

Cloud Storage Acceptance in LMS: A TAM-Based Study in Remote Iraqi Universities

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Abstract: This study examines whether university students perceived parental attitudes, psychological well-being (PWB), and attitudes toward gender roles differ according to demographic variables and how these variables relate to one another. Using a quantitative survey model, data were collected from 504 students through the Parental Attitudes Scale, Attitude Towards Gender Roles Scale, and Psychological Well-Being Scale. Results show that males score significantly higher in protective-permissive attitudes ($M = 38.39$) than females ($M = 34.92$), while females score higher on gender-role attitudes ($M = 177.09$) than males ($M = 163.74$). Democratic attitudes are higher among students whose parents live together and among those with higher-educated mothers and fathers. PWB is significantly higher in middle- and high-income groups ($M = 211.52; 213.10$) compared to low-income students ($M = 195.60$). Correlation analyses reveal that democratic attitudes positively relate to PWB ($r = .49$), while protective-permissive and authoritarian attitudes show negative associations. Overall, findings highlight the influence of parental attitudes and socioeconomic factors on gender-role perceptions and PWB.

Keywords: Cloud Storage Acceptance, LMS, TAM-Based Study

1. Introduction:

Parental attitudes encompass the entirety of the attitudes and behaviours that parents, often unconsciously, adopt while raising their children. As is known, the family is the primary institution where the most crucial years for child development pass and where socialization begins (Shah et al., 2019). Parental attitudes hold a significant place in the formation of an individual's fundamental beliefs about their environment and the world they live in (Parenting and Parental Attitudes, 2025). The patterns, attitudes, and behaviours within the family are internalized by the child and shape what kind of individual they will become in adulthood, as well as the skills they will use in interpersonal relationships. Children who are successful in adulthood have generally been raised in a family where good parent-child communication and healthy parental attitudes prevail (Reiss et al., 2022).

Parental attitudes (PA) are explained in three categories: democratic, authoritarian, and protective-permissive (Ghosh & Steinberg, 2022). Democratic PA is a parental attitude that involves viewing children as individuals, valuing their thoughts, making decisions together within the family, being understanding, supporting children's autonomy, and giving them responsibilities. Authoritarian PA is a parental attitude that involves rules being



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set by parents without consulting the child, expecting unconditional obedience to these rules, rules being strict and authoritarian, considering the child's opinions unimportant, and not supporting the child's autonomy. Protective PA is a parental attitude that involves not supporting the child in taking responsibility, doing things on their behalf, leaving no room for error, and constantly feeling the need to protect and guard the child. It is thought that these attitudes can affect the individual in many aspects (Jung et al., 2018).

Gender roles are the set of roles that society, over time, assigns to the biological sex an individual is born with. Although the biological difference between female and male is the ability to give birth, sex influences individuals' behaviors and attitudes towards each other. The reason for this is the concept of gender. Although the concept of biological sex and the concept of gender formed by the role's society assigns are separate concepts, they are intertwined (Colineaux et al., 2023).

Society assigns roles associated with the requirements of biological sex to women or men. Cultures perceive the concept of gender as natural, similar to biological sex (Colineaux et al., 2023; Hawkesworth, 2013). While parental attitudes determine the child's place in society, they also impose gender roles on the child over time. From the moment of birth, parents shape the child's gender roles in line with society's traditional attitudes through their choices of color, clothing, and toys. As the child grows, although the subject areas change, gender roles continue to be processed in a traditional or egalitarian manner through parental attitudes and behaviors (Tharun & S, 2024). When children fulfill the roles required by their culture, they are rewarded by family and society; when they act by ignoring these roles, they are punished. Individuals with a traditional attitude towards gender roles tend to fulfill the assigned roles even if they do not want to, due to social pressure and fear of social exclusion. This situation can negatively affect psychological/mental health.

It is thought that the family and the parental attitudes adopted by the family have an influence on whether we possess an egalitarian or traditional attitude towards gender roles. Furthermore, it is also thought that the egalitarian or traditional attitude towards gender roles we acquire affects our level of psychological well-being (Halpern & Perry-Jenkins, 2016).

Psychological Well-Being (PWB) is a multidimensional concept that includes an individual being aware of their strengths and limitations, accepting themselves within their limitations to be a happy person, being aware of their potential through their strengths and being able to self-actualize (Trudel-Fitzgerald et al., 2019), (Kadhim et al., 20223) their communication and empathy skills in social relationships, accepting negative experiences from their past life and being able to focus on the present, their belief that their life has meaning, having the autonomy and self-determination to make their own decisions, and the ability to take responsibility for their life. As a result of a study conducted (Dhanabhakym and M, 2023), a weak positive relationship was found between attitudes towards gender roles and psychological well-being.

In the conducted study, how students' parental attitudes affect their attitude towards gender roles (egalitarian vs. traditional) was evaluated, the presence of a relationship between these two variables was examined, and simultaneously the relationship between attitude towards gender roles and psychological well-being was also investigated. Additionally, it was researched whether PA, attitude towards gender roles, and PWB level are related to gender, whether the father and mother are together, income level, father's and mother's education, having a sibling of the opposite sex, and number of siblings. This topic was selected for research to examine how attitudes towards gender roles are associated with

parental attitudes and the impact of these roles on an individual's psychological well-being, with the aim of contributing to the literature on this subject.

Research Problem

Is there a significant relationship between university students perceived parental attitudes, their psychological well-being levels, and their attitudes towards gender roles?

