

**Perceived parenting styles among high school adolescents
in light of the variables of gender and parental figure**

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Abstract:

This study aims to identify the most common perceived parenting styles among high school adolescents and to examine differences in these styles according to parental image (father/mother) and adolescent gender. A descriptive-analytical approach was adopted, and the EMBU Scale of perceived parenting styles (Perris et al., 1980) was administered to a sample of 60 male and female high school students from a secondary school in Algiers.

Data were analyzed using SPSS version 22. The findings revealed that positive and healthy parenting styles were the most prevalent among the participants. Significant gender-based differences were found in adolescents' perceptions of both maternal and paternal parenting styles, whereas no statistically significant differences were found between the perceived parenting styles of fathers and mothers overall.

Keywords: Perceived parenting styles; maternal image; paternal image; adolescent.

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Introduction:

The family is considered the fundamental nucleus upon which an individual's psychological and social well-being is built. It constitutes the primary environment in which the child acquires various competencies, including moral values and norms, respect for others, and the development of social skills. As such, the family represents the basic unit of society, surpassing all other social institutions in its direct impact on individual development. From this perspective, the study of parenting styles has become a central focus in psychological and educational research, both Arab and international, given its pivotal role in shaping adolescents' personality and their psychological, social, and academic adjustment.

Accordingly, the importance of the present study lies in exploring the parenting styles as perceived by adolescents enrolled in secondary education, and in analyzing the extent to which the parental image (father and mother) and the adolescent's gender influence the perception of these styles. Understanding prevailing parenting patterns contributes to improving parent-adolescent interactions and enables the development of guidance strategies aimed at reinforcing positive practices and mitigating the negative effects of maladaptive parenting styles on children's development.

Moreover, there is a pressing need to provide accurate data on socialization practices within Algerian society, particularly given that adolescence is a critical developmental stage characterized by rapid physical, emotional, and social changes, alongside the adolescent's pursuit of autonomy, identity formation, and increased engagement with peer groups. Research indicates that the nature of the parent-child relationship during this stage plays a decisive role in guiding adolescents' behavior and regulating their emotions. Some parents may interpret adolescents' autonomy-seeking behaviors as rebellion, whereas these behaviors often represent natural indicators of healthy psychological development.

Therefore, this study aims to achieve a set of core objectives, summarized as follows:

- To identify the most prevalent parenting styles as perceived by secondary school adolescents.
- To determine gender-based differences in adolescents' perceptions of maternal parenting styles.
- To determine gender-based differences in adolescents' perceptions of paternal parenting styles.
- To analyze differences between adolescents' perceptions of maternal and paternal parenting styles.

Through this study, we hope to contribute to the cumulative body of scientific knowledge on perceived parenting styles and to offer practical recommendations for the development of family guidance programs that promote positive parenting practices and support adolescents' psychological and social development.

1. Statement of the Problem

Socialization is regarded as a lifelong, continuous process through which individuals acquire values, norms, and behavioral patterns that enable them to interact appropriately with their social environment. Psychological literature indicates that this process begins in early childhood within the family, where parents constitute the primary agents of socialization through the parenting practices they adopt. These practices are reflected in children's psychological, social, and academic development, with their effects extending into adolescence and beyond. Socialization unfolds through two main stages: primary socialization, which occurs in early childhood and involves learning fundamental values and behavioral expectations; and secondary socialization, which takes place later through schools, peer groups, and other institutions, where children learn to adapt to new social contexts outside the family (Fadlillah, 2020).

Adolescence is considered one of the most sensitive developmental stages, as it is marked by rapid physical, emotional, and social changes, accompanied by the adolescent's striving for autonomy, identity formation, and increasing openness toward peer groups. Numerous studies have demonstrated that the nature of the parent–adolescent relationship during this stage plays a decisive role in shaping adolescents' behavior and regulating their emotions. Some parents may interpret adolescents' autonomy-seeking behaviors as rebellion or disobedience, whereas these behaviors are, in fact, natural indicators of healthy psychological development (Kanchan, 2022).

