



Perceived Parenting and Its Relationship with Emotional Independence

¹Intisar Hameed Awad, ²Dr. Siham Oraibi Zayed Sadkhan

Email: alasdylyalakbr34@gmail.com

Assistant Professor:

University of Baghdad / College of Arts / Psychology

Email: sihamart@coart.uobaghdad.edu.iq

Abstract

The current research aims to identify perceived parenting and emotional independence, as well as the statistically significant differences in perceived parenting and emotional autonomy based on the variables of gender (males and females) and field of study (scientific and literary). It also examines the correlational relationship between perceived parenting and emotional independence among students. The sample size consisted of 500 male and female students from preparatory schools in the city of Diwaniya, selected using a stratified random sampling method. The researcher used the Baumrind (1991) scale for perceived parenting and the Parra et al. (2015) scale for emotional independence. After statistically analyzing the data using SPSS software and employing statistical methods (one-sample t-test, independent two-sample t-test, and Pearson correlation coefficient), the research reached the following results:

Students are characterized by perceived parenting, but they do not possess emotional independence. There are statistically significant differences in perceived parenting based on the variables of gender (males and females), favoring males, and field of study (scientific and literary), favoring the literary field. There are no differences in emotional independence based on gender (males and females), but there are differences based on the field of study (scientific and literary), also favoring the literary field. Additionally, there is a correlational relationship between perceived parenting and emotional independence among preparatory school students in the city of Diwaniya. In light of these results, several recommendations and proposals were made.

Keywords: Perceived Parenting, Emotional Independence

Received: 05 May 2024

Revised: 15 June 2024

Accepted: 28 June 2024

Chapter One: General Framework of the Research

1. Introduction

Secondary education is a crucial stage in youth development, where individuals undergo complex physical and psychological transformations. During this period, socialization played a pivotal role in guiding young people and providing them with the values and principles that helped them solve problems. The positive relationship between parents and children significantly contributes to enhancing the emotional and psychological independence of adolescents, enabling them to form their personal identities and manage their feelings and relationships independently. However, social support remains an essential element, as adolescents require ongoing guidance and support from family and friends to grow in a healthy and balanced manner.

2. **Research Problem** The secondary education stage is one of the most important academic phases for students, coinciding with early adolescence, during which they experience a state of imbalance and the emergence of certain behavioral and psychological issues. They transition from childhood to adulthood,

facing intense conflicts between the opinions and pressures of their peers on one hand and the views and expectations of their families on the other (Pargament, 1997: p.21). The family environment often contributes to many adolescent problems due to poor treatment, as it plays the largest role in raising children. Most adolescent issues can be primarily attributed to family-related causes (such as paternal harshness and maternal ignorance), the absence of proper guidance, failure in family relationships, lack of positive role models, and a deficiency in communication. Additionally, children's awareness that their parents treat them poorly and incorrectly can lead to deviance, disorder, poor psychological adjustment, and social isolation (Forgatch, 1989: p.115).

When a student grows and reaches adolescence, they mature physically and behaviorally due to cognitive and technological developments, as well as changes in social expectations. This necessitates a reliance on oneself and emotional independence from one's parents, as it is a critical issue related to the personal adjustment of adolescent students. Psychological independence from parents is a natural part of adolescent development, as they seek to establish their identities and interact with the world through the experience of emotional independence. This transition can be challenging for parents, but they must approach it correctly (Hoffman, 1984: p.170). The research problem lies in answering the following question: What is the strength and direction of the correlational relationship between perceived parenting and emotional independence among students?

3. Research Importance

First - Theoretical Importance: This lies in the significance of the topic addressed by the study, as it involves variables that warrant investigation and research, along with the psychological variables associated with them. Moreover, it holds psychological, educational, social, and intellectual importance. There is an urgent need for this research, especially in this era of fierce challenges aimed at questioning established norms and spreading negative ideas. Additionally, it is important to guide and mentor them while enhancing their self-confidence and decision-making abilities during this crucial phase of their lives. This highlights the role of educational institutions and their leaders in nurturing a generation positively, so they can become the future leaders of the nation. It provides a knowledge base that can assist researchers in developing effective interventions to address issues. It serves as a reference for researchers by providing tools to measure the variables studied.

Second - Practical Importance: The results of this study can assist those involved in planning professional development and training programs in educational institutions by directing programs based on the study's findings, strengthening positive aspects, addressing negative aspects, and supporting students. It benefits supervisors and educational counselors by guiding teachers on modern methods to address shortcomings in their roles related to this area. The measures help identify students who need religious, parental, and emotional independence support, as well as address the problems they face. This is the first study, to the researcher's knowledge, that has investigated the nature of the correlational relationship in Iraqi society, highlighting an urgent need for further study on the significance of these variables.

