

The levels of emotional abuse in school-going adolescents

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Received: 21/10/2024 ; Accepted: 21/02/2025 ; Published: 09/03/2025

Abstract:

This study aimed to explore the levels of emotional abuse methods experienced by school-going adolescents, as perceived by the adolescents themselves. The study was conducted on a sample of 121 third-year middle school students from *Moyen des Chouhada* in the municipality of El Oued, Algeria. The sample was selected using a comprehensive enumeration approach. Data were collected using the "Parental Treatment Styles as Perceived by Children" scale, focusing on the dimensions of negative parenting (L'Embo). The study employed a descriptive methodology, and the results were analyzed using percentages, frequencies, mean scores, standard deviations, and the t-test.

The findings revealed that the level of emotional abuse methods by fathers was low, with an average score of 39.13 compared to the hypothetical mean of 57. Approximately 90.08% of the respondents reported a low level of emotional abuse. The distribution of abuse methods was as follows: excessive interference (43.80%), inducing guilt (33.05%), rejection (24.79%), humiliation (16.52%), harshness (14.87%), deprivation (14.04%), and sibling favoritism (5.78%). Similarly, the level of emotional abuse methods by mothers among the sample was also low, with an average score of 38.65 compared to the hypothetical mean of 57. About 88.42% of respondents reported a low level of emotional abuse. The distribution of methods was as follows: excessive interference (51.23%), inducing guilt (42.14%), rejection (24.96%), harshness (14.04%), humiliation (11.57%), deprivation (9.09%), and sibling favoritism (7.43%).

Furthermore, the study concluded that there were no statistically significant differences in the levels of emotional abuse from parents among the sample participants.

Keywords: Emotional abuse, school-going adolescent.

Problem Statement

The middle school stage is one of the educational phases aimed at preparing students academically and practically to reach a higher level of scientific knowledge and acquire essential social skills. Therefore, it has become crucial to focus on this group of students, who are instrumental in the advancement of societies, given the significance and sensitivity of their developmental stage, which coincides with adolescence. Adolescence has a profound influence

on the personality of students, making it essential to understand its characteristics and developmental requirements. This understanding is necessary to identify the complex problems adolescents face and to ensure appropriate interaction with them in alignment with the traits, behaviors, and characteristics specific to this stage.

In this context, emotional abuse emerges as a relevant issue. Emotional abuse refers to the persistent practices of parents that cause severe damage or harm to the child's abilities. These practices result in significant psychological and behavioral disorders, weaken the child's ability to succeed, and impair their capacity to build healthy relationships with others. Additionally, emotional abuse alters the child's thinking and personality, consequently affecting their behavior and interactions with others (Tarawneh & Sawaghdeh, 2000).

Thus, the issue of emotional abuse experienced by school-going adolescents from parental caregivers arises. Adolescents may perceive these abusive practices as violations of their rights and as barriers to fulfilling their essential needs during this sensitive developmental stage. This phenomenon motivates an investigation into the psychosocial realities of adolescents and the occurrence of emotional abuse in real-life contexts.

Research Questions

Based on the above, this study seeks to address the following central question:

1. What are the levels of emotional abuse methods experienced by school-going adolescents from their parents, as perceived by the adolescents themselves?

This primary question is further divided into two sub-questions:

- 1.1. What are the levels of emotional abuse methods experienced by school-going adolescents from their fathers, as perceived by the adolescents themselves?
 - 1.2. What are the levels of emotional abuse methods experienced by school-going adolescents from their mothers, as perceived by the adolescents themselves?
2. Are there statistically significant differences in the levels of emotional abuse perceived by school-going adolescents from their fathers compared to their mothers?

Significance of the Study

1. Theoretical Significance:

- The study focuses on the concept of emotional abuse within the framework of scientific theoretical approaches, emphasizing the different parenting practices involved in socialization. This provides a broader and more comprehensive understanding of parenting styles.
- It addresses the critical developmental stage of adolescence, contributing to the enrichment of studies on the characteristics and needs of school-going adolescents across various societies.

