



**UNIVERSITI PUTRA MALAYSIA**

**EFFECTS OF CHILD-PARENT RELATIONSHIP THERAPY ON  
MATERNAL PARENTING STYLE AND CHILDREN'S BEHAVIOR  
PROBLEMS IN TEHRAN, IRAN**

**SHAHLA ALIZADEH**

**FEM 2012 1**

**EFFECTS OF CHILD-PARENT RELATIONSHIP THERAPY ON MATERNAL  
PARENTING STYLE AND CHILDREN'S BEHAVIOR PROBLEMS IN  
TEHRAN, IRAN**

**By**

**SHAHLA ALIZADEH**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in  
Fulfillment of the Requirements for the Degree of Doctor of Philosophy**

**August 2012**

## DEDICATION

*To My Family:*

*To my Mother and late Father whom I indebt my whole life to them,*

*To my love, my Husband “Bahram” who inspired me to reach my goal and  
believed in my vision even more than I did,*

*To my elder brother, “Ali” and younger sister “Shaghayegh” for all the  
good times and the wonderful memories,*

*And*

*To my Mentor, my dear Psychoanalyst “Dr. Gohar Homayoupour”, who  
has created a new Self in me*

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

**EFFECTS OF CHILD-PARENT RELATIONSHIP THERAPY ON MATERNAL PARENTING STYLE AND CHILDREN'S BEHAVIOR PROBLEMS IN TEHRAN, IRAN**

By

**SHAHLA ALIZADEH**

**August 2012**

**Chairman: Mansor Abu Talib, PhD**

**Faculty: Human Ecology**

There is much evidence to prove the effectiveness of some positive training on changing parenting style and children's behavior problems. However, parenting style and children's behavior problems and application of positive training for family have received little attention and research interest in Iran. Therefore, the current research is necessary and timely. Thus, the major purpose of this current study is to investigate the relationship between parenting style and children's behavior problems and the effect of child-parent relationship therapy (CPRT) on parenting style of mothers and children's externalizing and internalizing symptoms. CPRT is a positive training based on the concept of play therapy in which parents learn the basic principles for communicating with their children.

This study was performed in two stages. The first part was a survey research to determine the relationship between parenting style and children's behavior problem. Respondents consisted of 681 mothers of children in primary school who were identified through their children selected by random sampling. The second part was an experimental research with mothers of authoritarian and permissive who had children with internalizing and externalizing problems that they selected by random assignment (50 mothers in experimental and 50 in control group). Then CPRT as a training program was conducted on the experimental group for 10 sessions. Instruments for data collection included Parent Authority Questionnaire, PAQ (Buri, 1991) and children's behavior checklist; CBCL (Achenbach, 1991) and intervention in the form of CPRT (Landreth & Bratton, 2006) were applied in the experimental stage.

The results of the present study in the first stage indicated that there were significant inversely relationships between authoritative style of mothers with internalizing and externalizing behavior problems in their children. Also permissive and authoritarian style of mothers had positive significant correlation with internalizing and externalizing behavior problems in their children. In the experimental stage, the result showed that there were significant differences of permissive and authoritarian level of mothers between the pre and post experimental groups. In addition, there were significant differences of children's internalizing and externalizing symptoms between *pre* and *post* in the experimental group.

The findings of the present study highlighted significant relationships between the parenting styles of Iranian mothers in Tehran with children's behavioral problems. Also the results demonstrated CPRT as a treatment in the experimental group was effective and led to a significant change in permissive and authoritarian maternal parenting style toward authoritative style and reflected by a decreased level at internalizing and externalizing symptoms of children. In conclusion, the mothers in the CPRT program learned to improve their understanding and attitude toward their children, and made the effort to reflect on their children's feelings by playing with them according to CPRT's rules. The mothers became more tolerant, had more realistic perceptions and developed feelings and sensitivity toward their children's self-responsibility

The Iranian government should organize practical programs such as workshops, training, or seminars to inform parents about CPRT's program. It can also consider to decrease children's internalizing and externalizing symptoms through modification of parenting styles in CPRT training. When a training program such as CPRT has been found to have significant effects on children's behavior problems as a result of parenting styles, then counselors and psychologists can adopt and implement this program to reduce behavior problems in children.

