity. And recognize the difference in parenting shapes and transactions of female students, depending on the qualified education or the father, and the qualified education for the mother and identify the effect of the parenting transactions the concepts of self-identity and self-affirmation of female students. The study was based on a sample of (560) students in post-basic education (two atheistic rows) from (15) schools where they used a parenting and Upbringing scale and a self-identity scale and Rates' self-affirmation scale. The results indicated that the common pattern of parenting for both father and mother of post-basic education students in Oman is the bossy style and that the level of self-affirmation of the sample in the study was low and level of self-concept was also low. There is an inverse relationship between bossy parenting for the father and the concept of self-identity like that of the democratic relationship between the father and self-concept. There is no effect of the pattern of treatment of an authoritarian or democratic mother on self-concept.

A study (2021) aimed to identify the relationship between the concept of self-identity and parenting techniques. The study sample is (250) female students from Umm Al-Qura University in KSA. The study concluded that there is statistically significant relationship between self-affirmation skills and methods of parenting, while the study found that there is a statistically significantly reverse relationship between some parenting techniques by the father with the skills of self-affirmation and these dimensions: harming, physical deprivation, cruelty, humiliation, guilt, rejection). In addition to the lack of statistically significant differences in Self-affirmation skills according to the difference in scholastic specializations and the economy level, and it came to no statistically significant differences in parenting techniques as the children perceive it, due to the difference in scholastic specializations (scientific-literary).

Abu Gal noted (2014) in a study that aimed to check the effectiveness of training programmers to improve social efficiency of Schoolgirl in late childhood, and formed a sample study from (26) schoolgirls. Their ages ranged between (9-10-11) years, who obtained a minimum grade in the Scale of social efficiency. The highest score in the parenting scale and divided them randomly into two sets: Experimental and a control number of each group (13) schoolgirls, and the group members were subjected to Experimental program training, while the control group was not exposed to any program training. The results of the study showed that there are statistically significant differences between the members of the Experimental group, and the averages of the control group members in remote measurements on the social efficiency scale for the benefit of the experimental group, there are no statistically significant differences in the two scales of the Experimental group.

Shaaban ran (2014) a study aimed at revealing deficiencies in Social efficiency and behavioral problems at a sample of preschool children, has been used curriculum descriptive. The study sample was formed from all Pre-school children in kindergarten in the city of Mansoura in the Arab Republic of Egypt. (203) children were used in the study on a scale of Social efficiency, and the scale of behavior problems, and the study concluded the existence of differences in social efficiency according to the pre-school children for the variables of Gender, age and the interaction between them.

Another study (Giri, 2020) aimed to reveal the relationship between personal attributes and their relationship with Social efficiency, and see the contribution of personal attributes to predict the degrees of social efficiency and its dimensions. A sample of (140) teenage students participated in the study. The researcher followed the Analytical descriptive method, and used the social efficiency scale to list the five grand factors for the character. To measure personal Features, the results show that teens have a high degree of agreement with social efficiency, and a statistically significant relationship between personal attributes and social efficiency, with a difference according to the variable of social type.

A study by Al-Qahtani (2009) aimed to recognize the relationship between religion and social efficiency and parenting patterns in undergraduate students in the city of Tabuk. The study population consisted of the students of Tabuk University, which was 1,300 male students. The study sample consisted of 130 students and applied a religious scale and scale Social efficiency and a parental upbringing scale as perceived by children, and the results indicated a strong relationship between a democratic upbringing and Social efficiency. It indicated that there are statistically significant differences in Social efficiency depending on the scholastic level among the students. The first and the third, and in favor of the third, were the most socially efficient. Based on talk results, the study was interested in studying the nature relationship between each parental upbringing technique and the concept of self-identity and social competence in the category of adolescent students in Jordan. According to his assessment, self to the extent of their availability.

The family is the first community bracing the individual since his arrival in this world rather than the social enterprise. First you protect and take care of him and satisfies his biological and psychological needs, and also help to configure his Personal social structure, and family acquires his capabilities and attributes.

The pedagogical literature agrees in this regard with the study of (fortune tellerY, 2018; sheikh, 2021; goosebumpsY, 2016) on what parents offer their children of acceptance and love and encouragement. It is a factor lurking behind to reassure them and their stability and formation. They used methods Contrary to the hill methods, which are characterized by oscillation, neglect and deprivation that leads to double the concept of self-identity, which results in isolation. From his peers in school and scholastic issues. Also, the Dysfunctional parenting style based on oscillation and neglect can lead to a lot of problems and disorders, and a low level of safety and self-confidence among children.

