

## Perceived Parental Practices and Mental Health Problems: Cross-Cultural Validation of EMBU-C on Pakistani Adolescents

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This study provides a validation of EMBU-C on Pakistani adolescents. 1279 adolescents were selected through multistage sampling with the age range of 12-18 ( $M$  13.93,  $SD$  1.83). The participants were given a modified version of EMBU-C (Muris, Meesters, & van Brakel, 2003), School Children Problem Scale (SCPS, Saleem & Mahmood, 2011) and a demographic performa. The result showed that EMBU-C produced almost similar factorial structure to the original (4 factors). The EMBU-C was found to have satisfactory internal consistency and proved a reliable and valid scale for Pakistani culture. The results revealed the perceived Parental Warmth was found to be a negative predictors and Parental Rejection was found to be a positive predictor of mental health problems ( $p < 0.001$ ). The results are discussed in terms of gender differences and cultural and clinical implication of parental rearing practices.

*Keywords:* Perceived parental rearing, mental health problems, adolescents

The quest for causes of emotional and behavioral problems and psychopathology in children and adolescents always led us to childhood. The early child-parent relationship, starts shaping from infancy, is considered as an essential factor for the growth and development of children (Eisenberg, Spinrad, & Eggum, 2010). There are three main strands of investigations into parent-child relationship in the consequence in later life. Among the most popular is Bowlby's Attachment Theory (Bowlby, 1973) which emphasizes the stability and the quality of relationship as the main determinant of healthy attachment. Second approach to study parent-child relationship is Parenting Styles that include Authoritative, Authoritarian and Permissive parenting styles (Baumrind, 1966) having differential impact on the mental health of the adolescents. The third one is Perceived Parental Rearing Practices (Muris, Meesters, Merckelbach, & Hülsebeck, 2000) that claims four distinctive rearing practices namely Overprotection, Warmth, Rejection and Favoring subjects.

As the interest in studying the association between dysfunctional parenting and mental health increased, numerous instruments have been developed to measure parental practices of rearing. Among the most frequently used measures is The Egena Minnen Beträffande Uppfostran (EMBU; "my memories of upbringing") is one of the most widely used measure to assess perceived parental rearing behaviors. EMBU was originally developed to measure adult memories of their upbringing (Perris, Jacobsson, Lindström, von Knorring, & Perris, 1980). This scale has been widely used cross-culturally and has demonstrated acceptable psychometric properties (Arrindell, Perris, Van Der Ende, Gaszner, Eisemann, & Perris, 1989). EMBU originally

Comprised 14 different types of parental rearing behaviors namely abusive, depriving, punitive, shaming,

rejecting, overprotective, overinvolved, tolerant, affectionate, performance oriented, guilt engendering, stimulating, favouring subject and favouring siblings (Perris et al., 1980). Later these 14 aspects of parental rearing were reduced to four dimensions namely Rejection, Emotional Warmth, Overprotection and Favouring Subject (Arrindell, Emmelkamp, Brilman, & Monsma, 1983). EMBU was used worldwide showing high internal consistency for three factors except the last factor favoring subjects which is considered as cultural-specific (Arrindell et al., 1994).

The need to assess actual perception rather than the recalled early memories of parental rearing practices led to the development of modified adult version for adolescents (EMBU-A, Castro, Toro, Arrindell, Van Der Ende, & Puig, 1990) confirming the four dimensions of parental rearing. Another version of EMBU was constructed for primary school children (Castro et al., 1993). EMBU-C was modified by excluding favouring subjects (Muris, Bögels, Van Der Kamp & Van Oosten, 1996; Muris, Bosma, Meesters & Schouten, 1998) on Dutch sample. Later an attempt was made to modify EMBU-C by adding another factor namely anxious rearing by adding only 10 best items of the highest loadings on the four factors respectively (Grüner, Muris, & Merckelbach, 1999). Another attempt was made to validate modified version of EMBU-C for measuring anxious rearing behaviors in children (Muris, Meesters, & van Brakel, 2003). The results found a four factor solution namely Emotional Warmth, Rejection, Overprotection and Anxious Rearing. EMBU has been translated in various languages with diverse populations and found to have good factor structure and reliability (e.g. Penelo, Viladrich, & Domènech, 2010). In the current research, the focus is to find out the cultural validation of the modified version of EMBU-C with four distinct parental rearing practices.

