

Parenting Styles Used with Preschool Children in Jordan

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Abstract

This study explored the parenting styles used by Jordanian fathers and mothers of preschool children. Fathers and mothers of 172 preschool children from two-parent families (drawn from 8 kindergartens in the city of Amman using a multistage cluster sample) participated in the study. Multivariate analysis of covariance (MANCOVA) and univariate analysis of covariance (ANCOVA) were used to test the study hypotheses.

Results indicated that Jordanian parents rely more often on authoritative parenting and less often on authoritarian parenting. While the most common parenting style used by parents with their preschool children was authoritative parenting, gender differences were evident. Mothers were significantly less permissive in their parenting than were fathers. Finally, parents were found to be more authoritative with boys than with girls. The implications of these results are discussed and recommendations for future research offered.

أنماط التنشئة المستخدمة مع الأطفال في مرحلة ما قبل المدرسة في المملكة الأردنية الهاشمية

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الملخص:

سعت هذه الدراسة إلى التعرف على أنماط التنشئة التي يستخدمها أولياء الأمور مع أطفالهم في سن ما قبل المدرسة في الأردن. وشارك في الدراسة آباء وأمهات 172 طفلاً وطفلة تم اختيارهم من ثمانين رياض أطفال في مدينة عمّان بطريقة العينة العنقودية متعددة المراحل. ولجمع البيانات استخدم مقياس أنماط وأبعاد التنشئة الوالدية (The Parenting Styles and Dimensions Questionnaire) لروبنسون، وماندليكو، وأولسين، وهارت (Robinson, Mandlco, Olsen, & Hart, 2001). ولفحص فرضيات الدراسة تم استخدام تحليل التباين المشترك المتعدد (MANCOVA) وتحليل التباين المشترك الأحادي (ANCOVA).

أشارت النتائج إلى أن أولياء الأمور الأردنيين أكثر استخداماً للنمط السلطوي، وأقل استخداماً للنمط التسلطي. وفي حين أن النمط السلطوي كان الأكثر استخداماً فإن فروقاً ذات دلالة وجدت بين الآباء والأمهات. فقد تبين أن الأمهات أكثر تساهلاً من الآباء. وأخيراً تشير النتائج إلى أن أولياء الأمور أكثر استخداماً للنمط السلطوي مع أبنائهم الذكور. وتقدم الدراسة تحليلاً لمضامين هذه النتائج، وتقترح توصيات للبحوث المستقبلية ذات العلاقة.

(*) This research is based on a master thesis submitted by the researcher to the Department of Family & Child Ecology, Michigan State University.

Introduction

Extensive literature in the last several decades has addressed parenting styles (Baumrind, 1968, 1971, 1996; Chandler & McGrath, 2004; Robinson, Mandlco, Olsen, & Hart, 2001), characteristics associated with particular parenting styles (e.g., Banks, 2002; Chandler & McGrath, 2004), and their influences on child outcomes (Baumrind, 1991, Bayer, Hiscock, Ukoumunne, Price, & Wake, 2008; Chan, Bowers, & Wyver, 2009; Koenig, 2002; Nelson, Hart, Wu, Yang, Roper, & Jin, 2006; Pereira, Canavarro, Cardoso, & Mendonca, 2009). Several characteristics have been shown to influence the choice of parenting styles. For example, parenting styles are a function of cultural and social characteristics (Chao, 2001; Rao, McHale, & Pearson, 2003; Smith & Mosby, 2003). European-American parents have been found to be more authoritative, while African-American, Asian-American, and Hispanic-American parents have been found to be more authoritarian (Steinberg, Lamborn, Dornbusch, & Darling, 1992). Middle Eastern parents have typically been described as more authoritarian (e.g., Barakat, 1993). However, research-based evidence on parenting styles among Middle Eastern parents is lacking.

Parent and child characteristics associated with parenting styles

Parenting styles are also influenced by parent gender (Russell, Hart, Robinson, & Olsen, 2003) and child gender (Lytton & Romney, 1991; Someya, Uehara, Kadowaski, Tang, Saburo, & Takahashi, 2000). In general, mothers have been described as more authoritative, while fathers have been described as more authoritarian and permissive (Holmbeck, Paikoff, & Brooks-Gunn, 1995; Russell et al., 2003). On the other hand, parents tend to be more authoritarian with boys than with girls (Giles-Smith, Straus, & Sugarman, 1995). The relationship between parenting style and child outcomes has also been shown to be mediated by socio-cultural factors (Chao, 2001; Hart, Nelson, Robinson, Olsen, McNielly-Choque, 1998).