The development of the concept of self-identity and social competence is one of the important skills in preventing teenage students from a lot of the problems that they face in life without these skills, allowing teenagers to coexist with the community in the form it should be. Based on the aforementioned, the current study seeks to answer the following questions:

1. To what degree are the parenting and upbringing techniques perceived by teenage students in Jordan?
2. To what degree is the concept of self-identity among adolescent students in Jordan?
3. To what degree is the. social competence among adolescent students in Jordan?
4. Is there a meaningful relationship at the level($\alpha = 0.05$) between the degree of parenting and upbringing techniques and the concept of self-identity among adolescent students in Jordan?
5. Is there a meaningful relationship at the level ($\alpha = 0.05$) between the degree of parenting and upbringing techniques and social competence among adolescent students in Jordan?

Objectives of the study sought to work on the following objectives:

1. Recognize the perception of parenting and upbringing techniques of adolescent students in Jordan.
2. Score the concept of self-identity among adolescent students in Jordan.
3. Score the social competence among adolescent students in Jordan.
4. Check the nature of the relationship between perceived parenting and upbringing techniques and the concept of self-identity and social competence.

The importance of the theory is applied to the study as follows:

1. This study is an attempt to add new results to accumulate Scientific and cognitive information about the relationship between parenting and upbringing techniques and the concept of self-identity and social competence in the Global and international environment in general and in the Arab environment in particular; to the knowledge of the researcher, such a study is lacking to gain the study

relevance and the theory of her interest in adolescence. It represents a defining stage in the formation and personality of the individual.

2. The applied importance:
 - a. The results of the study can be used to provide programs that are pedagogical and modify pedagogical methods and attitudes towards children.
 - b. The study revealed a number of results that may beget rich fields of Scientific study contributing to the composition of the concept of self-identity and social competence of teenage students in Jordan.
 - c. It is hoped to benefit teachers and parameters and researchers with the results of the study, and try applying the categories of age would yield good levels of handling teenagers, whether at home or school.

Techniques of parenthood conventionally the methods in which parents deal with their children, their upbringing, and their upbringing (Al-Rashdi, 2019). The researcher defined parenting and upbringing techniques procedurally. It is: the sum of the scores student obtained when answering the paragraphs included in this study.

The concept of self-identity conventionally the behavior that enables the person to act in his interests to defend himself without worrying about anything else necessary, to access his sincere feelings, and express his personal rights without denying the rights of others (Vasudeva, 2022). The researcher defined the concept of Self-identity procedurally: It is the individual's perception of himself and others' view of him and his abilities. It will be confirmed by the identification total score that the student got when he answered paragraphs on the Scale for the concept of self-identity in this study.

Social competence conventionally it's a social skill for sentimental and cognitive behaviors. Individuals need it for their successful social conditioning (Agbaria & Mahamid, 2023). Social efficiency in the study: It's the degree that the student obtained on the social efficiency Scale.

The result were determined by a set of limits, eg.:

1. The objective border: This study was limited to identifying the degree of the relationship between perceived parenting and upbringing techniques and the concept of self-identity and social competence.
2. The temporal border: The second half of the academic school year (2022/2023)
3. The Human border: Adolescent students in public schools in the age group (14-16) years in Jordan.
4. The spatial border: Public schools in the Directorate of Education for Amman First Region.

Method and Procedures

The study relied on the use of the descriptive associative method, where the curriculum was most suitable to the nature of the study intended to establish a relationship between the parenting and upbringing techniques and the concept of self-identity and social competence. The study population consisted of all teenage students in the age group 14-16 years in schools in the Directorate of Education for Kasbah Amman; the number of male and final students was 8945 students, according to the statistics of the Jordanian Ministry of Education for the year 2023. With the study following the descriptive curriculum, they choose a random sample from teenage student numbered 500, where the Study distribution was 650 male and female students, and responses were retrieved from 573 Male and female students, while 73 responses were responded or unfinished.