Within this context, the findings of many Arab and Algerian psychological and educational studies have confirmed that parenting styles represent one of the fundamental determinants of adolescents' psychological and social adjustment, as well as their academic adaptation. Algerian studies, in particular, have shown that positive parenting practices—such as acceptance, encouragement, tolerance, and constructive guidance—are significantly associated with higher levels of psychological and academic adjustment, psychological security, and self-esteem among secondary school adolescents. Conversely, negative practices such as harshness, authoritarianism, deprivation, and differential treatment among siblings are linked to emotional and behavioral problems, as well as poor school and social adjustment (Badawi, 2009; Kashroud, 2003; Abriem, 2012; Khlouf, 2015). Badawi's (2009) study found that adolescents who perceive parental treatment characterized by rejection and harshness experience difficulties in social and school adjustment and disturbances in family relationships. Similarly, Khlouf (2015) demonstrated that positive parenting practices directly contribute to improving academic adjustment among secondary school adolescents in the context of contemporary social changes.

Other studies have revealed statistically significant differences in adolescents' perceptions of parenting styles according to gender. Studies by Kashroud (2003) and Daif (2006) indicated that females tend to perceive certain negative parenting practices more strongly than males, particularly with regard to the maternal image. In contrast, other studies have shown that males are more likely to perceive paternal treatment as more rigid and authoritarian, reflecting the specific patterns of socialization and prevailing gender roles within Algerian society (Bouhnash, 2017; Al-Jaroush, 2013). These findings suggest that adolescents' perceptions of parenting styles are not determined solely by parental behavior itself, but are also influenced by the adolescent's gender and social representations of the roles of both the father and the mother within the family.

In the same vein, several studies have supported these results. Al-Harbi (2009) found a positive relationship between parenting practices based on acceptance and support and levels of optimism and psychological adjustment among middle and secondary school students. Fayza Real (2005) reported statistically significant gender differences in the perception of parenting styles, particularly concerning the maternal image. Al-Mu'awwad (2003) concluded that negative parenting styles are associated with elevated levels of anxiety and depression, as well as poor social and academic adjustment among adolescents. Moreover, the study by Ben Zdeira and Nini (2025) indicated that poor parental treatment of children may contribute to their future delinquency. Other Arab studies employing the EMBU scale have also confirmed that the parental image (father or mother) contributes differentially to shaping children's perceptions of parenting styles, depending on the educational and social roles assumed by each parent within the Arab family (Al-Buhaili, 2008; Al-Ghaishi, 2015).

Despite this substantial body of research, previous studies have yielded inconsistent results regarding the prevailing parenting styles and the differences associated with gender and parental image (father/mother). Furthermore, most studies have focused on specific psychological or educational variables, without sufficiently examining secondary school adolescents' perceptions of parenting styles within the Algerian context. Accordingly, the

problem of the present study emerges from the attempt to identify the nature of perceived parenting styles among secondary school adolescents and to analyze differences related to adolescent gender and parental image (father and mother). This endeavor aims to deepen scientific understanding and to provide data that can be utilized in the development of guidance and educational programs tailored to Algerian families.

Based on the foregoing, the study seeks to answer the following research questions:

- What are the most prevalent parenting styles as perceived by secondary school adolescents?
- Are there gender-based differences in secondary school adolescents' perceptions of maternal parenting styles?
- Are there gender-based differences in secondary school adolescents' perceptions of paternal parenting styles?
- Are there differences in secondary school adolescents' perceptions of parenting styles according to parental image (father/mother)?

2. Research Hypotheses

- The most prevalent perceived parenting styles among secondary school adolescents tend to be positive styles.
- There are statistically significant differences in perceived parenting styles (maternal image) among secondary school adolescents attributable to the gender of the adolescent.
- There are statistically significant differences in perceived parenting styles (paternal image) among secondary school adolescents attributable to the gender of the adolescent.
- There are statistically significant differences in secondary school adolescents' perceptions of paternal parenting styles and maternal parenting styles.