4. Research Objectives

The current study aims to identify:

1. Perceived parenting among students.
2. Emotional independence among students.
3. Statistically significant differences in:
 - A. Perceived parenting.
 - B. Emotional independence, based on the variables of gender (males and females) and field of study (scientific and literary).
4. The correlational relationship between perceived parenting and emotional independence among preparatory school students in Diwaniya Governorate.

5. Research Limitations

The current study is limited to preparatory school students in the central Diwaniya Governorate, including both genders (males and females) and fields of study (scientific and literary) for the academic year 2023-2024.

6. Terminology Identification

(1) **Perceived Parenting:** Defined by Baumrind (1991) as a complex activity that includes many specific behaviors that individually and collectively influence child outcomes (Baumrind, 1991: p.62).

(2) **Emotional Autonomy:** Defined by Parra et al. (2015) as the process of emotional separation or individuality of the adolescent from the family while maintaining close ties with the parents. It is a relational process that occurs with the help, encouragement, and support of the parents, ultimately leading to optimal development (Parra et al., 2015: p.65).

Theoretical Framework and Previous Studies

First: Perceived Parenting

It refers to the correct or incorrect, positive or negative methods and approaches that parents employ with their children in order to educate and raise them to face various life situations. These methods may be intentional or unintentional, and they thus shape the children's personalities and direct their behavior (Ismail & Al-Tamawi, 2020, p.467).

1. Diana Baumrind's Theory (1991):

Baumrind viewed the socialization process as dynamic and specifically hypothesized that the parenting style does not determine how open children are to their parents' attempts to socialize them. She suggested that authoritative parenting enhances the value of parental reinforcement and that the clear expression of desired and prohibited behaviors by reliable parents strengthens children's ability to discern the correct responses to parental demands, thereby enhancing their cognitive abilities (Darling and Steinberg, 1993: p.489-491).

It is considered a complex activity that involves many specific behaviors that work individually and collectively to influence child outcomes. In Baumrind's view, the values and beliefs that parents hold about their roles as parents and the nature of children help determine the patterns of influence, practices, and values that occur naturally. This is evident in her description of the authoritative parent: they encourage verbal give-and-take and share with the child the reasoning behind their policies. They value both expressive and effective traits, whether it be independent willfulness or disciplined compliance. Thus, they exercise firm control over points of parental divergence but do not constrain the child with restrictions. They recognize their own rights as adults while also acknowledging the individual interests and ways of the child. The authoritative parent affirms the child's current qualities but also sets standards for future behavior. They use reasoning as well as authority to achieve their goals and do not base their decisions on group consensus or individual child desires (Baumrind, 1967: p.261).

2. Kerr et al. Model (2012):

This model focuses on reciprocal, bidirectional processes and transactions, recognizing that parenting is a complex subject requiring a deep understanding of the relationships between parents and their children. Research indicates that the relationship is an interactive process, where each party influences the other. Children can significantly affect the behaviors and attitudes of parents, reflecting the dynamic nature of family relationships. However, many studies in this field use measures that may not accurately capture the complexities of these relationships. Therefore, it is important to consider how perceptions of parenting and various family contexts influence research outcomes. This analysis shows that parenting is not merely a unidirectional process; rather, it is an ongoing and complex exchange of actions and reciprocal influences

that shape the psychological and social growth and development of children and adolescents (Kerr et al., 2012: p.1540).

Second: Emotional Autonomy:

Emotional autonomy is the ability of an individual to manage their feelings and emotions, enhancing self-confidence and the capacity to effectively face challenges. This trait is considered one of the essential elements of personal and social development, as it helps cultivate a strong and independent personality.

Emotional autonomy encompasses various aspects, such as courage and initiative, which enable individuals to make difficult decisions and take risks when necessary, as well as patience, which aids in enduring hardships. Individuals with emotional autonomy demonstrate the ability to remain calm and balanced in stressful situations, possessing emotional resilience that allows them to adapt to new changes and challenges.

Society encourages the development of these qualities, as they contribute to building individuals who can positively contribute to community development and better cope with life's challenges.

1. Hoffman's Theory (1984):

Psychological independence from parents is a crucial step in individual development. Jeffrey Hoffman indicates that this process goes through four main stages, beginning in childhood and continuing into adolescence. Functional independence demonstrates an individual's ability to take responsibility and manage their professional affairs independently. Mental independence involves the individual developing their own opinions and values, separate from parental influence. Emotional independence reflects the ability to forgo excessive emotional support from parents, while conflict independence refers to the individual's liberation from negative feelings associated with their relationship with their parents. This gradual process reflects personal growth and mental maturity and is an integral part of the transition to adulthood (Hoffman, 1984: p.170-173).

