

Perceived Parental Accompaniment among School-Attending Adolescents: A Field Study in the City of Touggourt

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Abstract

The current study aimed to identify the level of perceived parental support among adolescents. It also sought to identify differences in the level of perceived parental support according to the variables of: (gender, age, educational level), adopting the descriptive method appropriate for this type of study. In order to ensure the achievement of the main objective of the current study, the researcher worked on constructing the Perceived Parental Support Scale for Adolescents. After verifying its psychometric adequacy, it was applied to the target sample, which consisted of (146 male and female adolescents) selected randomly from school-attending students in some educational institutions in Touggourt Province. The data were statistically processed using SPSS version 20. The study resulted in the following findings:

- *There was a high level of perceived parental support among the sample members.*
- *There were no statistically significant differences in the level of perceived parental support among the sample members attributable to the variables of: (gender, age, educational level).*

Keywords: *Perceived Parental Support, Adolescent, School-Attending Student.*

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Introduction

The digital dominance of parallel virtual worlds has imposed upon us a new lived life pattern governed by the language of algorithms and the technology of intelligent robotics, which is accelerating without limit. Thus, the individual has come to live within a rhythmic acceleration that disrupts the coordinates of their being throughout the entire course of their developmental path in a composition where opposites converge and harmonize.

This has been reflected in the sociological fabric and, more specifically, in its primary nucleus—the family—upon which alternatives that are largely pathological and unsafe have been imposed. This has resulted in major roles, perhaps the most important of which is parental support, which has become almost obligatory in this era. Parental support is considered one of the modern terms referring to the continuous follow-up, care, and attention of parents toward their children throughout the different developmental stages, targeting several aspects of their lives: (educational, psychological, economic, and social).

Perhaps the peak of the matter is shedding light on parental support among the adolescent group. Adolescence, as defined by (Suleiman Abdel Wahid, 2011), is the bridge through which the individual passes from childhood, with all its difficulties and dependency, to maturity, with all its abilities and independence. Adolescence is divided into: early adolescence (12-13-14) at the middle school stage, middle adolescence (15-16-17) at the secondary school stage, and finally late adolescence (18-19-20-21-22), where the adolescent is usually at the university stage.

Study Problem

Speaking directly about parental support compels us to examine the roots of the term, which emerges from the concept of accompaniment itself, a concept closely linked to the notion of education. Accompaniment

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is a modern term in its uses, yet its roots stretch back to the ancient Greek eras, where it was widespread and embodied in the role of the companion, who was considered an educational servant in aristocratic families. His tasks consisted of accompanying the child throughout the various developmental stages in order to lead him to the concept of citizenship within an interactive dialectical context.

Thus, the first companion—in the Greek era—even if the framework of his task was theoretically to walk side by side with the child throughout the entire path, its essence was considered the main foundation for the development of pedagogical thought and the spirit of modern educational studies, which intersect across many approaches, educational, therapeutic, and psychological theories, especially with the birth of the human sciences. This was confirmed by (Paul, 2004): “The concept of accompaniment has traversed human history while preserving the principles of its modern definition. It has remained comprehensive despite its use in many contexts such as education, training, assistance, and guidance. The change in its form did not affect the essence of its concept” (Alawi, 2017).

It should be noted that parental support overlaps with many terms in related contexts, including by way of example but not limitation: (parental monitoring, parental support, parental care). All of these terms share with parental support the general conceptual framework, yet they differ in the detailed determinants of each term. However, parental support is broader and deeper, and more explicitly expresses the monitoring, care, and support provided to children in order to integrate them into the various aspects of their lives: (family, educational, societal...). To facilitate and deepen understanding, parental support is the set of daily practices, guiding behaviors, and framing actions carried out by parents toward the child through providing them with various: (experiences, knowledge, models, behaviors...) (Al-Ajilat, 2017).

Understanding cannot be complete without examining the lexical dictionary meaning of the term. Linguistically, accompaniment is derived from the verb accompany, to accompany, accompaniment, meaning to accompany and walk with. The origin of the Latin word *companus* means sharing experience with the other (Robert, 1981).

Terminologically, Zahran defined it as: “A counseling process in that follow-up which aims to ensure the continued progress of the case through the most helpful opportunities for the children, while determining the value of the success of the counseling process as well as determining the extent of progress and the degree to which the child has benefited from it” (Ben Alia, 2015).

