



Research Article

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The Role of Parental Authority in Social Performance and Emotion Regulation with Relation to Temperament among First-Grade Students

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Abstract

This study aimed to reveal the role of parental authority in social performance and the regulation of emotions and their relationship to temperament among first-grade students in private schools in Amman-Jordan. A sample of 939 students (males and females) of private schools in Amman was selected through stratified random sampling. The study depends on a correlation descriptive approach and used the parenting practices scale (Alabama Parenting Questionnaire (APQ)), the Emotion Regulation Scale, Temperament scale, and the children's behavior questionnaires (CBQ) to collect data. The means, standard deviation (SD), Pearson's correlation coefficient and (Z) test were used as statistical methods for data analysis. The results showed that the level of parenting practices scored a medium level, with a mean of (2.90), the emotion regulation scored a medium level, with a mean of (2.99), while the level of temperament scored a high level, with a mean of (4.86) of the total score. The results also showed the existence of a positive, statistically significant relationship at ($\alpha = 0.05$) between parenting practices and the regulation of emotions, and there was no statistically significant difference at ($\alpha = 0.05$) in the strength of the relationship due to the effect of the temperament pattern of the students between the regulation of emotions on the one hand and each of the participation, positivity, control, and punishment. Yet, there was a statistically significant difference ($\alpha=0.05$) in the strength of the relationship due to the effect of the students' temperament level between emotion regulation and control in favor of low temperament.

Keywords: Emotion Regulation, First Grade, Parental Authority, Parenting Practices, Temperament, Sociological studies

1. Introduction

The middle childhood stage is one of the most important stages of development for the personality of the individual and his psychological, emotional and social compatibility, especially the early years of a child's life, as this stage is the most influential in the formation of the mental, social and emotional characteristics of the child. This is due to the specific nature of this stage, which is characterized by immaturity and its dependence on adults to provide the necessary needs in this life (Alazzam et al., 2021; Salah et al., 2021).

The practices in which parents control their children are considered an educational and social issue, and are affected by the extent to which the parents know the characteristics of the child's development and individual differences. Knowing the reason behind the child's inappropriate behavior enables parents to use appropriate educational strategies (Al-Sharafat & Ali, 2015). Parenting is a specific pattern with clear practices that are categorized according to parenting patterns and go in a specific direction. These practices are within different contexts and affect the child's upbringing and development in all aspects whether emotionally, socially, cognitively and behaviorally, so any actual behavior that parents share with the child, and in which the child merges with the parents is called a practice, and the aim of which is to enhance independence in the long run (Berns, 2015; Obeidat et al., 2022). Since the basis for raising a child in behavioral theories is to talk about the external environment, for the child it is the family, which is the basic context for him, where parents play the main role in raising and upbringing their children by correcting them, guiding them, imposing their authority on them, conversing them, taking their opinion or punishing/rewarding them for the behavior of their children. This process is called parenting methods or practices (Lanial, 2008; Salah et al., 2021).

Scholars emphasized that parents should not be extremists and give their children a field of freedom in addition to imposing some controls and laws within reasonable limits. This method creates children who have self-confidence, independence and the ability to regulate emotions (Suleiman & Matar, 2002). As such, children who are deprived of proper parental care, negative emotions and feelings are generated because of the parental practices practiced by the father and mother, and this, in turn, is reflected in the child's ability to regulate his emotions (Abu Jadu, 2015) who consider the regulation of emotions as one of the adaptive control systems of the individual within the physiological, behavioral, emotional, and social levels (Lafreniere, 2000).

Emotions regulation is defined as a dynamic, interactive, changing process directed to a particular emotion through which the individual works to control and direct behaviors, which is the individual's ability to respond in an accepted form in stressful situations with psychological flexibility that makes him able to self-control his behavior. These processes need skills, behaviors and strategies conscious or unconscious, automatic or non-spontaneous that works to modify, restraint and enhance emotional experiences. One of the most important of these strategies is feedback, training infants to pay attention using external stimuli because the child still cannot organize himself internally, use the strategy of speaking out loudly or use the facial expressions between the child and his parents (Lopes et al., 2005). The regulation of emotions of the child is affected by the biological genetic side and the environmental side (Blandon et al., 2010).

