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The Perceived Maternal and Paternal Parenting Styles of Adolescents in Lebanon and Their
Relationship to the Adolescents' Well-Being and Self-Esteem

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A thesis submitted to the Faculty of Social and Behavioral Sciences in partial fulfillment of the
requirements for the Master of Arts in Psychology- Emphasis: Clinical Psychology at Haigazian
University

Beirut-Lebanon

May 23, 2014

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DEDICATION

I would like to dedicate this work to my family and friends who showed great support throughout this process.

ACKNOWLEDGEMENTS

First, I would like to thank Dr. HanineHout for her patience, encouragement and support and for her continuous efforts to find ways to make things work.

Second, I would like to thank Dr. Marwan Gharzeddine and Dr. David Tawil for their help and encouragement.

Finally, I would like to thank Nercess Armani, for his continuous efforts and help in data analysis.

Table of Content

Abstract	ix
Chapters:	
1. Introduction	1
2. Review of the Literature	14
3. Methods	30
Participants	30
Materials	30
Procedure	32
4. Results	34
Reliability Testing	34
Hypotheses Testing	35
Additional Analysis	39
5. Discussion	49
Summary & Discussion of Findings	49
Clinical Implications & Recommendations for Further Research	53
Limitations of the Study	54
References	56
Appendices	68
A. Consent Form	68
B. Demographic Form	70
C. Parental Authority Questionnaire (Maternal)	71
D. Parental Authority Questionnaire (Paternal)	74
E. Psychological Well-Being Questionnaire	77
F. Rosenberg Self-Esteem Scale	79

List of Tables

Table	Page
1 Cronbach's Alpha for the Psychological Well-Being Scale (PWS), Parental Authority Questionnaire (PAQ), and Rosenberg Self-Esteem Scale (R)	34
2 Correlation Matrix for the Perceived Paternal Parenting Styles and Psychological Well-Being	35
3 Correlation Matrix for the Perceived Paternal Parenting Styles and Self-Esteem	36
4 Correlation Matrix for the Perceived Maternal Parenting styles and Psychological Well-Being	37
5 Correlation Matrix for the Perceived Maternal Parenting Styles and Self-Esteem	37
6 Correlation Matrix for the Perceived Authoritative Maternal and Paternal Parenting Styles and Daughters' Self-Esteem	38
7 Correlation Matrix for the Perceived Authoritative and Authoritarian Parenting Styles, Psychological Well-Being, and Self-Esteem for Males	40
8 Correlation Matrix for the Perceived Authoritative and Authoritarian Parenting Styles, Psychological Well-Being, and Self-Esteem for Females	41
9 Correlation Matrix for the Perceived Permissive Parenting Styles Psychological Well-Being and Self-Esteem	42
10 Correlation Matrix for the Perceived Permissive Parenting Styles Psychological Well-Being and Self-Esteem for Males	42
11 Correlation Matrix for the Perceived Permissive Parenting Style Psychological Well-Being and Self-Esteem for Females	43
12 Significance of Regression Model in Predicting Self-Esteem among Adolescents	44
13 The Strength of each Parenting Style on the Self-esteem of Adolescents	44

PARENTING STYLES AND PSYCHOLOGICAL WELL-BEING

viii

Tables

	Page
14 Percentage of Variance Explained in Self-Esteem among Adolescents	45
15 Significance of Regression Model in Predicting Self-Esteem among Male Adolescents	46
16 The Strength of each Parenting Style on the Self-Esteem of Male Adolescents	46
17 Percentage of Variance Explained in Self-Esteem among Males	47
18 Significance of Regression Model in Predicting Self-Esteem among Female Adolescents	47
19 The Strength of each Parenting Style on the Self-Esteem of Female Adolescents	48
20 Percentage of Variance Explained in Self-Esteem among Females	48

Abstract

This study assessed the relationship between parenting styles, psychological well-being and self-esteem among adolescents in Lebanon. A total of 162 adolescents were administered the Parental Authority Questionnaire, the Psychological Well-Being Scale and the Self-Esteem Scale. Statistical analyses were run, using correlational analyses, analyses of variance (ANOVA), and Independent samples T-test. The Psychological well-being was positively correlated with the perceived authoritative paternal parenting style but had no correlation with the perceived authoritarian paternal parenting style. Moreover, neither the perceived authoritative nor the authoritarian maternal parenting styles were correlated with psychological well-being. On the other hand, self-esteem was positively correlated with the perceived authoritative paternal and maternal parenting styles and negatively correlated with the perceived authoritarian paternal and maternal parenting styles. Furthermore, no correlation was found between the perceived authoritative maternal parenting style and daughters' self-esteem, while a positive correlation was found between the perceived authoritative paternal parenting style and daughters' self-esteem. Finally, a significant positive correlation was found between the perceived authoritative maternal parenting style and daughters' autonomy.

The Perceived Maternal and Paternal Parenting Styles of Adolescents in Lebanon and Their Relationship to the Adolescents' Well-Being and Self-Esteem

Parenting is a dynamic process that describes the different practices that parents use to socialize their children and adolescents (Baumrind, 1991). It is a complex and continuous process that affects the general well-being including the psychological and emotional adjustment of adolescents (Ruiz, Roosa, & Gonzales, 2002). Moreover, the particular parenting style that parents adopt, that is, how they communicate discipline and relate to their children as well as the level of nurturing and warmth they show to them, shapes the self-image these young people have of themselves as individuals and affects how they relate to others later in life (Santrock, 2005). Each parent is influenced by a set of values and beliefs that have been carried over from his/her family of origin, which, in turn, are crystallized in the type of parenting style he or she eventually adopts in raising his/her children or adolescents (Fitzpatrick & Richie, 1994; Schrodt, 2005).

It is important to note here that adolescence is the period from 12 to 18 years old, a transitional period to adulthood that has long lasting effects on adolescents and in various aspects of their lives. It has been reported by Koerner and Fitzpatrick (2002) that the perception of adolescents' parents parenting style influences the relationship they have with their parents, even if the style reported is not an accurate reflection of the actual parenting that is taking place. In other words, the perception of the adolescent's parenting style influences his/her well-being based on his/her own subjective reality of the situation. Hence, the adolescent could perceive the discipline as a result of the parent's love and care or out of anger and power assertion (Koerner & Fitzpatrick, 2002).

On the other hand, studies have shown that different parenting styles influence various aspects of the adolescent's psychological development and well-being. For instance, parents that are understanding, patient and open to discussions, have good relations with their children and a stronger emotional bond. Furthermore, when parents establish firm rules and boundaries while explaining to their adolescents the rationale behind these rules, and give them opportunities for negotiation, help them to develop reasoning skills and hence aide their adolescents in developing their sense of autonomy (Smetana, 1995) as well as their sense of control when it comes to managing their environment and their life choices later on as adults (De Ruyter & Schinkel, 2013). On the other hand, the understanding and support of parents especially during adolescence have positive effects on the ability of adolescents to form satisfying close and intimate relationships with their family and surrounding (Seiffge-Krenke, Overbeek, & Vermulst, 2010), as well as their peers (Cheryl, Marsiglia, Walczyk & Buboltz., 2005), in addition to enjoying a higher self-esteem and self-acceptance (Sartaj & Aslam, 2010). Hence due to the importance of perceived parenting styles in the life of adolescents, this present study attempted to explore the relationship between the perceived particular parenting style adopted by both parents and its relationship to the adolescents' psychological well-being and self-esteem.

Background of the Study

Parenting Styles

Several theories have studied how parents raise their children and how they attempt to achieve optimal parenting practices that lead to emotionally well-adjusted young adults. Various studies explored the best combinations between types of discipline and expressing affection (Chao, 2011; Mckinney & Renk, 2008; Tam, Lee, Kumarasuriar, & Har, 2012). One of the pioneers that focused on studying parenting and its relationship to adolescents' adjustment is

Diana Baumrind (1991). Following her extensive research in parenting, she found that parenting falls along two dimensions: parental responsiveness and parental demandingness. Parental responsiveness is how much parents encourage individuality, emotional self-regulation and self-assertion by responding and being tuned and supportive to their child's and adolescent's needs in a caring manner. Parental demandingness is the process that parents follow to discipline and supervise their children and adolescents. These two dimensions with their different combinations and levels of responsiveness and demandingness, constitute three major styles of parenting: authoritative, authoritarian and permissive. The three parenting styles emphasize two essential concepts of parenting: the level of nurturing or warmth, and the level of control of the child's behavior and activities (Baumrind, 1991).

Due to its importance, different studies have described the relationship of the adolescents' adjustments depending on the parenting style used (Mckinney, Milone, & Renk, 2011; Barton & Kirtley, 2012; Kaufmann, Gesten, Lucia, Salcedo, Rendina-Gobioff, & Gadd, 2002; Milevsky, Schlechter, Netter, & Keehn, 2007). Consistent findings across different studies regarding the effects of each style have indicated that authoritative parenting is the best contributor to the psychological adjustment of adolescents. It encourages independent and responsible thinking (Castrucci & Gerlach, 2006). Balanced control and discipline characterized by authoritative parents allows room for remaining sensitive to the adolescents' needs and capabilities (Rohner & Britner, 2002). Hence, when parents convey guidance, explanations and efficient communication, adolescents have a feeling of confidence that their parents act for their own interests and well-being and thus feel secure and loved (Chen, Hastings, Rubin, Chen, Cen, & Stewart, 1998). Similarly, authoritative parents' involvement and guidance in their adolescents' daily activities as well as expression of warmth are crucial factors in establishing a

secure attachment; in other words, these adolescents trust in their parents' love and continuous support in all situations (Karavasilis, Doyle, & Markiewicz, 2003). As a consequence, adolescents, when they become young adults, would have better adaptation to the new college life and its responsibilities and less behavioral problems, such as, aggression and delinquency, than adolescents raised by other parenting styles such as authoritarian or permissive parenting styles (Rossman & Rea, 2005). Eventually, adolescents end up being assertive, independent and have good peers' relations (Baumrind, 2005).

On the other hand, it seems that, according to different studies, the authoritarian parenting style, which is characterized by lack of warmth and understanding as well as harsh discipline, is the most indicative of conflicts in family relations (McGillicuddy-DeLisi & DeLisi, 2007; Sartaj & Aslam, 2010; Barton & Kirtley, 2012; Mckinney, Milone, & Renk, 2011). Several studies have indicated that adolescents raised by authoritarian parents have low academic achievements, problems with alcohol abuse, frustration, and inclination towards criminal behavior (Assadi, Zokaei, Kaviani, Mohammadi, Ghaeli, Gohari, & Van de Vijver, 2007). Moreover, they exhibit the most problematic behaviors such as, externalizing problems like aggression and delinquency and internalizing problems such as depression and anxiety as well as social problems (Fletcher, Walls, Cook, Madison, & Bridges, 2008).

By contrast, the lack of discipline and monitoring of activities as exhibited in permissive parenting, which is characterized by lack of discipline and compliance to adolescents' demands without setting reasonable boundaries and rules, led as well to behavioral problems and substance abuse (Raboteg-Saric, Rijavec, & Brajsa-Zganec, 2001). Moreover, adolescents raised by permissive parents score high on anxiety, have higher internalizing problems such as depression and social withdrawal (Rossman & Rea, 2005).