Meanwhile, UNESCO defined parental support as: “Joint work that includes the various forms of activities, starting from the exchange of information about the child’s health to the close participation of parents in the child’s upbringing and their contribution to making decisions related to the policy of using and allocating resources” (Qadi, 2018).

Given the great importance of parental support in this age of paradoxes, it has attracted the attention of a large number of researchers in various fields, which prompted us to review a group of previous studies, which will be presented in what follows by way of example, not limitation.

_ Study of Zainab Abdullah Salem (2017), entitled: The Effect of Family Treatment on the Academic Achievement of School-Attending Children among Secondary Education Students. In her study, the researcher targeted a sample of school-attending students in public educational institutions (females/males) aged (16 years and above). She applied the parental treatment scale. The results of her study showed that:

*** There is a relationship between the dimensions of parental treatment and academic achievement.**

_ Study of Saadia Ben Omar (2017), entitled: The Role of Parental Support in Developing Learning Motivation among Fifth-Year Primary School Pupils, which concluded that there were no statistically significant differences in light of the gender variable.

Study of Sharifa Rahmani (2019), entitled: Parental Communication Styles and Their Relationship to Psychological Hardiness and Academic Achievement in Light of the Gender Variable. The researcher adopted the descriptive method appropriate to the study and targeted a sample of secondary school students. The results of her study showed that there were significant differences in psychological hardiness among children perceiving parental communication styles: (tolerance, reproach, protection).

- There are statistically significant differences in academic achievement among children perceiving communication styles.

- There are no significant differences among males in terms of psychological hardiness between those perceiving and those not perceiving the styles of protection and reproach.

- There are statistically significant differences in academic achievement between children perceiving the parental communication style and those not perceiving it.

Study of Sahraoui (2020), entitled: Parental Support during Early Care for the Child with Disabilities, where the study targeted children with Down syndrome as a model and adopted the clinical method. Her study revolved around a main question: Are parental support interviews necessary and indispensable for continuing the implementation of the early care program? The researcher concluded that attention to the case (its emotions, needs, motives, characteristics...) as represented by parental support, allows coexistence with the case.

Study of (Zafour, Mourad, 2023), entitled: Parental Support and Its Relationship to Psychological Security among Fourth-Year Middle School Students. The study aimed to investigate the relationship between parental support and psychological security among fourth-year middle school pupils according to the gender variable, and used the descriptive-analytical method. The study sample consisted of (120 male and female pupils) selected randomly. Data were collected through the parental support scale as well as the psychological security scale, then statistically processed using the statistical program according to the gender variable.

Study Questions

□ The current study sought to answer the following questions:

- What is the level of perceived parental support among adolescents?

- Are there statistically significant differences in the level of perceived parental support among adolescents attributable to the gender variable?

- Are there statistically significant differences in the level of perceived parental support among adolescents attributable to the age variable?

- Are there statistically significant differences in the level of parental support attributable to the educational level variable?

Study Hypotheses:

□ The study hypotheses were formulated on the basis of its set of questions as temporary expectations, as follows:

- We expect a high level of perceived parental support among adolescents.

- We expect statistically significant differences in the level of parental support among adolescents attributable to the gender variable.

- We expect statistically significant differences in the level of perceived parental support among adolescents attributable to the age variable.

- We expect statistically significant differences in the level of perceived parental support among adolescents attributable to the educational level variable.

The Importance of the Study Topic:

It is clear from the set of previous studies the great importance of the current study and the importance of the topic of perceived parental support, as it is considered the healthy alternative for improving the lives of children on all levels in general, as well as highlighting the sensitive developmental stage and the most important turning point in the lives of children on the one hand, and on the other hand answering its research questions.

□ The importance of the current study can be clarified as follows:

1- No rational person would disagree that the family is the second womb-like environment for shaping and developing the social being. Parental support is perhaps one of the most important necessary roles in building the individual and then society.

2- Highlighting the adolescent group in its different stages, given the utmost importance of this developmental stage in shaping their personalities and outlining their horizons and future.

3- Spreading awareness of the urgent necessity of supporting adolescents and taking them by the hand to safety.

4- The academic research value of the study through the findings reached, and contributing to enriching the library due to the scarcity of this type of studies.

5- The added scientific value of the study through the researcher's construction and design of the Perceived Parental Support Scale for Adolescents.