Proceeding from the fact that emotions are among the most important and vital aspects of personality because of their important role in the behavior of individuals, this concept has received great attention by psychologists. Several studies have shown that parents' practices are important factors in acquiring emotional skills by children, and that the lack of emotional skills is related to with the inability to regulate emotions. Cipriano (2010) also indicated that children whose mothers use negative and aggressive control showed less ability to restrain emotions, while children whose mothers use positive and intimate control showed a much higher ability to control emotions and were more adapted to emotion regulation strategies. According to many researches, they found that the skills of emotion regulation during early childhood increase significantly because children at this stage, they begin to have emotional maturity (Calkins & Hill, 2007, La Franiere, 2000). It is inevitable

to indicate that the process of regulating emotions is a reciprocal relationship that the child acquires early and may contribute to increasing his realization and awareness of the rules imposed by the family and how the appropriate emotional response should be so that the child can regulate this emotional response, which in turn will provoke appropriate reactions to interact with others (Underwood & Rosen, 2011).

The child's upbringing is affected by a number of factors that, in turn, are reflected on the quality of parenting practices, such as: family building, its structure, the number of its members, its type, culture, external culture, politics, economic status, and the educational status of the parents. Besides, there are many factors related to the child that play a role in upbringing him or her in addition to parenting practices such as temperament, meaning that when we talk about parenthood, we cannot talk about it in isolation from the family context (Al-Rimawi, 2006). The basis of children's upbringing and children's rearing is shaping their personality and achieving their developmental needs. As for the long-term goals of parenting, it is that the child be able to control himself by himself and thus be able to regulate his emotions (Morris, 2000).

One of the most important mediating factors that clearly affect and play a role in the effectiveness of parenting practices in upbringing a child and providing him with the skills of regulating emotions is the factor of temperament, where clinical psychological research and development research focused on the basic structure of temperament because it has the ability to clarify the child's contribution to early developmental processes. Temperament leads to the individual's personality, which is supposed to have a biological and genetic basis, which determines the individual's emotional responses. This plays a role in competence and social interactions; the basic structure of temperament is based on the organization of personality, and on this temperament which is observed since childhood. It is evident through development in which the individual's skills, abilities and motivation become more complicated. Then, the temperament refers to the early differences in behavioral and emotional traits, which are stable traits with genetic, hereditary and environmental components (Morris, 2000). Temperament is defined as a set of personality traits that determine an individual's sensitivity and response to different experiences, and it is a basic aspect of an individual's personality. Then, temperament affects the individual's interaction with others, how the child responds to the custodian and how the custodian responds to the child. This is the concept of duality. Hence, we can say that environmental factors, especially parenting practices, play an important role in modifying an individual's behavior and his or her ability to regulate his emotions. If the influence of environment and genetics are compatible, it is possible to expect a healthy and emotional growth of the child and vice versa. Therefore, Thomas and Chess (1977) recommend that the parenting practices be changed to suit the child's temperament, and of course this does not mean acceptance of all the child's inappropriate behaviors (Morris, 2000).

Henceforth, the interest in studying parenting practices and their relationship to emotional regulation among first graders is necessary, especially since it is one of the critical stages in which we must help students by teaching them to use appropriate strategies to regulate their emotions that are commensurate with the nature of their temperament. The category of first grade students was chosen as a sample for study because parents have the greatest influence on the child's ability to regulate his emotions, and that other social contexts may not play a clear and influential role at this stage, so the current study comes to reveal the role of mood as a mediating factor in the relationship between parental practices and the regulation of emotions among first-grade students in Jordan, specifically Amman, the capital.

The idea of the study came out from the researchers' continuous observation of the children's inability to regulate their emotions, as it is assumed that parenting practices are important and essential factor in developing and regulating children's emotions, as stated in Morris' (2000) study, whose results revealed a correlation between the dimensions of parenting and the regulation of emotions in children. It also showed that the mood of the child may limit the impact of the relationship between the components of parental practices and the regulation of emotions (Morris, 2000). Hence, the idea of the great and clear difference in the personalities of sibling children

emerged, even though they are from the same father and mother and receive the same parenting practices and methods in their upbringing. So, it was directed to search for mediating factors that may have a role in this difference, such as temperament as it is a genetic factor that parents cannot control as we find an easy-tempered child who can be dealt with easily and be able to regulate his emotions, and another child who has a difficult temper, and parents are unable to deal with in a manner appropriate to the nature of his or her mood. And this in turn negatively affects his ability to regulate his or her emotions.

Hence this study launched, which relied on Rothbart's (2006) theory of temperament where one of its most important assumptions states that temperament mediates the relationship between the custodian's behavior and self-regulation, which represents the largest umbrella for the regulation of emotions. The theory states that individuals possess genetic traits such as temperament, which limits the effectiveness of parents' practices in upbringing and in turn reflects on the child's ability to regulate his emotions (Morris, 2000).

