

Positive Parenting and Correlation to Technological Well-Being among a Sample of Secondary School Students in Kuwait

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Abstract

The current study aimed to identify the level of positive parenting and its correlation to technological wellness among a sample of secondary school students in Hawalli Educational Zone in the state of Kuwait. The descriptive analytical correlation approach was used because it is suitable for the study objectives. A random sample was selected from two schools, about (307) male and female students, as well as developing two scales: Positive Parenting and Technological Wellness, the psychometric characteristics for both scales were verified in terms of validity and reliability. Technological wellness does not differ according to the gender and students' achievement level. Based on the study results, some recommendations were given, including the need to encourage parents to use positive education and encourage children maintain technological wellness.

Keywords: Positive Parenting, Technological Wellness, Secondary School Students

1. THEORETICAL LITERATURE AND PREVIOUS STUDIES:

There is no doubt that family is the first and most important link in children's life. It plays an important role in their upbringing, especially nowadays, because the influence of media and the accompanying technology has increased affecting all stages of these children's lives.

The family must take care of children's education, providing them with healthy growth; besides, any negligence by the family may result in non-functional behaviour in the different stages of children's lives (Featherstone & Fraser, 2012). Sometimes, difficult circumstances arise in a family that may lead to the deprivation of children from their natural family, that compels the child to live with one of the parents or with one of the relatives; such circumstances are represented in the death of one or both parents, victims of family disintegration such as divorce, violence, or marital conflicts (Lansford, 2009).

Bisinand Tapa (2002) conducted a study in which results showed that family upbringing pattern plays a prominent role in the study sample attitudes towards the nature of dealing with others. The results also showed that the religious factor has an impact on raising children, the upbringing pattern of authoritarian has a role in determining the attitudes of the study sample members towards the individual's concept of himself and others. The study of Martin and Sanders (2003) showed that the parents of the group who were involved in a training program showed a significant improvement in social and work-related self-efficacy compared to the parents of the control group, in addition to a significant decrease in the level of chaotic behaviour among their children, and the level of negative parental practices.

Matthew (2010) mentioned that the task of raising children and the methods of upbringing and caring is very important, which must be done in the right way to preserve the primary goal of family formation, through presenting healthy models to form children's personalities in the right way and motivate them to hope, achievability and optimism to raise the level of their cognitive, skilful, emotional, mental, and creative abilities. To achieve a virtuous and positive parental upbringing, it is necessary to take care of the methods of using positive and negative reinforcements, providing faultless solutions when there are family crises, in addition to integrating roles between the partners so that everyone strives to give valid models for imitation and simulation, when parents do their role with cooperation, the child learns to participate (Conger et al., 2009). Positive parenting is a set of parental skills and methods for communicating and interacting positively with children (Pedro-Carroll, 2011).

Roopnarine et al.(2006)indicated a negative correlation between the authoritarian upbringing style and social and behavioural patternsinchildren's social skills. The study by Berbera et al.(2008) showed there are four parenting methods practiced by parents, according to the children's opinion: education with low support, parenting dominant and supportive, an upbringing that refuses to control, and a supportive upbringing.

Conger et al.(2009)added that positive parenting is the model that is suitable for imitation and simulation,which parents present to their children, the son learns positive thinking, participation, and decision-making, especially when the mother and father play their roles, such as carefully monitoring, and setting family laws that control positive behaviour upbringing automatically appear.

The results of Abdul-Majeed's (2011) study revealed a correlation between the style of acceptance of the father and the assertiveness of the children, along with the absence of a relationship between the style of tolerance, independence, the assertiveness of the children, and the existence of a correlation between the methods of positive treatment of the mother and the assertiveness of children, and the presence of statistically significant differences between awareness of children of both genders of the methods of treatment positive parenting towards males, except for the acceptance style by a mother. The study of Yassin and Qinawy (2018) also indicated that they were statistically significant differences on the academic resilience scale due to the gender variable, while there were no statistically significant differences on the positive parenting scale due to the gender variable. The study of Al-Bahr and Sandouqa (2020) also indicated no statistically significant differences between parental treatment style and social intelligence. There were no statistically significant differences between the parental treatment methods and social intelligence due to the variables of gender, number of brothers and sisters, age, and the educational qualification of the parents.