In last few decades, the association between parental rearing behavior and the development of mental health problems has been extensively studied (e.g. Abar, Carter, & Winsler, 2009; Bogels & Brechman-Toussaint, 2006; Muris, Meesters, Merckelbach, & Hülsebeck, 2000; Wood, McLeod, Sigman, Hwang, & Chu, 2003). Number of studies have been carried out throughout the world showing that parental warmth, rejection and over-control

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is generally associated to adolescents' self-esteem, self regulation and mental health functioning (Morris, Silk, Steinberg, Myers, & Robinson, 2007; Wansoo, 2009; Xiuqin, Huimin, Mengchen, Jinan, Ying, & Ran, 2010).

In other studies, a positive association was found between parental overprotection, anxious rearing, and rejection with anxiety, worry and other mental health problems in adolescents (Brown & Whiteside, 2008; Karreman, de Hass, van Tuijl, van Aken, & Dekovic, 2010; Muris, Loxton, Neumann, du Plessis, King, & Ollendick, 2006). Also, positive association between anger and hostility with Parental Rejection and negatively associated with Parental Emotional Warmth (Muris, Meesters, Morren, & Moorman, 2004). In one interesting study carried out on adolescents' perception of parental rearing practices and interpersonal problems, showed a positive relationship between Parental Rejection and Control was found with interpersonal problems (Petrowski, Berth, Schmidt, Schumacher, Hinz, & Brähler, 2009). In another study it was also found that children who perceive different parental rearing behaviors for fathers and mothers have more internalizing and externalizing problems (Berkien, Louwerse, Verhulst, & van der Ende, 2012). Parental emotional warmth on the other hand, is associated with the positive outcome of growth and development of adolescents (Huppert, Abbott, Ploubidis, Richards, & Kuh, 2010).

It is interesting to note that Parental Rearing Practices not only change with age and stage of the child but also have a different impact on boys and girls mental health. As children grow older they tend to perceive less warmth in their parental rearing practices (Penelo, Viladrich, & Domènech, 2010). A study carried out on children of 9-12 years revealed that maternal rejection predict aggression in girls whereas paternal rejection was positively associated with aggressive tendencies in boys (Roelofs, Meesters, Ter Huurne, Bamelis, & Muris, 2006). Moreover, a discrepancy was also found in the perception children for their father and mother rearing practices, according to child's perception; mothers were perceived as warmer and overprotective and fathers perceived as rejecting (Anh & Karsh, 2010; Penelo, Viladrich, & Domènech, 2010).

Relationship between parenting and culture has long been an interest in clinical and social psychology (Claes et al., 2011). Many studies have been carried out on the role of the family in various cultures (e.g. Vazsonyi, Hibbert, & Snider, 2003). When it comes to parenting, the focus of cross-cultural studies is on identifying the similarities and cultural-specific parenting practices (Berry, Poortinga, Segall, & Dasen, 2002). In individualistic cultures, self growth, autonomy and independence are more valued and parents are supposed to promote self-reliance and put less restriction on their children (Tamis-LeMonda et al., 2007). Moreover, parents tend to provide choices, indulge into negotiations, encourage assertiveness and enable their children to feel in control of their own lives (Wang & Leichtman, 2000).

In traditional collectivistic cultures, children are taken as dependent and innocent where parents are supposed to help them to grow and guide in most areas of life challenges. In collectivistic cultures interdependence, group cohesion and control over ones emotions and needs are encouraged (Markus & Kitayama, 1991). Consequently, parents in collectivistic cultures tend to be more controlling and expect more obedience from their children (Triandis, 2001). Similarly, the length of childhood period is somewhat prolonged in traditional collectivistic cultures (e.g. Pakistan) and dependence on elders especially on parents is appreciated and valued ((Chao & Tseng, 2002; Wang & Leichtman, 2000).