The idea of this study came to verify whether parental practices have a key role in regulating children's emotions, and do mediating factors such as temperament have a role on the child's ability to regulate his emotions. Accordingly, the study problem can be formulated by answering the following questions:

1. What is the level of parenting practices among first grade students in Amman?
2. What is the level of emotional regulation for first grade students in Amman?
3. What is the level of temperament of first grade students in Amman?
4. Does the correlative relationship between parenting practices and the regulation of emotions differ according to the level of temperament of first grade students in the city of Amman at the level of significance ($\alpha = 0.05$)?

The importance of this study stems mainly from the theoretical side and to some extent from the practical side, as follows: the importance of the issue of emotion regulation, which is a modern concept, especially in the Arabic studies. It helps to identify the importance of the relationship between parental practices and the regulation of emotions in children and the extent of the effectiveness of such studies in the field of growth and learning through the use of modern methods of upbringing, the use of appropriate parenting methods and practices that suit the nature of each child's temperament to meet his needs which are reflected in the children's ability to organize their emotions. This study is considered an enrichment to the psychological educational aspect that may contribute to the development of Jordanian and Arabic educational studies, which would benefit graduate students and all those interested in scientific research affairs. Finally, the study provides standards for parenting practices, regulating emotions and temperament which are properly legalized for the Jordanian environment and suitable for the basic stage that may be benefited from in the long run.

As for the practical importance, it is represented in recognizing the nature of the educational relationship among the concepts of the study which may contribute to helping parents in the process of upbringing to know how to deal with their children, and this will open the way for other studies to take care of other aspects related to the concepts of the study. Moreover, it may be useful in drawing the attention of specialists and researchers to prepare and create new educational programs in the light of the results of the current study. It will also guide the family, especially the parents, on how to deal with their children to develop their ability to regulate emotions.

1.1 Definition of Terms

1. *Parenting practices*: They are the application of a set of decisions regarding upbringing on children, such as helping them to take responsibility. They are also a set of actions that parents take towards the different behaviors that children perform (Berns, 2015, p. 129) as represented in the following dimensions:
 - Control: training the child to control his behavior and to show appropriate behaviors through directing the behavior. It aims to teach the child to distinguish between right and

- wrong. It is external and then becomes internal (Morris, 2000).
- Participation: The child realizes that his parents treat him with kindness and affection, praise him and show interest in his point of view and what he is learning (Baumrind, 1971).
 - Monitoring: It is parents' adaptation of an educational method based on trust to obtain the details they need and closely monitor the behavior of their children without snooping (Baumrind, 1971).
 - Punishment: It is presenting a painful stimulus following the appearance of an unwanted behavior, which leads to a decrease in the occurrence of the behavior in the future in similar situations (Berns, 2015).
 - Positivity: It is learning effective and positive ways to deal with the child's wrong behavior and exploring effective ways to communicate with children (Baumrind et al., 2010). It is defined operationally as the degree that the child could obtain on the parenting practices scale that was used in this study and that was answered by the parents.
2. *Emotion Regulation*: It is defined as a set of automatic and strategic processes that enable an individual to influence and control the quality of his/her emotions, and how they are expressed (Gross, 2014, p.17). It is operationally defined as the degree that the child could obtain on the emotion regulation scale that was used in this study and that was answered by the teachers.
 3. *Temperament*: It is the set of personality traits that determine the sensitivity and response of the individual to different experiences and it is a basic aspect of the personality of the individual (Morris, 2000, p. 45). It is defined operationally as the degree that the individual could obtain on the temperament scale that was used in this study and which was answered by the parents.

2. Methods

To achieve the objectives of this study, the correlative descriptive approach was followed, which is based on collecting data and studying the phenomenon as it is in reality, and revealing the relationship between the variables to know the extent of their correlation and expressing them in a digital way.

2.1 Population and Sample of the Study

The study community consists of all first-grade male and female students in private schools in the city of Amman who were registered for the academic year (2020). The size of the community is 7502 students. The study sample members were clustered and stratified and randomly selected from private schools in Amman, with a total of (939) first-grade students (516 are males and 423 are females). 1500 questionnaires of the three scales were distributed to schools that were randomly selected. Then the sections of classes were chosen randomly. After that, the students were chosen from each section randomly. Next, the scale of each of the parenting practices and temperament was answered by the children's parents while the scale of the regulation of emotions was answered by the teachers.