Paternal and Maternal Parenting Styles and Psychological Well-Being

Several studies reported a positive relationship of higher psychological well-being when both parents are authoritative or when only the mother exhibited an authoritative parenting style (Milevsky, Schlechter, Klem, & Kehl, 2008; Gonzalez, Holbein, & Quilter, 2002; Karavasilis et al., 2003). The psychological well-being, as defined by Ryff and Singer (1996), is the individual functioning at his/her maximal capabilities or at his/her full potential. It is achieved by being autonomous and independent, accepting one's self, having satisfying relationships, a purpose in life, and the ability to choose the best environment and situations for one's personal growth. Thus, adolescents, as adults later on, will have the confidence in their capabilities and the independence in thinking and behavior as it is exhibited in their setting and pursuing of their life goals.

According to research, it seems that mothers more often use an authoritative style while fathers adopt an authoritarian style (Collins & Russel, 1991). Moreover, numerous studies of parenting styles in Europe and in the United States found that mother-child interaction is characterized by more warmth and responsiveness than father-child interaction in general (Collins & Russell, 1991, Russell & Russell, 1987). On the other hand, it seems that the relationship of the maternal parenting style, when compared to the paternal parenting style, has a greater positive influence regarding adolescents' psychological adjustment and well-being (McKinney, Donnelly, & Renk, 2008). When mothers are authoritative, adolescents have higher self-esteem and life satisfaction. More specifically, the mother's authoritative parenting and not the fathers' parenting style has a positive relationship on the adolescent's self-esteem, emotional stability and state of happiness (Furham & Chen, 2000).

As for permissive mothers, when compared to permissive fathers, a negative relationship with the adolescents' psychological and emotional adjustment is reported (Simons & Conger, 2007; Milevsky et al., 2008). Permissive mothers are associated more with adolescents that are more impulsive and with lower self-esteem than when fathers were permissive in raising their adolescents (Milevsky et al., 2008).

On the other hand, when gender differences are into focus, mothers' parenting style has a greater impact on daughters than sons (Patock-Peckham & Morgan-Lopez, 2006). Baumrind (1991) has found that fostering independence by mothers has a more positive relationship on girls than boys. Moreover, adolescent girls not boys, with either an authoritarian or a permissive mother, are at risk of having drinking problems and showing impulsive behavior. In line with these findings, Barton and Kirtley (2012) have found that mothers' permissiveness in relation to daughters, results in girls showing higher level of stress and anxiety, whereas, these results were not consistent with boys. While the parenting of mothers had the biggest impact on daughters, the effect of fathers parenting had more effect on sons. When fathers displayed an authoritarian parenting style with sons, it resulted in college high stress and decreased autonomy (Barton & Kirtley, 2012).

Even if the parenting styles of both mothers and fathers are usually consistent and reflect a clear parenting style, they sometimes may change that style depending on the child's gender (McKinney & Renk, 2008; Bosco, Renk, Dinger, Epstein, & Phares, 2003; Conrade & Ho, 2001). For example, it has been shown that parents have better communication and are far more supportive when it comes to their daughters than their sons (Rozumah & Nor Shereen, 2009). Moreover, Dwairy (2004) has found in his research with Arab-Palestinian and Algerian

adolescents males that, in general, these adolescents are raised in a more authoritarian style when compared to females.

Besides adopting a more lenient parenting style with daughters -whether in the United States or in the Arab world- it seems that the choice of a specific parenting style is usually culture-dependent. In other words, the parenting style that parents adopted is influenced by the culture the family belongs to (Somayeh & Rozumah, 2009). For instance, Chao (1994) when studying Chinese families found that the three classifications of parenting styles (authoritarian, authoritative, permissive) proposed by Baumrind are derived from the United States family practices and are not applicable to the Chinese culture. Contrasting results to those found in American countries were consistent regarding the beneficial effects of an authoritarian rearing style in Chinese and Malaysian cultures. In line with these findings, Ang (2006) has showed that the authoritarian parenting style with Chinese adolescents has a positive relationship with well-being. Authoritarian is not considered in all cultures to having a negative relationship with well-being and self-esteem. Moreover, Kagitcibasi (2005) in a study of Turkish adolescents found that parental control and warmth are two complementary attributes that exist together in parenting. In other words, a combination of an authoritative and an authoritarian parenting style contribute to a psychologically healthy upbringing among adolescents (Kaufman et al., 2000). Furthermore, a study conducted by Dwairy and Menshar (2006) with Egyptian adolescents, showed that mental health problems were associated with authoritative parenting but not authoritarian parenting, meaning that authoritarian parenting in a culture as in Egypt, is more beneficial than an authoritative style.

Parenting Styles and Self-Esteem

Several studies have found that authoritative parenting has a positive relationship with high self-esteem (Milevsky et al., 2007), whereas authoritarian parenting has a negative one. However, a permissive parenting style is related to an exaggerated self-confidence that often leads to drug use and misconduct (Lamborn, Mants, Steinberg, & Dornbusch, 1991). On the other hand, maternal parenting in particular, when compared to paternal parenting, seems to have the most significant relationship when it comes to self-esteem (Cheng & Furnham, 2004). More specifically, Buri, Louiselle, Misukanis and Mueller, (1988) have found that authoritative parenting of mothers has a positive relationship with self-esteem of children, and this relationship is more prominent in daughters than in sons. Furthermore, when different cultures are taken into consideration, Martinez & Garcia (2007) in their research with Spanish adolescents found that with both, a permissive and an authoritative parenting style, levels of self-esteem among adolescents were equally high. Moreover, Rudy & Grusec (2006), in their study of Egyptian, Iranian, Indian and Pakistani adolescents, have found mothers to be more authoritarian than authoritative or permissive but this did not result in having adolescents with lower self-esteem when compared to North American or European adolescents.

The Problem Statement

First, there have been no studies that examined the differences in the perception of the parenting styles and their relationship with psychological well-being and self-esteem among adolescents in Lebanon, when paternal and maternal parenting styles are viewed separately. Second, there are different studies that showed that the authoritarian parenting style, in particular, has no significant negative relationship with children's self-esteem and psychological wellbeing in certain Arab and Chinese cultures because such authoritarian parenting approaches

are more often combined with warmth and affection. Furthermore, after reviewing the different literature of parenting styles, consistent findings to the detrimental effects of the permissive parenting style were reported. However, with the authoritarian and the authoritative parenting styles, results were different depending on the culture studied. Therefore, in this present study, the permissive parenting style will not be into focus as the two other parenting styles, although it will not be removed from the survey itself. Therefore, this study focused on an examination in Lebanon, being an Arab country with a mix of different types of subcultures and mentalities, on the authoritarian and authoritative parenting styles and their relationship with the adolescents' psychological well-being and self-esteem.

In other words, since authoritarianism in Arab countries is often not seen in a negative light as it is in other countries, but instead a parenting practice that is combined with warmth and a display of affection, the author predicted that the same implications of the authoritarian parenting style in the American or European societies may not be applicable to the Lebanese society. In contrast to the results obtained in other countries, concerning the fact that the authoritative parenting style has a positive relationship with psychological well-being and self-esteem, whereas, the authoritarian parenting style has a negative one, the present study predicted that the authoritative and the authoritarian parenting styles have both the same relationship with the well-being and the self-esteem of adolescents in Lebanon.

Finally, with modernization and the influences of media, the task of raising healthy young adolescents in Lebanon has become a difficult challenge. In fact, one can observe some parents in Lebanon as constantly trying to find a middle ground for optimal parenting practices that could protect their cultural values while smoothly riding the wave of change that is

infiltrating their society due to globalization. Therefore, and taking into consideration the above mentioned rationale of this study, the author predicted the following hypotheses:

1. Each of the authoritative and the authoritarian perceived paternal parenting styles scale scores will correlate positively with the adolescents' psychological well-being total scale scores

2. Each of the authoritative and the authoritarian perceived paternal parenting styles scale scores will correlate positively with the adolescents' self-esteem scale scores.

3. Each of the authoritative and the authoritarian maternal perceived parenting styles scale scores will correlate positively with the adolescents' psychological well-being total scale scores.

4. Each of the authoritative and the authoritarian maternal perceived parenting styles scale scores will correlate positively with the adolescents' self-esteem scale scores.

Moreover, based on literature by American and European studies that concluded that the perception of the authoritative mothers' parenting style in particular, and not the fathers', that has a more significant relationship with the daughters' self-esteem and independence, the author predicted similar findings between Lebanese mothers and their daughters. Therefore, the fifth and sixth predicted hypotheses were added:

5. The positive correlation between the perceived authoritative maternal parenting style scale scores and the daughters' self-esteem scale scores will be significantly higher than the positive correlation between the perceived authoritative paternal style scale scores and the daughters' self-esteem scale scores.

6. The perceived authoritative maternal style scale scores will correlate positively with the daughters' level of autonomy subscale scores (one of the sub-scales of the psychological well-being scale).

Significance of the Study and Clinical Implications

The meaning of authoritarianism and authoritativeness may have different implications in Lebanon when compared to other cultures. As discussed before, Lebanon is a mixture of cultures and different parenting styles (Dwairy, Achoui, Abouserie, Farah, Sakhleh, Fayad, & Khan, 2006), and, therefore, a closer look in order to shed light on how a sample of Lebanese parents tend to raise their children, is of utmost importance. Besides, the possible different meanings attached to parenting styles in Lebanon, Lebanese mothers, in particular, have a major role in the parenting process of their children. Fathers, and according to some Arab mentality, is mainly a provider interfering in case of major situations (Ramzoun, 2013.) Hence, it seems important to examine the dynamics of maternal and paternal parenting roles separately and their relationship to the well-being and self-esteem of Lebanese adolescents.

Therefore, instead of relying on Western practices that promote the optimal parenting in the West, we would find an appropriate combination of parental practices that fit the Lebanese society that could be adopted by parents when raising their adolescents. Moreover, the implications of this study could also help clinicians in their private practice, counselors in their school setting as well as other educators, in understanding some of the significant interpersonal factors that play an essential role in defining the state of psychological health among adolescents. Such awareness could help professionals to deal with their clients and maybe, when appropriate, with parents, accordingly.

Overview of Methodology

This quantitative study was conducted to understand the correlations between parenting styles, psychological well-being and self-esteem. A pilot study was conducted to examine the

reliability of the scales used. A total number of 162 participants were selected to participate in this research. A convenient sampling procedure targeted the American University of Beirut (AUB), the Lebanese American University (LAU) and the Lebanese University (LU) freshman students; that is, adolescents with ages ranging between 17 and 18 years old. Two scales (the Rosenberg Self-Esteem Scale and the Ryff's Psychological Well-Being Scale) as well as the Parental Authority Questionnaire, along with a demographic sheet and cover letter explaining the research, were distributed to the participants. An exclusion from the sample were those students with the following family situations: divorced or deceased parents, living with a single mother or a single father, or living with relatives or extended family, like grandparents or aunts and uncles. Full confidentiality was observed throughout the data collection process. Correlational analyses, regression and t-test were used in this study to test the proposed hypotheses.

Delimitations

Using a convenient a sampling procedure will limit the possibility of generalizing the results to the larger adolescent population in Lebanon. Also, the fact that only self-reports were used to measure the perceived parental style and not other means, such as, interviews with the parents for instance, is by itself another delimitation of this study.

Definition of Key Terms

Parenting Styles: Behaviors and communication patterns that include disciplinary measures and level of warmth and affection used by parents to raise their children; they fall along three dimensions which are the authoritarianism, the authoritativeness and the permissiveness types (Baumrind, 1991).

Psychological Well-Being: The optimal life where the individual has the best psychological experience and functioning (Ryan & Deci, 2001). It is the felt happiness of the

fully functional individual (Ryff, 1989). Ryff's definition of the psychological well-being includes six dimensions: autonomy, positive relations, purpose in life, personal growth, environmental mastery and self-acceptance (Ryff, 1989).

Self-Esteem: The subjective evaluation of the individual self-worth or self-acceptance (Rosenberg, 1965).

