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The Impact of Lebanese Middle Class Parental Practices
on Youth Maladjustment

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Rachel Dagher Bassous

A Thesis
submitted to the Faculty of Social and Behavioral Sciences in
partial fulfillment of the requirements for the Master of Arts
degree in Counseling Psychology
at Haigazian University

Beirut, Lebanon
June, 2011

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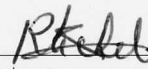
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I'd like to express my sincere appreciation to Dr. Marwan Gharzeddine, Dr. David Tawil, and Dr. Daisy Warren for their crucial and useful comments.

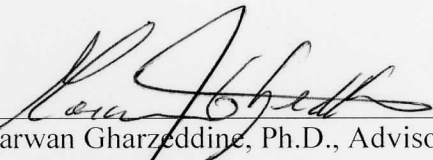
Thanks to Pascale Haddad, Vivian Jabbour, Michel Habbak for all their support and help throughout my thesis work.

The Impact of Lebanese Middle Class Parental Practices
on Youth Maladjustment

Finally, my deepest gratitude goes to Rehab and Renaa Dagher, Samir and Raghida Bassous your legacy continues.

Rachel Dagher Bassous

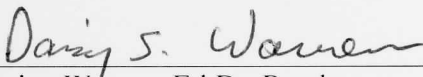
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Thanks to Pascale Haddad, Vivian Jabbour, Michel Habbaki for all their support and help throughout my thesis work.

Dr. Hannine, thank you for all the timely assistance you provided.

Finally, my deepest gratitude goes to Bahij and Renee Dagher, Samir and Raghida Bassous your legacy continues through your children and grandchildren...

My blessed husband, Ronnie Bassous, without you this would not have happened...

Time is too slow for those who wait,

too swift for those who fear,

too long for those who grieve,

too short for those who rejoice.

But for those who love,

time is eternity.

Henry Van Dyke

Ruby, Reanna, Reuben, our masterpieces

fly... heaven is your limit...

To...

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The Shepherd,

I give back to you what you have given me...

*My blessed husband, Ronnie Bassous, without you this would
not have happened...*

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Abstract

Based on results of previous western research, associations regarding three parental dimensions (parental psychological control, parental behavioral control, and parental support) and a measure of Anxiety/Depression and Delinquency were assessed in a sample of Lebanese middle class youth ($N=214$). All data were adolescent self-reports by way of school administered questionnaires, in convenient samples of two English schools. Bi-variate correlations, and linear regression were conducted to test for the hypotheses. Several associations were revealed between parenting dimensions and youth outcomes including: a positive relationship between paternal psychological control and anxiety/depression among youth; a negative relationship between parental behavioral control and delinquency; and a negative relationship between both paternal support and anxiety/depression and parental support and delinquency among youth. Results across gender and grade level are discussed further.

Chapter 1

Background of the Study

Today's adolescents are tomorrow's parents. Their well-being today and the path they cross from youth to adulthood determine what kind of parents they will be for the next generations. As young people go through this stage of self-discovery, the identity of the adolescent starts being formed with the process of making decisions and then proceeds at a later stage in young adulthood, but at a slower rate. During this developmental stage, crucial decisions about selection of peers, sexuality, pursuit of career, and values and beliefs are all made thus forming identity (Marcia, 1998). Nowadays, youth are faced with psychosocial challenges and negative social influences that require a broad array of decision-making skills.

By definition, adolescence is a phase characterized by increased freedom and autonomy. Some teenagers will start experimenting with this new set of boundaries, either adopting new positive societal roles or negative ones. As a result, risky behavior is a mark of this developmental phase (Resnick & Burt, 1996). Several times, in the process of exploring this independence, the adolescent tests his/her boundaries and pushes them by engaging in problem behavior. As such, Resnick and Burt (1996) state that many adolescents, during this developmental phase may normally try out some form of antisocial behavior and still grow up to be functional members of society. That is, many will experiment in breaking the rules, others will feel too intimidated to be part of social activities and withdraw. Some might follow unhealthy dietary ways, try a smoke, steal the family car, or get depressed at one time or another. All of the above mentioned behaviors are considered risky and could be signals of stress or exploration. Many young people grow out of it and proceed to have a normal healthy lifestyle. However, some others are caught up in such a dysfunctional lifestyle and continue to lead a life

that is characterized by “*risky behavior*”. Risky behavior, as defined by Jessor (1998), would be any condition that enhances the probability of personal, or social unfavorable developmental outcomes. It compromises the well being of a teenager.

On the other hand, Hauggard (2001) attempted to define the word “problematic”, and found out that according to the Webster Dictionary it is an adjective that has two meanings: (a) something that is perplexing and requires a solution, and (b) something that is difficult or troublesome. Therefore, he concluded that the best suited definition for *youth problematic behavior* would be: “those behaviors that are troublesome and perplexing and call for a solution.” In both cases, the definitions *risky behavior* or *youth problematic behavior* imply an unfavorable and troublesome developmental outcome.

Contextual Perspective of “Youth Problematic Behavior”

To comprehend developmental process of an adolescent, one must look at the ecological models of human development. Bronfenbrenner (1994) suggests that understanding a human’s development requires understanding his entire ecological system. In other words, to understand the adolescent’s socialization contexts one must look at the importance of familial and extra familial environment. In the immediate environment, in which he/she lives: the adolescent’s growth is exposed to different factors influencing and challenging the process of development. These factors emerge from different subsystems that are immediate and remote, such as: family, peers, school, neighborhood, and culture. Particularly, it is the interplay and the joint function of these factors that impacts the person that is being exposed to them over a considerably extended period of time. (Bronfenbrenner, 1994).

Furthermore, those different subsystems help define whether a behavior is problematic and culturally acceptable or not. A simple example would be, that of a 19 year old girl drinking an alcoholic beverage at a party in the United States, as opposed to a Saudi 19 year-old girl drinking that same beverage in a similar context in Saudi Arabia. Most probably the magnanimity of the transgression of rules, and what is considered as an unacceptable behavior, is relatively determined by the cultural context and the value attached to the norm that was challenged. Hence, the cultural value that is broken determines the seriousness and graveness of the deed.

Risk Factors Affecting Development

Considering the complex web of influences that poses a threat on a young person's behavior, it is crucial to discern the underlying factors pushing towards that behavior in particular. Based on previous research, these factors are called "risk factors". At this point, the definition of the key term "risky factor" is imperative. Risky factors, as defined by Dekovic (1999), are those conditions that are related to higher probability of negative behavior. They are seen as antecedents that increase the individual's vulnerability and lead to a negative outcome. The aim in evaluating those factors is not only to classify whether the young people under study belong to the high-risk or low-risk population, but also, to predict their future pathways (Resnick & Burt 1996).

Risk factors leading to problematic behavior reside in different levels: the individual level, the family level, and the macro level (e.g. school, neighborhood, etc...)

Risk Factors at the Individual Level

At the individual level, two attributes that increase a young person's vulnerability to problematic behavior, and are most prevalent in studies are: *low self esteem* and *low educational*

aspiration (Jessor, Bos, Vanderryn, Costa, & Turbin, 1995). Typically, young people who engage in rule breaking and delinquent behavior have a poor school record (McCord, 1992). In addition, a lack of commitment to education with poor school attendance appears to be associated with early sexual behavior (Small & Luster, 1994). Jessor (1995) suggest that one way adolescents deal with their inadequacies, low self- perception, and the lack of confidence in one's own capacities is by opting to engage in problematic behavior. Patterns of dissatisfaction with the body image in adolescent girls are associated with elevated depressive symptoms (Ohring, Graber, & Brooks-Gunn, 2002). Another attribute that is typical of this developmental stage is *sensation-seeking*, which is characterized by an intense desire to attempt novel experiences and high sensory stimulation, such as reckless driving, alcohol and drug use, sex without precaution etc. (Arnett, 1994; Zuckerman, 1994). The intensity of sensation seeking can vary from one person to another. Research shows that such personality trait is more prevalent in adolescence than in adulthood, thus reflecting the characteristics of the former developmental phase (Arnett, 1994). Finally, *aggression* is also found to be a trait that contributes to reckless behavior (Arnett, 1999) and is considered to be a major component of conduct disorder (Liu, 2006).

Unfortunately, studies on personality correlates in adolescents that are associated with problem behavior are very scarce. Since very few studies address personality differences and their interaction in the family, it remains difficult to reach any conclusions about which child's personality is most susceptible and vulnerable to which problem. (Barber, 1992)

Risk Factors at the Family Level

At the family level, many risk factors contribute to youth maladjustment. After a thorough investigation regarding familial factors, Gerard & Buehler (2004), found that *family poverty, low educational attainment by the parents, single parent family status, and large household size* contribute to problematic behavior. They identified other contributing factors that may enhance problem behavior like: *marital and parenting difficulties, low parental warmth, and low parental involvement*. Other studies showed that *parenting styles* contribute to problematic behavior in adolescents. (Srouffe & Rutter, 1984).

In accordance with Darling and Steinberg (1993), authoritativeness has been seen as a parenting style most conducive to a healthy socialization of children. It is characterized by granting autonomy, emotional support and drawing appropriate boundaries (Darling, & Steinberg 1993). A meta- analysis, performed in 15 countries of 7, 563 participants, confirmed that perceived *parental acceptance* has a consistent effect of being crucial for the healthy development of children worldwide. (Khaleque & Rohner, 2002).

Given these findings, Barber (1992) also found that it is more beneficial to study low levels of parental support as an instigating factor to problem behavior in adolescence. Finally, *lack of supervision and low parental monitoring and poor parental strategies* correlated with problem behavior in children (Loeber & Dishion, 1984).

Risk Factors at the Macro Level

As the environment of the adolescent broadens, selection of peers from school and neighborhood also widens with increased interaction. *Negative Peer Models*, is considered to be another risk factor that is extra familial (Dekovie, 1999). Peer selection is considered to be one of

the potent developmental functions of adolescence. If an adolescent is exposed to and selects a deviant peer group, then the probability of engaging in problem behavior increases. In reality, his/her association with this group becomes a predictive risky factor (Dishion, Andrews, & Crosby 1995). In spite of the fact that risky factors exist at the different economic and social strata of society and with all kinds of income (Garmezy, Masten, & Tellegen (1984), still “risky environments” are more evident in areas which poverty, inadequate institutional support, limited resources, and heightened stress are present (Resnick & Burt, 1996).

Statement of the Problem

In the present study the aim is to investigate parental behavioral practices in the Lebanese middle class parent-child socialization experience and its association with youth problematic behavior. Bean, Barber, & Crane (2006) found out a key component in the literature of socialization studies, that child/ adolescent well-being and optimal functioning have been constantly correlated with three parenting dimensions: psychological control, behavioral control, and parental support. The problem addressed in the current study is the same issue tackled by Barber, Olsen and Shagle (1996), which is the relationship of parental control with internalized/externalized behavior. They established a negative relationship between behavioral control and delinquency, the lower the levels of parental behavioral control the higher are the incidents of delinquency among adolescents (Barber, 1994; Barber, Stolz & Olsen, 2005; Eccles, Early, Fraser, Belansky & McCarthy, 1997; Buehler, Benson & Gerard, 2006; Bean, Barber & Crane, 2006). Furthermore, Barber et. al. (1996) found that psychological control, which refers to attempts that intrude the psychological and emotional development of the child (e.g. thinking processes, self expression, emotions, and attachment to parents), is positively associated to internalized problems among adolescents, such as anxiety and depression.

In addition, the lack of *parental support* in parental practices has been associated with internalized/externalized problems, such as substance use problems, delinquency, depression, and higher risk behaviors which are all damaging to the adolescent (Eccles, et. al., 1997; Dekovic, 1999; Barnes, Farrell, & Cairns 1986).