3. Definition of the Study Concepts

The concept of *parenting styles* is defined as follows:

3.1. Parenting Styles:

Parenting styles refer to the set of methods, approaches, and behaviors—whether appropriate or inappropriate, positive or negative—adopted by parents in their interactions with their children, with the aim of raising and socializing them across various life situations (Naji, 2017).

Operationally, parenting styles denote the methods employed by parents to instill various behavioral patterns, values, customs, and traditions in their children. These are reflected in the scores obtained by secondary school adolescents on the EMBU Parental Rearing Styles Scale developed by Perris et al. (1980), which measures fourteen distinct dimensions of parenting practices: physical abuse, deprivation, harshness, humiliation, rejection, overprotection, excessive interference, tolerance, parental empathy, guidance toward improvement, induction of guilt, encouragement, sibling favoritism, and indulgence.

4. Methodological Procedures of the Study

This section presents, in sequence, the methodological steps followed in the study, including the research design, the sample and its characteristics, the measurement instruments, and the statistical analysis methods.

4.1. Research Design:

To achieve the objectives of the study, the descriptive-analytical method was adopted. According to Al-Halabi (2020), this method is based on the systematic investigation of reality, focusing on the accurate description, analysis, and interpretation of phenomena. It expresses findings in both qualitative and quantitative terms: qualitative description clarifies the characteristics of the phenomenon, whereas quantitative description provides numerical indicators that reflect its magnitude and the degree of its association with other variables.

4.2. Study Setting:

The field study was conducted at Martyr Kendi Ahmed Secondary School, located in the municipality of Bordj El Bahri, belonging to the Directorate of Education of Algiers-East.

4.3. Temporal Scope:

The current field study was carried out during the period extending from September 2025 to November 2025.

4.4. Study Sample:

The study sample consisted of 60 secondary school adolescents from Martyr Kendi Ahmed Secondary School, selected through purposive sampling. A total of 75 questionnaires were distributed with the assistance of teachers. After retrieval, 60 questionnaires were deemed valid for analysis, while 15 were excluded due to incomplete data. The characteristics of the sample are presented in Tables (01) and (02).

Table 01: **Distribution of the Sample by Gender**

Table (1)	Gender	Frequency	Percentage	shows that represent 36.66% of the sample with a frequency of 22, whereas females account for 63.33% with a frequency of 38.
	Males	22	36.66%	
	Females	38	63.33%	
	Total	60	100%	

Table 02: **Distribution of the Sample by Educational Level**

Educational Level	Frequency	Percentage
Second-year secondary	12	20%
Third-year secondary	48	80%
Total	60	100%

As indicated in Table (2), students in the third year of secondary education constitute 80% of the sample with a frequency of 48, while students in the second year of secondary education represent 20% with a frequency of 12.

4.5. Data Collection Instruments

The present study relied on the EMBU Parental Rearing Styles Scale. This section provides a description of the scale, its background, and its dimensions.

- The EMBU Parental Rearing Styles Scale from the Children's Perspective

The EMBU scale was developed by Perris et al. (1980) and derives its name from the initials of the Swedish title *Egna av Menner Barndoms Uppfostran*, in which it was first published. The scale measures fourteen distinct dimensions of parental rearing styles, assessed separately for the father and the mother. These dimensions include: physical abuse, deprivation, harshness, humiliation, rejection, overprotection, excessive interference, tolerance, parental empathy, guidance toward improvement, induction of guilt, encouragement, sibling favoritism, and indulgence. The scale indicates the extent to which paternal and maternal parenting styles are characterized by each of these dimensions (Al-Buhaili, 2008).

In 1982, Ross et al. (1982) standardized the scale and examined its validity and reliability among English-speaking populations. Subsequently, it was standardized for German-speaking populations in 1983 by Arrindell et al. (1983).

Regarding the response format, respondents indicate the extent to which each statement applies to them using four response options, scored as follows: *Always* (4), *Sometimes* (3), *Rarely* (2), and *Never* (1).