2. **Practical Significance:**

- The practical significance lies in the study's potential to reveal the levels of emotional abuse methods within the local environment. This could encourage specialists to provide necessary interventions and design various counseling programs to address the negative impacts of emotional abuse on school-going adolescents.
- The study can assist parents in avoiding emotional abuse practices and reevaluating their parenting methods by highlighting the outcomes of emotional abuse practices within the local context.

Objectives of the Study

This study aims to address the previously mentioned questions and specifically:

- Identify the levels of emotional abuse experienced by school-going adolescents from their parents, as perceived by the adolescents themselves.
- Examine the statistically significant differences in levels of emotional abuse between fathers and mothers, as perceived by the adolescents.

Operational Definition of Emotional Abuse

Emotional abuse refers to improper parenting methods, whether verbal or psychological, practiced by one or both parents as a behavioral pattern in providing care to school-going adolescents within the family. These practices occur in various daily situations and have negative effects on the adolescent's mental health, attacking their emotional and behavioral growth. Emotional abuse is identified through the adolescent's perception of these harmful psychological treatments. Operationally, it is measured by the total score obtained by the adolescent on the "Parental Treatment Styles as Perceived by Children" scale (L'Embo), which includes the following dimensions: rejection, sibling favoritism, harshness, excessive interference, humiliation, guilt-inducing, and deprivation.

Scope of the Study

The study is delimited by the following boundaries:

1. **Spatial Boundaries:** The study was conducted at *Moyen des Chouhada* middle school in the Wilaya of El Oued.
2. **Temporal Boundaries:** The study was conducted during the second semester of the 2016/2017 academic year.
3. **Human Boundaries:** The study focused on third-year middle school students.

Additionally, the study is defined by its subject matter, operational concepts, theoretical framework, adopted methodology, data collection tools and their psychometric properties, and the statistical methods used to analyze the data.

Definition of Emotional Abuse

Emotional abuse is a continuous behavioral pattern characterized by the abuser's withdrawal from the emotional relationship with the child, which is necessary for the child's personality development. It includes verbal abuse, using punishment methods like tying the child to household furniture, threatening with torture, belittling, demeaning, or ostracizing the child, and using language that diminishes their worth, blaming, or humiliating them (Jehshan, 2004, p. 6).

It is also defined as "a behavioral pattern that attacks the child's emotional growth, mental health, and sense of self-worth. This includes behaviors such as ignoring, rejection, isolation, ridicule, criticism, threats, intimidation, and humiliation" (Abdel Maqsood, 2009, p. 390).

Additionally, it is described as "continuous parental practices that cause violent destruction or severe harm to the child's abilities. These practices lead to significant psychological and behavioral disorders, reduce the child's capacity for success, hinder the ability to form healthy relationships, and induce changes in the child's thinking, personality, and interactions with others" (Sawaqed & Al-Tarawneh, 2000, p. 415).

Janet Kay (1999) points out that there are several definitions of emotional or psychological abuse, reflecting professional disagreements about how to delineate its boundaries. She describes it as a planned and deliberate attack on the development of the child's self-esteem and social competence, involving psychological and mental destruction through behaviors such as rejection, ostracism, isolation, terrorization, neglect, and corruption (Kay, 1999, p. 32).

Moreover, avoiding any form of violence or moral neglect aligns with the views of Garbarino and Gutter (1978), who identified four types of emotional destruction:

- Denying the child positive parental behaviors such as hugging and smiling.
- Any negative behavior that disrupts the parent-child relationship.
- Parental actions that impair the child's ability to develop necessary social skills for functioning effectively in non-family environments such as school or peer groups (Ismail, 2006, p. 26).

Theoretical Models Explaining Emotional Abuse

The theoretical perspectives on emotional abuse vary across schools of thought, depending on their proponents and assumptions about its causes. Among these theories are psychoanalytic theory, behavioral theory, cognitive theory, self-theory, and social learning theory.