Beside the differences in parental expectations and demands in collectivistic and individualistic semantic differences also exist in the understanding of parental rearing practices. For example, in collectivistic culture authoritarian parenting which is considered to be demanding and controlling does not necessarily mean rejecting and less warm (Rudey & Grusec, 2006). Therefore, the semantic meaning of any psychological construct should be considered in the particular cultural context in which an individual lives.

To sum up the above literature, parents play a very important role in the growth and development of children and adolescents. When it comes to the collectivistic cultural context, parents become even more important as they transform basic values and societal norms to their offspring. Pakistan, being an oriental and religious society, where father and mother play a crucial and distinct role in the growth and development of their children, parenting practices become even more important. Some literature exist on parenting practices on children and adolescents in Pakistani population (e.g. Akhter, Hanif, Tariq, & Atta, 2011; Jabeen, Anis-ul-Haque, & Riaz, 2013). However, little attention has been paid to study parental rearing practices especially through EMBU-C (Muris et al., 2003). Although many cross-cultural studies have been carried on EMBU-C (e.g. Dekovi et al., 2006; Penelo, Viladrich, & Viladrich, 2010) however, methodological issues involved translation and its use across cultures. Moreover, it is also observed that in such studies, authors have failed to mention how the translation of items was carried out and what difficulties participants from diverse cultural and linguistic background reported while completing EMBU-C (Muris et al., 2003). Moreover, the most frequently studied type of equivalence of measures is construct or structural equivalence (Cheung & Rensvold, 2000; van de Vijver & Leung, 2000). Construct equivalence is measured through factor analysis and if the replicated studies yield the same factor structure of a given measure across cultures, one can assume that a measure has a cross cultural applicability. Therefore, the current research focused on validating and establishing construct equivalence of EMBU-C which is most widely used measure in Pakistani adolescents

#### **Objectives**

- The first objective of this study was to determine the factorial validation and reliability of EMBU-C on a larger sample of Pakistani adolescents.

- The second objective was to determine the relationship of parental rearing practices with emotional and behavioral problems in adolescents.

## Method

### Phase I: Adaptation and Translation of EMBU-C

#### Procedure

The English version of EMBU-C (Muris, Meesters, & van Brakel, 2003) was adapted and translated into Urdu (The National language of Pakistan). For this purpose, official permission was taken from the authors. a standard procedure for translation was used. In the first stage, 5 linguistic experts (2 male and 3 female) well versed in English language with minimum 16 years of education were randomly selected. Linguistic experts were asked to translate EMBU-C into Urdu while keeping the linguistic and cultural meaning in mind. After this phase a consensus was made by obtaining 80% agreement from the experts on each item. In the second phase, 4 clinical psychologists (1 male and 3 female) with minimum 18 years of education and at least two years of clinical experience of working with school children were given the final translation made by linguistic experts. Clinicians were asked to review the translation with reference to its cultural relevance, age appropriateness and the final layout of the scale. These experts showed their concern for the item 28 which states "Your parents are mean and grudging towards you". After experts' opinion and keeping in mind the cultural and religious sensitivity in mind, item 28 was excluded from the final scale.

### Phase II: Pilot study

#### Participant and Procedure

The final EMBU-C scale was given to 60 school children (30 boys and 30 girls) 10 from 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> class. The purpose of the pilot study was to determine the userfriendliness, understanding the language and wording of the instructions and items. Initially, according to the original format of EMBU-C (Muris et al., 2003) both parental ratings were taken together on the same scale a number of participant said they had problem. Consequently, two scales were developed for father and mother separately.

### Phase III: Pilot study

#### Participants

Another set of 30 (15 boys and 15 girls) participants were selected excluding all those who participated in the first pilot study. This time, no difficulty was reported in responding the statements and also improved the time taken from 20 minutes averaging 15 minutes to complete both forms.

### Main Study

#### Participants

1259 participants were selected from mainstream government schools of Lahore. Stratified sampling technique was used to select the participants, in the first stage of sampling process; two strata were made across gender. At second stage, three substrata were made across three educational level, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades.