Parra et al. Theory (2015)

Parra and his colleagues (2015) argue that emotional independence is not a requirement for an adolescent to become an independent adult. This view aligns with the perspectives of many previous theorists. They indicated that high levels of emotional independence in their research sample were associated with difficult and somewhat unloving family relationships, which were unrelated to adaptation and well-being during early adulthood. What fosters optimal development is independence alongside the establishment of positive interpersonal connections. Therefore, what boys and girls should achieve during adolescence and young adulthood is to develop as independent individuals capable of maintaining positive relationships with others, especially with their parents. On this basis, emotional independence is seen as a process of emotional separation or individuality from the family while retaining close ties with parents; it is a relational process that occurs with the help, encouragement, and support of parents, thus leading to optimal development (Parra et al., 2015: p.65).

Previous Studies

The study by Wolfradt et al. (2003) aimed to identify perceived parenting styles, depersonalization, anxiety, and coping behaviors. The sample consisted of 276 high school students who were selected randomly. The Parenting Behavior Assessment Scale by Reitzle et al. (2001) was used, revealing that perceived parental stress was positively associated with depersonalization and trait anxiety among adolescents. Conversely, perceived parental warmth was positively related to active coping and negatively related to trait anxiety.

The analysis identified four types of parenting styles: authoritarian, restrictive, permissive, and neglectful. The group with an authoritarian parenting style showed higher scores in depersonalization and anxiety. Meanwhile, the groups with formal and permissive parenting styles from both parents had higher scores in active problem-solving (Wolfradt et al., 2003: p.524-528).

The study by Ismail and Al-Tamawi (2020) aimed to examine the relationship between parenting styles and psychological adjustment among adolescent students, using a sample of 100 students. The study found that the level of psychological adjustment varied according to gender, and the use of negative parenting styles by both fathers and mothers also differed based on the child's gender. Additionally, a negative inverse relationship was found between negative parenting styles and psychological adjustment (Ismail & Al-Tamawi, 2020, p. 461).

The study by Ryan and Lynch (1989) aimed to examine emotional independence versus separation, revisiting the fluctuations of adolescence and young adulthood among adolescents in New York. The sample consisted of 148 high school students, and the Emotional Independence Scale developed by Steinberg and Silverberg (1986) was used. The results revealed that emotional independence was negatively associated with the quality of early adolescent reports as perceived by parents and positively associated with experienced parental rejection. It was inversely related to measures of family cohesion, parental acceptance, support for independence, and self-perceived love, as well as showing an inverse relationship between the parental care projection scale and emotional independence (Ryan and Lynch, 1989: p. 340).

The study by Al-Hussaini and Al-Tamimi (2011) aimed to assess independence among middle school female students, with a sample size of 400 students. The results indicated that the trait of independence was weak among the middle school female students, as reflected in their scores on the scale (Al-Hussaini & Al-Tamimi, 2011, p. 395).

Chapter Three: Research Procedures

1. Research Community:

The current research community consists of middle school students in the city of Diwaniyah for the academic year 2023-2024, totaling 11,165 students, with 10,472 in the scientific branch and 693 in the literary branch.

2. Research Sample:

The sample was selected using stratified random sampling, where 500 male and female students from both the scientific and literary branches were chosen proportionally from the schools.

3. Research Tools

The researcher adopted, translated, and adapted the Perceived Parenting Scale (1991) by Baumrind, which consists of 30 items, and the Emotional Autonomy Scale (2015) by Parra et al., which consists of 20 items. The response options are graded from 4 to 1 for positive items, with the reverse scoring for negative items. Both scales were presented to a group of specialists in the field of psychology, and all items were approved with some minor adjustments made.

Validity and Reliability Indicators of the Scales

- 1. Construct Validity:** Construct validity is verified through the extreme groups method and the correlation between item scores and the total score of the scale.

Statistical Analysis of the Scale Items:

A. Extreme Groups Method (External Consistency):

To analyze the items of the two scales using this method, they were administered to a research sample of 500 students. After arranging the scores in ascending order, 27% from the upper group and 27% from the lower group were selected, resulting in 135 questionnaires. Using the t-test for independent samples, the calculated t-value for all items of the Perceived Parenting Scale (30 items) and the Emotional Autonomy Scale (20 items) was greater than the critical value of 1.96. All items of the scales were significant at the 0.05 level. Tables 1 and 2 illustrate this.