CHAPTER 2

Review of the Literature

Parenting styles have been studied extensively and associated with children's and adolescents' psychological and emotional adjustment. How parents raise their adolescents has shown to play a major role in the well-being and self-esteem of their sons and daughters. The current study examined the relationship between the perceived parenting styles, psychological well-being and self-esteem among adolescents in Lebanon to see whether this relationship is similar to that found in research in the United States and Europe. Moreover, the study aimed at examining the relationship of mothers' and fathers' differential parenting styles and their relationship with the adolescents' well-being and self-esteem in the Lebanese society.

Parenting Styles and Parenting

Numerous studies have found that the family environment has a lifelong impact on one's personality, and it is the most significant predictor of one's psychological and emotional adjustment. Thus, parents have the most important influences regarding the development and well-being of their adolescents (Ruiz, et al., 2002). Furthermore, the parenting style is a crucial component that shapes the lifelong views of adolescents about themselves in particular, the future and the world around them in general. Parenting is a complex and continuous social process that affects the development and adjustment of adolescents especially in the transitional period. It is important to note here that adolescence is the period from 12 to 18 years old, a transitional period to adulthood that has long lasting effects on the adolescents and in various aspects of their lives. It has been reported by Koerner and Fitzpatrick (2002) that the perception of adolescents' parents parenting style influences the relationship they have with their parents, even if the style reported is not an accurate reflection of the actual parenting that is taking place.

In other words, the perception of the adolescent's parenting style influences his/her well-being based on his/her own subjective reality of the situation. Hence, the adolescent could perceive the discipline as a result of the parent's love and care or out of anger and power assertion (Koerner & Fitzpatrick, 2002).

One of the pioneers that have studied parenting and its effects on adolescents' adjustment is Diana Baumrind (1991). In her extensive research with families, she found that parenting is a construct that describes the different practices that parents use to raise their adolescents. These practices fall along two dimensions: parental responsiveness and parental demandingness. Parental responsiveness is how much parents encourage individuality, emotional self-regulation and self-assertion by responding and being tuned and supportive to their adolescents needs in a caring manner. Parental demandingness is the process that parents follow to make the adolescent fit into the family by supervising him/her, and disciplining disobedient adolescents. These dimensions with different combinations of responsiveness and demandingness, constitutes four major styles of parenting: authoritative, authoritarian, permissive and neglectful. The four parenting styles emphasize two different concepts of parenting: the level of nurturing or warmth, and the level of control of the adolescent's behavior and activities (Baumrind, 1991).

Authoritative parents combine demandingness and responsiveness equally, thus they are setting clear rules at the same time and are responsive to the adolescent's needs. They balance discipline and affection. They have firm rules but give clear explanations regarding setting these rules and are at the same time warm and involved in the adolescent's life. They provide appropriate nurturing and warmth with moderate control to allow autonomy, even though they enforce discipline but with the use of reasoning, verbal give and take and positive reinforcement (Baumrind, 1991).

On the other hand, authoritarian parents are high on demandingness while they are very low on responsiveness. They enforce rules strictly without give and take, are high in control, and low in warmth (Baumrind, 1996). Furthermore, authoritarian parents demand obedience and control of the adolescent, and they restrict the adolescent's autonomy. They enforce discipline with unquestioned and strict immediate adherence to their commands. They are the only authority in the adolescent's life, using punishment for discipline without explaining the rules behind the regulations. They lack nurturing and warmth, lack words of comfort and affection or praise (McKinney & Renk, 2008). Moreover, authoritarian parents value unquestioned obedience, assertion of parental power, and the use of traditional parenting (Rossman & Rea, 2005).

By contrast, Permissive parents are high on responsiveness and low on demandingness; they grant high level of freedom, do not control the behavior of their children, do not set limits and rarely discipline their adolescents. They provide warm, accepting and unconditional support. They encourage autonomy; they give their children space to make their own decisions regarding activities and behavior. They avoid confrontation and they don't like to be perceived as an authority figure and are characterized by high nurturing and warmth (Rossman & Rea, 2005).

On the other hand, neglectful parents are nor demanding nor responsive. They are generally uninvolved in their adolescents' lives and activities. They are emotionally distant and low in warmth and in the level of discipline and control (Baumrind, 1991). For the purpose of this study, the neglectful style is excluded because the author did not find this style predominant in the Lebanese society.

Parenting Styles of Mothers and Fathers and Gender Differences in Parenting

Many authors believe that independent examinations should be focused on mothers' and fathers' perceived parenting style individually (Bosco, et al., 2003; Laible & Carlo, 2004; Paulson & Sputa, 1996; Sim, 2003). That is, maternal and paternal perceived parenting styles should be studied separately especially in each parent-adolescent dyad (e.g.) mothers-son, mother-daughter, father-son and father-daughter. Paternal and maternal perceived parenting styles may accommodate depending on the gender of the adolescent, and these differences play a role in the adjustment and socialization of adolescents (Bosco et al., 2003; Gonrade & Ho, 2001; Russel, Aloa, Feder, Glover, Miller & Palmer 1998; McKinney & Renk, 2008).

It has been found that mothers and fathers follow different parenting styles. While mothers use more authoritative and permissive styles, fathers adopt more an authoritarian one (McKinney & Renk, 2008). Moreover, fathers are more strict and controlling with sons than daughters (Peretti & Statum, 1984). Fathers use more dominance, punishments and restrictiveness with sons than daughters (Bronstein, 1984). For example, it has been shown that when fathers display an authoritarian parenting style with sons, it resulted in college high stress and a lack of autonomy and independence (Simons & Conger, 2007). However, it is the presence of an authoritative mother that compensates the negative effects when fathers are authoritarian (Simons & Conger, 2007). By contrast, Collins and Russell (1991) have found that more positive parenting on females than males is practiced, and females are more cuddled, praised and shouted at less. Parents have a better communication and are far more supportive when it comes to their daughters than their sons.

As for mother-adolescent interaction in particular, it is characterized by more warmth and responsiveness than father-adolescent interaction in general (Collins & Russell, 1991; Russell & Russell, 1987). Thus, studies have shown that maternal parenting has a greater relationship than paternal parenting on adolescent adjustment (McKinney, et al., 2008). Furthermore, mothers' parenting, when compared to fathers' parenting, had the most significant correlation with adolescents' self-esteem (Cheng & Furnham 2004). On the other hand, mothers' parenting had a greater impact on the psychological health of daughters than sons (Baumrind, 1991; Patock-Peckham & Morgan-Lopez, 2006; Watson, Little & Biderman, 1992). It has been shown that the parenting of mothers had the biggest impact on daughters whereas the effect of fathers parenting had more effect on sons. For example, fostering independence by mothers has more influence on girls than boys. It is adolescent girls and not boys raised by authoritarian and permissive mothers that develop later problems of alcohol abuse and impulsiveness (Baumrind, 1991). Similarly, permissive mothers when compared to permissive fathers have more negative relationship with adolescent adjustment (Simons & Conger, 2007; Milevsky, et al., 2008). In line with these findings, Barton and Kirtley (2012) have found that permissive maternal parenting style in relation to girls produced more stress and anxiety whereas these results were not consistent with boys. Also as for permissive mothers, Baumrind (1983) has found that permissive mothering showed low levels of empathy and high impulsivity in adolescents. Similarly, mothers' permissiveness resulted in higher depression rates among adolescents (Hamon & Schrod, 2012).

In intact families, when different parenting styles are used by the mother and the father, depending on the different combinations, different outcomes result. Having both parents as authoritative results in lower levels of depression and has a positive effect on adolescents' psychological adjustment. However, these studies have revealed that the lowest level of

externalizing problems such as delinquency is when there is the combination of an authoritative mother and a permissive father or vice versa. These findings can be explained by the fact that delinquency is a reaction towards parental control, thus the presence of a warm parent is a deterrent for this reaction. Furthermore, an authoritative mother would compensate for the existence of an absent or uninvolved father, whereas, the opposite is not true, an authoritative father cannot compensate for an uninvolved mother (Simon & Conger, 2007). Moreover, a permissive father does not protect from the effects of an authoritarian mother (McKinney & Renk, 2008).

Parenting Styles and Well-Being

The different literature examining parenting and perceived parenting styles have explored the relationship of the parenting style adopted with adolescents' well-being. Well-being is a broad concept that taps different aspects in one's life. Several definitions for well-being were proposed. Ryan and Deci (2001) defined well-being as the optimal life where the individual has the best psychological experience and functioning. On the other hand, others have theorized that competence and confidence, self-acceptance and autonomy towards the attainment of one's goals are essential to the feeling of well-being (Carver & Scheier, 1990). Furthermore, it is when the person feels autonomous in defining and pursuing his/her goals that well-being is accomplished (Nix, Ryan, Manly & Deci, 1999). Ryff and Singer (1996) expanded on the concept of psychological well-being to tap all aspects of one's life. They later elaborated the Ryff's Psychological Well-being Scale with its six dimensions: autonomy, self-acceptance, and environmental mastery, purpose in life, positive relations and personal growth.

Autonomy refers to self- efficacy, self- determination, freedom from strings, or norms and independence (Ryff, 1989). Others defined autonomy as an internal locus of control of subjective evaluation of others and events, relying on personal convictions and standards, not influenced by others, and resisting social pressure. It is independence in thought and action (Ruini, Ottolini, Rafanelli, Tossani, Ryff & Fava, 2003). Self-acceptance is defined as the positive attitude in regards to one's past life and accomplishments, acceptance of all qualities of good and bad, positive and negative past experience and self- confidence. Personal growth is opening to challenging and new experiences, facing challenges and expanding the potential of one's self. Environmental mastery is the ability to control one's surrounding by taking advantage of all available opportunities in the environment (Ruini et al., 2003), controlling and manipulating different environments (Akin, 2008), and the ability to decide on the choice of one's own suitable environment to find the most efficient ways to accomplish the self-chosen targets and goals (Ryff, 1989). Purpose in life is finding a meaningful life and existence, the ability and determination to pursue goals and the sense of direction and feeling of meaningfulness of one's own life. Positive relations are defined as having fulfilling relationships with one's surrounding. It is the ability to love and relate and to accomplish meaningful and satisfying relationships with others. Finally, it is being able to feel empathy, intimacy and affection (Ruini et al., 2003).

The aim of the author is to examine the relationship between parenting styles and well-being of adolescents, as defined by Ryff, and relying on her scale to assess the psychological well-being of Lebanese adolescents. Different studies examining American adolescents have linked the different parenting styles to different outcomes in the adolescents' well-being. Studies in the USA and Europe have confirmed that parenting have major consequences on adolescents'

well-being (Rossman & Rea, 2005). Higher well-being is reported when both parents are authoritative or when only the mother exhibited an authoritative parenting style (Milevsky, et al., 2008; Gonzalez, et al., 2002). Authoritative parenting has been shown to lead to more social competence and less psychological and behavioral problems with adolescents (Baumrind, 1991; Durbin, Darling, Steinberg & Brown, 1993; Lamborn, et al., 1991; Nguyen, 2008; Steinberg, Mounts, Lamborn & Dornbush, 1991; Weiss & Schwarz, 1996). In addition to that, adolescents achieve higher grades, display more self-reliance, exhibit less anxiety, and engage less in delinquent behavior and are more ready to use positive coping strategies, than adolescents raised by authoritarian or permissive parents. Moreover, authoritative parenting is best conducive for the psychological adjustment of adolescents (Castrucci & Gerlach, 2006). Moreover, when parents convey guidance, explanations and efficient communication children achieve a feeling of security and confidence (Chen et al., 1998). Moreover, it has been shown that authoritative parenting fosters optimistic thinking and resiliency facing stress (Jackson, Pratt, Hunsberger & Pancer, 2005). When adolescents raised by authoritative parents, view their parents as nurturing, they end up being assertive, independent, have good peer relations and acquire determination and motivation to achieve and succeed (Baumrind, 1983).