In light of the above findings, the following associations are hypothesized in the Lebanese culture, particularly, the Lebanese middle class youth:

- There will be a positive relationship between *parental psychological control* and adolescent *internalizing problems* (anxiety/depression).
- There will be a negative relationship between parental behavioral control and adolescent *externalizing problems* (delinquency).
- There will be a negative relationship between parental support and both adolescent *externalizing problems and internalizing problems* (delinquency and anxiety/depression).

Significance of the Study

The majority of what is researched on parent-child socialization process comes from studies examining parenting dimensions of European and American families (Spencer & Dornbusch, 1990). Little is known about Lebanese parenting practices and what dimensions are considered to be as risk factors in Lebanese parental behavior.

In light of the above findings, the significance of the present research resides into two aspects: the investigative and the guidance components. First, the investigative component, being scarce of its kind to assess and unravel the negative parental practices impacting Lebanese youth maladjustment. How do these care giving behaviors affect youth problem behavior negatively?

The second component is the suggestion of guiding intervention for parental awareness programs and personnel. The majority of parental awareness and corrective parental interventions are passed into the Lebanese culture from American or European studies without testing for the validity of outcome or applicability. Otherwise, if not so, Lebanese socialization remains self corrective with a trial and error method. It is high time we examine and screen our parental methods starting by the domains most crucial to parenting.

Methodology

The present study is of a quantitative nature. It was administered in two English medium schools among middle and high school students. The association between parental practices and youth maladjusted behavior was examined. The independent variables measured were: perceived maternal/paternal psychological control, perceived maternal/paternal behavioral control, and perceived maternal/paternal support. The dependant variables measured were: Internalized youth behavior (anxiety/depression), externalized youth behavior (delinquency). Four self administered scales were utilized: Youth Self Report of the Child Behavior Checklist 11-18 yrs (Achenbach). It was beneficial for assessing delinquency and anxiety/depression among the adolescents. Perceived *parental psychological control* and *parental support* were examined using: PCS- Parental Control Scale, and Parental support subscale (an adaptation of CRPBI; Schaefer,1965) by Barber (1996). The Parental Behavioral control scale assessed monitoring behaviors of the parents as perceived by the adolescents (Brown et.al.,1993) .

Definition of Key Concepts

Parental Support: is the level of acceptance or warmth that the parents express toward their children.

Parental Psychological Control: refers to the parental intrusive and manipulative emotional control on the adolescent's psychological world.

Parental Behavioral Control: refers to the parental supervision and parental monitoring behaviors; in other words, knowledge and awareness of their child's whereabouts.

Externalized Behavior: refers to the collection of behaviors that are disruptive and harmful and directed towards the external environment be it persons or things.

Internalized Behavior: they are those behaviors that are turned inwardly, manifested privately and are harmful to the inner self.

Limitations of the Study

All of the measures used in this study are adolescent self-reports. The parental perceptions of their own parental practices were not included, a fact that will not give a comprehensive representation on the discrepancies between parent/adolescent self-reports.

Moreover, the selection of the sample was from Lebanese English medium schools, being more of convenience to the researcher than of representativeness. The Lebanese French medium schools were excluded from this study due to the lack of access to such environment.

Finally, the different (socioeconomic) SES statuses were not equally represented in this sample so we only have a glimpse of what the parental practices are like in the middle -income Lebanese English speaking society.

CHAPTER 2

Literature Review

Youth Problematic Behavior: Definition, Types and Facts

In an attempt to define what problematic behavior really encompasses, one might get confused in the salient constructs of negative behaviors it covers. As mentioned earlier, this construct corresponds to a range of behaviors that “carry an unfavorable developmental outcome” on the youth (Jessor, 1998, p. 2). Behaviors, such as smoking, bullying, aggression, sexual precocity, social withdrawal, and depression are included. However, this could include a wide range of mental disorders, such as: Oppositional Defiance, Conduct, Anxiety, and Depression disorders. For this very reason, features describing problematic behavior should be clarified.

Problematic behavior is classified under two categories. The distinguishing factor among all of these youth problems is the direction (internal or external) towards which the behavior is expressed. The most common distinction of an adolescent’s behavior is set by Achenbach (1978) who characterizes behavior as: internalized or externalized problems (Achenbach, 2001).

The construct of *externalizing problems* refers to the collection of behaviors that are disruptive, harmful and directed towards the external environment be it persons or things. These behaviors are aggressive and delinquent in nature. Examples of such behavior could be theft, vandalism, substance use, sexual promiscuity, physical assaults, bullying and getting engaged in fights (Terzian, Hamilton, & Ling, 2011). Such behaviors are more evident and observable. As a result, they manifest negative external damage either towards the individuals or the surrounding environment (Dekovie, 1999).

The second construct of maladjusted youth behavior is “internalized problems”, which are, according to Barber (1996), those behaviors that are turned inwardly and are manifested privately and are usually harmful to one’s own self. Depending on the adolescent’s temperament, he/she may inhibit and over control them. Such behaviors are grouped to reflect problems that are expressed within the self for example: anxiety, depression, social withdrawal, and somatic complaints (physical ailments with the lack of any medical cause) (Achenbach, 2001). However, the dichotomy between these two behaviors is not clearly distinct. A teenager who is secretly suffering can impact his/her siblings, peers, and family atmosphere in different negative ways. In the same way, an aggressive adolescent does not only express his disruptive behavior outwardly but may also express it inwardly and get depressed (Liu, 2004).

It is easier to study and assess *externalized problems*, due to the fact that they are visibly detectable. Even though *internalized problems* are less reported and have received less attention, they are still considered to be of equivalent seriousness regarding the adolescent’s mental health (Peterson, Compas, Books-Gunn, Stemmler, & Grant, 1993)

Nevertheless, what is worth noting in the usage of the terms referring to “externalized or internalized problems” is the implication that these behaviors are “less extreme and recurrent” than those that fit a clinically diagnosable disorder. In reality, those behaviors are considered to be more the forerunners of a serious mental maladjustment (Liu, 2004).

Finally, in the current psychosocial literature, those problem behaviors are more likely to be investigated when they have reached a clinical significance, and have posed a major dilemma of concern. Still it is worth noting that the recurrence of these behaviors, play a constitutional role in leading towards the malfunctioning of the adolescent. The aggregation of these symptoms

deems the situation as problematic. The opposite is also true, the negative behavior happening less recurrently, and in isolated incidences triggered by circumstantial risk factors, could indicate adequate opportunity for proactive, interceptive action to salvage the situation.

The following are reported findings of clinical maladjustment.

Prevalence and Nature of Internalized Behaviors

The incidence of youth problematic behavior varies globally and across nations. Furthermore, numerous researchers examining the prevalence of mental disorders in young people use samples that are of inconsistent age-groups. Some investigators may include in their samples younger children; other times older adults (Patel, Flisher, Hetrick, & McGorry, 2007). As a result, the process of summarizing the data and comparing the rates is influenced by the different diagnostic criteria and assessment methods utilized (Collishaw, Maughan, Goodman, & Pickles 2004).

The estimated prevalence of child and youth anxiety disorders is between 12-20 %. The percentage is considered to be of relatively high significance and of most common disorders affecting children and youth. (Costello & Angold, 1995)

Impairment in functioning can influence different domains of youth's mental health.

Therefore, examining the negative impact on the youth's daily activity can serve in enhancing our repertoire of understanding the resulting defectiveness.

Features that are mostly observed and have been associated with both anxious and depressive adolescents are: impairment at school, social and familial malfunctioning (Langley, Bergman, McCracken, & Piacentini, 2001). Compared to nonanxious youth, anxious youth suffered more of a negative self image and school problems (Kashani & Orvaschel, 1990). Children and adolescents suffering from anxiety reported lower rates for social impact scores, lower self

esteem, less social desirability, and were more likely to be neglected by their peers (Straus, Lahey, Frick, Frame, & Hynd, 1988) and to be disliked by their teachers (Benjamin, Costello, & Warren 1990).

Empirical studies have found interesting differences in descriptive criteria of depression. For instance, studies might show lower self esteem, and psychomotor agitation but less somatic complaints and more “irritability” in males. However, the inclusion of “irritability” factor to define depression decreased with gender differences (Kessler, Avenevoli, & Merikangas, 2001).

Studies show that an early onset of childhood anxiety running through adolescence can pose a significant risk towards the development of depression, suicidal intentions and hospitalization (Ferdinand & Verhulst, 1995). Longitudinal studies confer that adolescent anxiety and depressive disorders tend to persist into adulthood with a 2 to 3 fold increased risk, however, older adolescents showed a stronger trend of maintaining the disorder into adulthood than early adolescents. (Pine, Cohen, Gurley, Brook, & Ma, 1998). Also, other studies show that anxiety and depressive disorders have a rate of co-occurrence where the symptoms overlap and deem the youth susceptible to severe impairments (Seligman, 1998; Kessler, et.al., 2001).

A cross-national study was conducted by World Health Organization (WHO) that was able to examine the adolescent mortality rates among 90 countries. Gathered data from the Mortality Database, age category 15-19 and of a period of time 1965-1999, convey that teen suicide is one of the leading causes of death among this age group. For female youths, it has been the third leading cause of death whereas for males, the fourth leading cause. Explanations provided for such a trend are: prevalence of depressive disorders, breakdown of traditional family structure,

and growing economic instability and unemployment. (Wasserman, Cheng, & Jiang, 2005; World Mental Health Day, 2003).

Prevalence and Nature of Externalized Behaviors

Delinquent and violent acts are definitive criteria in youth externalized behavior. Such negative behaviors account for all the verbal and physical aggressive acts committed towards the external environment whether people or things. Liu (2004) discriminates between aggressive acts that aim at harming and threatening others (fighting, cruelty, and bullying), and delinquent acts (lying, cheating, stealing, and vandalism). He refers to those externalizing acts as being more typical of boys than girls. However, one fact that has received a lot of attention in research literature posits the existence of a strong link between “externalizing acts” and “low self esteem” where it is negatively correlated (Donnellan, Trzesniewski, Robins, Moffitt & Caspi, 2005). Being aggressive destroys the ties to society (family, well-adjusted peers, school personnel) and causes rejection by others as more social norms are broken, thus causing a lower self esteem.

A comprehensive assessment, examining the well being of children and young people by the UNICEF, was studied among children aged 13-15 in 21 economically advanced nations. Significant data for this assessment was retrieved from different global resources. The product was the UNICEF Innocenti Report Card 7. Rates and figures included in this report convey the situation of young people of these nations under different headings. Mainly those of interest to the current study are: risk behaviors.

- Figures from Health Behavior in School Aged Children (HBSC) 2001 survey, from which the data of the Innocenti Report was drawn, show that “10 % or more of young people in the Organisation for Economic Co-operation and Development (OECD)

countries smoke at least once a week by the age of 15,” with girls being more likely to smoke than boys (Greece’s rates being 6%, and Germany’s 16%).

- The percentage of Cannabis use of 15 year olds, in the OECD countries, ranges from 5 % in Greece, to over 40 % in Canada.
- Fewer than 15% of young people, “report being drunk on two or more occasions”. Figures in Netherlands rise to over 25% and to 33% in the United Kingdom
- The proportion of young people who have had sex by the age of 15 vary from 15% in Poland to around 40 % in UK, and among these numbers “65% to 90% used a condom”
- The overall proportion of involvement of the young people, in those 21 countries, in “at least one physical fight during the previous year” ranges from 30% in Germany and Finland to about 45% Czech Republic and Holland.

More facts issued by WHO organization on adolescent pregnancy, report that within all unsafe abortions taking place in low to middle income countries 14 % are among women aged 15-19 years. (WHO, 2000).

As stated in WHO Progress Report, the primary causes of death among adolescents are a result of car accidents, suicide, violence, pregnancy related problems, and transmitted diseases (WHO, 2006).