Abstrak Tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai mememenuhi keperluan untuk ijazah Doktor Falsafah

**KESAN TERAPI HUBUNGAN IBU BAPA- ANAK TERHADAP CARA GAYA  
KEIBUBAAPAN IBU DAN TINGKAH LAKU BERMASALAH KANAK-KANAK  
DI TEHRAN, IRAN**

Oleh

**SHAHLA ALIZADEH**

**Ogos 2012**

**Pengerusi: Mansor Abu Talib, PhD**

**Fakulti: Ekologi Manusia**

Terdapat pelbagai bukti yang boleh menyokong keberkesanan sesetengah latihan positif dalam mengubah cara gaya keibubapaan dan tingkahlaku bermasalah kanak-kanak. Tetapi, kurang perhatian dan kajian berkenaan cara gaya keibubapaan dan tingkah laku bermasalah kanak-kanak dilakukan di Iran. Oleh itu, kajian ini adalah perlu dan tepat pada masanya. Tujuan kajian ini adalah untuk mengkaji hubungan antara cara gaya keibubapaan dan tingkahlaku bermasalah kanak-kanak dan kesan terapi hubungan ibu bapa-anak (CPRT) terhadap cayagaya keibubapaan ibu dan simptom luaran dan dalaman kanak-kanak. CPRT merupakan latihan positif berkonsepkan terapi bermain dimana ibu bapa belajar prinsip asas berkomunikasi dengan anak mereka.

Kajian ini dilakukan dalam dua tahap. Bahagian pertama merupakan kajian tinjauan untuk mengenalpasti hubungan antara cara gaya keibubapaan dan tingkahlaku

bermasalah kanak-kanak. Responden terdiri daripada 681 ibu kepada kanak-kanak di sekolah rendah dimana mereka dikenalpasti melalui anak mereka dan dipilih menggunakan persampelan rawak berlapis. Bahagian kedua ialah kajian eksperimen dengan ibu-ibu, dipilih menggunakan persampelan rawak dimana anak mereka mempunyai masalah dalaman dan luaran (50 ibu di dalam kumpulan eksperimen dan 50 di dalam kumpulan kawalan). Kemudian CPRT sebagai program latihan telah dijalankan ke atas kumpulan eksperimen selama sepuluh sesi. Instrumen bagi pengumpulan data termasuk *Parent Authority Questionnaire, PAQ* (Buri, 1991) dan *Children Behavior Checklist, CBCL* (Achenbach, 1991) dan satu borang intervensi CPRT (Landreth & Bratton, 2006) diaplikasikan dalam tahap eksperimen.

Keputusan kajian bagi tahap pertama menunjukkan terdapat hubungan signifikan yang songsang antara cara gaya autoritatif ibu dengan tingkahlaku bermasalah dalaman dan luaran anak-anak mereka. Selain itu, caraya gaya permisif dan authoritarian ibu menunjukkan korelasi signifikan yang positif dengan tingkahlaku bermasalah luaran dan dalaman anak-anak mereka. Pada tahap eksperimen, kajian menunjukkan bahawa terdapat perbezaan yang signifikan terhadap tahap permisif dan authoritarian ibu antara kumpulan eksperimen *pre* dan *post*. Tambahan pula, terdapat perbezaan signifikan terhadap simptom dalaman dan luaran kanak-kanak antara ujian *pre* dan *post* dalam kumpulan eksperimen.

Hasil daripada kajian ini menekankan hubungan signifikan antara cara gaya keibubapaan ibu di Iran, Tehran dengan tingkahlaku bermasalah kanak-kanak. Juga, hasil



menunjukkan CPRT berkesan sebagai rawatan dalam kumpulan eksperimen dan menyebabkan perubahan signifikan dalam cara gaya keibubapaan permisif dan autoritarian ibu menjadi cara gaya autoritatif dan ianya dapat dilihat dengan berkurangnya tahap simptom dalaman dan luaran kanak-kanak. Kesimpulannya, ibu-ibu di dalam program ini belajar untuk meningkatkan pemahaman dan sikap terhadap anak mereka, dan berusaha untuk memahami perasaan anak mereka dengan bermain dengan anak mereka mengikut peraturan program CPRT. Ibu-ibu menjadi lebih bertoleransi dan mempunyai persepsi yang lebih realistik dan wujud perasaan dan kepekaan terhadap tanggungjawab sendiri anak-anak mereka.

Kerajaan Iran perlu menganjurkan program praktikal seperti bengkel, latihan atau seminar untuk memberitahu kepada ibubapa mengenai program CPRT. Mereka juga boleh pertimbangkan untuk mengaplikasikan program intervensi CPRT untuk mengurangkan simptom dalaman dan luaran kanak-kanak melalui modifikasi terhadap cara gaya keibubapaan. Apabila program latihan seperti CPRT telah didapati mempunyai kesan signifikan terhadap tingkah laku bermasalah kanak-kanak sebagai kesan perubahan caragaya keibubapaan, seterusnya kaunselor dan ahli psikologi boleh terima pakai dan mengaplikasikan program ini untuk mengurangkan masalah dalam kanak-kanak.

## ACKNOWLEDGEMENTS

As I find myself at the end of this journey, I thank all the people who have been companions along the way and count myself blessed for their help, their companionship, advice and wisdom. Without them, the road would have been lonely, and more difficult.

