

■ PARENTING  
WHAT MATTERS  
MOST?

→ **THE** INAUGURAL LECTURES are given by honored faculty members within the University who have obtained the rank of full professor. This event gives the honoree the opportunity to deliver a lecture to fellow faculty and other university guests concerning their work and research interests.

The context of the lecture itself typically includes a summary of the evolution and nature of the honoree's specialized field, highlights of some of the general issues of that particular field, and a description of how the honoree situates his/her work within their field.

UPM conducts this event to highlight and bring attention to the scholarly work that is being done by its distinguished faculty and to illustrate how the work contributes to mankind as a whole.

INAUGURAL LECTURE series

# INAUGURAL LECTURE series

Prof. Dr. Rozumah Baharudin



# PARENTING WHAT MATTERS MOST?

Professor Dr. Rozumah Baharudin



Universiti Putra Malaysia Press  
43400 UPM Serdang  
Selangor Darul Ehsan

Tel: 03-89468851/89468854  
Fax: 03-89416172  
Email: [penerbit@putra.upm.edu.my](mailto:penerbit@putra.upm.edu.my)  
Website: [www.penerbit.upm.edu.my](http://www.penerbit.upm.edu.my)

ISBN: 9789673447114



9 789673 447114

**PARENTING**  
**WHAT MATTERS**  
**MOST?**



**PROFESSOR DR. ROZUMAH BAHARUDIN**

# PARENTING WHAT MATTERS MOST?

---

**Professor Dr. Rozumah Baharudin**

Dip. home Tech (UPM), B.S., M.Ed. (Louisiana State University),  
Ph.D (Michigan State University)

---

**26 May 2017**

Auditorium Jurutera  
Fakulti Kejuruteraan  
Universiti Putra Malaysia



**Universiti Putra Malaysia Press**

Serdang • 2017

<http://www.penerbit.upm.edu.my>

© Penerbit Universiti Putra Malaysia 2017

Cetakan Pertama 2017

Hak cipta terpelihara. Mana-mana bahagian penerbitan ini tidak boleh dihasilkan semula, disimpan dalam sistem simpanan kekal, atau dipindahkan dalam sebarang bentuk atau sebarang cara elektronik, mekanik, penggambaran semula, rakaman dan sebagainya tanpa terlebih dahulu mendapat izin daripada pihak Penerbit Universiti Putra Malaysia.

Penerbit UPM adalah anggota Persatuan Penerbit Buku Malaysia (MABOPA)

No. Ahli: 9802

ISBN 978-967-344-711-4

Reka letak teks : Sahariah Abdol Rahim @ Ibrahim

Reka bentuk kulit : Md Fairus Ahmad

*Reka bentuk, reka letak dan dicetak oleh*

Penerbit Universiti Putra Malaysia

43400 UPM, Serdang

Selangor Darul Ehsan

Tel: 03-89468851/8854/8429

Faks: 03-89416172

E-mel: [penerbit@upm.edu.my](mailto:penerbit@upm.edu.my)

Laman web: <http://penerbit.upm.edu.my>

# Contents

Abstract	1
Introduction	3
Parenting: The Foundation of the Human Race	4
Parenting Perspectives	6
Understanding Your Child's Needs	31
The Way You Parent and How Your Child Turns Out	43
Conclusion: What Matters Most?	70
References	75
Biography	85
Acknowledgements	91
List of Inaugural Lectures	95



## **ABSTRACT**

Parenting is a dominant factor for child development and the survival of the human race. As such, this lecture series endeavours to share scientific literature on parent-child dynamics, dimensions and challenges of parenting and the various facets of child functioning which are significantly influenced by mothers' and fathers' parenting strategies. Several theoretical perspectives underscore how parenting practices influence child adjustment from infancy to adolescence. In the Malaysian context, parenting styles and behaviors can be explained from the Islamic standpoint as well as from frameworks of Western origin. Among the parenting styles and behaviors which impact the physical, cognitive, social and emotional characteristics of the child are parental warmth, attachment, involvement, monitoring, discipline and different combinations of responsiveness and demandingness. Parenting goes hand-in-hand with a child's needs. An understanding of the child's age-specific needs is an initial step towards effective parenting. Indubitably, good parenting facilitates positive well-being in a child such as high self-esteem, socio-emotional strength and social responsibility. In contrast, poor parenting is associated with undesirable outcomes such as depression, delinquency and anxiety. Throughout this inaugural lecture, five elements of effective parenting will be highlighted, namely: a) parents must be mindful of a child's distinctive needs from infancy to adolescence; b) regular quality time between the parent and the child; c) children need sufficient provision of parental physical and verbal warmth; d) parents should teach the child certain skills and attributes that they need to succeed; and e) parents' strong sense of spiritual identity.





## INTRODUCTION

What matters most for children of the new media age? Is it the clothes, toys or electronic gadgets that parents purchase for them? Is it sending them to the most expensive school in town, signing them up for music lessons, sports trainings or English tutorials? Is it the hugs, kisses and cuddles they receive from their parents? Or is it the conversations and the quality time their parents spend with them? As cliché as it may sound, most, if not all parents want nothing but the best for their children. They want their kids to do well in school, to be the best among their peers, to stay out of trouble and to have a bright future ahead of them. The world is however changing, and it is changing fast. Children's needs are no longer as simple as they were in yesteryears. Globalization and digitalization are modifying children's lives, relationships, interests and aspirations.

How then can parents keep up with all the social, technological and economic changes sweeping through the child's modern-day existence? The key has and always will be good parenting. Since time immemorial, parents have been at the forefront of childcare. Despite looming threats to parental roles, the primacy of parenting in establishing a strong foundation for the development of a child's cognitive, emotional and social skills is far from waning. Thus, the overarching aim of this inaugural lecture is to highlight parenting that is conducive to optimal child outcomes.

This paper first offers a description of the nature of parenting according to its conceptual and theoretical underpinnings. The section that follows discusses the present-day developmental needs of a child. Succeeding sections present how parenting promotes or hinders healthy child development in different contexts as evidenced by empirical data. Finally, guided by theory, research and practice, this manuscript will reverberate the fact that parenting matters most for every child, then and now.

## **PARENTING: THE FOUNDATION OF THE HUMAN RACE**

To say that parenting is vital for human development would be an understatement. When children are born, they are helpless, hence, parents must invest heavily in them to maximize their survival (Bjorklund & Pellegrini, 2000). With the complexity of modern societies, a child's need for protection and support goes even beyond middle childhood (Hoghughy & Long, 2010). In all human societies, there exist in one form or another, families and associated levels of parental investment of time and resources received by children (Geary & Flinn, 2001). The presence, quantity and quality of such parental investment, beginning from infancy, are crucial to their social status and survival as human beings (Bjorklund & Pellegrini, 2000). Such is the importance of parenting that it permeates in most, if not all, families in every society since time immemorial.

Etymologically, the word “parenting” comes from the Latin verb, *parere* which means “to bring forth, give birth to, or produce” (Etymonline, 2017). In its basic sense, parenting commences when a child is born out of the union of his parents who pass on to him their genetic materials necessary for his growth and maturation. However, in a more profound sense, parenting is much more than just biologically producing an offspring. After all, parents of today are not just bound to the child by consanguinity but by adoption and other legal or social circumstances as well. Without a doubt, it is not uncommon nowadays to hear of stepparents and even strangers taking on the duties and responsibilities of the absentee biological parents.

Parenting denotes purposive activities geared toward ensuring both the development and survival of children (Hoghughy & Long, 2010). It encompasses parents' day-to-day cognitions, emotions and attributions to the child, as well as values and attitudes (Berg-

Nielsen, Vikan, & Dahl, 2002). It protects and serves as a medium for the transmission of information, energy and social relationships to the children (Geary & Flinn, 2001). Through parenting behaviors and strategies, parents model and shape the behaviors of their children for a long period of time and in a variety of situations (Achtergarde, Postert, Wessing, Romer, & Müller, 2015). As the primary caregivers of their child's health, parents decide on the quality and amount of care that the child receives, the food he consumes, the number of physical activities he engages in and the amount of emotional support he is given (Case & Paxson, 2002). Moreover, a primary function of parenting is to provide the child with a context for the formation of socio-competitive proficiencies appropriate to the local environment (Geary & Flinn, 2001). Undeniably, parents play a key role in a child's socialization, that is, "the processes whereby naive individuals are taught the skills, behavior patterns, values and motivations needed for competent functioning in the culture in which the child is growing up" (Maccoby, 2007, p.13).

Parenting is a multi-faceted construct that has been theorized and debated on as well as extensively studied in relation to a wide array of child outcomes, such as cognitive functioning, internalizing and externalizing symptoms, personality and subjective well-being. In view of this, a number of parenting dimensions have been identified which include autonomy granting, encouraging sociability, monitoring, involvement and warmth. Negative features of parenting have also been investigated, including hostility, rejection, inconsistent discipline, inter-parental conflict, over-involvement, psychological control and withdrawal. In addition, broader concepts like parenting style typologies and parental attachment are also widely investigated. The identification, conceptualization and measurement of these different aspects

of parenting indicate the prominence of parental behaviors as determinants of child adjustment.

Indeed, across cultures, parents perform many things for the child's well-being in multiple contexts. Needless to say, parenting elicits a more perpetual societal influence. Accordingly, parenting serves as a "connective tissue" which unites and transcends social class, generational, ethnic, religious, political and national boundaries (Hoghughli & Long, 2010). Ultimately, parenting ensures the continuation of the human race by rearing children to be physically, emotionally, cognitively and socially competitive individuals who can withstand all the trials and tribulations of this complex world. As highlighted in his poem, "What Rules the World," William Ross Wallace (1865) wrote: "For the hand that rocks the cradle is the hand that rules the world".

## **PARENTING PERSPECTIVES**

Parenting is a multifaceted process. Literature abounds in different parenting constructs that have been hypothesized to influence child outcomes. Empirical studies that investigate how specific domains of child functioning are affected by parenting practices are underpinned by sound theoretical models. Parenting theories provide a frame of reference for understanding parent-child relationships, family dynamics, child-rearing challenges and other parenting-related factors that may influence the physical, emotional and social adjustment of children. While these approaches have been proposed by different scholars, their principles may overlap. This section describes the Islamic perspective on parenting as well as prominent Western theories which have provided a robust framework for several studies that I have carried out.

## Islamic Parenting

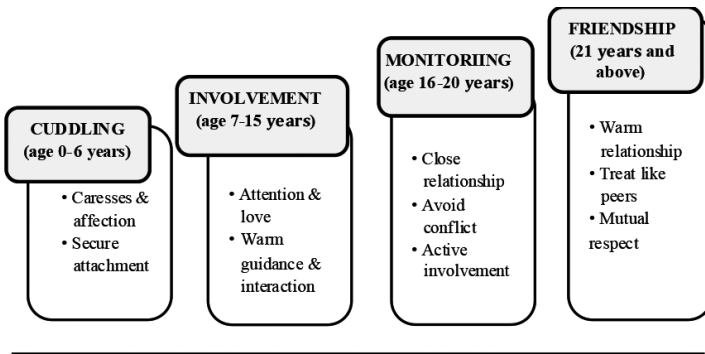
Religion and parenting are intertwined. Religious beliefs can be a potent source of parenting goals and behaviors. Religion may prescribe guidelines as to the childrearing role of parents, appropriate disciplinary strategies and instilling moral values in their children. Islam, being one of the great deistic religions in the world, puts emphasis on the family and encourages parents to dedicate time and attention to their children (Holden, 2010). The Holy Quran and the *Sunnah*, or Prophet's teachings, provide insights on parental roles and prescriptions for appropriate and virtuous parenting. Bukhari stated that Prophet Muhammad S.A.W. underscored the childrearing duties of parents when he said, "*Each of you is a shepherd and each of you is responsible for his flock... A man is the shepherd of his family and is responsible for his flock. A woman is the shepherd of her husband's household and is responsible for her flock*". Muslim women are accorded the main responsibility for the initial training of the child. To one interpreter, women may hold a job "as long as it does not interfere with her first duty as a mother, the one who first trains her children in the Islamic call. Accordingly, her first holy and most important mission is to be mother and wife" (Stewart et al., 1999, p. 751).

The Glorious Quran emphasizes that children are blessings from Allah S.W.T. As revealed in an ayah, "*Wealth and children are the adornment of the life of this world*", (Surah al-Kahf 18:46). Allah S.W.T. also says, "*Allah has made for you from yourselves, mates, and has made from your mates children and grandchildren and has provided you sustenance out of the good things of life*" (Surah an-Nahl 16:72). The sanctity of a child's life is clearly pointed out in the Quran, in that, Allah S.W.T. says, "*...don't kill your children because of poverty – We will provide for you and for them*" (Surah

al-Anam 6:151). Hence, parents should celebrate the arrival of every child into the family and dispel worries for Allah S.W.T. will give provisions.

At birth, children have pure and uncorrupted innate qualities but they may subsequently develop flaws due to their parents' behaviors. Islamic principles hold that parents strongly influence their child's development and such impact may come in a negative form. Therefore, parents need to set a good example for their children by following Al-Haqq (the Truth) in practicing noble deeds, that is, Ma'ruf (i.e., behaviors that are beneficial or befitting the Islamic law) and forbidding Munkar (i.e., behaviors that are unacceptable or disapproved by the Islamic law).

The Prophet Muhammad S.A.W. recommended that the parenting styles employed by Muslim parents should correspond to the changing needs of the growing child across four different developmental stages (Suwaid, 2014). Zulkefly and I (2015) labeled the recommended parenting styles as, cuddling, involvement, monitoring and friendship (see Figure 1).



**Figure 1** Parenting styles for each developmental stage. Reprinted from *Disiplin dan Caragaya Keibubapaan*. by R. Baharudin and N. S. Zulkefly, 2015, In R. Baharudin, & M. Zainal (Eds.), *Keibubapaan dan kesejahteraan anak* (p. 45).

In the first 6 years of a child's life, physical affection is needed the most for the formation of secure attachment to the primary caregivers. Parents' physical presence and contact with the child in his waking hours are fundamental elements for healthy development. Parents should regularly display expressions of love such as hugging, kissing, caressing and cuddling. The Prophet S.A.W. also encouraged parents to socialize children at this stage by demonstrating righteous behaviors and withhold disciplining (e.g., scolding) them until the age of 7 years old.

When the child is around 7 to 15 years old, he becomes more autonomous, learns to groom himself and think for himself. However, his lack of life experiences in conjunction with various maturational changes occurring at this stage still necessitates parents' involvement in his activities. Providing the growing child or adolescent with attention and love fosters close relationship with the parents. Such closeness enables parents to advice, instruct, organize activities and give responsibilities to their children. At this stage, parents should encourage the child to practice religious duties such as praying, fasting and other forms of Islamic worship.

Further, discipline should be based on socially accepted norms, values and tenets of the family and the community as a whole. The Prophet S.A.W prescribed to "*Fear Allah and treat your children fairly*", (Bukhari, 2447). Moreover, the Prophet (PBUH) practiced gentleness and compassion when disciplining children, in that; he was not known to hit a child. When a child reaches the age of seven, which corresponds to the period of tarbiyyah, or better known as good upbringing, it is recommended for parents to use firmness instead of violence in educating children on upright manners. When children become older and reach puberty, where they may already be held accountable for their own actions, parents should strive to become a friend to their children and a mentor who guides them



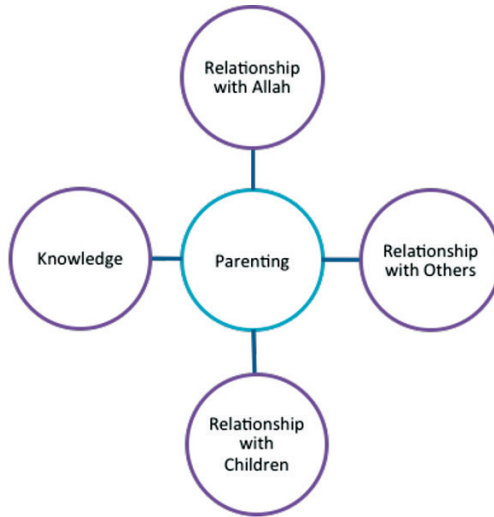
in making decisions. A *hadith* in Islam suggests that parents must show affection and mercy toward their children if they wish Allah S.W.T to show the same to them. As narrated by Bukhari, “*The Prophet of Allah (peace be upon him) kissed Hasan ibn ‘Ali (his grandson) while Aqra’ ibn Habis was sitting nearby. Aqra’ said, ‘I have ten children and have never kissed one of them.’ The Prophet (peace be upon him) looked at him and said, ‘Those who show no mercy will be shown no mercy.’*” (Volume No. 91).

At the third stage, a child has grown into a more mature individual who strives for more independence from parents. He desires to engage in more activities with his peer group outside the home. The Prophet S.A.W. recommends parental monitoring so that parents can still keep an eye on their child’s activities and social relationships. For children to comfortably disclose to their parents their whereabouts, parents should continue to show love and affection, avoid conflicts, maintain close relationships and keep the lines of communication open with them.

The final stage corresponds to the child’s early adulthood years. The Prophet S.A.W. prescribes that the nature of parent-child relationship be characterized by friendship. Since the child is now expected to have a life of his own, their relationship is no longer defined by adherence to house rules or discipline. Parents should now be less involved in their child’s daily activities and no longer be closely watching their child’s every move. Nonetheless, in times of need such as when the child seeks advice for decision making, then parents must be available. However, as may be seen in Figure 1, across all developmental stages, warm parenting should be provided for the child to successfully navigate the course of his life.

Another source of Islamic parenting principles comes from the work of Imam Al-Ghazali, a prominent Muslim philosopher,

theologian and jurist in the 11<sup>th</sup> century. The Model of Parenting Skills Attributes proposed by al-Ghazali posited that there are four elements of parenting, namely knowledge and education, relationship with Allah, relationship with children and relationship with others (see Figure 2).



**Figure 2** Four components of parenting

Manap and Baba (2016) adapted al-Ghazali's model and described in detail how good and efficient parenting will be attained using such Islamic framework. Accordingly, parents must initially strive to establish a strong relationship with Allah S.W.T. by gaining knowledge in tawhid (oneness of Allah), tasawuf (knowledge pertaining to the human heart) and shara' (Islamic law). To further strengthen the relationship with Allah S.W.T., parents must dutifully perform religious obligations such as praying, fasting and recital of the Quran. Performing these and other religious acts is an important

step in nurturing and socializing the child as parents serve as role models of Islamic behaviors.

Further, al-Ghazali's model highlights specific parenting behaviors which promote positive outcomes in the child. In view of this, parents must have permissible earnings, be responsive to the needs of the child, maintain close relationships with the child, display physical affection and moral support, discipline the child, provide mentoring and supervision, give undivided attention to every child in the family, identify a child's potential and recognize differences in the personality of each child (Manap & Baba, 2016). Finally, parents must also seek to create a harmonious relationship with others, not only with kinsfolk but also with neighbors, Muslim brothers and sisters and the whole community. This can be established by showing respect, love care, and generosity to others.

Indeed, Islamic parenting encompasses a wide range of duties and responsibilities, from provision of physiological needs to the inculcation of ethical principles. Generally, Islamic doctrines underline parents' responsibility to safeguard their children from harm. Guided by Allah's advice and the Prophet's teachings, parents must impress religious knowledge upon the minds and hearts of their children to future-proof them for imminent challenges especially in *dunia wa akhirat*. This is evident in Allah's words in the Quran that, "*O you who believe! Save yourselves and your families from a Fire whose fuel is Men and Stones, over which are (appointed) angels stern and severe, who flinch not (from executing) the Commands they receive from Allah, but do (precisely) what they are commanded*" (Surah al-Tahreem 66:6). This ayah shows that Allah the Almighty has ordered His believing servants to protect themselves and their families from the punishment of Allah through Iman and Taqwa. It is indeed the primary obligation of parents to raise their children as morally upright individuals.

Islamic teachings accentuate that childrearing is not an easy undertaking as children may serve as a trial for the parents. Allah S.W.T. has said, *“Your worldly goods and your children are only a trial; but with Allah there is immense reward”* (Surah at-Taghabun 64:15). In other words, although parenting can be a daunting task, when performed with the intention of pleasing Allah S.W.T, it may be very rewarding. Every manifestation of parenting, no matter how little it may seem, but executed in the name of Allah S.W.T, from waking in the middle of the night, to being mindful of behavior and language in front of children, to showing tenderness and mercy to children, is considered an act of worship from beginning to end. Ultimately, the goal of Islamic parenting is to bring children closer to Allah S.W.T by bestowing upon them a mind that thinks and a body that acts the way Allah S.W.T loves. Indeed, Allah says, *“And We have enjoined upon the human being [goodness] toward his parents; his mother carried him in weakness upon weakness, and his weaning is in two years. Be grateful to Me and to your parents; to Me is the ultimate return”* (Surah Al-Luqman 31:14).

