# DETERMINANTS OF SOCIALIZATION PATTERNS IN UNITED ARAB EMIRATES FAMILY CASE STUDY: STUDENTS AT UNIVERSITY OF SHARJAH

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## ABSTRACT

The study aimed to identify the demographic determinants that control the various patterns of "authoritarian, tolerant and democratic" socialization by focusing on three basic dimensions, first: What are the patterns of social upbringing at the University of Sharjah? Second: According to these patterns, what is the most common pattern of socialization in the Emirati family in Sharjah? Third: Do the patterns of socialization in Sharjah differ according to the demographic, social and economic characteristics of the parents and the respondents?

The study found that the most common pattern of socialization among students of the University of Sharjah is the authoritarian pattern. Accordingly, the prevailing pattern in the Emirati family is the authoritarian style, which is characterized by strictness and imposition of opinion, which may be due to the nature of the patriarchal society, which is still governed by customs, traditions, and the semi-extended family. The results showed the effect of the parents' economic and social determinants such as "work status, family size, parental education, and economic status" on the patterns of socialization, as they stimulate and support the results of a study on the prevalence and dominance of the authoritarian style in the Emirati family.

## INTRODUCTION

The process of socialization, as the way to form the human personality, is the most important social processes that occur in society. It describes the ways in which people come to understand societal norms and expectations, to accept society's beliefs, and to be aware of social values. Socializing means broadly transforming a person into a social being in general, gradually instilling various ways of thinking, feeling and then acting. All of these things are accomplished through a psychosocial transmission mechanism, but also through the assimilation of behaviors, beliefs, ideas or models specific to a group or society, for a person's development, adaptation and social integration. Different sociologists and psycho-pedagogues have defined socialization in different ways. Thus, H. Wallon (1959) argues that social behavior is the entire relationship between humans and all forms of emotional communication, and the "term socialization" is inappropriate since the child is born and grows in a social environment. For Robert Karen (2003), socialization is the mechanism by which people acquire the value, behaviors and attitudes of a culture starting during childhood. According to Horton and Hunt (1979); socialization is a comprehensive process, it is the process whereby one internalizes the norms of his groups, so that a district self, unique to this individual, emerges. Green (2003) defined socialization "as the process by which the child acquires a cultural content, along with selfhood and personality". According to Lundberg, socialization consists of the "complex process of interaction through which the individual learns the habits, skills, beliefs and standard of judgement that are necessary for his effective participation in social groups and communities." Peter Worley explains socialization as the process of "transmission of culture, the process where by men learn the rules and practices of social groups". Socialization takes place at various stages, including primary, secondary and adult levels. The primary stage includes the young child's socialization in the family. School is involved in the secondary stage and adult socialization is the third stage. Thus, socialization is a cultural learning process whereby a new person acquires the skills and education needed to play a regular role in a social system. In all societies, the process is basically the same though institutional arrangements vary. Throughout life, the process continues as each new circumstance occurs. Socialization is the process of fitting people into specific forms of group life, transmitting humans into social beings and transmitting established cultural traditions.

The concept of socialization refers to the way in which individuals develop the ability to relate to others through social interaction with others as children develop themselves, that is, how they differ from others (Vander Zanden, 1987). Group members also learn to see themselves as male and female, and to learn about the roles and expectations of gender.

Socialization patterns differ according to the cultural factors in society and the personality of parents, their attitudes towards children and education (Strong and Devault, 1995).

According to Baumrind (1971), there are three socialization methods. The first approach is focused on authoritarian parenting, which seeks full child compliance and gives parents priority to their control of children; physical and financial or material coercion may be used to reinforce the concept of obedience (Strong and Devault, 1995). Orders are the basis of the relationship between parents and children.

The second form, on the other hand, is focused on permissive parenting, where parents offer freedom of speech and independence to children. Some studies have shown that children who live with parents appear to be cheerful and treat them in an indulgent way. This type of socialization helps children to make their own choices and grow their autonomy.

The third pattern of socialization is called the democratic method. Parents should not use punishment at all times, promote the growth of their children's independence within acceptable limits, encourage and establish contact between them. This form and method of socialization is positively linked to the cognitive growth, self-control, self-confidence, moral behavior, academic achievement and support of children (Gecas and Seff, 1991). Children see this kind of socialization as encouraging their beliefs and improving their ability to make decisions (Lauer and lauer, 2012).

**THE STUDY PROBLEM**
Due to the social change in UAE society in various aspects of social, economic and political life during the past four decades, leading to the transition from a simple traditional society to a modern society (Alothman ,2014). Moreover, the Emirati family has seen a change in its composition and nature of problems faced in a society characterized by social welfare, as it ranked second in terms of human development among the countries of the Arab World. The family is also considered one of the basic educational institutions in the society of the Emirates, which is still playing a major role in educating the children and developing themselves.

Accordingly, we endeavor through this study to answer to many questions:
1.      What is the most common socialization pattern in the Sharjah university?
2.      Is the socialization patterns in Sharjah differ according to the demographic, social and economic characteristics of the parents and the respondents?