Abdelrahman and Al-Maghribi (1989) translated the English version of the scale into Arabic; however, the items were phrased in Egyptian colloquial Arabic to facilitate comprehension, and the scale was standardized within the Egyptian context. The scale consists of 75 items,

each answered using one of the following options: *Always, Sometimes, Very rarely, or Never*. The EMBU scale has also been applied in the Algerian context by several researchers, including Huda Kashroud (2003) and Daif Ferial (2006), among others. Concerning its psychometric properties, Daif Ferial (2006) reported reliability coefficients of 0.79 for the father form and 0.84 for the mother form, while the coefficients of intrinsic validity were estimated at 0.96 for the father and 0.91 for the mother.

This instrument assesses perceived parenting styles for both the father and the mother separately. Table (3) below presents a description of these dimensions.

Table 03: Dimensions of the Parenting Styles Scale and Their Definitions

No.	Dimension	Items	Definition
1	Physical Abuse	11, 21, 49, 58, 61	The child's exposure to beating or other forms of harsh and repeated physical punishment for minor mistakes, leading the child to feel unjustly treated by the parents.
2	Deprivation	8, 24, 28, 39, 45, 70	Depriving the child of obtaining needed items or engaging in activities they enjoy, in a manner that makes the child feel parental stinginess or neglect.
3	Harshness	6, 12, 22, 50, 56, 57	The child's perception that one or both parents are harsh in their treatment, such as using threats of physical punishment or deprivation for trivial reasons.
4	Humiliation	17, 26, 32, 52, 64	Deliberately reprimanding the child and labeling them with negative attributes in the presence of others, or treating them in ways that induce feelings of inferiority and inadequacy, while failing to appreciate their abilities.
5	Rejection	4, 5, 13, 25, 69	Avoiding interaction or communication with the child for extended periods due to minor mistakes, causing the child to feel unloved by one or both parents.
6	Overprotection	16, 18, 20, 51, 59, 66	Excessive fear for the child's safety from potential threats, expressed in ways that delay the child's development of independence.
7	Excessive Interference	1, 33, 41, 53, 63	Setting rigid boundaries regarding what is permitted or prohibited from the parents' perspective, and strictly enforcing them through excessive involvement in every aspect of the child's life.
8	Tolerance	9, 37, 55, 68, 75	Respecting the child's opinions, accepting them despite their shortcomings, correcting mistakes without harshness, and fostering self-confidence.
9	Parental Empathy	2, 36, 38, 67, 74	Parents' habitual expression of love toward the child, verbally and behaviorally.
10	Guidance Toward Improvement	7, 29, 35, 47, 71	Directing the child toward success in study and work in order to become a useful member of society with personal value and identity.
11	Induction of Guilt	23, 34, 40, 44, 46, 48	Belittling the child and treating them in ways that evoke feelings of guilt or self-blame, even for mistakes beyond their control.
12	Encouragement	19, 30, 42, 43, 60	Parents' tendency to support, encourage, and stand by the child in difficult situations in a manner that motivates progress and perseverance.
13	Sibling Favoritism	31, 15, 14, 54, 65	Rejecting the child and favoring siblings for reasons such as gender, birth order, or family-related factors.
14	Indulgence	3, 10, 27, 62, 72, 73	Excessive fulfillment of the child's desires, accompanied by heightened care and attention compared to siblings, which hinders the child's ability to assume responsibility independently.

Source: Abu Al-Saad (2017)

This scale is considered one of the most efficient instruments for measuring the core dimensions of parental treatment of children, as it is based on parents' actual behaviors across

various interactions with their children. Its items classify concrete and observable forms of parental behavior (fathers' and mothers' practices), which makes them relatively easy for children to notice and evaluate.

4.5. Statistical Methods Used

The following statistical techniques were employed in the present study:

- Frequencies and percentages
- Means and standard deviations
- Independent-samples *t*-test to examine differences

Data were analyzed using the Statistical Package for the Social Sciences (SPSS), version 22.

5. Presentation, Analysis, and Discussion of Results

The results of the study are presented, analyzed, and discussed in accordance with the formulated hypotheses and their respective sequence.

5.1. Presentation, Analysis, and Discussion of the First Hypothesis

The first hypothesis was formulated on the assumption that the most prevalent parenting styles, as perceived by secondary school adolescents, tend toward positive parenting practices. Table (4) presents the results related to this hypothesis.