Study Limits:

Human Limits of the Study:

The current study includes a sample consisting of (146) school-attending adolescents in public educational institutions (females/males), whose ages range within the time span of (12–20 years).

Spatial Limits of the Study:

The current study took some public educational institutions (middle school, secondary school) in Touggourt Province as a fertile geographical field for its conduct.

Temporal Limits of the Study:

The current study was conducted during the second term of the 2023–2024 school year.

Operational Definition of the Study Variable:

Perceived Parental Support:

It is the total score obtained by the adolescent when responding to the Perceived Parental Support Scale for Adolescents prepared by the researcher.

*Study Methodology and Procedures:**Study Method:*

It is known that every serious scientific study has a specific method, and the method is: “the ways, styles, mental processes, and scientific steps that we undertake from the beginning of research on a specific topic until we finish it, aiming thereby to discover the truth and demonstrate it.” (Faraj Abdelkader Taha et al., n.d.).

This required the selection of the “descriptive method” as a basic method, which is consistent with the aspirations of the current study. It is: “a method for describing the phenomenon under study and portraying it quantitatively through collecting standardized information about the problem, classifying it, and analyzing it...” (Mohamed Chafik, 1985).

The current study attempted to remain faithful to the procedural steps of the descriptive method as follows:

- 1- Sensing the problem and collecting data and information that help define it.
- 2- Determining the problem that is the subject of the study, and formulating it in a specific interrogative form (a specific question).
- 3- Adopting a set of hypotheses representing a number of temporary solutions (guiding the course of the research).
- 4- Selecting the study sample (which requires selecting the sampling method).
- 5- Selecting data collection tools (specific to the study variables) and verifying their psychometric properties (validity and reliability).
- 6- Collecting information in a systematic manner (accurate and organized).
- 7- Recording the results (organizing and classifying them).
- 8- Analyzing and interpreting the results.
- 9- Drawing conclusions and generalizations.

*Study Sample.**Description of the Pilot Study Sample:*

The pilot study was applied to a sample of (30) adolescents (females/males) during the 2023/2024 school year. They were selected using simple random sampling, and their number reached (30) individuals.

Characteristics of the Pilot Study Sample:

- Characteristics of the pilot study sample according to gender**

Table No. (01) shows the characteristics of the pilot study sample according to gender.

Total %100	Assessment		Category	Variable
	Percentage	Frequency		
100 %	6.7%	2	Males	Gender
	93.3%	28	Females	

Characteristics of the Sample by Gender

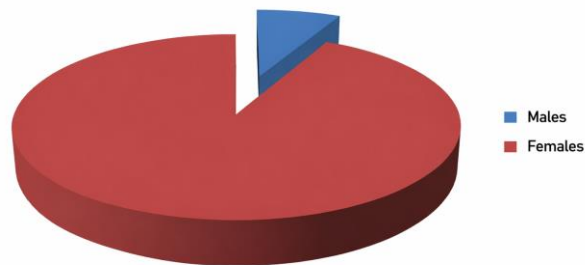


Figure No. (1) shows: Characteristics of the pilot sample according to gender.

- We note from the table above that the number of males reached (2), representing (6.7%), whereas the number of females reached (28), representing (93.3%) of the total pilot sample size.
- Characteristics of the pilot study sample according to age

Table No. (02) shows the characteristics of the pilot study sample according to age.

Total %100	Assessment		Category	Age
	Percentage	Frequency		
100%	23.3%	7	16 years	
	10%	3	17 years	
	50%	15	18 years	
	16.7%	5	19 years	

Characteristics of the Sample by Age

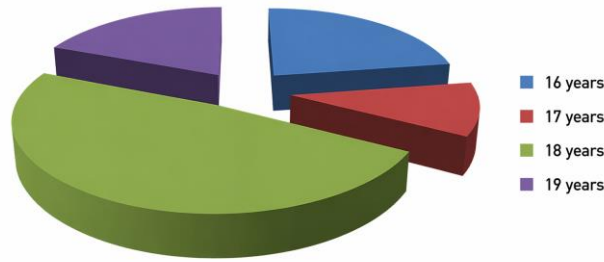


Figure No. (2) shows: Characteristics of the pilot sample according to age.

□ We note from the table above that the number in the age group (16 years) reached (7), representing (23.3%).

As for the age group (17 years), its number reached (3), representing (10%) of the total pilot sample size.

As for the age group (18 years), its number reached (15), representing (50%) of the total pilot sample size.