The relevance of this research stems from the lack of studies on socialization patterns in the UAE society. It is hoped that institutions related to the family issues will benefit from the outcomes of the relevant study in formulating programs to strengthen the role of the family in the process of socialization in the information technology revolution, which is characterized by a decrease in the role of the family and the communication with each other.

Also, this study is distinguished by focusing on a variety of demographic variables such as age; professional status of the father's; professional status of

the mother; education level of the mother; residence; family income; and its effect on the relationship between members of the family.

### *Social learning theory in explaining patterns of socialization*

Social learning theory assumes that the social education process is a learning process in itself, and this theory is based on the assumption that the person can learn by observing the behavior and actions of others, and that the understanding of this process is a process within. Determine what we learn, since the behavior is directed towards special goals that the person sets for himself, and that reinforcement and punishment have several indirect effects on learning and behavior so that the individual can finally control his behavior (democratization or tolerance). The sort of parenting that he has pursued since childhood.

Linking the learning theory to the process of socialization with the learning values, norms and symbols that constitute the basic elements of the social position. People grow according to the opportunities available in their environment, and learning enables individuals to perform their roles according to the prevailing laws and regulations, so learning is the main factor in the development of human behavior and actions.

During the process of socialization, the institutions of socialization and social usage vary using some known strategies and means to accomplish learning, whether deliberately or accidentally, and the process of social normalization reflects a restricted aspect of learning, which means that the individual's social behavior is tangible and noticeable. The social normalization as an educational pattern helps the person to play his social roles (El-Shenawi et al., 2001).

A special educational model based on a pattern of reinforcement, intimidation, punishment and reward, has a family at its head in every social institution. But according to its cultural heritage, which must follow one of the three patterns of the educational process: "authoritarian", "democratic" and "permissive" occurs according to the family's social context, thus normalizing the individual within the family according to the system used. "

This theory believes that social development is the same way that others learn skills and play an important role in the process of socialization in strengthening, punishment, and distinctions. Regarding Dollard and Miller giving great importance to reinforcing, the process of learning behavior supported or changed depending on the type of reinforcement used. Bandwar Walters points out that reinforcement alone is not enough to clarify the learning or occurrence of certain behavior patterns that suddenly occur in the child, in which they play a prominent role in observation, imitation and learning (2014).

The paradigm of the learning concept is based on the assumption that human beings are socially affected by the attitudes, emotions, acts and behavior of other people. This theory takes education seriously; taking into account the fact that learning in the basic sense is a social process. It is called the role of

observational learning, which occurs when a learner imitates a behavior that appears in a model called "modeling," and the principle of red learning refers to social learning:

1- Attention stage: where attention is considered a prerequisite for the education of attention, and where rewards play an important role in the process of attention, in terms of the degree of distinction, the proportion and complexity of the stimulus indicating the extent to which the process of attention can continue.

2- Retention process Observation-based learning occurs through contact and proximity, so that the observers who perform the modelled behaviors learn better than those who do the activity and retain it.

3 - Stage reproduction: this means the observed ability to repeat the behavior emanating from the model of freedom and, at this stage of learning, the observation of the coding of verbal and visual memory in order to carry out the newly acquired actual behaviors. When the representation follows the mental-behavioral training function, the learning of the observation is more precise.

Based on the foregoing, the most important points raised in theory can be illustrated by the following:

Assuming that the socialization process is a process of learning in which a person passes through several stages, at each stage acquiring and learning new skills and behaviors.

Socialization is an internal mechanism that takes place on the basis of cognitive processes and abilities by studying the other and implementing its actions.

The socialization process progresses through the stage of inculcating values, rules and behavior, as each of the three forms of socialization pushes to implant specific values, rules, and specific societal standards.

Social application and its role in instilling a particular behavior through different educational processes used in the various institutions of socialization

Surveillance and tradition and programming task is considered to play an important role in the process of socialization.

Modeling and its role in the process of socialization, which imitates what he sees and what is dealt with through him, would be highly reflected on the person in the world and social reality if the pattern of dealing is authoritarian.

The process of socialization is divided into three basic phases: "attention, preservation, and reproduction", which begin with the individual's perception of the established pattern of education. Then the protection and preservation of the likable and unpopular act, and finally the reproduction of the behavior according to the individual's personality that was previously normalized through the two socialization processes.

But how can social learning theory contribute to explaining the determinants of socialization from the viewpoint of the students of the University of Sharjah?

Maybe the response will be determined here through a classification and explanation of social learning theory. There would be a learning process for the individual if there is an evaluation and simulation of a certain socialization pattern that is already being followed within the household, such as democracy, as this pattern is implemented and mirrored in all facets of the life of an individual.

The individual starts to pay attention and focus on the pattern followed by the "authoritarian, democratic and indulgent" family. Then maintain a process that starts acting, where it is stored in the form of issued actions according to each pattern in the form of given acts, and finally, the reproduction of the act as a reflection of what has been saved and stored from the family's actions according to each style. But with the individual's personality and his own mentality, which makes us apply the same socialization pattern that was performed on them before the generations set off as they are stored according to each pattern in the form of outgoing behavior. And finally, reproduction is a reflection of what has been saved and stored according to each pattern from the behavior of the family, but with the personality of the child and his own mindset, which makes us apply the same pattern of education that has been practiced on them before the generations go out.