## **Attachment Theory**

Above all else, wholehearted affection is one, if not, the most essential thing that a parent can give to his child. It is cost-free and it can be expressed in a multitude of ways, verbally or nonverbally, at any given time of the day. Making the child feel that he is loved, supported and cherished as soon as he is born will have far-reaching consequences in different domains of his psychological well-being even until he grows old. Such prominence of the parent-child emotional bond is at the core of attachment theory. In a nutshell, attachment theory posits that the bond between a parent and a child is emotionally laden and starts to form within the first year of life. What makes this emotional bond extra special

is that it manifests reciprocity of affection between the parent and the child. In its strictest sense, attachment is not a one-way unrequited affection by the parent or the child. Parents and their infants become emotionally attached with each other (Bowlby, 1969). Despite not being consciously aware of what love actually means, infants are already capable of developing intimate ties with and showing their genuine feelings to their parents. Bowlby, the father of attachment theory, suggested that the caregiver, typically the parent, is perceived by the infant as a secure base from which he can explore the environment, from which feelings of pleasure and comfort are derived and a safe haven when he is threatened (Siegler, DeLoache, & Eisenberg, 2011).

A household scene that we have all probably witnessed is seeing a child playing happily with his toys but instantaneously crying when the mother leaves and then unabashedly overjoyed as soon as she returns to his side. More so, the infant rushes to his mother and enthusiastically demands to be held in her loving arms as his tears and sobs eventually fade away. Then the infant is back to playing with his toys while occasionally throwing glances at or approaching his mother who is nearby. This may seem like typical impromptu mother-infant dynamics but for theorist Mary Ainsworth, this scenario embodies **secure attachment** in the works. Indeed, moms and dads should feel nothing but joy if this is the kind of response that they receive from their children as it means that they have successfully established a secure bond.

Do all parents have this kind of emotional connection with their child? As easy as it may sound, not all parent-child relations are securely attached. In some cases, an infant seems to not have the desire to navigate the environment to play even just a meter away from the parent, gets extremely distressed when the parent leaves, hurries to the parent upon reunion, signifies his need to be

embraced but pushes the parent away and aggressively wriggles his body to protest the parents embrace, with angry feelings persisting for quite some time. Such is the manifestation of an **insecure-ambivalent** parent-infant attachment. An even more disconcerting situation is seeing a child completely ignoring the parent when they are reunited or even at times when the parent is watching him play within close proximity, evident in **insecure-avoidant** relationships. Furthermore, poor attachment may also be **disorganized or disoriented** such that the infant demonstrates contradictory reactions during reunions with the parent. He would like to approach the mother but smiles fearfully and looks away or he behaves calmly one minute but then out of the blue vents out anger (Siegler et al., 2011).

Hence, what is the secret of parents who have secure attachment with their child? How do they manage to create blossoming affective ties with the infant? Deeper than the physical display of affection is an undertone of trust that an infant feels towards the parent. Caregivers become a secure base for the infant by promptly and amply responding to all sorts of needs, from nutrition to nurturance and cradling to chatting. Any parental act, no matter how small it may be, so long as it can provide the physical and psychological needs of any infant will develop his sense of trust toward the parent, which will ultimately effectuate secure attachment. Conversely, when parents are not sensitive to the needs of the child, deliberately or unintentionally ignore the child's cues, provide inconsistent care believing that they might "spoil" the child, resent having a child or harbor negative feelings, then insecure attachment forms as the child learns to not bother the parents anymore (Holden, 2010).

An infant's securely attached bond with the parent is just the beginning of a long-lasting satisfying relationship with others. Bowlby believed that secure attachment during infancy enables the

child to create a positive mental representation of the self, of the attachment figures and of interpersonal relations which can guide him about relationships throughout his life (Siegler et al., 2011). Nonetheless, the benefits of parent-child attachment transcend positive emotional connections with others. Much more important is its consequences on the individual's personal well-being. Literature suggests that ambivalent and avoidant types of insecure attachment predict internalizing and externalizing symptoms in children and adolescents (Brumariu & Kerns, 2010; Muris, Meesters, & van den Berg, 2003; Sund & Wichstrøm, 2002; Suzuki & Tomoda, 2015). In contrast, secure attachment relates positively to friendship qualities (Lieberman, Dolye, & Markiewicz, 1999) and is negatively associated with depression (Suzuki & Tomoda, 2015). On the whole, monitoring and providing the infant's needs, being involved in his play activities and showering him with heartfelt love and care are the prerequisites for the formation of secure attachment, which is a necessary element in facing social and emotional challenges during childhood, adolescence and adulthood.

## Parenting Styles Typology

As time progresses, it is no longer just the child who makes demands on the parents. In fact, as soon as the child can speak and understand rudimentary concepts, parents start to express what they expect from the child. It could pertain to performing household chores, behaving according to societal standards, not fighting with siblings or coming home at a certain time. More often than not, what the parents want does not concur with what the child wants. So this is when parenting becomes much more difficult. A parent starts grappling with issues like, "*What house rules do I impose?*", "*Do I need to lay out rules?*", "*Will I punish if he disobeys?*", "*Should I ask for his opinion?*", "*Do I give him freedom?*", etc. These are just

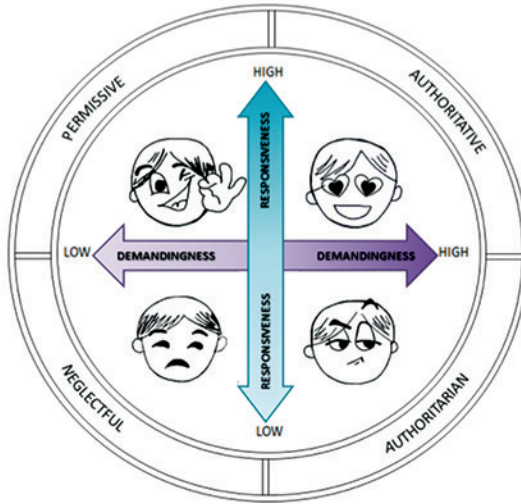
some of the questions addressed by the parenting styles approach. How these questions are answered by the parent will provide an indication of the parenting style that he employs.

One of the most influential frameworks for research on how child development is affected by parental strategies is Diana Baumrind's typology of parenting styles. Earlier approaches identified three main characteristics of parenting styles, which include the goals and values that parents hold about socializing their child, the parenting practices that they use, as well as the attitudes that they express to their child (Darling & Steinberg, 1993). Parenting style is a set of attitudes and behaviors toward the child that create the emotional climate of the parent-child relationships (Siegler et al., 2011). Such behaviors include parental duties and display of feelings (Darling & Steinberg, 1993). In other words, this model describes parenting in terms of the overall approach that parents utilize in socializing, disciplining, controlling and responding to the child's needs and behaviors. As such, each parenting style encompasses various parental acts which collectively impact a child's psychological functioning.

Baumrind (1966) originally classified parenting styles into authoritative, authoritarian and permissive. Such typology has been expanded into a fourfold classification, with the fourth style commonly labeled as uninvolved or neglectful parenting, though originally called rejecting-neglecting (Baumrind, 1991) or permissive-indifferent (Maccoby & Martin, 1983). The four parenting styles reflect the different combinations of a parent's level of demandingness and responsiveness towards the child. Figure 3 presents the classification of parenting styles according to levels of responsiveness and demandingness.



## Parenting: What Matters Most?



**Figure 3** Parenting styles based on the combination of high and low levels of responsiveness and demandingness.

Demandingness is characterized by parental supervision, discipline, maturity demands and confrontation when the child disobeys, so that he will be integrated into the family; while responsiveness is manifested by being supportive and attuned to the needs of the child to promote his sense of individuality, self-assertion, and self-regulation (Baumrind, 1991). Maturity demands refer to parental pressures on the child to perform to his utmost capacity intellectually, socially and emotionally as well as granting the child freedom to make decisions (Baumrind, 1967). Before delineating the distinguishing features of each parenting style, let us consider this scenario. A child in her teens asks her parent if she can come home past midnight as she will be attending a friend's birthday party. There are four possible responses from the parent(s):

Parent A: *Do you really have to stay out until midnight? We have all agreed that curfew is at 7 p.m. Your friend's house is far from ours. Your mother and I are just concerned about your safety. Can we make some sort of arrangement so that you can enjoy the party and at the same time we will not be worried about you? What do you think?*

Parent B: *Your mother and I have decided that curfew is at 7 p.m. You have to be home by then whether or not the party is over. If you fail to come home on time you will be severely punished. End of discussion.*

Parent C: *Well, our curfew is supposedly at 7 p.m. But it is up to you to decide what time you will be coming home. Just make sure that you get home safe and sound. We are just always here to support you.*

Parent D: *. . . Oh, you have a friend?!... Whatever...*

**Authoritative** parents are high in both responsiveness and demandingness. Parent A typifies an authoritative parenting style. Such parent is assertive and sets clear standards for child conduct but does not inflict a punitive disciplinary method (Baumrind, 1991). Authoritative parents use reason when attempting to direct the child's activities, encourage verbal give-and-take, solicit objections from the child and enforce firm control (Baumrind, 1966). Authoritative parenting is competence-inducing because it distinguishes children's need for control and individuality and allows parents to express their love and affection toward their children with no worries that loving expression will weaken their control of the home (Belsky, Lerner, & Spanier, 1984). In instances where authoritative parents use some form of punishment, a child

may view it as justifiable and as indicating serious misbehaviors (Siegler et al., 2011). Authoritative parenting brings about a host of positive child outcomes such as better emotional adjustment and school performance, closer parent-child relationships, high self-esteem and life satisfaction and low depression (Chao, 2001; McKinney & Renk, 2008; Milevsky, Schechter, Netter, & Keehn, 2007).

Parents who are **authoritarian** are also demanding as those who are authoritative. However, as Parent B exemplifies, they expect their children to obey their orders without offering explanations, control them according to an absolute set of regulations, use forceful measures to deal with their misconduct and restrict their autonomy (Baumrind, 1966; Baumrind, 1991). These parents have high levels of control and maturity demands but are lacking in responsiveness, warmth and two-way communication (Maccoby & Martin, 1983). Such high maturity demands may stem from parents' intolerance of inappropriate behaviors and selfishness (Spera, 2005). Authoritarian parents generally use threats and punishments to control the child (Siegler et al., 2011). A number of undesirable outcomes of authoritarian parenting have been identified such as low self-confidence, poor social and academic competence, depression, alcohol problems, and delinquency and general externalizing and internalizing of problems (Baumrind, 1991; Braza et al., 2015; Driscoll, Russell, & Crockett, 2008; Steinberg, Lamborn, Dornbusch, & Darling, 1992).

**Permissive** parents such as Parent C exhibit responsiveness but are lax in demandingness. They are receptive to and accepting of the child's desires, impulses and actions, while at the same time make few demands for proper behaviors and household responsibility, do not exercise control and do not encourage the child to obey rules, if any (Baumrind, 1966). These parents are nondirective, lenient,

avoid confrontations with the child and allow the child to regulate his own actions (Baumrind, 1991). Children of permissive parents were found to be involved in school misconduct and substance use and less in social responsibility, self-regulation and academic orientation (Baumrind, 1991; Driscoll et al., 2008; Lamborn, Mounts, Steinberg, & Dornbusch, 1991).

Lastly, Parent D is among those **neglectful** parents who are the complete opposite of those who are authoritative, in that, they provide the child with neither responsiveness nor demandingness. For all intents and purposes, they are uninvolved in the child's life. They do not show support and monitoring to the child, and they actively reject or abandon their responsibilities in childrearing (Baumrind, 1991). These parents try to reduce the amount of time and emotion they dedicate to parenting. In other words, they express little love and concern for their children. By all accounts, neglectful parents are only concerned about their own needs rather than those of the child (Siegler et al., 2011). Subsequently, this may trigger negative child outcomes including deficits in all aspects of psychological functioning at a young age (Maccoby & Martin, 1983). Children with uninvolved parents had the highest levels of drug and alcohol use, poor cognitive functioning, low communal behaviors, internalizing problems for girls and risky sexual behaviors, relative to those raised by parents who used the other three styles of parenting (Baumrind, 1991; Driscoll et al., 2008; Lamborn et al., 1991; Berge, Sundell, jehagen, & Håkansson, 2016).

As previously demonstrated, the authoritative style appears to be the best form of parenting out of the four classifications, whereas the other three have detrimental effects on child development. Needless to say, parenting styles and their corresponding outcomes may vary within a sociocultural context. In collectivist societies, authoritarian

parenting may be regarded as normative and necessary in training, educating and promoting optimal growth and development in children (Hong, Baharudin, & Hossain, 2012; Keshavarz & Baharudin, 2013; Rudy & Grusec, 2006). To exemplify, an authoritarian form of parenting that emphasizes children's strict deference and compliance to parents' wishes is not uncommon in Chinese and Indian families (Baharudin et al., 2012). On a similar note, high levels of authoritarian parenting are not necessarily characterized by low warmth and negative attributions about the child in collectivist cultures (Rudy & Grusec, 2001).

Moreover, permissive parenting may also be regarded as a positive form of parenting in the same way as the authoritative style. In fact, it has been found to be the optimal form of parenting in some Latin countries such as Spain, in that, permissive parenting was associated with children's high self-esteem, personal competence and low behavioral problems and emotional maladjustment (Garcia & Garcia, 2009; Martinez & Garcia, 2007). The only universal finding is that uninvolved or neglectful parenting does more harm than good for child growth and development. As far as authoritative, authoritarian or permissive parenting is concerned however, societies differ in their interpretation and application. In view of this, the use of the parenting styles approach in elucidating child adjustment must take into account the culture in which the child is being raised.

### **Parental Acceptance-Rejection Theory (PARTheory)**

It cannot be stressed enough that parental warmth is an indispensable component of effective parenting in all stages of human development. Proposed over 30 years ago, PARTheory postulates that a child's psychological adjustment is largely influenced by the degree to which he perceives himself as being accepted or rejected

by his parents (Khaleque & Rohner, 2012). This model underscores the warmth dimension of parenting which is a continuum of parental behaviors, with acceptance on one end and rejection at the other end. Parental acceptance is characterized by liking, showing approval of the child's personality, demonstrating interest in his activities and well-being, and verbally and physically expressing love for the child, including hugging, praising and playing with him (Rohner & Rohner, 1981). On the other hand, a parent is said to be rejecting if he manifests hostility and aggression towards the child by means of physical, verbal and emotional abuse as well as indifference and neglect. Parental rejection behaviors directed at the child include hitting, kicking, burning, nagging, ridiculing, cursing and hurling negative feelings (Rohner & Rohner, 1981; Rohner & Rohner, 1980).

Proponents of this theory further suggest that parental acceptance will likely develop little hostility, high self-esteem, independence, self-adequacy, emotional stability, positive view of the world and emotional responsiveness (Khaleque & Rohner, 2012). In support of this framework, studies have demonstrated that parental warmth reduces alcohol use (Wilson, 2008) and depressive problems (del Barrio, Holgado-Tello, & Carrasco, 2016; Sijtsema, Oldehinkel, Veenstra, Verhulst, & Ormel, 2104). Furthermore, parental warmth reduced the association between verbal punishment and internalizing and externalizing symptoms in children (Anonas & Alampay, 2015) as well as the link between academic pressure and adolescents' psychopathology (Quach, Epstein, Riley, Falconier, & Fang, 2015). In contrast, low levels of parental warmth was strongly related to adolescent emotional distress (Operario, Tschann, Flores, & Bridges, 2006) while parental rejection was associated with aggressive problems in children (Sijtsema et al., 2014). By and large, parental warmth fosters positive psychological adjustment

directly or by buffering against the deleterious effects of certain risk factors.

## **Bioecological Systems Theory**

One of the most encompassing approaches for understanding the role of parents in the development of child outcomes is the ecological perspective on human development theorized by Urie Bronfenbrenner. The fundamental premise of this perspective is that human development over the course of life occurs as a result of the interactions among several forces from multiple environmental settings. According to Bronfenbrenner (1999), “the ecological environment is a set of nested systems ranging from the micro to the macro.” (p. 11). Accordingly, there are five environmental systems with interrelated functions, namely the microsystem, mesosystem, exosystem, macrosystem and chronosystem. Each setting impacts child development differently. It is assumed that individual characteristics, such as, but not limited to, personality, temperament, genes, gender, age and intelligence, unravel and interact with different forces within an environmental system (Restifo & Bögels, 2009; Siegler et al., 2011).

The **microsystem** involves the immediate context in which the child develops, learns, performs activities and directly interacts with significant people in his life. Examples of the microsystem structure include the child’s home, school, sports team, religious activities and neighborhood play area. This is the setting in which parents initially shape their child’s behaviors, thoughts and emotions through warm parenting, formation of secure attachment and being responsive to the needs of the child. To put it simply, how the child interacts with each individual entity in the microsystem (e.g. parents, siblings, teachers, friends, classmates) contributes to the development of various outcomes. Within this context, a child’s

relationship with his parents, as well as other important figures, is bidirectional, in that, the child affects his parents and vice versa. The inter-relationships among the microsystem units typify the **mesosystem**. In this subsystem, child development is affected by the interactions between parents, teachers and friends, among others. For instance, parental involvement in school activities may contribute to the child's academic success. When microsystems do not have supportive links with each other, then negative outcomes are bound to happen (Siegler et al., 2011).

The psychological development of a child may also be affected by external environmental systems wherein he does not actively participate in. This domain is called the **exosystem** which includes parental employment, mass media, neighborhood and school board. Although these structures operate outside the child's personal activities, they may still affect the child's functioning. To exemplify, parents who got yelled at by their boss at work may displace their anger to the child when they get home. In the same manner, when parents are experiencing some difficulties at work, they might not be able to sufficiently provide for the needs of their children. Hence, parenting efficiency may suffer which further leads to poor parent-child relationships and disrupts the child's healthy development process.

Encompassing a larger context than the exosystem is the **macrosystem** comprising societal beliefs, values, norms, conventions and law system, which guide the interactions in all the other subsystems earlier mentioned. As such, the macrosystem represents the cultural or subcultural context in which microsystems, mesosystems and exosystems are rooted (Holden, 2010). For instance, in collectivist cultures, parenting may reflect values on familism and filial piety. In some societies parents may routinely discipline the child in a manner that adheres to certain religious



beliefs and traditions. Finally, the ecological model has a temporal realm, called the **chronosystem** which highlights the influence of changes and stabilities throughout the course of life. Life transitions such as puberty, school entry, marriage, retirement, death of a loved one or divorce play essential roles in the development of child outcomes, directly or indirectly, by affecting family processes (Bronfenbrenner, 1986). Parenting practices may also be shaped by the physical, social and emotional changes that a child is going through. As a case in point, when children start to go to school and strive for autonomy, parental monitoring and involvement in their daily activities may diminish. Chronosystems may also include societal events such as the rapid growth of digital technology and socio-political changes.

In a nutshell, the ecological model places the child at the center of a multitude of different but interrelated environmental structures. The more proximal the system is to the child, the more influential it is on the development of child outcomes. Parenting has a huge impact on the child's functioning since parents and the quality of the home environment are within his microsystem, which is the closest level to an individual. Furthermore, parents' relations with other forces in the microsystem and exosystem, as well as societal and cultural guidelines for parenting within the macrosystem, may affect parent-child relationships and child outcomes.

## **Belsky's Parenting Model**

For optimal development of cognitive and psychosocial outcomes, children need not just good parents but also effective parenting. So what does it take to become efficient in rearing one's child into becoming the best that he can be? Effective parenting entails physical, psychological and contextual readiness to be a parent. Jay Belsky proposed a framework that emphasizes the predictive role of

parenting on child development by identifying specific determinants of parenting behaviors. Accordingly, parenting is mainly shaped by parent's developmental history, personality, availability of social support and resources (e.g., spouse, relatives, other children, friends, material goods and financial assets), and child characteristics, such as gender and behaviors (Holden, 2011). A parent will be able to efficiently perform his child-rearing responsibilities, which in turn fuels positive child outcomes, if he has strong and stable personality dispositions, harmonious relationship with his spouse and secure employment. Should there be some marital discord, work stressors or child-related challenges (e.g., having a child with special physical and mental needs), the parent may not be able to provide the appropriate care and responsiveness to the child's needs, which apparently elicits detrimental effects on child development. Needless to say, the presence of support systems may buffer against such threats to parenting.

To illustrate the applicability of Belsky's framework, some of my past studies have identified personal and proximal environmental determinants of parenting. In all of these studies, parenting was measured using the Home Observation for Measurement of the Environment (HOME) scale. This instrument aims to assess, within a natural setting, the quality and quantity of support and stimulation available to the child within the home (Totsika & Sylva, 2004). Some of the characteristics measured by HOME include emotional and verbal responsiveness of the parent, provision of learning materials (e.g., books and toys), parental involvement with the child, opportunities for daily stimulation and having a house that is safe from harm. In one study, a Malaysian mother's education and family income significantly predicted mothers' parenting knowledge (Baharudin, 1999). It was also found in the same study that the mother's age, education, family income and

parenting knowledge influenced the quality of home stimulation that she provided for her children. Similarly, our investigation of an American sample revealed that maternal characteristics (e.g., age at first birth, intelligence, self-esteem), family income, gender of child, marital communication and presence of spouse predicted a stimulating home environment for the child (Baharudin & Luster, 1998). Notably, both studies confirmed the predictive role of good parenting, as manifested by the parents' capacity to provide a home filled with sufficient nurturance, security and resources, on the academic achievement of the child. Moreover, in a study of employed mothers, having a white-collared job, higher educational attainment and fewer children predicted better quality of parenting as measured by HOME (Baharudin & Zoolilawati, 2003).