Research Sub-Problems

The study's sub-problems are as follows:

1. Is there a notable disparity in students' perceptions of parental attitudes based on gender, parental cohabitation status, maternal education level, paternal education level, income level, number of siblings, and the presence of a sibling of a different gender?
2. Is there a notable disparity in students' psychological well-being levels attributable to gender, parental cohabitation status, maternal education level, paternal education level, income level, number of siblings, and the presence of a sibling of a different gender?
3. Is there a notable disparity in students' attitudes towards gender roles influenced by gender, parental cohabitation status, maternal education level, paternal education level, income level, number of siblings, and the presence of a sibling of a different gender?
4. Is there a substantial correlation between the sub-dimensions of parental attitudes (democratic, protective-permissive, authoritarian) and students' psychological well-being levels?
5. Is there a substantial correlation between students' perceptions of democratic, authoritarian, and protective-permissive parental attitudes and their traditional and egalitarian perspectives on gender roles?
6. Is there a substantial correlation between students' psychological well-being and their traditional versus egalitarian attitudes towards gender roles?

Methodology

Based on the variables of gender, parental cohabitation status, mother's and father's educational attainment, income level, number of siblings, and having a sibling of a different gender, this study used a quantitative approach and a survey model to ascertain whether there is a significant relationship between university students perceived parental attitudes, psychological well-being levels, and attitudes toward gender roles. The survey model is a type of research model that is mainly used to describe the opinions of large populations and present the current state of affairs through observation without making any changes.

Data Acquisition and Tools:

Data were collected directly online from participants in this research. The "Parental Attitudes Scale," formed by (Borecka-Biernat, 2023) (Ramesh et al., 2022), was employed to assess perceived parental attitudes. This scale includes three sub-dimensions: democratic parental attitude, protective/permissive parental attitude, and authoritarian parental attitude, totalling 40 items. The test-retest method was employed to assess scale reliability; the scale was administered twice with a 15-day interval to a cohort of 54 students. The

test-retest correlation coefficients were determined to be 0.92 for democratic parental attitude, 0.79 for authoritarian parental attitude, and 0.75 for protective-permissive parental attitude. The internal consistency coefficients derived from Cronbach's Alpha were 0.89 for democratic parental attitude, 0.82 for protective-permissive parental attitude, and 0.78 for authoritarian parental attitude.

The "Attitude Towards Gender Roles Scale (Malik et al. 2018), was employed to assess university students' attitudes regarding gender roles. This scale includes five sub-dimensions: egalitarian gender role, traditional gender role, female gender role, male gender role, and gender role in marriage, totaling 38 items. The scale was evaluated and scored using a 5-point Likert format. Items reflecting egalitarian attitudes receive 5 points for "completely agree," whereas items reflecting traditional attitudes employ reverse scoring, assigning 1 point for "completely agree." The minimum score on the scale was determined to be 38, while the maximum score was established at 190. The reliability coefficient of the scale was determined to be 0.92.

To measure psychological well-being levels, the "Psychological Well-Being Scale," developed by (Khumalo et al, 2010), (Kadhim et al., 20224), comprising 42 items in total, was used. The scale consists of six subscales: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Validity and reliability studies have shown that the scale is valid and reliable. The Cronbach's Alpha internal consistency coefficient for the entire scale was found to be .87.

For all scales, normal distribution was checked by examining kurtosis and skewness values (Kim, 2013) (Tayyeh et al.,2025). The kurtosis and skewness values for the scales were measured as 1.23 and -1.07 for the Parental Attitudes Scale, .827 and -.938 for the Attitude Towards Gender Roles Scale, and .697 and -.855 for the Psychological Well-Being Scale, respectively. These values being within the +2 and -2 range indicate normal distributions. A "Personal Information Form" was used to reveal individuals' characteristics such as age, gender, income level, and educational status.

Data Analysis:

All statistical procedures for the data obtained at the end of the research were analyzed using the SPSS program. Since the scores obtained from the scales were assumed to be normally distributed, parametric tests were used. Pearson Correlation analysis was used to measure the relationships between individuals' parental attitudes, attitudes towards gender roles, and psychological well-being levels. A t-test was applied for analyses related to the independent variables of gender and having a sibling of a different gender. ANOVA test was used for analyses related to the independent variables of parental cohabitation status, mother's education status, income status, and number of siblings. Although scale data were normally distributed, the Kruskal Wallis test had to be used for father's education status because the "literate" category was limited to 7 individuals, and parametric tests would not yield appropriate results.

Population and Sample:

The working group for the general structure of the research consists of university students in Zakho, Rania, Halabja, and Soran. The research sample consists of 504 students, 388 (77%) female and 116 (23%) males, selected through simple random sampling. Descriptive statistics regarding the participants in the study are given in the table below.

Table 1. Descriptive Information Regarding Participants

Variable	Category	f	%
Gender	Female	388	77.0
	Male	116	23.0
Parental Cohabitation	Both parents alive, together	428	84.9
	Both parents alive, divorced	51	10.1
	One parent deceased	25	4.9
Number of Siblings	Only child	39	7.7
	One sibling	229	45.4
	Two or more siblings	236	46.8
Having a Sibling of a Different Gender	Yes	295	58.5
	No	209	41.5
Mother's Education Level	Literate	28	5.6
	Primary School	204	40.5
	Middle School	66	13.1
	High School	124	24.6
	University	82	16.3
Father's Education Level	Literate	7	1.4
	Primary School	134	26.6
	Middle School	86	17.1
	High School	139	27.6
	University	138	27.4
Socio-economic Level	Low (3000 TL and below)	117	23.2

	Middle (3001 TL - 4500 TL)	201	39.9
	High (Above 4500 TL)	186	36.9

Findings

This section presents the findings and tables identified as a result of analyzing the data collected from university students through scales.

Table 2. T-Test Results for the Comparison of University Students' Parental Attitudes Scale, Psychological Well-Being Scale, and Attitude Towards Gender Roles Scale Score Averages by Gender.