## LITERATURE REVIEW
At the beginning of the 19th century, Herbert Spencer's idea of organic resemblance appeared, based on the idea of community comparison of animal organisms in terms of parts, functions and complementarity of parts. Then, Talcott Pearsons developed this idea and was concentrated in his research to study the three main forms existing during our life as a human (culture, personality and social principles and regulations) and adapted it as a method for interpreting social and political phenomena by revealing the nature of its functions and its ability to achieve goals and aspirations. This theory is mainly based on the idea of complementarity and that society consists of a group of different parts, although, they are different but they are interrelated and supportive with each other (Hassan, 2005).

The David study (1979) was focusing on ways in which parents differentially socialize their sons and daughters. The findings showed that mothers and fathers react differently to their children, depending on the children's sex. In general, parents were more person oriented in regulating their same-sex children and more position oriented with their opposite-sex children. Mothers tended to control daughters' behavior by appealing to the psychological attributes of themselves and others (needs, intentions, emotions, etc.), while fathers tended to appeal to the positional aspects of social conduct with their daughters. The relationship between parents and their sons is the opposite. Given that gender constitutes a primary determinant of social position in our culture, it is tempting to speculate that the development of stereotypic sex roles is related more to the socialization practices of the opposite-sex than the

same-sex parent - sons and their mothers, daughters and their fathers. In other words, the opposite-sex parent, through a positional orientation, reinforces culturally stereotypic behavior (including sex roles) in children.

A study aimed at Bill et al. (1997) to examine the relationship between bullying parenting styles and the extra protection, and the character of the children is represented in emotional balance. The study was conducted on a sample of (200) first-year female students at the university, the study results showed a statistical significance correlation between parental behavior and the fulfillment of children's gratifications in life, such as feeling contentment and emotional harmony and feeling satisfied. Due to the fear of punishment of adolescents, there is also a statistically significant relationship between the authoritarian parenting conduct and the behavior of children in school responsibility tolerance.

The study by Chen et al. (2000) aimed to create a relationship between parenting (warmth Parental control and intervention), and social competence of Chinese children. The results of the study showed that the mother's warm-heartedness helped to predict the emotional adaptation, teacher's care helped to predict the school and social adaptation, and that parental intervention helped to predict the children's difficulty adaptation. In other way, the mother's kindness and the teacher's care have a positive impact on social competence in school and society.

Mason (2001) studied "The Relationship between Parental Support and Student Adaptation" at the university. The study was based on a sample of 120 American students of African origin in the first and second level at the University of Maryland, where the results showed a positive correlation for parent support independence, personal emotional adaptation, and social studies for university students.

Also, the study of Al-Khuraibi (2002) entitled "parental treatment methods as perceived by children of both sexes and their relationship to emotional balance in the age group (14-17 years old). The study was based on a sample of 505 students of high school in Cairo. The researcher adopted a set of tools, which is a measure of children's views on parenting methods and emotional balance. The study concluded that there is a positive correlation between parental treatment methods characterized by tolerance and independence and the emotional level between children of both sexes.
In terms of socialization patterns from the parents 'point of view, the study of the Neck and the Zodiac, entitled "Patterns of socialization practiced by Jordanian families from the parents' point of view" (Arqab and Zayud, 2008). Positive patterns of socialization were highly active among Jordanian families, with an average of 3.5 and above. The Jordanian households' negative socialization practices were of a medium degree of practice, with an average of 2.5 - 4.49.

The study of Al-Qahtani (2009) about self-esteem and the lack of self-study in the degree of self-esteem in the secondary school in the city of Tabuk, Saudi Arabia, and the study concluded with a self-study according to gender.

In the study of Turns, Schadler, and Haver (2009) on the impact of parental treatment, achievement motivation, self-efficacy and academic performance of undergraduate students, the results showed a positive relationship with the method of emotional support and care used by parents have an important role in the effectiveness of students' academic performance even after joining the university. In another way, the result of the study showed that students' internal self-motivation and academic success were negatively related to the student's academic performance.

All previous studies focused on linking patterns of parental treatment and socialization patterns with a number of factors related to achievement, motivation and the academic level of the student.

The Al-Othman study entitled "The Typical Formation of the Family in Sharjah in the United Arab Emirates" (Hussein Al-Othman, 2014) revealed that the students of University Of Sharjah lived the three social types of socialization (decisive, authoritarian and tolerant). In this study, the researcher believes that the interpretation of this outcome in many fields such as education and health is related to social change through the processes of development and modernization in the UAE society.

Hijazi, Reshvanlu (2014) study titled "Academic achievement and motivation"; aimed to determine the relationship between different patterns and attitudes of parents (involvement of independence and tolerance) and academic motivation and achievement. The study was applied to a random sample of 412 students from an Iranian University (AMS). The result of this study demonstrated the importance of parental involvement as a source of children's motivation; and that parental treatment methods have an impact on academic achievement. The promotion of independence has a different direct effect on the achievement and kindness of parents have a direct impact on the academic achievement and concludes this study to the importance of the role of the family in the development of motivation and academic achievement in children.