Furthermore, another study which focused on determinants of father's parenting styles also provided empirical support to Belsky's model. Hong et al. (2012) found that a high number of children in the family and fathers' level of psychological distress were positively associated with paternal authoritarian style; whereas quality of marriage, small number of children and father's level of education were positively correlated to paternal authoritative parenting style. A more comprehensive study identified various factors which contributed to authoritative, authoritarian and neglectful parenting styles (Baharudin et al., 2012). As shown in Table 1, consistent with Belsky's model, the personal characteristics of the child may contribute to parenting practices. Specifically, the child's level of self-esteem, temperament (i.e. effortful control, negative emotionality and positive emotionality), sex and attachment to parents were significant predictors of parenting styles. Overall, the aforementioned studies clearly demonstrate that parents' and child's personal characteristics, marital relationships and certain proximal factors influence parenting behaviors.

**Table 1** Determinants of parenting styles

<b>Authoritative</b>		<b>Authoritarian</b>	<b>Neglectful</b>
<b>Father</b>	<b>Mother</b>	<b>Mother</b>	<b>Father</b>
Effortful control	Positive emotionality	Larger number of Children	Child's sex
Self-esteem	Negative emotionality		Self-esteem
Paternal attachment	Self-esteem		
Maternal attachment	Maternal attachment		

## Social Cognitive Learning Theory

Research on parenting that is grounded on the social cognitive learning approach focuses on the learning principles that parents use in raising their children. Albert Bandura (1989), a major proponent of this theory, underscored the role of modelling in influencing behaviors. Through modelling, children acquire knowledge about stereotypic sex roles, coping strategies, cognitive skills, language and emotional reactions (Bandura, 1989). Further, a child is more likely to imitate parents whom they perceive as being nurturant and powerful (Holden, 2010).

Another learning concept that is routinely used by parents is the use of rewards to encourage good behaviors in their children or punishments to prohibit them from doing something that is deemed inappropriate or socially unacceptable. Such parenting strategies can be traced from learning theories such as operant or instrumental conditioning that emphasizes learning through the consequences of one's actions. At the heart of this theory is that an individual learns

that a behavior is desirable if he receives reinforcement for doing it; while it is undesirable if he is punished after performing it. In the context of parenting, the system of reinforcements and punishments has been used as a disciplinary method. Reinforcements for good behaviors may include material rewards (e.g., new toys, clothes, electronic gadgets or money), verbal praises and approvals and physical display of affection, such as a kiss, hug, handshake or a pat on the back. On the other hand, punishments for the child's misbehaviors include spanking, verbal aggression, removal of privileges and material possessions or withdrawing expressions of love and affection.

Nevertheless, employing rewards and punishments do not always bring about the intended outcome. Instead, it may at times be an ineffective and destructive parenting practice. Holden (2010) enumerates three ways by which parents make mistakes in the use of operant conditioning, namely: a) the attention that parents give to the misbehaving child in the form of reprimand is perceived as reinforcement instead of punishment; b) parents fail to reinforce pleasant behaviors; and c) parents rely more on punishments than on reinforcements. Holden (2010) further noted that for punishments to be effective they should be used consistently and immediately after the behavior occurs. He added that, in terms of reinforcements, attention and approval are most sought after by children rather than material or monetary rewards.

## **Family Systems Theory**

Child development within the family involves interactive processes between the subsystems of the parent and the child, husband and wife, child and siblings, parent and other children and all other familial units. The family systems perspective suggests that the well-being and functioning of each member of the family is influenced

by their interactions with one another (Etkin, Koss, Cummings, & Davies, 2014). Instead of just focusing on the parent-child dyad or on an individual child in isolation, relationships among family members must be acknowledged to arrive at better understanding of the behavioral dynamics within the family (Holden, 2010).

Studying interactions on the whole-family level can provide significant information about various processes such as creation of alliances and coalitions within the family, marital relationships or the child's attempt in mediating conflicts, which are all likely to have important implications for child development (Cox & Paley, 2003). It follows then that parenting strategies do not single-handedly impact adjustment in children but work hand-in-hand with other family transactions. As an example, poor parent-child relationships may be a function of marital distress between the parents (Cox & Paley, 2003). Another frequently studied parenting construct derived from this model is co-parenting, which is the process whereby the father and the mother perform their roles as parents together (Holden, 2010). Accordingly, its effect on the child will vary depending on whether the parents are supportive of each other's parental duties or reproachful of one another's efforts. In essence, this approach examines child development from a broad perspective on the entire family consisting of different subsystems.

## **UNDERSTANDING YOUR CHILD'S NEEDS**

A child grows in many different ways. Physical, mental, social and emotional developments are all happening simultaneously as soon as the child is born and continue until adolescence and beyond. Learning one skill paves the way for other milestones to be attained. Parents must realize that no two children go through maturation and learning in exactly the same way and time. Every child is unique and develops at his own pace and speed and there is a wide age range

for when a child reaches certain milestones. Hence, parents should not worry too much if their child is achieving a particular task a bit later than other children. Instead of comparing a child to others and forcing him to act in a certain way, it will be more beneficial if parents adapt to his needs and characteristics. Eventually, a healthy child is going to catch up with others so long as parents expose him to an environment that is conducive to optimal development.

A key to effective parenting is awareness of the milestones or functional skills that commonly occur at certain developmental stages so that parents can get a good grasp of the child's age-specific needs and provide the appropriate care and nurturing. Psychologists generally classify the early stages of human development into infancy, childhood and adolescence. Each of these stages has corresponding needs that must be met for the child to fully develop the skills necessary for success and survival. Overall, a child's need for proper nutrition, safe home and parental support persist across the three developmental stages. However, what this section will emphasize on are the dominant and pressing stage-specific physical, cognitive, social and emotional needs of a child. In addition, the needs of a modern-day child or *Generation Z* will also be presented.

## **Infancy**

No sooner does the baby come out of the mother's womb than physical development begins to unveil. In fact, in the first two years of a child's life, rapid physical growth transpires. At birth, although infants cannot control bodily movements, they are already able to hear, smell, distinguish tastes and feel pain, touch, hot and cold. In a few weeks' time, visual acuity, focus and color perception will also start to develop. As time progresses a child's senses become more advanced, bringing about improvements in sensations, perceptions, controlling different parts of the body, handling objects

and navigating from place to place. Even an infant's propensity for putting toys and other things inside his mouth is a milestone during this stage.

Infants also need to be exposed to language in the early years of life. Within this period, young individuals begin to acquire the capacity to comprehend language and convey their thoughts and emotions verbally by babbling, cooing and imitating sounds or through non-verbal means such as crying, smiling, screaming, clinging to or pushing caregivers away, and turning their heads. Another cognitive skill that infants need to learn is object permanence or recognizing that objects still exist even when they are out of sight.

During infancy, emotional and social development is also at work. Infants feel an assortment of emotions and they do not delay in expressing them. When they are happy or excited, infants smile, giggle or laugh. Fear, anger and sadness due to unrequited needs are also manifested by infants' overt actions. In addition, infants start to establish trust and attachment towards their primary caregivers, particularly parents. Infants need to establish a strong emotional bond with parents as it can provide them with a safe base from which to discover the larger environment. Hence, infants need regular verbal, physical and eye contact to reinforce social interaction and emotional well-being. As relationships with their immediate family grow, infants may begin to fear strangers as well as feel apprehension when their parents leave them.

Active interaction with the environment through sensory stimulation is a major contributory factor for growth. It is for this reason that this period has been called the sensorimotor stage. Although infants' knowledge about the environment is nil at the onset of life, pieces of information that they absorb through sight, taste, hearing, smell and touch create neural connections and



pathways that will enable further development. An infant needs to have constant exposure to different sounds, colors, textures and scents, to name a few. Play with caregivers and toys should also be integrated into an infant's day-to-day activities. The benefits of play include the development of creativity, dexterity, imagination and physical, cognitive and socio-emotional strength (Ginsburg, 2007).

Infants require much more from parents than merely the provision of basic needs. To thrive, they need parental attention and affection. Parents can respond promptly and adequately to the infant's needs by listening and talking to him, showing him different objects such as books and toys, kissing and hugging him, playing with him, singing to him and feeding him a variety of foods. Providing a home environment with ample space and free from danger is also a necessity so that a child can safely explore and learn. Indubitably, parents should be prepared to take on the role of parenting so that they can suitably provide for the needs of their infant.

## **Childhood**

Development during childhood progresses from about 3 to 11 years old. Although physical growth is no longer as rapid as in infancy, children at this stage still undergo tremendous changes. Their bodies become evenly proportioned just like adults. They can now adroitly run, jump, climb, kick, throw, catch, write, tie shoelaces, use scissors, play sports and a host of other gross or fine motor skills. Children need to carry out self-care tasks such as taking a bath, eating, brushing their teeth, getting dressed and combing their hair. Needless to say, younger children still need to be reminded and supervised by their parents so that they will not neglect to perform these activities.

Throughout this stage, children need to advance their thinking processes. They are expected to be able to remember and create mental images of objects which are not physically present, organize things according to their similarities and differences, rationalize, understand real and imagined scenarios and comprehend some simple science and mathematics principles. Indeed, children become more curious of their environment; hence they may be asking questions incessantly. In terms of language use, young individuals at this age have growing vocabularies which allow them to create sentences and understand more complicated words. Moreover, they learn to tailor their use of words to the context that they are in. It is even much easier for children as compared to adults to learn multiple languages during this period.

A child's social world is no longer restricted to his immediate family and kin. Interpersonal relations at this age extend to friends, teachers and playmates. As children increasingly become more efficient at communication, they also mature in terms of managing their emotions. Children need to develop emotional intelligence which involves correctly identifying personal emotions, understanding how feelings develop and regulating and expressing them in acceptable ways. Appropriately handling positive or negative emotions is essential in creating harmonious relationships. Children also need to be conscious of other people's feelings by being observant of emotional cues such as facial expressions, tone of voice, gestures and other non-verbal forms of language.

As a child learns to walk and talk, parents send them to school. In fact, children these days can go to preschool when as young as 2 years old. School is not just a place to learn ABCs and numbers. It also provides kids with opportunities to grow socially and emotionally, to discover their potentials and to develop multiple forms of intelligence. Central to the child's educational achievement

is the development of initiative and industry. Further, while teachers have been assigned the task of looking after the child's well-being in school, parental monitoring and involvement are still needed for the child to successfully accomplish academic tasks.

Due to more social interactions, interpersonal conflicts are inevitable during this period. Children may even engage in retaliation and physical and verbal aggression, including yelling or name-calling to harm others. Consequently, they need proper guidance from their parents on how to handle conflicts. By the same token, children need to be prohibited from exposure to violence in media. However, this could be particularly challenging for parents these days due to children's widespread use of digital technology which exposes them not only to violent acts but more so to cyber bullying, hostility and harassment. The Internet and social media in particular can threaten and deteriorate the moral character of a child. Hence, children need continued guidance from parents about what is right and wrong. To efficiently inculcate values in children, parents should also practice what they preach. Parents themselves should model to their children good behaviors, warmth, leniency, empathy, compassion and other positive ways of dealing with interpersonal differences.

By and large, a child continues to grow and change in different developmental aspects. They are already capable of accomplishing certain physical and cognitive tasks on their own. They start to cultivate friendships and are more mature in handling emotions. However, they are still largely dependent on their parents in terms of decision-making, problem-solving and finding ways to satisfy basic needs. As such, their need for parental presence, support and guidance in most, if not all facets of life is still warranted. Parents should ensure that children develop optimally as this period will set the stage for progress in adolescence.

## **Adolescence**

While parents are generally excited when their infants and/or children reach certain milestones, adolescent development may not elicit as much exuberance as it comes with apprehension and troubles. Though adolescence is certainly an anticipated moment for both parent and child, it may very well be the most challenging to flourish in. The confidence that parents had when raising infants and children can easily fizzle out once their kids go through adolescence. Parents typically worry that their adolescent child will be involved in drugs, smoking, alcohol, risky sexual behaviors, peer pressure, rebellion, refusal of parental standards and poor academic performance. However, parents should realize that their child's journey throughout adolescence will be much easier, safer, happier and productive if they provide the same level of support that they gave during the child's pre-adolescent years.

Adolescence, which corresponds to approximately 12 to 19 years old, is the time when an individual goes through profound physical changes due to the maturation of secondary sexual characteristics. Teens may feel uncomfortable talking to their parents about bodily changes (e.g., growing breasts, pubic hair, wider hips, broader shoulders, deepening of voice and menstruation). As a result, they may imbibe misinformation and misconceptions about pubertal changes that they learn from their peers or the Internet. Ideally, parents should be the main source of information about issues concerning puberty. Parents should thus initiate family conversations about how the body grows and changes during adolescence.

These physical changes may bring about emotional turmoil. Adolescents may feel awkward, upset, inferior, embarrassed and insecure about their physical appearance. They may become self-conscious and have mood swings and short tempers. Thus, teens

need reassurance from their parents that these changes are normal and all part of growing up.

Cognitively, adolescents need to understand more complex operations such as hypothetical, abstract and logical thinking and perspective taking. Young individuals at this age must be able to describe and understand intangible concepts as well as circumstances which they have not personally experienced. These cognitive developments enable the adolescent to learn more in school, to be more analytical in diverse situations and to carry out a somewhat mature conversation with adults. Adolescents may even challenge the views of adults due to their newfound capacity to rationalize. Nevertheless, their life experiences are still lacking hence they still need their parents' advice and guidance in decision-making and problem-solving.

Another major milestone during adolescent years is identity formation. Adolescents need to answer the question, "Who am I?" Initially, a child sees himself in physical terms such being a boy or a girl, young or old, short or tall. What the adolescent needs to develop most during this age is a positive view of the self or high self-esteem. As a means to success, teenagers need to accept their personal attributes, to be confident in their abilities, to be optimistic and to have the audacity to try new things amidst obstacles. A nurturing parent-child relationship can create avenues for the development of a positive self-concept in adolescents. In view of this, parents must provide their growing teens with opportunities to independently perform tasks, verbally encourage and compliment them on their achievements, support their endeavors and refrain from making disparaging comments.

Social relationships are also marked by significant changes at this stage. Adolescents may distance themselves from their parents as they identify more with peer groups. As they seek to be

independent, adolescents may turn to their friends for support and advice instead of their parents in times of distress. Furthermore, to “fit in” with their close friends, adolescents may yield to peer pressure by changing the way they talk, dress and behave. They also start to become attracted to members of the opposite sex. The growing intimacy with friends may put a strain on the adolescent’s relationship with his parents which could lead to conflicts.

As adolescents are going through monumental changes, they need parents who respect them, who do not instantaneously judge them when they do something that is against their parents’ desires, who listen to them, who support them in the midst of struggles and who provide appropriate supervision. Parents must understand that the interests, concerns and issues of their adolescent child are different from when he/she was still in the childhood years.

## **Generation Z**

The world has certainly been reinvented and what better way to discern its repercussions than to look at the characteristics of the present-day children and adolescents - the *Generation z* or *iGeneration*, so-called because they have been born into the age of digitalization. A salient characteristic of this cohort of individuals is their widespread use of media and technology. At any time of the day, they are watching television, texting, talking on the phone, watching videos online, taking selfies, scrolling Facebook, Instagram and Twitter, chatting, playing computer games, sending and receiving e-mail, or any other technology-based activity, the list is ad infinitum. To these kids, electronic gadgets and the Internet are things they cannot live a day without. The explosion of digitalization has also exposed children to the consumer culture which entices them to own not only more but the newest edition of every material thing they can think of. Children these days feel that they are entitled

to have information, communication and goods delivered to them in an instant without much impediment and interruption.

Children of this generation are experiencing childhood and adolescence that stand in stark contrast to those of their parents as rapid social, economic and technological revolutions are taking place. Although the basic developmental needs of a child have not changed much, the context that they are growing up in has been transformed. In order to guarantee that children successfully navigate through life's challenges, it is important for parents to comprehend their physical and psychological needs in the context of the modern world.

Psychologist Abraham Maslow reminded us that physiological needs are the most basic of all the things that must be satisfied. To fuel their growing bodies, children need to regularly eat nutritious foods and sleep for a good amount of time. They also need to engage in physical activities such as exercise and outdoor play. As easy as it may sound, parents these days may find it challenging to ensure that these needs are met. Children may lose sleep and eat at inopportune times, junk foods at that, as they are glued to the screens of their phone, computer or television most of the time. Such lifestyle associated with excessive media use can seriously take a toll on a child's physical and mental health. Indeed, children need to have a suitable home where their hunger is satiated, thirst is quenched and sleep is not deprived. Moreover, gone are the days when children play down the street from their homes because of fear of strangers or they just prefer screen time. They also need a safe living environment away from intruders so they can freely run around to play even though unsupervised by adults.

Children need to be given opportunities to explore a wide range of experiences, to discover who they are, what roles they ought to play, as well as how they can relate to the world beyond

the four walls of their homes and definitely outside the confines of cyberspace. Although digital technology certainly offers an unlimited amount of information for discovering the self and the world, what children need more is direct real-life experiences where they can see, hear, smell, taste and touch tangible objects. There are so many places that can be visited and a host of activities that can be done away from digital screens that provide holistic learning experiences. A walk in the park, a visit to the zoo, flipping through the pages of an actual book, splashing in puddles, riding a bike or climbing a tree are just simple things a child can do but which are a whole lot of fun and fosters positive well-being. Suffice to say, children need parents who open the door to new challenges and teach them to conquer their fears and be confident in dealing with the outside world.

With a mind of their own, children need freedom for innovative and creative expressions. Unfortunately, modern society appears to be curtailing young individuals' innate knack for imagination and creativity. Practically every idea for a school project or homework can be found in the Internet with just a click. Children are almost always dependent on Google searches if they want to find something new. Further, in the age of globalization, children can purchase just about anything from every nook and cranny of this world so they do not bother to make things from scratch. Structured programs in schools can also hamper creative development because children are taught that there is only one correct answer to a question and that the sky is blue and  $1 + 1$  is always equal to 2. For children to think outside the box, they need more time, space and resources for unstructured activities and imaginative play, as well as limited screen time. Most importantly, children need parents who allow and motivate them to brainstorm ideas for personal and family activities, to find various solutions to problems and to convey divergent thoughts.



Apart from physical and cognitive needs, children need to feel good about themselves and maintain harmonious relationships with others. As such, children need to develop their emotional and social skills. They need to learn to describe, express and regulate their feelings. They also need to understand and take into account other people's feelings and behaviors. In other words, children need parents who will nurture their emotional intelligence. Such can be achieved when parents let their children experience a full range of emotions, listen and empathize to how they genuinely feel in any given situation and model appropriate ways of dealing with various affects, be it positive or difficult emotions that can pose threats like fear, anger and sadness. In addition, although they may have over a hundred Facebook friends, they still need to engage in face-to-face interactions with peers and family who can provide them with support, comfort and security, especially in times of need. Sadly though, due to work demands fewer conversations transpire between the parent and the child. Even when parents are at home, they often just allow the child to watch television or play a game over the phone while they themselves are engrossed on the Internet. Children learn best by emulating their parents' behaviors and when they receive reinforcement at home. Hence, for optimal development, children need modeling, guidance and encouragement from parents to learn social and self-awareness, relationship skills and emotional management strategies.

Finally, children need to imbibe moral and ethical values to live a disciplined and organized life. Indubitably, the Internet and social media in particular may threaten the character and moral development of a child. Cyber bullying, hostility, harassment, violence, bashing and sexually explicit materials are just some of the social media contents that deteriorate a child's moral principles. Hence, children need constant reminders, monitoring and sound

advice from parents about what is right and wrong. To efficiently inculcate values in children, parents should also practice what they preach.

Parents need to be proactive in responding to the needs of the contemporary child. They must acknowledge the fact that digital technology is already a normal aspect of child development. If truth be told, parents themselves use the Internet for multiple purposes. Hence, the best that parents can do is to guide their children on how to use digital technology responsibly.

## **THE WAY YOU PARENT AND HOW YOUR CHILD TURNS OUT**

Parenting does work, either for the good or the bad. It will either promote positive outcomes in children, or result in detrimental effects. The quality of parenting put into practice by Malaysian parents has been consistently linked to multiple domains of child functioning, as evidenced by the multitude of studies that we have carried out. In view of this, this section presents different studies on parenting contributors to social, emotional and cognitive outcomes in both children and adolescents. Most of these studies highlight the importance of both the mother and the father to the psychological well-being of their children. Table 2 provides a summary of the parenting styles and practices that my colleagues and I have investigated, as well as their corresponding psychological outcomes.