Table 2: Findings

	Gender	n	Mean	SD	t	df	p
PAS - Democratic	Female	388	56.50	13.91	1.42	502	.16
	Male	116	54.43	13.01			
PAS - Protective-Permissive	Female	388	34.92	11.80	-2.82	502	.00
	Male	116	38.39	11.09			
PAS - Authoritarian	Female	388	22.98	9.00	-.66	502	.51
	Male	116	23.59	8.01			
PWB Scale	Female	388	207.35	34.01	-1.26	502	.21
	Male	116	211.93	35.37			
ATGR Scale	Female	388	177.09	11.43	6.87	138.304	.00
	Male	116	163.74	19.95			

When Table 2 is examined, comparing the Parental Attitudes Scale score averages of female and male university students, it is seen that there is no significant difference between the mean scores obtained from the democratic parental attitude ($t(502) = 1.42$; $p > .05$) and authoritarian parental attitude sub-dimensions ($t(502) = -.66$; $p > .05$). In contrast, a significant difference was found in the protective-permissive parental attitude dimension by gender ($t(502) = -2.82$; $p < .01$), with males' mean scores on this sub-dimension (Mean = 38.39, SD = 11.09) being significantly higher than females' mean scores (Mean = 34.92, SD = 11.80).

When comparing the Psychological Well-Being Scale score averages of female and male university students ($t(502) = -1.26$; $p > .05$), no significant difference by gender was found. According to Table 2, comparing the Attitude Towards Gender Roles Scale score averages of female and male university students, a significant difference by gender was determined ($t(138.304) = 6.87$; $p < .05$). Female university students' Attitude Towards Gender Roles

Scale score averages (Mean = 177.09; SD = 11.43) were found to be significantly higher than those of male university students (Mean = 163.74; SD = 19.95).

Table 3: One-Way ANOVA Results for the Comparison of University Students' Parental Attitudes Scale, Psychological Well-Being Scale, and Attitude Towards Gender Roles Scale Score Averages According to Parental Cohabitation Status Variable

Parental Cohabitation Status	n	Mean	SD	F	p	LSD
PAS - Democratic				4.6	.01	2<1*
Both alive and together	428	56.75	13.34			
Both alive and divorced	51	50.78	14.28			
One parent deceased	25	54.24	16.75			
PAS - Protective-Permissive				.96	.38	
Both alive and together	428	35.43	11.43			
Both alive and divorced	51	37.80	13.08			
One parent deceased	25	36.32	13.68			
PAS - Authoritarian				1.83	.16	
Both alive and together	428	22.84	8.63			
Both alive and divorced	51	25.33	9.51			
One parent deceased	25	23.20	9.41			

PWB Scale				1.12	.32	
Both alive and together	428	209.23	34.02			
Both alive and divorced	51	201.58	34.02			
One parent deceased	25	208.32	40.08			
ATGR Scale				.28	.75	
Both alive and together	428	174.16	15.00			
Both alive and divorced	51	173.86	15.06			
One parent deceased	25	171.84	14.12			

As seen in Table 2, while students' PAS score averages differ based on parental cohabitation status in the democratic parental attitude dimension ($F(3, 500) = 4.6; p < .05$); the score averages in the protective-permissive parental attitude ($F(3, 500) = .96; p > .05$) and authoritarian parental attitude ($F(3, 500) = 1.83; p > .05$) dimensions do not show a significant difference based on parental cohabitation status. An LSD test was applied to determine the source of the difference in the democratic parental attitude dimension. As a result of the LSD test, it was found that the democratic PAS score averages of university students whose parents are alive and together (Mean = 56.75, SD = 13.34) are significantly higher than those of students whose parents are alive and divorced (Mean = 50.78, SD = 14.28).

In the same table, it is seen that university students' PWB Scale score averages ($F(3, 500) = 1.12; p > .05$) and ATGR Scale score averages ($F(3, 500) = .28; p > .05$) do not show a significant difference based on whether the father and mother are together or not.

Table 4. One-Way ANOVA Results for the Comparison of University Students' Parental Attitudes Scale, Psychological Well-Being Scale, and Attitude Towards Gender Roles Scale Score Averages According to Mother's Education Level

Mother's Education Level	N	Mean	SD	F	p	LSD
PAS - Democratic				3.43	.01	
Literate	28	50.28	13.79			1<3*

Primary School	204	54.51	14.56			1<4*
Middle School	66	58.80	12.20			1<5*
High School	124	56.51	13.19			2<5*
University	82	58.75	12.60			2<3*
PAS - Protective-Permissive				1.08	.36	
Literate	28	38.92	11.01			
Primary School	204	36.30	11.82			
Middle School	66	34.06	11.26			
High School	124	35.39	12.46			
University	82	35.00	10.84			
PAS - Authoritarian				3.83	.00	
Literate	28	27.46	9.48			2<1*
Primary School	204	23.98	9.02			3<1*
Middle School	66	21.22	6.94			4<1*
High School	124	22.80	9.22			5<1*
University	82	21.45	7.78			5<2*
PWB Scale				3.32	.01	
Literate	28	199.57	31.18			1<3*
Primary School	204	203.05	37.25			1<5*
Middle School	66	215.22	29.74			2<3*
High School	124	211.51	32.14			2<4*
University	82	214.57	32.50			2<5*
ATGR Scale				2.11	.08	
Literate	28	167.28	20.06			

Primary School	204	174.04	14.93			
Middle School	66	173.37	15.19			
High School	124	176.14	13.54			
University	82	173.53	14.94			

When Table 3 is examined, it is seen that students' PAS score averages show a significant difference based on mother's education level in the democratic parental attitude ($F(4, 499) = 3.43; p < .05$) and authoritarian parental attitude ($F(4, 499) = 3.83; p < .05$) dimensions; however, no significant difference was found in the protective-permissive parental attitude ($F(4, 499) = 1.08; p > .05$) dimension.

