EFFECT OF PARENTING STYLES ON CHILDREN'S EMOTIONAL AND
BEHAVIORAL PROBLEMS AMONG DIFFERENT ETHNICITIES OF MUSLIM
CHILDREN IN THE U.S.

by

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ABSTRACT


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Marquette University, 2014

Parenting styles create different social environments in the lives of children within the home. Many studies have investigated the effects of parenting style on children's emotional development and behavior (Liem, Cavell, & Lustig, 2010; Pezzella, 2010; Schaffer, Clark, & Jeglic, 2009; Steward & Bond, 2002; Timpano, Keough, Mahaffey, Schmidt, & Abramowitz, 2010) as well as differences in parenting across cultures (Keels, 2009; Paulussen-Hoogeboom, Stams, Hermanns, Peetsma, &Wittenboer, 2008). Limited research has been conducted on parenting style and religion, however, and especially in Muslim families, and among Muslim American families in particular. There is also a lack of research that focuses on the effects of all four parenting styles (i.e. authoritarian, authoritative, permissive, and neglectful) on child development in Muslim families. Most scholars focus on authoritarian and authoritative parenting styles in their studies and disregard the permissive and neglectful parenting styles (Mayseless, Scharf, & Sholt, 2003; Takeuchi & Takeuchi, 2008).

The present study focused on associations between parenting style and measures of emotional and behavioral problems in Muslim American children. No statistically significant differences were found in emotional and behavior problems between the various parenting groups. Consistency in parenting was also not associated with emotional and behavioral difficulty scores. Authoritative parenting was found to be the most frequent parenting style among Muslim fathers in the study sample, while authoritarian parenting was the most frequently reported parenting style among the Muslim mothers in the sample.


*Keywords*: parenting style, children emotional and behavioral, cross-cultural, Muslim

# ACKNOWLEDGMENTS

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## CHAPTER I: Introduction

**Statement of the Problem**

Parenting typologies such as authoritative, authoritarian, permissive and

neglectful developed by Baumrind (1967, 1971) were found to be a pivotal element in

defining the behavior and attitude of parents toward their children (Joshi, Sharma, &

Mehra, 2009). Additionally, the interaction between parents and children is associated

with cultural surroundings (Keshavarz & Baharudin, 2009). This situation happens

because culture influences many domains of family life including the way parents

socialize their children (Kagitcibasi, 1996). At some point, actions and behaviors which

are typical and occur in one culture might be considered atypical in another culture. For

example, to this researcher's knowledge, in Asian culture, when children are passing in

front of their parents who sit on a chair, they will bow down and say "excuse me." This is

used to exemplify respect for elders.

One way to describe culture is to divide cultures into individualistic and

collectivist (Markus & Kitayama, 1991; Rudy & Grusec, 2006). We tend to find similar

parenting behaviors within each cultural group, however, some parenting behaviors also

cross between individualistic and collectivist cultures. Hill (1995) also reminded us that

even when parenting behaviors are similar across cultures the consequences on the

child's development might be different. For example, most Middle Eastern children are

used to parents who are controlling and firm with them and showed fewer depression

symptoms than children from other cultures (Dwairy, 2008). Opposite to that, African American children showed higher depression when their parents overly controlled them and were firm to them (Pezzella, 2010). To say that child development outcome is determined by the parenting children received, we must fully understand the influences of parenting on children in all cultures, we need to understand the role of parenting style on child development; we need to understand the role culture plays in parenting, and we need to understand the interaction of parenting style and culture (Keshavarz & Baharudin, 2009). This researcher will look further into the effect of parenting on children's emotions and behaviors among children from different Muslim cultures in the United States.

People from different cultures demonstrate different parenting styles. Some cultures tend to exhibit authoritative parenting, while others tends to exhibit authoritarian parenting. Interestingly, among Muslim families, three styles are equally present: authoritarian, authoritative and permissive (Dwairy, Achoui, Abouserie, & Farah, 2006b; Khodaii, Medanipori, & Naghdi, 2008), leading one to question whether parenting style is due to the Muslim religion or the various cultures within which Muslims reside. This researcher found that neglectful parenting among Muslim families is less frequently discussed in parenting articles.

The way parents parent their children has an effect on children's behavior (Lee, Daniels, & Kissinger, 2006; Liem et al., 2010; Timpano et al., 2010). However, the effect of parenting style differs for different ethnic groups (Coon & Kemmelmeier, 2001). This research will address the interrelationships of parenting style, child behavior and ethnicity.

Other cultural differences in parenting practices can be found in the many studies found  that the children of European American, authoritarian parents have less desired outcomes and less desired well-being than the children of authoritative parents (Buehler, Benson, & Gerard, 2006; Melnick & Hinshaw, 2000). However, this finding is less consistent in Asian American and African American families, where authoritarian parenting is sometimes shown to have no connection with child outcomes and at other times has been linked to desired outcomes especially academic success (Steinberg, Lamborn, Darling, & Mounts, Dornbusch, 1994). Researchers in Middle East and Asian countries have also found that authoritarian parenting is associated with children's well-being (Chao, 1994; Dwairy & Menshar, 2006).

While the most frequently used typology for studying parenting style is Baumrind (1971), Banghdaserians (2010) expressed her concern that the Baumrind typology was developed based on the Western culture and may not be directly applicable to other cultures. She argues that Baumrind's typology may be unsuited for other cultures, or one must be careful when using the typology with other cultures to avoid any misinterpretation of the outcomes. On the other hand, one might argue that it is not the Baumrind (1971) typology that is unsuited for other cultures but a lack of understanding of cultural differences and the impact of parenting style on children's emotions and behaviors. In other words, the same parenting style may be operating differently in different cultures. Thus, it is important to understand the Baumrind typologies in different cultural contexts. Baumrind's model will be used in this current study on different Muslim ethnicities in the United States to begin to better understand the interaction of culture and parenting style on children's emotions and behaviors. Others Dwairy (2010,

2008, 2006a) have used Baumrind's elements of acceptance and demandingness in their studies; conducted outside of the U.S. Therefore, this researcher is interested in comparing the impact of parenting style on Muslim children's emotions and behaviors in the U.S.

One factor found to be important to healthy development of children outside the U.S. is parent consistency. Dwairy (2010) argued that parental inconsistency may cause anxiety and aggression in children. The inconsistency in this context means that the parents exhibit different parenting styles, for example, one parent may exhibit authoritarian parenting and the other parent exhibit authoritative parenting. This inconsistency of parenting style has been found to increase separation anxiety and school phobia (Hersov, 1960) and conduct disorders (Dadds, 1995). Inconsistent parenting style may expose a child to confusion when the child is unable to predict negative reactions from the parents (Dwairy, 2008). To demonstrate his inconsistency hypothesis, Dwairy (2008) developed a scale to examine the effect of inconsistent parenting among Middle Eastern children. The study revealed a correlation between inconsistent parenting and psychological disorders. Since Dwairy most likely used Muslim children as does this study, this researcher is interested to know if Muslim families in the U.S. are consist in their parenting style. Therefore, this current study will analyze if fathers and mothers are consist in their parenting style and if this consistency affects the emotion and behavior of their children.

Parenting style has been found to be different between collectivist and individualist cultures because the goals of parenting are different in the two types of cultures (Darling & Steinberg, 1993; Markus & Kitayama, 1991). In collectivist cultures,

individuals are taught to hinder the expression of their own desires but instead think about other people's desires. This value is believed to have developed to maintain positive relationships with other people and to show respect to others. Obeying authority of parents is another characteristic of collectivist cultures where the children are expected to do what the parents want and to believe what their parents believe. On the other hand, in individualistic cultures individuals are taught to be independent and self-reliant. Individualism was seen historically as a necessary quality in a culture that was expanding. For example, in the U.S., persons needed to be independent and self-reliant to set off alone to settle the west. The differences in these basic goals and values may be one explanation of why parenting style differs between collectivist and individualistic cultures.

Regarding collectivist cultures, Rudy and Grusec's (2001) study found that there was a high level of control and low level of acceptance of children amongst Egyptian Canadian participants (sign of authoritarian parenting) with European Canadians exhibiting similar qualities. Interestingly, the European Canadians in Rudy and Grusec's study scored higher on a collectivist measure where a previous study by Coon and Kemmelmeier (2001) reported that European cultures are individualistic. Their study also revealed that children from both ethnic groups had fewer mental health problems. Rudy and Grusec (2001) found that authoritarian parenting contributed to desired behavior among children from collectivist cultures. This finding suggests that this researcher look if the three ethnic groups from collectivist cultures in this study (African American, Middle Eastern and Asian American) will exhibit authoritarian parenting since most collective ethnic groups frequently exhibited authoritarian parenting styles.

As mentioned by Keshaverz and Baharudin (2009), religion plays an important role in determining the characteristics of individualism and collectivism. For example, in difficult situations, Islamic teaching emphasizes that family members should stand together and help each other solve problems. Islamic teaching encourages Muslims to take care of their neighbors when they have problems such as sharing food and giving them shelter when needed. Thus, one of the principles in Islam which is called consultation or s*yura* encourages Muslim people to be aware that one cannot live alone or isolate oneself from other people because there might be a time that we need others' help. This element of togetherness and consultation is one of the characteristics of collectivism. However, to the researcher's knowledge, all religions encourage their followers to help people in need. Even people who do not belong to any religion may also help other people. Therefore, religion itself may not explain why a culture is individualistic or collectivist, but when viewed alongside cultural practices can help enhance individual or collectivist features of a culture.

Particular styles of parent have been associated with signs of more adaptive behavior and fewer mental health difficulties, and some research has found that these may vary across cultures. As stated by Greenfield and Suzuki (1998), in collectivist countries, families control their children's behavior, and the children are taught not to be egocentric but rather considerate and more tolerant towards their surroundings. For example, one study revealed that Malaysian children who are raised in a collectivist country showed higher agreeableness and lower extraversion and openness when compared to Malaysian children in individualist cultures (Mastor, 2000) and at the same time showed lower mental health problem (Kagitcibasi, 2005) compared to children

raised in individualistic countries (Pezzella, 2010). These differences occurred based on the different beliefs and customs followed by the family even though they are from the same ethnicity (Malaysian). Thus, one might observe that children who live in collectivist cultures have, what most people might consider, highly desired behaviors; such as understanding and acceptance, compared children who live in individualistic cultures.

Most of the literature on parenting style uses Baumrind's elements which are acceptance and behavioral control that can be separated into four different parenting styles; authoritative, authoritarian, permissive, and neglectful. This study will investigate the effects of parenting styles and culture on child development among Muslim children.

**Purpose of the Study**

The main purpose of this study was to examine the association of parenting styles with children's scores on a measure of emotional and behavioral difficulties among Muslim families of different ethnicities in the United States. The second purpose of this study was to begin to understand the prevalence of different parenting styles among different Muslim American ethnic groups.

No previous research could be found about parenting style among Muslims in the U.S. To address this gap in the literature, the present study investigated parenting styles and children's emotional and behavioral problems among Muslims from different ethnicities such as Caucasian/European American, African American, Middle Eastern, and Asian Americans.

**Significance of the Study**

This study is important for several reasons. In reviewing the literature on parenting, the researcher found a lack of research about Muslim parenting styles, Muslim child development, and Muslim parenting cross-culturally. Understanding parenting style among Muslims helps increase one's knowledge about the way Muslim people nurture their children. One must also look at parenting and child development in different Muslim ethnicities. An understanding of the relationships among parenting styles and cultural issues will help professionals work with Muslim families in different cultures.

**Definition of Terms**

Before reviewing the literature, some key terms need to be identified. There are several parenting concepts that the researcher highlights in this study.

*Parenting Style*: Experts in parenting studies such as Darling and Steinberg (1993) define parenting style as:

> a constellation of attitudes toward the child that are communicated to the child
> and that, taken together, create an emotional climate in which parent's behaviors
> are expressed. These behaviors include both the specific, goal-directed behaviors
> through which parents perform their parental duties (to be referred to as parenting
> practices) and non-goal-directed parental behaviors, such as gestures, changes in
> tone of voice, or the spontaneous expression of emotion (p. 488).

In other words, parenting style is the attitude that parents express to their children.

The parenting style literature has identified and defined four different styles of parenting (Baumrind, 1971; Knutson, DeGarmo, & Reid, 2004; Maccoby, & Martin, 1983):

*Authoritative Parenting Style*. This term refers to parents who are responsive, supporting, and attached to their children. Responsiveness and demandingness are two elements that describe authoritative parenting. Parents who scored higher on both responsiveness and demandingness are considered authoritative parents.

*Authoritarian Parenting Style.* This term describes parents who show low support, control their children, and request them to follow specific rules. Lower responsiveness and higher demandingness are two elements that describe authoritarian parenting. Parents who scored higher on demandingness and lower on responsiveness are considered as authoritarian parents.

*Permissive Parenting Style.* This term describes parents who exhibit behaviors that highly support their children and are very lenient to their children. High responsiveness and lack of demandingness are two elements that describe permissive parenting. Parents who more receptive and less demanding are considered permissive parents.

*Neglectful Parenting Style.* In this style, parents show behavior that is low in monitoring and low in supporting their children. Low responsiveness and low demandingness are two elements that characterize neglectful parenting. Parents who scored lower on responsiveness and lower on demandingness are considered as neglectful parents. This parenting style has also been called 'rejecting-neglecting'(Baumrind, 1991),

'neglectful' (Knutson et al., 2004; Parker & Hadzi-Pavlovic, 2008), 'neglecting parental style' (Hoeve, Dubas, Eichelsheim, van der Laan, et al., 2009; Lee, Daniels, & Kissinger, 2006), 'neglectful/uninvolved'(Alegre, 2011) and 'disengaged parenting' (Sabattini & Leaper, 2004). In this current study, the researcher chose to use the term 'neglectful' to make it standard throughout the paper.

*Emotional Problems.* This term describes as a child who experiencing anxious, depressed, having somatic complaints and withdrawn from social activities (McCrae, 2009).

*Behavioral Problems.* This term describes as a child who exhibit aggressive behavior, anger, fighting that affect his/her relationship with the people around him/her (McCrae, 2009).

For this study emotional problems and behavioral problems are combined in a single instrument called difficulties. Also important for this study is an understanding of several terms describing cultural differences.

*Culture.* This term describes a group of people who share a common way of life although the members of the community may not come from the same background (Culture, n.d.).

*Collectivist Culture.* This term describes a group of people who inhibit the expression of their own wants and needs to attend to the needs of others in the group. Respect for authority is part of most collectivist cultures (Markus & Kitayama, 1991).

*Individualist Culture.* This term describes a group of people who emphasize autonomy, self-reliance, and self-interest (Rudy & Grusec, 2006).

**Summary, Hypotheses and Research Questions**

This study focuses on Muslim children in America and the impact of parenting styles on their emotional and behavioral problems. In summarizing the literature on parenting with children in the United States and comparing it with the literature on Muslim children internationally one is left with confusion about what to expect with Muslim children in the United States. This researcher has chosen to emphasize the results found with Muslim children internationally when it contradicts the results found with children generally in the United States. With Muslim children internationally the literature suggests that the greater the behavioral control parents exhibit toward their children and the acceptance parents show toward children the greater the emotional and behavioral difficulties the children have (Rothrauff, Cooney, An (2009; Wijsbroek, Hale, Raaijmakers, & Meeus, 2011). Thus, both behavioral control and acceptance will be positively correlated with difficulties for Muslim children in the U.S.

In contrast, if one were to emphasize the results found with children in the United States the expectations would be different. In the United States authoritative parenting, which includes high behavioral control and high acceptance has most frequently been found to be the most effective parenting style leading to the healthiest outcomes for children and thus the lowest difficulties scores.

Again relying on the international research on Muslim children, those who received authoritative parenting had greater difficulty exhibiting greater aggression and

depression than children receiving other parenting styles (Dwairy 2004a, Dwairy & Menshar, 2006) leading this researcher to predict that authoritative parenting would result in the highest difficulties scores. Regarding neglectful parenting, the past literature found that neglectful parenting is related to high difficulties among children. This was found for both Muslim children and non-Muslim children (Hoeve et al., 2008; Knutson et al., 2005; Steinberg, Blatt-Eisengart, & Cauffman, 2006). Since these two findings appear to contradict one another no prediction about the most effective parenting style for Muslim children in the United States will be made, but the researcher will pursue this question to see if there is a more or less effective parenting style for Muslim children in the United States.

As a result of the review of the literature on the topic, this researcher tested the following hypotheses and investigated the following research questions in the present study.

H1: There will be a positive correlation between parental behavioral control and children's difficulty scores.

H2: There will be a positive correlation between parental acceptance and children's difficulty scores.

There were also three research questions investigated in this study.

RQ1: Which parenting style is associated with the greatest number of children's difficulties?

RQ2: Which is the most frequent parenting style for the participants in the study sample?

RQ3: Is the consistency of parenting style associated with children's difficulties?

In Chapter II, the researcher will include the overview of the four parenting styles; authoritative, authoritarian, permissive, and neglectful. The acceptance and behavioral control which are the two dimensions of the parenting styles are also included. The researcher will discuss the parenting styles among Muslim families and the parenting styles cross cultures. At the end of Chapter II, the researcher will include a section about the overall review of the literature review that lead to the development of two hypotheses and three research questions.

**CHAPTER II: Literature Review**

**Introduction**

Parenting style has been studied for years (Demo & Cox, 2000). Some scholars reported that parenting style has an effect on children's emotions and behaviors (Lee, Daniels, & Kissinger, 2006). Recently scholars have reported that the four parenting styles identified by Baumrind (1971) affect children's social competence and emotional coping (McWayne, Owsianik, Green, & Frantuzzo, 2008). As outlined by Baumrind, studies focus on four parenting styles; authoritative, authoritarian, permissive, and neglectful (Baumrind, 1971; Darling & Steinberg, 1993). Baumrind's typology is frequently used by researchers because the typology covers different style of parent parenting; from authoritative (giving more attention to children) to neglectful (giving less attention to children).

Also, Baumrind's typology represents the combination of two child rearing strategies, which are behavioral control and acceptance that are affected by both parents' and children's temperaments. From this researcher's observation, Baumrind's typology is not only used by American researchers in their studies but also by researchers in other parts of the world. The four parenting styles detailed by Baumrind may be able to help categorize parents' parenting styles (into four parenting styles; authoritative, authoritarian, permissive, and neglectful) which affect children's emotions and behaviors. Thus, this researcher will elaborate the theoretical framework of parenting styles by Baumrind.