Prevalence of Youth Problematic Behavior on a National Level

For the first time in 2005, the Global School Based Health Survey (GSBHS) was conducted in Lebanon. Over 5,115 students aged 13-15 years participated in the study. With the cooperation of both the Ministry of Health and the Ministry of Education, the self-administered survey was

implemented. The goal was to examine the prevalence of risky health behaviors and risk factors as well as to revise and standardize the national health curriculum in schools. The GSBHS was developed by WHO in 2001 and has been used by at least 19 countries (Center Disease of Control, 2005). The following information was found regarding Lebanese young people's risky behavior:

- Alcohol: Results showed that “13.8% of students drank so much alcohol they were really drunk one or more times. Male students (21.2%) were significantly more likely to have been drunk than female students (7.1%)”. Also 19.5 % of students have had an alcoholic drink “at least once in the past 30 days.”
- Loneliness: Results showed that during the past 12 months, 12.1 % “felt lonely most of the time or almost always”. Female students (16.1%) were more likely to suffer from loneliness than male students (7.7%).
- Anxiety: Results showed that, overall, during the past 12 months 13.7% of students “were worried about something and could not sleep at night”. Also females (17.7%) had higher ratios compared to males (9.3%).
- Suicidal Ideation: During the past 12 months, 16% have had suicidal ideation, noting that 9th graders were more likely to attempt it than the 7th graders.

All in all, Lebanese male students are significantly more likely to get engaged in fights, and drink alcohol whereas girls are more likely to suffer from mental health problems such as anxiety and depression (Center Disease of Control, 2005). The former evidence confirms retrospective findings of other researches that report the difference in gender based occurrence of disorders. It sheds light on the course and the occurrence of externalized and internalized behavior in both

genders. Substance-use Disorders and Conduct Disorders tend to be co morbid and more prevalent in boys than in girls. And when prevalent in girls, those disorders are more likely to be associated with internalized symptoms such as anxiety and depression (Kessler et. al., 2001; Liu, 2004)

Adolescence: “A Transformational Phase”

The social science literature is rich in describing the adolescent stage of life as having the major task of establishing one’s own independent psychological identity. Erickson proposed eight stages that require the person to accomplish specific psychosocial tasks at each phase in order to resolve a developmental crisis. Depending on the successful completion of these tasks, the person automatically moves on to the next psychosocial stage. However, if he/she fails to resolve the crises, then the psychological development ceases to proceed. During this whole process, age-appropriate social interactions that are taking place between the parents and their child should aim at facilitating his/her individuation and psychological autonomy, starting from infancy throughout childhood and adolescence. The encouragement of individuality and independence at an early age will help the child develop his personal ego all along. Furthermore, it paves the way to successfully resolve the next developmental crises during adolescence: achieving identity. Erikson conveyed that throughout the formation of personal identity, and in the aim of resolving the conflict, the ego organizes the abilities, needs and desires that are crucial for the adolescent’s self-definition thus becoming a unique adult. Such is the chief task of adolescence. (Atkinson, Atkinson, & Bem, 1993)

However, Marcia (1998) perceived the identity as a “self-structure”. Its initiation starts during childhood and ends with integration at old age. Marcia (1998), proposes that it is a dynamic process through which all the cognitive abilities, physical changes, and social expectations

aggregate to be formed during adolescence into an essential structure. Adding and discarding of various defining parts of the self take place all along.

One useful framework that elaborates on the concept of psychological needs that support optimal functioning and well being is the theoretical model proposed by Deci and Ryan (2000). They have argued that humans have three essential psychological needs: competence, autonomy, and relatedness. These needs impact personal wellness and functioning and form the bases for self determination. Taking this theory into perspective, families that provide the adolescent with opportunities that promotes the acquisition of competencies, development of personal autonomy and personal relatedness ensure proper healthy mental development (Eccles, Early, Fraser, Belansky, & McArthy, 1997).

For the purpose of self sufficiency, it is crucial that the adolescent establishes autonomy which is equivalent to the person becoming independent and capable of making decisions. The process entails becoming self-governing, thus being able to make and follow through commitments and being capable of setting one's own principles of right and wrong. (Huebner A, 2000). Most of the development taking place in an adolescent's life revolves around three contexts: family, school and peers. Variations in the environment that increasingly support such autonomy will be preferable for an adolescent. Meaning, he/she will invest less in the psychological attachment towards the context that constraints and inhibits his ability to be autonomous and explorative (Fulgini & Eccles, 1993). Such rationalization explains the reasons why adolescents would prefer their peer contexts to the parent's, where the opportunity for exploring the self and environment is greater (Steinberg, 1990). As schools are considered the setting for development of cognitive competence, peers are acknowledged to be the context of

social development. Within those different contexts the adolescent receives different conjoint influences; however, the extent where his/her needs are met determines where he spends most of his energy and time. The danger resides in the choice of environment he/she is attracted to and relates to the most. Environments that heighten the adolescent's vulnerabilities place him/her at a higher risk of negative behavior (Resnick & Burt, 1996). If the teen is exposed to deviant model of peers and is enticed by them, then the likelihood of his/her engagement with those peers and adopting similar behaviors increases (Dekovie, 1999).

At this stage, the adolescent will desire more freedom and is motivated to discover the world around him from his own perspective. He starts moving away from what used to be the natural distance or the circle of protection enforced by the parents to sort through and synthesize his abilities, desires and beliefs. Thus, alert signals will be activated in the parenting system as a reaction. And if the parents are not well informed of the normality of the current phase's demands, control issues will erupt calling for a remarking of the parental-adolescent boundaries. Unfortunately, the degree of power struggle between parent and child, and the lack of knowledge of how to deal with problematic behavior will enhance either the coercive methods to achieve submission according to the parent's will or the passive permissive action on the behalf of the incompetent parent.

Parental Styles Verses Parental Dimensions

In the literature of parental socialization, parental styles are classified into different clusters according to the varying parental use of the two major dimensions: Responsiveness and Demandingness (Coplan, Hastings, Lagace-Seguin, & Moulton, 2002). These researchers identify in Baumrind's typologies, specifically the authoritative style, as being characterized with

warmth, child centeredness, firm control and strong demands on maturity. In a number of studies, researchers have examined the influence of parenting styles on adolescent academic performance. The outcome reported was a positive relationship between authoritative parenting styles and adolescent school achievement (Dornsbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Lamborn, Mounts, Steinberg, & Dornsbusch, 1991). In contrast, the authoritarian style imposes high levels of control, less affection and warmth with an absolute concentration on obedience. As a result, Coplan et al. (2002) state that children, whose parents emphasize absolute control over affection, tend to manifest antisocial behavior, social withdrawal symptoms and low self-esteem (Coie & Dodge, 1998; Coopersmith, 1967; Schwartz, Dodge, Petit, & Bates, 1997).

Other findings have been obtained in observing permissive parenting. Researchers describe this type of parenting as characterized by a non-controlling, non-demanding and warm attitude toward the child. This style appears to lead to increased immaturity in the child. Under controlled child rearing fosters impulsivity, low self regulation in children (Aunola, Nurmi, Onatsu-Avirlommi, & Pulkkinen, 1999). These children are more willing to defy rules, test the limits and take risks beyond what their age or experience can handle. Ultimately, in the absence of proper parental influence negative peer influence becomes inevitable (Barber, 1996).

In spite of all these findings related to parental style and their outcome, other findings replicated across cultures, ethnicities and socioeconomic status, contradict the previous results conveying different impacts (Spera, 2006).

The former studies of parenting styles and their impact on behavior and achievement reflect the European American culture. However, studies of parenting styles focusing on Asians show

that what is called authoritarian parenting style in the European American culture is also called “training” in the Asian American culture. This Chinese parental practice focuses on values such as self-discipline, absolute obedience and serious hard work rather than expressions of warmth and affection (Chao, 1994). In examining the effect of parenting style on achievement for Asian American youth, Chao (2001) clarifies that other findings related to parental style and adolescent academic achievement were inconsistent of different cultures. These findings posit that authoritative parenting was relatively more beneficial and productive for European American youth than it was for Asian American youth, whereas authoritarian parenting was relatively more beneficial for Asians American youth (Chao, 2001). Similarly, regional studies conducted in the Arab world on seven Arab countries, of the Middle East and North Africa region, conveyed that authoritarianism in parenting is culture-bound. Arab youth perceived authoritarian parenting positively. Authoritarian parenting was not linked to negative mental outcomes to Arab youth, on the contrary, it was the inconsistent parenting (shift between authoritarianism, and permissiveness) that was associated with psychological disorders and weak connectedness to their parents (Dwairy, Achoui, Abouserie, & Farah, 2006)

Consequently, after studying the literature on parenting and its effect on children’s functioning, one reaches a conclusion that Darling and Steinberg (1993) proposed. They argued that in order to come to a better understanding of the process, researchers must disaggregate parenting into its component parts (i.e parental goals, practices, and styles). Doing so would assist researchers to clarify the lack of universality in their findings which would be further accounted for and fully understood once disaggregated. In parenting styles, the different dimensions, that combine together to make up the Baumrind’s four typologies could be dissected

into separate components, and each would be studied alone in light of its impact on the adolescent.

Grolnick (2003) found that researchers have classified parenting into various arrays of dimensions and styles. Researchers' efforts were all directed to yield various constructs which aim at describing and defining "effective child rearing". Irrespective of the different clusters of concepts used, Grolnick (2003) concluded that they "all appear to be reliably tapping into two key parenting dimensions" (p. 1). Those two key dimensions are: *parental warmth* and *parental control*. He verifies that the parental warmth concept has been identified by different researchers as: *acceptance, responsiveness, support, and child-centeredness*. In his own work, Grolnick (2003) called this concept *involvement*. Regardless of the numerous terms used for this dimension, he found that researchers seem to perceive this factor as the parents' emotional and material provision to their children. In this current study, the term used referring to the same construct is *parental support*.

As for the second dimension, it appears to have a unified description emerging in those studies as "parental control". Psychologists have consistently identified control in their conceptualizations of salient parental behaviors. Some terminologies that Barber, Olsen and Shagle (1994) cite include "restrictiveness" (Baldwin, 1955; Baumrind & Black, 1967; Becker 1964); firm control and psychological control (Burger & Armentrout, 1971; Schaefer, 1965); demandingness (Roe & Siegleman, 1963; Siegleman, 1965); authoritative, authoritarian, and permissive control (Baumrind, 1967, 1971); directive/conventional, assertive, and supportive control (Baumrind, 1991a, 1991b) overprotection (Parker, Tupling, & Brown, 1979) etc."(p. 1120).

Parental Support and Problematic Behavior

Parental Support is generally defined as: “the level of acceptance or warmth that parents express towards their children” (Bean et. al, 2006). It extends approval, cooperation, encouragement and physical affection to the child. However, the physical affection aspect tends to decline with age across adolescence in the United States, for example, due to cultural notions of physical intimacy and appropriate practices (Barber, Maughan & Olsen, 2005)

Parental support is perceived as the degree to which parents tend to use techniques that fosters the individuation of the child from themselves, irrespective of the fluctuation of developmental outcomes. It is inevitable, that sometimes youth may make wrong decisions. With the presence of *parental support*, the parent makes use of the situation to help the adolescent to think through problem solving, and conveys unconditional acceptance and involvement without dictating or enticing his/her will towards a certain outcome. The parent, as a result, is supporting the adolescent’s autonomy with guidance and acceptance, which is particularly helpful for his/her self-regulation (Grolnick & Ryan, 1989). Findings have indicated that parental support is strongly linked to pro-social adjustment, higher self-esteem, lower depression, and lower academic achievement (Barber et. al, 2005; Parker & Benson, 2004). Since the lack of *parental support* has been associated with substance use problems, and delinquency, higher risk behaviors are more prevalent in the absence of parental support (Eccles, et. al., 1997; Dekovie, 1999; Barnes, Farrell, & Cairns 1986). Other findings by Bean, Barber, and Crane (2005) have shown contradictory findings regarding parental support influence on depression, where no significant relationship was observed.