2.2 Study Instruments

To achieve the objectives of the study, three research instruments were used, namely, parental practices scale, emotion regulation scale, temperament scale. The following is a description of these scales, in terms of describing scales, application procedures, how to calculate scores, extracting results and displaying psychometric properties as follows:

2.2.1 The Alabama Parenting Questionnaire

The Alabama Parenting Questionnaire (APQ) was designed with the aim of determining the type of parenting practices among the study sample members. It was developed by Frick (1991). The scale consists of 42 items, distributed on five dimensions of parenting practices related to how to deal with the children in different situations: positivity (whose items are represented in 2, 5, 12, 15, 17, 24), control (whose items are represented in (3,8,20,28), Monitoring: whose items are (6, 10, 16, 18, 19, 22, 25, 26, 27, 29), participation (whose items are represented in 1, 4, 7, 9, 11, 13, 14, 21, 23), punishment (whose items are 30, 32). In addition, there are five items that are not classified within the dimensions which are (31, 33, 34, 36, 37).

As for the negative items in this scale, they are (3, 6, 8, 10, 17, 19, 21, 22, 24, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37). Items are to be answered through Likert method with a five-graded gradation, and the scale scores range is from 1 to 5 in which the higher scores indicate higher positive parenting practices and the lower scores indicate negative parenting practices. The researchers translated the form presented to parents to answer the scale where the concurrent criterion validity measure achieved (80%), while the measure achieved validity, whereas the internal consistency indicators were (68%) (Frick, 1991).

2.2.1.1 Validity

In this study, the researchers used the Alabama Parenting Questionnaire, after Arabizing, translating and developing it in a way that suits the Jordanian culture and environment. The validity of this questionnaire (parenting practices) was verified as follows:

- i) The face validity of the scale: To ensure the validity of the translation, the translated scale was presented to specialists in the English language and to a number of reviewers with expertise and specialization in education and psychology in a number of Jordanian universities. They ensured its suitability to the Jordanian environment, and the clarity and linguistic correctness of the translation of the items. The proposed amendments are such as changing the wording of some items in the scale, and the item that unanimously obtained (80%) of the arbitrators was approved.
- ii) The discriminatory indicator to achieve construction validity: The discriminatory indications were extracted as an indicator of the construction validity of this scale by extracting the correlation coefficients of the scale items with the total degree of the dimension to which they belong to on a piloting sample from the study community but from outside the study sample. It consisted of 53 students from the first grade in private schools in Amman, where the correlations are presented in table 1.

Table 2: Correlation coefficients of each item with the total degree of the dimension

Item No.	Correlation coefficient	Item No.	Correlation coefficient
1	0.35	22	0.35
2	0.44	23	0.65
3	0.47	24	0.52
4	0.34	25	0.19
5	0.43	26	0.32
6	0.39	27	0.64
7	0.55	28	0.71
8	0.64	29	0.45
9	0.36	30	0.70
10	0.58	31	0.40
11	0.54	32	0.41

Item No.	Correlation coefficient	Item No.	Correlation coefficient
12	0.22	33	0.45
13	0.41	34	0.43
14	0.61	35	0.38
15	0.52	36	0.72
16	0.52	37	0.41
17	0.53	38	0.48
18	0.62	39	0.13
19	0.42	40	0.38
20	0.27	41	0.55
21	0.57	42	0.09

It is noted from Table 1 that the correlation coefficients of the scale items ranged between (0.72 - 0.09), and accordingly, five items whose correlation coefficient was less than 0.3 were deleted which are no. 12, 20, 25, 39, 42 and the scale finally consisted of (37) items.

2.2.1.2 Significances of scale reliability

Reliability re-test:

To verify the reliability of the instrument, the reliability was estimated before applying it to the final study sample through testing and re-testing with a time difference of two weeks. It was applied on a survey sample from the study community including 53 students from first grade students in the city of Amman. Then the correlation coefficient between the two applications was calculated as an indicator of reliability by a retesting method, where the reliability coefficient was (0.92).

Internal consistency reliability:

Cronbach's Alpha coefficient of internal consistency was calculated (0.76) as shown in Table 2:

Table 2: Cronbach's alpha coefficient for parenting practices scale

Cronbach alpha	Dimension
0.72	Participation
0.70	Positivity
0.71	Monitoring
0.74	Control
0.71	Punishment

Method of Correction of Parenting Practices Scale:

The scale consisted of (37) items showing the type of parenting practices that a sample of first-grade students receive in private schools so that the answer is as follows: It always happens (5), often happens (4), sometimes happens (3), hardly ever happens (2), and never happens (1) when answering the items of the instrument with a positive direction. These values reflected when answering the negative items, based on this the maximum degree of the scale were (185) degrees and the minimum degree was (37). The range equation was used to calculate the level of parenting practices as follows:

The upper limit (5) - the lower limit (1) / the number of levels $(3)1.33=3/(1-5)$

First: (1.00-2.33) low-level parenting practices.