The results of the Al-Barashdiastudy (2022) indicated a positive and statistically significant correlation between the psychological resilience of parents and emotional regulation, while no statistically significant correlations existed between psychological resilience and its dimensions, emotional regulation and its dimensions, and positive parenting practices.Yunes's study (2022) showed statistical significance between the perceived positive parental treatment methods (acceptance-tolerance-independence) in the treatment of the father, the treatment of the mother and the total degree of psychological reassurance and its four dimensions in male and female adolescents.

Mahoney and Kaiser(1999). stated that improving parental performance will not be achieved unless the parental interaction process is properly managed. Effective parentings strategies for interaction between the mother and her children, awareness behaviourior, effective parental communication skills, and positive sociebehaviourior. (Mahoney &Kasier, 1999)

(Sweeney& Witmer,1991) defined wellness as the interrelationship between health characteristics and life tasks (spirituality, love, work, friendship, and self), as well asfundamental life values (family, community, religion, and education).

(Roscoe, lauren J.2009)defined it as a comprehensive model that includes spiritual, physical, emotional, social, intellectual, occupational components and environmental (Blount & Mullen, 2015).

The technology is also used to track the state of the body through devices linked with smart applications on the phone that help track heartbeat, breathing, or even brain waves. It provides many data to the doctor and patient (Rizzo et al., 2008).VR technology has beenused to do guided meditation and many other guided techniques (Navarro-Hero et al. 2017). Over the past years, technology has become accessible to everyone, regardless of economic and social status, in addition to the increase in the number of people who have now integrated electronic devices into their lives, as they spend a lot of time using technological devices (Slepoy, 2018).

The studyconducted byEl-Gendy and Telahmeh(2017) found that moderate levels of psychological well-being were experienced. It led to inequalities in psychological well-being levels between the sexes that favored women.There are differences based on the type of specialization in favor of students in humanities colleges, as well as differences based on the economic status in favor of students with high incomes and differences based

on the location of residence in favor of students from rural areas. The results of Al-Shawafeh and Al-Mahaira (2018) study indicated that the level of technological well-being and happiness among students came at a “moderate” level, while the level of optimism was at a “high” level, and there was a statistically significant direct relationship between technological well-being, happiness and optimism. The results showed that there were statistically significant differences, due to the gender variable in technological wellness in favor of males. The results of Al-Ghoul and Al-Alwan (2021) study indicated that the level of technological wellness was at moderate level, and there were differences in the level of technological wellness due to the gender variable in favor of males. The study by Obeid (2022) indicated a positive correlation between positive parenting and good mood as perceived by adolescents. And there were no differences between males and females regarding both positive parenting and good mood.

2. STATEMENT OF THE PROBLEM

Education methods affect the building of an individual's personality and psychological development, specifically based on methods like the proper care, compatible guidance, and supervision. However, it may be a tool for destroying the personality when it adopts methods of domination, neglect and punishment.

Statistics showed that social networks among teenagers are becoming more popular than ever. According to a study conducted in (2015), Lenhart reported that (71%) of teenage students use more than one site or social network, with Facebook being the most popular, between the age group (13-17) years. The number of Facebook users is around (300) million people on the network, and (33%) of these users are friends with people they have not met personally due to the size and popularity of sites such as Facebook (Dowell et al., 2011).

At the World Forum for the year (2003) titled “Information Society and World Management”, the conferees came up with important decisions towards building people, represented in a comprehensive manner directed towards the development of information community through which everyone can access and use information and knowledge and exchange it. The current information community has come to replace information and material goods, and it also has a major role in the social economy, and human thought, which is considered crucial, has a major role compared with physical capital (Farmer, 2015). Although Facebook, YouTube, and Twitter did not exist a decade ago, they are now widely used throughout social media and in our culture, making today's generation of teens, born in the 1990s and beyond, more connected than ever. In our world today, digital technology is changing very quickly and integrating into our society at an accelerated rate that makes it difficult to keep up with (Ives, 2012).