Parental Control and Youth Problematic Behavior

What all of these findings have in common is that parents need to find a proper balance for a strong enriched love experience with their child and a firm consistent behavioral guidance strategy. The latter dimension is of particular interest to the current study. It is the “control” factor of the parental style in the process of parental socialization. It could be explained as the notion of administering rules and restrictions in order to set limits and regulate the behavior of the child.

The aim of the parent when applying such parental power is to achieve compliance. Such parental responsibility prepares and equips the adolescent fully for a successful incorporation into the outer world and successful building of significant relationships. The adolescent, as a result, could read his/her boundaries and is enabled to protect him/herself by this knowledge.

Barber et al. (1994) perceived the problematic representation of the challenging parental control concept. They divided parental control domain into two constructs at opposite ends of a single continuum, *psychological control* on one end and *behavioral control* on another.

Psychological control refers to a negative concept of control attempts that intrude the psychological and emotional development of the child (e.g. thinking processes, self expression, emotions, and attachment to parents). Such type of control obstructs the psychological functioning of the child through the usage of manipulative strategies, negative evaluations and guilt-inducing techniques to get the child to conform to the parent’s wishes (Barber, 2002; Buehler, Benson, & Gerard, 2006).

In contrast, *behavioral control* refers to parental behaviors that attempt to control or manage children’s behavior (Barber, 1996). It is considered a positive kind of control referring more to

the monitoring/knowledge and awareness of the parents rather than the active role of setting limits on behavior, where rewards and punishments are enforced. It conveys how much the parent is aware of the activities, peers, and whereabouts of his /her adolescent (Laird, Pettit, Dodge, & Bates, 2003; Brown, Mounts, Lamborn, & Steinberg, 1993). Some researchers have argued against the choice of terminology used for “behavioral control” and suggested that a better definition would be “monitoring knowledge”. The meaning implies the adolescent’s willful self-disclosure concerning their behavior (Stattin & Kerr, 2000)

Therefore, when comparing both constructs, psychological control aims at regulating the emotions, opinions, thoughts and feelings, whereas, behavioral control focuses on the behavioral regulation without curbing the emotional autonomy of the person.

The application of each concept of parental control is further distinguished in the parental practices leading to malfunctioning: excessive psychological control on one end and insufficient behavioral control on the other (Barber, Olsen, & Shagle, 1994). Other studies reached the conclusion that psychological control interferes with the differentiation process taking place in the family. It is those “patterns of family interaction that intrude upon or impede the child’s individuation process, or the relative degree of psychological distance a child experiences from his or her parents and family” (p.1121, Sabatelli & Mazor, 1985). In their analysis, Sabatelli and Mazor (1985), refer to inadequate behavioral control that is mostly displayed in permissive parenting as insufficient parental strategies for managing a child’s behavior. Such strategies result in increased inappropriate freedom. In other words, the problem lies in the ineffective use of parental control at both ends, where the usages of each at their extreme result in a malfunctioning behavior in the child.

Studies examining the outcome of behavioral control show it to be strongly correlated to adolescent externalizing behaviors (Barber, 1992; Barber & Olsen, 1994; Dishion & McMahon 1998, Parker & Benson, 2004). More specifically, they established a negative relationship between behavioral control and delinquency, the higher the levels of control the lower the incidents of delinquency (Barber, 1994; Barber et. al, 2005, Eccles et.al., 1997, Beuhler et. al., 2006; Barber, 2006). According to Barber (1996) ample research associates insufficient control of a child's behavior to externalized problems across all ages (childhood to adolescence). In studying other researches, he mentions behaviors such as : impulsivity, aggression, delinquency, drug use, and sexual precocity (Baumrind, 1971, 1991; Dishion & Loeber, 1985; Dornbusch et al., 1985; Loeber & Dishion, 1984; Maccoby & Martin, 1983; McCord, 1979, 1990; Miller et al., 1986; Olweus, 1980; Patterson, Capaldi, & Bank, 1989; Patterson & Stouthamer-Loeber, 1984; Pulkinnen, 1982; Volk, Edwards, Lewis, & Sprenkel, 1989).

Such findings reflect the importance of the parents' alert supervision of their teenagers explorative endeavors with the purpose of keeping them safe. Consistent with other results, it is established that both behavioral control and parental support are related to youth outcomes in unique ways advocating positive adjustment. On the contrary, excessive psychological control advocates maladjustment.

However, among the different studies on the three parental domains and maladjusted youth outcome, there were mixed findings regarding their saliency across gender, SES, and grade levels. Some researchers reported consistency of outcome across all levels. Then, when opting for different methodologies, they reported selective differences across certain levels. (Barber et. al 1996; Barber et. al 2005; Shek, 2007; Rogers, Buchanan, & Winchell, 2003)

After a thorough study of the associations between parental control, parental support and youth problematic behaviors, Barber found that they have been also evident across different cultures, ethnic groups, and nations such as, Africa, Asia, Europe, the Middle East, and North and South America (Barber et. al., 2004, Krishnakumar, Buehler, & Barber, 2004)

In conclusion, researchers are interested in parental behavior that either enables or obstructs the formation of this identity. But how were they able to investigate those intricate dynamics of relationships?

With the purpose of studying the parental practices, we focus on the adolescent being the informant. Significant amount of studies have led us to believe that parents tend to rate themselves more favorably and positively as compared to their adolescent's rating (Spera 2006). Other studies also posits that adolescents perceptions of their parental behavior predicts their personal outcomes more accurately than their parents' perceptions (Paulson 1994). Both Spera (2006) and Barber (1994) explain such finding due to the fact that the child is reporting his/her personal experience, which is very subjective and reflective of his/her own emotions, thoughts, and behavior.

Therefore, the present research examines the way a Lebanese adolescent translates and perceives his/her own parental practices at home thus tapping into his/her living experience. The relationship between the youth negative behavior and parental practices are assessed through the following hypotheses:

- There will be a positive relationship between *parental psychological control* and adolescent *internalizing problems* (anxiety/depression).

- There will be a negative relationship between parental behavioral control and adolescent *externalizing problems* (delinquency).
- There will be a negative relationship between parental support and both adolescent *externalizing problems and internalizing problems* (delinquency and anxiety/depression).

Table 1. Sample Characteristics

Characteristic	N (%)
Gender	
Males	97 (45.8)
Females	115 (54.2)
Grade Level	
Middle School	91 (42.6)
High School	123 (57.4)
SES	
Lower	10 (4.4)
Middle	131 (71.2)
Upper	43 (23.4)

CHAPTER 3

Method

Participants

In the present study, the adolescent respondents were from two English medium schools. A school-based, self-reported survey was conducted on the 7th, 8th, 9th, 10th, 11th, and 12th grades (early/middle/late adolescents). The number of respondents corresponding to middle school (7th, 8th, 9th) was 91, whereas, that corresponding to high school (10th, 11th, 12th) was 123. The sample included 97 males, and 115 females. The schools selected are middle class English schools due to the convenience of the sample. Ten students of the sample were from the lower-income families, and 131 students were from middle-income families. The remaining 43 students represented the high-income families.

Table 1. Sample Characteristics

Demographic variables	N (%)
Gender	
Males	97 (45.8)
Females	115 (54.2)
Grade Level	
Middle School	91(42.6)
High School	123(57.4)
SES	
Lower	10(5.4)
Middle	131(71.2)
Upper	43(23.4)

Materials

This study employed three measures of the three relevant perceived parental behavior constructs: parental psychological control, parental behavioral control, and parental support. Two youth behavioral variables were measured by two additional subscales: Youth anxiety/depression and delinquency subscale.

The independent variables measured were: perceived maternal/paternal psychological control, perceived maternal/paternal behavioral control, and perceived maternal/paternal support.

The dependant variables measured were: Internalized youth behavior (anxiety/depression), externalized youth behavior (delinquency)

Youth Self Report of the Child Behavior Checklist (YSR-CBCL): Youth behavior problems were measured using the “Child behavior Checklist (CBCL) –Youth Self Report for ages (YSR)” 11-18 (Achenbach & Edelbrock, 1987). The YSR can be completed by youths having 5th grade reading skills. It has most of the same competence & problem items as the CBCL/6-18. It is composed of two sections. The first section aims at collecting general information related to the state of the adolescent at home, with his friends and at school. The other section is made up of 112 items describing youth problematic behavior. Fourteen CBCL problem items are replaced with socially desirable items endorsed by most youths. The student was requested to circle the item that best described him/her now or in the past 6 months. Answers range from **0** (not true) to **1**(somewhat or sometimes true) to **2** (very true or often true). However, to test for the presence of internalized and externalized problems, and consistent with recent studies using the same methodological approach (e.g. Barber, 2006), two subscales of the YSR were chosen. The Anxious/Depressed and Rule Breaking Behavior (Delinquency) scales. Respondent Scores were

assessed in the current study, using the 13 items of “Anxious/Depressed” subscale; the rest of the items were discarded. Items that describe feelings of isolation, confusion, and low affect were chosen by Bean et.al. (2006) to represent the internalizing items (Anxious/Depressed)..

Examples of items in the scale are: “There is very little that I enjoy”, “ I cry a lot”. On the other hand, 15 items of the “Rule Breaking Behavior” subscale, that depict specific behaviors related to misconduct, were identified as externalizing items (Delinquency). Examples of items in the scale are: “I lie or cheat”, “I disobey at school”. The minimum and maximum scores of the scale range between 0 and 26. As for the Delinquency subscale, the scores ranged between 0 and 30. Test-Retest reliability of the Delinquency subscale $r = 0.83$, whereas Anxiety/Depression $r = 0.74$.

Psychological Control Scale (PCS)-YSR: Psychological control was measured using 8-item scale, an adaptation of the psychological control of the Child Report of Parent Behavior Inventory (CRPBI; Schaefer's, 1965). This questionnaire was utilized to measure family control at the dyadic level. The current CRPBI is the new version of Schaefer's Scale. Students responded on a three-point likert-type scale from **1**, (*not like him*), to **3** (*a lot like him/her*). Examples of items in the scale are: “my mother”... (is a person who is always trying to change how I feel, often interrupts me, blames me for past mistakes when she criticizes me). According to Bean et.al. (2006), the CRPBI has been the only existing assessment instrument that includes a specific measure of psychological control, and has been used extensively with a variety of cultures and ethnic groups (Krishnakumar, Buehler, & Barber, 2004). This scale has been used numerously as a valid and reliable measure (Barber et.al., 2005). It is a single dimensional scale whose items identify behaviors reflecting *love withdrawal*, and *excessive pressure for change*. As an assessment for perceived parenting, participants marked to which degree the items

reflected their mother/father's behavior. The maternal/paternal psychological control scale scores range between a minimum and a maximum of 8 and 24.

Behavioral control/Monitoring Scale: The construct of parental monitoring was examined using 5- items to assess the adolescent's perceptions of his/her parental knowledge. Participants reported on "how much their parents were aware of issues related to": friends, time and money spending. Monitoring appears to be a specifically reliable and powerful index predicting family management and regulation (Patterson & Stouthamer-Loeber, 1984). Moreover, upon examination it was found to be equally valid across cultures (Brown, et.al., 1993; Satin & Kerr, 2000; Krishnakumar, et.al., 2004)). Students responded on a three-point likert-type scale from **1**, *Doesn't know*, to **3** *Knows a lot* (See appendix). Separate youth reports for mother and father were filled. The maternal/paternal behavioral control scale scores ranged between a minimum and a maximum of 5 and 15 respectively.