Since parenting styles are also influenced by the child's age and characteristics, parenting preschoolers may differ from parenting older children. Parents have different beliefs, concerns, and perspectives of the child's needs at each developmental stage as the child grows up (Hoghughli & Long, 2004). Parents' views on norms of behaviors which are considered socially acceptable will influence their interactions with older children more firmly than with younger children (Hoghughli & Long, 2004).

Parenting in Jordan

The literature related to parenting styles in Jordan is sparse, consisting mostly of theoretical papers, rather than empirically based evidence. For example, Barakat (1993), states in his book *The Arab world: Society, culture, and state* that Arab families are generally restrictive, use physical punishment, and typically do not use reasoning with young children. It is difficult to tell whether this information represents current parenting practices in Jordan since it is dated and offers generalizations about Arab countries in general. The limited existing research studies addressing this topic focused on the relationship between parenting styles and child outcomes, rather than on the patterns of parenting styles used by parents (Arda, 1989; Rihani, 1985). Finally, family structure in Jordan is changing (e.g., parents are getting more

educated; family size is becoming smaller; women are joining the work force at an increasing rate; and both men and women are getting married at older ages).

A recent study by Al-Amir (2004) found that Jordanian parents of 6th through 8th graders used democratic, accepting, and caring patterns of parenting rather than autocratic, rejecting, and neglecting patterns. He also found that parenting patterns were not associated with student gender. In another study, Malhas and Abdouni (1997) studied 389 female and female secondary school students' perceptions of parenting styles. The results showed that 94% of the students surveyed reported that their parents used a democratic parenting style with them, while only 6% described their parents' styles as non-democratic. Finally, Hawamdeh (1991) found that Jordanian mothers used more positive parenting styles with 16- to 18-year-old sons and daughters than fathers.

Such research suggests that past images of Jordanian parents as punitive may not be accurate in reflecting contemporary Jordanian parenting styles.

Parenting styles are influenced by socio-cultural attitudes and values (Chao, 2000); thus, generalizations from one country to another should be made with caution. Even studies investigating parenting styles in Arab countries, which share many similarities, provide seemingly contradictory findings. For example, Salama (1984) found that mothers of second graders in Egypt were more controlling of daughters than sons. Agha (1989) found that Syrian fathers and mothers of adolescents were more authoritarian with boys than with girls. On the other hand, Qurashi (1986) found that Kuwaiti fathers and mothers of school-age children were more authoritative than authoritarian or permissive, although fathers were more authoritarian than mothers. Moreover, studies conducted in the same country sometimes reported different results.

In summary, studies addressing parenting styles, particularly with young children, in Jordan are few. Most studies investigated parenting styles as perceived by sons and daughters, and only few studies addressed parents' currently reported use of such methods. Finally, the research findings are seemingly contradictory; calling for additional work in this area. New work in this area is particularly salient given recent cultural, economic and political shifts in Jordan. Accordingly, the primary purpose of this study was to examine parenting styles of Jordanian parents with preschool aged children as a function of parent and child gender.

METHOD

Research Participants

Participants were recruited from kindergartens in the city of Amman, Jordan. Two kindergartens from each of the four directorates of Ministry were drawn randomly, assuring an economically diverse sample. After randomly selecting the 8 participating kindergartens in Amman, one classroom from each kindergarten was selected using random sampling. The number of children in each class ranged from 22 -33. Parents were recruited via mailings sent home through their children's classrooms. Study questionnaires were sent home through children's classrooms and returned by parents in sealed envelopes to the school office. Children from single parent families were excluded from the sample, and questionnaires completed only by one parent were also excluded from the final sample. The total, final sample size

consisted of parents of 172 children from two-parent families.

The final sample consisted of 344 parents (172 fathers and 172 mothers) representing a 91% return rate from parents who consented to participate. Children were an average of five years and four months of age. Fathers were more highly educated than mothers and were, on average, older than mothers. Demographic characteristics are reported in Table 1.