**Table 2** Parenting strategies and their corresponding cognitive and psychosocial outcomes in children and adolescents

<b>Parenting Strategy</b>	<b>Outcomes</b>	<b>Study</b>
Neglectful/ Uninvolved parenting	Anxiety (+)	Baharudin, Jo-Pei, Zulkefly, Hong, Chiah, & Jun (2012)
	Delinquency (+)	
	Depression (+)	
	Academic success (-)	
	School connectedness (-)	
	Socio-emotional strength (-)	
Authoritarian parenting	Depression (+)	Chuan, Baharudin, & Yaacob (2013); Baharudin, Zulkefly, & Chuan (2014)
	Self-esteem (-)	
	Social responsibility (-)	
Permissive parenting	Depression (+)	Chuan, Baharudin, & Yaacob (2013); Baharudin, Zulkefly, & Chuan (2014)
	Self-esteem (-)	
	Social responsibility (-)	

.../ Continuation of Table 2

Authoritative parenting	Depression (-) Self-esteem (+)	Chuan, Baharudin, & Yaacob (2013); Baharudin, Zulkefly, & Chuan (2014)
	Delinquency (-) Depression (-)	
	Academic success (+) School connectedness (+) Socio-emotional strength (+) Trouble at school (-)	Baharudin, Jo-Pei, Zulkefly, Hong, Chiah, & Jun (2012)
	External locus of external control (-)	Keshavarz & Baharudin (2013)
	Social responsibility (+)	Baharudin, Zulkefly, & Yahya (2016); Ming & Baharudin (2017)
	Parental attachment	Socio-emotional difficulties (-)
Self-esteem (+)		Zulkefly, Wilkinson, & Baharudin (2014)
Social responsibility (+)		Baharudin, Zulkefly, Yahya, & Mohd Kadri (2015)
Cognitive functioning (+)		Syed Mustafa, Baharudin, Mukhtar, & Zulkefly (2014)

Parenting: What Matters Most?

.../ Continuation of Table 2

General positive parenting behaviors	Anti-social behaviors (-)	Baharudin, Krauss, Yacoob, & Jo-Pei (2011)
	Socio-emotional strength (+) Socio-emotional difficulties (-)	Chiah & Baharudin (2012)
	Academic achievement (+) Self-esteem (+)	Baharudin, Juhari, & Kahar (2000)
Parental monitoring	School functioning (+)	Baharudin, Zulkefly, Hong, Chiah, & Jun (2014); Baharudin, Hong, Lim, Zulkefly (2010)
	Self-esteem (+) Delinquency (-)	Baharudin & Zulkefly (2017); Zulkefly, Baharudin, & Yahya (2016)
	Life satisfaction (+)	Yahya, Baharudin, & Zulkefly (2016)
	Anxiety (-)	Jafari, Baharudin, & Archer (2016); Jafari, Baharudin, Mukhtar, & Jo-Pei (2012)

.../ Continuation of Table 2

Parental involvement	Positive affect (+)	Yap & Baharudin (2016)
	Life satisfaction (+)	
	Academic achievement (+)	Baharudin, Hong, Lim, Zulkefley (2010)
Parental warmth	School functioning (+)	Baharudin, Zulkefley, Hong, Chiah, & Jun, L. H. (2014)
	Delinquency (-)	Zulkefley, Baharudin, & Yahya (2016)
	Self-esteem (+)	Baharudin & Zulkefley (2017); Yahya, Zulkefley, Baharudin, & Ismail (2014); Zulkefley, Baharudin, & Yahya (2016)
	Depression (-)	Jun, Baharudin, & Jo-Pei (2013)
Consistent discipline	School functioning (+)	Baharudin, Zulkefley, Hong, Chiah, & Jun, L. H. (2014)
Hostile parenting	Trouble at school (+)	Baharudin, Zulkefley, Hong, Chiah, & Jun, L. H. (2014)
	School connectedness (-)	
	Academic achievement (-)	
	Self-esteem (-)	Baharudin & Zulkefley (2017); Yahya, Zulkefley, Baharudin, & Ismail (2014); Yahya, Baharudin, & Zulkefley (2016)
	Psychological distress (+)	

Parenting: What Matters Most?

.../ Continuation of Table 2

Indigenous parenting	Self-esteem (+)	Baharudin & Zulkefly (2017); Yahya, Zulkefly, Baharudin, & Ismail (2014); Yahya, Baharudin, & Zulkefly (2016); Zulkefly, Baharudin, & Yahya (2016)
Family home environment	Academic performance (+)	Baharudin (1999); Baharudin, Juhari, & Kahar (2000)
	Intellectual capacity (+)	Abdullah, Yaacob, & Baharudin (1994); Baharudin, Abdullah, & Bee (1996); Baharudin & Luster (1998)
	Anti-social behaviors (-)	Baharudin, Krauss, Yacoob, & Jo-Pei (2011)
	Socio-emotional strength (+) Socio-emotional difficulties (-)	Chiah & Baharudin (2013)

Note. The (+) indicates a positive relationship between the parenting strategy and its corresponding outcome; whereas the (-) sign means a negative association between the said variables.

## Parenting Styles

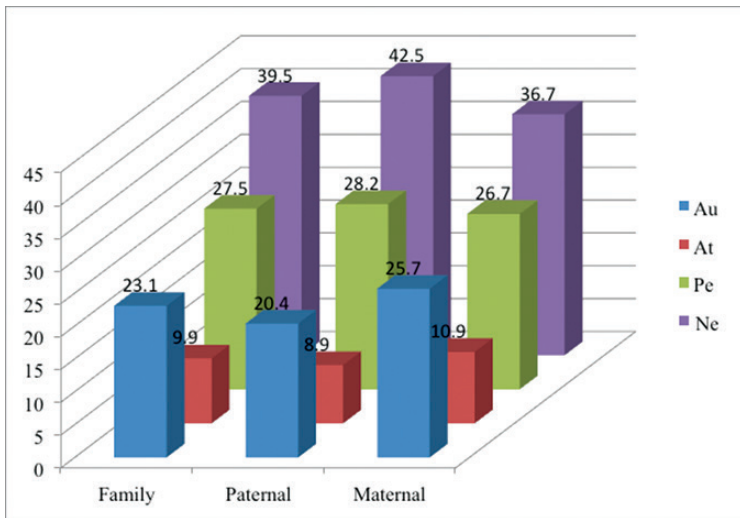
Using Baumrind's typology, parenting styles can be classified into authoritative, authoritarian, permissive and neglectful. Malaysian parents may vary in terms of the overall approach of parenting that they use. For instance, a study of children aged 7 to 11 years old revealed that the dominant parenting style among Malaysian fathers from the three major ethnic groups is authoritative, followed by authoritarian and then permissive (Keshavarz & Baharudin, 2013). Similarly, research on Chinese fathers of children aged 7 to 10 years old illustrated that the authoritative style had the highest distribution, closely followed by authoritarian parenting, then the permissive type (Hong et al., 2012).

However, adolescents' classification of their family's parenting styles greatly differs from those reported by younger children. In an investigation of 2,934 adolescents aged 12 to 17, about 39.5% perceived the overall family parenting style to be uninvolved or neglectful, 27.5% reported having indulgent parents, 23.1% had authoritative parents and very few (9.9%) reported that their parents used the authoritarian style (Baharudin et al., 2012). The same pattern emerged when the proportion of parenting styles was analyzed by the said research according to urban or rural locales, by Malay or Chinese ethnicity or according to the sex of parent. As shown in Figure 4, regardless of the parent's sex, the parenting style with the highest distribution was neglectful, followed by permissive, authoritative and then authoritarian. However, for Indians, authoritative and uninvolved parenting had almost the same percentage distribution with 31.9% and 30.8%, respectively. In addition, 26.0% perceived their parents to be indulgent and only 11.3% had authoritarian parents. This apparent preponderance of neglectful parenting while the child is in the adolescent stage should not be taken lightly. Neglectful



### Parenting: What Matters Most?

or uninvolved parenting manifests lack of warmth, love, affection or responsiveness to the child's needs. It is also characterized by low levels of demandingness towards the child. Table 3 presents a summary of the psychosocial outcomes of the four parenting styles. Uninvolved paternal and maternal parenting styles significantly increased anxiety, delinquency, depression, trouble at school and decreased school connectedness, academic success and socio-emotional strength in adolescents (Baharudin et al., 2012). Moreover, maternal authoritarian and permissive parenting styles were negatively correlated to adolescent self-esteem and positively associated with depression (Chuan, Baharudin, & Yaacob, 2013). Another study found that authoritarian and permissive



**Figure 4** Column chart showing the percentage distribution of parenting styles.

Legend: Au = Authoritative, At = Authoritarian, Pe = Permissive, Ne = Neglectful

parenting styles were found to have indirect relationships with adolescent depression via self-esteem (Baharudin, Zulkefly, & Chuan, 2014). From these aforementioned studies it may be inferred that neglectful, authoritarian and permissive styles do more harm than good to a manifold of child functioning domains.

**Table 3** Parenting styles and their associated adolescent outcomes

<b>Neglectful</b>	<b>Permissive &amp; Authoritarian</b>	<b>Authoritative</b>
Anxiety	Depression	High self - esteem
Delinquency	Low self - esteem	Low depression
Depression		Better school functioning
Trouble at school		Less delinquency
Decreased school connectedness		Low external locus of control
Low social-emotional strength		Social – emotional strength
Poor academic achievement		Social responsibility

Note. All associations indicate high scores of the parenting style.

On the other hand, authoritative parenting appears to be the ideal style as it has been shown to be positively associated with the best child outcomes. Families with both mother and father exhibiting authoritative parenting style contributed to positive social, emotional and academic outcomes in their children (Baharudin et al., 2012). In an investigation of secondary school students, authoritative parenting employed by mothers had a positive association with self-esteem and a negative correlation with depression (Baharudin et al., 2014; Chuan et al., 2013). In another study, authoritative parenting

significantly increased adolescents' school connectedness, academic achievement and socio-emotional strength; whereas it diminished delinquency, depression and trouble at school (Baharudin et al., 2012). Furthermore, paternal authoritative parenting was negatively correlated to adolescents' external locus of control (Keshavarz & Baharudin, 2013). This finding seems to suggest that adolescents' brought up by authoritative fathers have lower tendency to attribute life events or outcomes outside their personal responsibility.

Authoritative parenting style also had direct associations with adolescents' social responsibility or the sense of having sensibility and respect for the rights and feelings of others (Baharudin, Zulkefly, & Yahya, 2016). Parallel to this, Ming and Baharudin (2017) found that maternal authoritative style of parenting was positively correlated to adolescents' level of social responsibility; further, authoritative parenting partially mediated the effect of maternal attachment on social responsibility. However, in a study that sampled Indonesian adolescents, social responsibility was positively associated with non-authoritative parenting styles, that is, authoritarian and permissive parenting by both the mother and father (Baharudin, Yacoob, & Nurdeng, 2012).

Although it is apparent from the aforementioned studies that authoritative parenting has the most desirable impact on the well-being of a child, what is more striking is the finding that among the four parenting styles exhibited by Malaysians, the neglectful or uninvolved type had the highest proportion as reported by adolescents and it had the most number of associations with negative outcomes. A closer look at our study (Baharudin et al., 2012) reveals that several factors predicted uninvolved paternal parenting such as proximal life events and child's poor attachment to both parents. In addition, poor attachment with the mother predicted uninvolved maternal parenting. In other words, parent-child attachment is a necessary ingredient for good parenting.

## **Parental Attachment**

Establishing a strong emotional bond with the parent is the first healthy and satisfying relationship in a child's life. Although it usually begins to form within the first year of life, the psychosocial benefits of parental attachment goes beyond infancy, across childhood, adolescence and well into adulthood. In particular, parental attachment, with dimensions that include parent-child's degree of mutual trust, quality of communication and extent of anger and alienation has been shown to influence early adolescents' social and emotional adjustment. It is interesting to note that paternal attachment and maternal attachment may have differential effects on adolescent adjustment. Accordingly, a low level of attachment to the father was associated with early adolescents' social-emotional adjustment difficulties encompassing conduct problems, hyperactivity, emotional symptoms and peer problems (Baharudin, Chiah, & Zulkefly, 2012). In contrast, attachment to the mother fostered prosocial behaviors in adolescents.

In another study, the mechanism through which parental attachment contributes to social and emotional outcomes was explained through its effect on temperament. Specifically, parental attachment was found to mediate the link between temperament and socio-emotional adjustment in adolescents (Chiah, & Baharudin, 2012). In other words, through parental attachment, positive affects influenced prosocial behaviors while negative affects had an impact on social – emotional adjustment difficulties. Furthermore, a more recent investigation found that adolescents with secure attachment to parents had higher levels of self-esteem than those who were anxiously attached to parents (Zulkefly, Wilkinson, & Baharudin, 2014). Maternal attachment has also been found to be significantly associated with adolescents' social responsibility or the degree to which they are respectful and concerned with the welfare of others,

avoid negative behaviors and uphold ethical values (Baharudin, Zulkefly, Yahya, & Mohd Kadri, 2015). Moreover, secure maternal attachment is also related to higher cognitive functioning in children aged 7 to 11 years old, compared to those with insecure-resentment maternal emotional bonds (Syed Mustafa, Baharudin, Mukhtar, & Zulkefly, 2014).

By and large, these studies provide robust substantiation of the theorized influence of parental attachment on cognitive and psychosocial adjustment. Indeed, positive relationships with parents provide a supportive base from which children can develop not only positive feelings about themselves but also the capacities for responsible and independent action (Noom, Deković, & Meeus, 1999). In contrast, a caregiver's lack of availability contributes to insecure attachment which can promote negative perceptions of the self, such as believing that one is a failure, which can further fuel symptomatology (Brumariu & Kerns, 2010). As such, it is imperative that parents be physically and emotionally available in their growing child's life, not only during infancy or childhood but also in adolescence.

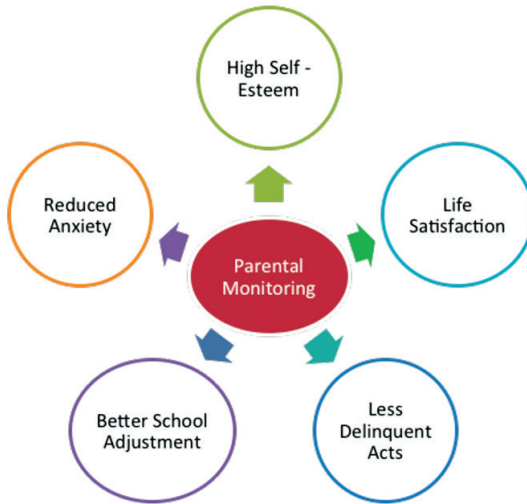
## **Parenting Behaviors**

Apart from parenting styles, mothers and fathers utilize a host of other strategies which impact child outcomes. Mothers' poor parenting, characterized by lack of appropriate control, discipline, attention, love, spiritual guidance, encouragement of achievement and stimulation for maturation and growth, significantly predicted adolescents' anti-social behaviors, such as refusal to follow orders at home, lying, cheating or stubbornness (Baharudin, Krauss, Yacoob, & Jo-Pei, 2011). Similarly, a good quality of maternal parenting encompassing parent-child discussion and activities, parental

involvement and parental monitoring was negatively correlated to adolescents' socio-emotional difficulties and positively associated with prosocial behaviors (Chiah & Baharudin, 2012). Moreover, in a study of 9 year-old children, the findings indicated that the overall parenting behavior of their single mother was a significant predictor of their academic achievement and level of self-esteem (Baharudin, Juhari, & Kahar, 2000). Although these findings are insightful, the said studies did not identify the particular parenting behavior that influenced the child outcomes, as several parental practices were lumped together into an index of overall parenting behavior. As such, the succeeding sections may provide better insight into the unique effect of each specific dimension of parenting behavior.

## **Parental Monitoring**

How well does a parent know what his child is doing from sun up to sun down? Is it enough to just know that your child is in school or that he has friends? Once a child walks out of the house to carry on with his day-to-day activities, a lot of things could happen, he could be involved in risky activities or he could meet just about anyone who can influence him in a desirable or an undesirable way. Hence, an indispensable dimension of parenting is adequate parental monitoring or a parent's embractive knowledge and supervision of the whereabouts and activities of his child, as it has been shown to affect several outcomes. Figure 5 illustrates the positive psychosocial outcomes brought about by increasing levels of parental monitoring.



**Figure 5** Psychosocial outcomes of high levels of parental monitoring.

An important domain of parental monitoring is tracking the child's after school activities, such as completion of homework, activities with peers and school progress (Spera, 2005). A couple of studies that I took part in found evidence of the link between parental monitoring and school adjustment. In a correlational analysis, the level of parental monitoring self-reported by single mothers ( $M_{age} = 42.2, SD = 5.96$ ) was positively associated with their adolescent child's academic achievements; while that of single fathers was not (Baharudin, Hong, Lim, Zulkefly, 2010). A more recent study supported such findings, in that, adolescent-reported level of maternal monitoring was positively correlated to school connectedness (e.g., feeling happy to be in school and closeness to people at school), high academic marks and less school trouble as manifested by getting along well with teachers and classmates, completing assignments and paying attention in class (Baharudin, Zulkefly, Hong, Chiah, & Jun, 2014). The fact that findings from

these studies which gathered information on parental monitoring using different sources (i.e., from the child and the parent herself) converge, is strongly indicative of the fact that a mother's efforts in knowing and talking to the child about his daily life activities are truly important in achieving success in school.

The influence of maternal monitoring extends beyond the child's success in school-related endeavors. Using structural equation modelling, this parenting behavior, as practiced by mothers, has been found to have a direct effect on adolescents' high self-esteem and low engagement in delinquent acts (Zulkefly, Baharudin, & Yahya, 2016; Baharudin & Zulkefly, 2017). Paternal monitoring is equally important in promoting a child's psychosocial well-being. For instance, perceived level of paternal monitoring was found to directly influence adolescents' life satisfaction (Yahya, Baharudin, & Zulkefly, 2016) and reduce anxiety-related symptoms (Jafari, Baharudin, & Archer, 2016; Jafari, Baharudin, Mukhtar, & Jo-Pei, 2012).

Keeping a close eye on a child's behavior is a tough parental responsibility. It may be easily accomplished when the child is still very young as he spends most of his time in close proximity with the caregiver. However, as a child transitions into adolescence, the relationship with his parents may undergo an adjustment phase such as when an adolescent strives for autonomy, in response to maturational growth (Hazel, Oppenheimer, Technow, Young, & Hankin, 2014). Furthermore, with the advent of digital technology, even if the child spends the entire day within the premises of the house, the parent may still not know a lot of what he is doing, particularly his online activities. As such, parents of adolescents may experience a certain degree of constraints in tracking and supervising their children's activities.



How then can parents efficiently monitor their child's activities? According to Stattin & Kerr (2000), there are three means by which parents can gain knowledge of their child's activities, namely: a) the child voluntarily informs the parent; b) parents solicit information from the child and his friends; and c) parents enforce rules and restrictions in order to control the activities that the child will do without telling them. As such, a crucial element of parental monitoring is child disclosure of what is going on in his life. It follows then that for such parental monitoring to materialize, parents should maintain a close relationship with their child. Closeness suggests the presence of self-disclosure and an intimate, affectionate relationship between two individuals (Paulson, Hill, & Holmbeck, 1991). Such quality of interaction is captured by a warm, nurturing relationship between a parent and a child. In relation to this, we have found that parental monitoring is significantly correlated to parental warmth (Baharudin et al., 2014; Jafari et al., 2016; Yahya et al., 2016; Zulkefly et al., 2016).

## **Parental Involvement**

Knowing what a child is doing and with whom he spends his time is an effective means by which parents can guide the behaviors of their children as well as safeguard them from potential danger. However, parents can take one step further than just parental monitoring. They can actively participate in their child's day-to-day undertakings. Parental involvement can be done in many ways, such as mentoring, advising, caregiving, being protective, providing income, sharing interests, companionship, career and spiritual growth and developing independence and responsibility, to name a few (Finley, Mira, & Schwartz, 2008). Whether he is a young child or an adolescent, parental engagement in various aspects of

his life is warranted as it effectively contributes to cognitive and psychosocial development.

In an analysis of parental involvement of Malaysian parents, female and male adolescents had different perceptions of the type of involvement displayed by their parents (Yap, Baharudin, Yaacob, & Osman, 2014). Accordingly, female adolescents reported higher expressive and instrumental involvement of the mother and father, as well as higher maternal leisure/companionship involvement than their male counterparts. Moreover, results from structural equation modelling revealed that parental involvement had an indirect effect on adolescents' subjective well-being through self-efficacy (Yap & Baharudin, 2016). Specifically, academic self-efficacy and social self-efficacy were unique mediators of the linkage between paternal involvement and positive affects (see Figure 6). This study also found that academic self-efficacy significantly mediated the relationships between life satisfaction and involvement from both parents (see Figure 7). To elucidate, fathers' involvement increased adolescents' social and academic self-efficacy, which further increased their positive affects. By the same token, involvement by both mother and father improved adolescents' academic efficacious beliefs, which in turn, increased their satisfaction with life.