Lastly, systematic random sampling was used and every 5<sup>th</sup> child was selected from the class. All those adolescents were selected for the current study whose both parents were alive and they are living together. Data were collected from 12 mainstream schools (6 boys and 6 girls). Among the total 1259 participants 621 were boys (49%) and 707 were girls (51%). The class wise distribution was 402 from 8<sup>th</sup> (32%), 416 from 9<sup>th</sup> (33%) and 441 from 10<sup>th</sup> (35%) grades respectively. The age range of the participants was 12-18 (*M* 13.93, *SD* 1.83).

### Demographic Performa

Basic demographic information of the participants was obtained including age, gender, and class.

### EMBU-C

The adapted and translated version of EMBU-C (Muris et al., 2003) for youth's perception of their rearing practices was used. EMBU-C consist of 40-items measuring four types of parental rearing practices namely Emotional Warmth, Rejection, Overprotection and Anxious rearing. In the current study, 39 item scale was used as one item was excluded for cultural inappropriateness. EMBU-C is a four point rating scale (0-3) for assessing father's and mother's rearing behaviors independently. The response options include "Not At All, Rarely, To Some Extent and Very Much".

### School Children Problem Scale (SCPS, Saleem & Mahmood, 2011)

The mental health problems of adolescents were measured through SCPS. This scale consists of 88 item comprising six subscales namely Anxiousness, Academic Problems, Aggression, Social Withdrawal, Feelings of Rejection and Somatic problems. Moreover, total score is also calculated by summing up all the subscales. Higher the score on SCPS denotes to higher mental health problems. The scale was found to be a reliable (test-retest reliability = 0.79 and split half reliability = 0.89) and valid scale with acceptable psychometric properties. This is a likert type scale (0-3) and response options are "Never, Sometimes, Often, and Very much"

### Ethical considerations

The current research was approved by Departmental Ethical Committee. All the school authorities were assured about the confidentiality and the anonymity of the school name and for participants' personal information. As the parents of the participants were not available and it was not possible to contact parents for informed consent, therefore, school authorities and class teachers were asked for the informed consent. Moreover, all the participants were assured about the confidentiality and privacy for the information collected from them. Research participants were asked for informed consent and agreed participants were given the right to withdraw at any stage of testing. At the end of each testing, a debriefing session was also carried out for any queries and feedback.

### Procedure

Initially, 20 randomly selected mainstream schools were requested for permission to carry out research, along with a brief statement on the aims and objectives of the

project. 12 schools sent their agreement for participation. Arrangements were made to select every 5<sup>th</sup> child from 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> classes. Each child was given complete research protocol comprising the demographic form, EMBU-C and SCPS to be filled in groups of 20. The protocol was completed in 25 minutes. Initially 1283 adolescents participated in the research. But 24 protocols (around 2%) were discarded for missing or incomplete information. Final analysis was carried out on 1259 participants. A code was assigned to every protocol for identification and data was entered on SPSS (V 20) and 10% data were rechecked for accuracy of data input. For the test-retest purpose, 15% of the participants were retested after one week's interval.

**Results**

**Factorial Structure of EMBU-C**

Principal Component Analysis using Varimax rotation was carried out for Father and Mother versions separately, resulted in a 4 factor solution. Total variance explained was 31.05% in the Fathers' (F) ratings and 34.70% in that of the Mothers (M) the selection criteria used for factor selection was Scree plot and Eigen value greater than 1. The factor structure is more or less same as the original one but the sequence of factors changed for both versions. In the current research, second factor i.e. Emotional Warmth loaded first than the Over-protection. But the presentation of results made consistent with the other cross-cultural researches.

Figure 1 Scree plot for father

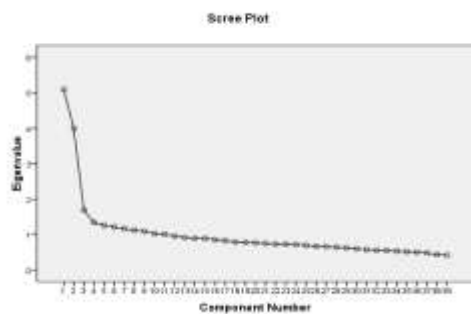


Table 1  
Eigen Values and Variance Explained by Four Factors of EMBU-C Father (N= 1259)