The problem of the study also emerged from the nature of the group age of the study, “secondary school students”, because it is an important stage of adolescence and is considered a critical period when the student leave middle adolescence to late adolescence and insists to be independent and unique in opinion. Besides, students at this stage do not have a clear professional and academic vision.

As a result, many students get busy being engaged in both school and various activities, including searching social networking sites and Internet. The parenting style used, can affect their technological wellness. It is related to the style of parenting used, and this may affect the way they use technology appropriately. The current study identifies the correlation between positive parenting and technological wellness among a sample of secondary school students in Kuwait.

3. RESEARCH QUESTIONS

1. What is the level of positive parenting among a sample of secondary school students in Kuwait?
2. What is the level of technological wellness among a sample of secondary school students in Kuwait?
3. Is there a statistical significant correlation at the level (0.05) between positive parenting and technological wellness among secondary school students in Kuwait?
4. Are there statistical significant differences in positive parenting and technological wellness due to the gender variable?

Research objectives:

This research aims to:

- 1- Identify the level of positive parenting and technological wellness,
- 2- Investigate the nature of the correlation between the two variables among secondary school students, and
- 3- Verify the existence of differences in the level of positive parenting and technological wellness according to gender variable.

4. SIGNIFICANCE OF THE RESEARCH

This research can be beneficial as follows:

Theoretical importance

The importance of this research lies in the fact that it examines the correlation between positive parenting and technological wellness, which will provide a quantitative and qualitative addition to enrich the theoretical and related literature in this field. This research sheds light on an important social phenomenon in this era which requirements of life have increased along with increased complexities. The use of positive parenting methods in a way that can affect the good use of technological wellness by students.

Applied importance

This research helps in directing parents and educators to the need to adopt positive parenting methods in dealing with students, to have a potential role in technological wellness, as well as preparing training programs and counselling and educational workshops to accommodate modern methods of positive education and to guide them on how to deal with children. We can use the results of the study to draw the attention of educators and counsellors to technological wellness due to the excessive involvement of students with technology these days and to direct the attention of community to cooperate with schools for the success of programs that aim to accomplish technological wellness as a positive variable that contributes to improving the mental health of children and trying to provide a measure of positive education and another one for technological wellness.

Research limits

The current research is determined by the following limits:

Objective limits: The research was limited to the response of the members of the research community to the two study tools.

Time limits: the study was applied at the beginning of the first semester of the year 2022/2023,

Spatial limits: it was applied in two schools in Hawalli Educational Zone in Kuwait and,

Human Limits: The study was applied to secondary school students.

Conceptual and terms definitions

Positive parenting: Positive parenting is the method of providing parental care and interventions to children in positive, sound, and correct ways to ensure normal growth, positive personality, social interaction, achievement of goals, and access to adaptation and happiness (Sanders, 2010). It is defined procedurally: the degree students obtain on the scale developed in the current research.

Technological Wellness: How an individual interacts with technology in a way that contributes to overall wellness. Technology wellness includes the use of technology for comfort, technology anxiety, the use of technology to promote physical health, how to use technology, and the use of technology for professional purposes (Kennedy, 2014). It is defined procedurally by the degree that students obtain on the scale developed in the current research.

Research methodology: The current research followed the descriptive, correlational, and analytical approach due to its suitability to the objectives of the study.

Research Community: The research community consisted of (11817) secondary school students, with ten schools for boys and ten schools for girls, including (6014) male students and (5803) female students in the Hawalli region in Kuwait.

Study sample: The research sample consisted of (307) male and female students from the secondary stage in the two schools. The study sample members were selected from two schools in Kuwait: Maria Al Qibtia Secondary School for girls, with (942) students, and Fahd Al-Duwairi Secondary School for boys, with (420) students, the two schools were chosen randomly among different schools in the area.