An LSD test conducted to find the source of the difference in the democratic and authoritarian parental attitude dimensions revealed that university students whose mothers are literate have significantly lower mean scores in the democratic parental attitude dimension (Mean = 50.28; SD = 13.79) than students whose mothers are middle school graduates (Mean = 58.80; SD = 12.20), high school graduates (Mean = 56.51; SD = 13.19), and university graduates (Mean = 58.75; SD = 12.60). Again, in the same test, it was found that the democratic PAS sub-dimension means scores of students whose mothers are primary school graduates (Mean = 54.51; SD = 14.56) are significantly lower than those of students whose mothers are middle school graduates (Mean = 58.80; SD = 12.20) and university graduates (Mean = 58.75; SD = 12.60). It was found that the authoritarian PAS sub-scale mean scores of students whose mothers are literate (Mean = 27.46; SD = 9.48) are significantly higher than those of students whose mothers are primary school graduates (Mean = 23.98; SD = 9.02), middle school graduates (Mean = 21.22; SD = 6.94), high school graduates (Mean = 22.80; SD = 9.22), and university graduates (Mean = 21.45; SD = 7.88); and the authoritarian PAS sub-dimension mean scores of students whose mothers are university graduates (Mean = 21.45; SD = 7.88) are significantly lower than those of students whose mothers are primary school graduates (Mean = 23.98; SD = 9.22).

When Table 3 is examined, it is seen that there is a significant difference between university students' PWB Scale score averages and mother's education level ($F(4, 499) = 3.32; p < .05$). An LSD test was conducted to find the source of this difference, revealing that the PWB Scale mean score of university students whose mothers are literate (Mean = 199.57; SD = 31.18) is significantly lower than that of students whose mothers are middle school graduates (Mean = 215.22; SD = 29.74) and university graduates (Mean = 214.57; SD = 32.50); and the PWB Scale mean score of students whose mothers are primary school graduates (Mean = 203.05; SD = 37.25) is significantly lower than that of students whose mothers are middle school graduates (Mean = 215.22; SD = 29.74), high school graduates (Mean = 211.51; SD = 32.14), and university graduates (Mean = 214.57; SD = 32.50). Again, when looking at the same table, it was found that there is no significant difference ($F(4, 499) = 2.11; p > .05$) when university students' ATGR Scale score averages are compared according to their mother's education level.

Table 5. Kruskal Wallis H Test Results for the Comparison of University Students' Parental Attitudes Scale, Psychological Well-Being Scale, and Attitude Towards Gender Roles Scale Score Averages According to Father's Education Level

Father's Education Level	N	Mean Rank	SD	Chi -Square	P	Direction of
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						Difference
PAS - Democratic				12.268	.015	
Literate	7	105.64	4			1<2*
Primary School	134	259.00				1<3*
Middle School	86	222.66				1<4*
High School	139	261.86				1<5*
University	138	262.80				3<4*
PAS - Protective-Permissive				5.577	.233	
Literate	7	367.14	4			
Primary School	134	246.53				
Middle School	86	264.05				
High School	139	244.14				
University	138	253.71				
PAS - Authoritarian				12.796	.012	
Literate	7	417.36	4			2<1*
Primary School	134	255.25				3<1*
Middle School	86	264.41				4<1*
High School	139	230.74				5<1*
University	138	255.97				
PWB Scale				9.121	.058	
Literate	7	193.29	4			
Primary School	134	250.63				
Middle School	86	216.10				
High School	139	269.18				
University	138	263.20				

ATGR Scale				13.567	.009	
Literate	7	122.14	4			1<2*
Primary School	134	243.56				1<4*
Middle School	86	227.73				1<5*
High School	139	279.72				2<4*
University	138	255.81				3<4*

Since the number of individuals in the 'literate' sub-category of the father's education level variable was 7, the nonparametric Kruskal Wallis H test was performed. As a result of this test, it was understood that there is a significant difference between father's education level and the democratic attitude ($\chi^2=12.268$, $p<.05$) and authoritarian attitude ($\chi^2=12.796$, $p<.05$) sub-dimensions of PAS. No differentiation was detected between protective-permissive attitude and father's education level ($\chi^2=5.577$, $p>.05$). The Mann Whitney U test was performed to find the direction of the difference in the democratic and authoritarian attitude sub-dimensions. The test result showed that the democratic attitude mean rank scores of students with literate fathers are lower than those of students whose fathers are primary school, middle school, high school, and university graduates. Additionally, the democratic attitude mean rank scores of students whose fathers are middle school graduates were found to be lower than those of students whose fathers are high school graduates. Looking at the authoritarian attitude mean rank scores, it was understood that the mean rank scores of students with literate fathers are higher than those of students whose fathers are primary school, middle school, high school, and university graduates.

As seen in Table 4, it was understood that there is no significant difference between PWB Scale level and father's education level ($\chi^2=9.121$, $p>.05$). However, a significant difference was found between ATGR Scale level and father's education level ($\chi^2=13.567$, $p<.05$). The Mann Whitney U test was performed to find the direction of the difference. The test result showed that the ATGR Scale mean rank scores of students with literate fathers are lower than those of students whose fathers are primary school, high school, and university graduates. Furthermore, the ATGR Scale mean rank scores of students whose fathers are high school graduates were found to be higher than those of students whose fathers are primary school and middle school graduates.