Second: (2.34-3.67) mid-level parenting practices.

Third: (3.68-5.00) high level parenting practices.

2.2.2 Emotions regulation scale

The researchers used the emotion regulation scale, which was designed by Shields and Cicchetti (1997). The scale consisted of 24 items, distributed onto two dimensions: (i) emotion regulation and its items are (2, 4, 5, 6, 8, 9, 10, 13, 16, 18, 19, 21, 22) and (ii) negativity dimension and its items are (1, 3,

7, 14, 15, 17). The evaluation of negativity and evaluation of the regulation of emotions, and the answer to these items were through the Likert method of quadruple grading (never, sometimes, often, always), and the scale scores ranged from 1-4). The higher scores indicated the level of regulation of high emotions in the child, and the lower scores indicate the level of regulation of lower emotions in the child, where the measures of concurrent criterion validity achieved (80%). Regarding the reliability, the scale achieved reliability in which the internal consistency was (68%) (Frick, 1991).

The validity and reliability of the instrument in its current form:

In this study, the researchers used the emotion regulation scale after Arabizing, translating and developing it in a way that suits the Jordanian culture and environment, where the validity of the scale (emotion regulation) was verified as follows: (i) To achieve face validity of the scale, the validity of the translation, the translated scale was presented to specialists in the English language and a number of arbitrators with experience and specialization in education and psychology, in a number of Jordanian universities to ascertain the extent of its suitability for the Jordanian environment and to ensure the clarity of the translation of the items and their linguistic accuracy. Accordingly, the proposed amendments were made, such as changing the wording of some items educationally in the scales and amending them linguistically and grammatically. Accordingly, the items unanimously obtained (80%) of the arbitrators' opinions was adopted; and (ii) Discriminant significance to achieve construction validity: The discriminant significances were calculated as an indicator of the construction validity of this scale by calculating the correlation coefficients of the scale items with the total score on a pilot sample from the study community consisting of 53 students of the first grade in the city of Amman where the correlation coefficients are displayed in Table 3:

Table 3: Correlation coefficients for the emotion regulation scale

Correlation of the item with the total score	Item No.
0.51	1
0.35	2
0.61	3
0.58	4
0.51	5
0.58	6
0.51	7
0.42	8
0.52	9
0.53	10
0.56	11
0.68	12
-0.42	13
0.68	14
0.52	15
0.56	16
0.45	17
0.50	18
0.55	19
0.66	20
0.39	21
0.59	22
-0.24	23
0.43	24

Table 3 shows that the items' correlation coefficients ranged between (0.68-0.42) and accordingly two items with a correlation coefficient of less than 0.3 were deleted, namely item no. 13 and 23.

Reliability of the current instrument:

To verify the reliability of the instrument, the reliability was estimated before applying it to the final study sample, through testing and re-testing with a time difference of two weeks, on an exploratory sample from the study community and from outside the study sample which numbered (53) male and female students from the first grade students in the city of Amman. Then, the correlation coefficient between the two applications was calculated as an indicator of the reliability by a repeating method, which amounted to (94%).

Method of correcting the scale of the regulation of emotions:

The scale consisted of 22 items showing the level of emotional regulation among a sample of private school students in the city of Amman, which was answered by the teachers, where the answer was as follows: always (4) often (3) sometimes (2) never (1) when answering the items of the instrument that have a positive direction. And these values are reversed when answering the negative items, so that the maximum degree of the scale is (88) and the minimum degree is (22), and the range equation was used to calculate the level of emotional regulation as follows:

The upper limit (4) - the lower limit (1) / number of levels (3) = (1)

Accordingly, the levels are defined as follows:

First: (1-2) low level

Second: (2.1-3.1) medium level:

Third: (3.2-4) high level.

Scale validity:

In this study, the researchers used the Children's Behavior Questionnaire (CBQ) after obtaining the Arabized image from the author, and then it was developed in a manner that suits the Jordanian culture and environment. The validity of the Children's Behavior Scale (CBQ) was verified as follows: (i) The validity of the translation: the translated scale was presented to specialists in the English language and to a number of arbitrators with expertise and specialization in education and psychology, in a number of Jordanian universities to ensure its suitability to the Jordanian environment, and to ensure the clarity and linguistic correctness of the translation of the items. The proposed amendments are such as changing the wording of some items in the scale, and the item that obtained unanimously 80% of the arbitrators was approved; (ii) The discriminatory indicator to achieve construction validity: The discriminatory indications were extracted as an indicator of the construction validity of this scale, by extracting the correlation coefficients of the items of the scale with the total degree of the dimension to which they belong to on a pilot sample from the study community consisting of (53) students from the first grade in private schools in Amman, where the correlations are presented in Table 4:

Table 4: Correlation coefficients of the children's behavior scale CBQ

Item No.	Correlation coefficient	Item No.	Correlation coefficient
1	0.54	13	0.49
2	0.46	14	0.38
3	0.59	15	0.54
4	0.42	16	0.41
5	0.44	17	0.49
6	0.46	18	0.41
7	0.36	19	0.41
8	0.52	20	0.48
9	0.37	21	0.48
10	0.35	22	0.54
11	0.41	23	0.34
12	0.43	24	0.41

Table 4 displays that the correlation coefficients of the items ranged between (0.59 -0.31) and accordingly, no item was deleted because all the items have their correlation coefficients more than (0.30).

Repetition reliability:

To check the reliability of the instrument, the reliability was estimated before applying it to the final study sample, through the test and retest with a time difference of two weeks, on an exploratory sample from the study community and from outside the study sample numbering (53) students from the first grade in private schools in the city of Amman. Then the correlation coefficient between the two applications was calculated as an indicator of reliability by a repetition method, where the reliability coefficient was (77.6%).

Method of correcting children's behavior scale:

The scale consists of (24) items showing the level of temperament of a sample of first grade students in private schools in the city of Amman, which is applied by the parents, so that the answer is as follows: Incorrect to a maximum extent (1), to a large extent incorrect (2), generally incorrect (3), neither correct nor incorrect (4), generally correct (5), to a large extent correct (6), correct to maximum extent (7). Accordingly, the maximum degree of the scale is (168) degrees and the minimum degree is (24) degrees.

The range equation was used to calculate the level of temperament, as follows:

The upper limit (7) - the lower limit (1) / number of levels (2) = (3)

First: (1 - 4) low level temperament.

Second: (4.1 - 7) a high level mood.

3. Results and Discussion

The results are presented according to the research questions as follows:

RQ1. What is the level of parenting practices among first-grade students in the city of Amman?

To answer this question, the means and SD of the level of parenting practices among primary school students in the city of Amman were calculated as illustrated in Table 5:

Table 5: Means and SD related to parenting practices, arranged in descending order

Level	Standard Deviation	Means	Field	No	Rank
High	.833	4.13	Positivity	2	1
High	.770	3.93	Participation	1	2
Medium	.816	2.76	Control	4	3
Low	1.035	2.09	Punishment	5	5
Low	.756	1.62	Monitoring	3	4

* The scale range is of 5 alternatives.

Table 5 displays that the averages ranged between (1.62-4.13), where the positivity ranked first with the highest means of (4.13) and at a high level, while monitoring was ranked last with a mean of (1.62) at a low level, and the mean of the scale of parenting practices as a whole was (2.90), at an average level.

The results of this question indicate that the level of parenting practices was medium, as positivity came in the first rank and at a high level, and it shared participation the same level and then control, as it came at a medium level, while both punishment and monitoring came at a low level, and monitoring was in the last rank. The reason that parenting practices was of an average level of as a whole can be explained due to the varying levels of the scale's sub-dimensions; so when taking the total level based on it, the average came out, which can be interpreted as the level of each dimension separately as follows: The rise is attributed to both positivity, which means that parents use and learn effective and positive ways to deal with the child's wrong behavior and explore effective

ways to communicate with children and participation (Baumrind et al., 2010), which means that the child realizes that his parents treat him with kindness, affection and praise, and show him attention to his point of view and what he learns and shares him in his various activities (Baumrind, 1971). And it is attributed to the parents' attempt to secure a good life for their children, especially that the current study was conducted on private school students in the city of Amman, as they are among the groups who are interested in providing appropriate education in terms of quantity and quality for their children. It is more likely that these families are among the groups who often have a good social and cultural level and are aware of the importance of securing and achieving the proper growth of their children in the cognitive, social and emotional aspects, in line with their future aspirations.

As for mediation in the level of control, which means training the child to control his behavior, and to show appropriate behaviors through directing the behavior, which aims to teach the child to distinguish between right and wrong, and it is external and then becomes internal (Morris, 2000). This is attributed to the parents' attempt to organize and control the behavior of their children and their use of the various educational methods and rules are somewhat appropriate, but they may not have sufficient and correct scientific and educational knowledge and experience to do the appropriate adjustment due to their different specializations and their potential failure to learn the correct educational and psychological strategies and methods in raising children. As for the low level of monitoring, this is due to the parents' lack of focus on this aspect because their children are still at an early age and are under their watch and supervision. They have not yet become independent. Besides, they are in private schools in which there is a safe and appropriate educational environment. They have not been affected by social networking sites and advertising media that may convey to them wrong and unacceptable habits and behaviors.