As for the age group (19 years), its number reached (5), representing (16.7%) of the total pilot sample size.

Table No. (03) shows the characteristics of the pilot study sample according to educational level.

Total %100	Assessment		Category	Variable
	Percentage	Frequency		
%100	%36.7	11	First Intermediate	Educational Level
	%63.3	19	Second Intermediate	

Characteristics of the Sample by Educational Level

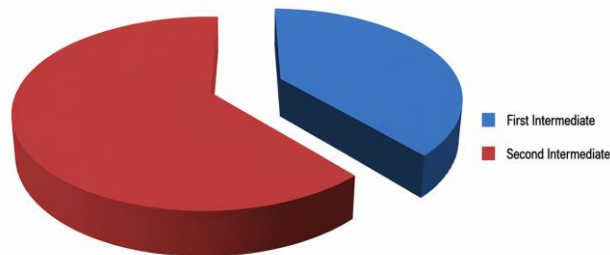


Figure No. (3) shows: Characteristics of the pilot sample according to educational level.

□ We note from the table that the number in the first-year middle school category reached (11), representing (36.7%).

As for the second-year middle school category, its number reached (19), representing (63.3%) of the total pilot sample size.

Description of the Main Study Sample:

The main study was applied to a sample of pupils during the 2023/2024 school year, whose number reached (146). They were selected using simple random sampling, and the following tables show the distribution and characteristics of the main study sample.

Table No. (04) shows the characteristics of the main study sample according to gender.

Total %100	Assessment		Category	Variable
	Percentage	Perquency		
%100	%41.8	61	Males	Gender
	%58.2	85	Females	

Basic Sample Characteristics by Gender

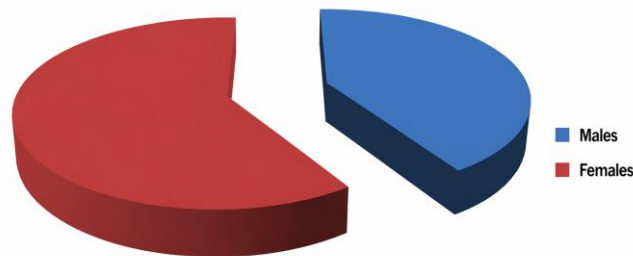


Figure No. (4) shows: Characteristics of the main sample according to gender.

□ We note from the table that the number of males reached (61), representing (41.8%).

As for the number of females, it reached (85), representing (58.2%) of the total main study sample size.

Table No. (05) shows the characteristics of the main study sample according to age.

	Assessment	Category	Variable
Total %100	Percentage	Frequency	
%100	%7	1	11 years
	%2.1	3	12 years
	%22.6	33	13 years
	%6.8	10	14 years
	%6.2	9	15 years
	%8.9	13	16 years
	%10.3	15	17 years
	%26.7	39	18 years
	%14.4	21	19 years
	%1.4	2	20 years

Sample Characteristics by Age

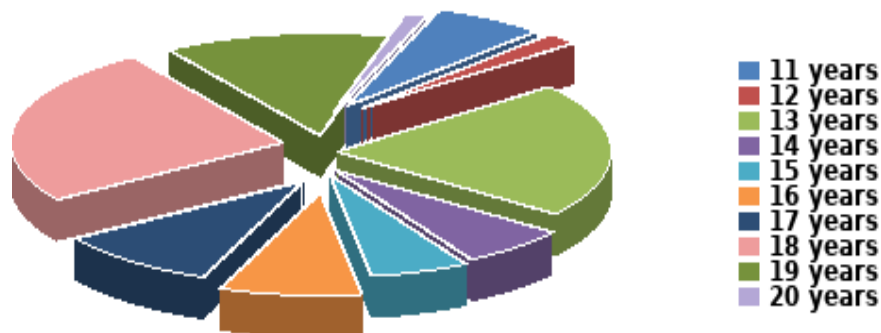


Figure No. (5) shows: Characteristics of the main sample according to age.

We note from the table that the number in the age group (11 years) reached (1), representing (0.7%).

- As for the age group (12 years), its number reached (3), representing (2.1%) of the total main sample size.

- As for the age group (13 years), its number reached (33), representing (22.6%) of the total main sample size.

- As for the age group (14 years), its number reached (10), representing (6.8%) of the total main sample size.

- As for the age group (15 years), its number reached (9), representing (6.2%) of the total main sample size.