In the study of Hijazi and Warshafanlou (2014) on identifying the relationship between parental relationship patterns (participation, independence, passion), motivation, and academic achievement, it was found that parental participation is a source of motivation for children and that patterns of democratic parenting have an impact on academic achievement.

Dawood's Study (2016) focuses on the relationship between Alexithymia and Parental Styles, Socioeconomic Status, Family Size, and Gender, among a sample of undergraduate students from the faculty of Educational Sciences at the University of Jordan. The study results revealed significant negative correlations between alexithymia and parental styles, as overall scores and sub-scores for the sub-scales. Also, there were significant negative correlation between alexithymia and family income. Yet, no significant correlations were found between alexithymia with family size, father's education and mother's education. Results also revealed statistically significant differences in

alexithymia due to family income, in favor of those who have high income compared to low income. Nevertheless, no statistically significant differences in alexithymia were found due to gender, family size, father's education and mother's education. Furthermore, stepwise regression analyses revealed that parental practices styles for the mother, parental practices styles for the father, and family income explained (47%) of the variance in alexithymia.

In the study of the Karadasha, Mahrouqi, Middelian (2017) related to the Arab family and based on the evaluative review of the study results with the aim of uncovering and investigating the methods used for raising the child. In light of the results of these studies, the factors forming them, and their various reflections on the personality of the Arab child were concluded to confirm the role of the social and economic transformations that have taken place in the Arab society. The profound effects on the structure of the family and its various roles, so that it no longer carry out its authority in a traditional way, and these changes have contributed to the retraction. The traditional pattern that it has been performing instead of other forms, such as school, social media etc.

In Yassin's study (2017) focuses on the issues and methods, which faces Algerian families in the context of cultural globalization. For this purpose, it has been put together eight hypotheses, listing the existence of differences in regards to socialization methods for families that refers to the parent's academic level, age and residence. The descriptive approach was practiced on a sample of 488 families. The result analysis has shown that the majority of Algerian families follow blindly this globalization and the external culture, which led to ensure that there are differences in the families' socialization due to the parents' academic level and age, especially mothers aged 25 years old, along with other results.

In Khawaldeh study (2019) on the socialization of self-efficiency and social concept with students of the Faculty of Arts at the University of Philadelphia. The population of the study consisted of all students of Philadelphia University for the academic years 2015- 2016. The results showed a strong significant relationship between the democratic pattern of socialization and obtaining a high degree of self- concept and standards of social competence with Philadelphia University students. In addition, there was a strong relationship between the negative socialization behavior (autocratic, negligence, extreme protection, differentiation and vibrations), the low self- concept and non-social competence with the students of Philadelphia University. Moreover, the results showed significant statistical differences in the level of self- concept and the social competence which are attributed to the socialization pattern. The study recommended to conduct a family counseling program as well as a counseling one for those who intend to marry, not to forget the families who are waiting new infants, with an objective to educate them about the effects of socialization and the method of education on the children.

Previous research, therefore, have led us to a variety of findings, including:

Focusing on previous studies on achievement, motivation and competence, a variety of studies focus on orientation in the process of upbringing and gender discrimination.

It dealt with the dimensions related to the Arab family and based on the evaluation review and the profound effects on the structure of the family and its various roles so that it no longer exercises its authority in the traditional way, and these changes contributed to the decline. The traditional style he performed instead of other forms, such as school, social media, etc.

An effect of the context of cultural globalization and links it to the existence of differences in the social education of families due to the academic level of parents and their ages, especially mothers at the age of 25, with other outcomes.

The relation between the democratic pattern of socialization and the acquisition among university students of a high degree of self-concept and standards of social competence.

The current study is distinguished from previous studies by classifying and dividing the socialization patterns into three main methods: "democracy; authoritarian and permissive" parenting and linking them to certain demographic variables for parents and students at the University Of Sharjah.

## RESEARCH PROJECT DESIGN AND METHODOLOGY

In this study, we relied on the social survey method, which is the method most used in the study of social and human phenomena. The questionnaire was mainly used as a survey instrument, and 400 students from various levels and colleges at the University of Sharjah were involved in the study population sample.

The study population consisted of male and female students of the University of Sharjah, where a variety of colleges "Arts, Humanities and Social Sciences, Communication, Sharia, and Medicine" were taken, with a total of 3,483 students. The focus was on these colleges exclusively due to the variation in the social background of their students in addition to the density of the number of students.

The sample was used randomly (cluster - multi-stage) from the four colleges, where the subspecialties were randomly selected within each college, from the Faculty of Arts "Arabic Language, History, International Relations, Sociology, English Language" and from Communication "Mass Communication, Radio and television, public relations, graphic design, and from Sharia and law, and medicine, basic medical sciences, clinical medical sciences, family medicine. Then students were selected within these colleges, provided that the total size of the sample was 400 students. Their number in the College of Arts is 200, Sharia, Law 20, Communication 24, and Medicine 150, and the sample was chosen randomly from the districts by choosing the individual sequences (1, 3, ...) in the name lists.