By contrast, adolescents raised by authoritarian parents exhibited the most problematic development, externalizing and internalizing problems, have conduct problems (Rossman & Rea, 2005) as well as social problems, and score low on well-being (Fletcher, et al., 2008). On the other hand, permissive parenting often results in adolescents that score high on anxiety, have higher internalizing problems such as depression and social withdrawal (Rossman & Rea, 2005).

Similarly, parenting styles have a major relationship with autonomy. Research has indicated that there is a positive relationship between autonomy and authoritative parenting (Darling & Steinberg, 1993). Authoritative parenting is linked to increased autonomy, competence and self-esteem (Steinberg et al., 1991). As Baumrind (1991) have revealed that authoritative parents are assertive in the way they establish rules, guidelines and autonomy inductive in the way they encourage reasoning and opinion give and take. Furthermore, when parents require guidelines that are clear and negotiable, then they enable adolescents to exert control over their preferences and thus their environment (De Ruyter & Schinkel, 2013). Adolescents reared by authoritative parents make efficient plans and decisions and have the perseverance to accomplish their plans, and are more in control of their surroundings (Rossman & Rea, 2005). Moreover, these adolescents have better competence to respond to the different demands of the environment (Chen, Dong & Zhou, 1997; Rossman & Rea, 2005). Moreover, closeness and support of parents especially during adolescence have permanent effects on the ability of adolescents to form close and intimate relationships (Seiffge-Krenke, et al., 2010).

Parenting Styles and Self-Esteem

As often cited in the literature, self-esteem has a positive relationship with well-being. Adolescents' self-esteem has been examined in light of the different parenting practices. The parenting styles the parents adopt have a major role in fostering self-esteem in adolescents. Self-esteem can be defined as a self-evaluation or a subjective evaluation of the person's self-worth or self-acceptance (Rosenberg, 1986). Moreover, Diener (1984) supported the fact that high self-esteem is considered one of the major sources of well-being. Furthermore, there is a positive correlation between parenting style and self-esteem. The use of self-esteem to measure well-being has also been applied in numerous researches. For example, Martin-Albo, Nunez, Navarro

and Grijalvo (2009) and Leon and Nunez (2013), in their study of the well-being of college students, used the concept of self-esteem to measure well-being. A general consensus was found on the fact that authoritative parenting is linked to high self-esteem (Hamon & Schrodt, 2012). More specifically, when mothers were authoritative, even if the fathers were authoritarian or permissive, it led to higher self-esteem. Moreover, same results were reported when both or one parent was authoritative, and in other case only when the mother was authoritative. Permissive mothers on the other hand, were related to adolescents that are more impulsive and with lower self-esteem than when the fathers were permissive (Milevsky et al., 2008). Likewise positive relationship between authoritative parenting and self-worth is reported (Hopkins & Klein, 1995). Moreover, when the family environment provides nurturance, especially for adolescent girls, it is conducive to their high self-worth. Moreover, authoritative parenting influences adolescents' positive self-perception (Klein, Bryant & Hopkins, 1996), high confidence and well-being of adolescents (Herz & Gullone, 1999). More specifically, mothers' authoritative parenting and not fathers' parenting had a positive relationship with adolescent self-esteem, emotional stability (Furham & Cheng, 2000) and well-being (Milevsky et al. 2007).

On the other hand, authoritarian parenting is linked to negative self-perception especially when mothers are authoritarian. Moreover, in the presence of a permissive mother, lower self-esteem among adolescents is reported, than when the father is permissive (Milevsky et al., 2008).

When considering the various literature linking parental styles to well-being and self-esteem, a prominent factor is in light. It is clear that maternal parenting plays a more prominent role than that of the paternal parenting in adolescents. Furthermore, the various studies discussed so far, which are all conducted in the USA and Europe, link the authoritative parenting to positive outcomes, while linking the authoritarian to negative ones. Acknowledging the

importance of cultural differences, however, the following section includes a review of the outcomes of parenting styles on the adolescents' well-being and self-esteem in other societies than the European and the American.

Parenting Styles and Cultural Differences

It has been proposed that parenting styles are culture-dependent, that is the parenting style parents adopt is influenced by the culture the family belongs to (Somayeh & Rozumah, 2009). Furthermore, parents are constantly teaching their adolescents the cultural values and social norms of their own culture (Steinberg, Lamborn, Darling, Mounts & Dornbusch, 1994). Hence, it's important to interpret family rearing styles in the context of the related culture.

In Eastern and Chinese societies for example, fathers are perceived as less strict whereas mothers are more controlling and strict with their adolescents. However, even though Chinese mothers are perceived to be strict, they are also perceived as warm and supportive (McKinney & Renk, 2008).

Studies in the United States and Europe have constantly found negative relationship when it came to the association between well-being and authoritarianism, however, in non-American and European societies, research failed to confirm similar results (Chao, 2001). Furthermore, and by contrast to results found in western societies, findings were consistent regarding the beneficial effects of an authoritarian rearing style in Chinese cultures. When adolescents perceived they had authoritarian mothers in particular, they had better school achievements. Hence the relationship of the perceived parenting style with well-being is not consistent across different cultures. Authoritarianism is not considered as having negative outcomes in all cultures (Chao 2001). Moreover, Chao (1994) explained that strictness in Chinese cultures means also to care and

concern for adolescents and is not seen as a tool for control, as it is seen in American or European cultures.

In line with these findings, Sorkhabi (2005) has found that Chinese adolescent claims that authoritarianism is a necessity in a collectivistic society as theirs. Somayeh and Rozumah (2009) explained further, that in these societies, individuals need to conform to the group rules, be considerate socially, and favor the need of the group over their own needs. This is mainly achieved in these collectivistic cultures by the use of greater level parental control (Chao, 1994). Furthermore, in these cultures adolescents must learn to inhibit their own needs to the general benefit of the group, which is achieved through more authoritarian parenting (Rudy & Grusec, 2006).

On the other hand, McBride-Chang & Chang (1998) have found that authoritative parenting is negatively linked to autonomy and academic achievement among the Chinese adolescents whereas authoritarian parenting was positively related. Furthermore, mothers' and fathers' authoritarianism was not related to psychological well-being of adolescents.

Thus, the outcomes of the different parental styles proposed by Baumrind were not consistent across all cultures. Chao (1994) has emphasized different results related to the typology of Baumrind when studying the Chinese families. She found that the three classifications of parenting styles (authoritarian, authoritative, permissive) are derived from American and European family practices and are not applicable to Chinese culture. Moreover, Chao (1994) have indicated that optimal parenting results from the involvement and control of the adolescent which is perceived positively by parents and adolescents.

On the other hand, in a study with Spanish adolescents, there were no differences in the outcomes regarding well-being between an authoritative and a permissive parenting style: both

styles are equal on high self-esteem and internalization of the society's values (Martinez & Garcia, 2007). Similarly, a study of Turkish adolescents found that parental control and warmth are two complementary attributes that should exist together in parenting (Kagitcibasi, 2005).

Thus, authoritarianism in collectivist cultures does not hold the same meanings in individualistic societies, which emphasize independence and personal achievement above the group interests; on the contrary, it is viewed in a positive light as an indication of parental care, love and concern and not accompanied by results of low self-esteem as seen in European cultures (Rudy & Grusec, 2006). In another example, Rudy & Grusec (2006) in their study of comparison between individualistic (Western, European) and collectivist cultures (Egyptian, Iranian, Indian and Pakistanis), and the relationship of mothers' perceived parenting with self-esteem of adolescents, have found that collectivistic societies, are characterized by mothers being more authoritarian than in individualistic societies, but this did not produce adolescents with lower self-esteem when compared to American and European adolescents. Maternal authoritarianism is associated with maternal negative cognition and emotions only in individualistic societies but not in collectivistic societies. Authoritarianism is more negatively associated with lower self-esteem in individualistic societies, but not in collectivistic societies that emphasize compliance, obedience, and responsibility of one's family and adherence to society's norms and values (Dwairy & Achoui, 2006).

In another study conducted by Dwairy and Menshar (2006) with Egyptian adolescents in rural and urban areas, several conclusions have been reported. They have found that in rural areas an authoritarian parenting style is more prevalent with male adolescents, whereas an authoritarian style is more prevalent with females especially in urban areas. Furthermore, mental health problems were associated with authoritative parenting but not authoritarian parenting,

meaning that authoritarian parenting in an authoritarian culture as in Egypt is more beneficial than the authoritative parenting style.

Thus these researches portray a new perspective on rearing styles in certain Arab countries. In sum, according to Dwairy et al, (2006) in their cross-cultural study conducted in Saudi Arabia, Yemen, and Egypt, the meaning of a parenting style is not similar to that of the American or European countries, in that it combines an authoritarian and permissive style together, that is, control and warmth at the same time. . In Lebanon, Jordan, and Algeria, on the other hand, a more flexible pattern of an authoritarian and permissive style is found. A striking finding by Dwairy and Menshar (2006), revealed that in Egypt mental health problems are associated with the authoritative parenting style but not with the authoritarian one.

Several reasons explain the differences regarding the authoritarian parenting style outcome, in collectivistic and individualistic cultures. First, goals and values of these countries differ. In collectivistic cultures values are unquestioned; obedience is at the core of the culture and duty to one another. Example of values: adolescents should accept parents' authority, be polite with adults and respect authority. Individualistic cultures, on the other hand, value self-expression, autonomy and self- interest (Sorkhabi, 2012). Moreover, authoritarian parenting is linked to negative outcomes in American and European cultures that value autonomy and independence, but not to cultures that value respect to authority and others (Rudy & Grusec, 2001). Second, adolescents view authoritarianism in a positive light and as a sign of parents' involvement and concern and not as control, and as a duty of parents (Sorkhabi, 2012). Adolescents view parental control as a sign of love and support (McNeely & Barber, 2010). Third, in collectivistic cultures, mothers' authoritarianism did not result in lower self-esteem among adolescents. This, lack of association between authoritarianism and self-esteem, is

explained by the presence of affection and warmth combined with control. Thus, authoritarian parenting has been found to be conducive to higher levels of self-esteem and well-being (Rudy & Grusec, 2006).

In light of the above discussed review of literature, and taking into consideration, that authoritarianism in Arab countries is often not seen in a negative light as it is in other countries, but instead a parenting practice that is combined with warmth and a display of affection, the author predicted that the same implications of the authoritarian parenting style in the American or European societies may not be applicable to the Lebanese society. Therefore, the study aimed at examining the following hypotheses:

1. Each of the perceived authoritative and the authoritarian paternal parenting styles scale scores will correlate positively with the adolescents' psychological well-being total scale scores.
2. Each of the perceived authoritative and the authoritarian paternal parenting styles scale scores will correlate positively with the adolescents' self-esteem scale scores.
3. Each of the perceived authoritative and the authoritarian maternal parenting styles scores will correlate positively with the adolescents' psychological well-being total scale scores.
4. Each of the perceived authoritative and the authoritarian maternal parenting styles scale scores will correlate positively with the adolescents' self-esteem scale scores.
5. The positive correlation between the perceived authoritative maternal parenting style scale scores and the daughters' self-esteem scale scores will be significantly higher than the positive correlation between the perceived authoritative paternal style scale scores and the daughters' self-esteem scale scores.