Research Tools: The research tools consisted of the following scales:

First: Positive parenting scale: The positive parenting scale was developed by reviewing theoretical literature and previous studies, especially (Ali, 2021; Kasasbeh, 2018, Richards, 2013). The scale initially consisted of (35) items as a total score, and for verification of the scale's suitability to the purpose of the study and its environment, the following psychometric properties of the scale were verified:

Second: Technological Wellness Scale

This scale was developed by reviewing theoretical literature and previous studies, especially (Al-Ghoul & Al-Alwan, 2021; Al-Shawafeh & Al-Mahaira, 2018, Al-Khattana, 2022). The scale initially had 32 items in total, and the following psychometric properties of the scale were confirmed to ensure that they were appropriate for the study's purpose and environment:

First: the validity of the research tool

1- **Evidential validity (the arbitrators' credibility):** The scale was presented to (12) arbitrators who evaluated it for validity, applicability to the research's goals, clarity of the items, and linguistic integrity. On the basis of their recommendations, two items were removed and linguistic changes were made to five items. The scale's number of items was decreased to (30).

2- **The validity of the internal construction:** Applying the scale to an exploratory sample of 30 students from the study community but outside the study sample and calculating the correlation coefficients between each item and the total score revealed that the construction was valid. The correlations ranged between (0.31-0.70), which was statistically significant at the level of significance for the study (0.05), while item (10) was not statistically significant and was deleted, so the number of items of the scale became (30).

Second: the stability of the research tool:

To ensure the stability of the research tool using two methods to calculate the stability, namely:

1- **The first method:** the stability of the re-test (Test Re-test) An exploratory sample of 30 secondary school students from the study community who were not included in the main sample were given the scale to complete the study tool's items first. Two weeks later, they were given the scale again, and the Pearson correlation coefficient was calculated to compare the respondents' scores between the two applications.

2- **The second method:** Cronbach Alpha method. The stability of the study tool was calculated using the Cronbach alpha equation on the pilot sample, the stability coefficient of the Cronbach alpha method was (0.88), which is a statistically significant value.

Search procedures: The following actions were taken to implement the search:

1. The theoretical literature and previous studies on positive parenting and technology wellness were reviewed.
2. The study tools were developed in their primary form: positive parenting and technological wellness scales.

3. The study tools were presented to the arbitrators.
4. The study was applied to the sample of the pilot study, calculating the validity, reliability, and access to the positive parenting and technological wellness scales.
5. The study was applied to the entire sample of (307) male and female secondary school students.
6. The information was collected and processed statistically according to the SPSS
7. The study results were achieved and discussed, and conclusions and recommendations were revealed.

Research results and discussion:

The following is a presentation of the results discussion of the research:

Presenting and discussing the results regarding the first question: What is the level of positive parenting of a sample of secondary school students in Kuwait?

To answer this question, the means and standard deviations of the positive parenting scale were calculated. Table (1) shows the results.

Table (1): Means and standard deviations of the positive parenting scale for students in the secondary stage

The number	Item	standard deviation	Average	arrangement	the level
10	My father gives appropriate instructions to me to behave appropriately	0.84	4.49	1	High
1	My dad talks nice to me	0.78	4.44	2	High
26	My parents give me a piece of mind while they are at home	0.95	4.44	3	High
25	My parents express their satisfaction with my academic achievement	0.98	4.40	4	High
21	My parents make me feel their love from time to time	1.06	4.27	5	High
20	My parents hold me responsible for doing some chores around the house and outside	1.01	4.24	6	High
12	My parents show their admiration for me when I do positive behavior.	1.06	4.22	7	High
17	My parents trust me when I decide something	1.08	4.18	8	High
24	My parents discuss my unrealistic thoughts, and they work to correct them	1.19	4.17	9	High
9	My parents encourage me to use the phone in an appropriate way.	1.27	4.15	10	High
16	My parents allow me to make decisions about my personal life	1.14	4.14	11	High
18	My parents listen to my point of view when I express it to them	1.29	4.12	12	High
22	My parents encourage me to know myself	1.21	4.05	13	High
30	My parents invest my abilities in positive aspects	1.24	4.04	14	High
29	My parents are keen on knowing my inclinations	1.26	4.03	15	High
4	My father follows up with my school day	1.26	3.89	16	High
27	I believe at this age that my parents treat me	1.27	3.89	17	High