**Figure 6** The effect of parental involvement on positive affects as mediated by self-efficacy.



**Figure 7** The effect of parental involvement on life satisfaction as mediated by self-efficacy

Within the child's academic sphere, parental involvement may involve attending parent-teacher meetings, assisting his child with homework, volunteering to be a school leader and participating in the child's extracurricular activities (Spera, 2005). In an investigation of single-parent households, mothers' and fathers' involvement in their adolescent child's school activities was found to be highly correlated to academic achievements (Baharudin et al., 2010). Notably, mothers with high educational aspirations for their children were also highly involved in their academic life. An interesting finding from this study was the gender-specific provision of parental involvement in the child's school-related activities. Specifically, fathers showed more encouragement, support and assistance to their daughter's academic endeavors than to their sons; conversely, mothers were more involved with and concerned about their son's schooling than with their daughters.

Parental involvement is a dimension of parenting that is exhibited by parents from the very onset of the child's life. However, as the child develops his own identity and transitions to adolescence, he may begin to exclude his parents from taking part in certain aspects of his daily activities. Despite all this, findings from

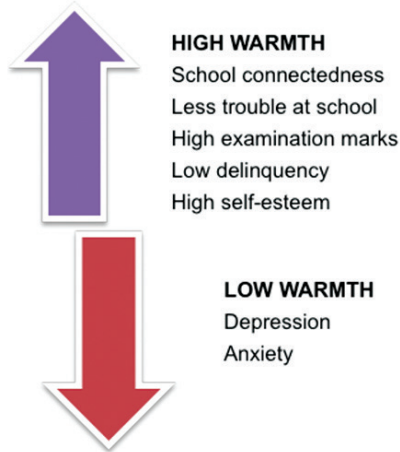
our studies have demonstrated that parental involvement during adolescence is associated with success in school and positive well-being. Hence, parents must continue to be actively engaged, albeit in a non-intrusive way, in different domains of their child's functioning, even if they are in the adolescence period of development.

## **Parental Warmth**

Amato (1990) defined parental warmth as the “expression of interest in children's activities and friends, involvement in children's activities, expression of enthusiasm and praise for children's accomplishments and demonstration of affection and love (p. 614). Similarly, the warmth/acceptance parenting dimension comprises aspects such as display of positive affect, enjoyment of one another's company, active support and comforting the child when he is distressed (Ozer, Flores, Tschann, & Pasch, 2011). It is the degree to which a positive, caring attitude pervades childrearing (Paulson et al., 1991).

Parental warmth has consistently emerged as a significant factor for cognitive and psychosocial adjustment (see Figure 8). For example, high levels of parental warmth, particularly perceiving one's mother as caring, loving, helping out or showing appreciation was significantly associated with adolescents' greater school connectedness, less trouble at school and high examination marks (Baharudin et al., 2014). As a matter of fact, the said study found that parental warmth was the strongest predictor of school adjustment among all the parenting behaviors examined, such as hostility, monitoring and discipline. Similarly, adolescents who reported greater levels of maternal warmth were less likely to take part in delinquent behaviors (Zulkefly et al., 2016).

## Parenting: What Matters Most?



**Figure 8** Psychosocial outcomes due to increasing and decreasing levels of parental warmth

A warm, nurturing relationship with the father also increases adolescents' level of self-esteem (Yahya, Zulkefly, Baharudin, & Ismail, 2014). A more recent study on mother's display of warmth echoed such findings (Baharudin & Zulkefly, 2017; Zulkefly et al., 2016). On the other hand, as shown in Figure 8, deficits in parental warmth may give rise to depressive symptoms specifically by decreasing an adolescents' level of self-esteem (Jun, Baharudin, & Jo-Pei, 2013). In the same way, perceived lack of maternal affection and concern had a direct effect on anxiety (Jafari et al., 2012). Undoubtedly, a warm and affectionate pattern of interaction between a child and his parents yields a shield that enables healthy emotional growth, while negative relationships give rise to a host of problems and emotional problems emerging in children and adolescents (del Barrio et al., 2016). In fact, literature suggests that high parental warmth may allow for the development of a child's capacity for emotion regulation (Darling & Steinberg, 1993).

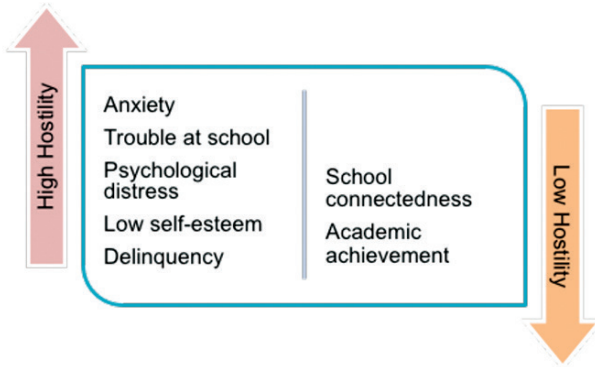
Hence, it cannot be stressed enough that the presence of a warm and affectionate parent is a vital component of healthy child development. It is not surprising that several parenting theoretical models (e.g. attachment theory, parenting styles, social learning theory and parental acceptance-rejection theory) accentuate that parental warmth contributes to child development and psychological adjustment (del Barrio et al., 2016). Having at least one warm parent may be good enough to offer psychological benefits to the adolescent (Ozer et al., 2011).

## **Parental Discipline**

Ensuring that children walk the right path, avoid undesirable behaviors and follow socially acceptable standards is something that greatly worries parents. Disciplining the child is another aspect of parenting that may pose certain challenges to the parents – from establishing rules, to enforcing them and dealing with their consequences. In raising a child from childhood to adolescence, parents may try-out different strategies on discipline, from rewarding good behaviors, to removal of privileges and physical or verbal punishment. The question is however what method of discipline works best?

A crucial factor in managing child behavior is consistent and contingent discipline that utilizes positive or negative reinforcement that immediately follows desirable or prohibited behavior, respectively (Baumrind, 1996). Consistent discipline by mothers surfaced as a significant predictor of school connectedness, high academic marks and less trouble in school (Baharudin et al., 2014). Nonetheless, parents do not always employ a positive form of discipline. To get a better grasp of Malaysian parents' disciplinary techniques, we expanded our focus to hostile or harsh forms of discipline which have been reported by the children themselves.

As may be gleaned from Figure 9, increasing and decreasing levels of parental hostility are associated with a host of desirable and undesirable child outcomes.



**Figure 9** Child outcomes as a result of high or low levels of hostile or harsh parenting

Parental hostility from both mother and father, which was exhibited by disapproving, angry and uninvolved behaviors toward their children, was significant in explaining the occurrence of anxiety in adolescents (Jafari et al., 2016; Jafari et al., 2012). In addition, maternal hostility was found to be positively related to trouble at school and negatively correlated with school connectedness and academic achievement (Baharudin et al., 2014). Likewise, paternal (Yahya et al., 2014; Yahya et al., 2016) and maternal (Baharudin & Zulkefley, 2017) harsh discipline, characterized by verbally aggressive behaviors, such as nagging, scolding and yelling, was negatively associated with adolescents' level of self-esteem but positively related to their psychological distress. Another investigation yielded a similar result, such that, higher maternal harsh discipline decreased adolescents' self-esteem, which in turn precipitated delinquent behaviors (Zulkefley et al., 2016). Individuals

who experience different forms of parental hostility may perceive that their parents do not love them and respond to their basic needs; hence they may feel that they are unworthy of being loved, have pent-up feelings of anger and may develop low self-esteem, a negative view of the world, emotional instability and negative self-adequacy (Khaleque & Rohner, 2012).

It has been repeatedly emphasized in this lecture series that parents should be warm, caring, responsive and affectionate to the child. As a matter of fact, parental warmth is a fundamental element of practically all forms of good parenting, such as attachment, involvement, monitoring and the authoritative style. However, harsh parenting is evidently practiced by Malaysian parents. In our recent investigation of 1,538 adolescents, almost 31% of the respondents perceived their mothers as employing harsh discipline, whereas only 25% and 21.6% described their mothers as exhibiting parental warmth and monitoring, respectively (Baharudin & Zulkefly, 2017). Indeed, harsh parental discipline has been found to negatively correlate to parental warmth (Baharudin & Zulkefly, 2017; Zulkefly et al., 2016). These findings should be an issue of great concern as the aforementioned studies have demonstrated that hostile or harsh parental discipline predicts debilitating outcomes on the child.

## **Indigenous Parenting**

In the aforementioned studies on parenting and its outcomes, Western models have been used as the guiding principle in explaining how a child's cognitive, social and emotional functioning develop as a result of parental strategies. However, certain dimensions of parenting which are salient in the West may not be highly relevant in non-Western countries; hence, by exclusively utilizing Western parenting constructs, researchers might fail to identify the fundamental relationships in non-Western cultures (Stewart et al.,



1999). In view of this, there has been growing recognition of the importance of culture on parenting in many Asian societies (Chao & Tseng, 2002). Some scholars have thus attempted to develop an indigenous parenting framework which is socially and culturally grounded (e.g., Chao, 1994; Stewart et al., 1999)

The concept of indigenous parenting is still at its inception phase in the theoretical and empirical literature in the Malaysian setting. This parenting construct reflects the influence of cultural values, norms and beliefs on parenting behaviors. As a collectivist nation, a strong sense of familism provides a blueprint for indigenous parenting strategies among Malaysians. Familism highlights the relevance of family on all aspects of a person's life as it endorses filial piety, trust, interdependence, respect, solidarity and allegiance among members of the immediate and extended family. Accordingly, everyone is expected to get along well with family members, to adhere to family values and norms and to contribute to family prosperity.

Apart from familism, another prominent feature of Malaysian culture that typifies parenting behaviors is spirituality. Although the country is a melting pot of various ethnic groups, to a certain extent, Malaysia comprises a coherent group of individuals who believe in the existence of a particular deity or divine being. Across different racial groups in the country, religiosity is a way of life which influences parent-child relationships. Religious beliefs offer contextual influence on the way parents think about their children and how to raise them (Holden, 2010). Suffice to say, Malaysian indigenous parenting is characterized by parents' act of inculcating in the child a sense of familism, filial piety and religiosity. Against this background, my colleagues and I felt the need to develop an instrument for measuring parenting behaviors of both the mother and father resulting in the Malaysian Parenting Behaviour Inventory

(MPBI; Baharudin, Zulkefly, & Arshat, 2014), which reflects cultural influences on childrearing strategies. The said scale consists of 32 items with four subscales, namely warmth, monitoring, harsh discipline and indigenous parenting. MPBI has already been used to assess the impact of the said parenting behaviors on several child outcomes. Findings from empirical investigations on the influence of parental warmth, monitoring and harsh discipline on child functioning using MPBI have already been presented in the preceding sections.

As mentioned, the fourth subscale of MPBI pertains to indigenous parenting. This scale includes 11 items that capture Malaysian beliefs on familism and religiosity. Respondents are asked to report the frequency with which their parents tell them to perform certain acts, such as “Teach you to respect elders,” “Emphasize to you to not embarrass your family,” “Instil in you to remember God,” and “Ensure you obey religious rules.” A few studies have been conducted to examine the extent of influence that indigenous parenting may have on certain psychosocial outcomes. The cultural roots of Malaysian indigenous parenting may set the stage for adolescents to have a positive sense of self-worth. There has been a general consensus of findings that indigenous parenting espoused by the father and the mother had a direct effect on adolescents’ level of self-esteem (Yahya et al., 2014; Yahya et al., 2016; Baharudin & Zulkefly, 2017). In addition, maternal indigenous parenting yielded an indirect effect on delinquent behaviors in adolescents through self-esteem (Zulkefly et al., 2016).

Parents’ familistic values have been linked to positive parenting behaviors such as nurturant-involvement (Taylor, Larsen-Rife, Conger, & Widaman, 2012). Parents who place importance on familism are more likely to develop strong attachment to their children and influence them to adhere to prosocial norms advocated

by the family (Oetting & Donnermeyer, 1998). Essentially, familism promotes the psychological well-being of an individual as it facilitates social support and closeness to family members (Campos, Ullman, Aguilera, & Schetter). In a related vein, spirituality can mitigate physical and psychological difficulties (Luquis, Brelsford, & Rojas-Guyler, 2012). Spirituality may serve as a protective factor against health-risk behaviors (Abdollahi & Talib, 2015). Religion is concerned about what should be valued in life and provides parenting goals by means of specifying desirable behaviors for children (Holden, 2010). In other words, indigenous parenting which fosters familism and spirituality in children may be conducive to the development of positive outcomes. Needless to say, our studies have been limited in scope so there is still a need to expand the domains of child functioning that may be associated with indigenous parenting.

## **Family and Home Environment**

It is within the confines of the home that child development first takes its course. The characteristics of the home environment in which a child is raised have profound and long-term effects on his growth and well-being. A crucial aspect of parenting is the capacity of parents to create a stimulating abode for the child. Regardless of the child's sex, age, ethnicity or socio-economic status, he will learn and thrive best in a home that is replete with nurturance, security and resources.

The essential role of the home environment in child outcomes has been documented in a number of research studies that I participated in. A home where parents are available and responsive to the child's needs is cognitively enriching. In an investigation of 8 to 9 year-old Malaysian children, academic performance, measured by adding the examinations scores for four school subjects (i.e.,

Malay language, English language, Mathematics and Islamic studies), was significantly predicted by a stimulating home setting (Baharudin, 1999). In studies which sampled kindergarten children aged 5 to 6 years old, the quality of the home environment was also correlated with the child's intellectual capacities (Abdullah, Yaacob, & Baharudin, 1994; Baharudin, Abdullah, & Bee, 1996). A similar finding of the positive correlation between home circumstances and academic achievement was generated in a research involving 6 to 8 year-old Americans (Baharudin & Luster, 1998). Moreover, family competency in single-mother households also significantly predicted children's high academic marks in school (Baharudin et al., 2000).

The quality and quantity of a conducive home learning environment measured in the aforementioned studies include availability of learning materials (e.g., toys, puzzles), verbal communication and emotional interactions between the caregiver and the child, safe and danger-free family house and surroundings, encouraging the child to learn a variety of things, parental modelling of appropriate behaviors, exposing the child to diverse indoor and outdoor activities and displaying parental warmth when disciplining the child instead of using punishment. These conditions are interrelated and must be provided in conjunction with one another. An abundance of toys, books or musical instruments would still be insufficient in fostering development if parents or caregivers do not devote ample time to play with the child, read to him or engage in regular interaction with him. In other words, parents should carefully design the physical, emotional and relational ambience of their home.

Apart from the harmonious parent-child dyadic relationship and the stimulating home environment, the healthy dynamics in which every member of the family is engaged in, is also crucial

for child development. Family competency manifested by helpful and supportive relationships among family members decreases the tendency for anti-social behaviors in adolescents (Baharudin et al., 2011). Similarly, family functioning or the family's capacity to resolve issues, verbally communicate with members, handle roles, experience affective responsiveness, value one another's concerns and activities and regulate behaviors in different situations, positively predicted prosocial behaviors, and negatively predicted social-emotional difficulties in adolescents from intact families (Chiah & Baharudin, 2013).

## **CONCLUSION: WHAT MATTERS MOST?**

By all accounts, parenting is a dominant factor in a child's healthy development. From the moment a child is born, parents start influencing many facets of his well-being. The sheer volume of parenting tips which proliferate in the Internet, self-help books and magazines as well as, anecdotes from family and friends, may overwhelm parents of today. Conflicting ideas such as to spank or not to spank, to hold the baby or to just let him cry-it-out, are more than enough to send parents into confusion, in identifying which strategy works best for their children to thrive.

A number of theoretical perspectives have been proposed to shed light on how parenting impacts child outcomes. Among the core approaches that identify and explain specific aspects of parenting that contribute to child adjustment are attachment theory, parenting styles typology, social cognitive learning approaches and parental acceptance-rejection theory. Though advocated by different proponents, these theories are in agreement that positive parenting behaviors involving warmth, responsiveness and appropriate control and discipline cultivate desirable outcomes in children's well-being. Other theories such as the human development ecological

framework, Belsky's parenting model and family systems theory give emphasis to multiple contextual factors that work hand-in-hand with parenting practices in successfully socializing the child. Moreover, in the Malaysian context, Islam also provides guidelines for good parenting consistent with religious doctrines.

Central to parenting theories and research is the recognition that the satisfaction of the child's needs is the fundamental responsibility of parents and it is in fact the main point of parenting. On the whole, a child in the infancy, childhood or adolescence stage has an innate need to achieve certain milestones and develop his physical, cognitive, social and emotional capacities. Nonetheless, due to genetic programming and differences in timing for maturation, a child is predisposed to accomplish different aspects of functioning across these three stages. Consequently, to efficiently perform parental duties, parents must be perceptive of the age-specific needs of their children and take into account the effects of the modern ecological setting in which the child is being raised.

Parents carry out different strategies in order to respond to the needs of the child. Their overall parenting style may be authoritative, authoritarian, permissive or uninvolved. They may exhibit warmth, monitoring, involvement or consistent discipline. Upon childbirth, parents may already start to establish attachment with their newborn infant and endeavor to create a stimulating home environment for the child. Nevertheless, some parents may employ hostile or harsh forms of discipline. Based on the findings from a multitude of studies that I have conducted, positive parenting styles and behaviors promote a child's cognitive functioning, academic achievement, self-esteem, life satisfaction, positive affect, social responsibility and socio-emotional strength. In contrast, poor parenting practices elicit anxiety, antisocial behaviors, delinquency, depression, psychological distress and socio-emotional difficulties.

Furthermore, our studies demonstrated that both the mother and the father have individual contributions to child outcomes.

The vital role played by parenting to ensure that a child soars to his utmost abilities cannot be stressed enough. Moreover, although not the focal theme of this lecture series, it is acknowledged that genetic make-up and a host of demographic and contextual factors may contribute to child adjustment, namely socioeconomic status, family structure and mother-father dynamics. In addition, it is recognized that there is a mutual and transactional relationship between the parent and the child, in that, it is not only the parents' who influence the child but it may also be the other way around.

Raising a physically and psychologically healthy child is certainly an important and fulfilling task for parents. Even so, parenting is no longer what it used to be. Being a parent in the 21<sup>st</sup> century can be very challenging due to the rapid technological, political and social revolutions taking place, which are modifying every individual's lifestyle. Subsequently, some of the challenges embedded in modern-day parenting are worth mentioning. First, finding the time to bond, monitor and be involved in the child's daily activities may not be an easy undertaking as both parents need to work to support the financial needs of the family. Juggling between parenting and job demands may incapacitate some parents in allotting sufficient quality time with the kids, helping them with homework or supervising their actions. It is certainly not enough to just be with the kids during mealtimes. Inculcating moral principles in the child is another challenge faced by parents of today. As children profusely utilize digital technology, they may not only waste a great deal of time but also gain access to materials which are sexually explicit, dissolute, violent and hate inducing, to say the least. And since the use of computers and mobile phones are personalized, parents may lack the ability to know the specific activities of children using these electronic gadgets. Parents'

themselves may also be hooked to the Internet thereby neglecting their children. Without parents' guidance and proper modelling, children's sense of ethical values may degenerate. Third, societal changes have resulted in less communal rearing of the child. The days when extended kin, neighbors and the community provided round-the-clock support in bringing up the child is now a rarity. Oftentimes, families these days live independently, hence, they must act alone in socializing, caring and looking after the child. By and large, parents of this period are going through more exhausting and tougher challenges than those of previous generations.

Parenting is indubitably a multi-faceted task; hence deciding on what approach to use can be quite daunting amidst all the aforementioned challenges. What then matters most in parenting? Indeed, there is no single recipe for attaining optimal parenting skills. However, I would like to emphasise on the five necessary components of effective parenting.

**First, parents must be knowledgeable of their child's needs, interests, problems and difficulties so that they can respond appropriately, promptly and sufficiently.** In conjunction with this, parents have to realize that every child has a unique set of physical, cognitive and emotional characteristics; hence his needs, desires and concerns may differ from others his own age or even from those of his own siblings. Although a child will eventually grow up, strive for autonomy and acquire skills to think on his own, make decisions, satisfy his own needs and solve problems, parental support and protection will always be called for. Even adolescents still need proper guidance, control, discipline and assistance. Nonetheless, parents must make necessary adjustments and attune their parenting strategies to the child's developmental milestones.

**Second, parents should devote ample quality time with their kids.** Spending even a few minutes a day with the child doing regular activities such as playing, sharing stories, taking a walk, reading



books or even performing household chores have long-term positive consequences on the child's well-being. Such moments enable the parents to get to know the child better which can solidify several components of the parent-child relationship such as communication, trust and attachment.

**Third, parents must shower the child with warmth, manifested by both physical and verbal signs of affection, upon birth and every moment thereafter.** There are countless ways to express love and acceptance towards the child which include giving him a kiss, a hug, saying *I love you*, a pat on the back, a smile, praises and simply listening to them not only with your ears but with your eyes and heart. These affectionate behaviors will resonate with the child and safeguard him from harbouring negative thoughts and emotions, especially when he is exposed to adverse life occurrences.