Factors	Eigen values	% of Variance	% of total Variance	Cronbach Alpha
Overprotection -F	3.28	8.42	8.42	.78
Emotional Warmth-F	3.21	8.23	16.65	.72
Rejection-F	3.84	7.27	23.92	.76
Anxious Rearing-F	2.78	7.13	31.05	.79

Figure 2 Scree plot for Mother

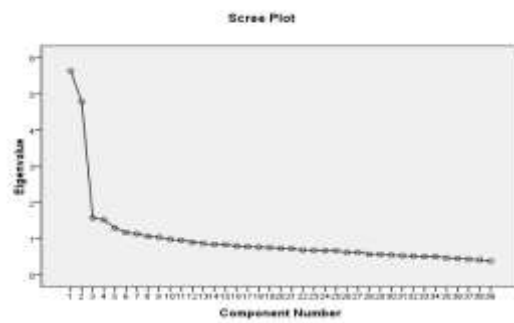


Table 2  
Eigen Values and Variance Explained by Four Factors of EMBU-C Mother (N= 1259)

Factors	Eigen values	% of Variance	% of total Variance	Cronbach Alpha
Overprotection -M	3.84	9.84	9.84	.76
Emotional Warmth-M	3.61	9.25	19.09	.77
Rejection-M	3.15	8.09	27.17	.70
Anxious Rearing-M	2.94	8.15	34.70	.71

Table 3  
Interfactor correlations, Means and Standard Deviations of Four Factors of Father and

Factors	Overprot -F	Emotional Warmth-F	Rejection-F	Anxious Rearing-F	Overprot -M	Emotional Warmth-M	Rejection-M	Anxious Rearing-M
Overprotection-F	—	.31**	-.35***	.49***	.62***	.11	-.18	.34
Emotional Warmth-F	—	—	-.37***	.39***	.11	.55***	-.28**	.26**
Rejection-F	—	—	—	.82	.28**	-.23**	.62***	.03
Anxious Rearing-F	—	—	—	—	.39***	.28**	.04	.63***
Overprotection-M	—	—	—	—	—	.19*	.26**	.31***
Emotional Warmth-M	—	—	—	—	—	—	-.41***	.43***
Rejection-M	—	—	—	—	—	—	—	.03
Anxious Rearing-M	—	—	—	—	—	—	—	—
M	12.59	20.97	4.12	18.83	14.48	21.62	4.47	19.78
SD	5.43	5.27	3.88	5.82	5.95	4.98	4.26	5.44

Mother (N= 1259)

Note : Overprot= Overprotection, F= Father, M=Mother df, 1259, \*\*p<0.01, \*\*\*p<0.001

The above table indicates that Father's Overprotection is found to be positively associated with Anxious Rearing practices of both parents and Overprotection of Mother. A significant negative relationship found between Father Overprotection and Parental Rejection. Fathers' Emotional Warmth was found to have positive association with Maternal Emotional Warmth and Parental Anxious Rearing. A significant negative association was found between Fathers Emotional Warmth and Rejection of both parents. Father's Anxious Rearing positively associated with Mother's Overprotection.

**Table 4**  
*Means, Standard Deviations, t and p values of Boys (n =621) and Girls (n=707) on four factors of Father and Mother Rearing Practices*

Factors	Gender	M	SD	t	P<	Cohen's d
Overprotection -F	Boys	14.56	5.29	6.27	.001***	0.75
	Girls	10.73	4.94			
Emotional Warmth-F	Boys	18.61	5.21	4.18	.001***	0.69
	Girls	22.26	5.39			
Rejection-F	Boys	5.04	4.03	4.78	.001***	0.49
	Girls	3.21	3.46			
Anxious Rearing-F	Boys	19.41	5.03	5.71	.001***	0.49
	Girls	16.87	5.41			
Overprotection -M	Boys	15.01	5.91	3.69	.001***	0.51
	Girls	12.01	5.88			
Emotional Warmth-M	Boys	21.06	4.93	1.97	.053	0.25
	Girls	22.19	4.18			
Rejection-M	Boys	5.14	4.56	5.04	.001***	0.31
	Girls	3.81	3.89			
Anxious Rearing-M	Boys	19.98	5.41	1.27	.205	0.09
	Girls	19.51	5.34			

df,1256, \*\*\*p<0.001

The above table indicates that boys and girls perceive their parental rearing practices significantly different. Boys perceive significantly higher on Fathers; Overprotection, Rejection and Anxious Rearing as compared to the girls. Girls on the other hand, perceive more fathers Emotional Warmth. As far as maternal rearing practices are concerned, boys perceive mothers Overprotection and Rejection. No significant gender difference was found on maternal Emotional Warmth and Anxious Rearing.