2.1 Psychoanalytic Theory:

Psychoanalysis, based on Freud's concepts, is one of the most widely used approaches. The central idea of this theory is that psychological disorders are rooted in childhood experiences, particularly those occurring during the early years of life. While later experiences may

contribute to psychological distress, they are not fundamental causes. Instead, the primary sources of psychological disorders arise from a child's relationships with their parents during these formative years. Consequently, treatment focuses on resolving emotional conflicts that occurred during the first seven years of life. This theory emphasizes that most emotional disturbances causing psychological disorders exist in the unconscious and aims to bring repressed unconscious material into conscious awareness (Bani Jaber, 2002).

2.2 Behavioral Theory:

Given that parents play a significant role in the child's environment, their interactions shape the child's personality. If parents reward desired behaviors, the child is likely to continue those behaviors, seeking parental approval. Conversely, if undesired behaviors are consistently punished, the likelihood of their repetition diminishes. This process is referred to as reinforcement and extinction (Al-Bloui, 2011, p. 12).

2.3 Cognitive Theory:

Cognitive theorists emphasize the role of thinking and cognitive processes in shaping individual behavior. They argue that personality development is significantly influenced by the growth of cognitive processes. Jean Piaget, a pioneer of this school, posits that an individual's development is the result of exploration and interaction with an environment that provides enriching experiences to accelerate growth. However, Piaget also highlights the role of the environment, suggesting that a lack of new challenges or stimuli leads to slower development in environments that do not encourage adaptation (Al-Sun'ani, 2009).

2.4 Self-Theory:

Carl Rogers, the founder of self-theory, views the self as the cornerstone of human behavior. According to Rogers, an individual's concept of self is shaped by personal experiences, parental values, and goals. This self-concept evolves progressively from birth, becoming more distinct during childhood and adolescence. If individuals perceive their behavior as aligning with their self-image, they experience feelings of adequacy, worthiness, and security. However, if they perceive their behavior as inconsistent with their self-image, they feel threatened and fearful, prompting various defensive behaviors to alleviate this threat (Al-Dahri, 2008).

2.5 Social Learning Theory:

Albert Bandura, a prominent advocate of social learning theory, asserts that parenting and child-rearing are learned behaviors acquired through life experiences. According to this perspective, family socialization plays a crucial role in shaping a child's cultural understanding and promoting socially acceptable behavior. Reward and punishment systems, as well as encouragement, are instrumental in teaching social behaviors and norms. Additionally, social situations provide opportunities for observing and repeating certain behaviors or refraining from them, which helps shape the child's behavioral patterns and responses (Al-Bloui, 2011, p. 13).

3- Methods of Emotional Abuse as Perceived by Children

This study focuses on seven parenting methods perceived by children, as outlined in the (Ambo) scale used in this research. These methods include: *deprivation, harshness, humiliation, rejection, over-intervention, guilt induction, and sibling favoritism (exclusion)*.

3.1 Deprivation: This refers to depriving a child of things they need or activities they enjoy, causing them to feel ashamed of their parents. Deprivation is considered a negative parenting style, as parents employing this method often neglect to guide their children and remain indifferent to their behaviors, whether accepted or rejected by society. Reasons for deprivation may include the emotional or psychological absence of the mother, who may be physically present but emotionally detached due to lack of maternal awareness, immaturity, or marital conflicts (Kattani, 2000, p. 97).

3.2 Harshness: Harshness involves the child feeling that one or both parents are excessively strict, such as threatening to deprive them for minor reasons. This method is used by parents to control undesirable behavior (from their perspective) and may be accompanied by verbal threats or deprivation. In extreme cases, punishment can escalate to abuse and harm. This method is characterized by excessive severity, continuous punishment, lack of opportunity for the child to express emotions, and frequent rejection. Parents' emotional instability and tension during punishment often impair their ability to make objective judgments, resulting in negative outcomes for the child's psychological and social development, as well as the parent-child relationship (Kattani, 2000, p. 28).