Table 1 Discriminatory Power of the Items in the Perceived Parenting Scale Using the Extreme Groups Method

Item	Upper Group Mean	Upper Group Std. Dev.	Lower Group Mean	Lower Group Std. Dev.	Calculated t-value	Significance Level (0.05)
1	3.65	0.615	3.44	0.719	2.639	Significant
2	3.51	0.721	2.59	1.068	8.349	Significant
3	2.92	0.856	1.44	0.797	14.717	Significant
4	3.43	0.824	3.07	1.223	2.859	Significant
5	3.43	0.902	1.73	1.009	14.562	Significant
6	3.16	0.924	1.79	0.923	12.19	Significant
7	3.21	0.829	2.88	1.086	2.771	Significant
8	2.48	1.139	1.26	0.623	10.944	Significant
9	3.03	1.029	1.57	0.943	12.15	Significant
10	2.95	1.148	2.40	1.241	3.767	Significant
11	3.07	1.087	1.44	0.709	14.522	Significant
12	3.05	0.964	1.84	0.845	10.939	Significant
13	3.33	0.810	2.96	1.269	2.915	Significant
14	3.60	0.755	1.88	0.820	17.913	Significant
15	3.16	0.932	1.74	0.906	12.715	Significant
16	3.30	0.890	2.80	1.326	3.611	Significant
17	3.30	0.890	2.99	1.116	2.472	Significant
18	2.85	0.768	1.58	0.988	11.826	Significant
19	2.97	0.801	2.12	0.873	8.356	Significant
20	3.39	0.793	1.63	0.808	18.097	Significant
21	2.78	1.090	1.56	0.944	9.848	Significant
22	2.90	1.014	2.45	1.226	3.3	Significant
23	3.52	0.742	2.59	1.067	8.279	Significant
24	2.87	1.018	1.83	1.156	7.878	Significant
25	3.07	0.821	2.55	1.326	3.864	Significant
26	3.04	1.171	1.96	1.181	7.556	Significant
27	3.31	0.934	1.56	0.895	15.767	Significant
28	2.88	1.276	2.33	1.343	3.485	Significant
29	3.19	0.874	2.24	0.918	8.623	Significant

30	2.93	1.134	1.82	1.112	8.127	Significant
----	------	-------	------	-------	-------	-------------

Table 2: Discriminatory Power of the Items in the Emotional Autonomy Scale Using the Extreme Groups Method

Item	Upper Group Mean	Upper Group Std. Dev.	Lower Group Mean	Lower Group Std. Dev.	Calculated t-value	Significance Level (0.05)
1	2.92	0.915	1.41	0.614	15.934	Significant
2	2.52	1.057	1.13	0.454	13.992	Significant
3	2.79	1.122	1.39	0.648	12.488	Significant
4	3.52	0.913	1.59	1.010	16.439	Significant
5	2.84	1.043	2.32	1.090	4.050	Significant
6	3.47	0.871	1.52	0.809	19.044	Significant
7	3.21	1.061	1.47	0.791	15.291	Significant
8	2.82	1.132	1.81	0.994	7.600	Significant
9	2.99	1.197	1.61	0.856	10.879	Significant
10	3.19	1.108	2.45	0.998	5.715	Significant
11	3.16	1.094	2.07	1.066	8.337	Significant
12	3.04	1.014	1.76	1.081	10.050	Significant
13	2.74	1.209	1.96	1.078	5.632	Significant
14	3.02	1.054	2.52	0.937	4.149	Significant
15	3.10	1.108	1.96	1.043	8.767	Significant
16	3.51	0.905	2.10	1.060	11.733	Significant
17	3.28	0.959	1.67	0.914	14.159	Significant
18	3.31	0.996	1.80	1.064	12.049	Significant
19	3.62	0.818	2.55	1.098	9.115	Significant
20	3.92	0.324	2.76	1.173	11.031	Significant

8- The critical value at the 0.05 level with 268 degrees of freedom is 1.96.

B. The Relationship Between Item Scores and Total Scores on the Scale (Internal Consistency):

Pearson's correlation coefficient was used to extract the correlation between each item's score and the total score of the scales, the analysis was conducted on 500 questionnaires. All correlation coefficients were statistically significant at the 0.05 level with 498 degrees of freedom, as the calculated t-values were greater than the critical value for the significance of the correlation coefficient (0.098) for both scales. Tables (3) and (4) illustrate this.

Table 3: Correlation Coefficients Between Each Item Score and the Total Score of the Perceived Parenting Scale

Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient
1	0.287	11	0.555	21	0.475
2	0.335	12	0.430	22	0.253
3	0.527	13	0.225	23	0.371
4	0.302	14	0.567	24	0.447
5	0.514	15	0.514	25	0.249
6	0.508	16	0.237	26	0.368
7	0.271	17	0.265	27	0.574
8	0.497	18	0.438	28	0.339
9	0.512	19	0.403	29	0.410
10	0.213	20	0.593	30	0.389

Table 4: Correlation Coefficients Between Each Item Score and the Total Score of the Emotional Autonomy Scale

Item	Correlation Coefficient	Item	Correlation Coefficient
1	0.650	11	0.375
2	0.589	12	0.459
3	0.563	13	0.280
4	0.614	14	0.207
5	0.239	15	0.373
6	0.651	16	0.532
7	0.536	17	0.579
8	0.435	18	0.501
9	0.509	19	0.466
10	0.247	20	0.483

2. Reliability

The reliability of the two scales was verified using the following methods:

1. **Test-Retest:** To calculate the reliability coefficient using this method, the two scales were administered to a sample of 40 individuals, with a time interval of 14 days between the first and second applications. Using Pearson's correlation coefficient between the scores of individuals in both applications, the reliability coefficient was found to be 0.793 for the Perceived Parenting Scale and 0.843 for the Emotional Autonomy Scale. These values indicate a good level of stability in individuals' responses over time.