I can honestly say this thesis could not have been completed without the invaluable assistance of my supervisor, Associate Prof Dr. Mansor Abu Talib. His guidance and advice throughout all these years is much appreciated. His commitments and support inspired me to work hard on this project and make it more interesting as well. Also I would like to thank my research co-supervisor, Associate Prof. Dr. Rohani Abdullah, whose insightful input relating to the thesis topic and methodology was immensely helpful. In addition, I would like to express my utmost gratitude and appreciation to my second co-supervisor, Dr. Mariani Mansor, for her helpful feedback and valuable assessment.

I would like to express the deepest appreciation to my Husband 'Bahram Ghamgosar' who taught me research methodology and unraveled the mystery of SPSS. He is and will be an important part of who I am as a professional today.

I am equally thankful to Prof. Garry Landreth for giving to me permission to use the CPRT training in Iran and his ever-readiness to answer the many questions I asked from time to time about CPRT.

I would like to give special thanks to several individuals who helped me in different ways to conduct my research. To Associate Prof. Bahaman Abu Samah who helped me with his kind behavior in statistical method. To Mahmoud Hajjaran who helped me and made clear some of my problems related to my thesis. In addition, I wish to thank Dr. Alireza Abedin who has allowed me to grow as a therapist. Also I would like to express my deep gratitude to my master degree supervisor Dr. Mahnaz Akhavan Tafti who has encouraged me before and through of this project.

I am indebted to the mothers who participated in this research and provided relevant information about their children and themselves. I would like to thank Mr. Ali Noorpour manager of the Health Unit of Municipality District 19 of Tehran who was helpful to data collection of this research and applying the treatment on mothers in the Health Unit. I am also thankful to my close friend, Ms. Robabeh Amiri who was my research assistant in Iran and helped me throughout this research.

Finally I thank again my family, for their patience and tolerance of my absence from Iran these past four years. I may not have been able to achieve this success without such a great support system from my family.

**SHAHLA ALIZADEH**

**August 2012**

I certify that a Thesis Examination Committee has met on 1 / 8 / 2012 to conduct the final examination of Shahla Alizadeh on her thesis entitled “Effects of child Parents Relationship therapy (CPRT) on maternal parenting style and children’s behavior problems in Tehran-Iran” in accordance with the Universities and University College Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

Members of the Thesis Examination Committee are as follows:

**Jayum Anak Jawan, PhD**  
Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Chairman)

**Rumaya Bte Juhari, PhD**  
Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Internal Examiner)

**Haslinda binti Abdullah, PhD**  
Senior Lecturer  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Internal Examiner)

**Yvoone Garza, PhD**  
Associate Professor  
Faculty of Educational & Counseling  
Sam Houston University  
United States of America  
(External Examiner)

---

**SEOW HENG FONG, PhD**  
Professor and Deputy Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:

This thesis was submitted to the Senate of University Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Mansor Abu Talib, PhD**

Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Chairman)

**Rohani Abdullah, PhD**

Associate Professor  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Member)

**Mariani Mansor, PhD**

Senior Lecturer  
Faculty of Human Ecology  
Universiti Putra Malaysia  
(Member)

---

**BUJANG BIN KIMHUAT, PhD**

Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:

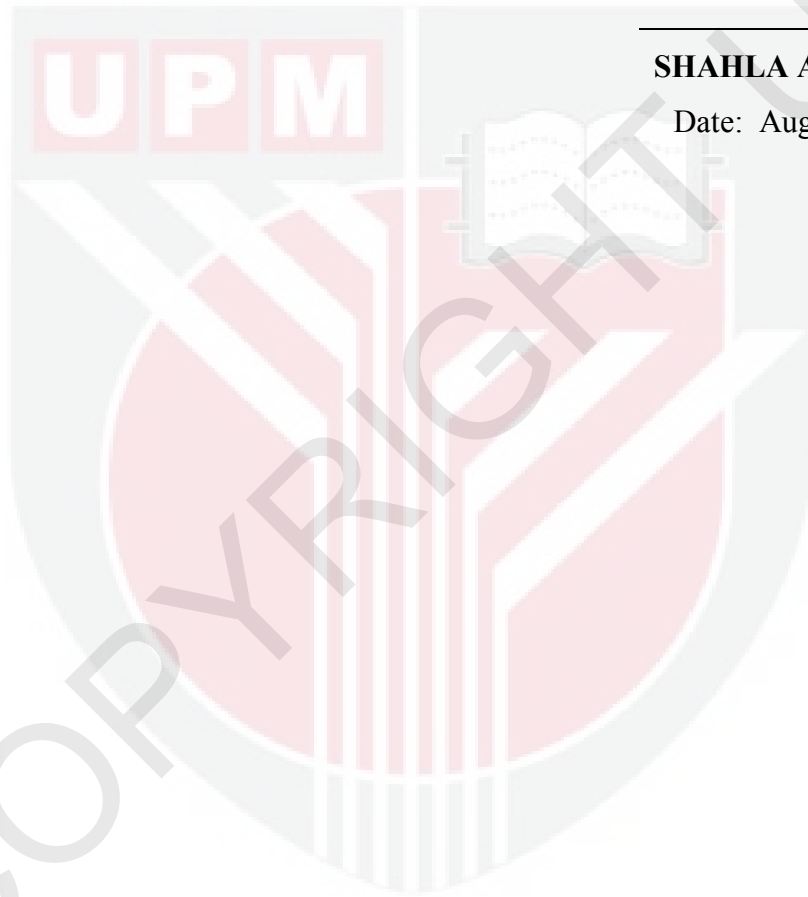
## DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declared that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