3.3 Humiliation: This involves reprimanding the child, labeling them with negative traits in the presence of others, or treating them in a way that makes them feel inferior. Many individuals with behavioral disorders are victims of parental abuse. Evidence suggests that punishment by parents often responds to the child's aggression rather than preceding it, potentially exacerbating problematic behavior or aggression due to neglect and disregard (Rafeh, 2013, p. 123).

3.4 Rejection: Rejection involves avoiding interaction with the child or not speaking to them for extended periods over minor mistakes, making them feel unloved by one or both parents. It also signifies the absence of warmth and love, expressed through hostility or indifference toward the child. Rejection is the opposite of acceptance, where parents provide warmth and love through words and actions (Belihe, 2008, p. 39).

3.5 Over-Intervention: This refers to imposing strict limits on what is acceptable and unacceptable from the parents' perspective, coupled with excessive interference in all aspects of the child's life. It often involves harshness, disregard for the child's needs and desires, and enforcing compliance through coercion, such as threats or physical punishment, rather than explanation or reasoning. Over-intervention obstructs the child's natural desires or prevents them from pursuing legitimate goals (Rafeh, 2013).

3.6 Guilt Induction: This method involves belittling the child and making them feel guilty for mistakes beyond their control. Psychological punishment is considered a negative parenting style because it relies on harsh criticism and verbal reprimands to instill societal values. Such punishment diminishes the child's self-confidence, fosters introversion, fear, and resistance to rules, and inhibits personal and academic achievement. Excessive fear and threats undermine the child's personality, making them avoid responsibility, fear failure, and feel inadequate in confronting life's challenges (Hussein, 1986, p. 16).

3.7 Sibling Favoritism: This occurs when parents exclude a child and favor their siblings for reasons such as gender, birth order, or being from a different spouse. Examples include preferring older or younger children, favoring daughters over sons, or treating children from a second marriage differently. Such favoritism is often intentional and manifests in unequal treatment and empathy among siblings (Khalil, 2009).

Study Methodology

The study employed a descriptive methodology, including exploratory and comparative approaches.

Study Population and Sample

The study targeted third-year middle school students at Al-Shuhada Middle School in El Oued province, totaling 121 students. A comprehensive sample was taken, including both male and female students.

- **Parental Presence:** The sample included 121 students: 66 males and 55 females.

Psychometric Properties of the Emotional Abuse Scale

A. Validity:

1. *Self-Validity:*

Self-validity was derived from reliability coefficients. This approach eliminates measurement errors, leaving true scores.

- The root square of reliability coefficients serves as a validity indicator (Maamaria, 2007, p. 168).
- The reliability coefficient for maternal emotional abuse was 0.79, giving a self-validity of 0.88.
- The reliability coefficient for paternal emotional abuse was 0.80, giving a self-validity of 0.89.

B. Reliability: Reliability ensures consistent results. The reliability coefficients were calculated using Cronbach's Alpha:

- Results of the Cronbach's Alpha for both maternal and paternal emotional abuse scales are shown in Table (1).

Cronbach's alpha value		Number of items
From father's side	From mother's side	
0.80	0.79	38

5-2-2- Method for Scoring the Emotional Abuse Styles Scale: The Emotional Abuse Styles Scale, as perceived by the children, was applied in its final form to the participants of the main study sample, who were third-year middle school students. They were asked to respond to all items of the scale by marking an "X" next to one of the four available response alternatives (Always, Sometimes, Rarely, Never).