**Fourth, parents are the child's foremost teachers for refining various skills and attributes, such as caring for the self, time management and sense of responsibility, among others.** Another child capacity that parents can enrich, but is nonetheless often overlooked, is emotional intelligence. Parents must allow the child to experience and recognize a host of emotions be it happiness, sadness, fear or anger. At the same time, parents need to teach the child how to express such feelings in ways that will not be harmful to the self and others.

**Lastly, for more efficient parenting, mothers and fathers should strengthen their spiritual characters.** From the Islamic standpoint, having a strong relationship with Allah S.W.T and dutifully performing religious duties facilitate positive parenting as parents are regularly reminded of their responsibilities to the child through the Quran and Sunnah. In addition, a strong sense of religiosity exhibits good behaviors which children can emulate.

## REFERENCES

- Abdollahi, A., & Talib, M. A. (2015). Hardiness, spirituality and suicidal ideation among individuals with substance abuse: The moderating role of gender and marital status. *Journal of Dual Diagnosis, 11*(1), 12-21.
- Abdullah, R., Yaacob, S. N., & Baharudin, R. (1994). The relationship quality of home environment and mental scores of children attending the UPM Laboratory Preschool. *Pertanika J. Soc. Sci. & Hum., 2*(1), 21-28.
- Afriani, A., Baharudin, R., Yaacob, S. N., & Nurdeng, D. (2012). The relationship between parenting style and social responsibility of adolescents in Banda Aceh, Indonesia. *Pertanika J. Soc. Sci. & Hum., 20*(3), 733-750.
- Amato, P. R. (1990). Dimensions of the family environment as perceived by children: A multidimensional scaling analysis. *Journal of Marriage and the Family, 52*, 613-620.
- Anonas, M. R. L., & Alampay, L. P. (2015). The moderating role of parental warmth on the relation between verbal punishment and child problem behaviors for same-sex and cross-sex parent-child groups. *Philipp J Psychol, 48*(1), 115-152.
- Baharudin, R. (1999). Relationships among parenting knowledge, quality of stimulation in the home and child academic performance. *Pertanika J. Soc. Sci. & Hum., 7*(1), 11-19.
- Baharudin, R., Abdullah, R., & Bee, Y. S. (1996). Sosio-economic status, home environment, and preschool children's mental abilities. *Akademika, 49*, 95-106.
- Baharudin, R., Chiah, W. Y., & Zulkefley, N. S. (2012). Perceived paternal and maternal attachment and social emotional adjustments among early adolescents. *International Journal of Asian Social Science, 2*(12), 2114-2127.
- Baharudin, R., Hong, C. Y., Lim, S. J., & Zulkefley, N. S. (2010). Educational goals, parenting practices, and adolescents' academic achievement. *Asian Social Science, 6*(12), 144-152.
- Baharudin, R., Jo-Pei, T., Zulkefley, N. S., Hong, C. Y., Chiah, W. Y., C. W., & Jun, L. H. (2012). *Quality of Parenting and Adolescents Well-Being*. Selangor: Jetprint Sdn. Bhd.

- Baharudin, R., Juhari, R., & Kahar, R. (2000). Predictors of the well-being of children from non-traditional families. *Human Ecology Research Bulletin*, 2(1), 16-22.
- Baharudin, R., Krauss, S. E., Yaacob, S. N., & Jo-Pei, T. (2011). Family processes as predictors of antisocial behaviors among adolescents from urban, single-mother Malay families in Malaysia. *Journal of Comparative Family Studies*, 42(4), 510-522.
- Baharudin, R., & Luster, T. (1998). Factors related to the quality of the home environment and children's achievement. *Journal of Family Issues*, 19(4), 375-403.
- Baharudin, R., & Zoozilawati, A. R. (2003). Correlates of the parenting behavior in mothers in white and blue collar jobs. *Human Ecology Research Bulletin*, 3, 28-33.
- Baharudin, R., & Zulkefly, N. S. (2015). Disiplin dan caragaya keibubapaan. In R. Baharudin, & M. Zainal (Eds.), *Keibubapaan dan kesejahteraan anak* (pp.27-46). Selangor: UPM Press.
- Baharudin, R., Zulkefly, N. S. (2017). *Monograph on Malaysian Parenting Behaviour Inventory (MPBI)*. Ministry of Higher Education, Putrajaya.
- Baharudin, R., & Zulkefly, N. S., & Arshat, Z. (2014). *The development of Malaysian Parenting Behaviour Inventory (MPBI)*. Ministry of Higher Education, Putrajaya.
- Baharudin, R., & Zulkefly, N. S., & Chuan, H. M. (2014). Structural relations among maternal parenting style, self-esteem, and depression in adolescents. *1<sup>st</sup> International Social Development Conference Proceedings* (pp. 543-550). Kedah, Malaysia: Universiti Utara Malaysia.
- Baharudin, R., Zulkefly, N. S., Hong, C. Y., Chiah, C. W., & Jun, L. H. (2014). Parenting behavior of mothers and school adjustments of adolescents in Malaysia. In A. Kasim et al. (eds.), *Proceedings of the International Conference on Science, 29 Technology and Social Sciences (ICSTSS)* (pp. 29-42). Singapore: Springer Science + Business Media Singapore.

- Baharudin, R., & Zulkefly, N. S., & Yahya, A. N. (2016). Structural relations amongst perceived parenting styles, self-efficacy, and social responsibility in adolescents. *2<sup>nd</sup> International Social Development Conference Proceedings* (pp. 447-454). Kedah, Malaysia: Universiti Utara Malaysia.
- Baharudin, R., Zulkefly, N. S., Yahya, A. N., & Mohd Kadri, N. S. (2015). Predictors of social responsibility of adolescents from urban and rural areas in Malaysia. *Journal of Youth Studies*, *13*, 9-12.
- Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development. Vol.6. Six theories of child development* (pp. 1-60). Greenwich, CT: JAI Press.
- Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, *37*, 887-907.
- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, *75*(1), 43-88.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, *11*(1), 56-95.
- Baumrind, D. (1996). The discipline controversy revisited. *Family Relations*, *45*(4), 405-414.
- Belsky, J., Lerner, R.M., & Spanier, G.B. (1984). *The child in the family*. Reading, MA: Addison-Wesley.
- Berge, J., Sundell, K., Öjehagen, A., & Hakansson, A. (2016). Role of parenting styles in adolescent substance use: Results from a Swedish longitudinal cohort study. *BMJ Open*, *6*, 1-9.
- Bowlby, J. (1969). *Attachment and loss, Vol.1: Attachment*. New York: Basic Books.
- Braza, P., Carreras, R., Muñoz, J. M., Braza, F., Azurmendi, A., Sagastizabal, E. P., Martin, J. R. S. (2015). Negative maternal and paternal parenting styles as predictors of children's behavioral problems: Moderating effects of the child's sex. *J Child Fam Stud*, *24*, 847-856.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development research perspectives. *Developmental Psychology*, *22*(6), 723-742.

- Bronfenbrenner, U. (1999). Environments in developmental perspective: Theoretical and operational models. In S. L. Friedman & T. D. Wachs (Eds.), *Measuring environment across lifespan: Emerging methods and concepts* (pp. 3-28). Washington, DC: American Psychological Association Press.
- Brumariu, L. E., & Kerns, K. A. (2010). Parent-child attachment and internalizing symptoms in childhood and adolescence: A review of empirical findings and future directions. *Development and Psychopathology*, 22, 177-203.
- Campos, B., Ullman, J. B., Aguilera, A., Schetter, C. D. (2014). Familism and psychological health: The intervening role of closeness and social support. *Cultur Divers Ethnic Minor Psychol.*, 20(2), 191-201.
- Chao, R. K. (1994). Beyond parental control and authoritarian parenting style: Understanding Chinese parenting through the cultural notion of training. *Child Development*, 65(4), 1111-1119.
- Chao, R. K. (2001). Extending research on the consequences of parenting style for Chinese Americans and European Americans. *Child Development*, 72(6), 1832-1843.
- Chao, R., & Tseng, V. (2002). Parenting of Asians. In Bornstein, Marc H. (Ed). *Handbook of parenting: Social conditions and applied parenting* (pp. 59-93). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Chiah, W. Y., & Baharudin, R. (2012). Temperament and parental attachment on early adolescents' socio-emotional adjustments. *International Proceedings of Economics Development and Research* (pp. 53-57).
- Chuan, H. M., Baharudin, R., & Yaacob, S. N. (2013). Relationship between perceived maternal parenting styles and depression with self-esteem as mediator among adolescents. *Elixir Soc. Sci.*, 54, 12535-12542.
- Cox, M. J., & Paley, B. (2003). Understanding families as systems. *Current Directions in Psychological Science*, 12, 193-196.
- Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113, 487-496.

- del Barrio, V., Holgado-Tello, F. P., & Carrasco, M. A. (2016). Concurrent and longitudinal effects of maternal and paternal warmth on depression symptoms in children and adolescents. *Psychiatry Research, 242*, 75-81.
- Driscoll, A. K., Russell, S. T., Crockett, L. J. (2008). Parenting styles and youth well-being across immigrant generations. *Journal of Family Issues, 29*, 185-209.
- Etkin, R. G., Koss, K. J., Cummings, E. M., & Davies, P. T. (2014). The differential impact of parental warmth on externalizing problems among triangulated adolescents. *J Genet Psychol, 175*, 118-133.
- Finley, G. E., Mira, S. D., & Schwartz, S. J. (2008). Perceived paternal and maternal involvement: Factor structures, mean differences, and parental roles. *Fathering, 6*(1), 62-82.
- Garcia, F., & Garcia, E. (2009). Is always authoritative the optimum parenting style? Evidence from Spanish families. *Adolescence, 44*(173), 101-131.
- Hazel, N., Oppenheimer, C., Technow, J., Young, J., & Hankin, B. (2015). Parent relationship quality buffers against the effect of peer stressors on depressive symptoms from middle childhood to adolescence. *Dev. Psychol, 50*(8), 2115-2123.
- Hoghughi, M., & Long, N. (Eds.). (2004). *Handbook of parenting: Theory and research for practice*. London and Thousand Oaks, CA: SAGE.
- Holden, G. W. (2010). *Parenting: A Dynamic Perspective*. Los Angeles: SAGE Publications, Inc.
- Hong, C. Y., Baharudin, R., & Hossain, Z. (2012). Fathers' parenting styles in Chinese families in urban Malaysia. *Pertanika J. Soc. Sci. & Hum., 20*(4), 1019-1034.
- Jafari, M., Baharudin, R., & Archer, M. (2016). Fathers' parenting behaviors and Malaysian adolescents' anxiety: Family income as moderator. *Journal of Family Issues, 37*(2), 198-220.
- Jafari, M., Baharudin, R., Mukhtar, F., & Jo-Pei, T. (2012). Parenting behavior and anxiety amongst Malaysian adolescents. *Elixir Psychology, 47*, 9120-9125.

- Jun, L. H., Baharudin, R., & Jo-Pei, T. (2013). Perceived parental warmth and depression in early adolescents: Path analysis on the role of self-esteem as a mediator. *Pertanika J. Soc. Sci. & Hum.*, 21(1), 165-178.
- Khaleque, A., & Rohner, R. R. (2012). Transnational relations between perceived parental acceptance and personality dispositions of children and adults: A meta-analytic review. *Personality and Social Psychology Review*, 16(2), 103-115.
- Keshavarz, S., & Baharudin, R. (2013). Perceived parenting style of fathers and adolescents' locus of control in a collectivist culture of Malaysia: The moderating role of fathers' education. *The Journal of Genetic Psychology: Research on Theory on Human Development*, 174(3), 253-270.
- Lamborn, S., Mounts, N., Steinberg, L., & Dornbusch, S. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful homes. *Child Development*, 62, 1049-1065.
- Lieberman, M., Doyle, A., Markiewicz, D. (1999). Developmental patterns in security of attachment to mother and father in late childhood and early adolescence: Associations with peer relations. *Child Development*, 70(1), 202-213.
- Luquis, R. R., Brelsford, G. M., & Rojas-Guyler, L. (2012). Religiosity, spirituality, sexual attitudes, and sexual behaviors among college students. *Journal of Religion and Health*, 51(3), 601-614.
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In E. M. Hetherington (Ed.) & P. H. Mussen (Series Ed.), *Handbook of child psychology: Vol 4. Socialization, personality and social development* (pp. 1-101). New York: Wiley.
- Manap, J., & Baba, S. (2016). Al-Ghazali's parenting skills attributes model. *Jurnal Hadhari*, 8(1), 113-131.
- Martinez, I., & Garcia, J. F. (2007). Impact of parenting styles on adolescents' self-esteem and internalization of values in Spain. *Spanish Journal of Psychology*, 10, 338-348.
- McKinney, C., & Renk, K. (2008). Differential parenting between mothers and fathers: Implications for late adolescents. *Journal of Family Issues*, 29(6), 806-827.

- Milevsky, A., Schlechter, M., Netter, S., & Keehn, D. (2007). Maternal and paternal parenting styles in adolescents: Associations with self-esteem depression, and life satisfaction. *J Child Fam Stud*, *16*, 39-47.
- Ming, N. Y., & Baharudin, R. (2017). Maternal attachment and Malaysian adolescents' social responsibility: Path analysis on authoritative parenting as mediator. *Journal of Research in Social Sciences*, *5*(1), 22-36.
- Muris, P., Meesters, C., & van den Berg, S. (2003). Internalizing and externalizing problems as correlates of self-reported attachment style and perceived parental rearing in normal adolescents. *Journal of Child and Family Studies*, *12*(2), 171-183.
- Noom, M., Dekovic, M., & Meeus, W. (1999). Autonomy, attachment and psychosocial adjustment during adolescence: A double-edged sword? *Journal of Adolescence*, *22*, 771-783.
- Oetting E. R, Donnermeyer J. F. (1998). Primary socialization theory: the etiology of drug use and deviance. *Substance Use & Misuse*, *33*, 995-1026.
- Operario, D., Tschann, J., Flores, E., & Bridges, M. (2006). Brief report: Associations of parental warmth, peer support, and gender with adolescent emotional distress. *Journal of Adolescence*, *29*, 299-305.
- Ozer, E. J., Flores, E., Tschann, J. M., & Pasch, L. A. (2011). Parenting style, depressive symptoms, and substance use in Mexican American adolescents. *Youth & Society*, *45*(3), 365-388.
- Quach, A. S., Epstein, N. B., Riley, P. J., Falconier, M. K., & Fang, X. (2015). Effects of parental warmth and academic pressure on anxiety and depressive symptoms in Chinese adolescents. *J Child Fam Stud*, *24*, 106-116.
- Parent (Def. 3). (n.d.) *Online Etymology Dictionary*. In Douglas Harper. Retrieved March 30, 2017, from [http://www.etymonline.com/index.php?term=parent&allowed\\_in\\_frame=0](http://www.etymonline.com/index.php?term=parent&allowed_in_frame=0).
- Paulson, S. E., Hill, J. P., & Holmbeck, G. N. (1991). Distinguishing between perceived closeness and parental warmth in families with seventh-grade boys and girls. *Journal of Early Adolescence*, *11*(2), 276-293.



- Restifo, K., & Bögels, S. (2009). Family processes in the development of youth depression: Translating the evidence to treatment. *Clinical Psychology Review, 29*, 294-316.
- Rohner, R. P., & Rohner, E. C. (1980). Antecedents and consequences of parental rejection: A theory of emotional abuse. *Child Abuse and Neglect, 4*, 189-198.
- Rohner, R. P., & Rohner, E. C. (1981). Parental acceptance-rejection and parental control: Cross-cultural codes. *Ethnology, 20*(3), 245-260.
- Rudy, D., & Grusec, J. E. (2001). Correlates of authoritarian parenting in individualistic and collectivist cultures and implications for understanding the transmission of values. *Journal of Cross-Cultural Psychology, 32*(2), 202-212.
- Rudy, D., & Grusec, J. E. (2006). Authoritarian parenting in individualist and collectivist groups: Associations with maternal emotion and cognition and children's self-esteem. *Journal of Family Psychology, 20*(1), 68-78.
- Al-Many (Ed.). (n.d.). Sahih Bukhari. Retrieved March 15, 2017, from [https://d1.islamhouse.com/data/en/ih\\_books/single/en\\_Sahih\\_Al-Bukhari.pdf](https://d1.islamhouse.com/data/en/ih_books/single/en_Sahih_Al-Bukhari.pdf).
- Siegler, R., DeLoache, J., & Eisenberg, N. (2011). *How Children Develop*, 3<sup>rd</sup>. New York: Worth Publishers.
- Sijtsema, J. J., Oldehinkel, A. J., Veenstra, R., Verhulst, F. C., & Ormel, J. (2014). Effects of structural and dynamic family characteristics on the development of depressive and aggressive problems during adolescence: The TRAILS study. *Eur Child Adolesc Psychiatry, 23*, 499-513.
- Spera, C. (2005). A review of the relationship among parenting practices, parenting styles, and adolescent school achievement. *Educational Psychology Review, 17*(2), 125-146.
- Stattin, H., & Kerr, M. (2000). Parental monitoring: A reinterpretation. *Child Development, 71*(4), 1072-1085.
- Stewart, M. S., Bond, M. H., Zaman, R. M., McBride-Chang, C., Rao, N., Ho, L. H., Fielding, R. (1999). Functional parenting in Pakistan. *International Journal of Behavioral Development, 23*(3), 747-770.

- Steinberg, L., Lamborn, S., Dornbusch, S., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. *Child Development, 63*, 1266-1281.
- Sund, A. M., & Wichstrøm, L. (2002). Insecure attachment as a risk factor for future depressive symptoms in early adolescence. *J. Am. Acad. Child Adolesc. Psychiatry, 41*(12), 1478-1485.
- Suwaid, M. N. A. H. (2014). *Prophetic parenting: Cara nabi mendidik anak*. Y Maulana (Ed.). Yogyakarta: Pro-U Media.
- Suzuki, H., & Tomoda, A. (2015). Roles of attachment and self-esteem: Impact of early life stress on depressive symptoms among Japan institutionalized children. *BMC Psychiatry, 15*(8), 1-11.
- Syed Mustafa, S.Z., Baharudin, R., Zulkefly, N.S. & Mukhtar, F. (2014). Maternal attachment and cognitive functioning of children in institutionalized care in Malaysia: Variation by sex. *1<sup>st</sup> International Social Development Conference Proceedings* (pp. 487-493). Kedah, Malaysia: Universiti Utara Malaysia.
- Taylor, Z. E., Rife, D. L., Conger, R. D., & Widaman, K. F. (2012). Familism, interparental conflict, and parenting in Mexican-origin families: A cultural-contextual framework. *J Marriage Fam., 74*(2), 312-327.
- Totsika, V., & Sylva, K. (2004). The home observation for measurement of the environment revisited. *Child and Adolescent Mental Health, 9*(1), 25-35.
- Wallace, W. R. (1865). What Rules the World? Retrieved April 26, 2017, from <http://cottonridgehomeschool.com/2012/08/19/poetry-collection-what-rules-the-world-by-william-ross-wallace/>.
- Wilson, C. M. (2008). The influence of parental warmth and control on Latino adolescent alcohol use. *Hispanic Journal of Behavioral Sciences, 30*(1), 89-105.
- Yahya, A. N., Baharudin, R., & Zulkefly, N. S. (2016). Perceived paternal parenting, self-esteem and life satisfaction in adolescents. *2<sup>nd</sup> International Social Development Conference Proceedings* (pp. 433-439). Kedah, Malaysia: Universiti Utara Malaysia.

- Yahya, A. N., Zulkefly, N. S., Baharudin, R., & Ismail, Z. (2014). Paternal parenting behaviour and psychological well-being in Malaysian adolescents: Variation by sex. *1<sup>st</sup> International Social Development Conference Proceedings* (pp. 484-491). Kedah, Malaysia: Universiti Utara Malaysia.
- Yap, S. T., & Baharudin, R. (2016). The relationship between adolescents' perceived parental involvement, self-efficacy beliefs, and subjective well-being: A multiple mediator model. *Soc Indic Res*, *126*, 257-278.
- Yap, S. T., Baharudin, R., Yaacob, S., & Osman, S. (2014). Paternal and maternal involvement in Malaysian adolescents: Test of factor structure, measurement invariance and latent mean differences. *Child Ind Res*, *7*, 193-208.
- Zulkefly, N. S., Baharudin, R., & Yahya, A. N. (2016). Relations of perceived maternal parenting behavior to self-esteem and delinquency in adolescents. *2<sup>nd</sup> International Social Development Conference Proceedings* (pp. 440-446). Kedah, Malaysia: Universiti Utara Malaysia.
- Zulkefly, N. S., Wilkinson, R., & Baharudin, R. (2014). Using the inventory of parent and peer attachment-Malay (IPPA-Malay) for assessment of attachment relationships and depression of Malaysian adolescents. *1<sup>st</sup> International Social Development Conference Proceedings* (pp. 487-493). Kedah, Malaysia: Universiti Utara Malaysia.