2. **Cronbach's Alpha:** The reliability of the Perceived Parenting Scale was assessed using the Cronbach's Alpha formula, resulting in an overall reliability coefficient of 0.742 for the scale and 0.840 for the Emotional Autonomy Scale. These coefficients indicate good internal consistency among the items.

Calculation of Total Scores for the Perceived Parenting and Emotional Autonomy Scales:

The Perceived Parenting Scale, in its final form, consists of 30 items. Therefore, the highest possible score for a respondent is 120, while the lowest score is 30, with a hypothetical mean of 75. Thus, the higher the respondent's score above the hypothetical mean, the greater the perceived parenting; conversely, a score below the hypothetical mean indicates lower perceived parenting.

The Emotional Autonomy Scale consists of 20 items, with the highest possible score being 80 and the lowest being 20, and a hypothetical mean of 50. Consequently, a score above the hypothetical mean indicates higher emotional autonomy, while a score below the mean suggests lower emotional autonomy.

Final Application:

The researcher applied the two scales in their final form to the study sample from October 1, 2023, to November 1, 2023.

Statistical Methods:

The researcher utilized the Statistical Package for the Social Sciences (SPSS) to process the data statistically, employing appropriate statistical methods such as:

- One-sample t-test
- Independent samples t-test
- Pearson correlation coefficient to determine the significance of the correlation coefficient
- Cronbach's Alpha for internal consistency
- Two-way ANOVA
- Z-test

Chapter Four: Presentation and Interpretation of Results

1. **Perceived Parenting Among Students:** The statistical analyses indicate that the mean score of the research sample was 80.09, with a standard deviation of 11.005, while the hypothetical mean was 75. When comparing the mean score of the sample to the hypothetical mean using a one-sample t-test, the calculated t-value was 10.347, which is greater than the critical t-value of 1.96 at a significance level of 0.05 and with 499 degrees of freedom. This suggests that students in the middle schools of Al-Diwaniyah enjoy a high level of perceived parenting. Table 5 illustrates this.

Table 5: Significance of the Difference Between the Mean and Hypothetical Scores for the Perceived Parenting Scale

Sample Size	Mean Score	Standard Deviation	Hypothetical Mean	Degrees of Freedom	Calculated t-value	Critical t-value	Significance Level (0.05)
500	80.09	11.005	75	499	10.347	1.96	Significant

This can be interpreted according to the adopted theory that individuals perceive their parents' parenting styles quite well. This perception arises from their openness and readiness to engage with perceived parenting practices and the developmental outcomes achieved through these practices on the parents' socialization. Consequently, they understand the methods used by their parents in dealing with their adolescents. This finding aligns with the study by Al-Bijani (2019), which showed that parenting styles, as

perceived by children, were rated positively on the Perceived Parenting Scale (Al-Bijani, 2019, p. 1005). In contrast, it differs from the results of the study by Ismail and Al-Tamawi (2020), which indicated a discrepancy in how children perceive parenting on the same scale (Ismail and Al-Tamawi, 2020, p. 461).

2. Emotional Autonomy Among Students:

The statistical analyses indicate that the mean score for emotional autonomy among the research sample was 50.12, with a standard deviation of 10.046. This is higher than the hypothetical mean of 50. When comparing the sample's mean score to the hypothetical mean using a one-sample t-test, the calculated t-value was 0.267, which is lower than the critical t-value of 1.96 at a significance level of 0.05 and with 499 degrees of freedom. This suggests that the students do not exhibit significant emotional autonomy. Table 6 illustrates this.

Table (6)

Significance of the Difference Between the Mean and Hypothetical Scores for the Research Sample on the Emotional Autonomy Scale

Sample Size	Mean Score	Standard Deviation	Hypothetical Mean	Degrees of Freedom	Calculated t-value	Critical t-value	Significance Level (0.05)
500	50.12	10.046	50	499	0.267	1.96	Not Significant

The lack of emotional autonomy among students may be attributed to familial upbringing styles and parental care, particularly in environments characterized by overprotectiveness. Parents may perceive their children as still needing their guidance, leading to an emphasis on compliance with parental commands. Additionally, parents might struggle to recognize the developmental changes occurring during adolescence, often resulting in harsh treatment, which can erode the individual's self-confidence and reliance on their abilities.