The scale of perceived parenting styles was developed by referring to a group of previous related studies including study (Kuppens & Ceulemans, 2019) and study (Krasanaki et.al, 2022) and study (Kushwaha et.al, 2023); where it formed the scale from paragraphs divided between two main patterns. The first indicated the pattern of parenting and upbringing techniques positively from paragraphs, that included the fields of dialogue, acceptance, bear the responsibility, and cooperation vertebra. The second indicates the pattern Techniques upbringing negative and be from paragraph and multiple fields, including neglect, protection excess, the distinction, and wiggle. And she was the answer within peace (Likert) quintet verb (Strongly Agree, OK, degree ok medium, disagree, Strongly Disagree). And the students returned grades respectively of 1-2-3-4-5 in areas of positive patterns and conversely in areas of negative

patterns. The validity of the scale of perceived parenting styles was verified by presenting the scale to a number of experts and specialists in the educational and psychological field, to express an opinion on the suitability of this scale with the sample and the objectives of the study. They determined the suitability and inclusivity of the scale for all dimensions and domains of the study and suitable paragraphs for the mechanism and accurate Linguistic wording and its clarity for the paragraphs in addition to deleting Elements or paragraphs, suggesting new items and minor modifications to the scale, and the arbitrators have indicated the validity of the content of the scale, meaning that the scale measures what it was designed for. The Cronbach alpha equation was used to confirm the stability of the study tool. On the scale of perceived parenting styles to find out the stability coefficient of internal consistency for all students fields and tool dimensions in the study, and the tool as a whole shows that the stability coefficients for the fields of study ranged between 0.83-0.90, the highest for the “negative upbringing patterns” field, and the lowest for the “positive upbringing patterns” field, and the reliability coefficient for the tool as a whole was 0.88.

The Scale was developed by referring to a group of previous related studies such as a study (Al-Khazraji, 2018) and study (Bi X et al, 2018) and study (Bush & Peterson, 2013); they formed the scale from (60 paragraphs, and opposite each paragraph are two words: (applies) and (does not apply), and the subject must respond by placing an (X) in the box corresponding to the paragraph under one of these two words. This is a measure of self-esteem, and the scale includes 27 positive paragraphs, where if the subject responds with the word (applies), he is given two marks for each paragraph, but if he answers with (does not apply), he is given one mark. Also, the scale includes 33 negative items, if the subject answers it with (does not apply), he is given two marks for each of them, and if he answers with (applies), one score is given, and the maximum score that can be obtained is 120. The scale was presented to 13 arbitrators holding PhDs in the field of educational psychology, measurement and evaluation, from several universities such as the University of Jordan, Yarmouk University and Al-Balqa Applied University. And they were asked to judge the scale in terms of its belonging to what was intended to be measured, the clarity of the linguistic wording, and to make general observations on the scale. The percentage of agreement was calculated on the appropriate paragraphs for the concept of self-identity. And he did this by amending, rephrasing, or deleting any phrase, when 20% or more of the arbitrators unanimously agreed that it was inappropriate. Thus, the wording of 11 paragraphs was modified linguistically, and no paragraph was deleted, and one of the paragraphs was separated into two paragraphs, and thus the scale became composed of 34 Paragraph. After taking into account the comments of the arbitrators, the validity of the construction of the self-identity concept scale was verified. And that applied to a survey sample consisting of (30) students who did not participate in the main sample to study the Pearson correlation coefficient that was calculated between the phrase score and the overall score of the scale.

The measure of social competence for adolescents was developed by referring to a group of previous related studies such as study (Al-Ghamdi, 2018) and study (Al-Rashdi, 2019) and study (Assadi et.al, 2011) and study (Salavera et.al, 2022). The scale consists of (49) item spread over four dimensions of Social efficiency: Compliance with laws and authority, 7 paragraphs; Leadership qualifications 10 paragraphs; The social dimension, 24 paragraphs; matters related to security and safety, 8 paragraphs. And answered using the five-point Likert scale method, graded from 1-5 points: (strongly agree, agree, neutral, disagree, strongly disagree). So that point 1 represents the lowest level of social efficiency, and point 5 for the highest level of social efficiency. This is for 37 positive phrases distributed over the four dimensions of scale. When the expression is negative, the points are reversed, for the following 13 questions: (30,29,40,28,27,38,49,47,13,33,21,20,2). Sincerity of consistency procedure: It was completed by making sure of the Availability of consistency and sincerity procedure for the Correlation coefficient using the Pearson calculation for the degree of each phrase with the total degree of the scale belonging to the mechanism Phrase, through application on the sample reconnaissance precedent from (30) students from outside the study sample. It is clear from the previous table (4) that the Correlation coefficient values ranged from (0.66) to (0.73), and all Correlation coefficient values are positive, high and statistically significant level (0.05). She points out the consistency procedure between the degree of each phrase and the total degree to Social efficiency scale.