## **BIOGRAPHY**

Rozumah Baharudin was born on the 25<sup>th</sup> of June 1957 in Kampung Parit, Kuala Pilah, Negri Sembilan. She received her early education at Sekolah Rendah Dato' Idris, Sekolah Menengah Datuk Abdul Samad in Tanjong Ipoh and Sekolah Menengah Tuanku Muhammad in Kuala Pilah. She obtained her Diploma in Home Technology from Universiti Pertanian Malaysia in 1978, before completing her B.S. degree in Family and Child Studies in 1980 and M. Ed. with specialization in Early Childhood Care and Education in 1981, both from the Louisiana State University, Baton Rouge, USA. Rozumah completed her Doctor of Philosophy in Family Ecology, concentrating on Parenting and Child Outcome, in 1992, at the Michigan State University, East Lansing, USA.

Rozumah began her career as a lecturer in 1982 at the Department of Human Development, Faculty of Agriculture, UPM. She was promoted to the position of Associate Professor in 1999 and Professor in 2003. As an extension of her academic career, Rozumah was invited as a Visiting Professor to the School of Psychology, Australian National University, Canberra in 2011. Subsequently in 2013, Rozumah received another appointment as a Visiting Professor to the Macquarie University in Sydney, Australia, specifically at the Institute of Early Childhood.

From November of 1996 to January of 2006 Rozumah held several administrative positions at the Faculty of Human Ecology, that is, as Head, Department of Human Development and Family Studies (Nov. 1996-Jul. 1999), Deputy Dean of Research (Aug. 1999 - Jul. 2001), and Deputy Dean of Academic Affairs (Aug. 2001 - Jan. 2003) and as Dean (Feb. 2003 - Jan. 2006). During her term as Dean, Rozumah and members of her management team and the faculty obtained several achievements, among which was the MS ISO 9001:2000 certification from SIRIM on 7hb. January of 2004

(Faculty of Human Ecology was the first Social Science Faculty to receive such certification); commenced two new double majors for undergraduate programs (Human Development & Information Technology & Human Development & Management); introduced two new minor packages, namely Developmental Psychology and Social Psychology for the Human Development undergraduate and postgraduate programs; launched the publication of the *Human Ecology Research Bulletin* with the aim of providing an avenue for academic staff to publish their research papers; and initiated the publication of *Ecologue*, a news magazine aimed at disseminating information on academic and non-academic matters related to the faculty.

Rozumah has a long-standing and profound interest in research. For as long as she can remember, she has been teaching the Undergraduate and Postgraduate Research Methodology classes. She has supervised numerous research projects at the undergraduate and postgraduate levels. Rozumah has for several years been actively involved in several research committees such as the Evaluation Panel for FRGS, TRGS, PRGS and Science Fund in the Social Science and Psychology Clusters, and occasionally served as an auditor of applications for these grants for the Ministry of Higher Education. She is also a member of the UPM Research Grant Evaluation committee for the same clusters and has been the Head of the Grants Evaluation Committee for the Social Science Cluster. Rozumah has successfully completed more than 20 research projects funded by various agencies, such as the Ministry of Higher Education (MOHE), Ministry of Science and Technology (MOSTI), Department of National Unity, Ministry of Home Affairs, Malaysian Institute for Research in Youth Development, Ministry of Youth and Sports, Johor Government and Department of Islamic Development Malaysia (JAKIM). Currently, Rozumah is

collaborating with foreign researchers in an international research project entitled “International Survey of Children’s Well-Being (ISCWeB)”, involving 43 countries, supported by the Jacobs Foundation, Germany.

Rozumah has written and presented more than 100 papers in various journals, proceedings, conferences, books, book chapters, modules and outreach publications. She is also an editor of 5 other books. Her “Panduan Aktiviti Prasekolah (*Handbook for Preschool Activities*, published by Fajar Bakti, 1986)” has been widely used in Annex Government Preschools and some other providers of preschool education. The two modules she wrote with her team on “Kebapaan” (*Fathering/Pancaran Kasih*, 1999) and “Keibubapaan Anak Remaja” (*Parenting Adolescents/Mutiara Kasih*, 2000) for the Board of National Population and Family *Development*, Ministry of Women, Family and Community Development, were utilized by the board to train parents throughout the nation to become better parents. Rozumah was also involved in the Training of Trainers for both modules. Her most significant contributions in Outreach Publications were her articles for the column, “Interaksi Ibu Bapa-Anak (*Parent-child Interaction*)” in a parenting magazine (*Bintang Kecil*, 1994-1998); of which 29 articles were later compiled and restructured into a book entitled, “Lahirkan Anak Pintar” (*Raising a Smart Child*) and published in 2001 by Times International Ltd., Singapore. The book aims to psycho-educate parents to adopt smart parenting in order to nurture smart children. Rozumah’s most recent publications related to parenting are research articles published in Q1 and Q2 journals, that is, “The Relationships between Adolescents’ Perceived Parental Involvement, Self-Efficacy Beliefs and Subjective Well-Being: A Multiple Mediator Model” (with Yap, S. T. in *Social Indicators Research*, 2016, Q1); and “Fathers Parenting Behaviors and Malaysian Adolescents’ Anxiety: Family

Income as a Moderator.” (with Jafari, M. & Archer, M. in *Journal of Family Issues*, 2016, Q2), and a book chapter with international co-writers (U.S.A., Thailand & China, i.e., Kumpfer, K. L., Pinyuchon, M., Kannikar, N., & Xie, J.) entitled, “Parenting Education in the Asian Pacific Region, in J. J. Ponzetti ( Ed.), *Evidence-based parenting education*”, 2016, New York, NY: Routledge.

Throughout her career, Rozumah has actively participated in other professional and non-professional endeavors. Rozumah was a member of a committee set-up in 1984 by the Curriculum Development Division of the Ministry of Education to design a standardized Preschool Education Curriculum for all preschool centers in Malaysia. Such curriculum became the basis for her book, “Panduan Aktiviti Prasekolah/*Handbook for Preschool Activities*.” Rozumah was a board member of the Asian Psychological Association from 2005 to 2010. She was also a member of the Editorial Board for *Pertanika Journal of Social Sciences & Humanities* (1999 - 2006). Since 2005, Rozumah has been on the editorial board of the *Journal of ASIAN Regional Association for Home Economics (Korea)* and as of 2013 also for the *International Journal of Humanities and Social Science Research (Canada)*.

Rozumah has served as a reviewer of research manuscripts for a number of journals within Malaysia and abroad. She has been a member of the Evaluation Panel for MQA for Assessment of Early Childhood Education since 2014. Rozumah accepted the appointment by the Minister of the Ministry of Women, Family and Community Development to be a member of the Visiting Board of the Sungai Besi Approved School in 2005 and still holds the post presently. Rozumah has been invited by several Universities (UKM, UIAM, UM, UMS, University of Melbourne and Edith Cowan University, Australia) as an examiner for Master’s and Doctoral theses. Several Malaysian Universities have also appointed her as

an assessor for associate professor and professor applications.

Rozumah has received many accolades for her academic and research merits. She was awarded the UPM Excellent Service Award in 1995, 1999 and 2002, and the UPM Certificate of Excellent Service for nearly every year since then. She also received the UPM Consultation Award for Family and Education in 2003. Rozumah has won bronze, silver and gold medals for her research projects at UPM Research Innovation and Invention Exhibitions, from 2005 to 2014. Earlier Rozumah also received awards from Michigan State University: Dissertation Fellowship Award (1992), Phi Beta Delta – International Scholars Award (1990-1992) and Emerging Leaders Award (1996).

Rozumah currently resides in Kampung Dato' Abu Bakar Baginda with her beloved husband Zulkefly Abd. Maulud, daughter Nor Sheereen, son-in-law Nik Mohd. Faiz and grand-daughter Nik Hana Arissa.





## ACKNOWLEDGMENTS

My ultimate gratitude to Allah SWT, the Most Merciful and Most Beneficent. It is with His blessing, guidance and grace that this humble gift came to fruition.

I wish to take this opportunity to express my heartfelt gratefulness to Tan Sri Dato' Hj. Napsiah Omar, my former lecturer and Department Head of Home and Food Technology, Faculty of Agriculture, Universiti Pertanian Malaysia, who discovered my potential in academia and subsequently extended a scholarship award from the Public Service Department for me to further my studies in the USA in 1979. My wholehearted gratitude also goes to my late mentor, Professor Dr. Tom Luster of Michigan State University, whose caring and authentic professional attitudes and values I emulate.

My sincere appreciation to the past and present top management team of UPM, especially to YBhg. Dato' Dr. Ir. Muhamad Zohadie Bardaie, former Vice Chancellor, for trusting me to lead the Faculty of Human Ecology as Dean in 2003, and to the current Vice Chancellor, YBhg. Prof. Datin Paduka Dr. Aini Ideris, for her kind attention and unceasing support to every one of us enabling us to perform to the best of our abilities and together help UPM to soar. My deepest thanks go to the former and current deans as well as colleagues at the Faculty of Human Ecology, especially from the Department of Human Development and Family Studies, for the friendship and outstanding professional support over all these years. Many thanks to Professor Dr. Laily Paim, the present Dean, Dr. Zainal Madon, my Department Head, and members of the Inaugural Lecture Committee headed by Mr. Nasrudin Yahya, for all the support and assistance accorded to me for this lecture. Special thanks to Teacher Nurhayatul Nira, her team, and the children from

FACE of FEM, UPM, for presenting such a beautiful and refreshing performance during this special occasion.

With all my heart I would like to express my genuine appreciation to the Government of Malaysia for awarding me scholarships throughout my tertiary education. The same indebtedness goes to various agencies for awarding me grants to conduct research. In addition, I wish to convey my gratitude to Michigan State University for awarding me the Dissertation Fellowship.

I would also like to communicate my warm thanks to MOHE for appointing me as a member of the Evaluation Panel for Research Grants since 2006. Additionally, I wish to thank the Malaysian Qualification Agency for appointing me as a member of the MQA Evaluation Panel for assessment of Early Childhood Education as of 2014, and the Ministry of Women, Family and Community Development for allowing me to serve as Visiting Board member of the Sungai Besi Approved School since 2005.

A million thanks to my co-authors and co-researchers, local and international, for sharing their invaluable knowledge and experiences with me. Thank you so much to recent collaborators, especially, Professor Dr. James J. Ponzetti (University of British Columbia, Vancouver, Canada), for giving me and my co-authors the opportunity to contribute a chapter in your book (2016). Likewise, to Professor Dr. Sabine Andresen and team and the Jacobs Foundation of Germany for inviting me to collaborate in the International Survey of Child Well-Being (ISCWeB) along with 43 other countries in the world.

I am extremely grateful to Professor Dr. Ross Wilkinson, Convenor of the Relationships and Psychological Health Laboratory at the School of Psychology, Australian National University, Canberra and Jennifer Bowes, Director of the Institute of Early Childhood Research, Macquarie University, Sydney, for inviting

me as a Visiting Professor in 2011 and 2013, respectively. It was such a pleasant professional experience.

To all my undergraduate and postgraduate students who have touched my life in so many ways, thank you for enriching and motivating me in my teaching and supervision and most of all for making me feel young at heart. To my two very kind and caring Graduate Research Assistants, Sharisse May Barra and Amira Najiha Yahya, I cannot thank you enough for all the time spent, undivided support and assistance in coming up with this book and making this presentation successful.

To Dr. Nor Sheereen Zulkefly, thank you so much for the several brainstorming sessions we had on delineating ideas for this book. I am blessed to have you to talk to at sometimes odd hours of the day. What is so sweet is that you were always very careful in making sure that what you expressed is not reflective of the ‘OCD parenting style’ you had endured. To the many others who contributed to my success directly or indirectly, I wish to convey my unfeigned thanks to all.

No words can adequately express my love and greatest gratitude to my late parents, Tiawa binti Ujang and Baharudin bin Md. Nor, who, throughout my growing up years, completely and unselfishly gave themselves to me. Their love, encouragement, and prayers helped me to achieve my educational and professional goals. Most importantly, with the will of Allah their perfect parenting has made my life significantly fulfilling. May Allah SWT award both Mak and Abah with Jannatul Firdaus. My heartiest appreciation also goes to my siblings as well as my extended family members for their love and prayers.

My last but certainly not least tribute goes to my beloved husband, Zulkefly Abd. Maulud, my daughter, Nor Sheereen and my son-in-law, Nik Mohd. Faiz, I thank you from the bottom of my

Parenting: What Matters Most?

heart for all the love, patience, support, sacrifice and prayers; and to Nik Hana Arissa, my first granddaughter, I wish you to know that your presence is such a precious gift in my life. Thank you, Allah.

Rozumah Baharudin

## LIST OF INAUGURAL LECTURES

1. Prof. Dr. Sulaiman M. Yassin  
*The Challenge to Communication  
Research in Extension*  
22 July 1989
2. Prof. Ir. Abang Abdullah Abang Ali  
*Indigenous Materials and Technology  
for Low Cost Housing*  
30 August 1990
3. Prof. Dr. Abdul Rahman Abdul Razak  
*Plant Parasitic Nematodes, Lesser  
Known Pests of Agricultural Crops*  
30 January 1993
4. Prof. Dr. Mohamed Suleiman  
*Numerical Solution of Ordinary  
Differential Equations: A Historical  
Perspective*  
11 December 1993
5. Prof. Dr. Mohd. Ariff Hussein  
*Changing Roles of Agricultural  
Economics*  
5 March 1994
6. Prof. Dr. Mohd. Ismail Ahmad  
*Marketing Management: Prospects  
and Challenges for Agriculture*  
6 April 1994
7. Prof. Dr. Mohamed Mahyuddin Mohd.  
Dahan  
*The Changing Demand for Livestock  
Products*  
20 April 1994
8. Prof. Dr. Ruth Kiew  
*Plant Taxonomy, Biodiversity and  
Conservation*  
11 May 1994
9. Prof. Ir. Dr. Mohd. Zohadie Bardaie  
*Engineering Technological  
Developments Propelling Agriculture  
into the 21st Century*  
28 May 1994
10. Prof. Dr. Shamsuddin Jusop  
*Rock, Mineral and Soil*  
18 June 1994
11. Prof. Dr. Abdul Salam Abdullah  
*Natural Toxicants Affecting Animal  
Health and Production*  
29 June 1994
12. Prof. Dr. Mohd. Yusof Hussein  
*Pest Control: A Challenge in Applied  
Ecology*  
9 July 1994
13. Prof. Dr. Kapt. Mohd. Ibrahim Haji  
Mohamed  
*Managing Challenges in Fisheries  
Development through Science and  
Technology*  
23 July 1994
14. Prof. Dr. Hj. Amat Juhari Moain  
*Sejarah Keagungan Bahasa Melayu*  
6 August 1994
15. Prof. Dr. Law Ah Theem  
*Oil Pollution in the Malaysian Seas*  
24 September 1994
16. Prof. Dr. Md. Nordin Hj. Lajis  
*Fine Chemicals from Biological  
Resources: The Wealth from Nature*  
21 January 1995
17. Prof. Dr. Sheikh Omar Abdul Rahman  
*Health, Disease and Death in  
Creatures Great and Small*  
25 February 1995

## Parenting: What Matters Most?

18. Prof. Dr. Mohamed Shariff Mohamed Din  
*Fish Health: An Odyssey through the Asia - Pacific Region*  
25 March 1995
19. Prof. Dr. Tengku Azmi Tengku Ibrahim  
*Chromosome Distribution and Production Performance of Water Buffaloes*  
6 May 1995
20. Prof. Dr. Abdul Hamid Mahmood  
*Bahasa Melayu sebagai Bahasa Ilmu-Cabaran dan Harapan*  
10 June 1995
21. Prof. Dr. Rahim Md. Sail  
*Extension Education for Industrialising Malaysia: Trends, Priorities and Emerging Issues*  
22 July 1995
22. Prof. Dr. Nik Muhammad Nik Abd. Majid  
*The Diminishing Tropical Rain Forest: Causes, Symptoms and Cure*  
19 August 1995
23. Prof. Dr. Ang Kok Jee  
*The Evolution of an Environmentally Friendly Hatchery Technology for Udang Galah, the King of Freshwater Prawns and a Glimpse into the Future of Aquaculture in the 21st Century*  
14 October 1995
24. Prof. Dr. Sharifuddin Haji Abdul Hamid  
*Management of Highly Weathered Acid Soils for Sustainable Crop Production*  
28 October 1995
25. Prof. Dr. Yu Swee Yean  
*Fish Processing and Preservation: Recent Advances and Future Directions*  
9 December 1995
26. Prof. Dr. Rosli Mohamad  
*Pesticide Usage: Concern and Options*  
10 February 1996
27. Prof. Dr. Mohamed Ismail Abdul Karim  
*Microbial Fermentation and Utilization of Agricultural Bioresources and Wastes in Malaysia*  
2 March 1996
28. Prof. Dr. Wan Sulaiman Wan Harun  
*Soil Physics: From Glass Beads to Precision Agriculture*  
16 March 1996
29. Prof. Dr. Abdul Aziz Abdul Rahman  
*Sustained Growth and Sustainable Development: Is there a Trade-Off 1 or Malaysia*  
13 April 1996
30. Prof. Dr. Chew Tek Ann  
*Sharecropping in Perfectly Competitive Markets: A Contradiction in Terms*  
27 April 1996
31. Prof. Dr. Mohd. Yusuf Sulaiman  
*Back to the Future with the Sun*  
18 May 1996
32. Prof. Dr. Abu Bakar Salleh  
*Enzyme Technology: The Basis for Biotechnological Development*  
8 June 1996
33. Prof. Dr. Kamel Ariffin Mohd. Atan  
*The Fascinating Numbers*  
29 June 1996
34. Prof. Dr. Ho Yin Wan  
*Fungi: Friends or Foes*  
27 July 1996
35. Prof. Dr. Tan Soon Guan  
*Genetic Diversity of Some Southeast Asian Animals: Of Buffaloes and Goats and Fishes Too*  
10 August 1996

Rozumah Baharudin

36. Prof. Dr. Nazaruddin Mohd. Jali  
*Will Rural Sociology Remain Relevant in the 21st Century?*  
21 September 1996
37. Prof. Dr. Abdul Rani Bahaman  
*Leptospirosis-A Model for Epidemiology, Diagnosis and Control of Infectious Diseases*  
16 November 1996
38. Prof. Dr. Marziah Mahmood  
*Plant Biotechnology - Strategies for Commercialization*  
21 December 1996
39. Prof. Dr. Ishak Hj. Omar  
*Market Relationships in the Malaysian Fish Trade: Theory and Application*  
22 March 1997
40. Prof. Dr. Suhaila Mohamad  
*Food and Its Healing Power*  
12 April 1997
41. Prof. Dr. Malay Raj Mukerjee  
*A Distributed Collaborative Environment for Distance Learning Applications*  
17 June 1998
42. Prof. Dr. Wong Kai Choo  
*Advancing the Fruit Industry in Malaysia: A Need to Shift Research Emphasis*  
15 May 1999
43. Prof. Dr. Aini Ideris  
*Avian Respiratory and Immunosuppressive Diseases-A Fatal Attraction*  
10 July 1999
44. Prof. Dr. Sariah Meon  
*Biological Control of Plant Pathogens: Harnessing the Richness of Microbial Diversity*  
14 August 1999
45. Prof. Dr. Azizah Hashim  
*The Endomycorrhiza: A Futile Investment?*  
23 October 1999
46. Prof. Dr. Noraini Abdul Samad  
*Molecular Plant Virology: The Way Forward*  
2 February 2000
47. Prof. Dr. Muhamad Awang  
*Do We Have Enough Clean Air to Breathe?*  
7 April 2000
48. Prof. Dr. Lee Chnoong Kheng  
*Green Environment, Clean Power*  
24 June 2000
49. Prof. Dr. Mohd. Ghazali Mohayidin  
*Managing Change in the Agriculture Sector: The Need for Innovative Educational Initiatives*  
12 January 2002
50. Prof. Dr. Fatimah Mohd. Arshad  
*Analisis Pemasaran Pertanian di Malaysia: Keperluan Agenda Pembaharuan*  
26 January 2002
51. Prof. Dr. Nik Mustapha R. Abdullah  
*Fisheries Co-Management: An Institutional Innovation Towards Sustainable Fisheries Industry*  
28 February 2002
52. Prof. Dr. Gulam Rusul Rahmat Ali  
*Food Safety: Perspectives and Challenges*  
23 March 2002
53. Prof. Dr. Zaharah A. Rahman  
*Nutrient Management Strategies for Sustainable Crop Production in Acid Soils: The Role of Research Using Isotopes*  
13 April 2002