Furthermore, the broader social and political conditions in the country, along with community pressures, may contribute to a diminished sense of emotional independence from parents. Adolescents may feel a pressing need for parental love and support to meet educational demands. This is especially relevant in a context where private education and tutoring services are expanding, requiring families to invest more financially, thus impacting adolescents' independence as they depend on their parents to fulfill these needs.

This finding aligns with the results of Parra et al. (2015), which indicated lower emotional autonomy among their research sample (Parra et al., 2015, p. 65). In contrast, it differs from the study by Nasr and Abu Fakhr (2004), which found that their research sample demonstrated a sense of independence (Nasr and Abu Fakhr, 2004, p. 282).

3) Statistical differences in A - perceived parenting, B - emotional autonomy according to the variables of gender (males, females), and educational track (scientific, literary).

To identify the differences in perceived parenting among middle school students based on gender, the mean score for male students on the Perceived Parenting Scale was (82.00) with a standard deviation of (10.004), while the mean score for female students was (78.66) with a standard deviation of (11.513). When comparing the mean score of males to that of females, it was found that there are statistically significant differences in perceived parenting in favor of males, as the calculated t-value (3.394) is higher than the tabulated t-value of (1.96) at a significance level of (0.05) and degrees of freedom (498), indicating statistical significance.

The differences in perceived parenting based on the field of study (scientific vs. literary) were examined. The mean score for the scientific field was (79.55) with a standard deviation of (9.707), while the mean

score for the literary field was (88.03) with a standard deviation of (21.454). When comparing the two means, it was found that there are statistically significant differences in favor of the literary field, as the calculated t-value (-4.291) is greater than the tabulated t-value of (1.96) at a significance level of (0.05) and degrees of freedom (498), indicating statistical significance on the Perceived Parenting Scale. Table (7) illustrates this.

Table (7) Differences in Perceived Parenting Based on Gender and Field of Study

Variable	Specialty	Number	Mean Score	Standard Deviation	Degrees of Freedom	Calculated t-value	Critical t-value	Significance Level (0.05)
Perceived Parenting	Males	215	82.00	10.004		3.394		Significant for Males
	Females	285	78.66	11.513				
	Scientific	468	79.55	9.707		4.291		Significant for Literary
	Literary	32	88.03	21.454				

This result can be interpreted as indicating that males bear a greater burden of responsibilities assigned by their parents in daily life compared to females, which makes them more aware of their parents' parenting styles. This finding aligns with the study by Chan and Chan (2009), which found that males score higher than females on perceived parenting styles (Chan and Chan, 2009, pp. 437-438). However, it contrasts with the study by Jaureguizar et al. (2018), which indicated no statistically significant difference between males and females on the perceived parenting scale (Jaureguizar et al., 2018, p. 5). It also differs from Abbas's (2005) study, which reported that females had a higher awareness of parental treatment than males (Abbas, 2005, p. 203).

Students in the literary branch scored higher than those in the scientific branch on perceived parenting, likely due to social upbringing, educational environment, and the literary and educational curricula they tend to study. These factors contribute to their awareness of parental treatment.

B- Statistical Differences in Emotional Autonomy Based on Gender (Males, Females) and Branch (Scientific, Literary)

To identify the differences in emotional autonomy among students based on the variable of gender, the average score for the male sample was calculated at (50.87) with a standard deviation of (8.968), while the average score for females was (49.56) with a standard deviation of (10.769). Upon comparison, it was found that there were no significant differences in emotional autonomy. The calculated t-value of (1.442) was lower than the critical t-value of (1.96) at a significance level of (0.05) with degrees of freedom (498), indicating that the results were not statistically significant.

Differences by Branch (Scientific - Literary):

To identify the differences in emotional autonomy based on the variable of academic branch, the average score for the scientific sample was calculated at (49.36) with a standard deviation of (9.604), while the average score for the literary sample was (61.25) with a standard deviation of (9.916). This indicates significant differences in emotional autonomy in favor of the literary branch, as the calculated t-value of (6.762) is higher than the critical t-value of (1.96) at a significance level of (0.05) with degrees of freedom (498), indicating that the results are statistically significant. Table (8) illustrates this.

Table (8) Differences in Emotional Autonomy Based on Gender and Academic Branch

Variable	Specialization	Number	Mean Score	Standard Deviation	Degrees of Freedom	Calculated t-value	Tabulated t-value	Significance Level (0.05)
Emotional Autonomy	Males	215	50.87	8.968		1.442		Not sig.
	Females	285	49.56	10.769				
	Scientific	468	49.36	9.604		6.762-		Sig for literary branch
	Literary	32	61.25	9.916				

This can be interpreted according to the theoretical framework and the adopted theory, suggesting that the change and evolution of identity for females in recent years, along with the shift and interchange of roles, have created a certain degree of equality between males and females in the concept of emotional independence from parents. This is despite previous literature in Western cultures indicating that some studies found higher levels of independence in females compared to males, while others suggested the opposite. This result aligns with the study by Parra et al. (2014), which indicated no statistically significant differences between males and females in emotional independence (Parra et al., 2015: p.65). However, it contrasts with the findings of Steinberg and Silverberg (1986), which showed that females have higher scores than males on the emotional independence scale (Steinberg and Silverberg, 1986: p.849).