Study procedures

After completing the preparation of the study tool, the researcher began to apply this tool according to a set of procedures; that was done by classifying answers according to the ranking they occur to pre-procedure application, and procedures application. **The study was done according to the next steps:**

1. Did the application at the study in the period from 1/3/2023 to 15/3/2023, and it took a while for the application, Two weeks, until it was possible to gather Tools of the study sample.
2. The results and analysis were done, addressing questions and reaching results; its light was submitted number of Recommendations and research proposals for the future.

Statistical methods used:

It was completed using the following statistical methods:

1. Correlation coefficient Simple Person To account for sincerity scales.
2. Alpha equation - Cronbach for stability, fragmentation midterm Corrected to calculate the stability of the Make.
3. Means and deviations to answer Questions.
4. One way analysis of variance (q) ANOVA to indicate differences between the means samples independent.

Results and Discussion

The discussion of the results will be presented in this section, and they will be discussed in light of the literature from previous studies as well as elaboration on the study.

The result of the first question: "To what degree is the perceived parenting and upbringing techniques by adolescent students in Jordan?"

To answer this question, they completed extraction averages for arithmetic and distractions Normative Wall percentage and degree progression R for individual answers in the sample, and they completed ranking styles for positivity Descending and negativity ascending according to practice based on the average of the answers. And the paragraphs or domains that obtain an average of (3,5-5) degree is considered elevated, those that obtain an overage of 2.5-3.49 degree is average, and those that got an average of (2.49) or less degree is low as shown in Table (6).

Table 1. Averages arithmetic and distractions Normative and degree Appreciation Wall percentage for opinions respondents for upbringing methods for Perceptive parenting and its domains Rank descending by arithmetic averages

The pattern	Sort by arithmetic mean	the field	SMA	standard deviation	degree of appreciation	%
Positive style in upbringing	1	Take responsibility	3.96	0.648	high	79%
	2	Cooperation	3.96	0.665	high	79%
	3	Dialogue	3.74	0.653	high	74%
	4	acceptance	3.51	0.662	high	72%
		overall positive pattern	3.75	0.511	high	76%
Negative style in upbringing	1	neglect	2.44	1,269	low	47%
	2	segregation	2.48	1,119	low	49%
	3	wiggle	2.80	0.817	middle	56%
	4	Overprotection	3.35	0.664	middle	67%
style as a whole		negative pattern as a whole	2.65	0.931	middle	55%

It is clear from table (6) that for perceived parenting styles, the positive was a High degree from practice on the overall scale of the instrument, with an average Arithmetic within (3.5 and above) in all domains, where the domain of responsibility and cooperation came in the first place, and the average opinion was (3.96) for each domain, followed by the dialogue field, with an arithmetic mean of (3.74), and in the last place, the domain of acceptance, where the average opinion was (3.51). The negative Perceived parenting styles had a medium degree of practice on the overall scale of the tool, where the domains of

neglect and discrimination received a low degree of practice, with an arithmetic mean, respectively (2.44) (2.48), and the fields of volatility and overprotection got a medium degree of practice, with an arithmetic mean, respectively (2.80) (2.65).

The results of table (6) related to the first question about Perceived parenting styles. The practice among adolescents is the positive patterns and came to a high degree of practice, meaning that the pattern in which the teenager was brought up and established a positive upbringing pattern made them able to take responsibility, cooperate, express their opinions and accept other opinions, and the researcher attributes the reason for this to social and economic conditions, changes in norms and values, and the invasions of globalization technology and the emergence of extremist ideas that affected contemporary Arab society, which led to an increase in parents' awareness of the seriousness of the situation and the resort to positive patterns in upbringing that make the individual able to face these challenges, and the result of the current study agrees with the result of the study of each of (Alragab & Alzyood, 2008). The results of which showed that the practiced socialization patterns are the positive ones. A study of (Alameer, 2004) revealed the appearance of a normal and positive upbringing pattern among the study sample.

The results of the second question: "To what degree is the concept of self-identity among adolescent students in Jordan?"

To answer this question, weighted means and standard deviations were calculated for the total degree of the study sample responses on the scale for the concept of self-identity, then the standard deviation for average responses on the scale. Table 2 shows the results of this procedure.