A questionnaire was developed to achieve the objectives of the study in determining the impact of demographic variables on the socialization patterns. The questionnaire may consist of two main sections:

- The first section includes demographic, social and economic characteristics (age, specialization, number of family member, father's professional status, mother's professional status, father's educational level, mother's educational level, residence, family incomes and the age difference between parents).

- The second section consists of 30 paragraphs divided to three parts; the first 10 paragraphs measure the democratic style in the family and its impact on the behavior children. The second 10 paragraphs also measure the permissive parenting methods in the treatment of children and its effect on their personality. And the third 10 paragraphs measure the authoritarian method of socialization patterns and its impact on children and the relationship between all family members.

The response to the questions was to pick one of the options listed on Linkert Scale as follows: always, often, sometimes, rarely and never.

The data has been treated and analyzed through Statistical Package of Social Sciences (SPSS), using frequencies and percentages to know the characteristics of the primary sample. We have used averages and standard deviations to separately identify the hierarchy of indicators within each pattern. Finally, using the multiple regression coefficient to explain the causal relationships between each of the demographic characteristics of the sample and the patterns of education and the degree to which these variables influence various patterns of socialization.

## RESULT AND DISCUSSION

For measuring the stability of the tool, we used Alpha Cronbach correlation coefficient (Alpha) to estimate the consistency of each dimension. The value of Alpha was as follows:

- 0.599 for the issue of the democratic socialization pattern method.
- 0.748 for permissive and tolerant socialization pattern method.
- 0.713 for the authoritarian pattern.

While the total value of Alpha is 0.727 which is considered relatively suitable for the purposes of scientific application.

The table below (table 1) shows Alpha Cronbach for each pattern.

**Table 1** Alpha Cronbach Correlation Coefficient

|  | Number of paragraphs | Cronbach Alpha |
|---|---|---|
| **Democratic model** | 10 | **0.599** |
| **Permissive model** | 10 | **0.748** |
| **Authoritarian model** | 10 | **0.713** |
| **Total value** | 30 | **0.727** |

After that, we analyzed the demographic data of the study sample as the table below (Table 2).

**Table 2** Analysis of demographic data for the study sample

| Variables | Categories | Frequency | Percent |
|---|---|---|---|
| **Age** | 17 -22 | 348 | 87% |
| | 23 -27 | 32 | 8% |
| | 28 – 32 | 20 | 5% |
| | Total | 400 | 100% |
| **University level** | Level 1 | 12 | 3% |
| | Level 2 | 156 | 39% |
| | Level 3 | 108 | 27% |
| | Level4 | 124 | 31% |
| | Total | 400 | 100% |
| **Humanities** | Art | 216 | 54% |
| | Sharia and law | 16 | 4% |
| | Communication | 24 | 6% |
| | Medicine | 144 | 36% |
| | Total | 400 | 100% |
| **number of family members** | 1-4 | 72 | 18% |
| | 5-8 | 208 | 52% |
| | 9-12 | 96 | 24% |
| | More than 12 | 24 | 6% |
| | Total | 400 | 100% |
| **Father's working status** | Work | 312 | 78% |
| | does not work | 88 | 22% |
| | Total | 400 | 100% |
| **Mothers working status** | Work | 96 | 24% |
| | does not work | 304 | 76% |
| | Total | 400 | 100% |
| **The father's qualification** | ILLITERATE | 16 | 4% |
| | Reads and writes | 28 | 7% |
| | Primary | 56 | 14% |
| | Preparatory | 28 | 7% |
| | Secondary | 172 | 43% |
| | Collectors | 64 | 16% |
| | Postgraduate | 36 | 9% |
| | Total | 400 | 100% |
| **The mother's qualification** | ILLITERATE | 40 | 10% |
| | Reads and writes | 24 | 6% |
| | Primary | 68 | 17% |
| | Preparatory | 24 | 6% |
| | Secondary | 148 | 37% |
| | Collectors | 84 | 21% |
| | Postgraduate | 12 | 3% |
| | Total | 400 | 100% |
| **Residence** | With parents | 308 | 77% |
| | with Father | 24 | 6% |
| | with Mother | 24 | 6% |
| | one of the relatives | 32 | 8% |

|  | Other | 12 | 3% |
|---|---|---|---|
|  | Total | 400 | 100% |
| **Family Income** | Less then 30000 | 208 | 52% |
|  | 31000 to 50000 | 124 | 31% |
|  | More then 51000 | 68 | 17% |
|  | Total | 400 | 100% |
| **Difference in age between parents** | 1-4 | 124 | 31% |
|  | 5-8 | 198 | 44% |
|  | 9-12 | 64 | 16% |
|  | 12 years old and above | 32 | 8% |
|  | Total | 400 | 100% |

The table (table 2) shows the demographic data of the study sample, the age of majority of the sample was between 17- 22 years old (87%). In term of specialization, more than half of the sample (54%) was from the College of Arts, Humanities and Social Sciences and in the second stage (36%) from the College of Medicine.

In terms of household characteristics of the sample, almost half of the sample belonged to families of 5-8 individuals by 52%, followed by large families of 12-9 persons by 24%. For the job of the parents, the father of the majority of the sample has a job (78%), and in contrast, the percentage of mothers who has a job is 24%. In terms of mother's level of education, most of them had secondary school education 37% in comparison with the father's percentage 43% followed by university education  % Of those who completed university education.