Students in the literary branch enjoy a higher level of emotional independence compared to those in the scientific branch. This may be attributed to childhood experiences and social upbringing, which vary from individual to individual based on their upbringing system. Some parents encourage their children to be independent, enabling them to rely on themselves and distinguish between their own directions and those of their parents, while also working to utilize their personal efforts and liberate themselves from excessive dependence on their parents. On the other hand, some parents provide excessive protection, dictate the type of study and profession, and plan their children's future, thereby hindering their independence. Additionally, academic pressure in the scientific branch significantly affects emotional independence, causing students to cling to their parents and rely on them to meet their needs and educational expenses, unlike those in the literary branch. This result contrasts with the study by Al-Husseini and Al-Tamimi (2011), which indicated no statistically significant differences between the literary and scientific branches on the independence scale (Al-Husseini and Al-Tamimi, 2011, p.423).

4- Understanding the Correlational Relationship Between Perceived Parenting and Emotional Independence Among Students

To reveal the correlational relationship between perceived parenting and emotional independence among middle school students, Pearson correlation coefficient was used. The correlation coefficient between perceived parenting and emotional independence was found to be (0.343). To test the significance of the correlation coefficient, the t-test for Pearson correlation was employed, and the calculated t-value for the correlation coefficient was (8.149), which is higher than the critical t-value of (1.96) at a significance level of (0.05) with (498) degrees of freedom, as shown in Table (9):

Table (9) shows the correlation coefficient and t-value between religious support, perceived parenting, and emotional independence among students

Sample	Variable	Calculated Correlation Coefficient	t-Value of Correlation		Level of Significance
			Calculated	Tabulated	
	Perceived Parenting	0.343	8.149	1.96	Sig.

This result can be interpreted as natural, indicating that children's perception of parenting styles plays a role in emotional independence. This suggests that middle school students in Diwaniya possess high levels of psychological and social maturity, a result of encouragement and support from their parents toward their independence, enabling them to take on future responsibilities. This finding aligns with the study by Chan and Chan (2009), which reported a strong correlation between perceived parenting and emotional independence (Chan and Chan, 2009: pp. 438-439). However, it contrasts with the findings of Beyers and Goossens (1999), which showed no correlation between perceived parenting and emotional independence (Beyers and Goossens, 1999: pp. 765-766).

Recommendations

Based on the research findings, the researcher recommends the following:

1. **Organizing Scientific Seminars and Cultural Conferences:** To strengthen the foundations of perceived parenting and methods for its development, along with the associated psychological benefits for individuals and society.
2. **Conducting Guidance and Awareness Workshops in Schools:** To raise awareness about the importance of developing emotional independence, particularly among adolescents.
3. **Utilizing the Research Measures in Future Studies:** To explore other groups of adolescents in subsequent research.

Suggestions

The researcher suggests conducting the following studies for further benefit:

1. **A Quasi-Experimental Study:** To examine the impact of perceived parenting on life satisfaction across various domains.
2. **A Study on the Relationship between Perceived Parenting and Other Variables:** Such as psychological and social adjustment, psychological compatibility, and productive personality traits.
3. **A Similar Study Among Other Social Groups:** Such as university students and working adolescents.

References

Arabic References

1. Ismail, Hiba Hussein, & Al-Tamawi, Emad El-Din Ibrahim Ali Muhammad. (2020). Parenting styles and their relationship to psychological adjustment among adolescent students in secondary education. *Egyptian Journal of Psychological Studies*, 30(109).
2. Al-Bijani, Aziz bin Saleh bin Aziz. (2019). Parenting styles as perceived by children and their relationship to anger among secondary school students in Al-Lith Governorate. *Journal of the College of Education, Mansoura*, 107(3), 1005-1041.
3. Al-Husaini, Wafa Shakir & Al-Tamimi, Mahmoud Kazem Mahmoud. (2011). Independence among female students in the preparatory stage. *Journal of Babylon University, Humanities Sciences*, 19(3).

4. Abbas, Susan Habib Said Shubair & Abdul Khaliq, Ahmad Muhammad. (2005). Children's attitudes towards parenting styles and their relationship to depression among a sample of Kuwaiti adolescents. *Journal of Psychological Studies*, 15(2), 203-230.
5. Nasr, Muhammad & Abu Fakhr, Ghassan. (2004). Psychological independence from parents and its relationship to parenting styles: A field study on a sample of normal and hearing-impaired adolescents. *Journal of Damascus University*, 20(2).