**EMBU-C and Mental Health Problems in adolescents**

In order to identify the psychosocial determinants of mental health problems in adolescents, Hierarchical regression analysis was performed. In Step 1 included the personal characteristics of the adolescents namely gender, age and class. Step II included familial characteristics of the participants namely number of siblings, family system and parental education. Step III included Parental Rearing practices of both father and mother in terms of Overprotection, Emotional Warmth, Rejection and Anxious Rearing.

**Table 5**  
*Hierarchical Regression Analysis of Predictors of Mental Health Problems in Adolescents (N=1259)*

Model	SEB	B	t	P<
<b>Step 1(R=.25, ΔR² = .06)</b>				
Control variables				
Gender	3.95	.17	4.82	.001***
Age	1.82	.19	3.19	.001***
Class	2.17	.11	3.99	.001***
<b>Step II(R=.21, ΔR² = .06)</b>				
Gender	1.73	.11	3.03	.001***
Age	.87	.18	3.35	.001***
Mother's Education	1.29	-.13	2.43	.02**
Father's Education	2.91	-.21	3.13	.001***

**Step III(R=.53, ΔR² = .33)**

Gender	3.41	.20	4.73	.001***
Age	1.59	.19	4.25	.001***
Emotional Warmth-Father	.18	-.23	4.17	.001***
Rejection -Father	.23	.19	2.58	.02*
Anxious Rearing-Father	.22	.18	3.72	.001***
Emotional Warmth-Mother	.20	-.22	2.91	.001***
Rejection -Mother	.23	.29	6.31	.001***
Anxious Rearing-Mother	.047	.14	2.24	.04*

Note: only significant results are presented in Step II and III Note: Step I, F (3, 1258) =4.85, \*\*\*p<0.001, Step II, F (6, 1258) = 3.67, \*\*\*p<0.001, Step III, F (14, 1258) =20.35, \*\*\*p<0.001

The above table indicates that in Step I, gender, age and the class of the participants was found to be the significant predictor of mental health problems in adolescents. In Step II, gender and age were found to be positive and parental education was found to be negative predictor of mental health problems of adolescents. In Step III, consistently, participants' age and gender, paternal rejection and anxious rearing were found to be positive predictor and parental emotional warmth as negative predictor of mental health problems in adolescents.

To sum up the results of hierarchical regression analysis, being a girl, studying in 10<sup>th</sup> class, being in older age group, perceiving parental rejection and anxious rearing was found to be positively associated with mental health problems. Moreover, adolescents who perceive their rearing practices as emotionally warmth with both parents was found to be negatively associated with mental health problems.

**Discussion**

The study on the importance of parent child relationship has been the interest of many researches in developmental and clinical psychology (Abar et al., 2009; Claes et al., 2011). The quality of early parent-child relationship laid the foundation for later interpersonal relationship and mental health functioning of an individual (Eisenberg et al., 2010). Different approaches have been used to define and understand the dynamics of parent child relationship. Parental rearing practices are one of the conceptual frameworks to highlight the parent-child relationship which emphasize parental attitude, behaviors and values used by parents to raise their children (Darling & Steinberg, 1993).

Parents are said to have a great importance in the socialization process of an individual all across the world. Yet, a great deal of variation exists in parent-child relationship and parenting in individualistic and collectivistic cultures (Claes et al., 2011). In individualistic cultures, independence, self-reliance and self growth of an individual is given preference (Tamis-LeMonda et al.,

2007). The family unit in individualistic culture is smaller and parents focus on raising a child to be independent and autonomous (Wang & Leichtman, 2000). In collectivistic cultures on the other hand, family norms, family name, family loyalty and group harmony is valued (Triandis, 2001). Families are relatively large and parents play a central and distinct role in the growth and development of individuals. In collectivistic cultures, family cohesion and group conformity is preferred and family is considered as a basic unit of society rather than an individual (Chao & Tseng, 2002). Therefore, cultural values and norms have an important influence on the pattern and preferences of parenting practices.