- As for the age group (16 years), its number reached (13), representing (8.9%) of the total main sample size.

- As for the age group (17 years), its number reached (15), representing (10.3%) of the total main sample size.

- As for the age group (18 years), its number reached (39), representing (26.7%) of the total main sample size.

- As for the age group (19 years), its number reached (21), representing (14.4%) of the total main sample size.
- As for the age group (20 years), its number reached (2), representing (1.4%) of the total main sample size.

Table No. (09) shows the characteristics of the main study sample according to educational level.

	Assessment		Category	Variable
	Percentage	Frequency		
Total %100				Educational Level
%100	%19.2	28	First Intermediate	
	%20.5	30	Second Intermediate	
	%38.4	56	Third Intermediate	
	%1.4	2	Fourth Intermediate	
	%6.2	9	First Secondary	
	%8.2	12	Second Secondary	
	%6.2	9	Third Secondary	

Sample Characteristics by Educational Level

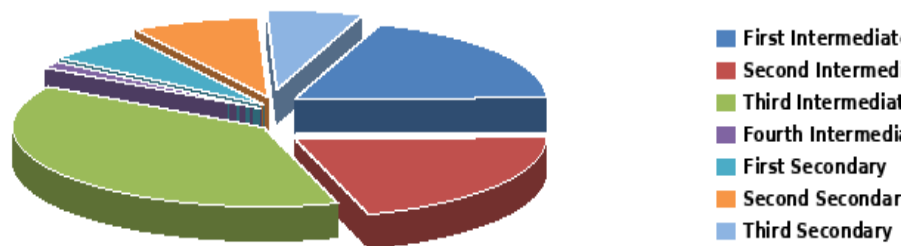


Figure No. (6) shows: Characteristics of the main sample according to educational level.

- We note from the table that the number in the first-year middle school category reached (28), representing (19.2%).
- As for the second-year middle school category, its number reached (30), representing (20.5%).
- As for the third-year middle school category, its number reached (56), representing (38.4%).
- As for the fourth-year middle school category, its number reached (2), representing (1.4%).
- As for the first-year secondary school category, its number reached (9), representing (6.2%).
- As for the second-year secondary school category, its number reached (12), representing (8.2%).
- As for the third-year secondary school category, its number reached (9), representing (6.2%) of the total main sample size.

*Study Tools.**Definition of the Tool:*

The Perceived Parental Accompaniment Scale for Adolescents is a tool designed by the researcher to measure the perceived levels of parental accompaniment, and it targets the adolescent group. In designing it, the researcher relied on Festinger's theory of cognitive dissonance, in addition to a careful examination of the theoretical literature focused on parental accompaniment. Accordingly, the scale items were formulated. In drafting the scale items, the researcher took into account that they should be: clear, understandable, open to only one interpretation, that is, unidirectional in interpretation, not combining two ideas, and concise to the extent permitted by the phenomenon intended to be measured (Melhem, 2000).

Description of the Tool:

The scale consisted of (46 items), procedurally derived from four formative dimensions:

- | | |
|--------------------------------|-------------------------|
| 1- School accompaniment | 2- Health accompaniment |
| 3- Psychological accompaniment | 4- Moral accompaniment |

These were based on (13 main components), reflecting the set of items capable of measuring perceived parental accompaniment in the target group.

□ In formulating the items of her scale, the researcher adopted the Likert method, whereby the respondent is presented with the items and asked to determine the answer that applies to him/her by choosing one alternative from among several alternatives with varying weights (Samara, 1989).

The scale targets adolescents in a manner appropriate to their varying developmental characteristics.

Criteria observed in formulating the scale items:

- ❖ That they be appropriate to the characteristics of the developmental stage.
- ❖ Avoiding ambiguity and favoring ease and clarity.
- ❖ That the items be in the first-person form.
- ❖ Each item should focus on one specific idea in order to avoid the adolescent resorting to guessing while answering.

Psychometric Efficiency of the Tool:

Scholars of measurement and evaluation indicate that validity and reliability are among the most important controls that must be available in psychological tests, so that the scale yields results that can be trusted and relied upon in diagnosis and sound decision-making (Laaajilat, 2005).