6. The perceived authoritative maternal style scale scores will correlate positively with the daughters' level of autonomy subscale scores (one of the sub-scales of the psychological well-being scale).

CHAPTER 3

Method

Participants

The sample for this study consisted of 162 participants. Eighty seven adolescents were males and seventy four were females. The ages of the adolescents ranged from 17 to 18 years old. The age range of the adolescents was chosen because the aim of the study was to predict the relationship of the perceived parenting style and its relationship to the psychological well-being and self-esteem of adolescents that are about to become adults. The adolescents were chosen according to a convenient sampling procedure targeting the American University of Beirut, the Lebanese American University and the Lebanese University freshman students to get an overview of three different universities. An exclusion from the sample was for those students whose parents were either divorced, or one parent was deceased, or living with a single mother or a single father, or living with relatives or extended family like grandparents or aunts and uncles. Full confidentiality was observed throughout the data collection process.

Materials

The **Parental Authority Questionnaire** (Buri, 1991) is a paper and pen questionnaire to assess the parenting style (authoritative, authoritarian or permissive) seen from an adolescent's perspective regarding the mother and the father in two identical versions. PAQ is a 5-point Likert type scale ranging from strongly disagree to strongly agree. It is composed of 10 items for every parenting style (authoritative, authoritarian, permissive), and has two identical versions to be used describing mothers and fathers. Scores for each subscale are calculated independently for mothers and fathers by summing items on each subscale, score range from 10 to 50. Higher

scores indicated higher levels of parenting style on the corresponding dimension. Sample questions include: *My mother/father has always encouraged verbal give and take whenever I have felt that family rules and restrictions were unreasonable.* The scale has sound psychometric qualities with internal consistency coefficients ranging between (0.74 and 0.87), with internal reliability coefficients for every dimension for mothers and fathers as follow: mother-permissive $\alpha = 0.75$, mother-authoritarian $\alpha = 0.85$, mother-authoritative $\alpha = 0.82$, father-permissive $\alpha = 0.74$, father-authoritarian $\alpha = 0.87$, father-authoritative $\alpha = 0.85$. A two-week test-retest reliability coefficient was found to range between 0.77 and 0.92. PAQ has good discriminant validity: Authoritarianism has been inversely related to permissiveness and authoritativeness, whereas, permissiveness has not been related to authoritativeness. Criterion-related validity has been established with parental warmth and authoritativeness being related positively, authoritarianism being related negatively, and permissiveness being unrelated to parental nurturance. It also has good construct validity with the authoritative subscale correlating positively to self-esteem and the authoritarian subscale correlating negatively to self-esteem, and unaffected by permissiveness (McKinney, Milone & Renk, 2011). The 30 items are divided into 3 subscales, permissive: authoritarian and authoritative.

The Ryff's Psychological Well-Being Scale (Ryff, 1989) is a self-report, paper and pen questionnaire that measures psychological well-being. The scale can be used with adolescents and it has been used in a study among others with Portuguese adolescents (Fernandes, Vasconcelos-Raposo & Tezeira, 2010). The original scale had 120 items; later several versions with less items were developed. In the present study, a 42 items scale is used, consisting of 6 subscales that measure psychological functioning: autonomy, positive relations, environmental mastery, self-actualization, personal growth and purpose in life. Participants respond on a 6-point

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Likert scale that ranges from strongly disagree to strongly agree. Certain items are reverse coded, then scores are summed and subscales are obtained. The total score is the sum of the 42 items. Higher scores indicate higher well-Being. Sample questions include: *I am quite good at managing the responsibilities of my daily life*. The reliability of the 120 items scale as reported by Ryff (1998) for the subscales is for Autonomy $\alpha = .86$, Environmental Mastery $\alpha = .90$, Personal Growth $\alpha = .87$, Positive Relations $\alpha = .91$, Purpose in Life $\alpha = .90$ and Self-Acceptance $\alpha = .93$. The Ryff's scale total internal consistency ranged from $\alpha = .32$ to $\alpha = .90$. Test-retest reliability coefficients over six weeks ranged from .81 to .85 (Ryff, 1989).

Rosenberg Self-Esteem Scale (Rosenberg, 1965) The Rosenberg Self-Esteem Inventory (Rosenberg, 1965) is a 10-item, unidimensional questionnaire with items that are rated using a 4-point Likert scale, from strongly agree to strongly disagree. It is used to assess adolescents' self-esteem or global self-worth, by measuring both positive and negative feelings about the self. The score is calculated by summing the items; a higher score indicating a higher self-esteem. Sample statements include: *On the whole, I am satisfied with myself*. Internal consistencies ranged from 0.85 to 0.88 in college student samples. The Internal reliability coefficient for the entire score was $\alpha = 0.90$. Validity has also been demonstrated as the scale correlates positively with other measures of self-esteem and it correlates negatively with negative psychological adjustment (depression, anxiety) (Rosenberg, 1965).

Procedure

A pilot study was performed on forty four Lebanese adolescents to examine whether the scales were reliable within the Lebanese society. The scales were all found to have high reliabilities. The alpha coefficients for the PAQ were as follows: Permissive Father $\alpha = 0.67$, Permissive Mother $\alpha = 0.78$, Authoritative Father $\alpha = 0.95$, Authoritative Mother $\alpha = 0.95$,

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Authoritarian Father $\alpha = 0.94$ and Authoritarian Mother $\alpha = 0.91$ (See Table 1 in Results Chapter). The reliabilities for the Ryff's scale were as follows: PWB $\alpha = 0.79$, Autonomy $\alpha = 0.98$, Environmental Mastery $\alpha = 0.93$, Personal Growth $\alpha = 0.89$, Positive Relations $\alpha = 0.42$, Purpose in Life $\alpha = 0.9$, the reliability coefficient for the Rosenberg scale was $\alpha = 0.58$ (See Table 1 in Results Chapter).

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The four scales used were: PAQ questionnaire with two identical versions for describing the mother (Appendix C) and the other describing the father (Appendix D), Ryff's Psychological Well-Being scale (Appendix E), the Rosenberg scale (Appendix F) and a demographic sheet (Appendix B) pertaining to age, gender, parents status, and university level. The four scales were handed in different order each time, with the exception of the demographic sheet that was first to be handed to rule out any samples that needed to be discarded. Convenience sampling was used to collect data with the exclusions mentioned above. The researcher handed the scales on the basis of who is willing to participate in the study, after explaining the purpose of the research. In addition to the researcher herself, few students from each university volunteered to ask their friends, acquaintances and other classmates, if they liked to participate in the study, and on that basis, they distributed the scales. It is important to note here that all distribution of scales was not done in the premises of the university campuses but outside.

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Following this, data were entered in SPSS and statistical analyses were performed, including correlational analysis, regression analysis, analysis of variance (ANOVA), and Independent T-test.

CHAPTER 4

Results

Reliability Testing

Cronbach's alpha was computed to determine the reliabilities of each scale and subscales used in the study. The current reliability scores were within acceptable range. The only subscale that showed the lowest reliability was the Positive Relations scale within the PWB scale ($\alpha = 0.5$). The reliabilities of the scales and the subscales are reported below (See Table 1).

Table 1

Cronbach's Alpha for the Psychological Well-Being Scale (PWS), Parental Authority Questionnaire (PAQ), and Rosenberg Self-Esteem Scale (R)

	Previous Cronbach's alpha	Current Cronbach's alpha
PWB	.90	.84
Autonomy (A)	.086	.98
Environmental Mastery (EM)	.90	.95
Personal Growth (PG)	.87	.89
Positive Relations (PR)	.91	.5
Purpose in Life (PL)	.90	.9
Self-Acceptance (SA)	.93	.63
PAQ	NA	NA
Perceived Authoritarian Mother	.85	.9
Perceived Authoritarian Father	.87	.94
Perceived Authoritative Mother	.82	.94
Perceived Authoritative Father	.85	.93
Perceive Permissive Mother	.75	.78
Perceived Permissive Father	.74	.93
Self-Esteem (R)	.90	.67

Hypotheses Testing

Hypothesis 1: Each of the perceived authoritative and the authoritarian paternal parenting styles scale scores will correlate positively with the adolescents' psychological well-being total scale scores.

A Pearson correlation coefficient was used to assess this relationship. A significant positive correlation was found between the perceived authoritative paternal parenting style and psychological well-being ($r = .42, p < .01$); however, there was no correlation between the perceived authoritarian paternal parenting style and psychological well-being. The hypothesis was then partially confirmed since only the perceived authoritative paternal parenting style was associated with psychological well-being and not the perceived authoritarian paternal parenting style (see Table 2).

Table 2

Correlation Matrix for the Perceived Paternal Parenting styles and Psychological Well-Being

		PWB
Perceived Authoritarian Father	Pearson Correlation	-.028
	Sig. (2-tailed)	.724
	N	162
Perceived Authoritative Father	Pearson Correlation	.415**
	Sig. (2-tailed)	.000
	N	162

** Correlation is significant at the 0.01 level (2-tailed)

Hypothesis 2: Each of the perceived authoritative and the authoritarian paternal parenting styles scale scores will correlate positively with the adolescents' self-esteem scale scores.

A Pearson correlation coefficient was used to assess this relationship. A significant positive correlation was found between the perceived authoritative paternal parenting style and self-esteem ($r = .29, p < .01$), however, a strong significant negative correlation was found

between the perceived authoritarian paternal parenting style and self-esteem ($r = -.75, p < .01$).

The hypothesis was then partially confirmed since only the perceived authoritative paternal parenting style was associated with self-esteem and not the authoritarian paternal parenting style (See Table3).

Table 3

Correlation Matrix for the Perceived Paternal Parenting Styles and Self-Esteem

		Self-Esteem
Perceived Authoritarian Father	Pearson Correlation	-.750**
	Sig. (2-tailed)	.000
	N	162
Perceived Authoritative Father	Pearson Correlation	.292**
	Sig. (2-tailed)	.000
	N	162

** Correlation is significant at the 0.01 level (2-tailed)

Hypothesis 3: Each of the perceived authoritative and the authoritarian maternal parenting style scores will correlate positively with the adolescents 'psychological well-being total scale scores.

A Pearson correlation coefficient was used to assess this relationship. No correlation was found between the perceived authoritative and authoritarian maternal parenting style and psychological well-being. The hypothesis was then not confirmed since neither the perceived authoritative nor the authoritative maternal parenting style was associated with psychological well-being (See Table 4).

Table 4

Correlation Matrix for the Perceived Maternal Parenting styles and Psychological Well-Being

		PWB
Perceived Authoritarian Mother	Pearson Correlation	.084
	Sig. (2-tailed)	.296
	N	162
Perceived Authoritative Mother	Pearson Correlation	.126
	Sig. (2-tailed)	.114
	N	162

** Correlation is significant at the 0.01 level (2-tailed)

Hypothesis 4: Each of the perceived authoritative and the authoritarian maternal parenting styles scale scores will correlate positively with the adolescents 'self-esteem scale scores.

A Pearson correlation coefficient was used to assess this relationship. A significant positive correlation was found between the perceived authoritative maternal parenting style and self-esteem ($r = .30, p < .01$), however, a strong significant negative correlation was found between the perceived authoritarian maternal parenting style and self-esteem ($r = -.45, p < .01$). The hypothesis was then partially confirmed since only the perceived authoritative maternal parenting style was associated with self-esteem and not the perceived authoritarian maternal parenting style (See Table 5).