**Theoretical Framework**

Parenting received interest from scholars in the early 1960s as reported by Robinson, Mandelco, Olsen, and Hart (1995). Diana Baumrind, a developmental psychologist, is well known for her theory about parenting and its influence on children's development (Ang & Goh, 2006; Baumrind, 1967). Out of Baumrind's work emerged the concept of parenting styles (Baumrind, 1971). Baumrind (1970) looked at 124 preschool and older children in Berkeley, California in 1967. The original sample was divided into seven parenting styles including authoritative, democratic, authoritarian, directive, nondirective, unengaged, and good enough (Gfroerer, Kern, & Curlette, 2004).

From these parenting styles, Baumrind came up with three main patterns of family interaction; authoritative, authoritarian, and permissive (Ang & Goh, 2006; Baumrind, 1971, 1970). Later, a fourth pattern, neglectful parenting, was added (Baumrind, 1991). Parental responsiveness and parental demandingness were the two dimensions she found important as a basis of her parenting styles (Baumrind, 1991). Baumrind describes parental responsiveness as the level of parents' emotional response to their children's needs, sometimes seen as support, warmth, and acceptance. On the other hand, she describes parental demandingness as the parents' expectation of more mature and responsible behavior from their children, sometimes seen as control of the child. The relationship of the two dimensions and the four parenting styles is graphically represented in Figure 1.

Figure 1: The relationship of the dimensions of demandingness and responsiveness with four parenting styles.

Demandingness

Responsiveness

|  | HIGH | LOW |
|---|---|---|
| HIGH | Authoritative | Permissive |
| LOW | Authoritarian | Neglectful |

Baumrind's description of parenting styles has been used by other researchers (Alegre, 2011; Dwairy, Achoui, Filus, Nia et al., 2010; Greenspan, 2006; Hoeve et al., 2009; Sebattini & Leaper, 2004) and will be the theoretical foundation for this study. Various researchers have used Baumrind's model of parenting and in doing so have added depth to our understanding of her concept. The next sections will elaborate on these descriptions.

**Authoritative Parenting Style**

This section will describe authoritative parenting style and its effects on children's emotions and behaviors. According to Greenspan (2006), Baumrind combined the best elements of permissive parenting (high warmth) with the best elements of authoritarian parenting (high control) to create the authoritative parenting style. The qualities of the authoritative parenting style are responsive, supportive, demanding and guidance (Baumrind, 1966, 1971; Hoeve et al., 2009). Parents with an authoritative style show high support and high control toward children (Baumrind, 1996). Authoritative parents understand their children's feelings and teach them how to regulate themselves

and guide them to learn from any mistakes they make (Marsiglia, Walczyk, Buboltz, & Griffith-Ross, 2007). They understand their children's activities in appropriate ways and help their children resolve problems (Baumrind, 1966, 1971). They show warmth, are responsive, and emotionally supportive of their children (Darling & Steinberg, 1993; Suldo & Huebner, 2004) and they encourage communication, so both parties feel satisfied with each other (Steinberg, Mounts, Lamborn, & Dornbusch, 1991).

Authoritative parents encourage children to be independent and develop their own identities, but at the same time they also provide rules and boundaries for their children (Grolnick & Pomerantz, 2009; Takeuchi & Takeuchi, 2008). Due to the guidance children receive, once authoritative parents set rules and guidelines, the children tend to follow them consistently (Timpano et al., 2010). Authoritative parents recognize and set expectations appropriate for a child's developmental stage. Parents are firm with the rules and give clear reasons to children about why they have to follow them (Baumrind, 1966, 1971). Parents with an authoritative style more openly discuss problems with their children (Baumrind, 1978). Two way communication exists between parents and children, which helps develop good parent-child relationships (Kim & Rohner, 2002). One might say that authoritative parents treat children with respect and give reasons why they punish or reward their children.

The existing research suggests that an authoritative parenting style is effective because parents treat their children in warm ways (Baumrind 1996; Lamborn, Mount, Steinberg, & Dornbusch, 1991). Two way discussions between parents and children help to minimize any problems that do occur. Moreover, most studies showed that well-being outcomes occur when children are nurtured by authoritative parents (Furnham & Cheng,

2000; Sternberg, Knutson, Lamb, Bradaran, et al. (2004). These well-being outcomes that occur in families parented by authoritative parents may decrease children's stress and depression; hence the children are more likely to feel happy, respected and appreciated by their parents (Baumrind, 1966, 1971; Lamborn et al., 1991; Steinberg et al., 1994). Taken together, the research regarding parenting style suggests that an authoritative parenting style which combines warmth and support elements is mostly likely to fulfill a child's developmental needs (Brenner & Fox, 1999; Darling & Steinberg, 1993), and to develop psychological wellness among children (Slicker,1998). Baumrind (1996) found that the positive influences of authoritative parenting exist across gender, ethnicity, socio economic status, family structure and time.

While Baumrind and others discuss the beneficial effects of authoritative parenting, other researchers have found that authoritative parenting was not beneficial for children in all cultures (Gfroerer, Kern, & Curlette, 2004). Some believed that low income families should place more restrictions on their children since low income children are frequently exposed to less desired behavior such as aggression (Gfroerer et al., 2004; Rothrauff, Cooney, & An, 2009). These researchers imply that low income children need more parental control and less responsiveness than children from higher income families.

In reviewing the studies on authoritative parenting style and its relation to income level, it is evident that authoritative parenting style is considered the most appropriate style in most middle and upper class cultures (Melnick & Hinshaw, 2000; Timpano et al., 2010). Authoritative parenting was found to be associated with happiness, lower experience of negative emotion, high self-esteem, high motivation to gain independence,

assertiveness, good judgment, self-sufficiency and correlated to other positive cognitive and socio emotional outcomes among children of means (Furnham & Cheng, 2000; Klein, O'Bryant & Hopkins,1996; Mayseless, Scharf & Sholt, 2003). The specific impact of authoritative parenting style on children's emotions and behaviors will be discussed in the next section.

**The Effects of Authoritative Parenting Style on Children's Emotions and Behaviors**

Many researchers focused on the relationship between children's development of emotion, cognition, and the parenting style they received (Furnham & Cheng, 2000; Steinberg, Blatt-Eisengart, & Cauffman, 2006). Other researchers have focused on parenting style effects on children's behavior (Knutson et al., 2005; Schaffer et al., 2009). Their research showed that there is a relationship between parenting style and children's emotions and behavior. In this section, the researcher will explain the effects of authoritative parenting style on children's emotions and behaviors.

*The effects of authoritative parenting style on children's empathy*

Authoritative parenting style has an effect on children's empathy and behavior (Liam et al., 2010; Pezzella, 2010; Timpano et al., 2010). According to Melnick and Hinshaw (2000), authoritative characteristics shown by parents such as affection, monitoring, and stability have impacts on children's emotions. One multi-wave longitudinal study that looked at the relationship between authoritative parenting behavior, child emotional development, and child behavioral style was conducted by Zhou, Eisenberg, Losoya, Fabes, et al. (2002). Children were followed from kindergarten through third grade. The researchers found that those children who received authoritative

parenting exhibited higher empathy toward both negative emotions and positive emotions. Another study looked at children's effortful control and their externalizing behavior (Eisenberg, Zhou, Spinrad, Valiente et al., 2005). They found that parents who displayed empathy elements such as more warmth and less punishment toward children between ages seven and twelve had children who showed more effortful control and had less externalizing problems two and four years later. One might say that the children learn to feel empathy from their authoritative parents.

*The effects of authoritative parenting style on depression*

Authoritative parenting has also been found to minimize depressive symptoms (Liem, Cavell, & Lustig, 2010). Recent researchers such as Liem et al. (2010) investigated whether authoritative parenting during childhood correlates with young adult depression four years later. The results of their study supported their hypotheses that authoritative parenting during childhood does negatively correlate with young adult depression symptoms (Liem et al., 2010). In addition, Milevsky, Schlechter, Netter, and Keehn (2007) found that children of authoritative parents scored lower on depression when compared to children raised by other parenting styles. Furthermore, Lamborn et al. (1991) and Steinberg et al. (1994) found that authoritative parenting reduces the possibility of developing depression among children. Also, Jackson and Schemes (2005) found that authoritative parenting may contribute to less depression among children. Overall, one might conclude that authoritative parenting will lead to less depression among children.

Milevsky, Schlechter, Klem, and Kehl (2008) made a distinction between mothering and fathering and the effect on child development. They looked at patterns of maternal and paternal parenting and the difference in children's well-being, such as self-esteem, depression, and life satisfaction. The results revealed that children where either both parents were authoritative or they had an authoritative mother scored higher on self-esteem and life satisfaction and lower on depression than children with no authoritative parent. Research by Milevsky et al. (2008) differs from other research about parenting styles because it focused on mothering and fathering parenting styles rather than the consistency of parenting styles between both parents. However, the Milevsky et al. study did not mention consistency or inconsistency in the parenting styles of both parents. From the research detailed here, we can see that there is a negative correlation pattern between authoritative parenting and depression amongst children.

*The effects of authoritative parenting style on life satisfaction*

Authoritative parenting style also has an effect on life satisfaction. Children may feel happy in their life when their parents show love and support consistently. Suldo and Huebner (2004) investigated the role of authoritative parenting on life satisfaction. They assessed 1201 early, middle, and late adolescents between 11 to 19 years old from middle and high school. They used the dimensions of strictness-supervision, social support/involvement, and psychological autonomy granting to measure parenting style. Their results found correlations among all authoritative dimensions with adolescents' life satisfaction, with parental social support showing the highest correlations (Suldo & Huebner, 2004).

According to Suldo and Huebner (2004) the correlation ($r = .49$) between social support and life satisfaction suggests that the more parents monitor and provide emotional support and encourage independence in their adolescents, the more the adolescents feel satisfied with their lives. The results also showed that life satisfaction was negatively related to both emotion and behavior problems. Negative relationships were also revealed between all authoritative parenting dimensions and adolescents' behavior and emotion problems.

A study by Milevsky, Schlechter, Klem, and Kehl (2008) also found that children raised by authoritative parents (either one or both) obtained higher scores on life satisfaction. Life satisfaction was measured by asking the participants to respond to the Likert scale from 1 to 7, where 1 represented being extremely dissatisfied and 7 being extremely satisfied. Thus we can see that there tends to be a high correlation between authoritative parenting and life satisfaction amongst children.

*The effects of authoritative parenting style on social competence*

Children raised by authoritative parents are better able to develop social competence compared to other children (Baumrind, 1991). When authoritatively raised children grow up, they become adults who are ready to adjust in the community and know what is socially acceptable (Baumrind, 1967). As one can see, Baumrind found authoritative parenting leads to better adjustment in community even though children in authoritative homes are from an individualistic culture because children from authoritative homes received acceptance and responsiveness from their parents that helps children develop social competence (Kazemi et al., 2010; Veneziano, 2003). This social

competence among children of authoritative parents has been found with children as young as preschool who were found to have greater social competence than children with authoritarian, permissive, or neglectful parents (Baumrind & Black, 1967).

Once children develop social competence, they are better able to adapt to social adjustments in their life. Authoritative parenting results in positive outcomes on social adjustment among children and adolescents (Jackson & Schemes, 2005). The Johnson and Schemes (2005) study conducted on university students, found that students who have authoritative parents showed a higher level of social adjustment than those who have authoritarian parents. Other researchers consistently found that the authoritative parenting elements such as monitoring, support, and nurturing were associated with positive outcomes among teenagers (Deslandes & Bertrand, 2005; Liem et al., 2010; Minke & Anderson, 2005). An earlier study, Lamborn et al. (1991) found that warmth and supportive parenting, characteristics of authoritative parenting, are important in increasing self-esteem and developing positive attitudes among adolescents. By exhibiting higher self-esteem and positive attitudes, children are able to socially interact with other people because they have the confidence to mix with people. One may conclude that children who have social competence skills may also exhibit social adjustment skills. Overall, children who live with authoritative parents seem to have an advantage in developing their social competence and social adjustment skills compared to children raised under different parenting styles.

*The effects of authoritative parenting style on responsibility and academic achievement*

A study conducted on parenting styles and children's behavior determined that children who had authoritative parents showed more responsibility compared to children from homes where different parenting styles were used (Steinberg, Blatt-Eisengart, & Cauffman, 2006). Regarding the academic achievement performance of children, a study suggested that children of authoritative parents showed accomplishment in academics, scoring higher on their academic pursuits, especially in language and math subjects, than children who receive less attention from their parents at home (Gonzales et al., 2002; Martin, Ryan, & Brooks-Gunn, 2007). One might say that authoritative parenting might encourage children to develop a sense of responsibility to themselves and their surroundings. In the same line, authoritative parenting is also able to motivate children to study hard and gain high success in education.

In conclusion, one can expect that authoritative parenting will have a positive influence on children's empathy, life satisfaction, social competence, social adjustment, responsibility and academic achievement. Moreover, authoritative parenting is also able to minimize depression among children. Indeed, authoritative parenting style has an advantage in contributing to positive psychological well-being among children (Baumrind, 1991; Jackson & Schemes, 2005; Liam et al., 2010; Pezzella, 2010; Suldo & Huebner, 2004; Timpano et al., 2010). When children grow up with authoritative parents, the way their parents nurture them may help these children become mature. Also, when authoritatively raised children have problems, they may have better problem solving skills since their parents have modeled problem solving strategies. Authoritative parents

listen and provide guidance to their children; hence this ability to communicate with their parents may leave these children feeling more satisfied with their life.

Children raised by authoritative parents tend to have good relationships with their friends because authoritative parenting helps children develop social competence. Authoritative parents encourage their children to be independent which helps children not only increase their social competence, but also facilitates their social adjustment and enhances their responsibility for their actions. In addition, Gonzales et al. (2002) found that children of authoritative parents show positive achievement at school.

However, while most studies found authoritative parenting contribute to children well-being, some studies found that authoritative has disadvantages to the children outcome (Dwairy, 2008; Gfroerer et al. 2004). Since authoritative have a positive and negative impact on children psychological outcome, therefore in this study the researcher will look overall on which parenting style results in greatest difficulties among Muslim children.

**Authoritarian Parenting Style**

This section will describe authoritarian parenting and its effects on children's emotions and behaviors. Hoeve et al. (2009) suggested that authoritarian parents show low responsiveness and warmth but high control toward their children. According to Baumrind (1966, 1971), authoritarian parents attempt to shape, control, and evaluate the behavior and attitudes of their children according to a set of principles they provide. The parents tend to be conservative and strict. The children are given little choice and have to

follow parents' orders (Gfroerer et al., 2004). Parents have expectations, and children are not allowed to disobey their parents (Kim & Rohner, 2002; Takeuchi & Takeuchi, 2008).

Steinberg et al. (1991) described authoritarian parents as those who monitor their children's behavior. Barber (1996) described such monitoring, as "parents attempt to manage or control children's behavior'' (p. 3296). Barber (1996) and Fletcher, Steinberg, and Williams-Wheeler (2004), determined behavioral control as parents' monitoring their children's behavior and activities outside the home. For example, parents want to know where their children are and what they are doing. As part of parental control, parents also get involved in making decisions for their children (Fletcher et al., 2004; Steinberg, Elman, & Mounts, 1989). The children do not have opportunities to decide what they want and as a result become less self-confident (Suldo & Huebner, 2004).

Another characteristic of authoritarian parenting is that authoritarian parents talk to their children rather than with their children and do not consult with their children when making decisions (Alegre, 2011; Baumrind, 1971; Grolnick & Pomerantz, 2009; Leman, 2005). This one way communication does not give children space to express their needs and does not give children reasons for their expectations. Authoritarian parents can be categorized as demanding, expect much of their children, and are unresponsive to the children's needs (Leman, 2005). Moreover, authoritarian parenting is restrictive, rigid, and punitive where parents pressure children to follow their directions and to respect their words and efforts (Timpano et al., 2010). Marsiglia et al. (2007) also found that authoritarian parents discipline their children with physical and emotional punishment.

Taken together, authoritarian parents do not encourage verbal give and take (Leman, 2005) and children are expected to accept their parents' position for what is right (Baumrind, 1966). Most researchers found that authoritarian parenting style results in negative outcomes in children and adolescents and is correlated with less than healthy outcomes including low self-esteem, decreased happiness, low success, and increased nervousness (Baumrind, 1966; Furnham & Cheng, 2000; Kaufmann, Gesten, & Santa-Lucia, 2000; Wolfradt, Hempel, & Miles, 2003).

Most researchers from western cultures describe authoritarian parenting as a forceful and demanding style (Grolnick & Pomerantz, 2009; Leman, 2005; Timpano et al., 2010). This nurturing style is unfair to children because they have no choice and have to obey their parents even though they do not like it. Also, children of authoritarian parents learn to depend on their parents rather than thinking for themselves. They have low confidence and hesitate to do things on their own. This reaction by the children disturbs their cognitive, emotional, and social development. It is logical that children would feel depressed because they have to do things they dislike. Children may rebel and develop misbehaviors as a sign of protest against their parents.

**The Effects of Authoritarian Parenting Style on Children's Emotions and Behaviors**

*The effect of authoritarian parenting style on depression*

In a study on parenting style and depression among adolescents, Joshi et al. (2009) found that, adolescents who lived with authoritarian parents had more depression than those who lived with authoritative parents. Other researchers also found that authoritarian parenting and depression are strongly correlated (Milevsky et al., 2007;

2008; Patock-Peckham & Morgan-Lopez, 2009). Thompson, Hollis, and Richards (2003) also found that depression occurs among children between the age of 5 and 10 if they live in an authoritarian home. Taken together, these studies suggest that authoritarian parenting may contribute to depression in children.

*The effect of authoritarian parenting style on self-esteem*

Several studies have demonstrated a relationship between low self-esteem and authoritarian parents among children (Martinez & Garcia, 2008; Milevsky et al., 2007). Other researchers found that compared to children who received warmth and acceptance behavior from their parents, children who are controlled by their parents may display low self-esteem (Barnow, Lucht, & Freyberger, 2005; Patock-Peckham & Morgan-Lopez, 2009). One can say that the level of self-esteem of children with authoritarian parenting may decrease.

*The effect of authoritarian parenting style on life satisfaction*

Numerous studies have examined the relationship between authoritarian parenting and children's life satisfaction. For example, Milevsky et al. (2007) demonstrated that life satisfaction of children may decrease when they are raised by authoritarian fathers. Additionally, Leung, McBride-Chang, and Lai (2004) stated that the element of control and punitive nature of authoritarian parenting may cause children to feel unhappy and dissatisfied with their life. It is suggested that authoritarian parenting may minimize life satisfaction among children.