Table 2. means and standard deviations for the responses of the study sample Scale The concept of self-identity is arranged according to their arithmetic averages

Variable	Weighted average (m)	standard deviation (p)	Class corresponding to medium	Class
Class the college to the concept of self-identity	14.06	1.02	14.00: 15.50	middle

It is evident from the Table 2, that the average response of the study sample on the scale for the concept of self-identity has reached the value 14.06 with a standard deviation of 1.02, and value debate for values which is located in the middle quadrants on the scale and extended from the value 14.00 until the value 15.50, hence the verdict on this Class average.

The results of the third question: "To what degree is the social competence among adolescent students in Jordan?"

To answer this question, weighted means and standard deviations were calculated for the total degree of the study sample responses to the Social competence Scale, the appreciation Average by standard verdict on average response on the scale Table 3 shows the results of this procedure.

Table 3. Means and standard deviation for the responses of the study sample for Social competence is ordered Descending according to their arithmetic means

Variable	Weighted average (m)	standard deviation (p)	Class corresponding to medium	Class
Class the college social competence	12.63	2.77	16.00:17.50	middle

It is evident from the previous Table 3, that the average response of the study sample on the Social competence scale has reached the value 12.63 with a standard deviation of 2.77 which is located in the middle quadrant on the scale and extended from the value 1600 to the value 1750, and therefore the verdict on this Class average.

The result of the fourth question, which states: "Is there a statistically significant relationship at the level ($\alpha = 0.05$) between the perceived parenting and upbringing techniques and the concept of self-identity among adolescent students in Jordan?"

To answer this question, the correlation coefficient was calculated between the scores of the respondents on the scale of perceived parenting styles and the concept of self-identity. The following Table 4 shows the Pearson correlation coefficient between the scores of the respondents on the two scales:

Table 4. The significance of the correlation coefficient between the scores of the study sample a measure of perceived parenting styles and the concept of self-identity

The dimension	Perceived parenting styles	The concept of self-identity	n
Perceived parenting styles	-	0.813**	287
The concept of self-identity	0.813**	-	

It is clear from Table 4 that the correlation coefficient is 0.813** D at the 0.01 level, and this indicates that there is a positive correlation between Perceived parenting styles and the concept of self-identity in the study sample. This indicates that the more positive the parental upbringing style, the more it affects the increase in the self-concept of the individual, especially in adolescence, which is characterized as a sensitive and critical stage, and a good and positive interaction should be provided with the adolescent.

The result of the fifth question, which states: “Is there a statistically significant relationship at the level ($\alpha = 0.05$) between the perceived parenting and upbringing techniques and social competence among adolescent students in Jordan?”

To answer this question, the correlation coefficient was calculated between the scores of the sample members on the scale of perceived parenting styles and social competence. The following Table 5 shows the Pearson correlation coefficient between the scores of the respondents on the two scales:

Table 5. The significance of the correlation coefficient between the scores of the study sample A measure of perceived parenting styles and social competence

The dimension	Perceived parenting styles	social competence	n
Perceived parenting styles	-	0.779**	287
social competence	0.779**	-	

It is clear from Table (10) that the correlation coefficient is 0.779 ** D at the 0.01 level, and this indicates that there is a positive correlation between Perceived parenting styles and social competence in the study sample. This indicates that the more positive the parental upbringing style, the more it affects the adolescent's social competence, which is evident in his ability to build positive and social relationships with others well, and this can only be achieved through a good family upbringing.

Conclusion

In light of what I concluded from the results of the study, the researcher presents a number of Recommendations to contribute to the development of quality methods which follow the Parents in the upbringing of their teenage children, as well as contributing to raising the degree of the concept of self-identity and social competence of adolescents, including the following:

1. Present programs for parents to support level methods of positive parenting like encouragement and empathy and parents support their orientation with positive Techniques like the better.
2. Guide parents toward strengthening positive mental capacity in their children, especially with regard to the factors that would shape aspects of the self, Such as Self-identity.
3. Train teenage students on how to correctly emphasize themselves in different social positions, and overcome the feelings that prevent affirmative appearances for themselves in these situations.

Based on the results obtained, and the previous recommendations, the researcher suggests researching the following future studies:

1. Effectiveness of programs indicated in connection with the concept of self-identity among teenage students.
2. Effectiveness of programs indicated in connection with the concept of social competence among teenage students.
3. Cognitive study factors associated with the concept of self-identity and social competence in basic stage students.
4. Study parenting styles and their relationship with the psychological agreement of schemes teens.

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