Validity:

□ **Face Validity:** The tool's face validity is evident through the clarity of its items and the extent of their appropriateness for the purpose for which they were developed, as well as through the results of the initial application of the scale to a sample of adolescents consisting of (30 adolescents), who **showed an understanding of the scale items.**

*Statistical Validity**Self-validity:*

It is the square root of Cronbach's alpha reliability coefficient, which was estimated at (0.88), and this is a high reliability degree indicating the validity of the scale.

Discriminant validity (extreme group comparison validity):

The sample scores were arranged in descending order, and a percentage of (33%) was taken from both ends of the ranking, and the "t" test was applied to two equal samples. The results are shown in the following table:

Table No. (10) shows: The results of calculating the extreme group comparison validity of the scale among the members of the pilot study sample (N = 30):

Significance level	sig Value	Degrees of Freedom	Calculated "t"	Standard Deviation	Arithmetic Mean	Number	Category
0.01	0.00	16	12.24	3.15	120.22	9	Upper Category
				3.85	99.88	9	Lower Category

□ From the results shown in the table above, we note that the arithmetic mean of the upper group reached (120.22) with a standard deviation of (3.15), whereas the arithmetic mean of the lower group reached (99.88) with a standard deviation of (3.85). The calculated "t" value reached (12.24), and after calculating the degree of freedom, which was estimated at (16), the sig value reached (0.00). It was observed that there were statistically significant differences at the significance level (0.01). This indicates that the scale has the ability to discriminate between two groups, and this is one of the indicators of validity.

Reliability:□ *Calculating reliability using Cronbach's Alpha coefficient:*

In order to verify the reliability of the scale, it was calculated using the Cronbach's Alpha formula for internal consistency, because we want to know the extent of consistency of the items in measuring perceived parental accompaniment. Also, the number of alternatives is more than two. Accordingly, we can apply the Cronbach's Alpha formula. Its value for all the scale items reached (0.78), and the results are shown in the table below.

Table No. (11) shows: The value of the Cronbach's Alpha coefficient for the scale.

Cronbach's Alpha	Number of Items	Variable
0.78	46	Parental Accompanime

□ We note from the table that the reliability coefficient is estimated at (0.78), which is higher than (0.70); therefore, the items are considered reliable. Accordingly, the scale was adopted.

□ **Calculating reliability using the split-half method and the correlation coefficient**

Table No. (12) shows: The value of the reliability coefficient using the split-half method.

Significance Level	Correlation Coefficient (After Adjustment)	Correlation Coefficient (Before Adjustment)	Variable
Significant at 0.01	0.73	0.58	Parental Accompaniment

□ We note from the table that the correlation coefficient before adjustment was estimated at (0.58), and the correlation coefficient after adjustment was estimated at (0.73), which is significant at (0.01). Accordingly, it can be said that the scale enjoys a reliable degree of reliability.

Statistical methods used in the main study:

To process the data obtained through the application of the main study, the following statistical methods were adopted:

- ❖ Pearson correlation coefficient to identify the relationship.
- ❖ Arithmetic mean.
- ❖ Standard deviation.
- ❖ Pearson correlation coefficient to calculate reliability through the split-half method.
- ❖ “t” test to study differences.
- ❖ Frequencies and percentages (to describe the sample).

The statistical processing was carried out using the Statistical Package for the Social Sciences, version (20), SPSS.

Presentation and Interpretation of the Study Results:

□ **Presentation and analysis of the results of the first hypothesis: The first hypothesis states the following: “We expect that the level of parental accompaniment among the sample members will be high.”**

□ To verify this hypothesis, the arithmetic mean and the standard deviation of the scores of the sample members’ responses on the study instrument were calculated, noting that the theoretical mean of the scale adopted in this study is (146). The results shown in the following table were obtained:

Theoretical mean = number of items * (maximum score + minimum score) / 2

• Theoretical mean = $46 * (3 + 1) / 2 = 92$

Table No. (13) shows: The results of the one-sample (t-test) to examine the significance of the differences between the theoretical means and the arithmetic means of the individuals' scores on the Perceived Parental Accompaniment Scale for Adolescents.

Significance Level	Sig Value	Calculated (t)	Degrees of Freedom	Standard Deviation	Arithmetic Mean	Hypothetical Mean	Number of Items	Variable
0.01	0.00	4.27	145	15.11	97.34	92	46	Parental Accompaniment

□ From the table, we note that the number of items was (46), while the theoretical mean of the sample members' scores was estimated at (92). In contrast, the arithmetic mean reached (97.34), with a standard deviation estimated at (15.11). The difference between the two means was tested, and it was found to be in favor of the arithmetic mean by adopting the one-sample t-test, as the degree of freedom reached (145), and the t-value reached (4.27), while the probability value (sig) reached (0.00) at the significance level (0.01), which is statistically significant. Accordingly, whenever the arithmetic mean is greater than the theoretical mean, this indicates that the level is high, while the value of (t) indicates that the differences between the two means are real differences.