Parental Support Scale (CRPBI): Parental Support was measured using 10-items of the Child Report of Parent Behavior Inventory (CRPBI; Schaefer's, 1965; Barber, 1996). Students responded on a three-point likert-type scale from **1**, (*not like him*), to **3** (*a lot like him/her*). This questionnaire was utilized to measure family control at the father and mother level. Examples of items in the scale are "my mother"... (is a person who smiles at me very often; cheers me up when I am sad; often praises me). According to Barber, the CRPBI has been used extensively with a variety of cultures and ethnic groups and proved to be equivalent to both European American and African American youth (Krishnakumar, Buehler, & Barber 2004). This scale from the CRPBI has been used as a valid and reliable measure of parental support in past

research (Barber et al., 2005). The maternal/paternal support scale scores range between a minimum and a maximum of 10 and 30 respectively.

Procedure

Initially, a pilot study was conducted on randomly chosen middle and high school students. Their participation aided the researcher in clarifying whether there would be any difficulties in any item comprehension of the various scales, in addition, in timing the whole research procedure. The surveys were completed with no difficulties reported. The timing slot assigned was 60 minutes.

Consequently, the administrations of the participating schools were sent a letter to inform them of the purpose of the study, in order to obtain an institutional informed consent, which allowed the students to participate in the research. One full session of 60 min was required for the completion of the survey. Middle and high school teachers helped in conducting the research by reading the instruction guide out loud for their students (see appendix). The goal of the current study was explained as well as the regulations for filling in the survey. The questionnaire was a self-administered report. In order to keep confidentiality, an ID number was assigned to each survey after data collection (see appendix).

Statistical Analysis

All statistical analyses were done using SPSS (version 18). Descriptive statistics - including means, standard deviations and proportions were computed. Group comparisons were then conducted using independent t-tests and ANOVA to determine whether the independent variables (i.e., paternal/maternal support scores...) differed for youth grade levels, and gender.

The Pearson test was used to assess the Bi-variate correlations between the independent variables and dependent variables. A p-value of 0.05 or less was considered statistically significant.

Finally, generalized linear regression was performed on two different models of both anxiety/depression and delinquency scales to test for the various effects of grade, gender and perceived parental support (both maternal and paternal), perceived parental behavioral control and perceived psychological control (both maternal and paternal) scales. The Beta (B) scores of the independent variables were calculated; their 95% confidence intervals and p-values were reported.

Cronbach's alpha. See Table 2.

Table 2. Cronbach's alpha of the subscales used

Scale	Previous Cronbach's alpha	Current Cronbach's alpha
Delinquency subscale	0.73	0.763
Depression-Anxiety subscale	0.78	0.786
Paternal Psychological Control Subscale	0.76	0.881
Maternal Psychological Control Subscale	0.73	0.819
Paternal Behavioral Control Subscale	0.76	0.811
Maternal Behavioral Control Subscale	0.76	0.797
Paternal Support Subscale	0.87	0.828
Maternal Support Subscale	0.83	0.897

CHAPTER 4

Results

The current study utilized five self-administered subscales: Anxiety /Depression and Delinquency subscales of the “Youth Self Report of the Child Behavior Checklist 11-18 yrs” (YSR-CBCL, Achenbach). *Parental psychological control* and *parental support* were examined using adapted versions of the Child Report of Parent Behavior Inventory (CRPBI; Schaefer’s, 1965; Barber, 1996). The fifth questionnaire was the Parental behavioral control scale (Brown, et.al., 1993). The internal reliability of each scale was assessed and determined by calculating Cronbach’s alpha. See Table 2.

Table 2. Cronbach’s alpha of the subscales used

Scale	Previous Cronbach’s alpha	Current Cronbach’s alpha
Delinquency subscale	0.63	0.763
Depression/Anxiety subscale	0.78	0.786
Paternal Psychological Control Subscale	0.76	0.884
Maternal Psychological Control Subscale	0.73	0.819
Paternal Behavioral Control Subscale	0.76	0.844
Maternal Behavioral Control Subscale	0.76	0.797
Paternal Support Subscale	0.90	0.936
Maternal Support Subscale	0.85	0.897

Hypothesis 1: There will be a positive relationship between

- (a) Perceived maternal psychological control and adolescent internalizing problems (anxiety/depression).
- (b) Perceived paternal psychological control and adolescent internalizing problems (anxiety/depression).

Bi-Variate Correlation

To test for the relationship between perceived maternal/paternal psychological control and anxiety/depression among adolescents, bi-variate correlations were computed. The hypothesis was partially confirmed. (b) Paternal psychological control was positively correlated with anxiety and depression ($r = 0.301$; $p = 0.000$). See Table 3.

Further investigations were conducted to study the hypothesis across gender and grade level.

Gender: Considering the analysis done by gender, and as reported in Table 4, among boys there was a positive correlation between maternal psychological control and anxiety/depression.

However, and interestingly, paternal psychological control had a positive correlation with anxiety/depression for both boys and girls. See Table 4.

Grade Level: Among the middle school students, maternal/paternal psychological control was positively correlated with anxiety/depression.

In summary, **hypothesis 1** was partially confirmed specifically posing (b) a positive significant relationship between both perceived paternal psychological control and anxiety/depression among youth.

Table 3. Bi-variate Correlations among parenting and youth variables by gender, and grade level

Table 3. Bi-variate Correlations among parenting practices and youth maladjustment

	Anxiety/Depression	Delinquency
Maternal Psychological Control		
Paternal Psychological Control	$r = 0.301; p = 0.000$	
Maternal Behavioral Control		$r = -0.324; p = 0.000$
Paternal Behavioral Control		$r = -0.233^{**}; p = 0.004$
Maternal Support		$r = -0.169^*; p = 0.035$
Paternal Support	$r = -0.240^{**}; p = 0.002$	$r = -0.225^{**}; p = 0.005$

*Correlation is significant at 0.05 level

**Correlation is significant at 0.01 level

Table 4. Bi-variate Correlations among parenting and youth variables by gender, and grade level

By Gender	Anxiety/Depression		Delinquency	
	Boys	Girls	Boys	Girls
Maternal Psychological Control	0.255*; p= 0.039			
Paternal Psychological Control	0.291*; p= 0.019	0.320** ;p=0.002		
Maternal Behavioral Control				-0.470** ;= 0.000
Paternal Behavioral Control				- 0.362**; p= 0.001
Maternal Support				- 0.239*; p =0 .022
Paternal Support		- 0.274*;p = 0.008		- 0.227*; p= 0.031
By Grade level	Middle school	High school	Middle school	High school
Maternal Psychological Control	0.279*; p =0.024			
Paternal Psychological Control	0.306*; p =0.013	0.310**; p = 0.002		
Maternal Behavioral Control			-.508 **; p=0 .000	- 0.216 ;p = 0.035
Paternal Behavioral Control			- 0.373*; p=0 .003	
Maternal Support			- 0.335*; p=0 .010	
Paternal Support	- 0.474**; p = 0.000		-0.308*; p = 0.018	

*p-value< 0.05 level
 **p-value<0.01 level

Grade level: Perceived maternal behavioral control was negatively and strongly associated with delinquency among adolescents. Bi-variate correlations were also found between grade level and delinquency for both middle and high school students. For more findings, see Table 4.

More specifically there was a (b.1) positive relationship between perceived paternal psychological control and anxiety/depression among middle/ high and male/female school students. Also, (a.1) a positive relationship between perceived maternal psychological control and anxiety/depression among middle school male students

Hypothesis 2: There will be a negative relationship between:

- (a) Perceived maternal behavioral control and adolescent *externalizing problems* (delinquency).
- (b) Perceived paternal behavioral control and adolescent *externalizing problems* (delinquency).

Bi-Variate Correlation

To test for the relationship between perceived maternal/paternal behavioral control and delinquency among adolescents, bi-variate correlations were computed. The hypothesis was fully confirmed. See Table 3.

For further examination of the relationship between perceived maternal/paternal behavioral control and delinquency among adolescents, bi-variate correlations across gender and grade level were computed.

Gender: The results of the correlation between maternal behavioral control and delinquency showed a significant negative correlation among females $r = -0.470^{**}$; $p = .000$. Also, paternal behavioral control was associated with delinquency among female adolescents.

Grade level: Perceived maternal behavioral control was negatively and strongly associated with delinquency for both middle and high school students. For more findings, see Table 4.

In summary, **hypothesis 2** was fully confirmed. A negative correlation between maternal/paternal behavioral control and delinquency among adolescents was established. More specific examinations across gender and grade level are reported in Table 4.

Hypothesis 3: There will be a negative relationship between

- (a) Perceived maternal/paternal support control and adolescent *internalizing problems* (*anxiety/depression*)
- (b) Perceived maternal/paternal support control and adolescent *externalizing problems* (delinquency).

To test for the relationship between (a) perceived maternal/paternal support and anxiety/depression among adolescents, bi-variate correlations were computed. The hypothesis was partially confirmed (a) perceived paternal support was negatively correlated with anxiety/depression with $r = -0.240$; $p = 0.002$. Hypothesis (b) was fully confirmed; perceived maternal/paternal support was negatively correlated with delinquency $r = -0.169$; $p = 0.035$; $r = -0.225$; $p = 0.005$. See Table 3.

For further examination of the relationship between perceived maternal/paternal support and delinquency among adolescents, bi-variate correlations across gender and grade level were computed. See Table 4.

Bi-variate correlations

Gender: Perceived maternal support remained insignificant in relation to both anxiety/depression, surprisingly so, even across gender, and high school grade level. Paternal

support only conveyed a negative relationship to anxiety/depression and delinquency among girls. See Table 6.

Grade Level: Perceived paternal support was negatively and strongly associated to anxiety/depression among middle school students ($r = -0.474$, $p\text{-value} = 0.000$).

Perceived paternal/maternal support was negatively associated to delinquency among middle school female students.

Linear Regression

To further examine the various effects of perceived parental psychological control, and perceived parental support on anxiety and depression while adjusting for gender and grade level, a generalized linear regression analysis was calculated.

Consider model 1: Males were significantly less prone to anxiety/depression, as a result being a female is more predictive to anxiety/depression than being a male. The females' score increased on average by 2 units compared to males' scores. Moreover, paternal psychological control was mostly predictive of anxiety/depression; particularly, with every unit of increase in the paternal psychological control score, the anxiety/depression score of the child increased by $B = 0.295$ units ($p\text{-value} < 0.004$) showing significance.

Model 1. Regression analysis for perceived parental psychological control, perceived parental support, gender, and grade level.

Parameter	B	Std. Error	t	Sig.
Intercept	5.394	3.260	1.654	.100
[Gender=1.00]	-2.109	.741	-2.847	.005
[Gender=2.00]	0 ^a	.	.	.
[Recodedgrade=1.00]	1.401	.775	1.808	.073
[Recodedgrade=2.00]	0 ^a	.	.	.
M_Support_scale	.006	.082	.070	.945
F_Support_scale	-.084	.069	-1.225	.222
M_PSYC_scale	.023	.122	.187	.852
F_PSYC_scale	.295	.101	2.929	.004

Dependent Variable: Anxiety/Dep

Linear Regression

To further examine the various effects of perceived parental support, and perceived parental behavioral control on delinquency, while adjusting for gender and grade level, a regression analysis model was computed.

Consider model 2: Among the different factors included, mother behavioral control was the single most predictive variable of lower delinquency with $B = - 0.504$ and $p\text{-value} = 0.006$ showing significance. See Model 2.

Model 2. Regression analysis for perceived parental behavioral control, perceived parental support, gender, and grade level.

Parameter	B	Std. Error	t	Sig.
Intercept	16.888	2.065	8.179	.000
[Gender=1.00]	.814	.769	1.059	.292
[Gender=2.00]	0 ^a	.	.	.
[Recodedgrade=1.00]	-.425	.743	-.572	.568
[Recodedgrade=2.00]	0 ^a	.	.	.
M_Support_Scale	.002	.073	.032	.975
F_Support_Scale	-.113	.068	-1.660	.099
M_Be_C Scale	-.504	.180	-2.795	.006
F_Be_C Scale	-.002	.161	-.015	.988

a. Dependent Variable: delinquency scale

Finally, all confirmed correlations are summarized and found in Table 5.