*The effect of authoritarian parenting style on aggression*

Aggressive behavior occurs among children when their parents treat them strictly and harshly. According to Beck, Daley, Hastings, and Stevenson (2004), authoritarian parenting, with less caring and firm characteristics, will have a negative impact on children's aggression. In fact, Frick (1994) stated that when parents are too strict and harsh in parenting, it may contribute to childhood behavior problems. Moreover, strict and harsh upbringing which includes yelling, scolding, spanking, and physical punishment leads to aggression among children (Knutson et al., 2005). Children exposed to punitive child rearing may affect their psychological well-being. A longitudinal study done by Thompson, Hollis, and Richards (2003) showed that authoritarian mothers may have children with behavior problems as early as age 5 to 10 years old, especially when the authoritarian mothers experience stress, depression, and socioeconomic problems; they may discipline their children more strictly and harshly. Another study, Barnow et al. (2005), found that when children are exposed to strict parenting, they may show aggressive attitude as a protest to their parents. Overall, one might say that children raised by authoritarian parents have possibility to exhibit aggression behavior.

*The effect of authoritarian parenting style on delinquent behaviors.*

According to Hoeve, Blokland, Dubas, Loeber et al. (2008) authoritarian parenting is linked to serious persistent delinquency such as murder, rape, robbery, and selling hard drugs. A study about the relationship between authoritarian parenting and delinquency found that negative response, aggression, abandonment, and psychological control in parenting had the strongest links to delinquency (Hoeve et al., 2009).

In addition, Knutson et al. (2004) found that authoritarian parenting showed positive connections with antisocial behavior. Schaffer, Clark, and Jeglic (2009) agreed that authoritarian parenting influenced adolescents' behavior through direct behavior (punitive and strict) which contributed to antisocial behavior. This statement supported the previous research done by Knutson et al. (2004) that parenting style contributes to antisocial behavior.

Overall, authoritarian parenting style has a less desired effect on children than authoritative parenting. Authoritarian parenting contributes to an increase in depression, and delinquency among children and adolescents. Authoritarian parenting also will decrease self-esteem and life satisfaction among children and limit children's ability to think and make their own decisions. Authoritarian parents' practice of ignoring the importance of considering their children's thoughts may cause children to feel depressed. Children who live with authoritarian parents develop less responsibility because their parents make all their decisions for them and thus the children come to depend on their parents for almost everything. Because authoritarian parenting is harsh, demanding, and strict, adolescents from these homes develop delinquent behavior (Hoeve et al., 2008). The next section will explain about another parenting style; permissive parenting style.

**Permissive Parenting Style**

This section will describe permissive parenting style and its effects on children's emotions and behaviors. According to Baumrind (1966, 1971), permissive parents exhibit non punitive, acceptance, and affirmative behavior toward their children's needs, desires, and actions. There are positive and negative elements of permissive parenting. Hoeve et

al. (2009) found that permissive parents show high responsiveness and support for their children, while at the same time having low or little control of the children. Gfroerer et al. (2004) emphasized that permissive parents are more liberal and give full autonomy to children and support what children like to do. Parents are nurturing and accepting and are responsive to the child's needs and wishes. Permissive parents encourage children to do whatever they want to do (Timpano et al., 2010).

According to Marsiglia et al. (2007), permissive parents give their children freedom to act without monitoring and setting limits. Permissive parents hope that by giving their children freedom, their relationship with their children will become closer (Marsiglia et al., 2007). Thus, children of permissive parents often plan and regulate their own activities at a young age without parental attention. Baumrind (1991) stated that because children of permissive parents always do their activities independently, these children are more mature and more responsible. Lee et al. (2006) found that while parents with a permissive parenting style are responsive to the children, they fail to set expectations or boundaries for their children. Permissive parenting style is potentially unsafe for children because it is unsuccessful in developing good judgment among children (Milevsky, Schlechter, Netter, & Keehn, 2007).

In summary, one might say that permissive parents show less care and attention to their children. The children grow up alone without receiving full attention from their parents. This affects their development later in life where they might have low self-esteem and lack of confidence when compared to their peers. Even though parents encourage them to do whatever they like to do, a small child still needs guidance from parents. The children also find it difficult to choose what is right and what is wrong. The

next section will describe the specific effects of permissive parenting on children's

emotions and behaviors.

**The Effects of Permissive Parenting Style on Children's Emotions and Behaviors**

When reviewing the research on parenting style, it is difficult to find a study that

singled out permissive parenting style. Most parenting scholars tend to do research about

authoritative and authoritarian parenting styles (Knutson, DeGarmo, & Reid, 2004; Liam

et al., 2010; William, Dagnan, Perez-Edgar, Henderson et al., 2009), or they focus their

research on the relationship among parenting styles (Joshi et al., 2009; Milevsky et al.,

2007). Despite this gap in the research, it has been found that the permissive parenting

style can cause problematic behavior among children (Baumrind, 1996; Joshi et al.,

2009).

*The effect of permissive parenting style on depression.*

A study by Joshi et al. (2009) found that the association between parenting style

and depression is not consistent. They found that for adolescents raised by permissive

parents there were negative and weak correlations with depression than adolescents

raised by authoritative parents. Interestingly, they found that highly permissive parents

had adolescents with lower levels of depression than authoritative parents. In the same

line, Milevsky et al. (2007) found that adolescents of permissive mothers scored higher

on depression than adolescents of authoritative mothers. However, Baumrind (1971)

argued that permissive parenting has both positive and negative effects on children.

According to Gfroerer et al. (2004) permissive parents are more supportive of what their

children want to do and this attitude decreased depression among children. In contrast,

Milevsky et al. (2007) found that permissive parenting contributes to depression among children because when parents are too lenient and allowed whatever the children wish to do, the children have no focus and might do something inappropriate. One may predict that permissive parenting results in more problematic children's behavior.

*The effect of permissive parenting style on antisocial behavior.*

Permissive parenting also has an influence on children's behaviors. Underwood, Beron, and Rosen (2009) and Knutson et al. (2004) found that permissive parenting style has positive correlations with antisocial behavior. As in authoritarian parenting, several researchers found that permissive parenting may cause antisocial behavior such as rebelliousness and disruption among children (Grogan-Kaylor, 2005; Schaffer et al., 2009). One might say that permissive parents seem to have no discipline, are too laissez-faire and allow their children to do whatever the children want. Parents seem to not care if their children may exhibit troublesome behavior which may be rejected by society.

Overall, permissive parenting contributes to depression and antisocial behavior among children. Parents with a permissive parenting style are too lenient and tolerant of their children without setting limits. This situation may cause children to lack the ability to differentiate what is good and bad for them. Permissive parents are relaxed and inconsistent in providing feedback to their children which may cause children to feel confused about what is good and bad. In permissive homes, children may think that they can do whatever they want and do not learn to respect anything. The next section is the fourth parenting style; neglectful parenting style.

**Neglectful Parenting Style**

Hoeve et al. (2009) described neglectful parenting style as parents showing low support and low control of their children. Parents tend to be uninvolved in their child's life (Steinberg et al., 1991). Neglectful parents show low control, warmth and low responsiveness to their children (Suldo & Huebner, 2004). They pay less attention and give little care to their children (Kim & Rohner, 2002). Alegre (2011) emphasized that parents may be disconnected, undemanding, low on sensitivity, and do not set limits. Neglectful parents do not pay attention to children's emotions and opinions. Parents may be emotionally unsupportive of their children, but still provide for their basic needs such as food and shelter. Children whose parents are neglectful may feel that other aspects of the parents' lives are more important than they are. According to Lee et al. (2006), parents with neglectful parenting style show detached behavior toward their children. In addition, Brenner and Fox (1999) suggested that children felt disengaged when their parents were uninvolved and spend less time with them.

Fewer studies were found that focused on the neglectful parenting style. This may have happened because neglectful parenting style was not part of Baumrind's (1967) typology. Neglectful parenting style was identified by Maccoby and Martin (1983) when they expanded Baumrind's parenting style from three to four parenting styles (Hoeve et al., 2009). However, Baumrind accepted this style, mentioned it in her 1991 article and used this style in her research relating parenting style to adolescent competence and substance use (Baumrind, 1991). According to most scholars, neglectful parenting style has resulted in negative outcomes among children (Ehnvall, Parker, Hadzi-Pavlovic, & Mahli, 2008; Knutson, DeGarmo, Koeppl, & Reid, 2005; Stack, Serbin, Enns, Ruttle, &

Barrieau, 2010). The next section will describe the specific effects of neglectful parenting on children's emotions and behaviors.

**The Effects of Neglectful Parenting Style on Children's Emotions and Behaviors**

Neglectful parenting style also has an effect on children's emotions and behaviors (Knutson et al., 2004). Children of neglectful or uninvolved parents may develop mental health problems (Spinrad et al., 2004).

*The effect of neglectful parenting style on depression and life satisfaction.*

Milevsky et al. (2007) in their study on the relationship among mothers' parenting styles, depression and life satisfaction revealed that adolescents who received neglectful parenting from their mothers obtained lower scores on both self-esteem and life satisfaction and got higher depression scores than children receiving the other three parenting types from their mothers. Others found that neglectful parenting led to dissatisfaction, depression, and sadness among children (Spinrad, Eisenberg, Harris, Hanish et al., 2004).

*The effect of neglectful parenting style on aggression and antisocial behavior*

According to the U. S. Department of Health and Human Services, Administration and Children, Youth, and Families in 2002 (U.S. Department of Health and Human Services), neglect is the most common parenting pattern experienced by children in the United States (Knutson et al., 2005). Following the 2002 survey conducted by the U.S. Department of Health and Human Services, Knutson et al. (2005) conducted a study regarding parenting styles and found as well that a large number of parents in

U.S. exhibit the neglectful parenting style. Given the argument that there is a relationship between neglectful parenting behavior and children's aggression and antisocial behavior, Knutson et al. posited that the increase in aggressive and antisocial behaviors in the U.S. is linked to this neglectful parenting style. In the Knutson, DeGarmo, and Reid (2004) study a year before that, they found that neglect and harsh discipline are related to socio-economic problems and adolescent behavior problems, especially aggression and antisocial behavior. Knutson et al. (2004) found that neglectful parenting, which included supervisory neglect, and care neglect, contributed to children's aggression and antisocial behavior.

In a comprehensive review of neglectful parenting from the past two decades, Knutson and Schartz (1997) reported that aggression and antisocial behavior are two common problems that occur in neglected children. Others have found that neglectful parenting is the least desirable among the parenting styles (Maccoby & Martin, 1983).

*The effect of neglectful parenting style on delinquency*

Past literature reported that neglectful parenting style is predictive of delinquency, school disciplinary difficulties, and later leads to criminal behavior (Kendall-Tackett, & Eckenrode, 1996; Steinberg et al., 1994; Widom, 1998). Hoeve et al. (2008) found that neglectful parenting style is linked to delinquent behavior such as pick pocketing, stealing from cars, using illegal checks, carrying weapons and robbery. The Hoeve et al. (2008) study supported the previous findings that neglectful parenting contributes to adolescent delinquent behavior (Maccoby & Martin, 1983; Steinberg et al., 1994). One might say that neglectful parents who develop poor relationships with their children by

ignoring them are more likely to have children who become involved in delinquent behavior.

*The effect of neglectful parenting on attitudes*

Steinberg et al. (2006) reported that adolescents from neglectful homes exhibited less desired attitudes such as disrespect, immorality, aggression and violence. Interestingly, according to Steinberg et al. (2006), these adolescents reported low conflict with their peers because they spend more time with peers than with their parents. One might say that neglected children have a tendency to show a disrespectful attitude towards their parents. This attitude may have occurred because they are ignored by their parents and tend to spend more time with their friends.

In conclusion, neglectful parenting style has an effect on depression, life satisfaction, aggression, antisocial behavior, delinquency, and attitudes. One may conclude that neglectful parenting mostly worsens children's psychological development even though children may have good relationships with their peers. In addition, children who are neglected may develop depression and low self-esteem. They might think that their parents do not care about them, so that they do whatever they want. They may think their parents have little or no monitoring on their behavior. Therefore, neglectful parenting disadvantages children and contributes to the development of antisocial behavior and aggression among children.

After understand these four parenting styles, one can find that all styles may contribute to children's emotion and behavior problems. Thus, the researcher is interested

to know among these four parenting styles, which parenting style may course the greatest difficulties among Muslim children.

The section below will elaborate on two dimensions of parenting styles; acceptance and behavioral control. The researcher includes both dimensions to investigate if behavior control and acceptance have an influence on children's emotions and behaviors.

**Behavioral Control and Acceptance**

Numerous studies and review articles published during the past years provide evidence of the important role that parental acceptance and behavioral control play in the lives of children (Aunola & Nurmi, 2005; Barber, 1996; Lamborn & Felbab, 2003).

**Behavioral Control**

There are several definitions of behavioral control from different parenting scholars. Bean, Barber and Crane (2006) stated that behavioral control is the way parents manage their children' behavior in order to shape the children's function. In another definition, Barber (1996) and Aunola and Nurmi (2005) indicated that behavioral control is an attempt to control child's behavior based on structure, limits and consistent rules set by parents. According to Wijsbroek, Hale, Raaijmakers, and Meeus (2011), behavioral control has three characteristics, pressure, intrusiveness, and dominance, which have an impact on children's emotions and behaviors.

**The Effects of Behavioral Control on Children's Emotions and Behaviors**

*The effects of behavioral control on anxiety*

Numerous studies on behavioral control found that behavioral control when exhibited by both parents has a significant effect on children's anxiety (Bogels, Brechman-Toussaint, 2006; Pettit et al., 2001; Rapee, 1997). Another study confirmed that behavioral control may increase anxiety in children (McLeod, Wood, Weisz, 2007). McLeod et al. (2007) explained that because of the pressure experienced by children, the children might develop an anxiety disorder.

*The effects of behavioral control on self-efficacy*

As stated by Wijsbroek et al. (2011), parental behavioral control may decrease children' self-efficacy. Their finding supported an earlier study by Taylor (2000) that behavioral control may cause low self-efficacy among children. One might say that if parents practice insecure and hostile parenting (behavior control) towards their children, they actually cause their children to experience low self-efficacy.

*The effects of behavioral control on violence.*

A number of studies have examined behavioral control's relationship to violence among African American children (Brody, 2003; Lamborn et al., 1991). Another study, Hoeve et al. (2009), indicated that behavior control has a strong link to violence. One may interpret that the hostile, firm, strict, and controlling characteristics may lead to violence among children as their sign of rebellion towards their parents. One hypothesis emerged from these examples. There will be a positive correlation between parental

behavioral control and children's difficulties scores (emotions and behaviors). This researcher will examine this hypothesis.

**Acceptance**

Acceptance refers to the feeling of care, comfort, nurturance, warmth, and affection displayed by parents toward their children (Rohner, Khaleque, & Cournoyer, 2007). Rohner et al. (2007) added that acceptance can be divided into two ways; physical and verbal. Physical acceptance refers to parents hugging and kissing their children. On the other hand, verbal acceptance refers to praising, motivating, and giving positive comments to children. The section below is the example of the effects of acceptance on children's outcome.

**The Effects of Acceptance on Children's Emotions and Behaviors**

*The effects of acceptance on psychological adjustment*

Acceptance increases psychological adjustment among children. According to researchers such as Kim (2008), Tacon and Caldera (2001) and Rohner (1998) acceptance received by children may help children develop psychological adjustment. In the same line, Veneziano (2000) argued that American European children will exhibit psychological adjustment when their father exhibited warm parenting. Veneziano (2003) also found that most of children from European American and African American ethnic show higher psychological adjustment when their fathers exhibit acceptance than their mothers. From several studies above, one might say that acceptance is beneficial in ensuring children will demonstrate psychological adjustment. However, some researchers found differently where according to Rothrauff, Cooney, An (2009) acceptance that

demonstrated by parents may cause depression and aggression among children. From Rothrauff et al. study, one can found that acceptance is detrimental to psychological development of children. The explanation of Rothrauff et al. finding is most probably related to the cultural background of the participants in his study. As mentioned earlier, culture may influence parenting style and child outcome. Therefore, based on Rothrauff et al. findings, the researcher hypothesized that the children (which come from different cultures) in this study may experience high difficulties when receive acceptance from their parents.

*The effects of acceptance on school conduct*

Several researchers agreed that parental acceptance has an advantage on child development (Forehand & Nousiainen, 1993; Veneziano, 2003). According to some researchers, acceptance that consists of warmth and affection may result in fewer problems at school (Forehand & Nousiainen, 1993). In the same line, Chen, Liu, and Li (2000) found that children whose parents show warmth will have fewer problems with peers at school compared to children who receive harsh parenting. It is suggested that acceptance is important in reducing behavior problems at school. However, Gfroerer, Kern, and Curlette (2004) found that acceptance that demonstrated by parents may cause aggression among children. From Gfroerer et al. study one might say that acceptance has disadvantages effect on children's outcome. Therefore, the researcher hypothesized that the children in this study may experience high difficulties when receive supportive from their parents.

**Research on Muslim Parenting and Its Effect on Children**

Much of the literature on parenting across cultures has been conducted among non-Muslim populations, and this gap results in a poor understanding of Muslim parenting practices and effectiveness (Whiteside-Mansell, Bradley, & McKelvey, 2009; Wissink, Dekovic, & Meijer, 2006). However, there are some studies that use Muslims as the sample. These will be elaborated in this section.

A study by Assadi, Zokaei, Kaviani, Mohammadi, and Ghaeli (2007) looked at the effect of socio-cultural context and parenting style on academic achievement among Iranian children. There were 240 13 year old Iranian children who participated in the study. The Parental Authority Questionnaire (Buri, 1991) was used. Demographic information included mother's education, birthplace, and household size. Students' grades were collected from school. The results revealed that wealthy and educated families were more authoritative. The study found that children whose parents have an authoritative parenting style have higher academic achievement than children raised by authoritarian parents with a lower income. In other words, children raised by authoritative parents performed better at school.

A study by Dwairy, Achoui, Abouserie, and Farah (2006b) examined the influence of parenting on Arab children, family connectedness, and adolescents' well-being. The study had 2893 participants; 1712 were females and 1181 were males in eight Arab countries. They used the Psychological State Scale (Hamuda & Imam, 1996), the Multigenerational Scale, and the Parental Authority Questionnaire (Buri, 1991). The results indicated that children who had authoritative parenting showed greater

connectedness with the family than the other three styles. From this finding one might

conclude that some Muslim families developing strong relationships with other family

members. There is no study that investigates the reason why some Muslim families do

not have close relationships with their family members; however, based on the

researcher's knowledge, the reason might be because the parents are busy with their

career and business that make them give priority to themselves and be individualistic and

have limited time to be with other family members. Therefore, children who come from

authoritative families tend to have strong connections with their family members and

exhibited less emotional and behavioral problems than family members from the other

three styles.