□ This indicates that the hypothesis has been confirmed. Accordingly, we accept the hypothesis stating that the level of parental accompaniment among the members of the study sample is high.

The results of this study indicate that the level of perceived parental accompaniment among school-attending adolescents in the city of Touggourt is high, which is consistent with the scientific literature confirming that the perception of family support—parental accompaniment—is one of the fundamental factors in enhancing adolescents' psychological and social well-being. According to the study by Liu et al. (2025), making adolescents feel the presence of emotional support from parents is associated with a lower risk of depression, and it also improves social adjustment and enhances the ability to cope with daily life stressors. Other studies also indicate that the perception of family support can improve academic achievement and self-regulated learning, and strengthen family relationships by providing a sense of security and belonging (Child & Youth Services, 2020).

□ The current study also agreed with the studies of (Zafour, 2023) and (Al-Raggad, 2018), which concluded that there was a high level of perceived parental accompaniment among the sample under study. Logically, this is due, on the one hand, to the increased awareness among parents, and on the other hand, to the changing role of the Algerian family and the roles of its members, especially in light of openness to the culture of others and the attempt to imitate what has become widespread on social networking sites. A lived practical example of this is the issue of support lessons, which have become an inevitable necessity at the present time.

□ **Presentation and analysis of the results of the second hypothesis: The second hypothesis states the following: "There are statistically significant differences in parental accompaniment among the sample members attributable to the gender variable."**

To verify the validity of this hypothesis, we relied on the analysis of variance test (ANOVA), the results of which are presented in the following table:

Table No. (14) shows the significance of the differences in parental accompaniment among the members of the study sample attributable to the gender variable.

Significance Level	Sig	Calculated t	Degrees of Freedom	Standard Deviation	Arithmetic Mean	Sample Size	Gender	Variable
0.05	0.66	0.43	144	13.80	96.70	61	Males	Parental Accompaniment
				16.04	97.81	85	Females	

The table above shows that the number of males reached (61), with an arithmetic mean of (96.70) and a standard deviation of (13.80), whereas the number of females reached (85), with an arithmetic mean of (97.81) and a standard deviation of (16.04), at a degree of freedom of (144). The calculated t-value reached (0.43), and it is also noted that the sig value was estimated at (0.66) at the significance level of (0.05), which is a statistically non-significant value. This indicates that the hypothesis was not confirmed. Accordingly, we reject the alternative hypothesis and accept the null hypothesis, which states that there are no statistically significant differences in parental accompaniment among the sample members attributable to the gender variable.

□ The hypothesis confirmed the absence of differences in parental accompaniment attributable to the gender variable. This result is consistent with multiple educational studies, which found that the relationship between adolescents and their parents does not differ substantially between males and females, but is more affected by parenting style and the quality of family interaction (Jaureguizar, Bernaras & Bully, 2018). This reflects that the quality of family interaction and the nature of the support provided go beyond the effect of gender on adolescents' perception of parental accompaniment.

From the foregoing, the matter confirms that males do not differ from females in terms of their perception of parental accompaniment. This reflects a change in societal culture through lived reality, which has witnessed a qualitative shift in the way children are socialized. The child has come to be viewed as a being with his or her own characteristics and desires regardless of gender. Treatment between the two sexes has become similar, with no preference among children. In the same context, the current study agreed with the study of (Ben Omar, 2017).

□ Presentation and analysis of the results of the third hypothesis: The second hypothesis states the following: "There are statistically significant differences in parental accompaniment among the sample members attributable to the age variable."

To verify the validity of this hypothesis, we relied on the analysis of variance test (ANOVA), the results of which are presented in the following table:

Table No. (15) shows the significance of the differences in parental accompaniment among the members of the study sample attributable to the age variable.