Regarding residence, 77% of the sample lived with their parents, indicating relative stability within the family, non-disintegration or living away from the family. In terms of economic level, half of the sample whose incomes were less than 30,000 was 52%, while 31% of the sample had incomes from 31000 to 50,000. In terms of the age difference between parents, nearly half of the sample was 44% of the age difference between 5-8 years, indicating that there were no significant age differences between the parents in the sample.

**Table 3:** the arithmetic, mean and the standard deviation of the democratic pattern in socialization

|  | Study Questions | mean |  | Ranking |
|---|---|---|---|---|
| 1 | There is an acceptance from my family for my personality and my actions. | 2.5300 | 2.87059 | 1 |
| 2 | We always cooperate in making decisions. | 2.3400 | 1.22962 | 2 |
| 3 | I take responsibility for my decisions and their consequences. | 2.2450 | 1.20509 | 3 |

| | | | | |
|---|---|---|---|---|
| 4 | I discuss with my family about my GPA and studies. | 2.1000 | 1.08438 | 4 |
| 5 | I always receive praise on my actions from my family. | 1.9100 | 1.05235 | 5 |
| 6 | I share my private life and my time with my family and friends. | 1.9000 | .89105 | 6 |
| 7 | My money is divided according to my family's needs and circumstances. | 1.8400 | .90471 | 7 |
| 8 | My tendencies and trends are taken into consideration. | 1.7700 | .92269 | 8 |
| 9 | There are always options and alternatives in making decisions | 1.6600 | .92122 | 9 |
| 10 | The dialogue is always open between my family and me. | 1.5900 | .88647 | 10 |
| | **Total** | 17.8645 | 10.88359 | |

The results of the hierarchy of democratic pattern indicators within the Emirati family from the point of view of Sharjah University students show that the highest arithmetic average was personal to accept and acts as they are without disrespecting or degrading the value of the individual, while the average came support, encouragement and praise for the actions and different behaviors.

We see that the dialogue and direct interaction between the son and his parents came in the last place, which indicates dangerous indicators. As it was found from the characteristics of the sample that most of the children between the ages of 17-22 years old are 87%, meaning that they need to increase interaction and communication with the parents especially that they are still in the second stage of their studies where indecision, fear, and lack of specialization are what distinguish this stage. It was also found that this is due to the size of the family, as most of the sample members 52% belong to families of 5-8 members, which indicates the difficulty of communicating with a son separately. It will lead to additional time and effort for the father and mother, and this is confirmed by the theory where the action must be practiced. With the children and applying it until they have a simulation and it is reflected positively on them through their interaction with the outside world.

**Table 4:** The average and standard deviations of the permissive pattern in socialization

| | Study Questions | Mean | Standard deviation | Ranking |
|---|---|---|---|---|
| 1 | I am absent from home for a long time without asking my family | 4.0950 | 1.31706 | 1 |
| 2 | My results belong to me and I do not | 3.4900 | 1.47335 | 2 |

| | | | | |
|---|---|---|---|---|
| | discuss them with my family | | | |
| 3 | My personal life belongs to me and my family does not interfere with it | 3.3650 | 1.55042 | 3 |
| 4 | My family fulfills all of my needs without discussion | 3.2550 | 1.51042 | 4 |
| 5 | My personal expense is not limited according to my need | 3.1850 | 1.40379 | 5 |
| 6 | I can go out whenever I want | 3.0950 | 2.03141 | 6 |
| 7 | I treat my dad with my comfort without limits | 2.4550 | 1.35171 | 7 |
| 8 | I have the freedom to choose my friends of both sexes | 2.4500 | 1.29843 | 8 |
| 9 | My outward appearance belongs to me and my family does not interfere with it | 2.3100 | 1.17934 | 9 |
| 10 | I rarely met my family | 2.2800 | 1.31920 | 10 |
| | **Total** | **29.98** | **14.43513** | |

The hierarchy of the indices of the permissive pattern shows that absenteeism from home without question or research came first, followed by the economic and financial aspect, where the negligence and lack of question or interest in determining the expense according to the age and need stag. And therefore, the meeting or sitting with the family came in the last rank. The hierarchy here indicates serious indicators related to negligence. If we compare it with the characteristics of the demographic sample and the family income, which is considered an average for most of the sample at 52%. Moreover, the corresponding neglect of controlling the physical behavior and the behavioral deviations that will result in the future, especially that the age group of the sample still needs guidance and adjustment in behavior. Theoretically, the previous results will only generate a generation of careless and indifferent in its behavior, in addition to that it suffers from high individualism.

