

# **The relationship between parental performance and the level of ambition among middle school students**

**Abdullah Khawas Youssef Ismail(Ph.D.)**

Assistant Professor, social work individual and families  
department

Faculty of social work Helwan University

**Asmaa Farg Farg Abdel Gawad (Ph.D.)**

Assistant Professor, social work individual and families  
department

Faculty of social work Helwan University



**Abstract:**

The current study aims to determine the relationship between parental performance and the level of ambition among middle school students. The study found that there is no relationship between parental performance the father's image in dimensions, of parental knowledge- expectation- monitoring- discipline- psychological control- and control Satisfaction) as well as the level of ambition, Besides there is no relationship between parental performance and the mother's image in the dimensions of (maternal knowledge - expectation and discipline) However there is a relationship between parental performance and the mother's image at a significant level (0.01) in the maternal psychological control dimensions at a significance level (0.05) in satisfaction with maternal control and-maternal monitoring. Moreover, the study showed - no statistically significant differences between the average scores of males and females on the ambition level scale for middle school students. and between the average scores of the father and mother's qualifications on the parental performance scale in all dimensions of the scale. and between the average scores of the father and mother's qualifications on the ambition level scale for middle school students.

**Key words:**

parental performance - the ambition level - middle school student

**Introduction:**

Family shapes children's personalities up to the age of 20 years (the age of the majority). It is the absolute determinant during early childhood from birth to six years, the main determinant during subsequent childhood, and then during the stage of young adulthood (Hamdan, 2015, p. 3).

Fatherhood and motherhood are built on an inseparable partnership. Although each of the parents has a different mission, at the same time they complement each other. Both need to play their roles in developing their children's, personalities fatherhood means a partnership for the father with his wife, and no one can accomplish his part. His role in protecting the family, includes being fully aware of when to intervene as a father, and as a friend, when to intervene to protect his child, and when to give him his own space so that he can learn lessons from life and have his own experiences (Al-Taleb, et al., 2019, p. 43-44).

Raising children is an art, not an inheritance. It is an acquired science and a method that must be learned, especially at a time when

there are many resources for influencing children. Parenting is a profession that parents must learn it is not a field for experience and reactions (Hejazi, 2023, p. 17).

**The responsibility** of raising children is remarkable, but many parents today have neglected and underestimated it they did not give it the required attention until, they abandoned their children. Some parents believe that raising children is limited to providing food, drink, clothing, and shelter, and they neglect disciplining, directing, and counseling them (Guloam, 2011, p. 19-20) without taking into account the psychological aspect of the children, Therefore, parents' culture and awareness, the parental rules and control of children, and the methods of treating them are important factors in their performance with children.

The ambition to complete education is one of the indicators of a student's success in practical life and building his future. Some factors affect children's ambition, including readiness for academic achievement, parents' educational guidance, their encouragement of children, the school environment encouraging students and attracting them to education, parental monitoring, parental discipline, etc. Some studies have indicated that parental treatment, whether positive or negative, can affect children's behavior, **values**, and level of ambition, For instance, Ahmed (2018), revealed that there is a negative relationship between parental abuse and the level of ambition among children.

Baba (2015) similarly, stated that the level of ambition among children varies depending on the parents' style of parental treatment, educational level, and qualifications Al-Mutairi (2006) also agreed that the parental treatment patterns represented by consultation (i.e., sharing opinions), tolerance, emotional acceptance, provision of appropriate protection and reassurance, self-independence development, equality in treatment, and lack of contradiction in treatment mark differences between ordinary and creative students in their perception of parental treatment patterns and creativity.

Abdul Rahman (2004) confirmed a relationship between the parental acceptance of children and their sense of responsibility, meaning that the more parental acceptance, the more this leads to an increase in the children's sense of responsibility.

According to Padhi, and Joshi (2019) indicated that parents, along with teachers, play crucial roles in the academic development of their children and that the performance of parents in educating

children is an important indicator of their academic success. Al-Anwar(2006) also indicated that normal and abnormal treatment methods affect the academic adaptation and methods of studying among ordinary and outstanding students.

In the field of education and socialization, the impact of the level of ambition can be noticed on the behavior of young people, their interests, and their various activities. **In addition to** its impact on their various harmonious methods. The level of ambition is related to the roles that the group imposes on its members, including the differences that could be noticed between both the level of ambition of men and women, depending on the civilization and culture in which they live (Abdel Fattah, 1990, p. 3).