Table (2): Scores of the Alternatives in the Final Form of the Emotional Abuse Styles Scale

Never	Rarely	Sometimes	Always	Alternatives
0	1	2	3	Positive Items
3	2	1	0	Negative Items

It is evident from Table (2) that:

- For the positive items, the response alternatives correspond as follows: Always = 3, Sometimes = 2, Rarely = 1, Never = 0.
- For the negative items, the response alternatives correspond as follows: Always = 0, Sometimes = 1, Rarely = 2, Never = 3. After obtaining the scores for each individual across all dimensions of the scale, the scores are summed to determine the individual's total score. Therefore:
 - The lowest score a student can achieve is 38, assuming all responses are marked as "Rarely."
 - The highest score a student can achieve is 114, assuming all responses are marked as "Always." Based on this, the levels of emotional abuse are classified into three categories:
 - Low emotional abuse level: Scores range from 0 to 38.
 - Medium emotional abuse level: Scores range from 39 to 55.
 - High emotional abuse level: Scores range from 57 to 114.

Table (3): Classification of Emotional Abuse Levels for Each Subscale

Degree	Classification
Low: 0 to 5 Medium: 6 to 10 High: 11 to 15	Emotional Abuse Level for Deprivation Dimension
Low: 0 to 6 Medium: 7 to 21 High: 13 to 18	Emotional Abuse Level for Cruelty Dimension
Low: 0 to 5 Medium: 6 to 10 High: 11 to 15	Emotional Abuse Level for Humiliation Dimension
Low: 0 to 5 Medium: 6 to 10 High: 11 to 15	Emotional Abuse Level for Rejection Dimension
Low: 0 to 5 Medium: 6 to 10 High: 11 to 15	Emotional Abuse Level for Over-Interference Dimension
Low: 0 to 5 Medium: 7 to 12 High: 13 to 18	Emotional Abuse Level for Guilt Dimension
Low: 0 to 5 Medium: 6 to 10 High: 11 to 15	Emotional Abuse Level for Sibling Preference Dimension

1- Presentation and analysis of the results of the study questions:

The first question of the study states the following: "What are the levels of emotional abuse methods that the schooled adolescent is exposed to by the parents as he perceives them?"

Two sub-questions fall under this question:

1- What are the levels of emotional abuse methods that the schooled adolescent is exposed to by the father as he perceives them?

2- What are the levels of emotional abuse methods that the schooled adolescent is exposed to by the mother as he perceives them?

First - Presentation of the results of the first sub-question:

- What are the levels of emotional abuse methods that the schooled adolescent is exposed to by the father as he perceives them?

Table (4): The arithmetic mean and standard deviation of the level of emotional abuse methods that the schooled adolescent is exposed to by the father.

Level order	Hypothetical mean	Standard deviation	Arithmetic mean	Distance	Variable
6	9	2.67	5.33	Deprivation	Emotional Abuse by Father
5	9	3.35	5.34	Cruelty	
4	7.5	3.04	4.40	Humiliation	
3	7.5	2.61	5.80	Rejection	
1	7.5	3.29	7.10	Excessive interference	
2	9	3.28	7.84	Guilt feelings	
7	7.5	2.84	3.32	Sibling preference	

It is evident from Table (4) that the arithmetic mean of the levels of emotional abuse styles by fathers among the sample participants is lower than the hypothetical mean for each level, indicating a lower level of emotional abuse.

To verify these results, frequencies and percentages were calculated, and the results are presented in the following table:

Table (5): Frequencies and Percentages of Emotional Abuse Styles by Fathers Among the Sample Participants

Levels order	Low level		High level		Level
	percentage	Repetition	percentage	Repetition	Dimension
6	85.95	104	14.04	17	Deprivation
5	85.13	103	14.87	18	Cruelty
4	83.47	101	16.52	20	Humiliation
3	75.21	91	24.79	30	Rejection
1	56.20	78	43.80	53	Excessive Interference
2	66.94	81	33.05	40	Guilt Feeling
7	94.22	114	5.78	7	Sibling Favoritism

It is evident from Table (5) that the percentage of students with a low level of emotional abuse styles by fathers is consistent across all levels, with the percentages of different styles varying. It is notable that the sample participants recorded the lowest level for the "favoritism of siblings" style and the highest for the "over-involvement" style, followed by the other abuse styles.