**Table 5:** The average and standard deviation of the authoritarian pattern in socialization

| | **Study Questions** | **mean** | **standard deviation** | **Ranking** |
|---|---|---|---|---|
| 1 | Family responsibilities lie with me. | 4.1159 | 1.21471 | 1 |
| 2 | It is not wrong to take a point of view on family decisions | 3.9950 | 1.34686 | 2 |
| 3 | I am not allowed to go out with my friends. | 3.8500 | 1.24307 | 3 |
| 4 | I cannot sit in my room | 3.7700 | 1.38081 | 4 |

| | | | | |
|---|---|---|---|---|
| | alone with the closed door. | | | |
| 5 | My family is taking decisions regarding my life. | 3.7050 | 1.22289 | 5 |
| 6 | There is often no compliments for my achievements. | 3.6600 | 1.33541 | 6 |
| 7 | My accounts on sites are shared with my family and I cannot comment without their approval. | 3.6200 | 1.43383 | 7 |
| 8 | My family always controls me. | 3.4500 | 1.41688 | 8 |
| 9 | I may be insulted or beaten if I leave my family. | 3.4000 | 1.26013 | 9 |
| 10 | I cannot accompany anyone without my family's approval. | 3.2700 | 1.38081 | 10 |
| | **Total** | **13.21339** | **36.8359** | |

Regarding the hierarchy of indicators related to the authoritarian pattern of socialization, we find that they are the highest indicators among the other three indicators, where lack of independence and a sense of subjectivity come in the first level, followed by making decisions about the student and in the final stage controlling the student's network of relationships. These results show that there is an imbalance in the family, where these results support the results that preceded it in other patterns and demographic characteristics of the sample. The lack of direct contact, the size of the family, and the age group of the sample, and this will undoubtedly reflect negatively on the student's personality and his interaction with his external environments.

Accordingly, these results are consistent with their predecessors, as the reference to a dangerous situation in the Emirati family must be taken care. This will undoubtedly generate personalities that emulate the actions of those who are their role models and who in one way or another do not contribute to building an independent conscious generation, but rather dependent and irresponsible.

**Table (6)**: Regression analysis between the independent variables and the democratic pattern in socialization

| Var | B | S.E | Beta | t | P | R2 |
|---|---|---|---|---|---|---|
| Age | 1.447 | 1.069 | .117 | 1.354 | .177 | .006 |
| University stage | .252 | .525 | .037 | .480 | .631 | .001 |
| Specialization | .277 | .282 | .085 | .980 | .328 | .010 |
| number of family members | .233 | .609 | .030 | .382 | .703 | .000 |
| Father's working status | -5.052 | 1.365 | .340 | -3.701 | .000 | .047 |
| Mother's working | .434 | .559 | .059 | .776 | .439 | .008 |

| | | | | | | |
|---|---|---|---|---|---|---|
| status | | | | | | |
| The father's qualification | -.448 | .402 | -.110 | -1.115 | .266 | .015 |
| The mother's qualification | .026 | .067 | .029 | .389 | .698 | .002 |
| Place of living | -.132 | .110 | -.098 | -1.200 | .232 | .018 |
| Family Income | -.881 | .601 | -.111 | -1.466 | .030 | .011 |
| Difference in age between parents | .502 | .552 | .073 | .909 | .364 | .001 |

The data of Table (6) shows that the variable of the father's working status and the family income have a statistically significant relationship with the democratic pattern, while the variables (age, university status, specialization, number of family members, Mother's working status, Place of living, age difference between parents) have no statistically significant relationship with the democratic in socialization .

This indicates a statistically significant relationship between the variable of the father's work status and the existence of the democratic pattern within the family (p = 0.000, t = -3.701, beta = 0.340). The relationship between family income and formation pattern (P = 0.031, t = 1.46, beta = -0.11). It is noted from the above table that there is a correlation between "family income and father's work" and the spread of the democratic pattern or not, that is, the higher the income, the greater the democratic pattern. Likewise, with regard to the father's work, whenever there is a father's work and a stable and high income, there will undoubtedly be a democratic pattern within the Emirati family, explaining the father's work 4.7 of the results related to the democratic education pattern of university students in the Emirati family, while the family income level shows 1.1.

**Table (7):** The regression analysis between the independent variables and the permissive mode of socialization.

| Var | B | S.E | Beta | t | P | R2 |
|---|---|---|---|---|---|---|
| Age | .976 | 1.401 | .061 | .696 | .487 | .002 |
| University stage | .500 | .688 | .056 | .726 | .469 | .001 |
| Specialization | .294 | .370 | .070 | .794 | .428 | .004 |
| number of family members | 1.480 | .798 | .146 | 1.855 | .065 | .007 |
| Father's job | -.499 | 1.789 | -.026 | -.279 | .780 | .000 |
| Mothers job | 1.223 | .733 | .129 | 1.669 | .097 | .012 |
| The father's qualification | -.402 | .527 | -.076 | -.763 | .446 | .001 |
| The mother's qualification | .092 | .088 | .079 | 1.038 | .301 | .018 |
| Place of living | -.061 | .144 | -.035 | -.421 | .674 | .000 |
| Family Income | -1.055 | .788 | -.103 | -1.340 | .182 | .006 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Difference in age between parents | -.756 | .723 | -.084 | -1.045 | .297 | .003 |

Table (7) shows that there are no statistically significant relationships between independent variables (age, university status, specialization, number of family members, practical status of the mother, father's practical status, father's scientific qualification, the difference in age between parents) and the permissive mode of socialization. So maybe we need to add other independent variables to measure the extent of their influence in this type of pattern of socialization within the UAE family.