Based on the previous studies a relationship between parental treatment and ambition, has been asserted by some researchers yet refuted by others such as Ahmed (2018) that prompted the Tow researchers to define the problem of the study shown in the following question: What is the relationship between parental performance and the level of ambition among middle school students?

### **Study Objectives:**

Therefore this study seeks to achieve the following objectives:-

- 1- Determining the relationship between parental performance and the level of ambition among middle school students.
- 2- Identifying the differences between the average scores of males and females on the parental performance scale and the ambition scale.
- 3- Examining the differences between the average scores of the father's and mother's qualifications on the parental performance scale and the ambition scale.
- 4- Reaching indicators for the roles of the social worker to increase the level of students' ambition and improve parental performance.

### **Study Concepts:**

#### **1-The parental performance concept:**

parental performance denotes the activities carried out by adult family members to help children grow and develop in multiple areas of life (Park, J, et al, 2003).

It is the degree to which individuals experience their quality of life within the family context, and how the family as a whole obtains opportunities to realize its significant potential and achieve its goals in society.( Brown, & Brown, 2014, p. 2194- 2201)

In this research, the Tow researchers define parental performance theoretically as the activities and behavior of parents to help their children learn skills, perform duties, make decisions, and deal with others.

It is defined procedurally as “the score that the student obtains on the parental performance scale, which includes the following dimensions: parental knowledge, parental expectation, monitoring, parental discipline, psychological control, and satisfaction with parental control.

## **2- Ambition level concept**

The level of ambition is defined as the goals that an individual sets for himself in the educational, professional, family, or economic fields and tries to achieve them. It is affected by many influences specific to the individual’s personality or the environmental forces surrounding him. If the level of ambition is proportional to the individual’s current and expected capabilities, it is normal, and if it is not commensurate with it, it leads to deconstruction and disorder (Baza, 2004, p. 7).

It is defined theoretically in this research as the goals that the student sets for himself and seeks to achieve in the educational field.

The Tow researchers define the level of ambition procedurally as “the score that the student obtains on the level of ambition scale,” which includes the following dimensions: achievement ambition, academic, practical, or professional, economic, social, and family levels.

## **The addressed theories in the study:**

### **1- Ecological theory:**

Ecological theory is one of the theories that social service relies on in determining the relationship between social behavior and the social environment by revealing the complex and mutual interactions between people and their environments (Abdel Majeed, 2022, p. 219).

The ecological perspective views individuals and the environment as a unified system through a specific historical context and cultural content. Both the individual and the environment cannot be fully understood except in terms of their relationship with each other and their influence on the other within the framework of this context. Therefore, the concepts presented by this framework refer to the relationship between humans and the environment (Habib, 2016, p. 71)

**Here are some concepts of the theory:**

- **Compatibility:** is the change brought about by a person or the environment that improves compatibility, supports adaptation or hinders human growth, and enriches or spoils the environment (Payne, 2014, p. 204). It is also known as a process that occurs within the unity of man and the environment, which includes mutual and effective interactions between man and his environment through which mutual influence occurs between man and his environment to achieve the best possible relationship between them (Abdel Majeed, 2022, p. 225)
- **Self-esteem** represents the extent to which an individual feels competent, respected, and worthy (Teater, 2010, p. 26)
- **Self-direction** is the ability to control life, assume responsibility, make decisions, and respect the needs and rights of others (Teater, 2010, p. 26)
- Competence** is a person's ability to be active and effective in the environment in which he lives, and this is achieved through a history of dealings and mutual interactions with the environment (Abdel Majeed, 2022, p. 223)
- Connection** refers to connections, friendships, positive relationships, and a sense of belonging to a network of supported relationships (Teater, 2010, p. 26).
- **Life stressors** are the transformations and events that disturb the harmony and adaptation between the person and the environment, leading to stress that exceeds our ability to adapt to people (Payne, 2014, p. 204)

**2- Identity theory:**

Glaser believed that all types of human behavior result from people's struggle and constant striving to satisfy their basic needs, which are similar in all individuals. He believes that these needs are either physiological or psychological needs, such as the need for love and the need to feel important and worthy in dealing with ourselves and others, in other words when a person works in a way that makes him love people and feel loved by them as well. he also feels his importance for himself and others. we can call their behavior correct or moral (Abdel Majeed, 2015, p. 141)