However, Dwairy in (2008) contradicted this finding when he found that some

Arab Muslim families who used authoritarian parenting had fewer emotional and

behavioral problems. His study, conducted using Palestinian-Arab children in Israel,

showed that those children who have higher self-worth and less depression, have less

stress, and fewer misconduct behaviors are those children who received authoritarian

parenting. Dwairy (2008) did not stand alone as other researchers have also found that

authoritarian parenting styles were related to psychological well-being among Arab and

Turkish children (Dwairy, 2004a; Dwairy & Menshar, 2006; Dwairy, Achoui, Abouserie,

Farah et al., 2006; Kagitcibasi, 2005). The contradictory findings from the above studies

might have a similar reason to the contradictory finding reported by Baumrind (1971).

Baumrind's original study (1971) on racially integrated participants (Caucasian, African

American, Jewish) in Berkeley found that 23% of the participants could not be

categorized by any of her types and had to be eliminated. Most probably this was because

the parenting style questionnaire, which was developed in a Western country was administered to participants from different background that have specific meaning of behavior and this caused differences in interpretation (Steward & Bond, 2002).

A recent study conducted by Zarnaghash and Samani, (2010) observed the relationship between parenting and shyness among Iranian children. This study used 115 male and 82 female children. Researchers found that children who lived in authoritarian homes showed higher rates of shyness than those from authoritative homes, suggesting that with these children authoritarian parenting may have led to more emotional problems such as low self-esteem and self-confidence. The study also examined the link between parenting styles and self-esteem where Zarnaghash and Samani (2010) found that Iranian children who exhibited high self-esteem exhibited low shyness and lived in authoritative homes compared to children from authoritarian homes. Children in authoritative homes showed more psychological adaptation, higher social efficiency, and higher motivation than children in authoritarian homes. In addition, they had lower levels of shyness compared to other children from homes with other parenting styles. One might say that authoritatively raised children are less shy which helps them experience fewer emotional problems because they are more extroverted which may lend them the ability to have more friends than other children.

Based on the studies of Muslim parenting and child outcome cited above, one can see that there is inconsistency in the relationship between parenting style and children's emotional and behavioral problems in Muslim families. One explanation for this inconsistency may be that even though the research was conducted on Middle Eastern participants their values and norms might be different. Some of the participants live in

Saudi Arabia, Turkey, and Iran which may suggest that the interpretation of children's

emotional and behavioral problems may differ across countries even if the religion is the

same in these three countries. Therefore, in this study the researcher is interested in

looking at the influence of ethnic group on children's emotions and behaviors while

holding religion constant.

In summarizing the literature on parenting among Muslims one might conclude

that both behavioral control and acceptance are debilitating to the development of

Muslim children. This conclusion is particularly strong for Muslims internationally. This

would lead one to suggest that neglectful parenting, the combination of low behavioral

control and low acceptance would be the most facilitative parenting style, however the

literature on parenting style for Muslims is not as clear. Thus, this research will address

the issue of the effectiveness of a particular parenting style for Muslims as a research

question rather than as a hypothesis.

**Parenting Style in Cross Cultural Perspective**

In reviewing the parenting style research in cross-cultural articles, the researcher

found that scholars globally used Baumrind's typology. In light of the fact that parenting

styles were developed from a western perspective, Hill (1995) reminded scholars to

understand and interpret Baumrind's typology accordingly when applying it to other

cultures. Moreover, Baumrind's typology of parenting was developed in the U.S. and

based on the participants from different ethnic group who lived in the U.S. Therefore, this

researcher believes that environment, socio economic status, education level, and culture

influence the exhibition of the parenting style among different ethnic group. One might

say that immigrant people such as Asian American might practice the norms and values from their country which may influence their parenting style. This section will discuss parenting style and its influence on children's emotions and behaviors of four ethnic groups in the United States.

*European American Parenting Style*

The researcher found it difficult to find a study that only focused on European American parents. Most researchers who included European Americans also included other ethnicities such as African American, Hispanic and Asian Americans and did not disaggregate for ethnic group. Despite this apparent confounding, this researcher was able to collect information about European American parenting style and its effect on children's emotions and behaviors.

Darling and Steinberg (1993) found that most European American parents exhibited authoritative style especially in middle class families. Another study found that children of authoritative parents exhibit desired behaviors such as calmness, knowing the consequence of his/her behaviors, self-confidence, self-esteem, maturity, and are able to communicate their thoughts to their parents (Buri, 1989; Takeuchi & Takeuchi, 2008). A study by Shucksmith, Hendry, and Glendinning (1995) found that European American children who have authoritarian parents tend to have more behavior problems such as aggressiveness and stubbornness than European American children who have authoritative parents. Moreover, Buri (1989) found that authoritative European American children showed positive outcomes such as increased self-esteem and lower mental health problems such as stress and depression. In contrast, children in authoritarian homes have

a tendency to exhibit undesired behavior such as aggression (Lamborn et al., 1991) and poor social skills (Darling, 1999). It becomes evident that authoritative parenting is the most beneficial for the child's emotional, intellectual, and social development when compared to authoritarian parenting.

A study by Supple and Small (2006) found that European American children who received authoritative parenting from their mothers exhibited higher self-esteem, grade point average, and lowered behavior problems than European American children who received authoritarian parenting from their mothers. Another study by Miller, Loeber, and Hipwell (2009) found that when European American girls received low parental warmth and harsh parenting, they are at risk of developing behavior problems such as aggression, antisocial behavior, conduct problems, and oppositional behaviors. One might conclude that European American children behave better when they received authoritative than authoritarian parenting.

Generally, research on European American parenting style revealed that when European American parents exhibited authoritative parenting style, there is positive well-being among their children such as high self-esteem and low hopelessness. In contrast, if European American parents exhibited authoritarian parenting style, there are more emotional and behavioral problems among their children when compared to other children from other ethnicities in the U.S. There are fewer studies of neglectful parenting styles among European American parents because most researchers used measurement tools that only measures the other three parenting styles (Beck et al., 2004; Jackson & Schemes, 2005). The present research will include the neglectful parenting style as well

as the other three styles when looking at the European American parenting styles of Muslim children.

*African American Parenting Style*

This section will discuss African American parenting style and its effect on the children's emotions and behaviors. One study by Querido, Warner, and Eyberg (2002) consisted of 108 African American mothers who had children in preschool from age 3 to 6 years. The mothers were from 18 to 62 years old and reported a mean of 13.5 years of education. Mothers' yearly income was around $11,000 to $20,000. The psychometric instruments used in this study included the ECBI (Eyberg & Pincus, 1999) to assess behavior problems, the Parenting Styles and Dimensions (PSD; Robinson, Mandelco, Olsen, & Hart, 1995) which only assess authoritative, authoritarian, and permissive parenting style, and AAAS-33 (Landrine & Klonoff, 1995) that was used to measure African American culture (Querido et al., 2002). The results found children's behavior problems were correlated with mothers' education, income, and parenting styles. This study revealed that mothers with low education level and low income were likely to have permissive and authoritarian parenting styles, and they reported having more children with problem behaviors such as aggressive and conduct problems, whereas authoritative mothers reported having fewer children with problem behaviors.

The Querido et al. (2002) study is opposite to a study by Baumrind (1991) who found that children from low income families are well behaved and able to control their emotions. Querido et al. (2002) found that financial level is one factor that influences children's behavior because children tantrum when their parents are unable to fulfil their

needs. In addition, permissive and authoritarian parenting did not help children to minimize their tantrums suggesting that it is financial level and not parenting style that contributes to children's tendency to have tantrums. One might say that a low income level may influence children behaviors and emotions, where some scholars found that low income children may demonstrate behavior problems such as disruptive, aggressive, and violent behavior and also emotional problems such as anger, aversion, and insecurity. Therefore, it is suggests that parenting style and financial status have an influence on children's feelings and attitudes.

Pezzella (2010) examined the influence of authoritarian parenting on 464 African Americans and 134 European American from age 13 to adulthood. The results showed that authoritarian parenting has a tendency to increase delinquency and violent behavior among African American and European American's adolescents (Pezzella, 2010). In addition, some scholars have argued that African American children exhibit more behavior problems, such as aggression and hostility compared to European American's children because they are raised by authoritarian parents (Deater-Deckard, Bates, Dodge, & Pettit, 1996). Conversely, authoritative parenting was found to reduce delinquent behavior in both African American and White adolescents.

Ginsburg et al. (2009) found that authoritative parenting was not useful to African American adolescents who have substance use problems, while Pezzella (2010) found that authoritative parenting was useful to minimize delinquency behavior among African American adolescents. One might say that parenting style may have different effect on different ethnic group. Referring to the studies above, one may conclude that authoritative parenting is advantageous in decreasing behavior problems such as

delinquency and violence among African American and White adolescents. At the same time, authoritative parenting was unable to prevent African American adolescents from being involved in substance use problems. This is an example where authoritative parenting has advantages and disadvantages to some ethnic groups. On the other hand, authoritarian parenting with harsh and stern characteristics constantly contributes harmful effects to the psychological well-being among both ethnic groups.

*Asian American Parenting Style*

This section will discuss Asian American parenting style and child's emotions and behaviors. A study that explored the relationship between Baumrind's parenting styles and the academic achievement among Korean children (Kim & Rohner, 2002) consisted of 245 Korean children (134 female and 111 male). Ninety percent of the participants lived in the United States for three years or more and 51% were born in Korea. Fifty one percent spoke both Korean and English at home. In looking at the relationship between the parenting style of Korean parents and their children's academic achievement, Kim and Rohner found that only 26% of the parents fit with Baumrind's typology. Thus only 26% of the parents in this study could be identified as authoritative, authoritarian, or permissive. The results evidenced that children raised by authoritative and permissive fathers and mothers performed better academically than children raised by authoritarian fathers and mothers. One might agree that children with authoritative and permissive parents are more motivated to perform well in their studies.

Kim, Han, and McCubin (2007) who found that Asian American parents tend to have both authoritarian and authoritative parenting styles because they are aware that

mixing both parenting styles will increase their children's success at school, lead to lower stress levels and to fewer externalizing behavior problems. So, sometimes Asian parents are responsive to their children and other time they are not responsive. It is believed that, the parents may allow their children to be independent and to have their own choices in many areas of their life, however, these parents may not compromise in the area of studying and academics where Asian American parents discipline their children to perform better at school (Pong, Hao, & Gardner, 2005). One might say that Asian American parents can be more authoritative to show their support and concern to their children which may help develop affirmative well-being among their children. However, at the same time they may control and be strict in disciplining their children, especially to ensure their children excel in studies. In fact, Jackson-Newsom, Buchanan, and McDonald (2008) in their study of parental control among Asian American parents found that Asian American children were used to being controlled by their parents because they were already familiar with this type of parenting. Therefore, in many studies, most researchers found that Asian American parents can be authoritative at one point (where they show concern to their children), and on the other hand, Asian American parents may exhibit authoritarian parenting especially when related to academic purposes where they want to ensure that their children focus on academics.

It is believed that parenting style among Asian American parents derived from their value and norms from their original country that are more strict and firm in disciplining their children. In addition, Van Campen & Russell (2010) support this idea and found that Asian Americans believe that control is not only important in parenting but it is a key role for parents, where control is the way parents protect their children and

not to control their freedom. In fact, Asian American children do not blame their parents from behave firm to them. One might say that, in Asian American culture, parents regulate children's behavior and support them in a different way than other group from different ethnicity by mixing two components in their parenting style; control and acceptance.

However, other studies found that not all Asian American children received both authoritative and authoritarian parenting from their parents as what found by Park, Kim, Chiang, and Ju 2010) and Chao (2001) in their study that parents in both studies mostly exhibited authoritarian parenting. Park, Kim, Chiang, and Ju (2010) examined the relation between perceived parenting style and family conflict among Asian American college students. There were 149 Asian American students from the west coast who participated in this study. They came from different Asian ethnicities such as Chinese, Filipino, Korean, Vietnamese, and Japanese. The instruments used in this study were the Parental Authority Questionnaire (PAQ) (Buri, 1991), Asian Values Scales-Revised (AVS-R) (Kim & Hong, 2004), the Asian American Multidimensional Acculturation Scale (AAMAS) (Chung, Kim, & Abreu, 2004), and the Asian American Family Conflicts Scale (AAFCS) (Lee, Choe, Kim, & Ngo, 2000).

The results indicated that parents scored higher on authoritarian style than on authoritative and permissive styles (Park et al., 2010). This result was consistent with a previous study conducted by Chao (2001) that Asian Americans students who were born either in the United States or in their country of origin received authoritarian parenting style from their parents. Furthermore, students from authoritarian homes exhibited greater stress and more disagreement with their families suggesting increased conflict among

family members. One might say that in one Asian American home, the parents may exhibit both authoritative and authoritarian parenting, while other Asian American parents only exhibited one style which is authoritarian parenting. The researcher will investigate if the sample in this study might receive consistent parenting from their parents.

In the same study Park et al. (2010) found that students from authoritative homes had fewer psychological problems such as stress, anxiety, and fewer disagreements with their parents suggesting less conflict with family members. They revealed that these beneficial outcomes also were demonstrated in children from permissive homes. One might say that families who exhibited authoritative and permissive parenting styles are more effective in decreasing conflict with their children when compared to families who practice an authoritarian parenting style.

In general, the research on parenting styles, parenting cross-culturally, and children's emotions and behaviors indicate that the different parenting styles found in the different cultural backgrounds highlighted in this manuscript affect the psychological development of children. Supple and Small (2006) found that authoritative parenting increases self-esteem among European children. While for African American ethnic group which mostly displayed authoritarian parenting, the self-esteem among the children might decrease. In addition, Deater-Deckard, Bates, Dodge, and Pettit (1996) found that African American children's behavior are more aggressive when their parents exhibited authoritarian parenting. Furthermore, some researchers reported that Asian American parents are more authoritarian to their children which caused stress among the children (Park et al., 2010). In contrast, while African American and Asian American children

experience ill-being when they have parents with authoritarian parenting, Middle Eastern researchers such as Dwairy (2008) found that most Middle Eastern children respond positively to authoritarian parenting and may exhibit lower depression.

Parenting style and the relationship between parents and children has been derived from the Western culture and beliefs, especially from the United States (e.g., Baumrind, 1971; Buri, 1991). Culture and beliefs inform people about the role of parents and what the relationship between parents and children should be. From cross-cultural parenting studies, one may notice that parenting style may get influenced by one's culture and belief which might be slightly different from the original parenting framework introduced by western scholars. For example, Chinese American children received lower warmth differently from children in Western culture. The display of caring and support between these two ethnic groups is different because according to Van Campen and Russell (2010), Asian American parents show care to their children differently from European American parents.

This current study will highlight Muslim children who live in the United States. The researcher will investigate parenting style in Muslim families from several ethnic groups such as Caucasian/White, African American, Middle Eastern, and Asian American.

Therefore, in this current study, several hypotheses and research questions will be analyzed to look at parenting style effect on child's difficulties (emotions and behaviors) among Muslim children. Since the two factors of parenting (e.g., responsiveness and control) identified by Baumrind (1991) to be facilitative to the functioning of children in

general in the United States have been found to be debilitating to Muslim children internationally, this researcher hypothesizes that there will be a positive correlation between parental behavioral control and children's difficulty scores, and also there will be a positive correlation between parental acceptance and children's difficulty score among Muslim children. The research is unclear about the effects of specific parenting styles on Muslim children and thus will be addressed as a research question in this study.

Because of the researcher's interest in understanding parenting styles across cultures, it is necessary to identify which is the most frequent parenting style for Muslims in the United States and for each Muslim ethnic group. The researcher also would like to know if consistency and inconsistency of both parents' parenting style affects children's difficulties.

Overall, from all the literature review cited above, one can expect that parenting styles are different among European American, African American, Asian American, and also Middle Eastern. It is believed that this difference occurred not only based on different culture and values but also includes other factors such as social class (e.g., middle class), education level, financial status, and acculturation. Parenting style appears to be based on the family's culture, value, and norms. Knowing how cultural differences influence parenting style lead this researcher to explore how ethnic minority populations fit themselves in the Western parenting style framework. Hence, this research will fill an existing gap in the literature on the cultural differences in parenting style, specifically among Muslim parents of children.

**Summary of arguments leading to development of the hypotheses and research questions in this study**

Parenting style as introduced by Baumrind consist of 4 styles; authoritative, authoritarian, permissive, and neglectful. There are 2 elements that determine these 4 styles; behavioral control and acceptance. Authoritative parenting is the combination of high behavioral control and high acceptance (Baumrind, 1966, 1971; Greenspan, 2006). Authoritative parents may exhibit high warmth and responsiveness toward their children (Darling & Steinberg, 1993; Hoeve et al., 2009; Suldo & Huebner, 2004). They also give their children the chance to express their feelings and needs (Baumrind, 1966, 1971; Marsiglia et al., 2007). Authoritarian parenting is the combination of high behavioral control and low acceptance (Baumrind, 1966, 1971; Hoeve et al., 2009). This means that authoritarian parents are too rigid, strict, and firm to their children (Timpano et al., 2010). The children are forced to obey their parents and should always agree with them (Gfroerer et al., 2004; Kim & Rohner, 2002; Takeuchi & Takeuchi, 2008).

On the other hand, permissive parenting combines low behavioral control and high acceptance (Baumrind, 1966, 1971; Hoeve et al., 2009). Permissive parents are more liberal and give full autonomy to their children and less monitoring (Gfroerer et al., 2004; Marsiglia et al., 2007). Neglectful parenting is the combination of low behavioral control and low acceptance (Hoeve et al., 2009; Suldo & Huebner, 2004), where the parents show low support and are uninvolved in their children's life (Kim & Rohner, 2002; Steinberg et al., 1991). Looking at these four different parenting styles, one might guess that the outcome on the children's emotions and behaviors also might be different.