The number	Item	standard deviation	Average	arrangement	the level
	like a friend				
6	My parents discuss my plans for the upcoming days	1.22	3.85	18	High
19	My parents gradually teach me to be independent.	1.29	3.85	19	High
13	My parents calmly explain to me a mistake I committed.	1.25	3.81	20	High
2	My parents volunteers to help me with certain activities	1.19	3.80	21	High
14	My parents give me information about the growing stages I am going through	1.32	3.74	22	High
7	My parents discuss with me how to organize my time	1.48	3.72	23	High
23	My parents care about my different emotions	1.26	3.72	24	High
28	My father helps me in completing my tasks	1.32	3.64	25	Average
8	My parents inquire about my relationship with my classmates	1.22	3.50	26	Average
11	My parents hug me to express love	1.48	3.41	27	Average
15	My parents spend time with me every day as a follow up	1.29	3.37	28	Average
3	My parents play with me funny games	1.32	3.19	29	Average
5	My parents help me to do my homework	1.48	2.66	30	Average
	Total marks	0.81	3.91		High

It's apparent that Table (1) shows the level of positive parenting as high, with an arithmetic mean (3.91) and a standard deviation (0.81), as most of the statements showed high degrees, and the highest items were:

My parents talk nicely to me, and my parents give me a piece of mind when they are at home, while the lowest items on positive parenting are:

My parents spend time with me every day to catch up with me, I play fun games with my parents, and my parents help me with my homework. Parents are keen on using positive methods in education, especially in this age stage in which parents treat their children as friends and are keen on positively dealing with them in most aspects to keep their children close and maintain their satisfaction with life. According to Becker parentsuseer's model of parenting, thwhen raising childreny parents when raising children. By virtue of the cumulative knowledge and experience of the parents, the parents were keen from the children's point of view to resort to using more positive methods and avoid negative education because of the serious impact on children's lives and their ability to take care of themselves and be independent. This agrees with what was indicated by the study of Bisin& Tapa (2002)& Sanders, 2003), which assured that the fathers of the group members who were trained by a program, showed a significant improvement in social and work-related self-efficacy compared to the fathers of the group. The control group, in addition to the presence of a significant decrease in the level of chaotic behaviour among their children and the level of negative parental practices, the researcher attributes the current result because parents obtained cumulative experiences from those around them, such as educators and the media about parenting patterns. They believe that their use of these positive educational patterns will be reflected. The positive impact on their children, and therefore the parents followed the positive patterns at a high level.

Presenting and discussing the results related to the second question:

What is the level of technological well-being among a sample of students at the secondary level in the State of Kuwait?

To answer this question, the arithmetic means and standard deviations of the technological wellness scale were calculated, and Table (2) shows the results.

Table 2: Means and standard deviations of the technological wellness scale for students at the secondary level

the number	Item	Average	standard deviation	arrangement	the level
9	I keep up with new technological developments according to my values	4.23	1.10	1	high
10	I use the Internet in accordance with my societal values	4.23	1.09	2	high
20	My online activities help me keep track of my assignments	4.21	1.07	3	high
7	My use of the Internet helps me develop my cultural knowledge	4.12	1.08	4	high
14	I can deal with the abuse I face through social media	4.09	1.20	5	high
11	Using of technology makes me invest my abilities in an appropriate way	4.06	1.09	6	high
13	I know how to deal positively with people who are not comfortable.	4.06	1.18	7	high
16	Technology helps me to be more successful in my studies	4.04	1.14	8	high
8	I know how to participate in groups on social networking sites	4.02	1.22	9	high
19	Using of technology helps me find innovative solutions to the problems I face	4.01	1.11	10	high
24	I use technology to develop my creativity	4.00	1.18	11	high
12	I know how to interact with others in my school through social media	3.94	1.25	12	high
22	I search the internet for ways to stimulate my thinking and improve my education	3.89	1.26	13	high
30	My use of technology helps me relax and reduce stress	3.88	1.23	14	high
21	I use websites looking for innovative solutions to my problems	3.80	1.21	15	high
23	I can find innovative solutions to my difficult problems through the Internet	3.79	1.23	16	high
27	The use of technology motivates me to deal positively with my family	3.79	1.22	17	high
29	I can control my internet connection times so that I can eat enough and proper meals	3.79	1.31	18	high
15	Using technology helps me cope up with my stress	3.75	1.35	19	high
5	I know how to find the right kind of friends when using social media	3.74	1.39	20	high
17	I know how to use my time positively when	3.71	1.29	21	high