Table 5. Summary of correlations between Lebanese parental practices and youth maladjustment.

By Gender	Anxiety/Depression				Delinquency			
	Boys		Girls		Boys		Girls	
	Middle	High	Middle	High	Middle	High	Middle	High
Maternal Psyc. Control	+							
Paternal Psyc. Control	+	+	+	+				
Maternal Behav. Control								
Paternal Behav. Control							-	-
Maternal Support								
Paternal Support				-				-

CHAPTER 5

Discussion

The objective in the present study was to examine the association between perceived parental practices in relation to adolescent maladjusted behavior, specifically in the Lebanese middle class context. The three constructs under study were: perceived paternal/maternal psychological control, perceived paternal/maternal behavioral control, also referred to as parental monitoring/awareness, and perceived paternal/maternal support in relation to the adolescents internalized (anxiety/depression) and externalized behavior (delinquency).

Findings in the present study confirmed some of the earlier conclusions in the studies of western parent-child socializations literature, whereas, some of other outcomes were not similar to the previous conceptualizations.

Patterns of Psychological Control: mother-father dyad

The first hypothesis states that paternal/maternal psychological control is positively related to adolescent internalized problems. It was only confirmed at specific levels.

The higher is the perceived parental psychological control among boys, the more likely are they to develop anxiety/depression. However, when adjusting for both grade and gender and comparing between the effects of parental practices, paternal psychological control was significantly predictive of anxiety among both male and female adolescents.

Certain findings reached by Barber (1996, 2002, & 2005) Steinberg (1990), Bradford et. al., (2003), and Pettit (2001), suggest that maternal psychological control is more common in parent-child socializations and is stable across gender, age, and SES. In the existent research, maternal psychological control did not pose any significant association with anxiety and depression for

early/late female adolescent or late male adolescents. An intersecting relationship of psychological control is visible between mother/son during early adolescence, father/daughter all through adolescence, and father/son during all through adolescence. Explanations for such results will be discussed below. Also, the above cited western studies have failed to present a picture of what the relationship is like for paternal psychological control and internalized problems among adolescents. Empirical assessments, even in other researches of paternal practices, are in reality scarce and insufficient to draw any conclusions from (Buehler et. al., 2006).

Unexpected Individuation

Younger male adolescents and female adolescents, in general, suffered from anxiety/depression upon the perception of paternal psychological control. One possible explanation, that could clarify such pattern, is that early adolescence marks the beginning of physical/emotional changes taking place in an adolescent's development. He/She who once was a child, suddenly looks like an adult. Not only does the adolescent look different, he/she has also commenced a stronger individuation process thus creating a vaster distance among the father-child dyad, and is now displaying more emotional autonomy. In reaction to this step of unexpected individuation, and with the intention of maintaining the relational equilibrium that once existed, the father enforces an emotional grip on the autonomy of the adolescent. Such perception keeps the teenager from proceeding further and shaking the family boat. Meanwhile, triggered by the father's quick response to the matter, the mother follows in example. The adolescent as a result is compounded with emotional constraints that both parents implement. The early adolescent's quest for autonomy is internalized with defeat, anxiety and depression.

Enmeshed relationships and emotional fusion, thus develop, and are characterized by, emotional patterns that impede the potential individuation process of the person (Barber & Buehler 1996, Barber et. al., 1996).

Psychological Control: father-daughter and father-son dyad

This study conveys that, during later adolescence, the daughter and son in the middle and high school subgroups seem to be continuously sensitive to the father's fostering a stronger enmeshment and to the relentlessly tight emotional strain. With the adolescent manifesting more internalized problems, a possible bidirectional impact could be predicted. The more foreseen maladjustment the stronger the psychological control (Rogers et. al, 2003). Also, the mother/daughter dyad did not convey any positive significance in the relationship of psychological control and internalized problems that may reflect on healthy cohesiveness. In reaction, to the father's efforts to intrude and constrain the daughter's emotional autonomy, the daughter attaches herself more to the mother; consequently, the latter acts as a buffer and shields the daughter from paternal intrusiveness (Rogers et.al, 2003). One way to employ protection is by increasing maternal positive involvement and insuring intimacy. However, the same explanation does not apply to the son.

Keeping in my mind, the explanation of the mother's response to paternal psychological control serves to clarify the contradiction detected between the previous studies and the current research. In contrast to the current findings, Rogers et.al. (2003) indicated in his research, that the psychological control's relationship to internalized problems was exhibited across gender and is strongly more discernable between the mother/daughter dyad than the mother/son dyad.

Reasons, he explains upon further research, could possibly be that, the mother/daughter dyad

display higher levels of intimacy and conflict, when compared to the father/son dyad that manifests more emotional stability across time. Such explanation highlights the different ways, mothers, fathers, sons, and daughters interact with each other (Steinberg, 2001). Nevertheless, possible reasons behind not discerning the same process of control in the present Lebanese mother-daughter dyad, could be the increased levels of intimacy versus the decreased levels of conflict in the relationship, due to the initial paternal response.

Patterns of Behavioral Control: father-mother dyad

The second hypothesis states that paternal/maternal behavioral control is inversely related to delinquency. The current findings were true and similar to previous studies in this domain. But again, with the scarcity of literature on paternal modes of control, we are not able to compare efficiently with the existing outcome. Maternal monitoring was negatively related to delinquency among female adolescents across all levels. It was even strongly related for middle/high school female adolescents belonging to the middle income families. In the construct of behavioral control, parental “monitoring knowledge” is conveyed, rather than the behavioral aspects of setting limits and enforcing rewards and punishments. Parental awareness of the adolescent’s whereabouts depends on the teenager’s volunteering disclosure. That in turn, reflects on a harmonious healthy communication on both sides of the dyad, and a caring involvement from the parental figure. The former notion supports the belief that when parents are able to monitor and supervise the free-time of their children; they are actually contributing to the adolescent’s decreased exposure and involvement in delinquent settings.

Also in the existing results, when studying the various variable effects affecting delinquency the mother’s monitoring behavior seems to be the most influential compared to the father’s and

other variables. The paternal monitoring was especially conducive to less delinquency for middle school girls but not for boys.

Gender-Related Patterns of Self-disclosure: male verses female

Some studies aiming to identify reasons for self-disclosure explain it by focusing on the conditions or prerequisites for self-disclosure to take place. The conditions reside in the characteristics of the recipient of the disclosure, and the topic of disclosure (Snell, 1989). In the present study, when maternal monitoring increased, male and female adolescent involvement in delinquency decreased, however, the same was not true for paternal monitoring and their adolescent males.

Digging further may lead us to think of the patterns of communication and expression between parents and their adolescents. In a meta-analysis of linguistics conducted to study gender-related interaction between parents and their children, studies posit that differential parent-child socialization in the language domain is specifically influenced by the gender of the parent (Leaper, Anderson, & Sanders, 1998). Women are more likely than men to use conversational speech to foster closer meaningful relationships and employ the same method to maintain these connections. On the other hand, men are more directive in their speech and goal oriented and stress separateness and autonomy rather than affiliation (Friedman & Pines 1991). Furthermore, in their speech with their children, mothers talk longer and provide longer narratives that include expressions of emotions, and autobiographical narration also termed as “reminiscing” when compared to fathers (Peterson & Roberts 2003). Therefore, the above mentioned studies imply that women and men differ in the qualitative and quantitative nature of their speech. It is no more surprising, then, how a mother tends to facilitate and foster involvement in her interactive style

with her child, be it male or female. On the contrary, such gender-related clarification could explain the findings in the current research. Mother's monitoring awareness that is based on self-disclosure by the adolescent proves to be effective in shielding her female adolescents from delinquency. Not only that, but also is associated with the father's behavioral monitoring and can serve as the prototype of disclosure facilitation for the adolescent, thus modeling by example for the father. Similar to findings by Peterson and Roberts (2003), mothers tend to take the lead in both caretaking and supervision of the children even when the father is present at home.

Gender-Related Patterns of Self-disclosure: father-daughter and father-son.

The perception of paternal monitoring did not contribute to less delinquency for boys, but surely for girls. Interceptive patterns of paternal behavior tend to emerge towards the daughter side. Paternal behavioral control is perceived along daughter pathways and proves to be efficient for the middle school daughter to engage in less delinquency

Questions regarding the quality of disclosure and the reaction of the recipient are inevitable. Why is it protective for early female adolescent to disclose to their fathers but not male adolescent?

According to our results, there is no case of less disclosure between father and son than for father and daughter. In fact, it could be the quality of the father-daughter monitoring that is buffering delinquency and the cultural values behind it that will be discussed later. Parents have gender differentiated conversations with their children even early in the years where the content seems to be suitable or typical of the sex of the child (Peterson & Roberts 2003). So not only are the speech-content and quality influenced by the gender of the speaker, but they are also influenced bi-directionally by the gender of the recipient. Fathers may convey more emotionality

and verbosity with girls, and in turn being a female she might be better equipped than the son to share extensively. Oppositely, fathers will tend to be more directive, briefer, goal oriented, and autonomy-driven with boys, and in turn boys may be briefer and goal oriented with their dad. Considering such an argument may give probable answers to the partial insignificance in the hypothesis and is more likely of a masculine-typed Lebanese socialization. In his probing for information with the son, the Lebanese father may be after the piece of information needed and may demand less elaboration and emotional expression from his male adolescent than his young female adolescent, where he demonstrates more tolerance and acceptance of emotional expression.

Cultural Influences on Monitoring

A second explanation that could be mediating with the gender-related aspect of speech would be the father's expectations that may engulf the Lebanese cultural values. The male adolescent may readily read into the father's expectations of what is culturally acceptable for a male. As a result, Lebanese fathers may be seen as more tolerant of the explorative endeavors of their sons than their daughters. Is it considered more socially acceptable for a boy to try a smoke, drink alcohol, or get engaged sexually? Do fathers allow more liberty to their sons than daughters? Social reactions, like shame, that are intolerant of such acts for females, may surface especially in a Middle Eastern culture. The male adolescent may perceive his father's permissive consent in risky autonomous endeavors, but may still have to be accountable to the mother, and extensively so.

Patterns of Support: the father-mother dyad.

Finally, the third hypothesis states that parental support is negatively related to delinquency and anxiety/depression. The parental support construct encompasses behaviors that reflect acceptance, cooperation, and approval towards the child. It contributes to healthy development and forms a protective factor against internalized and externalized problems.

Results were true between the parental dyad and the daughter. Paternal support was only beneficial for girls almost at all levels specifically during middle school; on the contrary, maternal support was not of the same influence. Similar findings were found for African American youth (Barber, 2006). Upon further inquiry, Barber concluded that close relationships with the mother may not have been very conducive to shielding her children from anxiety/depression and delinquency, for different reasons. First, due to the constant tendency of the mother to spend greater time with her children, her ability to extend further positive support, when she has been the caretaker, nurturer and the disciplinarian, is diminished. This happens especially, if the father is absent for long hours (work or non-residence). Consequently, the father's reservoir for supplying support may contain more to offer, hence, he proves to be more effective. The former rationalization could explain the relationship for the positive link between paternal support and delinquency in females but again, not the males.

Cultural Influences and Paternal Expectations

Parental expectations and beliefs influence parental socialization. When an adolescent exhibits a behavior that is controversial culturally and violates the expectations and beliefs of the parents, parental discontent is magnified (Cassano & Zeman 2010). However, the question at

hand is: Are our cultural values more in favor of leniency and permissiveness in father-son socializations, and more supportive of paternal guidance towards young adolescent females?