A child cannot achieve a successful identity and bear responsibility except through a loving relationship with responsible parents who achieve a close relationship with their children characterized by love, order, and good example. Parents and people of

special importance who want to teach children responsible behavior must act with their children in a responsible manner and must be Ready to give them the ability to take responsibility for their work (Abdel Majeed, 2015, p. 142-143)

### **3- Systems Theory:**

Individuals, families, groups, communities, and organizations represent the basic systems within the general practice of social service, as they interact with each other to form the largest social organizations and units. Social organizations are any social component consisting of two or more people who have their common goals and their mutual relationship between them and each other and between them and their social and physical environment. In order to achieve these goals, any defect facing any of these systems will necessarily reflect negatively on the rest of the other systems interacting with this system (Suleiman, and others, 2005, p. 47)

### **Methodology:**

This study follows the descriptive approach to research determine the relationship between parental performance and the level of ambition among middle school students. The study relied on the social survey method employing a random sample technique.

### **Study hypothesis:**

**The first hypothesis:** “There is a direct relationship between parental performance and the level of ambition among middle school students.”

**The second hypothesis:** “There are statistically significant differences between the average scores of males and females on parental performance scale and the ambition scale.”

**The third hypothesis:** “There are statistically significant differences between the average scores of the father’s qualifications and the mother’s qualifications on the parental performance scale and the ambition scale.”

### **Sample :**

The current study relied on simple random sampling, utilizing the social survey approach. The sample included (1317) middle school students, and (5%) was drawn from the sampling frame, the number of students reached (65) male and female students according to the following conditions: The students must be enrolled in the preparatory stage- classified as regular students at the school-live with their natural family-have never failed in previous years, and agree to cooperate with the researcher.



**Study tools: Data collection tools were as follows:**

**1- Parental Performance Measure** was prepared by Abdel Wahab 2015

**Scale Description:**

Scale consists of five sub-dimensions:

- The first dimension: parental knowledge (images of the father and images of the mother) and consists of (7) phrases, namely (1-2-3-4-5-6-7)
- The second dimension: parental expectations in both forms (the father's image and the mother's image) and it consists of (7) statements (8-9-10-11-12-13-14) that describe the level of the father's expectation of the son's behavior.
- The third dimension: Paternal and maternal monitoring. It consists of (7) phrases (15-16-17-18-19-20-21) that describe the level of parental monitoring of the son's behavior.
- The fourth dimension: Paternal discipline and maternal discipline. It consists of (5) phrases (22-23-24-25-26) that describe the level of parental discipline for the son's behavior.
- The fifth dimension: Paternal psychological control and maternal psychological control. It consists of (10) phrases (27-28-29-30-31-32-33-34-35-36) that describe the level of psychological control of the father and mother.
- The sixth dimension: Satisfaction with parental control (the father's image is the mother's image) and consists of (4) statements, which are (37-38-39-40)

**Scale correction:**

- For positive statements, "always" is given three marks, "sometimes" two marks, and "never" one mark.
- For negative expressions, "always" is given one mark, "sometimes" two marks, and "never" three marks.

The numbers of negative expressions are as follows: 7-14-21-23-24-26-27-28-29-31-32-33-34-39

**Validity of the scale:** The scale equipment verified the validity of the scale shown below:

**Table (1) shows the relationship between the scores of the scale dimensions and the total score of the scale (N =20)**

| No | Dimension                          | P.correlation  |
|----|------------------------------------|----------------|
| 1  | Parental knowledge                 | <b>0.536*</b>  |
| 2  | Parental expectation               | <b>0.448*</b>  |
| 3  | Parental monitoring                | <b>0.604**</b> |
| 4  | Parental discipline                | <b>0.625**</b> |
| 5  | Parental psychological control     | <b>0.887**</b> |
| 6  | Satisfaction with parental control | <b>0.851**</b> |

\*\* Significant at (0.01)

\* Significant at (0.05)

The previous table shows: There is a significant relationship at the level (0.01) between the scale scores as a whole and the dimension (Parental monitoring, Parental discipline, Parental psychological control, Satisfaction with parental control)

- There is a significant relationship at the level (0.05) between the scores of the scale as a whole and the dimension of Parental knowledge, Parental expectation)

This indicates the validity of the scale and the possibility of its application.