Table 5

Correlation Matrix for the Perceived Maternal Parenting Styles and Self-Esteem

		Self-Esteem
Perceived Authoritarian Mother	Pearson Correlation	-.450**
	Sig. (2-tailed)	.000
	N	162
Perceived Authoritative Mother	Pearson Correlation	.305**
	Sig. (2-tailed)	.000
	N	162

** Correlation is significant at the 0.01 level (2-tailed)

Hypothesis 5: The positive correlation between the perceived authoritative maternal parenting style scale scores and the daughters' self-esteem scale scores will be significantly higher than the positive correlation between the perceived authoritative paternal style scale scores and the daughters' self-esteem scale scores.

A Pearson correlation coefficient was used to assess this relationship. No correlation was found between the perceived authoritative maternal parenting style and daughters self-esteem while a positive correlation was found between the perceived authoritative paternal parenting style and daughters' self-esteem ($r = .26, p < .05$). The hypothesis was then not confirmed since the predicted positive relationship between the perceived authoritative maternal parenting style and daughters' self-esteem did not exist (See table 6).

Table 6

Correlation Matrix for the Perceived Authoritative Maternal and Paternal Parenting Styles and Daughters' Self-Esteem

		Daughters' Self-Esteem
Perceived Authoritative Mother	Pearson Correlation	.126
	Sig. (2-tailed)	.286
	N	74
Perceived Authoritative Father	Pearson Correlation	.263*
	Sig. (2-tailed)	.024
	N	74

** Correlation is significant at the 0.01 level (2-tailed)

Hypothesis 6: The perceived authoritative maternal parenting style scale scores will correlate positively with the daughters' level of Autonomy subscale scores (one of the sub-scales of the Psychological Well-Being Scale).

A Pearson correlation coefficient was used to assess this relationship. A significant positive correlation was found between the perceived authoritative maternal parenting style and

daughters Autonomy ($r = .48, p < .01$). The hypothesis was then confirmed since the perceived authoritative maternal parenting style was positively associated with daughters' Autonomy.

Additional Analysis

Additional analysis of the results was conducted to view gender differences.

Furthermore, a Pearson correlation was conducted for Males and Females independently to assess their differences regarding the perceived authoritative and authoritarian parenting styles, psychological well-being and self-esteem (See Tables 7 & 8).

Results for males showed that the perceived authoritarian maternal parenting style had a negative correlation with self-esteem ($r = -.42, p < .01$), and a positive correlation with SWB ($r = .52, p < .01$). On the other hand, the perceived authoritarian paternal parenting style had a negative correlation with self-esteem ($r = -.79, p < .01$), a positive correlation with SWB ($r = .23, p < .01$). Furthermore, the perceived authoritative paternal parenting style had a positive correlation with self-esteem ($r = .34, p < .01$), and SWB ($r = .33, p < .01$). As for the perceived authoritative maternal parenting style had a positive correlation with self-esteem ($r = .36, p < .01$) and no correlation with SWB (See Table 7).

Table 7

Correlation Matrix for the Perceived Authoritative and Authoritarian Parenting Styles, Psychological Well-Being, and Self-Esteem for Males

		Self-Esteem	SWB
Perceived Authoritarian Mother	Pearson Correlation	-.42**	.516**
	Sig. (2-tailed)	.000	.000
	N	87	87
Perceived Authoritarian Father	Pearson Correlation	-.79**	.227*
	Sig. (2-tailed)	.000	.034
	N	87	87
Perceived Authoritative Mother	Pearson Correlation	.36**	.095
	Sig. (2-tailed)	.000	.381
	N	87	87
Perceived Authoritative Father	Pearson Correlation	.34**	.330**
	Sig. (2-tailed)	.001	.002
	N	87	87

** Correlation is significant at the 0.01 level (2-tailed)

On the other hand, results for females showed that the perceived authoritarian maternal parenting style had a negative correlation with self-esteem ($r = -.48, p < .01$) and SWB ($r = -.32, p < .01$). Similarly, the perceived authoritarian paternal parenting style had a negative correlation with self-esteem ($r = -.54, p < .01$) and SWB ($r = -.22, p < .01$). As for the perceived authoritative maternal parenting style, it had no correlation with neither the self-esteem nor the SWB. Furthermore, the perceived authoritative paternal parenting style had a positive correlation with self-esteem ($r = .26, p < .01$) and SWB ($r = .51, p < .01$) (See Table 8).

Table 8

Correlation Matrix for the Perceived Authoritative and Authoritarian Parenting Styles, Psychological Well-Being, and Self-Esteem for Females

		Self-Esteem	SWB
Perceived Authoritarian Mother	Pearson Correlation	-.482**	-.320**
	Sig. (2 tailed)	.000	.007
	N	74	74
Perceived Authoritarian Father	Pearson Correlation	-.537**	-.219
	Sig. (2-tailed)	.000	.069
	N	74	74
Perceived Authoritative Mother	Pearson Correlation	.126	.115
	Sig. (2-tailed)	.286	.342
	N	74	74
Perceived Authoritative Father	Pearson Correlation	.263*	.514**
	Sig. (2-tailed)	.024	.000
	N	74	74

** Correlation is significant at the 0.01 level (2-tailed)

Additional analysis was conducted to examine the relationship between the perceived permissive maternal and paternal parenting style and the Psychological Well-Being Scale. A Pearson correlation coefficient was used to assess these relationships. Only for the perceived permissive paternal parenting style, results showed a significant positive correlation the Psychological Well-Being Scale ($r = .63, p < .01$) (See Table 9).

Furthermore, a Pearson correlation coefficient was used to assess the relationship between the perceived permissive maternal parenting style and self-esteem as well as the relationship between the perceived paternal permissive parenting style and self-esteem. No correlation was found between the perceived permissive maternal parenting style and self-esteem, whereas a significant positive correlation between the permissive paternal parenting style and self-esteem was found ($r = .21, p < .01$) (See Table 9).

Table 9

Correlation Matrix for the Perceived Permissive Parenting Styles Psychological Well-Being and Self-Esteem

		PWB	Self-Esteem
Perceived Permissive Mother	Pearson Correlation	.331	.022
	Sig. (2-tailed)	.256	.781
	N	162	162
Perceived Permissive Father	Pearson Correlation	.626**	.207**
	Sig. (2-tailed)	.000	.009
	N	162	162

** Correlation is significant at the 0.01 level (2-tailed)

Furthermore, when males and female are viewed separately in terms of their relationship with the perceived permissive parenting style and psychological well-being and self-esteem different results are reported. For males, the perceived permissive paternal parenting style was not correlated with self-esteem, while there was a significant positive correlation with psychological well-being ($r = .372, p < .01$). Similarly for males, the perceived permissive maternal parenting style was not correlated with self-esteem, while there was a significant positive correlation with psychological well-being ($r = .528, p < .01$) (See Table 10).

Table 10

Correlation Matrix for the Perceived Permissive Parenting Styles Psychological Well-Being and Self-Esteem for Males

		PWB	Self-Esteem
Perceived Permissive Mother	Pearson Correlation	.528**	-.160
	Sig. (2-tailed)	.000	.138
	N	87	87
Perceived Permissive Father	Pearson Correlation	.372**	.062
	Sig. (2-tailed)	.000	.567
	N	87	87

** Correlation is significant at the 0.01 level (2-tailed)

As for females, results showed that, the perceived permissive paternal parenting style was not correlated to Self-esteem, while there was a significant positive correlation with psychological well-being ($r = .832, p < .01$). On the other hand, the perceived permissive maternal parenting style was neither correlated to self-esteem nor to psychological well-being of females (See Table 11).

Table 11

Correlation Matrix for the Perceived Permissive Parenting Style Psychological Well-Being and Self-Esteem for Females

		PWB	Self-Esteem
Perceived Permissive Mother	Pearson Correlation	.012	.038
	Sig. (2-tailed)	.920	.748
	N	74	74
Perceived Permissive Father	Pearson Correlation	.832**	.215
	Sig. (2-tailed)	.000	.073
	N	74	74

** Correlation is significant at the 0.01 level (2-tailed)

Moreover, a Regression analysis was conducted to examine which of the perceived parenting styles predicted low self-esteem the most among all the adolescents. Tables 12, 13 and 14 report the results of the regression analyses, where the dependent variable self-esteem is regressed on the four parenting styles. Table 12 is the ANOVA table, whereas table 13 shows the coefficients and table 14 the model summary. Results showed that the most perceived parenting style that predicted negative self-esteem is the perceived authoritarian paternal style followed by the perceived authoritarian maternal style (Table 13).

Table 12
Significance of Regression Model in Predicting Self-Esteem among Adolescents
 ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1192.381	6	198.730	42.393	.000 ^a
	Residual	707.853	151	4.688		
	Total	1900.234	157			

a. Predictors: (Constant), Perceived Authoritarian Mother, Perceived Authoritative Mother, Perceived Authoritarian Father, Perceived Authoritative Father, Perceived Permissive Mother, Perceived Permissive Father

b. Dependent Variable: Self-Esteem

Table 13
The Strength of each Parenting Style on the Self-esteem of Adolescents
 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.128	2.509		15.593	.000
	Perceived Authoritarian Mother	-.096	.026	-.218	-3.750	.000
	Perceived Authoritative Mother	-.035	.044	-.056	-.793	.429
	Perceived Authoritarian Father	-.481	.040	-.810	-12.145	.000
	Perceived Authoritative Father	-.142	.046	-.246	-3.113	.002
	Perceived Permissive Mother	.140	.048	.169	2.884	.004
	Perceived Permissive Father	.028	.048	.039	.583	.561

a. Dependent Variable: Self-Esteem

Table 14*Percentage of Variance Explained in Self-Esteem among Adolescents*

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792 ^a	.627	.613	2.16513

a. Predictors: (Constant), Perceived Authoritarian Mother, Perceived Authoritative Mother, Perceived Authoritarian Father, Perceived Authoritative Father, Perceived Permissive Mother, Perceived Permissive Father

For a closer look at gender differences and the relationship between parenting styles and self-esteem, a Regression analysis was conducted to examine which of the perceived parenting styles predicted low self-esteem the most, among both genders separately. Tables 15-20 report the results of the regression analyses, where the dependent variable self-esteem is regressed on the four parenting styles. Table 15 and 18 are the ANOVA tables, whereas tables 16 and 19 show the coefficients and tables 17 and 20 are the model summaries. Results showed that the most perceived parenting style that predicted negative self-esteem among sons is the perceived authoritarian paternal style followed by the perceived authoritarian maternal style (See Table 16), whereas for daughters the most perceived parenting style that predicted negative self-esteem is the perceived authoritarian maternal style followed by the perceived authoritarian paternal style (See Table 19).