To interpret the non-significant relationship between father/son support and delinquency, which contradicted previous findings, one should take into consideration the broader context of Arab culture. Parallel with the former reasoning that fits Lebanese mentality, fathers in our society may display more leniency and tolerance towards grey areas (smoking, drinking, sex etc...) especially when Lebanese laws that are protective against early delinquent behaviors are not functional or even actively executed. Such leniency may even pass into paternal parenting in favor of male adolescents as opposed to female adolescents. Dwairy and Achoui (2006) assert that, years ago, Arab societies were exposed to western cultural values through Western colonization. Arabs were ruled for years, and in reaction to the political oppression they have undergone, Arabs nowadays have developed negative attitudes towards the Western mentality. Such response helped preserve the Arab identity. However, with the rapid process of urbanization and modernization that was mainly adopted from the west, the latter's values were again infiltrated into Arab societies. Lebanon is considered to be one of the most liberal Arab countries that has adopted and absorbed western culture. Nevertheless, Dwairy and Achoui (2006) confirm that Lebanon still holds the Arab mentality as well. The striking deduction is that Lebanese mentality holds a dual conflicting set of beliefs and values: The Arab traditionalism and the Western Liberalism. Both of these constructs have been interjected into our parental socialization which results in ambivalent parenting (Dwairy & Achoui, 2006). Ambivalent parenting that has absorbed ambivalent and conflicting values towards male and female upbringing renders a conflicting situation. What is acceptable for a male, from a liberal perspective, nowadays, may not be acceptable for a female, from a traditional perspective.

Hence, the rationale behind why a father may not be able in his paternal support to shield his son from delinquency could possibly be a different masculine set of values in his directive guidance.

In a very recent research employed in 12 cultures aiming at the reconstruction of a more comprehensive conceptualization for the term “parental support”, adolescents were asked to provide their definition of what behaviors constitute supportive parenting. Of the different definitions provided, one additional construct they held as valuable was “guidance” (Clee Mc Neely & Barber, 2010). Guidance and advice offered by a father to his children will originate from his set of values and principles. If this reservoir of guidance carries conflicting liberal messages for the son and traditional messages for the daughter then such explanation could be possible for the lack of relationship between paternal support and internalized/externalized problems.

Alternative Explanations

A factor that can be indicative of the lack of association between paternal support and male adolescent delinquency can be the increased hours of the father’s absence due to work demands, particularly with the distress of the Lebanese economic situation.

Finally, deviant peer pressure and an accessible media exposure of various false idols can be strongly leading the adolescent to favor engaging in negative behavior that facilitates his/her sense of peer belonging. The challenge is further heightened by the lack of cultural approbation to such normalized adolescent behavior and their now-standardized lifestyle. Thus, paternal role modeling and support can become insignificant when compared to the former influences that the adolescent is subjected to.

Strengths and Limitations

The sample selected was not representative of the Lebanese population demographically. Due to accessibility and convenience, the researcher was able to conduct the research in two middle class English schools. The Lebanese French schools and public schools were excluded from this study due to the lack of access to former institutions. It was not also representative of the middle class all around Lebanese regions.

Lower income and higher income families were not equally represented which only gives a glimpse of what the parental practices are in the represented SES level.

For future research, the present study limits itself to parental behaviors. Considering the outcome of this study, future research could include studying other parental constructs that could influence problematic behavior (parental belief/value system, parental goals, and parental expectations). These concepts could be the driving force behind such mixed findings for maternal/paternal results, considering what is appropriate for the upbringing of both boys/girls. A correlation between parental values/goals/expectations and youth maladjusted behavior could be further examined.

Another study that could also shed some light on inner parental transactions is the interaction of parental-adolescent temperaments and gender differences among the 4-dyads of the family system and its association with parental support and monitoring.

Also, media influences, peer pressure, and parental practices could be altogether examined in order to study the risk verses protective factors against delinquency, depression and anxiety.

Finally, student self-reports were collected to test perceived parental practices. However, other reports can enhance the assessment process including parental reports, teacher reports. Additional assessment

could assist in tracking down any discrepancies in the student reports and parental behavior which points out to the possibility of “cognitive bias” in the adolescent’s perceptions. The link between cognitive bias, adolescent self-regulation, and youth maladjusted behavior (controlling: under/over controlling one’s behavior) could be further studied.

Recommendations

In summary, the exploration of the Lebanese parental practices in this study was translated in the examination of three constructs: Parental psychological control, Parental behavioral monitoring, and Parental Support. The significant associations between these domains and the maladjusted youth outcome was reported, hence, the following recommendations are suggested:

In parental awareness programs that aim at helping decrease the incidence of internalized/externalized problems through parental education on parental practices, issues such as the following should be discussed:

- Parental belief/values/goals/expectations verses “ambivalent cultural values”
- Parental history of the family
- Adolescent development: a transformational phase
- Risk factors causing Adolescent Internalized/Externalized problems
- Parental practices that impede emotional autonomy: psychological control
- Parental practices that promote healthy well being: maternal/paternal support, parental guidance, and parental monitoring

Finally, we could draw the attention of the Lebanese family therapists, counselors and experts in the field towards:

- the impact of “ambivalent cultural values” infiltrated into Lebanese parental practices and how that could negatively influence parental practices, and as a result rob parental efforts of their protective capacities
- the danger of adopting inconsistent parenting styles and using psychological control in parent-child socializations which increases the likelihood of anxiety/depression in adolescents
- the benefits of parental monitoring and support on reducing delinquency among adolescents, and how stereotypical roles of gender-typed parenting could be more counteractive.

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Appendix

Survey Administrators Instructions – Teacher’s guide

Please read through the following instructions completely. It is important that the Surveys are filled out correctly based on these instructions.

Materials Needed:

Classroom Survey Packet containing:

- A survey booklet for each student in the classroom
- A sharpened pencil for each student in the classroom
- A big envelope to return the surveys
- Survey Administration Instructions

Survey Administration:

1. Verify that all the students in the classroom are either in the 7th, 8th, 9th, 10th, 11th or 12th grades. Students in other grades should be sent to another classroom or given an alternate activity to complete while the remaining students participate in the survey. Remind the students to bring their pencils.
2. Open the Survey Packet and distribute the surveys to the students.
3. Students who choose not to participate should be given an alternative non-obtrusive activity, such as independent reading, or studying for another class, to do while the remaining students complete the survey.
4. After distributing the survey booklets and pencils, please read the statement on the following page. What you read out-loud is in normal typeface, whereas the actions you need to complete are in bold.
5. After reading the script, **please sit and stay in a location where it is obvious you cannot monitor or see the student’s survey answers and in which you are away from the collection envelope.** If a student asks, you may help pronounce any unfamiliar words or provide a definition of a word to that student. However, do not try to “interpret” or “explain” the meaning of a question for the student. Simply tell to student to answer the question as best as he or she can.
6. Five minutes before the end of the class period, inform the students of how much time they have remaining.
7. At the end of the class period, allow all the students to insert their surveys into the collection envelope and then immediately seal the envelope.

Survey Administration Script

(to be read to the students)

“Good (morning/afternoon). The purpose of the survey is to learn how students feel about their teenage struggles, and communication problems between them and their parents. The survey also asks about your activities, hobbies, and concerns.

“Your answers will be completely private. Please do not put your name or family name anywhere on the survey. Neither your teachers nor any personnel in this school will have access to your surveys. Only an overall result and analysis of the answers of the whole student body will be given.

Please read each question carefully and answer it openly and honestly based on what you really think, believe or do. This is not a test. There are no right or wrong answers.

After you are done, place your completed surveys in this envelop. **[hold up envelope or and set it back down on a table where all students can have easy access]**. After the whole class has finished, the envelope will be sealed and sent off for analysis. Nobody will be able to tell your survey from any of the other surveys in this class. During the analysis and reporting of the survey results, your answers cannot and will never be singled out. Instead the results will be presented across groups of students.

“Do you have any questions? **[Pause and answer any questions that are asked]**.”

“We are now ready to begin. On the first page, **[Hold up a copy of the survey and point to the box on the first page]**. please write your grade in the 2nd box and leave the other box empty. Now you flip to the 2nd page and read the instructions for the survey, which are located on this page **[point with your finger to the instructions]**. After you have finished reading the instructions please begin answering the questions right here **[hold up a copy of the survey and point to the first survey question]**. Please answer all of the questions on the survey by circling one of the numbers that you see best fit. The scores range from 0, 1, 2. **0** being Not True, **1** being Somewhat, or Sometimes True, and **2** being Very True, or Often True. If you do not find an answer that exactly fits, use the one that comes the closest.

“After you have finished answering the questions on the first page, please turn the page and continue to answer the other survey questions on the remaining pages. You will have the rest of the class period to complete the survey. Please work as quickly as you can so you can finish in time.

“Please raise your hand at any time if you have any questions and remember to put your survey booklet in the envelope after you are done. Thank you for participating in this study.”

School:

Grade:

Participant No.

YOUTH SELF-REPORT

School:

Grade:

Participant No.



Please print

YOUTH SELF-REPORT FOR AGES 11-18

For office use only
ID # _____

YOUR GENDER
 Boy Girl

YOUR RELIGIOUS AFFILIATION

Compared to other kids your age, how well-to-do (financially) are you?

0 Not well 1 good 2 very good

YOUR ETHNIC GROUP OR RACE

PARENTS' USUAL TYPE OF WORK, even if not working now. (Please be specific — for example, auto mechanic, high school teacher, homemaker, laborer, lathe operator, shoe salesman, army sergeant.)

FATHER'S TYPE OF WORK _____
 MOTHER'S TYPE OF WORK _____

GRADE IN SCHOOL _____

NOT ATTENDING SCHOOL

IF YOU ARE WORKING, PLEASE STATE YOUR TYPE OF WORK:

Please fill out this form to reflect your views, even if other people might not agree. Feel free to print additional comments beside each item and in the spaces provided on pages 2 and 4. Be sure to answer all items.

I. Please list the sports you most like to take part in. For example: swimming, baseball, skating, skate boarding, bike riding, fishing, etc.

None

a. _____
 b. _____
 c. _____

Compared to others of your age, about how much time do you spend in each?

Less Than Average	Average	More Than Average
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compared to others of your age, how well do you do each one?

Below Average	Average	Above Average
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Please list your favorite hobbies, activities, and games, other than sports. For example: cards, books, piano, cars, computers, crafts, etc. (Do not include listening to radio or watching TV.)

None

a. _____
 b. _____
 c. _____

Compared to others of your age, about how much time do you spend in each?

Less Than Average	Average	More Than Average
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compared to others of your age, how well do you do each one?

Below Average	Average	Above Average
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Please list any organizations, clubs, teams, or groups you belong to.

None

a. _____
 b. _____
 c. _____

Compared to others of your age, how active are you in each?

Less Active	Average	More Active
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Please list any jobs or chores you have. For example: paper route, babysitting, making bed, working in store, etc. (Include both paid and unpaid jobs and chores.)

None

a. _____
 b. _____
 c. _____

Compared to others of your age, how well do you carry them out?

Below Average	Average	Above Average
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Be sure you answered all items. Then see other sheets.

Please print. Be sure to answer all items.

V. 1. About how many close friends do you have? (Do not include brothers & sisters)

None 1 2 or 3 4 or more

2. About how many times a week do you do things with any friends outside of regular school hours?

(Do not include brothers & sisters)

Less than 1 1 or 2 3 or more

VI. Compared to others of your age, how well do you:

	Worse	Average	Better	
a. Get along with your brothers & sisters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> I have no brothers or sisters
b. Get along with other kids?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Get along with your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Do things by yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

VII. 1. Performance in academic subjects.

I do not attend school because _____

Check a box for each subject that you take	Falling	Below Average	Average	Above Average
a. English or Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. History or Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Arithmetic or Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other academic subjects—for example: computer courses, foreign language, business. Do not include gym, shop, driver's ed., or other nonacademic subjects.

Do you have any illness, disability, or handicap? No

Yes—please describe:

Please describe any concerns or problems you have about school:

Please describe any other concerns you have:

Please describe the best things about yourself:

Please print. Be sure to answer all items.