Table 1. Family Demographic Data

Variable	N	%
Child Gender		
Male	79	46
Female	93	54
Child's Birth Order		
First	51	30
Second	43	25
Third	35	20
Fourth	17	10
Fifth or More	26	15
Educational Attainment of Father		
General Secondary Certificate or Less	50	29
Intermediate Diploma	35	20
Bachelor Degree	68	40
Graduate Degree	19	11
Educational Attainment of Mother		
General Secondary Certificate or Less	69	40
Intermediate Diploma	58	34
Bachelor Degree	40	23
Graduate Degree	5	3
Family Annual Income		
Less than \$5140.00	65	38
\$ 5100.00-\$ 12000.00	72	42
More than \$12000.00	35	20
Father Age		
Less Than 30Years	5	3
30-40 Years	93	54
More Than 40 Years	74	43
Mother Age		
Less Than 30Years	50	29
30-40 Years	97	56
More Than 40 Years	25	15

Research Instruments

The Parenting Styles and Dimensions Questionnaire (PSDQ)

Parenting styles were assessed using the Parenting Styles and Dimensions Questionnaire (PSDQ) (Robinson et al., 2001). While Robinson's original questionnaire consisted of 62 items, the modified version used in this and most other contemporary studies consisted of 32 items. This measure has been used cross culturally before (e.g. Alizadeh & Andries, 2002; Wu, Robinson, Yang, Hart, Olsen, Porter, Jin, Wo, & Wu, 2002). For the current study, the measure was translated into Arabic, and the validity of the translation was established by a panel of five experts, proficient in both English and Arabic. Next, the questionnaire was reviewed by a panel of twelve faculty members from the departments of sociology, social work, and psychology at the University of Jordan to evaluate the cultural appropriateness of the items. All items were judged to be appropriate by at least 90% of the judges.

The questionnaire items address three parenting styles: authoritative parenting (15 items), authoritarian parenting (15 items), and permissive parenting (5 items). Alpha coefficients for these subscales in the current study were .82, .78, and .71, respectively. Mothers and fathers were asked to independently respond to questionnaire items. Each item on the PSDQ asks parents to report how often they exhibit certain behaviors towards their children (e.g., I slap my child) using a 5 point Likert type scale ranging from never to always.

The decision to use the PSDQ, in particular, was made because: (a) it is appropriate for use with parents of preschool children, (b) it has been used in several cross-cultural studies; (c) it measures authoritarian, authoritative, and permissive styles, and (d) it is adequate in terms of reliability and validity. To arrive at a total score for parents on authoritative, authoritarian, and permissive styles, the mean of all items within each subscale was calculated.

The Family Demographics Form

In addition to the PSDQ, parents were provided with a demographic information form. In this form, parents were asked to respond to 11 items providing information on parent and child gender, child age, educational attainment of mother and father, age of mother and father, family annual income, and number of children.

RESULTS

The purpose of this study was to investigate the parenting styles characteristic of Jordanian parents of preschoolers. The study also examined whether there were statistically significant differences in parenting styles as a function of parent gender and child gender. This part presents the findings related to the three research questions formulated in this study.

Findings related to research questions addressed in the study are presented below.

To answer research question 1 (What parenting styles are used most by Jordanian fathers and mothers of preschool children?), the means and standard deviations for the measures of authoritative parenting, authoritarian parenting, and

permissive parenting used by Jordanian mothers and fathers of preschool children were calculated (see Table 2). As evident in the table, mothers and fathers reported that the most common parenting style they used with their preschoolers was authoritative parenting ($M=4.06$), followed by permissive parenting ($M=2.85$), and authoritarian parenting ($M=2.08$).

Table 2. Means and Standard Deviations for Parenting Styles

Parenting Styles	M	SD
Authoritative	4.06	.59
Authoritarian	2.08	.58
Permissive	2.85	.71

To address Research Question 2 (Are there differences in the parenting styles used with Jordanian preschool children as a function of parent's gender?) and Research Question 3 (Are there differences in the parenting styles used with Jordanian preschool children as a function of child's gender?) and the corresponding hypotheses, multivariate analysis of covariance (MANCOVA) was performed. Parent and child gender were the independent variables and parental education was the covariate. Parenting styles (authoritative, authoritarian, and permissive) were the dependent variables.