Since study of parent-child interaction has gained a great deal of importance, similarly, there are number of measures of parenting practices also available. EMBU (Perris et al., 1980) is one the most widely used measure to assess parental rearing practices. EMBU-C (Muris et al., 2003) is used for child and adolescents as a self report measure for perceived parenting practices. This study was aimed to investigate the psychometric properties of the translated and adapted version of EMBU-C. Results showed that EMBU-C was found to be a valid measure in terms of factorial structure, high internal consistency and test-retest reliability. The factorial structure is consistent with other cross-cultural studies (Muris et al., 2003) showing consistent pattern of rearing practices for father and mother. It can be said that EMBU- has robust cross-cultural application.

The present study also aimed to investigate the association between perceived parental rearing practices and mental health problems in adolescents. The findings revealed that Parental Warmth was a negative predictor and Rejection and Parental Anxious Rearing as positive predictor of mental health problem in adolescents are consistent with the literature (Gruner et al., 1999; Huppert et al., 2010; Wansoo, 2009). Positive and supportive parent-child relationship facilitates the child to develop an internal working model (Bowlby, 1980) which helps an adolescent to have a positive view of the self that he is lovable and valued. Therefore, a child with positive and strong sense of bonding with his parents feel secure and handle the challenges of the changing world with more confidence and effectively, consequently would have fewer mental health problems (Bowlby, 1988). Similarly, the child who feels unloved and rejected by his parents may develops negative internal working model of unworthiness, uncertain and insecure about the self and others that consequently make a child more vulnerable for developing mental health problems.

In the current research, contrary to the Western literature Parental Overprotection was not found to be associated with mental health problems (Brown & Whiteside, 2008; Muris et al., 2006). It could be due to any of the following factors. First, in collectivistic culture like Pakistan, childhood period is prolonged and overprotection is considered as a part of normal parenting practices. Secondly, .parents are expected to be overly involved with their children particular to the girls. Thirdly, in our culture, overprotection is considered as a sign of

love and care for the child. Therefore, overprotection gives a sense of security to the child that may also play a protective factor against mental health problems.

It is also interesting to note that child own gender also influences perception of parenting practices. In the current research, boys perceive their parents as more overprotective, rejecting and anxious rearing as compared to girls. Moreover, children have different and distinct perception about their fathers and mothers. In this study, mothers have been perceived as more overprotective than fathers. This is perhaps, children usually perceive mother as a primary attachment figure (Bowlby, 1978). Fathers and mothers play a distinct role and responsibilities in traditional cultural context (Craig, 2006). This is perhaps mothers in our collectivistic cultures are taken as a kind, protective, caring and more concerned with child rearing than fathers.

#### Limitations

There are few limitations also identified for the current research. Firstly, only self-report measures were included in the assessment of parental rearing. Secondly, since we have to adapts and translate this scale and semantically this scale was found appropriate but some of the items were sounded much harsher and strong that may made participants defensive and they tend to give socially acceptable answers. Thirdly, there are large numbers of children in collectivistic culture like Pakistan; there could be more than four patterns of raring practices. This scale gives us limited view and only looks at four ways of rearing. This scale lack may and depth to cater the dynamic relationship of parent child relationship.

#### Conclusion and future suggestions

Although EMBU-C (Muris et al., 2003) was found to be reliable and valid scale for Pakistani adolescents, yet there may be more than four parental rearing practices exists in our cultural context. The important parent child relationship warrants further investigation in a traditional, religious and collectivistic culture like Pakistan. Also, there is a need for culturally appropriate and valid scale for measuring children's' perception of parental rearing practices.

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Received: Oct, 24<sup>th</sup>, 2014  
Revisions Received: Feb, 18<sup>th</sup>, 2015