**Reliability of the scale:** The researchers applied the scale to a sample of (20) male and female students in the middle school, where the alpha reliability coefficient reached (0.808), which indicates its suitability for use in what it was designed for.

**2- The level of ambition**, prepared by Bazha, 2004

**Description of the scale:** The scale consists of (52) items to include the level of ambition related to academic achievement, personal relationships with others, and the individual's ability to achieve his goals. The answer to the scale falls into three options, starting with (rarely, 1, sometimes, 2, often, 3).

**Validity of the scale:**

The discriminant validity of the scale was calculated using contrasting groups, using those with high scores and low scores, and finding differences between the two groups as shown in table (2).

**Table (2) shows the differences between the high grades group and the low grades group of students**

| Student grades | arithmetic mean | standard deviation | significance                      |
|----------------|-----------------|--------------------|-----------------------------------|
| Low scores     | 2.26            | 6.05               | are significant at the 0.01 level |
| High scores    | 2.44            | 4.01               |                                   |

It is clear from the previous table that there are significant differences between students at a level of significance (0.01), which indicates the ability of the scale to distinguish between students at the level of ambition.

**Scale stability:**

The split-half reliability coefficient was calculated on a sample of (55) male and female middle school students, where the reliability coefficient reached (0.94), which indicates the stability of the scale and its suitability for use in what it was designed for.

**The study hypotheses results:**

**The first hypothesis:** “There is a relationship between parental performance and the level of ambition among middle school students.”

**Table (3) shows the relationship between the father’s parental performance and the level of ambition among middle school students (N =65)**

| No | Dimension                          | pearson correlation | Significant |
|----|------------------------------------|---------------------|-------------|
| 1  | Parental knowledge                 | -0.003              | 0.98        |
| 2  | Parental expectation               | 0.169               | 0.17        |
| 3  | Parental monitoring                | 0.122               | 0.33        |
| 4  | Parental discipline                | 0.012               | 0.92        |
| 5  | Parental psychological control     | 0.181               | 0.14        |
| 6  | Satisfaction with parental control | 0.242               | 0.05        |

\*\* Significant at (0.01)

\* Significant at (0.05)

It is clear from the previous table: There is no relationship between parental performance in the image of the father in all dimensions, which are:

(Parental knowledge- Parental expectation Parental monitoring- Parental discipline- Parental psychological control - Satisfaction with parental control)And the level of ambition

**Table (4) shows the relationship between the mother’s parental performance and the level of ambition among middle school students (N =65)**

| No | Dimension                          | pearson correlation | Significant |
|----|------------------------------------|---------------------|-------------|
| 1  | Matrenal knowledge                 | 0.190               | 0.11        |
| 2  | Matrenal expectation               | 0.149               | 0.23        |
| 3  | Matrenal monitorin                 | 0.383               | 0.00**      |
| 4  | Matrenal discipline                | 0.045               | 0.72        |
| 5  | Matrenal psychological control     | 0.258               | 0.03*       |
| 6  | Satisfaction with Matrenal control | 0.248               | 0.04*       |

\*\* Significant at (0.01)

\* Significant at (0.05)

It is clear from the previous table:

- There is no relationship between parental performance and the image of the mother in each of the dimensions (Material knowledge - Material expectation - Material discipline)

- There is a relationship between parental performance and the image of the mother at a significant level (0.01) in the dimension Material psychological control, At a significance level (0.05) in each dimension Satisfaction with Material control-Material monitoring.

**The second hypothesis:** “There are statistically significant differences between the average scores of males and females on parental performance scale and the ambition scale.”

**Table (5) shows the differences between males and females on a scale of the father’s parental performance among middle school students. (N =65)**

| Dimension                          | gender | N  | Mean   | Std.Deviation | df | T     | Sig     |
|------------------------------------|--------|----|--------|---------------|----|-------|---------|
| Parental knowledge                 | mala   | 22 | 18.090 | 1.743         | 63 | 3.574 | 0.001** |
|                                    | female | 43 | 16.023 | 2.405         |    |       |         |
| Parental expectation               | mala   | 22 | 18.227 | 1.823         | 63 | 1.117 | 0.268   |
|                                    | female | 43 | 17.627 | 2.149         |    |       |         |
| Parental monitoring                | mala   | 22 | 17.227 | 2.467         | 63 | 3.375 | 0.001** |
|                                    | female | 43 | 14.837 | 2.810         |    |       |         |
| Parental discipline                | mala   | 22 | 9.863  | 1.552         | 63 | -     | 0.001** |
|                                    | female | 43 | 11.325 | 1.584         |    |       |         |
| Parental psychological control     | mala   | 22 | 21.818 | 3.289         | 63 | -     | 0.001** |
|                                    | female | 43 | 24.372 | 2.734         |    |       |         |
| Satisfaction with parental control | mala   | 22 | 9.727  | 1.351         | 63 | -     | 0.074   |
|                                    | female | 43 | 10.418 | 1.499         |    |       |         |