Table 04:: Most Prevalent Parenting Styles as Perceived by Secondary School Adolescents

Parenting Styles	Number of Items	Sample	Mean	Rank Mean	Overall Mean	Rank
Negative Styles (55 items)					10.98	14
Physical abuse	5	60	4.70	0.94		
Deprivation	6	60	8.43	1.40		12
Harshness	6	60	10.20	1.70		11
Humiliation	5	60	6.85	1.36		13
Rejection	5	60	8.72	1.74		10
Overprotection	6	60	18.21	3.03		5
Excessive interference	5	60	12.70	2.41		7
Induction of guilt	6	60	12.60	2.17		9
Sibling favoritism	5	60	11.72	2.34		8
Indulgence	6	60	16.41	2.73		6
Positive Styles (20 items)					16.70	
Tolerance	5	60	15.80	3.17		4
Parental empathy	5	60	17.17	3.43		2
Guidance toward improvement	5	60	17.72	3.54		1
Encouragement	5	60	16.04	3.28		3

Table (4) indicates that the most prevalent parenting styles, as perceived by secondary school adolescents, are positive parenting practices, with an overall mean score of 16.70. These practices are ranked as follows: guidance toward improvement, parental empathy, encouragement, and tolerance. Negative parenting styles ranked lower, with an overall mean score of 10.98, and were ordered as follows: overprotection, indulgence, sibling favoritism, induction of guilt, excessive interference, rejection, harshness, deprivation, humiliation, and physical abuse. Accordingly, the first hypothesis of the study is supported.

The findings of the present study are consistent with those reported by Boukhnaish (2017), Maqhout (2014), and Khlouf (2015), all of which concluded that positive parenting styles are

the most prevalent. However, the current results diverge from those of Khalal (2012), who found that parental responses tended more toward punishment and control rather than tolerance and acceptance, reflecting a predominance of negative parenting practices. Positive parental treatment of children may be attributed to the social changes that have occurred in Algerian society. Cultural openness, the rising educational level of parents, and technological development—which has facilitated access to information across all segments of society—have enabled families to learn more effective ways of dealing with their children. These factors have collectively contributed to the prevalence of positive parenting practices. In addition, parents' awareness of the importance and sensitivity of the adolescent stage has led them to prioritize positive treatment, while resorting to firmness only when necessary (Bounash, 2017).

5.2. Presentation, Analysis, and Discussion of the Second Hypothesis

The second hypothesis posits the existence of differences in perceived parenting styles (maternal image) among secondary school adolescents. To test this hypothesis, differences were examined using the independent-samples *t*-test. The results are presented in Table (5).

Table 05: **Independent-Samples *t*-Test for Differences in Perceived Parenting Styles (Maternal Image)**

Parenting Styles	Sample	N	Mean	Std. Deviation	<i>t</i>	df	Sig.	Statistical Significance
Negative styles	Males	22	9.21	3.51	3.221	59	0.043	Significant in favor of females
	Females	38	11.55	2.15				
Positive styles	Males	22	17.54	3.22	0.457	59	0.724	Not significant
	Females	38	16.86	2.12				

Table (5) shows that the calculated *t*-value for negative parenting styles is 3.221, with a significance level of 0.043, which is lower than 0.05. This indicates statistically significant differences in mean scores in favor of females. In contrast, the calculated *t*-value for positive parenting styles is 0.457, with a significance level of 0.724, which exceeds 0.05, indicating no statistically significant differences between males and females in perceived positive maternal parenting styles. Accordingly, the second hypothesis is partially supported.

These findings are consistent with the results of Al-Harbi (2009), Fayza Real (2005), and Imad Al-Din Ismail (1989), all of which reported gender-based differences in adolescents' perceptions of both positive and negative maternal parenting styles. However, the present study only partially aligns with these findings, as significant differences were found solely for negative parenting styles in favor of females. Conversely, the results differ from those reported by Al-Ghaishi (2015) and Al-Mu'awwad (2003), who found no statistically significant gender differences in the perception of maternal parenting styles.