**Table (8):** shows the regression analysis between the independent variables and authoritarian pattern of socialization.

| Var | B | S.E | Beta | t | p | R2 |
|---|---|---|---|---|---|---|
| **Age** | -.534 | 1.859 | -.031 | -.287 | .023 | .011 |
| **University stage** | .755 | .899 | .078 | .840 | .403 | .003 |
| **Specialization** | .672 | .489 | .142 | 1.375 | .172 | .010 |
| **number of family members** | 1.085 | 1.021 | .100 | 1.063 | .000 | .049 |
| **Father's working status** | 2.965 | 2.336 | .145 | 1.270 | .207 | .005 |
| **Mothers working status** | 1.052 | 1.065 | .091 | .989 | .325 | .007 |
| **The father's qualification** | .632 | .684 | .111 | .924 | .357 | .008 |
| **The mother's qualification** | .031 | .134 | .021 | .230 | .818 | .000 |
| **Place of living** | .021 | .182 | .012 | .115 | .909 | .000 |
| **Family Income** | .600 | 1.063 | .052 | .564 | .573 | .001 |
| **Difference in age between parents** | -1.047 | .975 | -.106 | -1.074 | .010 | .018 |

Table (8) shows that the variable "age, number of family members and age difference between parents" has a statistically significant relationship with the pattern of authoritarian formation while variables (university status, specialization, practical status of the father, Father's educational qualification, mother's educational qualifications, place of living, family income) have no statistically significant relationship with the authoritarian pattern of socialization.

It indicates a statistically weak relationship between age and the presence of a dominance pattern within the family (p = 0.023, t = 2.28, beta = -0.031), (P = 0.000, t = 1.06, beta = 0.10). It means that the greater number of family reflects on the occurrence of the authoritarian pattern within the family

Also, there is a negative inverse statistically significant relationship between the difference in age between parents and the existence of authoritarian pattern of socialization within the Emirati family. That is, the greater age's difference between the parents, the greater the religion's dominance of this pattern (p = 0.01, t = 1.07, beta = -0.10). As illustrates the age 1.1 in the results related to the regressive education pattern of university students in the Emirati family, while the family members explain 4.9, and the difference in age between parents shows 1.8 in the data.

## DISCUSSING THE RESULTS

After analyzing the data above, it becomes clear to us that, according to the students of the University of Sharjah, the most common pattern in UAE society is the authoritarian pattern. It does not rely on the individual's opinion or his goals as much as it relies on what the parents consider acceptable. This may be due to the nature of the age group in which the research was conducted and the conservative culture in which the study was carried out.

According to the patterns and their hierarchy of lack of self-feeling and freedom, the authoritarian pattern is accompanied by the permissive model and finally the democratic pattern as it was at the top of indicators. It is also followed by the student's acceptance without disrespect or contempt, which means feeding the aspects of parental dependency absolutely without thinking about improving his personal skills and self-control.

This is confirmed by the functional theory, which assumes that whenever there is a defect in one of the patterns, it will inevitably generate imbalance in other formats. As the prevalence of the authoritarian pattern and the failure to activate responsibility and self-reliance will undoubtedly lead to the creation of a pattern of future families that have a defect due to a previous defect in the family. This is consistent with Othman's study, where the authoritarian style was also the first. He also emphasizes the importance of changes in the structure of the Emirati society, as well as a study in which the positive democratic model preceded the permissive pattern. While it was not consistent with the study of Hijazi, Mason and Khaibi, who emphasize that independence and self-reliance, are the most important thing that parents do to strengthen relations and raise the level of socialization.

The regression analysis of three social patterns and their relationship to demographic variables shows that the relationship between age, number of family members and the difference in age between the spouses have a relatively weak relationship with the dominant gender. With decreasing age, the number of family members increases due to the young age of the girl and the lack of awareness of her interest. With the increase in the number of family members with the parents' desire to control and the presence of large differences in thinking between them, which leads to the spread of this pattern alone. As for the democratic model, it was found that there is also a relatively weak relationship between family business, family income and the democratic pattern. This may be due to family learning, education and material comfort that provide an atmosphere of acceptance, stability and participation away from stress and life's difficulties.

This is confirmed by Parsons' on the constructivist and structural theory, which means that access was much better and faster when possible methods and conditions were available.

The lack of correlation that has been shown between the permissive pattern and demographic variables lets us improve the analysis and search for other appropriate variables. Although previous studies have not related these demographic variables to socialization patterns, it allows us to look for closer and more applicable studies more closely.

## CONCLUSION

The results of the study show that, according to the views of the students of the University of Sharjah, the most common patterns within the UAE family are the authoritarian pattern of socialization, and it is related to the age of the son. This is due to the nature of the UAE family, which is distinguished by the characteristics of Arab society itself, as it commits itself to customs and traditions and establishes very strict communication channels with children for a better education It also reveals that there are no correlations in the study between the independent and dependent variables.

Despite the development and modernization of the UAE society, the pattern of socialization is not matching with this modernity and development, as they still adhere to the pattern of socialization that characterizes the extended family. In general, new independent variables need to be introduced to enrich the current study and make it more useful for decision-makers and social policies.

## ACKNOWLEDGEMENTS

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