\*\* Significant at (0.01)

\* Significant at (0.05)

**It is clear from the previous table:**

- There are statistically significant differences between the average scores of males and females on the image of the father at a significant level (0.01) in each dimension(Parental knowledge- Parental monitoring- Parental discipline- Parental psychological control)
- There are no statistically significant differences between the average scores of males and females on the image of the father in each dimension (Parental expectation- Satisfaction with parental control)

**Table (6) shows the differences between males and females on a scale of the mother’s parental performance among middle school students. (N =65)**

| Dimension            | gender | N  | Mean   | Std.Deviation | df | T     | Sig   |
|----------------------|--------|----|--------|---------------|----|-------|-------|
| Matrenal knowledge   | mala   | 22 | 18.000 | 1.661         | 63 | -     | 0.378 |
|                      | female | 43 | 18.348 | 1.412         |    |       |       |
| Matrenal expectation | mala   | 22 | 18.818 | 1.468         | 63 | 0.834 | 0.408 |
|                      | female | 43 | 18.511 | 1.369         |    |       |       |
| Matrenal monitoring  | mala   | 22 | 17.590 | 2.085         | 63 | 0.320 | 0.750 |
|                      | female | 43 | 17.418 | 2.038         |    |       |       |
| Matrenal             | mala   | 22 | 10.136 | 1.390         | 63 | -     | 0.248 |

| Dimension                          | gender | N  | Mean   | Std.Deviation | df | T     | Sig    |
|------------------------------------|--------|----|--------|---------------|----|-------|--------|
| discipline                         | female | 43 | 10.651 | 1.811         |    | 1.167 |        |
| Matrenal psychological control     | mala   | 22 | 20.590 | 3.417         | 63 | -     | 0.011* |
|                                    | female | 43 | 23.116 | 3.793         |    | 2.623 |        |
| Satisfaction with Matrenal control | mala   | 22 | 9.863  | 1.552         | 63 | -     | 0.051  |
|                                    | female | 43 | 10.604 | 1.347         |    | 1.992 |        |

\*\* Significant at (0.01)

\* Significant at (0.05)

**It is clear from the previous table:**

-There are statistically significant differences between the average scores of males and females on the image of the mother at a significant level (0.05) in the dimension (Matrenal psychological control)

- There are no statistically significant differences between the average scores of males and females on the image of the mother in each dimension.(Matrenal knowledge- Matrenal expectation- Matrenal monitoring- Matrenal discipline- Satisfaction with Matrenal control)

**Table (7) shows the differences between males and females on a scale of the level of ambition among middle school students(N =65)**

| gender | N  | Mean  | Std.Deviation | df | T      | Sig   |
|--------|----|-------|---------------|----|--------|-------|
| mala   | 22 | 2.227 | 28.467        | 63 | -0.320 | 0.750 |
| female | 43 | 2.251 | 28.914        |    |        |       |

\*\* Significant at (0.01)

\* Significant at (0.05)

**It is clear from the previous table:**

- There are no statistically significant differences between the average scores of males and females on the ambition level scale.

**The third hypothesis:** “There are statistically significant differences between the average scores of the father’s qualifications and the mother’s qualifications on parental performance scale and the ambition scale.”