Children who live with authoritative parents may demonstrate low depression (Liem et al., 2010; Milevsky et al., 2008; Milevsky et al. 2007; Pezzella, 2010; Steinberg et al., 2007), high empathy (Eisenberg et al., 2005; Timpano et al., 2010; Zhou et al., 2002), high life satisfaction (Milevsky et al. 2008; Suldo & Huebner 2004), high social competence (Baumrind & Black, 1967,1991; Kazemi et al., 2010; Veneziano, 2003), and responsibility (Steinberg et al., 2006), and perform well in academic (Gonzales et al., 2002; Martin et al., 2007). In contrast, children who live with authoritarian parents may experience high depression (Patock-Peckham & Morgan-Lopez, 2009; Thompson e al., 2003), low self-esteem (Martinez & Garcia, 2008; Barnow et al., 2005), low self-satisfaction (Leung et al., 2004; Milevsky et al., 2007), aggression (Beck et al., 2004; Knutson et al., 2005), and exhibit delinquent behaviors such as robbery and rape (Hoeve et al., 2008, 2009; Schaffer et al., 2009). From these two styles, one may conclude that authoritative parenting has a lot more benefit for children than authoritarian parenting.

While for children who live with permissive parents, they might show antisocial behavior such as being rebellious and disruptive (Knutson et al., 2004; Underwood et al., 2009). In the same line, some children might exhibit depression (Joshi et al., 2009; Milevsky et al., 2007) and some not (Gfroerer et al 2004). There is no consistent finding regarding depression among children in permissive homes because some researchers such as Gfroerer et al. (2004) and Baumrind (1971) said permissive parenting has both positive and negative effect on children. For children who live in a neglectful home, they would show depression (Knutson et al., 2004; Spinrad et al., 2004), low self-satisfaction (Milevsky et al., 2007), aggression (Knutson et al., 2004; Knutson & Schartz, 1997), antisocial behavior (Knutson et al., 2004), delinquency (Hoeve et al., 2008; Kendall-

Tackett & Eckenrode, 1996, Steinberg et al., 1994; Widom, 1998) and disrespectful attitudes (Steinberg et al., 2006). Comparing both styles, one may conclude that neither permissive nor neglectful parenting provide advantages to the children outcomes although some researchers said sometimes permissive parenting has good effect to the children. Looking at all four styles, one may suggest that authoritative parenting would be the best parenting style in one family because the elements in authoritative parenting help children grow happily and succeed in their life.

As mentioned earlier, the four parenting styles such as authoritative, authoritarian, permissive, and neglectful parenting recommended by Baumrind (1967, 1971) can determine the way parents nurture their children (Joshi, Sharma, & Mehra, 2009). Besides these four styles, there is a factor that influences parenting style in one family, namely cultural surrounding (Keshavarz & Baharudin, 2009). Children's behavior may be interpreted differently in different cultures because culture influences the way parents are parenting their children (Kagitcibasi, 1996).

This researcher is introducing two different cultures; individualistic and collectivist cultures (Markus & Kitayama, 1991; Rudy & Grusec, 2006). It is noted that one should be very careful when interpreting children behavior based on the children's culture. It is because different cultures have different meaning and effect on certain behavior (Hill, 1995). When parents from different cultures practice different parenting style, the effect of the parenting style on children outcome may also be different (Keshavarz & Baharudin; Lee et al., 2006; Liem et al., 2010; Timpano et al., 2010). For example, control and firmness as elements in parenting might have different effects on children from different backgrounds. Children from a Middle Eastern family may exhibit

less depression when they are monitored and being controlled by their parents (Dwairy, 2008). In contrast, according to Pezzella (2010), African American children may exhibit higher depression when their parents are too controlling and firm with them. One may suggest that parents from different cultures practice different parenting styles. In addition, sometimes parents from different cultures may be dominant in practicing one style than any other style. For example some African American parents may also practice authoritative parenting and the parenting style that they exhibit depends on various reasons such as education level and income status (Pezzella, 2010; Querido et al., 2002).

Besides different culture, a researcher Banghdaserians (2010) argued that Baumrind's typology is only suitable to be practiced by parents who live in Western countries such as the United States. Her reason is that Baumrind developed her typology based on the Western population and she herself (Baumrind) is a Westerner- where she has deep understanding about the Western life. This situation might give her advantage to develop a typology that is suitable and beneficial to the Western family. Nevertheless, one might say that there is no problem with Baumrind's typology because the main problem is the lack of understanding of Baumrind's typology that consists of two elements which are behavioral control and acceptance. Therefore, the origin of Baumrind's typology should not be questioned. In the same line, there were researchers who were using Baumrind's typology in their studies on Middle Eastern population in Middle Eastern countries such as Assadi et al. (2007), Dwairy (2010, 2008, 2006a), and Zarnaghash and Samani (2010). It is evidenced that Baumrind's parenting typology is suitable to all cultures. Thus, the researcher also will use Baumrind's typology in this study.

There are some Muslim studies that use Baumrind's typology in their parenting studies (Assadi et al., 2007; Dwairy, 2008; Dwairy et al., 2006b; Dwairy & Menshar, 2006; Zarnaghash & Samani, 2010). These studies examine parents' parenting style and the effect on Muslim children's emotions and behaviors. However, from those studies, one can see that the outcome of the children were not consistent although the participants in those studies were Muslim. For example, a study by Assadi et al. (2007) found that Iranian children who were from wealthy and educated families received authoritative parenting. Thus, the children in these families performed well at school. Another study by Dwairy et al. (2006b) found that Arab children who were from authoritative homes have high social competence and strong relationships with their families compared to the other three styles. Dwairy (2008) found differently, where in his study children from authoritarian homes experienced fewer emotional and behavioral problems than children from the other 3 styles.

Others researchers also found the same as Dwairy, where children from Arab and Turkish families demonstrated psychological well-being when living in authoritarian homes compared to those children from the other 3 styles (Dwairy & Menshar, 2006; Dwairy et al., 2006; Kagitcibasi, 2005). Looking at this inconsistency of parenting style across Muslim communities, one might suggest that there must be factors that influence the style of Muslim parenting and the children's outcome. The factors might be related to norms, values, level of education, and income level. From the list of the studies above, one can see that religion has no influence on the way parents are nurturing their children.

The researcher also highlights the parenting studies from three main ethnicities in the United States; European American, African American, and Asian American since

these three ethnic groups will be represented in this study. The children's outcome were also discussed. Parenting style exhibited by parents from these three ethnic groups were different. Children's outcomes were also different among the groups. As listed in the literature review, most European American parents exhibited authoritative parenting especially those who were from middle class families (Buri, 1989; Darling & Steinberg, 1993; Lamborn et al., 1991; Shucksmith et al. 1995).

Most researchers found that authoritative parenting benefits the children's psychological well-being (Buri, 1989; Darling, 1999; Darling & Steinberg, 1993; Lamborn et al., 1991; Shucksmith et al. 1995; Supple & Small, 2006; Takeuchi & Takeuchi, 2008). According to Buri (1989) as well as Takeuchi and Takeuchi (2008), European American children will exhibit high calmness, high self-confidence, high self-esteem, more maturity, and dare to express their thought to other people. Other researchers agreed and added that European American children in authoritative homes were less aggressive and stubborn (Lamborn et al., 1991; Shucksmith et al., 1995), had low depression and stress (Buri, 1989), and perform well at school (Supple & Small, 2006). In the same study, Shucksmith et al. (1995) and Lamborn et al. (1991) found that European children who receive authoritarian parenting style may behave in more aggressive and stubborn ways than children who receive the other styles.

Another researcher found that children in authoritarian homes may exhibit poor social skills. Miller et al. (2009), for example, found that authoritarian parenting may cause antisocial behavior and conduct problems among children. The researcher faced difficulty finding a study that involve European American parents that practice permissive and neglectful parenting. Because of this gap, the researcher included all 4

parenting styles in this study. Also, because all of European American participants in the literature review were non-Muslim, therefore, the researcher will include European American Muslim to represent this study.

Most African American parents frequently exhibited authoritarian parenting than the other three styles (Ginsburg et al., 2009; Pezzella, 2010; Querido et al., 2002). Querido et al. (2002) in their study found that education and income level influence parenting style among African American families. They found that low education and low income parents may practice authoritarian and permissive parenting, whereas, high education and high income parents may practice authoritative parenting. Looking at this inconsistency of parenting style among African American parents, one may say that the effect of those parenting styles on children's outcome would also be different. Children who live in authoritative homes were well behaved compared to children in authoritarian and permissive homes where they were more aggressive (Querido et al., 2002) and more hostile (Pezzella, 2010). One may suggest that firm and less monitored parenting may cause behavior problems among any children regardless of ethnic group. The researcher will include African American Muslim children in this study.

It is interesting to know that Asian American parents nurturing their children with more than one parenting style where they frequently parent their children with authoritarian and authoritative parenting (Kim et al., 2007; Park et al., 2010). There is no specific reason for this situation, however, to the researcher's knowledge, the explanation for this is related to cultural origin of the parents and the acculturation process. To the researcher's knowledge, most Asian American people are immigrants from their original country such as China, Korea, and Vietnam where these are collective societies. People

from collective cultures practice authoritarian parenting more than authoritative parenting. Therefore, when people from collective culture migrated to the U.S., they went through the acculturation process to fit themselves in their new country. At the same time they learn to be authoritative based on their observation in the U.S (where most Westerners are authoritative). This situation influences their daily life. According to Kim et al. (2007) and Kim and Rohner (2002), Asian American parents practice authoritarian parenting when they discipline their children in studying-- where children from this ethnic group show high achievement in education compared to children from other groups. Pong et al. (2005) also agreed that authoritarian parenting is important to apply in one family to ensure the children focus on their studies and achieve. At the same time, Asian Americans show their support and motivate their children to success. One may suggest that authoritarian parenting is helpful to certify Asian American children succeed at school. However, the children also experience stress when their parents are controlling and firm toward them (Chao, 2001).

Considering all the information about parenting styles and child's outcome, thus the researcher is interested in developing a study regarding parenting style among Muslim families; this will help fill the current gap in the literature since it is difficult to find a study on parenting style conducted among Muslim children in the United States. Thus, the focus in this study is on examining the effects of parenting styles on children's difficulties (that include emotions and behavior traits) among different ethnic group of Muslim children in the United States. The second purpose of this study is to begin to understand the prevalence of different parenting styles among different Muslim ethnic

groups. Below the researcher will discuss the reasons for developing the hypotheses and research questions in this study.

**Hypothesis One**

*There will be a positive correlation between parental Behavioral Control and children's Difficulty scores.*

Based on previous studies (Hoeve et al., 2008; Johnson & Schemes, 2005; Martinez & Garcia, 2008; Pezzella, 2010; Schaffer et al., 2009), researchers have found that behavioral control may cause difficulties among children. In other words, in these studies they found that when parents are too strict, set rules on their children, and avoid two way communication between them, the children experience difficulties. Here, the researcher gives a list of studies conducted to examine the effect of behavioral control on children's emotions and behaviors. Johnson and Schemes (2005) found that children exhibit low ability in social adjustment when their parents control and monitor them. These children have no clue how to behave and react to their surrounding when they are alone because their parents frequently determine how they should behave and create certain limits.

Others researchers such as Steinberg, Blatt-Eisengart, and Cauffman (2006) found that children of controlling parents show less responsibility. Behavioral control which is seen as a discipline tool to the children may make children unable to internalize self-discipline and hence show resistance in being a responsible person. Besides, Gonzales et al. (2007) and Martin et al. (2007) examined in their studies that children achieve less accomplishment in academic because they receive restrictive and punitive parenting from

their parents. When the parents are frequently harsh towards their children, the children may show less effort and lower motivation in their academic pursuits which may affect their performance at school. Hoeve et al. (2009), as well as Suldo and Huebner (2004) stated that children exhibited less self-confidence because they are frequently monitored by their parents. Furthermore, the behavioral control practice also contributes to lost self-confidence among children. This lowered self-confidence occurred because controlled children have uncertain feeling about what they should do; besides that, they usually depend on their parents' orders. They will have trouble when they are alone and have to make their own decision. In other words, when by themselves, they are afraid to make their own choice and are not sure what to expect to happen.

In the same line, Baumrind (1966), Furnham and Cheng (2000), Kaufman et al. (2000), and Wolfradt et al. (2003) found that children with high behavioral control exhibit low self-esteem, show less happiness, and may develop nervousness. These internalizing problems occur because behavioral control implemented by their parents is based on fear. The children live in a stressful environment at home which may affect their development. Behavioral control is frequently related to depression among children. As found by Joshi et al. (2009) in their study, behavioral control which has strict and harsh elements may create depression among children. Moreover, Thompson et al. (2003) stated that behavioral control may cause depression to as early as 5 to 10 year old children. According to Pezzella (2010), children will experience depression when their parents are too controlling and strict with them. Other researchers also agreed and added that besides depression the children may also demonstrate low self-esteem. Milevskey et al. (2007, 2008), Patock-Peckham and Morgan-Lopez (2009) determined that because the

children frequently feel anxious to do something and afraid to express their opinion they may experience low self-esteem. Others researchers such as Martinez and Garcia (2008) also reached the same conclusion that children demonstrated low self-esteem when they have to agree to what their parents say where they have no opportunity to make their own choice. The children might think that making a mistake is unacceptable and they can be rejected by people around them which affect their self-esteem. Wijsbrock et al. (2011) found that besides lowering the children's self-esteem, behavioral control may decrease children's self-efficacy.

Other studies such as by Milevsky et al. (2007) found that behavioral control is associated with children's satisfaction in life. They stated that when children are too controlled by their parents, lose their enjoyment in life; they might frequently complain about something that shows their dissatisfaction in life. In addition, Barnow et al. (2005) found that children who experienced dissatisfaction in life may also exhibit aggression. Leung et al. (2004) determined that children were unhappy and dissatisfied when they have no chance to express their desire and needs. In the same line, Beck et al. (2004) stated that behavioral control may cause aggression and lower caring behavior among children. Knutson et al. (2005) added that children showed aggression because they frequently got punished, scolded, and spanked by their parents. These punitive behaviors create anger which leads to the development of aggression behaviors among children. Furthermore, Hoeve et al. (2008) found that behavioral control is the foundation of the development of delinquent behavior such as rape, robbery, and stealing among children. The researcher think that some parents might think that behavioral control is a tool to protect their children's behavior from less desired behavior. Unfortunately, these parents

do not realize that behavior control actually contributes to psychological problems among children. Moreover, Knutson et al. (2004) and Schaffer et al. (2009) said that behavioral control causes antisocial behavior among children.

Behavioral control may also create anxiety among children. Bogels et al. (2006), Pettit et al. (2000), and Rapee (1997) evidenced that children who received high control from their parents may demonstrate high anxiety. The anxiety occurs because the children have lack of independence ability. They are unable to cope and manage any difficulties. In addition, McLeod et al. (2007) found that anxiety among children develop because of pressure experience. As one can see, behavioral control is frequently evidenced as the factor that may affect psychological well-being among children. As stated by Frick (1994), behavioral control causes childhood problems. Therefore, because of numerous evidence found regarding disadvantages of behavioral control on children's development, the researcher hypothesized that Muslim children who live in the United States will experience more difficulties when receiving high behavior control from their parents.

**Hypothesis Two**

*There will be a positive correlation between parental Acceptance and children's Difficulty score*

While most of the previous studies found that acceptance elements in parenting style contribute to psychological well-being among children (Chan et al., 2000; Forehand & Nousiainen, 1993; Kim, 2008; Rohner, 1998; Tacon & Caldera, 2001; Veneziano, 2000, 2003), several studies found the opposite occurring. Studies by Gfroerer, Kern, and

Curlette (2004) found that acceptance may cause aggression among children. They found this less desired behavior occurred when they conducted a study among low income families living in the United States. In the same line, Rothrauff, Cooney, and An (2009) examined the relationship between parenting style and children's outcomes. Rothrauff and his colleagues found that children who received high warmth and high attention from their parents tend to experience high depression. The children in the same study also exhibited aggression toward their parents. Both studies by Gfroerer et al. (2004) and Rothrauff et al. (2009) conducted in the United States on non-Muslim children are very interesting because the findings revealed that high acceptance from parents cause difficulties among children; on the other hand, hundreds of studies in the United States found that the high acceptance children received from their parents caused lower difficulties, finding opposite to the studies by Gfroerer et al. and Rothrauff et al.

The researcher found that studies by Gfroerer et al. and Rothrauff et al. better represent the Muslim population because the researcher is looking on the correlation of acceptance and difficulties among children from four ethnic groups in the U.S. The children in Gfroerer et al. and Rothrauff et al. were non-Muslim, however, they are American. As the researcher mentioned earlier, religion does not determine the way parents are parenting their children. Another reason is that it is very difficult to find a study about parenting style among Muslim children in the U.S. That is why the researcher highlights those studies as a comparison to the current study.

The same finding that high acceptance cause high difficulties among children was found by Dwairy and Menshar (2006) in their study conducted on Muslim participants who lived in the Middle East. Again, two years later, Dwairy (2008) in his study found

that Muslim children who received attention and affection from their parents exhibited aggression and depression. This study was also conducted outside of the U.S. One can see that in these studies - of which two studies were conducted in the U.S. and two studies were conducted outside the U.S - the result revealed that the children investigated experienced aggression and depression when their parents nurtured them with high warmth, support, responsiveness and encouraged two way communication; the children exhibited unexpected emotions and behaviors where they demonstrated difficulties. To the researcher's knowledge, the explanation for this situation is that most probably for children in the U.S., the children may experience difficulties because they are taking advantage of the kindness shown by their parents till they cause problems to themselves where they act out of control. There is no study that examines the reason children experience difficulties when receive warm parenting from their parents.

Meanwhile, for children who live in a Middle Eastern country most probably the children experience difficulties because they are too spoiled and expect too much from what the parents can do for them. There is no scientific evidence found regarding this matter especially research conducted among Muslim population. The reason is based on the researcher's experience and knowledge. As revealed in a previous studies (Dwairy et al., 2005, 2004a; Kagitcibasi, 2005) most Middle Eastern parents are less responsive toward their children. Only some Middle Eastern parents exhibited warmth and responsiveness in nurturing their children. It is interesting to note that when some Middle Eastern parents exhibit responsiveness to their children, the children may experience difficulties. This situation happened because based on the researcher's observation, the children who experience difficulties when having warm parents actually is not grateful.

They show lack of appreciative attitude to what they have where they manipulate their parents' kindness. Another reason is that children have an egocentric thinking. According to Quoss and Zhao (1995) the children may show lack of appreciation and disrespect to elders because they are egocentric. They have their own perception about something. In addition, Lavery, Siegel, Causins, and Rubovits (1993) stated that egocentric thinking occurring among children may influence their behavior about something. One may suggest that egocentric thinking may influence the way the children think, feel, and behave. They may do whatever they like to do without thinking about the bad effect on themselves (Lavery et al., 1993). Looking at this situation, the researcher predicted that because of egocentric thinking, most probably Muslim children who live in the United States will demonstrate many difficulties when receiving acceptance from their parents.