the number	Item	Average	standard deviation	arrangement	the level
	using technology				
26	The use of technological smart applications motivated me to exercise	3.69	1.33	22	high
2	I use technology to strengthen my social relationship	3.61	1.36	23	Average
18	I feel self-satisfied by participating in fun activities with students online	3.56	1.35	24	Average
4	I use technology to share fun experiences with others in my school	3.53	1.36	25	Average
28	Using smart technology applications helps me keep track of my diet	3.42	1.38	26	Average
25	My internet use does not affect my sleep quality	3.32	1.39	27	Average
3	I think it's easier to communicate with my friends online than in person	3.21	1.37	28	Average
6	I express my positive and negative feelings with students through social networking sites	2.95	1.43	29	Average
1	I share information about my cultural identity online appropriately	2.91	1.47	30	Average
	Total marks	3.78	0.73		high

It is clear from the results of table (2) that the level of technological wellness among students at the secondary level was high, with an arithmetic mean of (3.78) and a standard deviation of (0.73). The new technology agrees with my values, and I use the Internet in accordance with my societal values. My online activities help me follow up with the duties required from me, while the lowest items are: I believe that communicating with my friends on the Internet is easier than communicating with them in person. I express my positive and negative feelings with students through social networking sites, and I share information about my cultural identity online appropriately. It seems that the children have received through the school and the family together multiple, diverse and continuous ways on how to use social networking sites, the Internet and technology, which made them positively use technology, so their education helped them, for example, time management, how to set passwords, how to deal with strangers, how to allocate a suitable time for food, sports, the use of technology, and how to express different feelings in success and possessing technological psychological health related to technological wellness.

The result of the current study may differ with some results of other studies which showed an average level of technological wellbeing including the study of Al Jundi and tahamah(2017) indicated the degrees of feeling of psychological well-being were average, and the study of Al-Shawafehand Al-Mahaira (2018) which indicated that the level of technological well-being and happiness among students was at “average” level, and the study of Al-Ghoul and Al-Alwan (2021), which indicated that the level of technological well-being was at an average level, the difference is due to place, timing and the aim of the current study, the researcher attributes the high result of the current study to theory the fact that the students possessed in schools within organized programs that provide them with appropriate knowledge about the use of technology and dealing with it positively reflected in their lives in general and in technological wellness in particular.

Presenting and discussing the results related to the third question:

Is there a statistically significant correlation at the level (0.05) between positive parenting and technological wellness among secondary school students in Kuwait?

To answer the current question, Pearson's correlation coefficient was used, for positive parenting and technological well-being among high school students. The Pearson correlation coefficient was (0.35), which is statistically significant at the level of significance ($\alpha = 0.05$), and it appears from the result of the current question that the more students have, appropriate educational patterns, and parents use positive parenting in dealing with their children, as they believe, the more it helps them balance and reach aspects of mental health, including technological wellness. The relationship was a direct correlation, so the increase in positive parental education is positively reflected in the increase and improvement of technological wellness, and this indicates the importance of working on both sides. On one hand, parents can be positive with their children, as they help them with the most dilemma currently, which is the use of technology, and they can at the same time train them to use an appropriate mechanism to control their use of technology, as this will reflect on them positively. The result of the current study agrees with the results of the study of Roopnarine, et al(2006) about the existence of a correlation of negativity between the authoritarian upbringing style and the social behavioral patterns, as it is consistent with the result of Abdel Majeed (2011) study in terms of existence of a correlation that shows a significant difference between the father's acceptance style and the children's assertiveness, as it is consistent with the result of the study of Al-Shawafeh and Al-Mahaira (2018) about the existence of a statistical significant positive relationship between technological well-being, happiness and optimism, and at the same time it is consistent with the result of the study of Al-Ghoul and Al-Alwan(2021) about the existence of a statistical significant positive correlation between technological wellness and self-efficacy with technological wellness and access to it, and with the result of the study of Obeid (2022), which showed, as expected, that there is a positive correlation between positive parenting and good mood as perceived by adolescents, and is consistent with the result of the study of Al-Barashidiya (2022), which indicated that there is a statistical significant positive relationship between parents' psychological resilience and emotional regulation, also it agrees with the result of Yunus (2022) study on the existence of a statistical significant positive relationship between perceived positive parental treatment methods (acceptance-tolerance-independence) in the treatment of the father, the treatment of the mother and the total degree of psychological reassurance and its four dimensions for adolescents. The researcher attributes the current result due to the importance of both positive parental education and technological wellness in children's lives. In the same time, caring about any of them at the expense of the other will be reflected positively in supporting the other variable.