Results revealed main effects for parent gender, Wilk's $A = .97$, $F(3, 336) = 3.39$, $p < .02$, child gender, Wilk's $A = .98$, $F(3, 336) = 2.92$, $p < .03$, and maternal education, Wilk's $A = .99$, $F(3, 336) = 2.69$, $p < .05$. Results are summarized in table 3. Univariate effects of parent gender were significant for use of the permissive parenting style, $F(1, 343) = 4.09$, $p < .04$, and child gender for parents' use of the authoritative style, $F(1, 343) = 5.58$, $p < .02$. Specifically, fathers were more permissive than mothers and parents more often used an authoritative style with their sons than with their daughters. Univariate effects were also significant for mother education on use of the authoritarian style, $F(1, 343) = 7.73$, $p < .01$, such that mothers with higher levels of education used the authoritarian style less often than mothers with lower levels of education. Results are summarized in Table 4.

To determine the direction of significant differences in parenting style according to parent gender, child gender, and mother education, means and standard deviations were calculated (Tables 5, 6, & 7 respectively). It is evident from these tables that fathers used permissive style ($M = 2.93$) significantly more than mothers ($M = 2.77$), mothers and fathers were significantly more authoritative with boys ($M = 4.14$) than with girls ($M = 3.99$), and mothers with highest levels of education ($M = 1.81$) were significantly less authoritarian than mothers with lowest levels of education ($M = 2.23$). Based on these results mean the null hypothesis (HO2) "there are no differences between Jordanian mothers and fathers in the styles they use for parenting their preschool children" was rejected. Similarly, the null hypothesis (HO3) "there are no differences in the styles used by Jordanian parents according to child gender" was also rejected.

Table 3. MANCOVA of Parenting Styles

Effect	Wilk's	F	Significance
Father Education	.994	.73	.53
Mother Education	.976	2.69	.05
Parent Gender	.971	3.39	.02
Child Gender	.975	2.92	.03
Parent Gender x child Gender	.990	1.07	.37

Table 4. Univariate Analysis of Covariance (ANCOVA) of parenting Styles

Variable	Sum of Squares	DF	Mean Squares	F	Sig
Father Education					
Authoritative	5.3	1	5.3	.16	.69
Authoritarian	.32	1	.32	.99	.32
Permissive	.14	1	.14	.29	.59
Mother Education					
Authoritative	.62	1	.62	1.8	.18
Authoritarian	2.5	1	2.5	7.7	.01
Permissive	7.9	1	7.9	.16	.69
Parent Gender					
Authoritative	.92	1	.92	2.7	.10
Authoritarian	.11	1	.11	.33	5.7
Permissive	2.0	1	2.0	4.1	.05
Child Gender					
Authoritative	1.9	1	1.9	5.6	.02
Authoritarian	.39	1	.39	1.2	.27
Permissive	1.3	1	1.3	.25	.62
Parent Gender x Child					
Gender Authoritative	.16	1	.16	.46	.50
Authoritarian	6.5	1	6.5	.02	.89
Permissive	1.2	1	1.2	2.3	.13
Error					
Authoritative	114.45	338	.34		
Authoritarian	110.34	338	.33		
Permissive	168.44	338	.50		
Total					
Authoritative	5785.33	344			
Authoritarian	1609.04	344			
	2972.04	344			

Table 5. Means and Standard Deviations for Parenting Styles Used By Mothers and Fathers

Parenting Styles	M	SD
Fathers (N=172)		
Authoritative	4.01	.62
Authoritarian	2.07	.61
Permissive	2.93	.67
Mothers (N=172)		
Authoritative	4.11	.55
Authoritarian	2.10	.55
Permissive	2.77	.74

Table 6. Means and Standard Deviations of Parenting Styles Used with Boys and Girls

Parenting styles	Child Gender	M	SD
Authoritative	Girls	3.99	0.61
	Boys	4.14	0.55
Authoritarian	Girls	2.05	0.56
	Boys	2.13	0.61
Permissive	Girls	2.83	0.69
	Boys	2.87	0.74

Table 7. Means and Standard Deviations by Maternal Education Level

Maternal Education	Authoritative		Authoritarian		Permissive	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
General Secondary Certificate or Less	4.02	.57	2.23	.60	2.88	.72
Intermediate Diploma	4.09	.59	2.04	.60	2.79	.71
Bachelor Degree	4.04	.63	1.93	.47	2.90	.68
Graduate Degree	4.41	.33	1.81	.52	2.76	.71
Total	4.06	.59	2.08	.58	2.85	.71