Below is a list of items that describe kids. For each item that describes you *now or within the past 6 months*, please circle the number that the item is **very true or often true** of you. Circle the **1** if the item is **somewhat or sometimes true** of you. If the item is **not true** of you, circle the **0**.

0 = Not True		1 = Somewhat or Sometimes True		2 = Very True or Often True		
1	2	1	2	0	1 2	33. I feel that no one loves me
1	2	1	2	0	1 2	34. I feel that others are out to get me
				0	1 2	35. I feel worthless or inferior
				0	1 2	36. I accidentally get hurt a lot
1	2	1	2	0	1 2	37. I get in many fights
1	2	1	2	0	1 2	38. I get teased a lot
1	2	1	2	0	1 2	39. I hang around with kids who get in trouble
1	2	1	2	0	1 2	40. I hear sounds or voices that other people think aren't there (describe): _____
1	2	1	2	0	1 2	41. I act without stopping to think
1	2	1	2	0	1 2	42. I would rather be alone than with others
1	2	1	2	0	1 2	43. I lie or cheat
1	2	1	2	0	1 2	44. I bite my fingernails
1	2	1	2	0	1 2	45. I am nervous or tense
1	2	1	2	0	1 2	46. Parts of my body twitch or make nervous movements (describe): _____
1	2	1	2	0	1 2	47. I have nightmares
1	2	1	2	0	1 2	48. I am not liked by other kids
1	2	1	2	0	1 2	49. I can do certain things better than most kids
1	2	1	2	0	1 2	50. I am too fearful or anxious
1	2	1	2	0	1 2	51. I feel dizzy or lightheaded
1	2	1	2	0	1 2	52. I feel too guilty
1	2	1	2	0	1 2	53. I eat too much
1	2	1	2	0	1 2	54. I feel overtired without good reason
1	2	1	2	0	1 2	55. I am overweight
1	2	0	1 2	0	1 2	56. Physical problems <i>without known medical cause</i> :
1	2	0	1 2	0	1 2	a. Aches or pains (<i>not</i> stomach or headaches)
1	2	0	1 2	0	1 2	b. Headaches
1	2	0	1 2	0	1 2	c. Nausea, feel sick
1	2	0	1 2	0	1 2	d. Problems with eyes (<i>not</i> if corrected by glasses) (describe): _____
1	2	0	1 2	0	1 2	e. Rashes or other skin problems
1	2	0	1 2	0	1 2	f. Stomachaches
1	2	0	1 2	0	1 2	g. Vomiting, throwing up
1	2	0	1 2	0	1 2	h. Other (describe): _____
1	2	1	2	0	1 2	33. I feel that no one loves me
1	2	1	2	0	1 2	34. I feel that others are out to get me
1	2	1	2	0	1 2	35. I feel worthless or inferior
1	2	1	2	0	1 2	36. I accidentally get hurt a lot
1	2	1	2	0	1 2	37. I get in many fights
1	2	1	2	0	1 2	38. I get teased a lot
1	2	1	2	0	1 2	39. I hang around with kids who get in trouble
1	2	1	2	0	1 2	40. I hear sounds or voices that other people think aren't there (describe): _____
1	2	1	2	0	1 2	41. I act without stopping to think
1	2	1	2	0	1 2	42. I would rather be alone than with others
1	2	1	2	0	1 2	43. I lie or cheat
1	2	1	2	0	1 2	44. I bite my fingernails
1	2	1	2	0	1 2	45. I am nervous or tense
1	2	1	2	0	1 2	46. Parts of my body twitch or make nervous movements (describe): _____
1	2	1	2	0	1 2	47. I have nightmares
1	2	1	2	0	1 2	48. I am not liked by other kids
1	2	1	2	0	1 2	49. I can do certain things better than most kids
1	2	1	2	0	1 2	50. I am too fearful or anxious
1	2	1	2	0	1 2	51. I feel dizzy or lightheaded
1	2	1	2	0	1 2	52. I feel too guilty
1	2	1	2	0	1 2	53. I eat too much
1	2	1	2	0	1 2	54. I feel overtired without good reason
1	2	1	2	0	1 2	55. I am overweight
1	2	0	1 2	0	1 2	56. Physical problems <i>without known medical cause</i> :
1	2	0	1 2	0	1 2	a. Aches or pains (<i>not</i> stomach or headaches)
1	2	0	1 2	0	1 2	b. Headaches
1	2	0	1 2	0	1 2	c. Nausea, feel sick
1	2	0	1 2	0	1 2	d. Problems with eyes (<i>not</i> if corrected by glasses) (describe): _____
1	2	0	1 2	0	1 2	e. Rashes or other skin problems
1	2	0	1 2	0	1 2	f. Stomachaches
1	2	0	1 2	0	1 2	g. Vomiting, throwing up
1	2	0	1 2	0	1 2	h. Other (describe): _____

Please print. Be sure to answer all items.

0 = Not True

1 = Somewhat or Sometimes True

2 = Very True or Often True

- 0 1 2 57. I physically attack people
- 0 1 2 58. I pick my skin or other parts of my body (describe): _____
- 0 1 2 59. I can be pretty friendly
- 0 1 2 60. I like to try new things
- 0 1 2 61. My school work is poor
- 0 1 2 62. I am poorly coordinated or clumsy
- 0 1 2 63. I would rather be with older kids than kids my own age
- 0 1 2 64. I would rather be with younger kids than kids my own age
- 0 1 2 65. I refuse to talk
- 0 1 2 66. I repeat certain acts over and over (describe): _____
- 0 1 2 67. I run away from home
- 0 1 2 68. I scream a lot
- 0 1 2 69. I am secretive or keep things to myself
- 0 1 2 70. I see things that other people think aren't there (describe): _____
- 0 1 2 71. I am self-conscious or easily embarrassed
- 0 1 2 72. I set fires
- 0 1 2 73. I can work well with my hands
- 0 1 2 74. I show off or clown
- 0 1 2 75. I am too shy or timid
- 0 1 2 76. I sleep less than most kids
- 0 1 2 77. I sleep more than most kids during day and/or night (describe): _____
- 0 1 2 78. I am inattentive or easily distracted
- 0 1 2 79. I have a speech problem (describe): _____
- 0 1 2 80. I stand up for my rights
- 0 1 2 81. I steal at home
- 0 1 2 82. I steal from places other than home
- 0 1 2 83. I store up too many things I don't need (describe): _____

- 0 1 2 84. I do things other people think are strange (describe): _____
- 0 1 2 85. I have thoughts that other people would think are strange (describe): _____
- 0 1 2 86. I am stubborn
- 0 1 2 87. My moods or feelings change suddenly
- 0 1 2 88. I enjoy being with people
- 0 1 2 89. I am suspicious
- 0 1 2 90. I swear or use dirty language
- 0 1 2 91. I think about killing myself
- 0 1 2 92. I like to make others laugh
- 0 1 2 93. I talk too much
- 0 1 2 94. I tease others a lot
- 0 1 2 95. I have a hot temper
- 0 1 2 96. I think about sex too much
- 0 1 2 97. I threaten to hurt people
- 0 1 2 98. I like to help others
- 0 1 2 99. I smoke, chew, or sniff tobacco
- 0 1 2 100. I have trouble sleeping (describe): _____
- 0 1 2 101. I cut classes or skip school
- 0 1 2 102. I don't have much energy
- 0 1 2 103. I am unhappy, sad, or depressed
- 0 1 2 104. I am louder than other kids
- 0 1 2 105. I use drugs for nonmedical purposes (don't include alcohol or tobacco) (describe): _____
- 0 1 2 106. I like to be fair to others
- 0 1 2 107. I enjoy a good joke
- 0 1 2 108. I like to take life easy
- 0 1 2 109. I try to help other people when I can
- 0 1 2 110. I wish I were of the opposite sex
- 0 1 2 111. I keep from getting involved with others
- 0 1 2 112. I worry a lot

Please be sure you answered all

Please write down anything else that describes your feelings, behavior, or interests:

Instructions: Below is a list of items that describe the communication pattern between you and your mother. Please write "3" if the statement describing her is "A lot like her". Write "2" if the statement describing her is "Somewhat like her". Write "1" if the statement describing her is "Not like her".

My Mother is a person who . . .

Response scale:

1 = "Not like her"

2 = "Somewhat like her"

3 = "A lot like her"

- 1. makes me feel better after talking over my worries with her.
- 2. smiles at me very often.
- 3. is able to make me feel better when I am upset.
- 4. enjoys doing things with me.
- 5. cheers me up when I am sad.
- 6. gives me a lot of care and attention.
- 7. makes me feel like the most important person in her life.
- 8. believes in showing her love for me.
- 9. often praises me.
- 10. is easy to talk to.

SCALE # 1

Instructions: Below is a list of items that describe the communication pattern between you and your father. Please write "3" if the statement describing him is "A lot like him". Write "2" if the statement describing him is "Somewhat like him". Write "1" if the statement describing him is "Not like him".

My Father is a person who . . .

Response scale:

1 = "Not like him"

2 = "Somewhat like him"

3 = "A lot like him"

- ___ 1. makes me feel better after talking over my worries with him.
- ___ 2. smiles at me very often.
- ___ 3. is able to make me feel better when I am upset.
- ___ 4. enjoys doing things with me.
- ___ 5. cheers me up when I am sad.
- ___ 6. gives me a lot of care and attention.
- ___ 7. makes me feel like the most important person in his life.
- ___ 8. believes in showing his love for me.
- ___ 9. often praises me.
- ___ 10. is easy to talk to.

SCALE #2

Instructions: Below is a list of items that describe the communication pattern between you and your mother. Please write "3" if the statement describing her is "A lot like her". Write "2" if the statement describing her is "Somewhat like her". Write "1" if the statement describing her is "Not like her".

My Mother is a person who . . .

Response scale:

1 = "Not like her"

2 = "Somewhat like her"

3 = "A lot like her"

- 1. is always trying to change how I feel or think about things.
- 2. changes the subject whenever I have something to say.
- 3. often interrupts me.
- 4. blames me for other family members' problems.
- 5. brings up past mistakes when she criticizes me.
- 6. is less friendly with me if I do not see things her way.
- 7. will avoid looking at me when I have disappointed her.
- 8. if I have hurt her feelings, stops talking to me until I please her again.

SCALE # 3

Instructions: Below is a list of items that describe the communication pattern between you and your father. Please write "3" if the statement describing him is "A lot like him". Write "2" if the statement describing him is "Somewhat like him". Write "1" if the statement describing him is "Not like him".

My Father is a person who . . .

Response scale:

1 = "Not like him"

2 = "Somewhat like him"

3 = "A lot like him"

- 1. is always trying to change how I feel or think about things.
- 2. changes the subject whenever I have something to say.
- 3. often interrupts me.
- 4. blames me for other family members' problems.
- 5. brings up past mistakes when he criticizes me.
- 6. is less friendly with me if I do not see things his way.
- 7. will avoid looking at me when I have disappointed him.
- 8. if I have hurt his feelings, stops talking to me until I please him again.

SCALE #

Instructions: Below are two questions that describe the communication pattern between you and your parents. Please write "3" if the statement is "A lot like him/her". Write "2" if the statement is "Somewhat like him/her". Write "1" if the statement is "Not like him/her".

● **How much does your mother really know...**

Response scale: _____

1 = "Not like her"

2 = "Somewhat like her"

3 = "A lot like her"

- 1. who your friends are
- 2. where you go at night
- 3. how you spend your money
- 4. what you do with your free time
- 5. where you are most afternoons after school

● **How much does your father really know...**

Response scale: _____

1 = "Not like him"

2 = "Somewhat like him"

3 = "A lot like him"

- 1. who your friends are
- 2. where you go at night
- 3. how you spend your money
- 4. what you do with your free time
- 5. where you are most afternoons after school