Tables 15

Significance of Regression Model in Predicting Self-Esteem among Male Adolescents
ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	608.252	6	101.375	33.701	.000 ^a
	Residual	240.645	80	3.008		
	Total	848.897	86			

a. Predictors: (Constant), Perceived Authoritarian Mother, Perceived Authoritative Mother, Perceived Authoritarian Father, Perceived Authoritative Father, Perceived Permissive Mother, Perceived Permissive Father

b. Dependent Variable: Self esteem

Table 16

The Strength of each Parenting Style on the Self-Esteem of Male Adolescents
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.639	3.186		13.382	.000
	Perceived Authoritarian Mother	-.082	.027	-.194	-2.971	.004
	Perceived Authoritative Mother	-.163	.061	-.242	-2.688	.009
	Perceived Authoritarian Father	-.472	.057	-.807	-8.351	.000
	Perceived Authoritative Father	.112	.056	.224	1.989	.050
	Perceived Permissive Mother	-.055	.068	-.082	-.818	.416
	Perceived Permissive Father	-.094	.073	-.122	-1.285	.202

a. Dependent Variable: Self-Esteem

Table 17*Percentage of Variance Explained in Self-Esteem among Males*

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.846 ^a	.717	.695	1.73438

a. Predictors: (Constant), Perceived Authoritarian Mother, Perceived Authoritative Mother, Perceived Authoritarian Father, Perceived Authoritative Father, Perceived Permissive Mother, Perceived Permissive Father

Table 18*Significance of Regression Model in Predicting Self-Esteem among Female Adolescents*ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	165.462	6	27.577	13.075	.000 ^a
	Residual	132.881	63	2.109		
	Total	298.343	69			

a. Predictors: (Constant), Perceived Authoritarian Mother, Perceived Authoritative Mother, Perceived Authoritarian Father, Perceived Authoritative Father, Perceived Permissive Mother, Perceived Permissive Father

b. Dependent Variable: Self-Esteem

Table 19
The Strength of each Parenting Style on the Self-Esteem of Female Adolescents
 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	39.532	3.673		10.762	.000
Perceived Authoritarian Mother	-.221	.041	-.862	-5.440	.000
Perceived Authoritative Mother	-.122	.047	-.362	-2.579	.012
Perceived Authoritarian Father	-.191	.044	-.495	-4.322	.000
Perceived Authoritative Father	-.149	.069	-.410	-2.156	.035
Perceived Permissive Mother	.169	.069	.275	2.438	.018
Perceived Permissive Father	.014	.046	.039	.303	.763

a. Dependent Variable: Self-Esteem

Table 20
Percentage of Variance Explained in Self-Esteem among Females

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.745 ^a	.555	.512	1.45232

a. Predictors: (Constant), Perceived Authoritarian Mother, Perceived Authoritative Mother, Perceived Authoritarian Father, Perceived Authoritative Father, Perceived Permissive Mother, Perceived Permissive Father

CHAPTER 5

Discussion

The present study aimed at examining the relationship between the perceived parenting styles of adolescents in Lebanon and their psychological well-being and self-esteem. The results demonstrated that the different perceived parenting styles have varying relationships when it comes to adolescents' psychological well-being and self-esteem.

The first hypothesis of this study predicted a similar finding as in previous research conducted in Arab countries, which revealed that the perceived authoritarian and authoritative paternal parenting styles do not differ in their relationship with the well-being of adolescents as they both have a positive correlation with well-being (Kagitcibasi, 2005 & Dwairy & Menshar, 2006). By contrast, research done in the United States and Europe revealed that the perceived authoritarian paternal parenting style had a negative correlation with the adolescents' well-being, unlike the perceived authoritative paternal parenting style which was positively correlated with it (Rossman & Rea, 2005; Baumrind, 2005). Results in this study showed that in Lebanon the perceived authoritative paternal parenting style had a positive correlation with the adolescents' well-being, while the perceived authoritarian paternal parenting style showed had no relationship. These findings may be attributed to the fact that Lebanon is an Arab country open to American and European influences, that is, a mixture of different norms. Hence, the results of the authoritative paternal parenting style were similar to those found in the United States and Europe.

Moreover, this study predicted that self-esteem will positively correlate with both the perceived paternal authoritarian and the authoritative style; however, the results showed that self-esteem was only positively correlated with the adolescents' perceived paternal authoritative parenting style and negatively correlated with the adolescents' perceived authoritarian paternal parenting style. These results are in line with the findings related to adolescents in the United States and Europe (Milevsky, et al., 2007 & Lamborn, et al., 1991) but are in contrast with the results found in other Arab countries (Rudy & Grusec, 2006). One interpretation for these results is probably due to the fact that in the Lebanese society, adolescents' self-esteem is influenced by the father being open, understanding, warm and fostering independence, as is the case in the studies conducted in the United States and Europe. By contrast, paternal authoritarianism in Lebanon, as in the United States and Europe, with adolescents being open to Western notions of independence and freedom of expression, is counterproductive, thus showing negative influences on self-esteem.

On the other hand, the perceived authoritative and authoritarian maternal parenting styles were predicted to show a positive correlation with the well-being of adolescents. However, the results indicated no relationship with the adolescents' psychological well-being. A finding that is maybe due to the fact that, even Lebanon being a country more open to the West than other Arab countries, is still a patriarchal society where the role of the mother is less significant than that of the father's in fostering well-being.

Furthermore, it was predicted by the study that each of the perceived authoritative and the authoritarian maternal parenting style scale scores will correlate positively with the adolescents' self-esteem scale scores. This hypothesis was partially confirmed for the authoritative style only. This could be explained by the fact that mothers' authoritarianism is not seen in a positive light

since mothers are expected to be the caregiver that provides warmth, understanding and acceptance by assuming the gentle parent role in a society whereas fathers assume the role of discipline as well as financial security (McKinney & Renk, 2008). That is, there is a general acceptance that fathers would be authoritarian but not mothers (McGillicuddy-DeLisi & DeLisi, 2007).

Furthermore, this study predicted that the positive correlation between the perceived authoritative maternal parenting style and the daughters' self-esteem in particular will be significantly higher than the positive correlation between the perceived authoritative paternal style and the daughters' self-esteem. This hypothesis was not confirmed as the perceived authoritative paternal parenting style had a positive correlation with the daughters' self-esteem while the perceived authoritative maternal parenting style had no correlation. This is in line with the studies that showed that adolescent daughters, who had the poorest relationship with their fathers and not with their mothers, had the lowest levels of self-esteem (Allgood, Beckett & Peterson, 2012).

Moreover, one can conclude that the positive correlation that exists between the authoritative maternal parenting style and the adolescents' self-esteem is, in fact, mainly a correlation between the authoritative maternal parenting style and the sons' self-esteem excluding the daughters. That is, authoritative mothers have a positive contribution to their sons' self-esteem but not their daughters. This is in line with the studies that focused on the positive relationship between authoritative fathers and the adolescent daughters' self-esteem and not the mothers' (Baruch & Barnett, 1975; Carlson, 2006 & Liu, 2008). Similarly, this confirms the studies that showed that adolescent daughters who perceived their fathers as being warm and supportive, while adolescent

sons who perceived their mothers as warm and supportive, report higher levels of self-esteem (Allgood, et al., 2012).

Finally, as predicted by the study, a positive correlation was found between the authoritative maternal parenting style and the daughters' autonomy, which is a subscale of the total well-being scale. Mothers' understanding and support especially for adolescent daughters fosters their independent thinking and the ability to make decisions on their own. Thus these adolescents are well prepared to assume college life and its new responsibilities (Furham & Cheng, 2000).

In conclusion, the authoritative paternal parenting style and not the authoritative maternal parenting style, plays a positive role, in general, in the adolescents' (males and females) well-being and self-esteem. Authoritative mothers, on the other hand, influence positively only their daughters' autonomy but not their whole state of well-being as well as their sons' self-esteem. It is likely that Lebanon is still a country that still believes in a set of core of values and norms, where the father is looked at as the main authority when it comes to parenting of adolescents.

Additional analysis for self-esteem in the study showed that the perceived authoritarian paternal parenting style is the one that predicts negative self-esteem the most for both genders combined, followed by the perceived authoritarian maternal parenting style. However, when males and females were studied separately, the study showed that for males, the most perceived parenting style that affects negatively self-esteem, is the perceived authoritarian paternal style followed by the perceived authoritarian maternal style, whereas for females the most perceived parenting style that affects negatively self-esteem is the perceived authoritarian maternal style followed by the perceived authoritarian paternal style. This is in line with previous studies (Cheng, 2003; Baumrind, 1991; Patock-Peckham & Morgan-Lopez, 2006; Watson, et al., 1992).

Finally, even though, it was not the aim of the author to focus on the permissive parenting style and its relationship to well-being and self-esteem of adolescents, interesting results were found, that are worth mentioning. Results showed that the perceived permissive paternal parenting style had a positive correlation with the well-being and self-esteem of the adolescents, whereas, the perceived permissive maternal parenting style had no relationship neither with well-being nor with the self-esteem of the adolescents. Many studies are consistent in focusing on the detrimental effects of the permissive parenting style on adolescents (Baumrind, 1991; Simons & Conger, 2007; Milevsky et al., 2008; Barton & Kirtley, 2012; Hamon & Schrod, 2012). However, it seems that in Lebanon, permissiveness has other implications. These findings are worth expanding on in future studies.

Clinical Implications and Recommendations for Further Studies

An understanding of the optimal parenting styles in the Lebanese society would help educators and counselors promote programs for parenting and raise awareness in different settings in Lebanon. Furthermore, it would help counselors develop preventive programs in disadvantaged areas in Lebanon as well as support therapists in dealing with adolescents and their parents in their clinics. The therapists could explain to the parents the consequences of different parenting practices and their implications on the adolescents' well-being and self-esteem.

Although this study has shed some light on the relationship of the perceived parenting styles with the well-being and self-esteem of adolescents, there is much more to explore within the Lebanese society. Further research should focus on the perceived parenting styles with adolescents that are living with single parents or with extended family, and on adolescents from different universities and areas in Lebanon. Furthermore, instead of relying on self-report

questionnaires, interviews of both the adolescents and their parents would result in more accurate understanding of the parenting styles and their relationships to adolescents' well-being.

On the other hand, an examination of inconsistent parenting styles of mothers and fathers in the same family should be further studied. Moreover, the birth order effects should be examined to assess the relationship of the birth order on parenting styles, especially in the Lebanese society where the first-born child especially males have special parenting. Similarly, a focus should be made on the father-daughter and father-son relationship.

Finally, it would be interesting to explore more the causes of self-esteem in both genders. This study showed the importance of the father in influencing his daughter's self-esteem but not much has been investigated regarding the role of mothers on sons' self-esteem.

Limitations of the study

As with all research, there are several limitations to the current study that must be acknowledged. The first limitation is the use of a convenience sample due to the limited availability of adolescents that were willing to participate in the study making the pool of participants a few private universities in the city of Beirut. This limits the generalizability of the results to the whole adolescent population in Lebanon.

Furthermore, the exclusion of those adolescents raised by single parents, divorced parents, or having a deceased parent as well as those living with extended family members, does not portray a comprehensive picture of all the parenting styles with all the adolescent population.

Another limitation relates to other factors that could also be affecting the self-esteem and psychological well-being of the adolescents, beside the parenting style, such as, the personality characteristics of the adolescents as well as the different dynamics in the family including the presence of other siblings.

Another limitation is the self-report questionnaires which could result in some errors in judgment, memory gaps, or subjective memory reporting and differences, regarding the perceptions of the parenting style, which could be different to what the parents may have otherwise reported, or to what is actually being experienced in these families.

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Appendix A
Consent Form

Haigazian University
P.O. Box 11- 1748
Riad El Solh, 1107 2090
Beirut, Lebanon

Consent to Serve As a Participation in a Research Project

Project Title: *The Perceived Maternal and Paternal Parenting Styles of Adolescents in Lebanon and Their Relationship to the Adolescents' Well-Being and Self-Esteem*

Project Director: *Dr. Hanine Hout, Ed. D. email: haninehout@gmail.com*

Research Investigator: *Rima Abdel Kader Jazairi. email: rimajaz@hotmail.com*

Nature and Purpose of the Project:

The purpose of this study is to determine the relationship between the perceived maternal and paternal parenting styles of adolescents in Lebanon and their well-being and self-esteem.

Explanation of Procedures:

As a research participants you will be administered a questionnaire that you will be asked to fill out. Your names will not appear on the questionnaires and they will remain anonymous. It is expected that your participation in this research will last for 40 minutes at maximum.

Potential Discomfort and Risks:

There are no risks associated with participation in this research.

Potential benefits:

The potential benefit is that you would have helped the investigator complete this research which is a thesis dissertation, and contributed to answering the research problem.