DISCUSSION

The results revealed that the authoritative parenting style was the most frequently reported parenting style, followed by permissive and authoritarian parenting styles. This result is consistent with findings of recent studies that addressed parenting styles in Jordan, which showed that Jordanian parents could generally be described as authoritative (Al-Amir, 2004; Malhas and Abdouni, 1997). It contradicts Barakat's (1993) contention that Arab families are authoritarian. This result is not surprising given that literacy rates in Jordan for both males and females are among the highest in the Arab region (Hammoud, 2006). More educated parents rely more often on authoritative parenting and less often on authoritarian parenting (Howard, 1996). Studies comparing parenting practices in different Arab countries, however, are warranted. Another possible explanation is that, compared to other Arab countries, Jordan is characterized by active relations (social, educational, cultural, political, and economic) with western and other countries. Such relations may have influenced, in part, contemporary parenting styles. Additionally, the increasing interest in the last decade, in particular, in addressing the needs of young children and equipping Jordanian parents with the necessary parenting and child care knowledge and skills also may explain the results of this study.

Significant differences between mothers and fathers were found on the permissive parenting style only; fathers reported themselves to engage in more permissive parenting styles than did mothers. This result is consistent with some previous studies that found differences in parenting styles used with preschoolers as a function of parent gender (Cowan, Cowan & Kerig, 1993; Paulson & Sputa, 1996). However, it is inconsistent with previous investigations, which showed that mothers generally tend to use an authoritative style, while fathers tend to use an authoritarian style (Russel et al., 1998; Russell, Hart, Robinson, & Olsen, 2003; Winsler, Madigan, & Aquilino, 2005). Similarly, it is inconsistent with information available on parenting practices in Jordan (Hawamdeh, 1991; UNICEF, 2003) indicating that Jordanian fathers are more authoritarian than mothers.

The finding that fathers rather than mothers were found to be more permissive may be explained in terms of Jordanian social standards. Childcare in Jordan remains largely the primary responsibility of mothers. Jordanian mothers are expected to closely monitor their young children's needs and problems. This difficult task of daily care giving may explain why mothers were found to be less permissive than fathers. Jordanian fathers, on the other hand, are primarily involved in securing

income to the family. Because they spend most of the time outside the home, they do not interact actively with their children or experience the difficulties associated with daily care giving. That may explain why fathers were found to be more permissive than mothers.

One explanation for the lack of expected differences in mothers' and fathers' use of authoritarian and authoritative parenting styles may be that parents tend to influence each other's styles (Winsler et al., 2005). Based on a family systems perspective, mothers' and fathers' parenting styles are conceptualized as being interdependent. Perhaps when one parent is authoritarian the other parent finds that it is preferable on balance to have a somewhat permissive approach to parenting. Additionally, given that disagreements about parenting continue to be one of the most common sources of marital discord (Winsler et al., 2005), parents may tend to agree on parenting practices to maintain satisfactory marital relations. Similarity in parenting styles used by both fathers and mothers in the home, however, is associated with positive child outcomes for children (Hoghughhi & Long, 2004). Thus, although expected differences were not found, the apparent unity in parenting styles between mothers and fathers is likely to be positive for child outcomes.

Undoubtedly, finding that parents were more authoritative with boys than girls was surprising in light of the results of other Jordanian studies, which reported that parents were less authoritative with their sons than with their daughters, (Agha, 1989; Hawamdeh, 1991; Al-Amir, 2004). This inconsistency in results may be attributed to the fact that the current study addressed preschoolers while previous studies addressed school-aged children or university students. It may also be explained in light of Jordanian social standards and traditions. These standards basically direct parents to control girls more than boys. Girls are exposed to more personal and social restrictions that are viewed as protection measures. For example, girls are expected to refrain from making relations with males, or leave the home alone, etc. Although this is important to Jordanian families when girls get older, parents begin to establish these standards of personal and social conduct in the early years. Girls are reminded that they need protection and directed to behave like "girls" (i.e., behaving non-aggressively, showing shyness, etc).

Boys, on the other hand, are given more freedom and independence. They are not exposed to strict measures of monitoring and judgment like girls. Boys rather than girls are also expected to take care of their parents when they get old. Moreover, in the Jordanian society, like in other Arab societies, boys are expected to hold the family name and preserve its continuity in the future. However, further investigations of this issue are warranted.