**Research Question One**

*Which parenting style is associated with the greatest number of children's Difficulties?*

In looking at which parenting style leads to high difficulties and problems among children, most researchers found that authoritarian, permissive, and neglectful parenting contribute to emotional and behavioral problems among children. As found by numerous researchers, authoritarian parenting may develop depression (Joshi et al., 2009; Milevsky et al., 2007; Patock-Peckham & Morgan-Lopez, 2009), low self-esteem (Barnow et al., 2005; Martinez & Garcia, 2008), decrease life satisfaction (Leung et al., 2004; Milevsky et al., 2007), aggression (Beck et al., 2004; Frick, 1994; Knutson et al., 2005), and delinquent (Hoeve et al., 2008, 2009; Knutson et al., 2004; Schaffer et al., 2009) among children.

Based on the previous studies stated above, among these three parenting styles, authoritarian parenting which is characterized by high behavioral control and low acceptance frequently results in the greatest difficulties among children in the U.S. For example, Park et al. (2010) stated that children with authoritarian parents may have high stress and high conflict with their parents. It is noted that most of researchers gave attention to investigating authoritarian parenting rather than the other two parenting styles. However, in the Muslim context, the researcher found that it is unclear which parenting style results in the greatest difficulties since there was evidence showing the four parenting style including authoritative parenting contribute to less desired outcome among Muslim children. In addition, according to Dwairy et al. (2006b) and Khodaii et al. (2008), Muslim parents practice equally authoritarian, permissive and neglectful parenting. Because of this unclear information about which is actually the parenting style that contributes to emotional and behavioral (difficulties) problems among Muslim children, therefore, the researcher decided to assess the four styles to look at which parenting style contributes the most in developing difficulties among Muslim children in the U.S.

**Research Question Two**

*Which is the most frequent parenting style for participants in the study sample?*

According to Dwairy, Achoui, Abouserie, and Farah (2006a), Khodaii, Medanipori, and Naghdi (2008), Muslim families equally exhibit these three parenting styles; authoritarian, authoritative, and permissive. However, none of the previous studies found the most frequent parenting style among Muslim families especially in the U.S.

There is also no finding about the most frequent parenting style for each Muslim ethnic group in the U.S. Given this lack of information, therefore, the researcher is interested to fill the gap by conducting research that will provide the data about the most frequent parenting style for Muslims in the United States and for each Muslim ethnic group including European American, African American, Asian American and Middle Eastern.

**Research Question Three**

*Is the consistency of parenting style associated with children's difficulties?*

Dwairy (2010) stated that parental inconsistency causes anxiety and depression among Muslim children. Steinberg et al. (1994) stated that inconsistency in parenting among African American and Asian American families sometimes have no connection with child outcome and at other times show desired outcome especially in academic success. According to Hersor (1960), inconsistency causes separation anxiety and school phobia among children because parents frequently exhibit unpredictable behavior in nurturing their children. In addition, Dadds (1995) found in his study that inconsistency may cause conduct disorder among children because children deal with parents who are not consistent in setting limits and discipline. Moreover, Dwairy (2008) stated that inconsistency in parenting may cause children to feel confused when predicting negative reactions from their parents.

In contrast, some researchers found that inconsistency provided advantages on children's development. Kim et al. (2007) noted that inconsistency in parenting especially when parents demonstrate authoritative parenting at one time and demonstrate authoritarian parenting at another time might help children achieve at school, experience

low stress, and exhibit less externalizing behavior such as aggression. This opposite finding occurs most probably because parents see control as a tool to protect their children but they have no intention to control their children's freedom. Parents set limits to ensure their children achieve at school and avoid bad behavior. According to Pong et al. (2005), parents can be authoritative by exhibiting their support and concern, but strict in disciplining especially to ensure the children succeed at school. Park et al. (2010) and Chao (2001) examine that parenting inconsistency was found in Asian American families who were born in the U.S. or outside the U.S. Based from the findings discussed above, the researcher found that consistency may influence children's outcome. Therefore, in this study, the researcher will examine if consistency in parenting style may cause difficulties among Muslim children in the U.S.

## CHAPTER III: Methodology

### Participants

Participants in this study were recruited from 3 private Midwestern, Muslim schools. The study focused on the responses of a random sample of 112 students, from ages 11 to 19, enrolled in 6th to 12th grades. The parent permission form was given to 606 participants. From the 606 forms, only 124 students submitted the parent permission forms and the survey questionnaires. Four of the participants were non-Muslim and thus were excluded from this study, while 7 of the participants who had completed less than 50% of the questionnaires also were omitted from this study. There was also a Native American participant excluded from this study. Therefore, only 112 Muslim students participated in this study. There were 4 ethnic categories of participants. These were European American/White, African American, Asian American, and Middle Eastern. Persons in the Middle Eastern were categorized as mixed Asian and Arab and mixed Arab and White (as they described themselves in parentheses), Arab American, and Palestinian.

### Materials

The instruments used in this study were a set of demographic questions (Appendix A), The Parenting Style Index to assess parenting style (Steinberg, Darling, Mounts, & Dornbusch, 1994) (Appendix B, C), and the Difficulties Questionnaire to assess children's emotional and behavioral problems (Goodman, Meltzer, & Bailey, 1998) (Appendix D). While there were 112 children in the study, each child was asked to respond separately about his/her father and mother on the Parenting Style Index.

**Demographic Variables**

All participants were asked to provide information regarding their age, gender, place of birth, religious affiliation, ethnic identity, grade, education level, family composition, number of generations in the United States, families' standard of living, and family income. All participants in this study are Muslim.

**The Parenting Style Index**

The Parenting Style Index (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994) consists of three subscales which are Behavioral Control, Acceptance, and Autonomy Granting. The first subscale is Behavioral Control and has 8 items (e.g., "How much do your parents try to know where you go at night?"; What do you do with your free time?"). All of the Behavioral Control items are scored on a Likert scale with three levels of responses from "none" to "a lot". The internal consistency reliability, coefficient alpha for high school students is .78 (Steinberg et al., 1994). The second subscale is Acceptance and has 9 items (e.g., "My parents spend time just talking with me"; "My family does things for fun together"). All of the Acceptance items are scored on a four point Likert scale from "agree strongly" to "disagree strongly". This subscale has an alpha of .79 (Steinberg et al., 1994). The third subscale, Autonomy-Granting, was not used in this study.

Participants responded to the two versions of the Parenting Style Index; one assessing the perceptions of their fathers (or guardians), and the other one assessing the perceptions of their mothers. Participants completed this measure for both two-parent household (father and mother) and single-parent household (father/mother). Participants

who lived with grandparents and aunties/uncles were included in this study because they are children's guardians. The procedure of scoring of this questionnaire can be found under the analysis section.

## The Difficulties Questionnaire

The dependent variable for this study, difficulties, is a measure of emotional and behavioral problems. It was measured using the Difficulties Questionnaire (Goodman, Meltzer, & Bailey, 1998). The Difficulties Questionnaire is a concise behavioral screening questionnaire that asks 25 short questions which include positive and negative attributes. This questionnaire consists of 5 scales with 5 items for each scale (e.g., emotional symptoms, conduct problems, hyperactivity, peer problems, and pro social). For example, "I try to be nice to other people"; "I am restless, I cannot stay still for long". The questionnaire can be completed by teachers and parents for children from 4-16 years-old. There is also a self-report version that can be answered by children and adolescents from 11-17 years old (Goodman, Meltzer, & Bailey, 1998) which was used in this study. The reliability of the Difficulties Questionnaire with a Swedish population (N = 100) was reported to have a Cronbach's alpha of .76 for the Total score, .75 for Inattention-Hyperactivity, .70 for Prosocial Behavior, .61 for Emotional Symptoms, .54 for Conduct Problems, and .51 for Peer Problems (Smedje et al., 1998). The procedure of scoring of this questionnaire can be found under the analysis section.

## Procedures

Letters describing the study and requesting permission for participation were sent to parents of all students enrolled in the participating schools. Students whose parents

returned the parental consent form also received a student assent form that reviews the study's purpose and the voluntary nature of participation, as well as stating that participating students will receive a pencil for their participation. Only students who also assented to participation were included.

Because of time constraints and transportation issues, students from two schools took home the survey questionnaires. It was emphasized that they give their own answers without consulting their parents. They returned the survey questionnaires approximately two weeks after the survey was given. The researcher conducted the survey by herself at one private school during the school session after getting approval from the teachers and parents. The students took approximately 50 minutes to answer all the questionnaires.

**Analysis Process**

For this study, the researcher used Baumrind's (1991) parenting typology to categorize the parenting characteristics into four parenting styles. The emotions and behaviors of the children were measured using the Difficulties Questionnaires (Goodman, Meltzer, & Bailey, 1998).

The scoring procedure for The Parenting Style Index:

Using SPSS 19, the researcher entered the scores of all the acceptance and behavioral control items separately for fathers and mothers. Scores on the acceptance and behavioral control were used to categorize Father Acceptance (FA), Mother Acceptance (MA), Father Behavioral Control (FBC), and Mother Behavioral Control (MBC). To get the total scores for Father Acceptance, the researcher summed all the Father Acceptance scores from each participant. This process was repeated for Mother Acceptance, Father

Behavioral Control, and Mother Behavioral Control items resulting in total score for each
parent on both acceptance and behavioral control.

The process to categorize fathers and mothers into four parenting styles will be
discussed in result chapter (Chapter 4) under the Categorizing Behavioral Control and
Acceptance Items title.

The scoring procedure for the Difficulties Questionnaire:

The questionnaire contains positive and negative items that be rated as 'not true
(0), 'somewhat true' (1) or 'certainly true' (2). As mentioned above, Goodman included
five items for each of five subscales: emotional symptoms, conduct problems,
hyperactivity, peer problems, and prosocial behavior. The scores for these subscales are
compiled by adding the scores for the five corresponding items, after recoding the scores
of positively phrased items (0 becomes 2 and 2 becomes 0). To get the total difficulties
score, the researcher summed four of the five subscale scores. The prosocial scale is
excluded as it was looking at positive qualities and this study is focused on negative
qualities.

From emotional and behavioral problems to "difficulties" measure:

This researcher used the Difficulties Questionnaire to assess children's emotional
and behavioral problems. These four subscales (e.g., Emotional, Conduct Problems,
Hyperactivity, and Peer Problems) were used in this study to measure children's
emotional and behavioral problems which are called "difficulties." The Difficulties
Questionnaire consists of the element of emotional and behavioral problem. For example,
emotional items consists of questions that assess children's feelings such as angry, upset,

depressed, and fear, while behavioral items consist of questions that assess children's behavior problems, such as conduct problem like cheating and fighting. Other behavioral items are restless, distracted, get along with others and bullying.

The procedure for identifying consistent and inconsistent parenting:

The researcher included the consistency variable in this study to support the work of Dwairy (2010) when he found that inconsist parenting affects children's emotional and behavioral problems such that when one's parent's style is different from the other parent. Therefore, the researcher assessed these variables in two-parent households to assess the effects on children's difficulties.

To assess the consistency variable, the researcher looked at Father Parenting Style (FPS) and Mother Parenting Style (MPS) variables. The FPS and the MPS are the same variables that the researcher assessed to get the parenting style for fathers and mothers (as described in result chapter). Then, the researcher compared both FPS and MPS and looked at the consistency and inconsistency between both fathers and mothers on four parenting styles. Parents who have consistency in parenting were assigned as 1, while parents who showed inconsistency in parenting were assigned 2.

Below are the two hypotheses that had been tested in this study;

H1: There will be a positive correlation between parental behavioral control and children's difficulty scores.

Correlation analyses were run to analyze the correlation between behavioral control and difficulties. This hypothesis was tested separately for fathers and mothers.

H2: There will be a positive correlation between parental acceptance and children's difficulty scores.

Correlation analyses were run to analyze the correlation between acceptance and difficulties. This hypothesis was tested separately for fathers and mothers.

There are several research questions that had been tested in this study.

RQ1: Which parenting style is associated with the greatest number of children's difficulties?

An analysis of variance was run to assess which parenting style results in the highest difficulties scores. This question was answered separately for fathers and mothers. The dependent variable was the difficulties measure, while the independent variable was parenting style.

RQ2: Which is the most frequent parenting style for the participants in the study sample?

Crosstab were run to identify the frequency differences for parenting style in the various ethnic groups. This research question was answered separately for fathers and mothers.

RQ3: Is the consistency of parenting style associated with children's difficulties?

An independent sample t-test was run to analyze the difference in difficulties due to consistency in parenting style. The dependent variable was difficulties, while parents parenting style consistency was the independent variable.

**CHAPTER IV**

**RESULTS**

**Introduction**

The purpose of this study was to examine the relationship between parenting styles and children's emotional and behavioral problems among Muslim families. Data were collected from 112 Muslim students from 6th to 12th grades. The researcher used the Statistical Package for the Social Sciences Professional 19 (SPSS 19) to analyze the data.

**Descriptive Statistics**

Demographic variables were age, gender, grade, GPA, ethnicity, financial status, place of birth, family composition, and number of brothers and sisters. A questionnaire was given to each respondent to elicit information regarding the mentioned demographic variables and other variables of interest. All participants in this study were Muslims.

Table 1: Descriptive Statistics for Age, GPA, Number of Brothers and Sisters.

| Demographics | Mean | SD | N | Range |
|---|---|---|---|---|
| Age | 14.4 | 2.2 | 112 | 11 – 19 |
| GPA | 3.4 | .59 | 84 | 1.7 – 4.6 |
| No. of Brothers | 2.2 | 1.2 | 91 | 6.0 |
| No. of Sisters | 2.2 | 1.4 | 82 | 7.0 |

As can be seen in Table 1, the age of participants ranged from 11 to 19 years old with a mean age of 14.4 and standard deviation of 2.2; GPA ranged from 1.7 – 4.6 with a mean score 3.4 and standard deviation of .59; mean number of brothers was 2.2 and

standard deviation of 1.2, while, mean number of sisters was 2.2 and standard deviation of 1.4.

Table 2 suggests that, 40.2% of the participants were male and 59.8% were female suggesting that there were more female respondents as compared to male respondents.

Table 2 Gender of the Respondents

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 45 | 40.2 |
| Female | 67 | 59.8 |
| Total | 112 | 100.0 |

The respondents in this study were from different ethnic backgrounds. There were 20.5% of Caucasian/Whites, 13.4% of African Americans, 29.5% of Asians, and 33.0% of Middle Eastern. Majority of the respondents were the Middle Eastern and Asians.

Table 3: Ethnicity of the Respondents

| Ethnic | Frequency | Percent |
|--------|-----------|---------|
| Caucasian/White | 23 | 20.5 |
| African American | 15 | 13.4 |
| Asian | 33 | 29.5 |
| Middle Eastern | 37 | 33.0 |
| Did Not Answer | 4 | 3.6 |
| Total | 112 | 100 |

Among the 112 respondents, more than half of them were born in the United States accounting for 57.1%, as depicted in Table 4. It was also noticed that majority of the respondents lived with both their parents (83.0%), while the other were under the guardianship of a single parent as reported in Table 5.

Table 4   Respondents Place of Birth

| Place of Birth | Frequency | Percent |
|---|---|---|
| United States | 64 | 57.1 |
| Others | 48 | 42.9 |
| Total | 112 | 100.0 |

Table 5   Major Guardian of Participants

| Guardians | Frequency | Percent |
|---|---|---|
| Father | 5 | 4.5 |
| Mother | 14 | 12.5 |
| Father and Mother | 93 | 83.0 |
| Total | 112 | 100.0 |

As demonstrated in Table 6, participants described their family's standard of living. Approximately 21.4% reported being very well off, 61.6% of the participants reported living comfortably, 12.5% reported getting by, 2.7 reported being poor and 1.8% reported being very poor.

Table 6   Family Standard Living

| Perception of Living Standard | Frequency | Percent (%) |
|---|---|---|
| Very poor | 2 | 1.8 |
| Poor | 3 | 2.7 |
| Getting by | 14 | 12.5 |
| Living comfortably | 69 | 61.6 |
| Very well off | 24 | 21.4 |
| Total | 112 | 100.0 |

As illustrated in Table 7, participants were asked to make a comparison between their families' financial status and the financial status of other students at their school. About 11.6% of participants reported being much better off of financially compared to

other students at their school. About 30.4% reported being better off financially than the other students at their school, 50.0% reported being of about the same financial status as other students at their school, while 7.1 % reported being somewhat worse off financially.

Table 7: Financial Status of the Respondents

|                    | Frequency | Percent |
|--------------------|-----------|---------|
| Somewhat Worse Off | 8         | 7.1     |
| About the Same     | 56        | 50.0    |
| Better Off         | 34        | 30.4    |
| Much Better Off    | 13        | 11.6    |
| Did Not Answer     | 1         | .9      |
| Total              | 112       | 100     |

## Categorizing Behavioral Control and Acceptance Items

The researcher used the Parenting Style Index (PSI) to determine which parenting style each parent falls into. The researcher's focus was to categorize each parent into one of the four parenting styles using Baumrind's typology (Baumrind, 1967, 1971). The acceptance and behavioral control scales were used to form these categories.

The researcher used the following steps for this categorization:

Step 1: The researcher used the Father Acceptance (FA), Mother Acceptance (MA), Father Behavioral Control (FBC), and Mother Behavioral Control (MBC) scores.

Step 2: For each scale, FA, MA, FBC, and MBC, scores were divided into tertiles and the highest and the lowest third of the scores were used. The percentiles of 33.33 and 66.67 were used to divide the scores of FA, MA, FBC, and MBC into tertiles. This was done by using the coding by SPSS called Visual Binning. As shown in Table 8, the researcher found that on the FA, the first tertile is from 13 to 28, the second tertile is from 29 to 31, and the

third tertile is from 32 to 36. For FBC, the first tertile is from 10 to 20, the second tertile is 21- 23 and the third tertile is from 24 to 32. For MA, the first tertile is from 16 to 30 and the second tertile is from 31 to 34. The third tertile is from 35 to 36. For MBC, the first tertile is from 11 to 23 and the second tertile are 24 -25. The third tertile is from 26 to 32. The researcher used the scores that fall into the first and third tertiles only. Participant who obtained a score that fell into the middle tertile were not assigned a parenting style category.