As for the decrease in the level of punishment, it is due to the parents' use of appropriate educational practices, and their attempt to stay away from punishment as much as possible because they are aware that punishment is a form of child abuse that must be avoided. This is consistent with the results of Chen et al.'s (1997) study which revealed that the level of parenting practices was medium.

RQ2. What is the level of emotional regulation among first-grade students in the city of Amman?

In order to answer this question, the means and SD of the level of emotional regulation among students of the basic stage in the city of Amman were calculated as illustrated in Table 6.

Table 6: Means and SD of emotion regulation

Level	SD	Means	Emotion regulation level
medium	.497	2.99	2.99

* The scale range is of 5 alternatives.

Table 6 shows that the means for emotional regulation (2.99), at an average level, and this can be explained by the fact that the study was conducted on first-grade students who are in a transitional stage from early childhood to middle childhood, which is the beginning of emotional maturity, but not complete. So the level of emotion regulation was average.

As with the development of language and increased interaction with the family, the child becomes more capable to use emotion regulation strategies (Eisenberg & Spinrad, 2004), while in the middle childhood, school-age children become able to carry out strategies for regulating emotions in a planned and active manner, that includes dealing in a positive way with situations of frustration and distraction (Blandon, 2010). As the regulation of emotions is a skill that is acquired, and the maturity of the brain at this stage contributes to acquiring this skill and then the ability to regulate emotions, children still need training and learning the special skills of acquiring the ability to regulate their emotions. The results of the current study partially contradicted with results of Monopoli and Kingston's (2012) the study that showed that the level of emotional regulation among second-grade students was low.

RQ3. What is the level of temperament of first-grade students in the city of Amman?

To answer this question, the means and SD of the temperament level of first-grade students in Amman were calculated, and Table 7 shows this.

Table 7: means and SD related to temperament, arranged in descending order according to means

Rank	No.	Field	Averages	Standard deviation	Level
1	2	Control	5.34	.791	High
2	1	Interactivity	4.47	.649	High
		Temperament as a whole	4.86	.540	High

* The scale range is of 7 alternatives.

Table 7 shows that the means ranged between (4.47-5.34), where the control came in the first place with the highest means at (5.34), with a high level, while interactivity came in the second place with a means of (4.47), at a high level. And the means of the temperament as a whole was (4.86) at a high level, which means that they are all within the positive pattern. This result can be explained by looking at the study sample members, as they are private school students, meaning that they receive positive parenting practices. This is based on the results of the first question, which showed that the level of parenting practices is medium. This is clearly the biggest influence on this age period which is family as stated in the theoretical literature, where clinical psychological research, and developmental research focused on the basic structure of temperament. It is a state that its basis is genetic, but it is also greatly affected by environmental factors (Morris, 2000; Nicole et al., 2006).

This can also be explained through the level of temperament which is affected by the experiences that the child is exposed to, and that the children of the study sample can be considered to have been exposed to somewhat positive events, so the level of temperament was high. It was mentioned in the theoretical literature that social contexts affect the development of temperament through exposure to events positive and negative life or different socialization experiences (Nicole et al., 2006). The results of this study partially agree with the findings of Kellaris and Mantel (1994) study which revealed that the temperament level of the study sample was high and the males with the highest level of mood activity in their childhood showed a lively participation in physical activity but any predictions of female childhood temperament for participation in physical activity was not shown.

RQ4. Does the correlation between parental practices and the regulation of emotions differ according to the level of temperament of first-grade students in the city of Amman at the level of significance ($\alpha = 0.05$)?

To answer this question, a correlation was found between parental practices and the regulation of emotions according to the child's temperament pattern variable (low, high), and the z-value was calculated to show the differences in the strength of the correlation between the categories of temperament style, as shown in Table 8.

Table 8: Correlation coefficients between parenting practices and emotion regulation according to the child's temperament pattern variable (low, high) and the z-test for the difference between the correlation coefficients

Scale Dimensions	Correlation Coefficient	Low Temperament	High Temperament	Z	Statistical Significance
Participation	R	.439**	.364**	0.972	0.330
	Number	235	243		
Positivity	R	.437**	.409**	0.37	0.711
	Number	235	243		
Monitoring	R	.391**	.263**	0.665	0.506
	Number	235	243		

Scale Dimensions	Correlation Coefficient	Low Temperament	High Temperament	Z	Statistical Significance
Control	R	.355**	.160*	2.278	0.022
	Number	235	243		
Punishment	R	-.446-**	-.430-**	0.215	0.829
	Number	235	243		

*Statistically function at the significance level ($\alpha = 0.05$).