Table 6. One-Way ANOVA Results for the Comparison of University Students' Parental Attitudes Scale, Psychological Well-Being Scale, and Attitude Towards Gender Roles Scale Score Averages According to Income Level

Income Level	N	Mean	SD	F	p	LSD
PAS - Democratic				10.16	.00	
Low	117	51.1	15.56			1<2*
Middle	201	57.34	12.38			1<3*
High	186	57.69	13.18			

PAS - Protective-Permissive				5.75	.00	
Low	117	38.65	12.74			2<1*
Middle	201	34.07	11.70			3<1*
High	186	35.63	10.74			
PAS - Authoritarian				9.31	.00	
Low	117	26.09	9.91			2<1*
Middle	201	21.91	8.55			3<1*
High	186	22.53	7.83			
PWB Scale				11.12	.00	
Low	117	195.60	37.24			1<2*
Middle	201	211.52	34.03			1<3*
High	186	213.10	30.81			
ATGR Scale				.57	.56	
Low	117	172.72	15.97			
Middle	201	174.30	16.35			
High	186	174.52	12.52			

According to Table 5, it was seen that university students' PAS score averages show a significant difference based on income level in the Democratic PAS dimension ($F(2, 501) = 10.16; p < .05$), the protective-permissive PAS dimension ($F(2, 501) = 5.75; p < .05$), and the authoritarian PAS dimension ($F(2, 501) = 9.31; p < .05$). An LSD test was conducted to determine the source of the difference in the democratic, protective-permissive, and authoritarian PAS dimensions. In the LSD test, it was determined that the democratic PAS mean scores of students in the low-income level (Mean = 51.1; SD = 15.56) are significantly lower than those of students in the middle-income level (Mean = 57.34; SD = 12.38) and high-income level (Mean = 57.69; SD = 13.18); the protective-permissive PAS mean scores of students in the low-income level (Mean = 38.65; SD = 12.74) are significantly higher than those of students in the middle-income level (Mean = 34.07; SD = 11.70) and high-income level (Mean = 35.63; SD = 10.74); and the authoritarian PAS mean scores of students in the low-income level (Mean = 26.09; SD = 9.91) are significantly higher than those of students in the middle-income level (Mean = 21.91; SD = 8.55) and high-income level (Mean = 22.53; SD = 7.83).

Again, when looking at the same table, it is seen that university students' PWB Scale score averages also show a significant difference based on income level ($F(2, 501) = 11.12; p < .05$). An LSD test conducted to determine the source of this difference found that the PWB Scale scores of university students in the low-income level (Mean = 195.60; SD = 37.24) are significantly lower than those of students in the middle-income level (Mean = 211.52; SD = 34.03) and high-income level (Mean = 213.10; SD = 30.81). It is seen that university students' ATGR Scale score averages ($F(2, 501) = .57; p > .05$) do not show a significant difference based on students' income level.

Table 7. One-Way ANOVA Results for the Comparison of University Students' Parental Attitudes Scale, Psychological Well-Being Scale, and Attitude Towards Gender Roles Scale Score Averages According to Number of Siblings

Number of Siblings	N	Mean	SD	F	P	LSD
PAS - Democratic				10.58	.00	
Only Child	39	59.07	13.49			3<1*
One Sibling	229	58.53	11.72			3<2*
Two or More	236	53.08	14.95			
PAS - Protective-Permissive				1.78	.17	
Only Child	39	36.10	12.14			
One Sibling	229	34.65	10.80			
Two or More	236	36.69	12.45			
PAS - Authoritarian				9.68	.00	
Only Child	39	21.97	8.82			1<3*
One Sibling	229	21.45	8.06			2<3*
Two or More	236	24.91	9.12			
PWB Scale				2.21	.11	
Only Child	39	207.46	39.48			
One Sibling	229	211.87	32.26			
Two or More	236	205.20	35.23			
ATGR Scale				5.52	.00	
Only Child	39	178.79	9.31			1>3*

One Sibling	229	175.41	13.84			2>3*
Two or More	236	171.87	16.36			

When Table 6 is examined, it is seen that university students' PAS score averages show a significant difference based on the number of siblings in the democratic PAS sub-dimension ($F(2, 501) = 10.58; p < .05$) and authoritarian PAS sub-dimension ($F(2, 501) = 9.68; p < .05$), while no significant difference was found in the protective-permissive PAS sub-dimension ($F(2, 501) = 1.78; p > .05$) based on the number of siblings.

An LSD test conducted to determine the source of the difference in the democratic and authoritarian PAS dimensions found that the democratic PAS mean scores of university students with two or more siblings (Mean = 53.08; SD = 14.95) are significantly lower than those of only-child university students (Mean = 59.07; SD = 13.49) and students with one sibling (Mean = 58.53; SD = 11.72). It was also found that the authoritarian PAS mean scores of students with two or more siblings (Mean = 24.91; SD = 9.12) are significantly higher than those of only-child university students (Mean = 21.97; SD = 8.82) and university students with one sibling (Mean = 21.45; SD = 8.06).

When Table 6 is examined, it is understood that there is no significant difference between university students' PWB Scale score averages ($F(2, 501) = 2.21; p > .05$) and the number of siblings, while it is seen that ATGR Scale score averages show a significant difference based on the number of siblings ($F(2, 501) = 5.52; p < .05$). An LSD test conducted to find the source of this difference determined that the ATGR Scale mean scores of university students with two or more siblings (Mean = 171.87; SD = 16.36) are significantly lower than the ATGR Scale mean scores of only-child university students (Mean = 178.79; SD = 9.31) and university students with one sibling (Mean = 175.41; SD = 13.84).