Foreign References

1. **Baumrind, D.** (1967). Childcare practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75, 43-88.
2. **Baumrind, D.** (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.
3. **Cutrona, C. E., & Russell, D. W.** (1987). The provisions of social relationships and adaptation to stress. In W. H. Jones & D. Perlman (Eds.), *Advances in personal relationships* (Vol. 1, pp. 37-67). Greenwich, CT: JAI Press.
4. **Darling, N., & Steinberg, L.** (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113(3), 487-496.
5. **Forgatch, M. S.** (1989). Patterns and outcome in family problem solving: The disrupting effect of negative emotion. *Journal of Marriage and the Family*, 51(1), 115-124.
6. **Hoffman, J. A.** (1984). Psychological separation of late adolescents from their parents. *Journal of Counseling Psychology*, 31(2), 170-178.
7. **Pargament, K. I.** (1997). The psychology of religion and coping: Theory, research, practice. New York: Guilford Press, 21-33, 163-197.
8. **Parra, A., Oliva, A., & Sanchez-Queija, I.** (2015). Development of emotional autonomy from adolescence to young adulthood in Spain. *Journal of Adolescence*, 38, 57-67.
9. **Reitzle, M., Winkler Metzke, C., & Steinhausen, H.-C.** (2001). Parents and children: The Zurich brief questionnaire for the assessment of parental behaviors [Eltern und Kinder: Der Zürcher Kurzfragebogen zum Erziehungsverhalten (ZKE)]. *Diagnostica*, 47, 196-207.
10. **Ryan, R. M., & Lynch, J. H.** (1989). Emotional autonomy versus detachment: Revisiting the vicissitudes of adolescence and young adulthood. *Child Development*, 60, 340-356.
11. **Steinberg, L., & Silverberg, S. B.** (1986). Vicissitudes of autonomy in early adolescence. *Child Development*, 57, 841-851.
12. **Wolfradt, U., Hempel, S., & Miles, J. N. V.** (2003). Perceived parenting styles, depersonalization, anxiety, and coping behavior in adolescents. *Personality and Individual Differences*, 34, 521-532.

Appendices

Perceived Parenting Scale

Items	Response Options			
1. My parents can help me understand right from wrong.	agree		disagree	
2. My parents view everything with a critical mind.	always	sometimes	rarely	never
3. My parents never find time to help me in difficult situations.				

4. My parents reward me when I pass exams.				
5. My parents compare me with other friends/classmates.				
6. My parents never help me complete daily activities on time.				
7. My parents pay close attention to my suggestions and ideas.				
8. One of my parents has insulted me and hit me in front of others.				
9. My parents do not guide me while doing my homework.				
10. I have the freedom to discuss anything with my parents.				
11. I feel rejected by my parents due to a lack of affection.				
12. My parents have never asked me about the decisions I made.				
13. If I go through a crisis, my parents inquire about it.				
14. My parents blame me even for small things.				
15. My parents do not provide an environment for my studies.				
16. I receive love and care from my parents.				
17. My parents behave firmly with me.				
18. My parents do not do anything to meet my needs.				
19. My parents monitor my decisions.				
20. My parents scold me for not meeting their expectations.				
21. My parents do not inquire about my health.				
22. My parents consider my opinions in all important household decisions.				
23. My parents blame me for not doing things correctly.				
24. My parents have not made any effort to know my progress in school.				
25. My parents provide guidance for my studies.				
26. My parents scold me without knowing the reasons for being late to school.				
27. My parents have not inquired about my interests and likes.				
28. My parents spend a lot of time with me.				
29. My parents control every activity I do.				
30. My parents have shown no interest in my abilities and goals.				

Emotional Independence Scale

Items	Response Options	
	agree	disagree

	always	sometimes	rarely	never
I agree with my parents on everything.				
Even when I disagree, my parents are right.				
I try to have the same opinions as my parents.				
When I become a parent, I will treat my children the same way my parents treated me.				
My parents hardly make mistakes.				
I go to my parents for help before trying to solve a problem myself.				
I prefer going to my friends rather than my parents for advice on some matters.				
When I do something wrong, I rely on my parents to fix it.				
When I have a problem with one of my friends, I discuss it with my mom or dad before deciding what to do about it.				
I am curious about how my parents behave when I am not around.				
My parents act differently when they are with their parents than how they act at home.				
I might be surprised to see how my parents behave at a party.				
My parents' behavior at work is similar to their behavior at home.				
My parents' conversations in front of me are different from what they discuss in my absence.				
My parents' behavior with their friends is similar to how they behave with me at home.				
There are some things my parents do not know about me.				
My parents know everything there is to know about me.				
My parents would be surprised to know what I am like when I'm not with them.				
There are things I would do differently than my mom and dad when I become a parent.				
I wish my parents understood who I really am.				