Costs/Reimbursements:

There are no costs associated with this research.

Alternative Procedures:

There are no alternative procedures in this study in case you refuse to participate.

Alternatives to Participation:

There are no alternatives to participation in this study in case you refuse to participate.

Termination of Participation:

If you decide to give consent to participate in this research, your participation might be terminated by the principal investigator or research director if the results show that they were contradictory or malingered.

Confidentiality:

The results of your participation will be kept confidential to the fullest extent possible. This means that only the principal investigator and research director will know about specific results. Only information that cannot be traced to you will be used in reports or manuscripts published or presented by the investigator or director. Raw data on data-recording systems will be kept with the investigator following the termination of the study.

Withdrawal from the Project:

Your participation in this research project is completely voluntary. You can refrain from participation and completing the questionnaires. If you decide to consent to participate, you can withdraw your consent to participate at any point without any explanation and without any penalty. You are free to leave this research at any time.

Participant's Oral Consent:

*Only your **oral** consent is needed. By consenting you agree to participate in this research project. The purpose, procedures to be used, as well as, the potential risks and benefits of your participation have been explained to you in details. You can refuse to participate or withdraw your participation in this study at any time without penalty. You will be given a copy of this consent form.*

Appendix B
Demographics Form

This survey is confidential. Please do not include your name anywhere on it. Answer the following questions, without forgetting to answer anything, and then go on to answer the survey.

1. Gender: Male: _____ Female: _____
2. Please specify your age: _____
3. Please specify in which university year you are in: _____
4. Please specify in which university you are in: _____
5. Please check **only one answer** of the following:
 - a. My parents are divorced: I am living with my father: _____ or my mother _____ if
Other specify: _____
 - b. My parent or parents are deceased: I am living with my father: _____ or with my
Mother _____ if other specify: _____
 - c. I am living with extended family: No: _____, Yes: _____, if yes specify: _____
5. Please indicate all the family members you are living in the house with:

.....

Appendix C
Parental Authority Questionnaire

For each of the following statements, circle the number that best describes the statement that applies to you and your **mother**.

- 1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly Agree

1	While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5
2	Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.	1 2 3 4 5
3	Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions.	1 2 3 4 5
4	As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.	1 2 3 4 5
5	My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1 2 3 4 5
6	My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1 2 3 4 5
7	As I was growing up my mother did not allow me to question any decision she had made.	1 2 3 4 5
8	As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline.	1 2 3 4 5
9	My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1 2 3 4 5
10	As I was growing up my mother did <i>not</i> feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	1 2 3 4 5
11	As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.	1 2 3 4 5
12	My mother felt that wise parents should teach their children early	1 2 3 4 5

	just who is boss in the family.	
13	As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.	1 2 3 4 5
14	Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions.	1 2 3 4 5
15	As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways.	1 2 3 4 5
16	As I was growing up my mother would get very upset if I tried to disagree with her.	1 2 3 4 5
17	My mother feels that most problems in society would be solved if parents would <i>not</i> restrict their children's activities, decisions, and desires as they are growing up.	1 2 3 4 5
18	As I was growing up my mother let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me.	1 2 3 4 5
19	As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her.	1 2 3 4 5
20	As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.	1 2 3 4 5
21	My mother did not view herself as responsible for directing and guiding my behavior as I was growing up.	1 2 3 4 5
22	My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.	1 2 3 4 5
23	My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me.	1 2 3 4 5
24	As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.	1 2 3 4 5
25	My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	1 2 3 4 5
26	As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it.	1 2 3 4 5
27	As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.	1 2 3 4 5
28	As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family.	1 2 3 4 5

29	As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.	1 2 3 4 5
30	As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.	1 2 3 4 5

Appendix D
Parental Authority Questionnaire

For each of the following statements, circle the number that best describes the statement that applies to you and your father.

- 1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly Agree

1	While I was growing up my father felt that in a well-run home the children should have their way in the family as often as the parents do.	1 2 3 4 5
2	Even if his children didn't agree with him, my father felt that it was for our own good if we were forced to conform to what he thought was right.	1 2 3 4 5
3	Whenever my father told me to do something as I was growing up, he expected me to do it immediately without asking any questions.	1 2 3 4 5
4	As I was growing up, once family policy had been established, my father discussed the reasoning behind the policy with the children in the family.	1 2 3 4 5
5	My father has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1 2 3 4 5
6	My father has always felt that what his children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1 2 3 4 5
7	As I was growing up my father did not allow me to question any decision he had made.	1 2 3 4 5
8	As I was growing up my father directed the activities and decisions of the children in the family through reasoning and discipline.	1 2 3 4 5
9	My father has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1 2 3 4 5
10	As I was growing up my father did <i>not</i> feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	1 2 3 4 5
11	As I was growing up I knew what my father expected of me in my family, but I also felt free to discuss those expectations with my father when I felt that they were unreasonable.	1 2 3 4 5

12	My father felt that wise parents should teach their children early just who is boss in the family.	1 2 3 4 5
13	As I was growing up, my father seldom gave me expectations and guidelines for my behavior.	1 2 3 4 5
14	Most of the time as I was growing up my father did what the children in the family wanted when making family decisions.	1 2 3 4 5
15	As the children in my family were growing up, my father consistently gave us direction and guidance in rational and objective ways.	1 2 3 4 5
16	As I was growing up my father would get very upset if I tried to disagree with him.	1 2 3 4 5
17	My father feels that most problems in society would be solved if parents would <i>not</i> restrict their children's activities, decisions, and desires as they are growing up.	1 2 3 4 5
18	As I was growing up my father let me know what behavior she expected of me, and if I didn't meet those expectations, he punished me.	1 2 3 4 5
19	As I was growing up my father allowed me to decide most things for myself without a lot of direction from him.	1 2 3 4 5
20	As I was growing up my father took the children's opinions into consideration when making family decisions, but he would not decide for something simply because the children wanted it.	1 2 3 4 5
21	My father did not view himself as responsible for directing and guiding my behavior as I was growing up.	1 2 3 4 5
22	My father had clear standards of behavior for the children in our home as I was growing up, but he was willing to adjust those standards to the needs of each of the individual children in the family.	1 2 3 4 5
23	My father gave me direction for my behavior and activities as I was growing up and he expected me to follow his direction, but he was always willing to listen to my concerns and to discuss that direction with me.	1 2 3 4 5
24	As I was growing up my father allowed me to form my own point of view on family matters and he generally allowed me to decide for myself what I was going to do.	1 2 3 4 5
25	My father has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.	1 2 3 4 5
26	As I was growing up my father often told me exactly what he wanted me to do and how he expected me to do it.	1 2 3 4 5
27	As I was growing up my father gave me clear direction for my behaviors and activities, but he was also understanding when I disagreed with him.	1 2 3 4 5
28	As I was growing up my father did not direct the behaviors, activities, and desires of the children in the family.	1 2 3 4 5

29	As I was growing up I knew what my father expected of me in the family and he insisted that I conform to those expectations. simply out of respect for her authority.	1 2 3 4 5
30	As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.	1 2 3 4 5

Appendix E
Psychological Well-Being Scale

Please indicate your degree of agreement to the following sentences by circling the number that best describes the statement that best applies to you.

- 1 = Strongly disagree
 2 = Moderately disagree
 3 = Disagree
 4 = Agree
 5 = Moderately agree
 6 = Strongly agree

1	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	1 2 3 4 5 6
2	In general, I feel I am in charge of the situation in which I live.	1 2 3 4 5 6
3	I am not interested in activities that will expand my horizons.	1 2 3 4 5 6
4	Most people see me as loving and affectionate.	1 2 3 4 5 6
5	I live life one day at a time and don't really think about the future.	1 2 3 4 5 6
6	When I look at the story of my life, I am pleased with how things have turned out.	1 2 3 4 5 6
7	My decisions are not usually influenced by what everyone else is doing.	1 2 3 4 5 6
8	The demands of everyday life often get me down.	1 2 3 4 5 6
9	I think it is important to have new experiences that challenge how you think about yourself and the world.	1 2 3 4 5 6
10	Maintaining close relationships has been difficult and frustrating for me.	1 2 3 4 5 6
11	I have a sense of direction and purpose in life.	1 2 3 4 5 6
12	In general, I feel confident and positive about myself.	1 2 3 4 5 6
13	I tend to worry about what other people think of me.	1 2 3 4 5 6
14	I do not fit very well with the people and the community around me.	1 2 3 4 5 6
15	When I think about it, I haven't really improved much as a person over the years.	1 2 3 4 5 6
16	I often feel lonely because I have few close friends with whom to share my concerns.	1 2 3 4 5 6
17	My daily activities often seem trivial and unimportant to me.	1 2 3 4 5 6
18	I feel like many of the people I know have gotten more out of life than I have.	1 2 3 4 5 6
19	I tend to be influenced by people with strong opinions.	1 2 3 4 5 6

20	I am quite good at managing the many responsibilities of my daily life.	1 2 3 4 5 6
21	I have the sense that I have developed a lot as a person over time.	1 2 3 4 5 6
22	I enjoy personal and mutual conversations with family members or friends.	1 2 3 4 5 6
23	I don't have a good sense of what it is I'm trying to accomplish in life.	1 2 3 4 5 6
24	I like most aspects of my personality.	1 2 3 4 5 6
25	I have confidence in my opinions, even if they are contrary to the general consensus.	1 2 3 4 5 6
26	I often feel overwhelmed by my responsibilities	1 2 3 4 5 6
27	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	1 2 3 4 5 6
28	People would describe me as a giving person, willing to share my time with others.	1 2 3 4 5 6
29	I enjoy making plans for the future and working to make them a reality.	1 2 3 4 5 6
30	In many ways, I feel disappointed about my achievements in life.	1 2 3 4 5 6
31	It's difficult for me to voice my own opinions on controversial matters.	1 2 3 4 5 6
32	I have difficulty arranging my life in a way that is satisfying to me.	1 2 3 4 5 6
33	For me, life has been a continuous process of learning, changing, and growth.	1 2 3 4 5 6
34	I have not experienced many warm and trusting relationships with others.	1 2 3 4 5 6
35	Some people wander aimlessly through life, but I am not one of them	1 2 3 4 5 6
36	My attitude about myself is probably not as positive as most people feel about themselves.	1 2 3 4 5 6
37	I judge myself by what I think is important, not by the values of what others think is important.	1 2 3 4 5 6
38	I have been able to build a home and a lifestyle for myself that is much to my liking.	1 2 3 4 5 6
39	I gave up trying to make big improvements or changes in my life a long time ago.	1 2 3 4 5 6
40	I know that I can trust my friends, and they know they can trust me.	1 2 3 4 5 6
41	I sometimes feel as if I've done all there is to do in life.	1 2 3 4 5 6
42	When I compare myself to friends and acquaintances, it makes me feel good about who I am.	1 2 3 4 5 6

Appendix F
The Rosenberg Self-Esteem Scale

Please indicate your degree of agreement to the following sentences by circling the number that best describes the statement that best applies to you.

- 1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

1	I feel that I am a person of worth, or at least on an equal plane with others.	1 2 3 4
2	I feel that I have a number of good qualities.	1 2 3 4
3	All in all, I'm inclined to feel that I am a failure.	1 2 3 4
4	I am able to do things as well as most other people.	1 2 3 4
5	I feel I do not have much to be proud of.	1 2 3 4
6	I take a positive attitude toward myself.	1 2 3 4
7	On the whole, I am satisfied with myself.	1 2 3 4
8	I certainly feel useless at times.	1 2 3 4
9	I wish I could have more respect for myself.	1 2 3 4
10	At times, I think I am no good at all.	1 2 3 4