The percentages of emotional abuse styles by fathers among the sample participants are as follows:

- Over-involvement style: 43.80%
- Guilt induction style: 33.05%
- Rejection style: 24.79%
- Humiliation style: 16.52%
- Harshness style: 14.87%
- Deprivation style: 14.04%
- Sibling favoritism style: 5.78%

Second Sub-Question Results:

- What are the levels of emotional abuse styles experienced by school-aged adolescents from their mothers as perceived by them?

To answer this question, the arithmetic mean and standard deviation of the total scores for the study sample on the emotional abuse scale by mothers were calculated. The following table presents the obtained results:

Table (6): Arithmetic Mean and Standard Deviation of the Levels of Emotional Abuse Styles Experienced by School-Aged Adolescents from Their Mothers.

Level order	Hypothetical mean	Standard deviation	Arithmetic mean	Distance	Variable
6	9	2.41	5.17	Deprivation	Emotional Abuse by Father
4	9	3.21	5.06	Cruelty	
5	7.5	2.75	4.14	Humiliation	
3	7.5	2.32	5.79	Rejection	
1	7.5	2.91	7.52	Excessive Interference	
2	9	3.28	7.96	Guilt Feeling	
7	7.5	2.66	3.01	Sibling Favoritism	

It is evident from Table (6) that the arithmetic mean of the levels of emotional abuse styles by mothers among the sample participants is lower than the hypothetical mean for each style, except for the "over-involvement" style, which had a mean slightly higher than the hypothetical mean. This indicates an average level for the over-involvement style and lower levels for the other styles.

To verify this result, frequencies and percentages were calculated, and the results are presented in the following table:

Table (7): Frequencies and Percentages of Emotional Abuse Styles by Mothers Among the Sample Participants.

Levels order	Low level		High level		Level
	percentage	Repetition	percentage	Repetition	Dimension
6	90.91	110	9.09	11	Deprivation
4	85.96	104	14.04	17	Cruelty
5	88.43	107	11.57	14	Humiliation
3	76.04	92	23.96	29	Rejection
1	48.77	59	51.23	62	Excessive Interference
2	57.86	70	42.14	51	Guilt Feeling
7	92.57	112	7.43	9	Sibling Favoritism

It is evident from Table (7) that the percentages of students with a low level of emotional abuse styles by mothers are consistent across all styles, except for the "over-involvement" style, which exceeds the mean. The percentages of emotional abuse styles by mothers vary from one style to another, with the sample participants recording the lowest level for the "sibling favoritism" style and the highest for the "over-involvement" style, followed by the "guilt induction" style and the other styles.

The percentages of emotional abuse styles by mothers among the sample participants are as follows:

- Over-involvement style: 51.23%
- Guilt induction style: 42.14%
- Rejection style: 23.96%
- Harshness style: 14.04%
- Humiliation style: 11.57%
- Deprivation style: 9.09%
- Sibling favoritism style: 7.43%

2- Presentation and Analysis of the Results for the Second Hypothesis:

The second hypothesis states that: "There are statistically significant differences in the levels of emotional abuse perceived by school-aged adolescents from their fathers and mothers."

To verify this hypothesis, a comparison was made between the average scores of the sample participants on the emotional abuse scale by fathers and the average scores on the emotional abuse scale by mothers. Using a paired sample t-test, and after statistical processing with the SPSS program, the results presented in Table (8) were obtained:

Table (8): Paired Sample t-test for the Differences in the Mean Scores of the Sample on the Emotional Abuse Scale by Fathers and the Emotional Abuse Scale by Mothers.