Although parenting styles are influenced by different variables, such as the quality of the marital relationship, parental stress, and child characteristics (Winsler et al., 2005), this study focused on parent and child gender. The reason for choosing these two variables was the large body of knowledge that stressed their major role in parents' decisions of what styles can be used with girls and boys. This study did not intend to examine the relation between family demographic variables and parenting styles. Rather, family information data was used for description purposes only. Since extensive research evidence indicated that parent education is closely related to their parenting styles (Hammad, 1998) and that it can be viewed as a

proxy for income (Dunst et al., 1994), only maternal and paternal education was treated as a covariate in this study. The results revealed that mothers with higher educational levels were found to be significantly less authoritarian than mothers with lower levels of education. This finding highlights the importance of knowledge and training on the development of a more positive parental style. Thus, future investigations addressing the effects of parental education on parenting styles are warranted.

Finally, Jordanian studies on parenting styles commonly used with children are very few, and studies related to parenting preschool children are nonexistent. All studies focused on investigating parenting styles as perceived by school-aged children or by university students. This study represents the first Jordanian study aimed at investigating the parenting styles that parents use with their preschool children using scientific research methods.

It is important to point out the limitations of this study that should be considered in future research. First, since the questionnaire used in this study involved parents' self-reports on the parenting styles they use, the validity of the data relied exclusively on the parents' willingness to provide accurate information about the actual behaviors they exhibited towards their preschool children. Although the use of such instruments to investigate parenting styles is well established in existing research literature (Winsler et al., 2005), social desirability may have influenced the parents' reports of parenting style. In other words, parents may have responded in a way that reflects what they perceive as accepted or good parenting practices rather than what they actually use (Ramey, 2002; Shelton, Frick, & Wooton, 1996). The extent to which this may have happened remains unknown. Using other data-collection methods (e.g., parent interviews, objective behavioral observations) in future research would be helpful to support the results of the present study.

Second, although the sample size was sufficient for a study of this scope and for the number of independent variables, the relatively small number of participants in this study represented a threat to its external validity. As a result of the small sample size, the results cannot be generalized beyond parents of preschool children in the city of Amman. However, Amman represents a major metropolitan area and very different practices might be seen in the rural areas. Additionally, results of the present study represented only parents who send their children to kindergartens. The findings cannot be generalized to parents who do not send their children to kindergartens. Therefore, more studies involving larger and more representative samples of parents from various geographical areas in Jordan are needed to draw conclusions about parenting preschoolers in Jordan.

Third, no child outcome measure was investigated in the present study. Future research should investigate the associations between parenting style and specific developmental outcomes for the child, such as social competence, behavioral problems, and achievement. Fourth, using mother and father pairs may have limited the accuracy of the data. Parents may have influenced each other's styles of parenting. Finally, though the "parenting styles and dimensions questionnaire" was modified by professionals in childhood education and English-Arabic language, still parents' responses depend on the extent to which they understood the items in the questionnaire and honestly rated them, and to see it is not culture-biased.

Conclusions

This study of parenting styles used with preschool aged children in Jordan provided data that is informative and beneficial. Realizing that the family is the basic unit where a child is reared and nurtured, the researchers thought it would be useful to understand the parenting styles that parents use while interacting with their children. What motivated this research most was that Jordanian studies on parenting styles commonly used with children are very few, and that studies related to parenting preschool children are nonexistent. This study represented the first Jordanian study that aimed at investigating the parenting styles that parents use with their preschool children using scientific research methods. It also investigated whether these styles differ as a function of parent and child gender. Using the PSDQ which measures parenting styles along the continuum of Baumrind's typologies of parenting and asking fathers to participate in this study directly rather than asking mothers to write on the behalf of their spouses or asking children to report on the styles used by their parents make this study different from others.

The current study is valuable for several reasons. First, it contributed to the literature by addressing an important yet relatively neglected area of research. That is, the findings did suggest that both mothers' and fathers' parenting styles need attention in future research, as parenting style may vary as a function of parental gender and child gender. Second, parents were given the opportunity to report on the parenting styles they use. Third, this study also provided additional psychometric data for the PSDQ for use in cross-cultural studies.

Finally, realizing the important effects of parenting styles on child's development in the early years, and knowing the serious lack of information about parenting preschoolers in Jordan, it is essential that further research be conducted. In fact, this study should be viewed as a first step toward better understanding of the parenting styles used with preschoolers within the Jordanian population.

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