Sig.	F Value	Mean Square	Degrees of Freedom	Sum of Squares	Source of Variance	Variable
0.05	6.674	1111.18	9	10143.38	Between Groups	Age
		168.88	136	22967.80	Within Groups	
		/	145	33111.18	Total	

□ From the table above, it is clear that the sum of squares between groups was estimated at (10143.38), and the mean square was estimated at (33111.18) at a degree of freedom of (9). As for within groups, the sum of squares was estimated at (22967.80), and the mean square was estimated at (168.88) at a degree of freedom of (136). Thus, the total sum of squares reached (33111.18) with a degree of freedom of (145). Accordingly, the value of (F) was estimated at (6.674), which is a statistically non-significant value. This indicates that the hypothesis was not confirmed. Accordingly, we reject the alternative hypothesis and accept the null hypothesis, which states that “there are no statistically significant differences in parental accompaniment among the members of the sample attributable to the age variable.”

□ The hypothesis confirmed the absence of differences in parental accompaniment attributable to the age variable. The result of the hypothesis appears logical, as adolescence, despite physical and emotional changes, remains a transitional stage that continuously depends on family support, and the psychological perception of support remains more closely linked to the quality of the family relationship and daily communication than to age or educational level (Jaureguizar et al., 2018). These results indicate that daily interactions and the family environment play a greater role than demographic differences in shaping adolescents' perception of parental accompaniment.

This is because the sample members (males and females) are all almost within one developmental stage, namely adolescence. Logically, it is necessary for all parents to care for their children, especially since they are in adolescence. The result of the hypothesis in the current study was consistent with the study of (Moussa Naguib Moussa Moawad, 2003).

□ Presentation and analysis of the results of the fourth hypothesis: The second hypothesis states the following: “There are statistically significant differences in parental accompaniment attributable to the educational level variable.”

□ To verify the validity of this hypothesis, we relied on the analysis of variance test (ANOVA), the results of which are presented in the following table:

Table No. (16) shows the significance of the differences among the members of the study sample attributable to the educational level variable.

Sig.	F Value	Mean Square	Degrees of Freedom	Sum of Squares	Source of Variance	Variable
0.05	9.07	1552.729	6	9316.37	Between Groups	Parental Accompaniment
		171.186	139	23794.80	Within Groups	
		/	145	33111.18	Total	

□ From the table above, it is clear that the sum of squares between groups was estimated at (9316.37) at a degree of freedom of (6), and the mean square was estimated at (1552.729).

As for within groups, the sum of squares was estimated at (23794.80) at a degree of freedom of (139), and the mean square was estimated at (171.186). Thus, the total sum of squares reached (33111.18) with a degree of freedom of (145). Accordingly, the value of (F) was estimated at (9.07), which is a statistically non-significant value. This indicates that the hypothesis was not confirmed. Accordingly, we reject the alternative hypothesis and accept the null hypothesis, which states that “there are no statistically significant differences in parental accompaniment among the members of the sample attributable to the educational level variable.”

□ The hypothesis confirmed the absence of differences in parental accompaniment attributable to the age variable. The result of the hypothesis appears to confirm the actual role of the family with its children, as accompaniment is not confined to one educational level rather than another, because the individual simply

develops according to a specific developmental continuum in which his or her needs and requirements are identified in order to improve his or her life in general.

Study Recommendations:

The current study proposes a set of recommendations aimed at enhancing parental accompaniment and developing the family and social climate, which we will specify as follows:

- 1. Revalorizing the role of the family:** Strengthening the true functions of the family in building a healthy family environment that genuinely reflects the concept of parental accompaniment, thereby contributing to enhancing the adolescent's psychological and social stability.
- 2. Expanding the scope of community awareness:** Intensifying awareness campaigns about the importance of parental and family accompaniment, and highlighting its positive effect on the course of adolescents' psychological and cognitive development.
- 3. Effective activation of parental accompaniment through partnerships:** Opening effective paths of cooperation between social and educational mediators to ensure improving the quality of family and social life, and developing support programs directed to the family and adolescents.
- 4. Legislative and legal framework:** Officially incorporating the role of parental accompaniment into national policies and legal legislation, given its importance in supporting the course of individual development, especially during adolescence.
- 5. Targeting all developmental stages:** Directing attention not only to adolescents, but also to children, while taking into account the unique characteristics of each age stage and its effect on personal and social development.
- 6. Expanding scientific research:** Encouraging future studies that link parental accompaniment with other psychological and cognitive variables, such as the relationship between parental accompaniment and psychological resilience, and other variables that may provide deeper insights into the effect of family support on individual development.

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