Table 8: Frequencies of the Acceptance and Behavioral Control in Different Tertiles

|  |  | Acceptance | | | Behavioral Control | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Low | Mid | High | Low | Mid | High |
| Parent |  |  |  |  |  |  |  |
| Father | Score | 13-28 | 29-31 | 32-36 | 10-20 | 21-23 | 24-32 |
|  | N | 35 | 23 | 46 | 24 | 25 | 47 |
| Mother | Score | 16-30 | 31-34 | 35-36 | 11-23 | 24-25 | 26-32 |
|  | N | 38 | 37 | 32 | 31 | 24 | 42 |

Step 3: Participants who scored in the higher tertile on behavioral control were given a 2 on behavioral control and those who scored in the lower tertile were given a 1. Participants who scored in the higher tertile on acceptance were given 2 on acceptance and those who scored in the lower tertile were given 1. Parents who received 2 on behavioral control and 2 on acceptance were considered to be authoritative; parents who received 2 on behavioral control and 1 on acceptance were considered to be authoritarian; parents who received 1 on behavioral control and 2 on acceptance were considered to be permissive; parents who received 1 on behavioral control and 1 on acceptance were considered as neglectful parents. This coding was done for fathers and mothers.

After the parents were categorized by parenting style, the hypotheses and the research questions were tested. There are two hypotheses and three research questions addressed.

*H1: There will be a positive correlation between parental Behavioral Control and children's Difficulty score. This hypothesis will be tested separately for fathers and mothers.*

Correlation analyses revealed that there was no statistically significant correlation between Behavioral Control and Difficulties measures for fathers ($r = -0.07$, $p = 0.54$) and also for mothers ($r = -0.15$, $p = 0.14$) as shown in Table 9. The negative correlations found between Behavioral Control and Difficulties suggest that if there were a relationship between these variables it would suggest that Behavioral Control actually results in fewer difficulties which is opposite to what was predicted.

Table 9 Correlation between Behavioral Control and Difficulties in Children

| Parent | Pearson R | Sig | N |
|--------|-----------|------|-----|
| Father | -0.07 | 0.54 | 91 |
| Mother | -0.15 | 0.14 | 91 |

*H2: There will be a positive correlation between parental Acceptance and children's Difficulty score. This hypothesis will be tested separately for fathers and mothers.*

As revealed by correlation analyses, there was no correlation between Acceptance and Difficulties for fathers ($r = .14$, $p = 0.18$) or mothers ($r = .10$, $p = 0.35$) as shown in Table 10. Looking at the correlation for both parents and both Acceptance and Behavioral Control, it is interesting to note that Behavioral Control, though not significant, is

negatively related with children's difficulties and Acceptance, again not significant, is positively related with children's difficulties.

Table 10: Correlation between Acceptance and Difficulties in Children

| Parent | Pearson R | Sig | N |
|--------|-----------|-----|---|
| Father | 0.14 | 0.18 | 97 |
| Mother | 0.10 | 0.35 | 99 |

*RQ1: Which parenting style is associated with the greatest number of children's Difficulties?*

The means score for each parenting style for fathers and mothers were tabulated as shown in Table 11. The means score suggests that the highest difficulties experienced are with parents with permissive parenting style. The lowest difficulty experienced is the neglectful parenting style among fathers and authoritarian mothers. To justify if there is a significant difference among these scores, the One-way ANOVA was used to answer the question about which parenting style is the most effective for Muslim children. This test was carried out for each parent. Table 11 shows the mean scores of difficulties for each different parenting style, for father and mother with the significance for the ANOVA test. Generally, looking at the significance level of the analysis (ps = .23 and .776), we see that Parenting Style has little effect on the Difficulties of Muslim children.

Though this analysis found insignificance finding, the Table 11 provide an info that children who live with both permissive fathers and mothers experienced high difficulties.

Table 11 ANOVA test for Difficulties Scores of the Different Parenting Styles

| Parent | | Authoritative | Authoritarian | Permissive | Neglectful | p-value |
|--------|------|---------------|---------------|------------|------------|---------|
| Father | Mean | 17.6 | 16.7 | 21.4 | 15.1 | 0.23 |
| | (SD) | (7.6) | (5.8) | (8.2) | (4.8) | |
| Mother | Mean | 18.8 | 16.7 | 20.2 | 18.4 | 0.76 |
| | (SD) | (8.3) | (5.0) | (11.4) | (6.2) | |

*RQ2: Which is the most frequent parenting style for the participants in the study sample?*

The Pearson Chi Square test analyzing the dependence between parenting style and ethnicity shows that there is no significant relationship between the variables ($p = .24$). This revealed that there was no difference between Fathers' Parenting Style across different ethnic groups. Crosstabulation for the different parenting styles for fathers' in the various ethnic groups were obtained, and tabulated in Table 12 with the Pearson Chi-Square statistics. Although the finding was unable to evidence the significance between parenting style and ethnicity for fathers, the analyses found that among the Caucasian fathers, the majority were authoritative (63.64%). African American fathers were mostly authoritative (50%), while for Asians the majority were neglectful (40%). Middle Eastern fathers exhibit both authoritative and authoritarian parenting (36.36%) for each.

Even though RQ2 was not significant, the analysis has provided the information that authoritative parenting is the most frequent parenting style for fathers of Muslim combined, while permissive parenting is the least parenting style among Muslim fathers combined.

Table 12: Frequencies of Ethnic Group and Parenting Styles among Fathers.

| | | | Parenting Style Among Fathers | | | | |
|---|---|---|---|---|---|---|---|
| | | | Authoritative | Authoritarian | Permissive | Neglectful | Total |
| Ethnic | Caucasian | Count | 7 | 3 | 1 | 0 | 11 |
| | | % | 63.64% | 27.27% | 9.09% | 0.00% | 100% |
| | African American | Count | 3 | 1 | 1 | 1 | 6 |
| | | % | 50.00% | 16.67% | 16.67% | 16.67% | 100% |
| | Asian | Count | 4 | 3 | 2 | 6 | 15 |
| | | % | 26.67% | 20.00% | 13.33% | 40.00% | 100% |
| | Middle Eastern | Count | 8 | 8 | 4 | 2 | 22 |
| | | % | 36.36% | 36.36% | 18.18% | 9.09% | 100% |
| Total | | Count | 22 | 15 | 8 | 9 | 54 |
| | | % | 40.74% | 27.78% | 14.81% | 16.67% | 100% |

*Pearson Chi-Square = 11.491* , p = .24, *df = 9*

Table 13 shows the crosstabulation for the different parenting styles for mothers' in the various ethnic groups with the Pearson Chi-Square statistics.

Table 13: Frequencies of Ethnic Group and Parenting Styles among Mothers

|  |  |  | Parenting Styles among Mothers | | | | |
|  |  |  | Authoritative | Authoritarian | Permissive | Neglectful | Total |
|---|---|---|---|---|---|---|---|
| Ethnic | Caucasian | Count | 4 | 3 | 1 | 3 | 11 |
|  |  | % | 36.36% | 27.27% | 9.09% | 27.27% | 100.00% |
|  | African American | Count | 0 | 2 | 0 | 0 | 2 |
|  |  | % | 0.00% | 100.00% | 0.00% | 0.00% | 100.00% |
|  | Asian | Count | 2 | 5 | 4 | 4 | 15 |
|  |  | % | 13.33% | 33.33% | 26.67% | 26.67% | 100.00% |
|  | Middle Eastern | Count | 5 | 5 | 3 | 4 | 17 |
|  |  | % | 29.41% | 29.41% | 17.65% | 23.53% | 100.00% |
| Total |  | Count | 11 | 15 | 8 | 11 | 45 |
|  |  | % | 24.44% | 33.33% | 17.78% | 24.44% | 100.00% |

*Pearson Chi-Square = 7.0,* p *= .64, df = 9*

The Pearson Chi-square testing is the relationship between the parenting styles among mothers and ethnicity returned insignificance ($X^2$ = 7.0, p = .64). This suggests that mother's parenting style is not different due to ethnicity. Even though this result is not a significant finding, one can learn from the statistic as shown in Table 14 that among the Caucasian mothers, the majority were authoritative (36.36%). African American mothers were 100% authoritarian, though this has to be considered with great caution as there were only two African American mothers. For Asian mothers, the majority were authoritarian (33.33%). Middle Eastern mothers exhibit both authoritative and authoritarian parenting with 29.41%, exhibiting each style.

The analyses unable to find the significance relationship between fathers or mothers from different ethnicity and parenting style. However, the analyses have provided an information that authoritarian parenting is the most frequent parenting style for mothers of Muslim combined, while permissive parenting is the least parenting style among Muslim mothers combined.

*RQ3: Is the consistency of parenting style associated with children's difficulties?*

An independent sample t-test was used to analyze the difference in difficulty score due to parental consistency. Consistency indicates that both father and mother exhibit the same parenting style while inconsistency indicates the respondents' father and mother exhibit different parenting styles. Table 14 shows descriptive statistics and the t-test results.

Table 14   Difficulties Scores as a Function of Parental Consistency

| | Parenting Style | N | Mean | SD | t-stat (df) | p-value |
|---|---|---|---|---|---|---|
| Difficulties | Consistent | 20 | 18.3 | 7.4 | 0.397(26) | P = .70 |
| | Inconsistent | 8 | 17.0 | 9.0 | | |

*Levene's test equality* (p = .70)

The independent sample t-test revealed that there is no difference in the difficulties experienced by the respondent under consistent or inconsistent parenting style.

**CHAPTER V**

**DISCUSSION**

The purpose of the study was to examine the effects of parenting styles on children's difficulties. Some research suggest that parenting style affects children's difficulties (Baumrind, 1996; Jackson-Newsom et al., 2008; Park et al., 2010). In most parenting studies, the main supposition has been that parenting styles from both the father and mother effect child difficulties (Aunola & Nurmi, 2005; Kakihara, Tilton-Weaver, Kerr, & Stattin, 2010). Lewis and Lamb (2003) stated that the interaction, attachment, and attention from mothers and fathers influence child outcomes. In the current study, the researcher looked at parenting style separately for fathers and mothers since the questionnaires used in this study were completed separately by participants one for each father and mother. The reasons for having children complete the survey separately for fathers and mothers is that children are likely to have different perceptions about their father's and mother's parenting style. Their perception is influenced by the relationship and attachment that they receive from both parents.

Gender differences is another reason children filled in two different questionnaires for their parents. Boys and girls are treated differently by their parents. Therefore, boys and girls would have different views and opinions about their parents' parenting style. Thus, another important aim of this study was to discover the prevalence of different parenting styles among different ethnic Muslim groups. Previous studies found that different ethnic group practice different parenting styles; for example, most Caucasian parents frequently exhibited authoritative parenting style (Baumrind, 1996;

Takeuchi & Takeuchi, 2008), while Middle Eastern parents frequently exhibited authoritarian parenting style (Dwairy, 2008; Zarnaghash & Samani, 2010).

This study addressed several gaps in the existing literature in this area. First, researchers have been inconsistent in the measurement of parenting style. Previous research used various indicators for parenting style including the parental strictness-supervision and psychological autonomy granting (Suldo & Huebner, 2004), warmth and acceptance (Patock-Peckham & Morgan-Lopez, 2009), parental involvement and control (Kazemi et al., 2010), parenting authority (Buri, 1991), and parenting style and dimensions (Robinson et al., 1995). The measurement of parenting style can have significant implications for categorizing parenting styles of parents and should be as comprehensive as possible because parenting study involve more than one ethnic group of participants. The current study addressed this gap in the literature by measuring the parenting style based on the parenting practices (behavioral control and acceptance) that can be found in different ethnic groups.

The second gap that the current study addressed is the paucity of research regarding the effect of parenting style on the Muslim family. Only a small number of studies were located that included a representative number of Muslim participants (Assadi et al., 2007; Dwairy, 2004a, 2008; Dwairy & Menshar, 2006; Dwairy, et al., 2006b; Zarnaghash & Samani, 2010). This gap in the existing literature was addressed in the current study by including the Muslim children participants to explore the effect of parenting style among Muslim children.

Third, this study addressed a gap in the existing literature by examining all four parenting styles in the Muslim families. Most researches in the existing literature investigated two or three parenting styles and frequently ignore the fourth parenting style which is neglectful parenting (Dwairy et al., 2006b; Dwairy, 2004a; Joshi et al., 2009; Lamborn et al., 1991; Zarnaghash & Samani, 2010). Therefore, this current study addressed this gap in the literature by examining all of four parenting styles including the neglectful parenting.

While most of the previous studies found parenting style was associated with children's difficulties, those results were not found in the current study. Almost all of the hypotheses and research questions that were analyzed in this study did not support the previous findings that parenting style influences children's difficulties. There are several factors that may have influenced the results of this study. All of the factors will be discussed throughout this chapter.

**Hypotheses and Research Questions**

*Hypothesis One*

Previous studies indicated that behavior control is associated with difficulties problems, such as depressed mood and anxiety among children (Barber, Olsen & Shagle, 1994; Barber & Harmon, 2002; Conger, Conger & Scaramella, 1997; Olsen, Yang, Hart, Robinson et al., 2002; Pettit et al., 2001; Siequeland, Kendall, & Steinberg, 1996; Wolfradt, Hempel, & Miles, 2003). In addition, some studies have also found an association between a high level of behavioral control and difficulties problems (Barber & Harmon, 2002; Steinberg, 2001; Yang et al., 2004). As listed above, behavioral control

causes psychological problems among non-Muslim children. Thus, it is believed that Muslim sample also may experience the same. Therefore, it was hypothesized in the current study that behavioral control would be correlated with difficulties for both fathers and mothers. However, this hypothesis was not supported.

In this study, no correlations was found between behavioral control and difficulties. One possible explanation for the inconsistencies between the results found in the present study and those of some earlier ones is that most probably most participants receive less behavioral control from their parents. Therefore, the result found that behavioral control and difficulties were not significant.

*Hypothesis Two*

A study by Dwairy (2008) and Dwairy & Menshar, (2006) on Muslim children indicated that acceptance may increase difficulties problems among children. As mentioned earlier, acceptance practice is the element that minimize behavior and emotion problems. In addition, acceptance is encourage in Muslim life to help develop harmonious in one family. However, Dwairy (2008) found in his study that parents thought they are warm and friendly enough to their children by fulfill the children's need (e.g; school, food), but actually they are not because besides being warm, parents also set certain rules to the children and control them. Thus according to Dwairy (2008) study one can see that the children receive both warmth and control from their parents. Therefore, it was hypothesized in the current study that acceptance would be correlated with difficulties for both fathers and mothers. However, there was no relationship between acceptance and difficulties. One possible explanation for this discrepancies between the

results found in the present study and those of some earlier ones is that most probably the participants received less acceptance from their parents that provide insignificant result when analyze with the difficulties problems. Another reason might be parents in this study frequently exhibit behavioral control rather than acceptance that reduce the number of participants receiving acceptance.

*Research Question One*

A One-way ANOVA analyzed the Research Question One in examining any parenting style result in the greatest scores on difficulties. The analysis showed that there was no significance between the parenting style and difficulties. The reason why the analysis was unable to find any parenting style result in the highest score on difficulties is most probably the participants fall equally in the four parenting styles. As mentioned by Dwairy et al. (2006a) and Khodaii et al. (2008), Muslim families exhibited these three parenting styles equally; authoritarian, authoritative, and permissive which cause difficult to the researcher to find one single parenting style that result in the highest score on difficulties.

*Research Question Two*

Some research regarding parenting style and Muslim population suggest that authoritarian is the most frequent parenting style exhibited among Muslim families (Dwairy, 2004; Dwairy & Menshar, 2006; Kagitcibasi, 2005). This study unable to provide answer for RQ2. However, the information that provided in the analyses was that among the Caucasian fathers, the majority were authoritative with percentage of 63.64%, while African American fathers were mostly authoritative with percentage of 50%; which

showed that both ethnic group practicing authoritative parenting. Majority Asian

American fathers were neglectful with percentage of 40%. Middle Eastern fathers exhibit

both authoritative and authoritarian parenting with percentage of 36.36%, respectively.

The study evidence that only 36% of Muslim fathers from Middle Eastern ethnic group

were exhibit authoritarian parenting. In their past study, Rudy and Grusec (2001) found

that these collectivist ethnic groups such as African American, Asian American, and

Middle Eastern frequent exhibited authoritarian parenting; but it is not necessary true

when compared to the information from this study. Nevertheless, the information should

interpret cautiously because the number of participant for each ethnic group in this study

was quiet small which did not support to the whole Muslim population in the United

States.

Also, the analyses in this study provide knowledge regarding parenting style

among mother from different ethnic groups. For mothers, among the Caucasian mothers,

the majority were authoritative with percentage of 36.36%, African American mothers

were 100% authoritarian (with 2 participants), while for Asian majority were

authoritarian with percentage of 33.33%. Middle Eastern mothers exhibit both

authoritative and authoritarian parenting with percentage of 29.41%, respectively.

Though, there was no significance found, the statistic provide the understanding that all

African American mothers in this study were authoritarian. Past study found that African

American frequently exhibit authoritarian parenting (Pezzelle, 2010; Querido et al.,

2002). Thus, most mothers from this study practice authoritarian parenting which is

support Rudy and Grusec (2001) study that most collectivist families practice

authoritarian parenting style. Only some of Caucasian mothers practice authoritative parenting.

The analyses found that there was no difference between fathers' parenting style across different ethnic groups and also there was no difference between mothers' parenting style across different ethnic groups. The reason might be because of unbalance number of participants from different ethnic groups involved in this study. The researcher only looked at the lowest and the highest number of respondents when categorizing the four type of parenting styles. When the imbalance and small number occurred, it is because some respondents were falling into the mid-range of category which is excluded from this study as shown in Table 8 (pg. 69).

Another possible explanation for the non-significant results of this research question (RQ2) is because the sample of this study is different from most of the participants in the literature review. The sample of this study was mostly of Middle Eastern and Asian American origin. Therefore, their cultural background and acculturation experience influence their parenting style at home. Conversely, the participants in the literature review mostly parents and participants who were born and lived in the United States (Mayseless et al., 2003; Melnick & Hinshaw, i2000; Takeuchi & Takeuchi, 2008; Timpano et al., 2010).

One may learn from the piece of the data in this study that most Muslim fathers in this study exhibited authoritative parenting style, while most Muslim mothers exhibited authoritarian parenting style. Looking at the info given from the analyses in this study, one may find that Muslim fathers are more express warmth and nurturance than Muslim

mothers, while Muslim mother have strict rules and expectations than Muslim fathers. The implication from this info might be that children might develop good relationship with their fathers than their mothers.