Table 8. T-Test Results for the Comparison of University Students' Parental Attitudes Scale, Psychological Well-Being Scale, and Attitude Towards Gender Roles Scale Score Averages According to Having a Sibling of a Different Gender

Variable / Having a Sibling of a Different Gender	N	Mean	SD	T	DF	P
PAS - Democratic				-2.55	488.56	.01
Yes	295	54.75	14.59			
No	209	57.81	12.18			
PAS - Protective-Permissive				1.57	484.60	.12
Yes	295	36.39	12.42			
No	209	34.77	10.61			
PAS - Authoritarian				2.28	483.12	.02
Yes	295	23.84	9.25			
No	209	22.08	7.97			

PWB Scale				-66	502	.51
Yes	295	207.55	35.21			
No	209	209.62	33.14			
ATGR Scale				-1.67	484.35	.09
Yes	295	173.10	15.82			
No	209	175.30	13.54			

When Table 7 is examined, a t-test comparing PAS scores based on having or not having a sibling of a different gender shows no significant difference in the protective-permissive PAS sub-dimension mean scores ($t(484.601) = 1.57; p > .05$) based on having or not having a sibling of a different gender. In contrast, a significant difference was detected in the democratic PAS ($t(488.565) = -2.55; p < .05$) and authoritarian PAS ($t(483.126) = 2.28; p < .05$) sub-dimension mean scores based on having a sibling of a different gender. The democratic PAS sub-dimension mean score was found to be significantly lower for students who have a sibling of a different gender (Mean = 54.75; SD = 14.59) compared to students who do not have a sibling of a different gender (Mean = 57.81; SD = 12.18). The authoritarian PAS sub-dimension mean score was found to be significantly higher for students who have a sibling of a different gender (Mean = 23.84; SD = 9.25) compared to students who do not have a sibling of a different gender (Mean = 22.08; SD = 7.97).

Again, looking at Table 7, when university students' PWB Scale mean scores ($t(502) = -.66; p > .05$) and ATGR Scale mean scores ($t(484.350) = -1.67; p > .05$) are compared based on having or not having a sibling of a different gender, no significant difference is seen between students who have and those who do not have a sibling of a different gender.

Table 9. Correlation Values Between PAS and PWB Scale

Variables	1	2	3	4
1. Democratic Attitudes (PAS)	-	-.56**	-.79**	.49
2. Protective-Permissive Attitudes (PAS)		-	.72	-.39
3. Authoritarian Attitudes (PAS)			-	-.46
4. PWB Scale				-
* $p < .05$ ** $p < .01$.				

When Table 8 is examined, a significant and positive relationship was found between university students' psychological well-being, as measured by the PWB Scale, and the democratic parental attitudes sub-dimension of PAS ($r(502) = .49, p < .01$). Conversely, significant negative relationships were observed between the PWB Scale and both protective-permissive parental attitudes ($r(502) = -.39, p < .01$) and authoritarian parental attitudes ($r(502) = -.46, p < .01$).

Table 10. Correlation Values Between PAS Total Scores, Egalitarian ATGR Sub-Dimension Scores, and Traditional ATGR Sub-Dimension Scores

Variables	1	2	3	4	5	6
1. Democratic Attitudes (PAS)	-	-.55**	-.79**	.07	.12	.06
2. Protective-Permissive Attitudes (PAS)		-	.71	-.12	-.11*	-.13
3. Authoritarian Attitudes (PAS)			-	-.10*	-.09*	.11*
4. ATGR Scale Total				-		
5. ATGR Scale Egalitarian Attitude					-	
6. ATGR Scale Traditional Attitude						-
* p < .05 ** p < .01.						

The results of the Pearson correlation analysis indicate the presence of a significant and negative differentiation between protective-permissive parental attitudes, a sub-dimension of PAS, and the total ATGR Scale score ($r(502) = -.12, p < .01$). While a significant negative correlation was detected between the total ATGR Scale score and authoritarian parental attitudes, another PAS sub-dimension ($r(502) = -.10, p < .05$), it was understood that there is no significant differentiation between the total ATGR Scale score and democratic parental attitudes, also a PAS sub-dimension ($r(502) = .07, p > .05$). When Table 9 is examined, it is seen that while there is no significant difference between democratic parental attitudes and traditional ATGR ($r(502) = .06, p > .05$); there is a significant positive differentiation between democratic parental attitudes and the egalitarian ATGR sub-dimension ($r(502) = .12, p < .01$). A significant positive correlation was found between the authoritarian parental attitudes sub-dimension and traditional ATGR ($r(502) = .11, p < .05$); while a significant negative correlation was found between authoritarian parental attitudes and egalitarian ATGR ($r(502) = -.09, p < .05$). Looking at the same table, the presence of a significant negative correlation was observed between protective-permissive parental attitudes, a PAS sub-dimension, and traditional ATGR ($r(502) = -.13, p < .01$); and it was understood that there is a significant, again negative, correlation between protective-permissive parental attitudes and egalitarian ATGR ($r(502) = -.11, p < .05$).

Table 11. Correlation Values Between PWB Scale Total Scores, ATGR Scale Total Scores, Egalitarian ATGR Sub-Dimension Scores, and Traditional ATGR Sub-Dimension Scores

Variables	1	2	3	4
1. PWB Scale	-	.18	.19	.16
2. ATGR Scale Total		-		
3. ATGR Scale Egalitarian Attitude			-	
4. ATGR Scale Traditional Attitude				-
* p < .05 ** p < .01.				

When examining the correlation analysis between university students' PWB and total ATGR Scale score levels, a significant positive differentiation is observed between the variables ($r(502) = .18$, $p < .01$). When Table 10 is examined and the correlation analysis between university students' PWB and Egalitarian ATGR levels is considered; it is understood that a significant positive correlation is detected between the variables ($r(502) = .19$, $p < .01$); while again a significant positive correlation is observed between PWB and traditional ATGR levels ($r(502) = 0.16$, $p < .01$).