Statistical decision	Significance level	t-value calculated	Degree of freedom	Standard deviation	Arithmetic mean	Sample members	///
Not significant	0.572	0.56	120	15.12	39.07	121	Emotional abuse by father
				13.77	38.45	121	Emotional abuse by mother

It is evident from Table (8) that the arithmetic mean of the sample participants' scores on the emotional abuse scale by paternal treatment is 39.07, with a standard deviation of 15.12, while the arithmetic mean of the sample participants' scores on the emotional abuse scale by maternal treatment is 38.45, with a standard deviation of 13.77. The calculated t-value for the difference is 0.56, which is not statistically significant at the 0.01 level. Therefore, the null hypothesis is rejected in favor of the alternative hypothesis, which states: "There are no statistically significant differences in the levels of emotional abuse perceived by school-aged adolescents from their fathers and from their mothers."

1- Discussion and Interpretation of the Study Questions:

1.1- Discussion and Interpretation of the First Question:

The first question of the study is as follows:

What are the levels of emotional abuse styles experienced by school-aged adolescents from their parents as perceived by them?

The results presented in Table (6) show that the "over-involvement" style represents the highest percentage of the sample distribution for paternal emotional abuse styles, with a percentage of 43.80%. This is followed by the "guilt induction" style at 33.05%, the "rejection" style at 24.79%, the "humiliation" style at 16.52%, the "harshness" style at 14.87%, and the "deprivation" style at 14.04%, with the lowest percentage observed for the "sibling favoritism" style at 5.78%. These results suggest that most of the emotional abuse levels by fathers fall within the low level category among the sample participants.

Similarly, the results presented in Table (7) show that the emotional abuse levels by mothers follow a similar pattern to those by fathers. The "over-involvement" style ranked highest at

51.23%, followed by "guilt induction" at 42.14%, and "rejection" at 23.96%. The other styles are as follows: "harshness" at 14.04%, "humiliation" at 11.57%, "deprivation" at 9.09%, and the lowest level is the "sibling favoritism" style at 7.43%. These findings indicate that most of the emotional abuse levels by mothers also fall within the low level category among the sample participants.

The reason for these results may be that the "over-involvement" style, which had the highest level, is linked to parental authority, which involves the conscious practice of care and flexibility in the upbringing process. This enables fathers to better understand their adolescent children's behavior and adjust to their moods and psychological states. The role of the father here is pivotal in shaping adolescents' personalities, as the fundamental concept of parental authority is the internal strength of parents—their ability to control themselves and their emotions. This protective stance can safeguard children from what is termed "parental emotional blackmail" (Kafafi, 2008). Over-involvement refers to controlling parenting practices aimed at shaping and guiding children, providing them with knowledge, skills, values, and attitudes necessary to face the challenges of life.

The "guilt induction" style, which ranked second, is often associated with parents who use religious beliefs excessively to enforce obedience and loyalty, threatening divine punishment for disobedient behavior. This style is common in some Islamic societies, where the values of obedience to parents are emphasized, even though Islamic law also recognizes the rights of children towards their parents, alongside their duties.

The "rejection" style, ranked third, is used by parents as a disciplinary measure to teach their children responsibility and to protect them from harmful behavior. It also helps maintain balance in parenting, especially with adolescents, by promoting psychological independence and preparing them for future challenges. When parents use rejection and ignore their children in specific situations, it helps awaken their conscience and correct minor mistakes, which may contribute to the development of a responsible adolescent.

As for the styles with lower percentages, such as "humiliation," "harshness," "deprivation," and "sibling favoritism," the findings suggest that parents are generally more aware of the importance of healthy upbringing and are less likely to engage in these forms of emotional abuse, even at a minimal level. This awareness is reflected in the higher educational levels of Algerian families, which allow children more opportunities to express their opinions. However, this does not imply that Algerian families do not occasionally resort to negative parenting styles. The results of this study show that these negative approaches are used to varying degrees. The decline in the use of certain emotional abuse styles can be attributed to the natural parental instinct to love and care for their children, which conflicts with practices such as humiliation, harshness, and favoritism. Thus, the use of these styles may indicate underlying issues parents face or a lack of awareness about the negative effects of such behavior.