** Statistically function at significance level ($\alpha = 0.01$).

Table (8) displays that there are no differences in the strength of the relationship due to the effect of the student's positive temperament pattern between the regulation of emotions on the one hand and both participation, positivity, monitoring, and punishment. There are statistically significant differences at ($\alpha = 0.05$) in the strength of the relationship due to the effect of the student's temperament pattern between emotions regulation and control. The differences were in favor of the low temperament pattern. This can be attributed to the control factor, which means the presence of clear basic instructions that are given to the children, and the presence of a clear and specific structure for the family, in addition to helping them organizing their affairs. It indicates that there is a clear control of their behavior, which clearly contributed to creating a strong relationship for people with low temperament.

Children may also show these differences through the features of personal patterns of their responses during different situations, the temperament of the child closely corresponds to the requirements and opportunities of the environment (Thomas & Chess, 1977), and the temperament changes throughout childhood as a result of interaction with the custodian, so the behaviors that parents teach for their children to control the emotions are related to the temperament traits that appear in the child (Calkins & Hill, 2007). There are distinct patterns of emotion regulation related to temperament, as the emotional pattern includes both emotional temperament and organizational behavior, and the emotional pattern reflects the speed and intensity of the initial emotional and behavioral response, and temperament is a long-term pattern of emotional response which aims at reducing or enhancing emotional processes (Southam-Gerow, 2013).

As for the absence of a statistically significant at ($\alpha = 0.05$) in the relationship, it is due to the effect of children's temperament level between emotional regulation and all of participation, positivity, monitoring, and punishment. This can be explained by the fact that parents, during their practices with their children, make some adjustments to suit the temperament differences between children, as these practices enhance and maintain the easy temperament of the child and modify the difficult temperament of the child, especially since they are not presented in the same level and style by the parents themselves. Hence, we can say that the environmental factors, especially parental practices, play an important role in shaping the individual's temperament and his ability to regulate his emotions (Morris, 2000). Temperament is the basis of a child's ability to regulate emotions, as a child with an easy temper shows the ability to regulate emotions and adapts well to different styles of education. But a child with a difficult temper does not have the ability to regulate emotions, and his reactions are severe and negative, and he needs appropriate parental practices to deal with him (Berns, 2015), so changing parenting patterns to suit the child's temperament is what is called "goodness of fit".

4. Conclusions and Recommendations

The study demonstrated the role of temperament as a mediating factor in the relationship between parental practices and the regulation of emotions among first-grade students in the city of Amman, in order to reveal the role of temperament as a mediating factor between parental methods and the regulation of emotions that parents follow in raising their children because this is the basis for raising children in the correct ways that enable them to regulate their emotions. The aim of the study was to

find out whether it is the only factor that affects the ability to regulate emotions, or if there are other factors that play a role in that. So, the choice was made to choose temperament, as it is one of the factors that affect the emotional aspect, and that it is a genetic factor that controls the personality of the individual and cannot be neutralized. It is expected that a child with a difficult temper does not tend to have the ability to regulate his emotions, unlike a child with an easy temper, who is often more capable of regulating his emotions regardless of the educational methods adopted by the parents.

The results showed that the level of parental authority practices came at the average level with a mean of (2.90) for the total degree, and the level of emotional regulation came at the average level with a mean of (2.99) for the total degree. The mood also came at a high level, with a mean of (4.86) on the overall score. The results also showed a positive, statistically significant relationship at the significance level ($\alpha = 0.05$) between parenting practices and emotion regulation. Furthermore, the results showed that there was no statistically significant difference α (0.05) in the strength of the relationship due to the effect of the students' mood pattern in regulating emotions on the one hand, and both participation, positivity, control, and punishment on the other. And there is a statistically significant difference α (0.05) in the strength of the relationship due to the effect of the students' mood level between emotion regulation and control in favor of low mood, which is reflected on the child's ability to regulate his emotions.

The study recommends the parents to take into account the methods of upbringing, as they are reflected in various aspects of the child's development and on his social and emotional skills. It recommends teachers and educators to pay attention to the importance of regulating emotions and how to develop them in children due to their impact on the various social, emotional and cognitive aspects. It also recommends studying the variables of the study combined at different age stages and conducting studies on government schools on emotional regulation strategies and their contribution to other aspects of growth. Reseachers should pay more focus on the subject of temperament, as it is one of the rarely investigated topics in Arabic literature.

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