Discussion

In this section, the results reached as a result of the study's analyses have been discussed together with relevant research in the literature. When the findings obtained in general are considered, it can be said that males perceive being raised with a more protective-permissive attitude compared to females. On the other hand, females have a higher perception regarding gender roles. Participants whose parents are alive and together tend to perceive their families as more democratic. Furthermore, considering the mother's educational status, it can be said that as the education level increases, the perception of authoritarian parental attitudes decreases. A similar situation is also valid for the father's education level.

While children from high-income families perceive their families as democratic, those with low-income levels perceive them as protective-permissive. Again, those from high-income families are in a better condition in terms of psychological well-being compared to the other groups. According to another result, those raised as only children perceive their family as democratic, while those raised with two children perceive it as authoritarian. Additionally, in terms of gender role perception, only children scored higher. These briefly summarized results above are discussed in detail below.

When examining the dependent variables of the research in terms of gender, it is seen that males who perceive their families as protective-permissive differ from females. In other words, it can be said that males tend to perceive their families as more protective-permissive. Furthermore, it appears that gender is not a characteristic that pulls individuals' psychological well-being up or down. However, it can be said that girls have a higher perception compared to boys in terms of gender role perception. This situation can be interpreted as the gender role perception being instilled in girls within Iraq's still patriarchal social structure (Kim, 2013).

Undoubtedly, parents' attitudes and characteristics create a dominant structure in the child's upbringing. Perhaps one of the most basic of these characteristics is the parents' education level. It can be said that the education level of the mother and father is not related to democratic parental

attitudes, but what needs to be emphasized is that authoritarian parental attitudes are quite related to education level. As both the mother's and father's education level increases, being perceived as authoritarian also decreases. Another characteristic of the family that can be thought to be related to the child's development and formation is income status. Interestingly, the study results indicate that children from high-income families perceive their parents as more democratic, while those from low-income families perceive them as protective-permissive and authoritarian. The reason for this is thought to be related again to education level, considering that as education level increases, income may also have increased. On the other hand, it was observed that university students participating in the study, whose income level is high, perceive themselves highly in terms of psychological well-being (Liu & Fu, 2022).

Interesting results were also obtained in terms of the number of siblings, another independent variable of the research. It was determined that only children tend to perceive their parents as more democratic, and those with two siblings tend to perceive them as more authoritarian. At this point, it is thought that parents with one child can focus more on their child's needs and development, and parents with two children behave more authoritatively to ensure discipline and order at home. Another important finding at this point is the finding that the number of siblings is not related to psychological well-being. The reason for this can be said to be that regardless of how many people make up the family structure, other factors determine individuals' psychological well-being. Another result regarding the number of siblings is that only children scored higher in terms of gender role perception. This result may again stem from only children being the focus of their parents and thus being more exposed to their parents' gender perception (Braum et al. 2023).

Regarding siblings, those who do not have a sibling of a different gender perceive their parents as more democratic, while those who have a sibling of a different gender perceive them as more authoritarian. The fact that no significant differentiation was seen between ATGR and the variable of having a sibling of a different gender can be explained by the cultural differences of the sample group, as well as being related to individuals being university students, having left living with their family, their current social environment, etc. In a study conducted by Braim, (2023) (Braum et al. 2023), it was found that ATGR shows significant differences according to where university students currently live (alone, with family, in a dormitory). In a qualitative study in the literature with 8 children and their mothers, it was observed that having a sibling of a different gender in the child leads to a more dominant egalitarian gender attitude in the child. Although not directly related to the variables of the research, in another study conducted with university students, it was determined that the ATGR Scale scores of students who have a brother are lower than those of students who do not have a brother. In the same study, it was understood that ATGR Scale scores do not differ according to having or not having a sister (Braum et al. 2023).

As a result of the study, it was observed that as university students' perception of democratic parental attitudes increased, their psychological well-being also increased, while it was determined that as the perception of protective-permissive and authoritarian attitudes increased, their psychological well-being decreased. In democratic parental attitudes, parents' valuing children's development, emotions, and thoughts, making decisions together allowing the child to feel valued, accepting the child as they are with all their characteristics helping the child to accept themselves, the child establishing an open and satisfying relationship with their parents, and the child having

the opportunity to make their own decisions and exercise self-control within the family and social life can explain this. According to Ryff (1989) (Borecka-Biernat, 2023; Malik et al., 2018), a person with a high PWB level is a person who accepts themselves, establishes positive relationships with others, takes responsibility for their own decisions, and has a purpose in life. Looking at the literature, in a study conducted with university students, it was found that the PWB levels of university students whose mother and father are democratic are higher than those whose parents are not. In a 2018 study with 335 parents, a positive relationship was found between parents' PWB levels and democratic and permissive parental attitudes, while a significant negative relationship was found with authoritarian parental attitudes (Braum et al., 2023). Again, in another study with university students, when looking at the relationship between PWB sub-dimension mean scores and parental attitudes, a significant relationship in favor of democratic parental attitudes was observed in all sub-dimensions of PWB except autonomy. It was understood that students whose parents exhibit democratic parental attitudes have higher mean scores in all PWB sub-dimensions except autonomy compared to students whose parents exhibit protective-permissive and authoritarian parental attitudes. It was determined that there is no significant difference between the autonomy sub-dimension and parental attitude sub-dimensions (Braum et al. 2023). Studies in the literature (Borecka-Biernat, 2023; Malik et al., 2018), generally support this research result.