Parental treatment models vary depending on the economic and social context of Algerian families, with many parents following traditional cultural norms that dominate in Arab societies.

2-4- Discussion and Interpretation of the Second Hypothesis:

The second hypothesis of the study states:

"There are statistically significant differences in the level of emotional abuse perceived by school-aged adolescents from their fathers compared to the level of emotional abuse perceived from their mothers."

The results presented in Table (8) indicate that the differences in the perceived levels of emotional abuse by adolescents from their fathers and mothers are not statistically significant. This means that "there are no statistically significant differences in the level of emotional abuse perceived by school-aged adolescents from their fathers compared to the level of emotional abuse perceived from their mothers." It is noticeable that the level of emotional abuse plays a role in the differences in the perceived emotional abuse by school-aged adolescents.

The findings of this study are consistent with the results of the study by Rifah (2013) and Al-Hosini (2006), which also showed no significant differences in the level of improper parenting by both fathers and mothers. However, other studies, such as those by Abdel-Maqoud (2009) and Al-Bilahi (2008), reported conflicting results.

The difference in findings may be attributed to factors such as the age of the sample, family size, and the social and economic conditions in which the studies were conducted.

Moreover, the result indicating no difference in the use of emotional abuse techniques by both parents can be linked to the social normalization that the parents grew up with. The cultural level of the family and their awareness of appropriate ways to deal with adolescents may not widen the gap in parenting differences between fathers and mothers.

This outcome may also be due to the balance between fathers and mothers in the upbringing process. The mutual agreement and understanding between parents in adopting parenting styles is considered a healthy approach for raising children and contributes to family stability.

Thus, the hypothesis is rejected, and the null hypothesis is accepted, which states: "There are no differences in the levels of emotional abuse perceived by school-aged adolescents from their fathers compared to the level of emotional abuse perceived from their mothers."

Summary of the Study and Recommendations

Based on the theoretical background and the analysis of emotional abuse techniques, and relying on statistical treatment of the data within the framework of the study's objectives, which

aimed to understand the levels of emotional abuse experienced by school-aged adolescents from both parents as perceived by them, the results of the study can be summarized as follows:

- **Emotional Abuse Techniques by Fathers:** The level of emotional abuse by fathers was found to be low, and the percentages were as follows:
 - **Excessive Intervention:** 43.80%
 - **Guilt Induction:** 33.05%
 - **Rejection:** 24.79%
 - **Humiliation:** 16.52%
 - **Cruelty:** 14.87%
 - **Deprivation:** 14.04%
 - **Sibling Preference:** 5.78% (Total sample size: 121)
- **Emotional Abuse Techniques by Mothers:** The level of emotional abuse by mothers was also found to be low, and the percentages were as follows:
 - **Excessive Intervention:** 51.23%
 - **Guilt Induction:** 42.14%
 - **Rejection:** 23.96%
 - **Cruelty:** 14.04%
 - **Humiliation:** 11.57%
 - **Deprivation:** 9.09%
 - **Sibling Preference:** 7.43% (Total sample size: 121)
- **No Statistically Significant Differences:** There are no statistically significant differences in the emotional abuse levels perceived by school-aged adolescents from their fathers compared to their mothers.

Recommendations: Based on the results and observations gathered from this study, the following recommendations are suggested:

1. **Utilization of Counseling Services:** It is essential to provide counseling services during the middle school years to help address emotional abuse and its impact.
2. **Guidance and Support for Emotionally Abused Adolescents:** Adolescents who experience emotional abuse should be accompanied by professional counselors who can guide them through their educational and professional paths.
3. **Raising Parental Awareness:** It is crucial to raise parents' awareness regarding the appropriate ways to treat their children, as well as the negative consequences of improper parenting. A distinction should be made between disciplinary approaches, emotional abuse, and neglectful parenting.

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