**Table (8) shows the differences between the average scores of the father’s qualifications on parental performance scale among middle school students (N =65)**

| Dimension            | qualification    | N  | Mean   | Std.Deviation | df | T     | Sig   |
|----------------------|------------------|----|--------|---------------|----|-------|-------|
| Parental knowledge   | diploma          | 48 | 16.708 | 2.333         | 62 | 0.119 | 0.906 |
|                      | Highly qualified | 16 | 16.625 | 2.680         |    |       |       |
| Parental expectation | diploma          | 48 | 17.979 | 2.026         | 62 | 0.908 | 0.368 |
|                      | Highly qualified | 16 | 17.437 | 2.189         |    |       |       |

| Dimension                          | qualification    | N  | Mean   | Std.Deviation | df | T      | Sig   |
|------------------------------------|------------------|----|--------|---------------|----|--------|-------|
| Parental monitoring                | diploma          | 48 | 15.416 | 2.566         | 62 | -0.985 | 0.329 |
|                                    | Highly qualified | 16 | 16.250 | 3.855         |    |        |       |
| Parental discipline                | diploma          | 48 | 10.750 | 1.643         | 62 | -0.886 | 0.379 |
|                                    | Highly qualified | 16 | 11.187 | 1.905         |    |        |       |
| Parental psychological control     | diploma          | 48 | 23.291 | 3.306         | 62 | -0.708 | 0.482 |
|                                    | Highly qualified | 16 | 23.937 | 2.644         |    |        |       |
| Satisfaction with parental control | diploma          | 48 | 10.145 | 1.501         | 62 | -0.097 | 0.923 |
|                                    | Highly qualified | 16 | 10.187 | 1.424         |    |        |       |

\*\* Significant at (0.01)

\* Significant at (0.05)

**It is clear from the previous table:** There are no statistically significant differences between the average scores of the father's qualifications on parental performance scale in all dimensions of the scale.

**Table (9) shows the differences between the scores of the mother's qualifications on the parental performance scale among middle school students using ANOVA. (N =65)**

| Dimension              |                | Sum of Squares | df | Mean Square | F     | Sig. |
|------------------------|----------------|----------------|----|-------------|-------|------|
| Matrenal knowledge     | Between Groups | 12.265         | 3  | 4.088       | 1.900 | .139 |
|                        | Within Groups  | 131.274        | 61 | 2.152       |       |      |
|                        | Total          | 143.538        | 64 |             |       |      |
| Matrenal expectation   | Between Groups | 5.789          | 3  | 1.930       | .984  | .406 |
|                        | Within Groups  | 119.595        | 61 | 1.961       |       |      |
|                        | Total          | 125.385        | 64 |             |       |      |
| Matrenal monitoring    | Between Groups | 7.379          | 3  | 2.460       | .580  | .631 |
|                        | Within Groups  | 258.836        | 61 | 4.243       |       |      |
|                        | Total          | 266.215        | 64 |             |       |      |
| Matrenal discipline    | Between Groups | 3.067          | 3  | 1.022       | .348  | .791 |
|                        | Within Groups  | 179.149        | 61 | 2.937       |       |      |
|                        | Total          | 182.215        | 64 |             |       |      |
| Matrenal psychological | Between Groups | 113.200        | 3  | 37.733      | 2.775 | .049 |
|                        | Within Groups  | 829.354        | 61 | 13.596      |       |      |

| Dimension                          |                | Sum of Squares | df | Mean Square | F     | Sig. |
|------------------------------------|----------------|----------------|----|-------------|-------|------|
| control                            | Total          | 942.554        | 64 |             |       |      |
| Satisfaction with Maternal control | Between Groups | 8.308          | 3  | 2.769       | 1.335 | .271 |
|                                    | Within Groups  | 126.554        | 61 | 2.075       |       |      |
|                                    | Total          | 134.862        | 64 |             |       |      |

\*\* Significant at (0.01)

\* Significant at (0.05)

**It is clear from the previous table:** There are no statistically significant differences between the average scores of the mother's qualifications on the quality of parental performance scale in all dimensions of the scale.

**Table (10) shows the differences between the scores of the father's qualifications on a scale of the level of ambition among middle school students (N =65)**

| qualification    | N  | Mean  |        | df | T     | Sig   |
|------------------|----|-------|--------|----|-------|-------|
| diploma          | 48 | 2.260 | 30.091 | 62 | 0.928 | 0.357 |
| Highly qualified | 16 | 2.183 | 24.162 |    |       |       |

\*\* Significant at (0.01)

\* Significant at (0.05)

**It is clear from the previous table:** There are no statistically significant differences between the average scores of the father's qualifications on the ambition level scale.