As a result of examining the relationship between the dependent variables of the research, it was seen that as the perception of protective-permissive and authoritarian parental attitudes increases, the perception of gender roles decreases. On the other hand, as the egalitarian attitude increases, the perception related to democratic parental attitudes also rises. Conversely, as the perception of authoritarian parental attitudes rises, the perception of traditional gender roles also rises. Democratic parental attitudes advocate giving children shared responsibilities at home, having a say within the family, and supporting children's self-confidence (Liu & Fu, 2022). Therefore, it can be interpreted that an egalitarian perspective is inherent in the nature of democratic parental attitudes. Additionally, by valuing individuals' personal development, democratic parental attitudes also allow children to realize the importance of egalitarian gender attitudes. In democratic parental attitudes, treating children equally regardless of gender difference can also be an important factor in instilling an egalitarian gender perspective. Considering the family structure in patriarchal and traditional order; it is seen that the father is the master and rule-maker of the house, and everyone in the household must follow these rules without exception, various punishments are given if not followed, and therefore children exhibit submissive behaviours. It is observed that patriarchal traditional structure and authoritarian parental attitudes are compatible in terms of characteristics such as following rules without exception, punishment for rule-breaking behavior, and the child not having a say. With the traditional patriarchal order gradually losing its effectiveness today, the value given to children and their mental health and development within the family has also increased, and with women questioning their own roles more deeply, a more egalitarian attitude among individuals within the family has begun to dominate (Kim, 2013). Changes in family structure also affect parents' attitudes towards each other and their children within the family (Borecka-Biernat, 2023; Malik et al., 2018). It is thought that all these can explain the increase in egalitarian ATGR scores as democratic PAS scores

increase and the positive significant relationship between authoritarian and protective-permissive PAS scores and traditional ATGR.

Looking at the literature, in a study conducted outside Iraq examining the relationship between parenting styles and gender role identities with 48 male and 182 female university students aged 18-23; it was understood that particularly the father's authoritarian attitude is related to masculine roles (Khumalo et al., 2010). In a study conducted in Iraq with 332 parents examining parents' parenting attitudes and attitudes towards gender roles, a positive significant relationship was found between democratic attitudes and ATGR Scale scores, while a negative significant relationship was found between protective and authoritarian parental attitudes and ATGR Scale scores (Ryff, 2013).

According to the result of a study in the literature conducted with married individuals examining the effect of married individuals' gender attitudes on PWB and marital adjustment, as egalitarian gender roles increased, PWB levels also increased, but accordingly marital satisfaction levels decreased. In another study conducted in 2020 with 324 female individuals, a significant positive relationship was detected between high gender perception and PWB and self-esteem. In a study with university students conducted with 660 participants aiming to examine the relationship between attitudes towards gender roles and PWB (Trudel-Fitzgerald et al., 2019); it was seen that students with high traditional attitude towards gender roles scores had lower PWB scores compared to students with low scores, and students with high egalitarian attitude towards gender roles scores had higher PWB scores compared to students with low scores. In another study conducted with 165 vocational school of health services students, a significant positive relationship, albeit weak, was found between PWB and ATGR. In a study with 249 housewife individuals, it was seen that as the gender equality score increased, the PWB level decreased, and the researcher explained this situation with housewives' adaptation to social roles and duties. Looking at the studies in the literature, except for one study, the other studies generally overlap with the research finding.

Conclusion:

This study demonstrates that parental attitudes play a significant role in shaping university students' psychological well-being and their perceptions of gender roles. Democratic parental attitudes are strongly associated with higher well-being and more egalitarian gender-role orientations, whereas protective-permissive and authoritarian attitudes correlate with lower well-being and more traditional views. Socioeconomic factors, parental education, and family structure also influence these outcomes. Overall, the findings highlight the importance of nurturing democratic and supportive family environments to foster healthier psychological development and equitable gender-role attitudes among young adults. Future research should further explore contextual and cultural influences on these relationships.

Recommendations

Following this study, which demonstrates the influence of parental attitudes and psychological well-being (PWB) on attitudes toward gender roles, the following recommendations are listed:

1. **Parental Education:** Couples can be informed and receive training from experts on the importance of parental attitudes. This should start before having children and continue at regular intervals to reinforce these concepts.

2. **Early Integration of Egalitarian Attitudes:** To foster an egalitarian attitude toward gender roles, which positively impacts PWB, the emphasis on equality in gender roles should be internalized and communicated to children from an early age by all individuals involved in their education (e.g., teachers, administrators, parents).
3. **Training for Educational Stakeholders:** All individuals involved in the educational process (teachers, guidance counselors, school administration, staff, parents, and students) should receive information from field experts on developing egalitarian attitudes toward gender roles.
4. **Including Parental Self-Perception:** Including parents in future studies to examine the parental attitudes they perceive themselves to have, along with their own attitudes toward gender roles (traditional vs. egalitarian), could yield more comprehensive information.
5. **Further Research on Sibling Gender:** The variable of having a sibling of a different gender could be given more emphasis in studies related to attitudes toward gender roles (ATGR). This variable could also be adapted for parents as "having a child of a different gender" (e.g., a son for the mother, a daughter for the father) to explore its effects.
6. **Expert Review in Related Fields:** It would be appropriate for the study to be examined by specialists in family counseling, psychological counseling, and guidance, given its relevance to these fields.
7. **School Counselor Role:** Psychological counselors and guidance teachers working in schools can inform parents about the relationship between parental attitudes (PA) and ATGR, its potential manifestations in children, and emphasize the importance of egalitarian ATGR and democratic PA.
8. **Targeted School Interventions:** School counselors can implement programs targeting students, parents, and school staff to promote the development of egalitarian attitudes toward gender roles among individuals.
9. **Curriculum Integration:** Efforts can be made with relevant institutions to integrate the promotion of egalitarian ATGR into classroom guidance programs.
10. **Consideration in Family Counseling:** When working with families, family counselors can consider the presence of traditional ATGR within the family and which sub-dimension of PA is dominant, especially when investigating the root causes of issues such as low PWB levels, tendencies toward violence, or the presence of submissive behaviors in children.

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