These results may be interpreted from several perspectives. The observed differences in perceived maternal parenting styles suggest that female students perceive their mothers as treating them more negatively than their male siblings. This pattern is both common and recurrent within Algerian society, where the socialization of adolescent girls is often primarily entrusted to mothers. Mothers are expected to instill proper conduct, guide their daughters toward socially acceptable behaviors, and correct them when they deviate from expected norms. This heightened maternal attention toward daughters, compared to sons, may be perceived by females as negative treatment or as favoritism toward male siblings, leading girls to feel discriminated against in terms of criticism and monitoring of their behaviors.

Although this result may appear negative on the surface, it reflects a deeper positive dimension. It highlights the enduring role of mothers within Algerian society and their continued commitment to fulfilling their educational responsibilities with firmness and

consistency. Greater concern for daughters is both logical and culturally sanctioned in a society that traditionally places stronger protective expectations on girls than on boys. This pattern is characteristic of many conservative Eastern societies, where a family's social standing may be more adversely affected by reports of behavioral transgressions committed by daughters than by sons. Consequently, heightened vigilance in the upbringing of girls remains a prominent feature of the traditional social system.

It is also important to emphasize the absence of gender differences in the perception of positive maternal parenting styles. This indicates that mothers' positive practices—such as empathy, tolerance, encouragement, and guidance—are perceived as balanced and equitable by secondary school adolescents, regardless of gender. This finding is consistent with the results of the first hypothesis, which demonstrated the prevalence of healthy and positive parenting practices.

5.3. Presentation, Analysis, and Discussion of the Third Hypothesis

The third hypothesis was formulated on the assumption that there are differences in perceived parenting styles (paternal image) among secondary school adolescents attributable to gender. To test this hypothesis, differences were examined using the independent-samples *t*-test. The results are presented in Table (6).

Table 06: **Independent-Samples *t*-Test for Differences in Perceived Parenting Styles (Paternal Image) by Gender**

Parenting Styles	Gender	N	Mean	Std. Deviation	<i>t</i>	df	Sig.	Statistical Significance
Negative styles	Males	22	13.16	3.17	3.125	59	0.036	Significant in favor of males
	Females	38	10.14	2.65				
Positive styles	Males	22	14.83	3.66	2.545	59	0.041	Significant in favor of females
	Females	38	17.59	2.90				

An examination of Table (6) reveals that the calculated *t*-value for negative parenting styles is 3.125, with a significance level of 0.036, which is lower than 0.05. This indicates statistically significant differences in mean scores in favor of males. Similarly, the calculated *t*-value for positive parenting styles is 2.545, with a significance level of 0.041, which is also lower than 0.05, indicating statistically significant differences in favor of females.

These findings confirm the third hypothesis, as significant gender-based differences were identified in adolescents' perceptions of paternal parenting styles.

A review of the relevant literature indicates that these results are consistent with several previous studies, including those by Talbi Sada (2007), Mahmoud Kamal (1999), Ahmed Al-Tahrawi (1998), and Mamdouha Salama (1990), all of which reported gender differences in the perception of both positive and negative paternal parenting styles. However, the present findings diverge from those reported by Al-Jaroush (2013), Abriem (2012), and Al-Buhaili (2008), who found no statistically significant gender differences in adolescents' perceptions of paternal parenting styles.

These discrepancies may be attributed to several factors. The father traditionally plays a crucial role in protecting family members, maintaining family stability, and transmitting social values, norms, and appropriate educational principles. However, the specific characteristics of adolescence—particularly among males—highlight the growing influence of peers and social media networks, which often compete with, and at times contradict, the father's educational role. As a result, confrontations, disagreements, and differences in viewpoints may arise between adolescent boys and their fathers. Such interactions may lead male adolescents to perceive paternal treatment as more negative compared to that directed

toward their sisters, and to view their fathers as displaying greater positivity toward daughters.

In contrast, secondary school adolescent girls tend to perceive their fathers' treatment more positively than do their male siblings. Fathers often show greater tenderness and emotional support toward daughters than toward sons. From this perspective, girls' behavior toward their fathers is often characterized by greater compliance and cooperation: they tend to assist their mothers with household tasks, attend to their fathers' needs when possible, create fewer conflicts, and spend more time at home than boys. These factors may contribute to a more positive perception of paternal treatment among female adolescents.