Presenting and discussing the results related to the fourth question

Are there statistically significant differences in positive parenting and technological wellness due to the gender variable?

To examine the differences between performance averages on the statistical significance of positive parenting and technological wellness, according to gender (males, females), the t-test was used for independent samples, and Table (3) shows this:

Table (3): T-test results for average positive parenting and technological wellness according to gender (male, female) among students at the secondary level

the scale	Gender	the number	Average	standard deviation	degrees of freedom	value (v)	significance level
positive parenting	male	208	3.89	0.74	305	-0.67	0.50
	female	99	3.96	0.94			
tech wellness	male	208	3.78	0.78	305	-0.14	0.8
	female	99	3.79	0.64			

Table (3) shows that there are no differences between male and female students in terms of positive parenting and technological wellness, with t-values (0.67, 0.14), respectively. It is clear from the results of the

current question that both males and females do not differ in their point of view on parental education and technological wellness, as they saw that parents similarly treat them, and this may be because parents are currently keen on the success of raising sons and daughters regardless of gender. They provide them with everything they can offer. The view of gender as an important factor, in which one gender is preferred over the other is something have become an indication of poor parenting, especially in this age stage of children's lives, which is a middle adolescence stage in which both sons and daughters need methods of upbringing. They need parents to be caring, in addition, parents deal with them as friends more than being educators, at the same time, the culture, training, courses and lectures that are offered to both males and females about technological wellness are the same given in schools, family and through those around the student. Therefore both sons and daughters did not differ in this field. The result of the current study agrees with the result of the study of Yassin and Qenawy (2018) about the absence of statistically significant differences on the positive parenting scale due to the gender variable, it also agrees with the result of the study of Al-Bahr and Sandouqa (2020), which indicated that there are no statistically significant differences between parental treatment methods and social intelligence due to the "gender" variables, as it is consistent with the result of the study of Obaid (2022), which indicated that there are no differences between males and females with regard to positive parenting and good mood, it also agrees with the result of Yunus (2022) study, which indicated that there are no statistically significant differences between males and females in the father's perceived positive and negative treatment methods. While it differs with the result of the study of Al-Ghoul and Al-Alwan (2021), which indicated that there are differences in the level of technological well-being due to the gender variable in favor of males, and the study of Abdul-Majid (2011), which indicated that there are statistically significant differences between the perception of children of both sexes of positive parental treatment methods towards males, and the study of Al-Jundi and Tahameh (2017), which indicated that there are differences in the degrees of feeling psychological well-being according to gender in favor of females, and the study of Al-Shawafeh and Al-Mahaira (2018), which showed that there were statistically significant differences attributed to the gender variable in technological well-being in favor of males. The researcher attributed the current result due to the idea that male and female students receive, in the middle adolescence stage, close upbringing methods and reduce the differences between them in terms of gender, they also receive constant awareness at school that helps them in dealing positively with technology.

5. RECOMMENDATIONS:

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

1. Encouraging parents to maintain the use of positive education continuously.
2. Strengthening children to maintain technological wellness through more lectures and continuous awareness.
3. Benefiting from the correlation between positive parenting and technological wellness so that one side is improved because it will be reflected on the other side.
4. Providing continuous awareness and care for children, regardless of gender and level of achievement.
5. Conducting a counseling program that means helping children who use positive education in a low way and another for students with low technological well-being.

Author Biography

The current study aimed to identify the level of positive parenting and its correlation to technological wellness among a sample of secondary school students in Hawalli Educational Zone in the state of Kuwait. Intisar Mohammad Al Smadi, researcher and academician in the Kuwaiti ministry of education. intisarsamadi@gmail.com, 0096550165088.

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