---

**SHAHLA ALIZADEH**

Date: August 2012



## TABLE OF CONTENT

	<b>Page</b>
<b>ABSTRACT</b>	III
<b>ABSTRAK</b>	VI
<b>ACKNOWLEDGMENTS</b>	IX
<b>APPROVAL</b>	XI
<b>DECLARATION</b>	XIII
<b>LIST OF TABLES</b>	XVII
<b>LIST OF FIGURES</b>	XIX

### CHAPTER

<b>1</b>	<b>INTRODUCTION</b>	1
	1.1 Background of the study	1
	1.2 Statement of the Problem	5
	1.3 Research Objectives	10
	1.3.1 Main objective	10
	1.3.2 Specific objectives	10
	1.4 Research Hypothesis	11
	1.5 Significance of the study	13
	1.6 Conceptual & Operational Definition	15
	1.6.1 Children's Behavioral problems	15
	1.6.2 Parenting Style	16
	1.6.3 Child Parent Relationship Therapy (CPRT)	16
	1.7 Theoretical & Conceptual Framework	17
	1.7.1 Theoretical Framework:	17
	1.7.2 Conceptual Framework	22
	1.8 Limitations	26
	1.9 Summary	26
<b>2</b>	<b>LITERATURE REVIEW</b>	28
	2.1 Introduction	28
	2.2 Children's Behavior Problem	28
	2.2.1 Internalizing symptom	29
	2.2.2 Etiology of Internalizing Symptom	31
	2.2.3 Externalizing symptoms	33
	2.2.4 Etiology of Externalizing Symptoms	34
	2.3 Parenting Style	37
	2.3.1 Historical Views of Parenting	38
	2.3.2 Parenting Style and Child Outcomes	42
	2.3.3 Parenting style and children behavior problems in Iran	50
	2.4 Parenting Education Program	54

2.4.1	History of Play Therapy	56
2.4.2	CPRT's Researches in Parenting style and Children Behavior Problems	59
2.4.3	Other Related Researches in Iran	68
2.5	Summary	69
<b>3</b>	<b>METHODOLOGY</b>	<b>78</b>
3.1	Introduction	78
3.2	Location of study	78
3.3	Research Design	79
3.4	Population and Sampling	81
3.5	Determination of the Sample Size and Power Statistics	82
3.6	Sampling and Screening process	83
3.7	Sampling Method	86
3.8	Data Collection Procedure	86
3.9	Threats to Internal and External Validity in Experimental Design	89
3.10	Instrumentations	92
3.10.1	Children's Behavior Check list (CBCL) Test	92
3.10.2	Parent Authority Questionnaire (PAQ)	94
3.10.3	Child Parent Relationship Therapy Module	95
3.11	Reliability of the scales	99
3.12	Normality of variables	100
3.13	Statistic & Data analysis	101
3.14	Summary	105
<b>4</b>	<b>RESULTS AND DISCUSSION</b>	<b>106</b>
4.1	Introduction	106
4.2	Demographic Information	107
4.3	Descriptive Statistics for Key Variables in Original Group	109
4.3.1	Parenting style	109
4.3.2	Children behavior problems	111
4.4	Descriptive Statistics for Experimental and Control Groups	112
4.4.1	Parenting style	112
4.4.2	Children behavior problems	114
4.5	Homogeneity of Two Experimental and Control Groups	116
4.6	Hypothesis Testing	117
4.7	Summary	147
<b>5</b>	<b>SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS</b>	<b>148</b>
5.1	Introduction	148
5.2	Summary	148
5.3	Conclusion of the study	152



5.4	Theoretical Implications	154
5.5	Practical Implications	157
5.6	Recommendations for Future Research	158

<b>REFERENCES</b>	161
-------------------	-----

<b>APPENDICES</b>	172
-------------------	-----

<b>BIODATA OF STUDENT</b>	207
---------------------------	-----