A healthy father–daughter relationship during adolescence is closely associated with a sense of security, which is essential for all adolescents but particularly crucial for girls' development. When a girl receives protection and emotional security from her father, she is more likely to thrive in a relatively safe environment, thereby increasing her chances of developing into a psychologically healthy adult (Zia, 2015).

5.4. Presentation, Analysis, and Discussion of the Fourth Hypothesis

The fourth hypothesis was formulated on the assumption that there are differences in secondary school adolescents' perceptions of paternal and maternal parenting styles. To test this hypothesis, differences were examined using the independent-samples *t*-test. The results are presented in Table (7).

Table 07: **Independent-Samples *t*-Test for Differences in Perceived Parenting Styles According to Parental Image (Father/Mother)**

Parenting Styles	Parent	N	Mean	Std. Deviation	<i>t</i>	df	Sig.	Statistical Significance
Negative styles	Father	60	11.58	3.28	1.191	59	0.236	Not significant
	Mother	60	10.38	5.14				
Positive styles	Father	60	16.21	1.41	0.988	59	0.358	Not significant
	Mother	60	17.20	1.10				

Table (7) shows that the calculated *t*-value for negative parenting styles is 1.191, with a significance level of 0.236, which exceeds 0.05. This indicates that the differences in mean scores are not statistically significant. Similarly, the calculated *t*-value for positive parenting styles is 0.988, with a significance level of 0.358, which is also greater than 0.05, indicating no statistically significant differences. Accordingly, the fourth hypothesis is not supported, and the null hypothesis is accepted, which states that there are no differences in parenting styles attributable to parental image (father/mother).

The findings of the present study are consistent with those reported by Abrihem Samia (2012), Al-Buhaili (2008), and Moussa Mu'awwad (2003), all of which found no statistically significant differences in adolescents' perceptions of parenting styles based on parental image (father/mother). However, these findings contrast with those of Fayza Real (2005), who reported significant differences in parenting styles according to parental image.

Based on these results, it can be concluded that adolescents who live in families characterized by a structured and organized distribution of roles between the father and the mother tend to develop balanced perceptions of parenting practices. Such family environments contribute to a general atmosphere of calmness and psychological comfort for adolescents, despite the occasional presence of disagreements or differences in viewpoints, which do not diminish affection nor disrupt the balanced family life experienced by adolescents.

Conclusion

The results of the present study indicate that the predominant perceived parenting styles among secondary school adolescents are positive and adaptive in nature, and that differences in these styles exist according to the adolescent's gender.

Of particular interest is the high level of perceived positive parenting styles demonstrated by the study sample. This finding contrasts with common societal discourse that portrays the family as having relinquished its educational role and being characterized by neglect, violence, and other maladaptive parenting practices. The prevalence of positive parenting styles is both important and encouraging, as it inspires hope for Algerian families and contributes to reshaping the prevailing stereotypical image from one dominated by negative roles to a more optimistic and constructive one.

Nevertheless, it should be noted that the findings of this study are limited to the specific sample of secondary school adolescents, as well as to defined temporal and spatial boundaries and the purposive sampling method employed. Consequently, the results cannot be generalized and require further academic validation. In light of these findings, several recommendations are proposed:

- To adopt a positive-oriented approach in studying parenting styles within Algerian society and to examine their relationships with other psychological variables, such as positive thinking styles, happiness, empathy, self-efficacy, and academic performance, in order to enhance understanding of adolescent–parent relationships.
- To explore additional variables that may affect adolescents' lives, such as psychological alienation, bullying, and aggressive behavior, with the aim of improving adolescents' quality of life and reducing negative outcomes.
- To encourage specialists to design family-oriented intervention programs grounded in positive psychology, aimed at promoting positive parenting practices—such as parental empathy, encouragement, tolerance, and guidance toward improvement—while raising awareness of the risks associated with negative and maladaptive parenting styles.

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