**Table (11) shows the differences between the mother's qualification scores on the ambition level scale for middle school students using ANOVA (N =65)**

|                | Sum of Squares | df | Mean Square | F    | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | 729.302        | 3  | 243.101     | .288 | .834 |
| Within Groups  | 51487.836      | 61 | 844.063     |      |      |
| Total          | 52217.138      | 64 |             |      |      |

\*\* Significant at (0.01)

\* Significant at (0.05)

**It is clear from the previous table:** There are no statistically significant differences between the average scores of the mother's qualifications on the ambition level scale.

### Discussion:

The current study found that there are no statistically significant differences between the average scores of the father's qualifications in the image of a father on the parental performance scale in all dimensions of the scale, as well as the ambition level scale. The results of the study agreed with the study Baba Hamo (2015) in the

presence of differences between The average score of the father's qualifications in parental treatment. The current study also concluded that there are no statistically significant differences between the average scores of the mother's qualifications in the image of the mother on the parental performance scale in all dimensions of the scale as well as the level of ambition scale. The results of the study differed with the study Baba Hamo (2015) in the presence of differences between the average scores of the mother's qualifications in parental treatment.

Accordingly, the results of the current study show that there are good relationships within the family between parents and each other and between parents and children, and that the parents perform their roles effectively with the family income. Therefore, there are no differences between the average qualification scores of both the father and mother on the parental performance scale in all dimensions of the scale, as well as the scale. The level of ambition, and this was confirmed by Glaser's identity theory, that a child cannot achieve a successful identity and bear responsibility except through a loving relationship with responsible parents who achieve a close relationship with their children characterized by love, order, and a good example, Parents must act with their children in a responsible manner and must be prepared to give them the ability to bear responsibility for their actions. This is consistent with the concepts of ecological theory in that there is compatibility, adaptation, connection and positive relationships between members of this family and that they have a sense of belonging to the network of relationships in the family to which they belong. The absence of life pressures that affect and undermine the harmony and adaptation among its individuals.

The current study also concluded that there are no statistically significant differences between the average scores of male and female students on the ambition level scale. The results of the current study differed with the study Ibrahim (1997) in that there are differences between males and females with regard to their level of ambition. Middle school students, according to the results of the current study and within the framework of the concepts of ecological theory, it turns out that both males and females have a sense of self-esteem, competence, respect, and worth. They also have self-direction and the ability to take responsibility and make the right decisions in their lives.



The researchers believe that the lack of differences between males and females may be due to technological and cultural development, which has made both males and females in the current era aware, knowledgeable, and aware of what benefits them in their lives and increases their ambition.

The current study also concluded that there is no relationship between parental performance in the image of the father and the level of ambition. The results of the current study differed with the study Al-Mutairi (2006) in the level of ambition for ordinary and creative people in relation to the father's performance.

With regard to the current study, the researchers believe that there is no relationship between parental performance and the level of ambition among the students, as they are all ordinary students and none of them are creative, which indicates that there is no difference between them.

Finally, within the framework of the concepts of general systems theory, the family is a dynamic system consisting of complex elements directly or indirectly linked in a network of relationships through which any component of it is linked to the other component and has a degree of stability in any period of time. The family and all its members have relationships with each other. Some people, when we evaluate the family, must evaluate these relationships between its members, even the relationships that seem superficial or less important, just as an event that affects one family member may have the same effect on the rest of the family members (Habib, 2016, p. 362).

## **Indicators of the roles of the social worker to increase the level of ambition and improve parental performance.**

### **1- The role of the teacher:**

The social worker provides parents with information about parenting methods and how to perform their roles and deal with children. He also provides them with information about how to monitor parental control, parental discipline, psychological control, etc. so that parents can perform their roles as they should, as this affects their children's ambitions. He also provides children with information about how to deal with their parents and how to increase their level of ambition regarding their academic or social achievements

### **2- The role of the advisor:**

The social worker provides consultation and advice to mothers and fathers regarding parental performance in terms of how to monitor children and achieve emotional control and discipline. He also provides advice and directs children on how to achieve their academic and social goals and ambitions.

### 3- The role of the therapist:

The social worker helps mothers and fathers identify aspects of strength and aspects of weakness that may affect their parental knowledge, parental monitoring, parental discipline, or psychological control. He also helps children identify aspects of shortcomings that may affect their achievement of their goals and also helps them on how to overcome problems that may prevent them from achieving the academic or social achievements they desire.

#### Research proposals:

-The relationship between parental performance and achievement motivation among adolescents.

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