*Research Question Three*

Research Question Three did not support the past findings that consistent and inconsistent parenting has an influence on children's difficulties. Past study by Dwairy (2008) found that inconsistency in parenting increased difficulties among children. But the current study found that consistency in parenting style has no effect on children's difficulties. A possible explanation of why parental consistency did not significantly affect difficulties in this study is because very few parents were inconsistent in their parenting leaving a large difference in numbers between the parents who were consistent (20) and those who were inconsistent (8).

**The Limitation of Study**

The researcher believe by having the data about the range amount of parents' income may contribute to different finding. The researcher only has a perception of the parents standard of living and financial status without having the exact range of the parents income. Therefore, this information is not enough to analyze between the level of children difficulty and parenting style. The information of the range amount of parents' income might help the researcher know if parents' income may influence their parenting style as well as the researcher would know the level of difficulties among children. For example, study by Gfroerer et al. (2004) and Rothrauff et al. (2009) found that parent income influence the parenting style of both parents that may affect children well-being.

In addition, this study could have been improved if there were more participants. The number of participants was made even smaller because the researcher only analyzed the participants who lived together with their mother and father when assessing the effect of consistent parenting. Also, the number of participants become smaller when the researcher categorized parents into four parenting styles where the researcher only gave attention on parents who fall at the low and high range of tertiles ignoring the parents that fall at the mid-range.

Besides, the researcher was unable to include Hispanic Muslim adolescents in this study. The researcher has found Hispanic Muslim Association in Chicago. However, they are not appropriate to be participants in this study because they are not under the target age of the study that the researcher was looking for. It is hoped that in the future there would be a study including Hispanic Muslim adolescents.

**Recommendations for Further Study**

In the future, having a larger sample size of participants would help the study in other ways. The participants in this study were from Milwaukee and Chicago area. Therefore, by having more participant from different state in the United States would find balance when assessing parenting style among different ethnicities. Geographically, there are diverse population in several states such as New York, Florida, and California that might provide diverse population from different ethnicity. Thus, future research is encourage to conduct at the area that have diverse population.

Research is encouraged with participants who live with both father and mother to assess the consistency of parenting style among both parents. It is important because

when assessing the consistency in parenting, the researcher have to look at both side of parenting; father's parenting and mother's parenting.

The future researcher is inspire to look at the acculturation domain in parenting style. The acculturation process which experience by an immigrant is a process where the person adapting new beliefs and behaviors from another culture (Berry, 2005). This acculturation process has its own influence in one's parenting style. Since parents' cultural background and acculturation domain have an effect on parenting style, therefore, future researcher is encourage to include acculturation domain by adding acculturation tool in assessing the influence of acculturation on parenting style. The future researcher might look at the level of acculturation between parents and children and it effect on children's development.

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Appendix

Appendix A

Demographic Questionnaire

1. What is your age?  _____

2. Grade in School: _____

3. What is your current GPA? _____

4. Gender:     ____ Female     ____ Male

5. What is your religious affiliation?

____ Catholic          ____ Protestant          ____ Atheist          ____ Muslim

____ Jewish          ____ Agnostic          ____ Other  (please specify)
_____

6. From what ethnic background is your family?

____Caucasian/White     ____ African American ____ Hispanic/Mexican

____Asian          ____Other (please specify) _____

7. Were you born in the United States? ____ yes          ____ no

8. Family Composition (please check which members who live in your home

right now):

____ Mother     ____ Father     ____ Step-mother          ____ Step-father

____ Sister(s)-how many? ____          ____ Brother(s)-how many? ____

____ Other person(s)—(please specify) _____

9. What best describes your family's standard of living? (please circle one)


1= very poor     2= poor    3= getting by     4= living comfortably    5= very well off

10. Compared to other students at your school, would you say your family is financially better off or worse off than other families?

1= much worse off     2=somewhat worse off     3=about the same     4=better off     5=much better off

Appendix B

Parenting Style Index

This is the latest version of our parenting style measure. The first 18 items (MY PARENT/father) alternate between the involvement (odd numbered items) and psychological autonomy-granting (even items) scales. All of the psychological autonomy items are reverse scored, with the exception of #12. The last 8 items (MY FREE TIME) compose the strictness/supervision scale. Note that each of the last two questions has three items.

Authoritativeness can be scored as a continuous variable, or scale scores can beused to classify families into theoretically meaningful categories. For illustrations of each, see the following references:

Steinberg, L., Lamborn, S., Dornbusch, S., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, encouragement to succeed. Child Development, 63, 1266-1281.(Continuous scoring).

Steinberg, L., Lamborn, S., Darling, N., Mounts, N., & Dornbusch, S. (1994).Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. Child Development, 65, 754-770. (Categorical scoring).

MY FATHER

Please answer the next set of questions about father (or guardians) you live with. If you spend time in more than one home, answer the questions about father (or guardians) who have the most say over your daily life.

If you STRONGLY AGREE with the statement, put a 4 on the line next to it.
If you AGREE SOMEWHAT with the statement, put a 3 on the line next to it.
If you DISAGREE SOMEWHAT with the statement, put a 2 on the line next to it.
If you STRONGLY DISAGREE with the statement, put a 1 on the line next to it.

____ 1. I can count on my father to help me out, if I have some kind of problem.

____ 2. My father say that you shouldn't argue with adults.

____ 3. My father keep pushing me to do my best in whatever I do.

____ 4. My father says that you should give in on arguments rather than make people

angry.

____ 5. My father keep pushing me to think independently.

____ 6. When I get a poor grade in school, my father make my life miserable.

____ 7. My father helps me with my schoolwork if there is something I don't understand.

____ 8. My father tells me that their ideas are correct and that I should not question them.

____ 9. When my father want me to do something, they explain why.

____ 10. Whenever I argue with my father, they say things like, "You'll know better

when you grow up."

____ 11. When I get a poor grade in school, my father encourages me to try harder.

____ 12. My father let me make my own plans for things I want to do.

____ 13. My father know who my friends are.

____ 14. My father act cold and unfriendly if I do something they don't like.

____ 15. My father spend time just talking with me.

____ 16. When I get a poor grade in school, my father make me feel guilty.

_____ 17. My family does things for fun together.

_____ 18. My father won't let me do things with them when I do something they don't like.

MY FREE TIME

1. In a typical week, what is the latest you can stay out on SCHOOL NIGHTS (Monday-Thursday)?

I am not allowed out ___

before 8:00 ___

8:00 to 8:59 ___

9:00 to 9:59 ___

10:00 to 10:59 ___

11:00 or later ___

as late as I want ___

2. In a typical week, what is the latest you can stay out on FRIDAY OR SATURDAY NIGHT?

I am not allowed out ___

before 8:00 ___

8:00 to 8:59 ___

9:00 to 9:59 ___

10:00 to 10:59 ___

11:00 or later ___

as late as I want ___

3. How much do your parents TRY to know...

|  | Don't Try | Try a little | Try a lot |
| --- | --- | --- | --- |
| Where you go at night? | _____ | _____ | _____ |
| What do you do with your free time? | _____ | _____ | _____ |
| Where you are most afternoons after school? | _____ | _____ | _____ |

4. How much does your father REALLY know...

|  | Don't Know | Know a little | Know a lot |
|---|---|---|---|
| Where you go at night? | ____ | ____ | ____ |
| What do you do with your free time? | ____ | ____ | ____ |
| Where you are most afternoons after school? | ____ | ____ | ____ |

Appendix C

Parenting Style Index

This is the latest version of our parenting style measure. The first 18 items (MY PARENT/mother) alternate between the involvement (odd numbered items) and psychological autonomy-granting (even items) scales. All of the psychological autonomy items are reverse scored, with the exception of #12. The last 8 items (MY FREE TIME) compose the strictness/supervision scale. Note that each of the last two questions has three items.

Authoritativeness can be scored as a continuous variable, or scale scores can be used to classify families into theoretically meaningful categories. For illustrations of each, see the following references:

Steinberg, L., Lamborn, S., Dornbusch, S., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, encouragement to succeed. Child Development, 63, 1266-1281 (Continuous scoring).

Steinberg, L., Lamborn, S., Darling, N., Mounts, N., & Dornbusch, S. (1994).Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. Child Development, 65, 754-770. (Categorical scoring).

MY MOTHER

Please answer the next set of questions about mother (or guardians) you live with. If you spend time in more than one home, answer the questions about mother (or guardians) who have the most say over your daily life.

If you STRONGLY AGREE with the statement, put a 4 on the line next to it.
If you AGREE SOMEWHAT with the statement, put a 3 on the line next to it.
If you DISAGREE SOMEWHAT with the statement, put a 2 on the line next to it.
If you STRONGLY DISAGREE with the statement, put a 1 on the line next to it.

_____ 1. I can count on my mother to help me out, if I have some kind of problem.

_____ 2. My mother say that you shouldn't argue with adults.

_____ 3. My mother keep pushing me to do my best in whatever I do.

_____ 4. My mother says that you should give in on arguments rather than make people

angry.

_____ 5. My mother keep pushing me to think independently.

_____ 6. When I get a poor grade in school, my mother make my life miserable.

_____ 7. My mother helps me with my schoolwork if there is something I don't

understand.

_____ 8. My mother tells me that their ideas are correct and that I should not question

them.

_____ 9. When my mother want me to do something, they explain why.

_____ 10. Whenever I argue with my mother, they say things like, "You'll know better

when you grow up."

_____ 11. When I get a poor grade in school, my mother encourages me to try harder.

_____ 12. My mother let me make my own plans for things I want to do.

_____ 13. My mother know who my friends are.

_____ 14. My mother act cold and unfriendly if I do something they don't like.

_____ 15. My mother spend time just talking with me.

_____ 16. When I get a poor grade in school, my mother make me feel guilty.

_____ 17. My family does things for fun together.

_____ 18. My mother won't let me do things with them when I do something they don't

like.

MY FREE TIME

1. In a typical week, what is the latest you can stay out on SCHOOL NIGHTS (Monday-Thursday)?

I am not allowed out ___

before 8:00 ___

8:00 to 8:59 ___

9:00 to 9:59 ___

10:00 to 10:59 ___

11:00 or later ___

as late as I want ___

2. In a typical week, what is the latest you can stay out on FRIDAY OR SATURDAY NIGHT?

I am not allowed out ___

before 8:00 ___

8:00 to 8:59 ___

9:00 to 9:59 ___

10:00 to 10:59 ___

11:00 or later ___

as late as I want ___

3. How much does your mother TRY to know...

|                                            | Don't Try | Try a little | Try a lot |
|--------------------------------------------|-----------|--------------|-----------|
| Where you go at night?                     | ____      | ____         | ____      |
| What do you do with your free time?        | ____      | ____         | ____      |
| Where you are most afternoons after school? | ____     | ____         | ____      |

4. How much does your mother REALLY know...

|                                            | Don't Know | Know a little | Know a lot |
|--------------------------------------------|------------|---------------|------------|
| Where you go at night?                     | ____       | ____          | ____       |
| What do you do with your free time?        | ____       | ____          | ____       |
| Where you are most afternoons after school? | ____      | ____          | ____       |

Appendix D

Difficulties Questionnaire (S 11-18)

For each item, please mark ( / ) on the line for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months.

Your age......................................................................................

Male/Female

| | Not True | Somewhat True | Certainly True |
|---|---|---|---|
| I try to be nice to other people. I care about their feelings | ___ | ___ | ___ |
| I am restless; I cannot stay still for long | ___ | ___ | ___ |
| I get a lot of headaches, stomach-aches or sickness | ___ | ___ | ___ |
| I usually share with others, for example CD's, games, food | ___ | ___ | ___ |
| I get very angry and often lose my temper | ___ | ___ | ___ |
| I would rather be alone than with people of my age | ___ | ___ | ___ |
| I usually do as I am told | ___ | ___ | ___ |
| I worry a lot | ___ | ___ | ___ |
| I am helpful if someone is hurt, upset or feeling ill | ___ | ___ | ___ |
| I am constantly fidgeting or squirming | ___ | ___ | ___ |
| I have one good friend or more | ___ | ___ | ___ |
| I fight a lot. I can make other people do what I want | ___ | ___ | ___ |
| I am often unhappy, depressed or tearful | ___ | ___ | ___ |
| Other people my age generally like me | ___ | ___ | ___ |
| I am easily distracted; I find it difficult to concentrate | ___ | ___ | ___ |
| I am nervous in new situations. I easily lose confidence | ___ | ___ | ___ |
| I am kind to younger children | ___ | ___ | ___ |
| I am often accused of lying or cheating | ___ | ___ | ___ |

Other children or young people pick on me or bully me     ___     ___     ___

I often offer to help others (parents, teachers, and children)     ___     ___     ___

I think before I do things     ___     ___     ___

I take things that are not mine from home, school or elsewhere     ___     ___     ___

I get along better with adults than with people my own age     ___     ___     ___

I have many fears; I am easily scared     ___     ___     ___

I finish the work I'm doing. My attention is good     ___     ___     ___


Thank you very much

Appendix E

**\*Invitation to Participate\***

Dear Parent/Guardian,

      I am writing to invite your child to participate in a project being conducted through the Department of Counselor Education and Counseling Psychology at Marquette University. The researcher, Noor A Rosli under the supervision of Dr. Rebecca Bardwell, is interested in learning more about parenting style among Muslim families. This is an important topic as there is very little research about parenting style among Muslim families in the United States. It is critical that we all learn more about the parenting style of Muslim population in the United States so we can develop understanding of Muslim family.

      We are inviting your child to complete a survey which will take for one half hour to 2 hours. All of your child's responses will be anonymous. Your child will receive a pencil for completing the survey.

      If you think you might be interested in having your child participate in this important research, please sign the two consent forms on the attached pages. Keep one copy for yourself and ask your child to bring the other one back to school. If you have any questions, please do not hesitate to call me at any time.

Thank you,

Noor A Rosli, Ms.
Doctoral Candidate
Department of Counselor Education &
Counseling Psychology
Marquette University
146 Schroeder Complex
Milwaukee, WI 53215
(414) 306-2000

If you would like to allow your child to participate in this study, please sign one of the attached consent forms and return it to school. Please keep the other copy for your records. Thank you!

Appendix F

MARQUETTE UNIVERSITY

PARENT PERMISSION FORM

**Parenting Style Affect Child Development among Different Ethnicities of Muslim Children in the United States**

**Investigator:** Noor A Rosli, a graduate student at Department of Counselor Education and Counseling Psychology, Marquette University, Milwaukee, WI.

Your child has been invited to participate in this research study.  Before you agree to allow your child to participate, it is important that you read and understand the following information. Participation is completely voluntary.  Please ask questions about anything you do not understand before deciding whether or not to give permission for your child to participate.

**PURPOSE:** We want to investigate the parenting style among Muslim family and its influence towards children development. We are asking your son/daughter to be part of this study because he/she is a Muslim. We are interested in what he/she thinks about parenting style that he/she received at home. Your child will be one of approximately 120 participants in this research study.

**PROCEDURES:** Your child will be asked to complete some surveys about him/herself. He/she also will be asked to answer two sets of questions about his/her perception about his/her father and mother at home and child development questions. The surveys will be completed individually and will take less than 2 hours.

**RISKS:** The risks involved with this study since this study is about parenting style and children development are no greater than answering anyone's questions about one's parents.

**BENEFITS:** This study may not directly benefit your child; however, being a part of research about parenting style and child development may help other professionals such as counselors, psychologists, and social workers work effectively with Muslim families.

**VOLUNTARY NATURE OF PARTICIPATION:**  Your child's participation in this study is completely voluntary.  Your child may withdraw from the study and stop participating at any time. We will discard his/her questionnaire.

**CONFIDENTIALITY:** Marquette University is committed to the protection and privacy of individuals who choose to participate in research. That is why we are sharing this information with you and requesting your permission. Your child's participation is strictly voluntary and you have the right to withdraw their information at any time.

The information your child reveals in this study will be kept confidential.  We will not share with you what your child answers on the questionnaires. We will notify you if your child shares thoughts about

hurting him/herself or someone else in some way. We also are required by law to report child abuse to the Child Protection Services (CPS).  If your child reports that he/she has been physically or sexually abused we will have to report to CPS. You would be notified if we make a report to CPS.

Data from this study will not be associated with your child's name.  Names will not be included on the surveys.  We will enter his/her information from the surveys into a computer database. Your child will not be identifiable in the database. The paper questionnaires will be destroyed five years after the completion of the study.  Paper consents and questionnaires will be stored in a locked file cabinet file until they are destroyed.  The database, which will have all identification removed, will also be stored on password protected computers of the researchers for further analysis.

Your child's identity will be protected on the surveys. Your child's research records may be inspected by the Marquette University Institutional Review Board or its designees, and (as allowable by law) state and federal agencies.

**COMPENSATION:** As a token of compensation, your child will receive a pencil for completing the surveys.

**CONTACT INFORMATION:** If you have any questions about this research project, you can contact Noor A Rosli at 414-306- 2000. If you have questions or concerns about your child's rights as a research participant, you can contact Marquette University's Office of Research Compliance at (414) 288-7570.

**Permission Granted for Child's Participation in this Project**

I have read and understand the Informed Consent Statement, and I grant permission to have my child participate in this project. While there is no significant stress expected, I understand that I am free to withdraw my child from the study at any time. *With my signature, I also confirm that I have received a copy of this consent statement.*

_____
Child's Name (Participant)

_____
Parent's Printed Name

_____
Phone Number

_____          _____
Parent's Signature                                                     Date

_____          _____
Researcher's Signature                                              Date

Appendix G

**Marquette University Agreement of Assent for Research Participants**

I am being asked to take part in a survey being conducted by Noor A. Rosli, who is a graduate student at Marquette University. The reason for the survey is to learn more about the parenting styles and child development among Muslim children.

I will be answering questions about myself on a survey that will take less than 2 hours to complete. Every person is different, and there are no rights or wrong answers to these questions.

My answers will be kept private and my name will not be recorded on the questionnaires. Approximately 300 adolescents will take part in the survey.

My responses will not be shared with my parents or anyone else except under the following circumstances: If I tell the researchers that I think I need help, if I am planning to hurt myself, or if I say something that may indicate that I am experiencing abuse of any kind. In those cases the researchers will need to speak with my parents and/or notify other persons that can help me.

My parents have agreed to let me take part in the study, but it is my decision whether or not to answer the questionnaires.

If I have any questions the researchers will answer them.

**I agree to participate in this survey**.

_____   Date: _____

*[sign name here]*

_____

*[print name here]*