## Parenting: What Matters Most?

54. Prof. Dr. Maisom Abdullah  
*Productivity Driven Growth: Problems & Possibilities*  
27 April 2002
55. Prof. Dr. Wan Omar Abdullah  
*Immunodiagnosis and Vaccination for Brugian Filariasis: Direct Rewards from Research Investments*  
6 June 2002
56. Prof. Dr. Syed Tajuddin Syed Hassan  
*Agro-ento Bioinformation: Towards the Edge of Reality*  
22 June 2002
57. Prof. Dr. Dahlan Ismail  
*Sustainability of Tropical Animal-Agricultural Production Systems: Integration of Dynamic Complex Systems*  
27 June 2002
58. Prof. Dr. Ahmad Zubaidi Baharumshah  
*The Economics of Exchange Rates in the East Asian Countries*  
26 October 2002
59. Prof. Dr. Shaik Md. Noor Alam S.M. Hussain  
*Contractual Justice in Asean: A Comparative View of Coercion*  
31 October 2002
60. Prof. Dr. Wan Md. Zin Wan Yunus  
*Chemical Modification of Polymers: Current and Future Routes for Synthesizing New Polymeric Compounds*  
9 November 2002
61. Prof. Dr. Annuar Md. Nassir  
*Is the KLSE Efficient? Efficient Market Hypothesis vs Behavioural Finance*  
23 November 2002
62. Prof. Ir. Dr. Radin Umar Radin Sohadi  
*Road Safety Interventions in Malaysia: How Effective Are They?*  
21 February 2003
63. Prof. Dr. Shamsheer Mohamad  
*The New Shares Market: Regulatory Intervention, Forecast Errors and Challenges*  
26 April 2003
64. Prof. Dr. Han Chun Kwong  
*Blueprint for Transformation or Business as Usual? A Structural Perspective of the Knowledge-Based Economy in Malaysia*  
31 May 2003
65. Prof. Dr. Mawardi Rahmani  
*Chemical Diversity of Malaysian Flora: Potential Source of Rich Therapeutic Chemicals*  
26 July 2003
66. Prof. Dr. Fatimah Md. Yusoff  
*An Ecological Approach: A Viable Option for Aquaculture Industry in Malaysia*  
9 August 2003
67. Prof. Dr. Mohamed Ali Rajion  
*The Essential Fatty Acids-Revisited*  
23 August 2003
68. Prof. Dr. Azhar Md. Zain  
*Psychotherapy for Rural Malays - Does it Work?*  
13 September 2003
69. Prof. Dr. Mohd. Zamri Saad  
*Respiratory Tract Infection: Establishment and Control*  
27 September 2003
70. Prof. Dr. Jinap Selamat  
*Cocoa-Wonders for Chocolate Lovers*  
14 February 2004

Rozumah Baharudin

71. Prof. Dr. Abdul Halim Shaari  
*High Temperature Superconductivity:  
Puzzle & Promises*  
13 March 2004
72. Prof. Dr. Yaakob Che Man  
*Oils and Fats Analysis - Recent  
Advances and Future Prospects*  
27 March 2004
73. Prof. Dr. Kaida Khalid  
*Microwave Aquametry: A Growing  
Technology*  
24 April 2004
74. Prof. Dr. Hasanah Mohd. Ghazali  
*Tapping the Power of Enzymes-  
Greening the Food Industry*  
11 May 2004
75. Prof. Dr. Yusop Ibrahim  
*The Spider Mite Saga: Quest for  
Biorational Management Strategies*  
22 May 2004
76. Prof. Datin Dr. Sharifah Md. Nor  
*The Education of At-Risk Children:  
The Challenges Ahead*  
26 June 2004
77. Prof. Dr. Ir. Wan Ishak Wan Ismail  
*Agricultural Robot: A New Technology  
Development for Agro-Based Industry*  
14 August 2004
78. Prof. Dr. Ahmad Said Sajap  
*Insect Diseases: Resources for  
Biopesticide Development*  
28 August 2004
79. Prof. Dr. Aminah Ahmad  
*The Interface of Work and Family  
Roles: A Quest for Balanced Lives*  
11 March 2005
80. Prof. Dr. Abdul Razak Alimon  
*Challenges in Feeding Livestock:  
From Wastes to Feed*  
23 April 2005
81. Prof. Dr. Haji Azimi Hj. Hamzah  
*Helping Malaysian Youth Move  
Forward: Unleashing the Prime  
Enablers*  
29 April 2005
82. Prof. Dr. Rasedee Abdullah  
*In Search of An Early Indicator of  
Kidney Disease*  
27 May 2005
83. Prof. Dr. Zulkifli Hj. Shamsuddin  
*Smart Partnership: Plant-  
Rhizobacteria Associations*  
17 June 2005
84. Prof. Dr. Mohd Khanif Yusop  
*From the Soil to the Table*  
1 July 2005
85. Prof. Dr. Annuar Kassim  
*Materials Science and Technology:  
Past, Present and the Future*  
8 July 2005
86. Prof. Dr. Othman Mohamed  
*Enhancing Career Development  
Counselling and the Beauty of Career  
Games*  
12 August 2005
87. Prof. Ir. Dr. Mohd Amin Mohd Soom  
*Engineering Agricultural Water  
Management Towards Precision  
Framing*  
26 August 2005
88. Prof. Dr. Mohd Arif Syed  
*Bioremediation-A Hope Yet for the  
Environment?*  
9 September 2005
89. Prof. Dr. Abdul Hamid Abdul Rashid  
*The Wonder of Our Neuromotor  
System and the Technological  
Challenges They Pose*  
23 December 2005

## Parenting: What Matters Most?

90. Prof. Dr. Norhani Abdullah  
*Rumen Microbes and Some of Their Biotechnological Applications*  
27 January 2006
91. Prof. Dr. Abdul Aziz Saharee  
*Haemorrhagic Septicaemia in Cattle and Buffaloes: Are We Ready for Freedom?*  
24 February 2006
92. Prof. Dr. Kamariah Abu Bakar  
*Activating Teachers' Knowledge and Lifelong Journey in Their Professional Development*  
3 March 2006
93. Prof. Dr. Borhanuddin Mohd. Ali  
*Internet Unwired*  
24 March 2006
94. Prof. Dr. Sundararajan Thilagar  
*Development and Innovation in the Fracture Management of Animals*  
31 March 2006
95. Prof. Dr. Zainal Aznam Md. Jelani  
*Strategic Feeding for a Sustainable Ruminant Farming*  
19 May 2006
96. Prof. Dr. Mahiran Basri  
*Green Organic Chemistry: Enzyme at Work*  
14 July 2006
97. Prof. Dr. Malik Hj. Abu Hassan  
*Towards Large Scale Unconstrained Optimization*  
20 April 2007
98. Prof. Dr. Khalid Abdul Rahim  
*Trade and Sustainable Development: Lessons from Malaysia's Experience*  
22 June 2007
99. Prof. Dr. Mad Nasir Shamsudin  
*Econometric Modelling for Agricultural Policy Analysis and Forecasting: Between Theory and Reality*  
13 July 2007
100. Prof. Dr. Zainal Abidin Mohamed  
*Managing Change - The Fads and The Realities: A Look at Process Reengineering, Knowledge Management and Blue Ocean Strategy*  
9 November 2007
101. Prof. Ir. Dr. Mohamed Daud  
*Expert Systems for Environmental Impacts and Ecotourism Assessments*  
23 November 2007
102. Prof. Dr. Saleha Abdul Aziz  
*Pathogens and Residues; How Safe is Our Meat?*  
30 November 2007
103. Prof. Dr. Jayum A. Jawan  
*Hubungan Sesama Manusia*  
7 December 2007
104. Prof. Dr. Zakariah Abdul Rashid  
*Planning for Equal Income Distribution in Malaysia: A General Equilibrium Approach*  
28 December 2007
105. Prof. Datin Paduka Dr. Khatijah Yusoff  
*Newcastle Disease virus: A Journey from Poultry to Cancer*  
11 January 2008
106. Prof. Dr. Dzulkefly Kuang Abdullah  
*Palm Oil: Still the Best Choice*  
1 February 2008
107. Prof. Dr. Elias Saion  
*Probing the Microscopic Worlds by Ionizing Radiation*  
22 February 2008

Rozumah Baharudin

108. Prof. Dr. Mohd Ali Hassan  
*Waste-to-Wealth Through  
Biotechnology: For Profit, People  
and Planet*  
28 March 2008
109. Prof. Dr. Mohd Maarof H. A. Maksin  
*Metrology at Nanoscale: Thermal  
Wave Probe Made It Simple*  
11 April 2008
110. Prof. Dr. Dzolikhifi Omar  
*The Future of Pesticides Technology  
in Agriculture: Maximum Target Kill  
with Minimum Collateral Damage*  
25 April 2008
111. Prof. Dr. Mohd. Yazid Abd. Manap  
*Probiotics: Your Friendly Gut  
Bacteria*  
9 May 2008
112. Prof. Dr. Hamami Sahri  
*Sustainable Supply of Wood and  
Fibre: Does Malaysia have Enough?*  
23 May 2008
113. Prof. Dato' Dr. Makhdzir Mardan  
*Connecting the Bee Dots*  
20 June 2008
114. Prof. Dr. Maimunah Ismail  
*Gender & Career: Realities and  
Challenges*  
25 July 2008
115. Prof. Dr. Nor Aripin Shamaan  
*Biochemistry of Xenobiotics:  
Towards a Healthy Lifestyle and Safe  
Environment*  
1 August 2008
116. Prof. Dr. Mohd Yunus Abdullah  
*Penjagaan Kesihatan Primer di  
Malaysia: Cabaran Prospek dan  
Implikasi dalam Latihan dan  
Penyelidikan Perubatan serta  
Sains Kesihatan di Universiti Putra  
Malaysia*  
8 August 2008
117. Prof. Dr. Musa Abu Hassan  
*Memanfaatkan Teknologi Maklumat  
& Komunikasi ICT untuk Semua*  
15 August 2008
118. Prof. Dr. Md. Salleh Hj. Hassan  
*Role of Media in Development:  
Strategies, Issues & Challenges*  
22 August 2008
119. Prof. Dr. Jariah Masud  
*Gender in Everyday Life*  
10 October 2008
120. Prof. Dr. Mohd Shahwahid Haji  
Othman  
*Mainstreaming Environment:  
Incorporating Economic Valuation  
and Market-Based Instruments in  
Decision Making*  
24 October 2008
121. Prof. Dr. Son Radu  
*Big Questions Small Worlds:  
Following Diverse Vistas*  
31 October 2008
122. Prof. Dr. Russly Abdul Rahman  
*Responding to Changing Lifestyles:  
Engineering the Convenience Foods*  
28 November 2008
123. Prof. Dr. Mustafa Kamal Mohd  
Shariff  
*Aesthetics in the Environment an  
Exploration of Environmental:  
Perception Through Landscape  
Preference*  
9 January 2009
124. Prof. Dr. Abu Daud Silong  
*Leadership Theories, Research  
& Practices: Farming Future  
Leadership Thinking*  
16 January 2009

## Parenting: What Matters Most?

125. Prof. Dr. Azni Idris  
*Waste Management, What is the Choice: Land Disposal or Biofuel?*  
23 January 2009
126. Prof. Dr. Jamilah Bakar  
*Freshwater Fish: The Overlooked Alternative*  
30 January 2009
127. Prof. Dr. Mohd. Zobir Hussein  
*The Chemistry of Nanomaterial and Nanobiomaterial*  
6 February 2009
128. Prof. Ir. Dr. Lee Teang Shui  
*Engineering Agricultural: Water Resources*  
20 February 2009
129. Prof. Dr. Ghizan Saleh  
*Crop Breeding: Exploiting Genes for Food and Feed*  
6 March 2009
130. Prof. Dr. Muzafar Shah Habibullah  
*Money Demand*  
27 March 2009
131. Prof. Dr. Karen Anne Crouse  
*In Search of Small Active Molecules*  
3 April 2009
132. Prof. Dr. Turiman Suandi  
*Volunteerism: Expanding the Frontiers of Youth Development*  
17 April 2009
133. Prof. Dr. Arbakariya Ariff  
*Industrializing Biotechnology: Roles of Fermentation and Bioprocess Technology*  
8 May 2009
134. Prof. Ir. Dr. Desa Ahmad  
*Mechanics of Tillage Implements*  
12 June 2009
135. Prof. Dr. W. Mahmood Mat Yunus  
*Photothermal and Photoacoustic: From Basic Research to Industrial Applications*  
10 July 2009
136. Prof. Dr. Taufiq Yap Yun Hin  
*Catalysis for a Sustainable World*  
7 August 2009
137. Prof. Dr. Raja Noor Zaliha Raja Abd. Rahman  
*Microbial Enzymes: From Earth to Space*  
9 October 2009
138. Prof. Ir. Dr. Barkawi Sahari  
*Materials, Energy and CNGDI Vehicle Engineering*  
6 November 2009
139. Prof. Dr. Zulkifli Idrus  
*Poultry Welfare in Modern Agriculture: Opportunity or Threat?*  
13 November 2009
140. Prof. Dr. Mohamed Hanafi Musa  
*Managing Phosphorus: Under Acid Soils Environment*  
8 January 2010
141. Prof. Dr. Abdul Manan Mat Jais  
*Haruan Channa striatus a Drug Discovery in an Agro-Industry Setting*  
12 March 2010
142. Prof. Dr. Bujang bin Kim Huat  
*Problematic Soils: In Search for Solution*  
19 March 2010
143. Prof. Dr. Samsinar Md Sidin  
*Family Purchase Decision Making: Current Issues & Future Challenges*  
16 April 2010

Rozumah Baharudin

144. Prof. Dr. Mohd Adzir Mahdi  
*Lightspeed: Catch Me If You Can*  
4 June 2010
145. Prof. Dr. Raha Hj. Abdul Rahim  
*Designer Genes: Fashioning Mission Purposed Microbes*  
18 June 2010
146. Prof. Dr. Hj. Hamidon Hj. Basri  
*A Stroke of Hope, A New Beginning*  
2 July 2010
147. Prof. Dr. Hj. Kamaruzaman Jusoff  
*Going Hyperspectral: The "Unseen" Captured?*  
16 July 2010
148. Prof. Dr. Mohd Sapuan Salit  
*Concurrent Engineering for Composites*  
30 July 2010
149. Prof. Dr. Shattri Mansor  
*Google the Earth: What's Next?*  
15 October 2010
150. Prof. Dr. Mohd Basyaruddin Abdul Rahman  
*Haute Couture: Molecules & Biocatalysts*  
29 October 2010
151. Prof. Dr. Mohd. Hair Bejo  
*Poultry Vaccines: An Innovation for Food Safety and Security*  
12 November 2010
152. Prof. Dr. Umi Kalsom Yusuf  
*Fern of Malaysian Rain Forest*  
3 December 2010
153. Prof. Dr. Ab. Rahim Bakar  
*Preparing Malaysian Youths for The World of Work: Roles of Technical and Vocational Education and Training (TVET)*  
14 January 2011
154. Prof. Dr. Seow Heng Fong  
*Are there "Magic Bullets" for Cancer Therapy?*  
11 February 2011
155. Prof. Dr. Mohd Azmi Mohd Lila  
*Biopharmaceuticals: Protection, Cure and the Real Winner*  
18 February 2011
156. Prof. Dr. Siti Shapor Siraj  
*Genetic Manipulation in Farmed Fish: Enhancing Aquaculture Production*  
25 March 2011
157. Prof. Dr. Ahmad Ismail  
*Coastal Biodiversity and Pollution: A Continuous Conflict*  
22 April 2011
158. Prof. Ir. Dr. Norman Mariun  
*Energy Crisis 2050? Global Scenario and Way Forward for Malaysia*  
10 June 2011
159. Prof. Dr. Mohd Razi Ismail  
*Managing Plant Under Stress: A Challenge for Food Security*  
15 July 2011
160. Prof. Dr. Patimah Ismail  
*Does Genetic Polymorphisms Affect Health?*  
23 September 2011
161. Prof. Dr. Sidek Ab. Aziz  
*Wonders of Glass: Synthesis, Elasticity and Application*  
7 October 2011
162. Prof. Dr. Azizah Osman  
*Fruits: Nutritious, Colourful, Yet Fragile Gifts of Nature*  
14 October 2011

## Parenting: What Matters Most?

163. Prof. Dr. Mohd. Fauzi Ramlan  
*Climate Change: Crop Performance and Potential*  
11 November 2011
164. Prof. Dr. Adem Kiliçman  
*Mathematical Modeling with Generalized Function*  
25 November 2011
165. Prof. Dr. Fauziah Othman  
*My Small World: In Biomedical Research*  
23 December 2011
166. Prof. Dr. Japar Sidik Bujang  
*The Marine Angiosperms, Seagrass*  
23 March 2012
167. Prof. Dr. Zailina Hashim  
*Air Quality and Children's Environmental Health: Is Our Future Generation at Risk?*  
30 March 2012
168. Prof. Dr. Zainal Abidin Mohamed  
*Where is the Beef? Vantage Point form the Livestock Supply Chain*  
27 April 2012
169. Prof. Dr. Jothi Malar Panandam  
*Genetic Characterisation of Animal Genetic Resources for Sustainable Utilisation and Development*  
30 November 2012
170. Prof. Dr. Fatimah Abu Bakar  
*The Good The Bad & Ugly of Food Safety: From Molecules to Microbes*  
7 December 2012
171. Prof. Dr. Abdul Jalil Nordin  
*My Colourful Sketches from Scratch: Molecular Imaging*  
5 April 2013
172. Prof. Dr. Norlijah Othman  
*Lower Respiratory Infections in Children: New Pathogens, Old Pathogens and The Way Forward*  
19 April 2013
173. Prof. Dr. Jayakaran Mukundan  
*Steroid-like Prescriptions English Language Teaching Can Ill-afford*  
26 April 2013
174. Prof. Dr. Azmi Zakaria  
*Photothermals Affect Our Lives*  
7 June 2013
175. Prof. Dr. Rahinah Ibrahim  
*Design Informatics*  
21 June 2013
176. Prof. Dr. Gwendoline Ee Cheng  
*Natural Products from Malaysian Rainforests*  
1 November 2013
177. Prof. Dr. Noor Akma Ibrahim  
*The Many Facets of Statistical Modeling*  
22 November 2013
178. Prof. Dr. Paridah Md. Tahir  
*Bonding with Natural Fibres*  
6 December 2013
179. Prof. Dr. Abd. Wahid Haron  
*Livestock Breeding: The Past, The Present and The Future*  
9 December 2013
180. Prof. Dr. Aziz Arshad  
*Exploring Biodiversity & Fisheries Biology: A Fundamental Knowledge for Sustainable Fish Production*  
24 January 2014
181. Prof. Dr. Mohd Mansor Ismail  
*Competitiveness of Beekeeping Industry in Malaysia*  
21 March 2014

Rozumah Baharudin

182. Prof. Dato' Dr. Tai Shzee Yew  
*Food and Wealth from the Seas: Health Check for the Marine Fisheries of Malaysia*  
25 April 2014
183. Prof. Datin Dr. Rosenani Abu Bakar  
*Waste to Health: Organic Waste Management for Sustainable Soil Management and Crop Production*  
9 May 2014
184. Prof. Dr. Abdul Rahman Omar  
*Poultry Viruses: From Threat to Therapy*  
23 May 2014
185. Prof. Dr. Mohamad Pauzi Zakaria  
*Tracing the Untraceable: Fingerprinting Pollutants through Environmental Forensics*  
13 June 2014
186. Prof. Dr. -Ing. Ir. Renuganth Varatharajoo  
*Space System Trade-offs: Towards Spacecraft Synergisms*  
15 August 2014
187. Prof. Dr. Latiffah A. Latiff  
*Transformasi Kesihatan Wanita ke Arah Kesejahteraan Komuniti*  
7 November 2014
188. Prof. Dr. Tan Chin Ping  
*Fat and Oils for a Healthier Future: Makro, Micro and Nanoscales*  
21 November 2014
189. Prof. Dr. Suraini Abd. Aziz  
*Lignocellulosic Biofuel: A Way Forward*  
28 November 2014
190. Prof. Dr. Robiah Yunus  
*Biobased Lubricants: Harnessing the Richness of Agriculture Resources*  
30 January 2015
191. Prof. Dr. Khozirah Shaari  
*Discovering Future Cures from Phytochemistry to Metabolomics*  
13 February 2015
192. Prof. Dr. Tengku Aizan Tengku Abdul Hamid  
*Population Ageing in Malaysia: A Mosaic of Issues, Challenges and Prospects*  
13 March 2015
193. Prof. Datin Dr. Faridah Hanum Ibrahim  
*Forest Biodiversity: Importance of Species Composition Studies*  
27 March 2015
194. Prof. Dr. Mohd Salleh Kamarudin  
*Feeding & Nutritional Requirements of Young Fish*  
10 April 2015
195. Prof. Dato' Dr. Mohammad Shatar Sabran  
*Money Boy: Masalah Sosial Era Generasi Y*  
8 Mei 2015
196. Prof. Dr. Aida Suraya Md. Yunus  
*Developing Students' Mathematical Thinking: How Far Have We Come?*  
5 June 2015
197. Prof. Dr. Amin Ismail  
*Malaysian Cocoa or Chocolates: A Story of Antioxidants and More...*  
14 August 2015
198. Prof. Dr. Shamsuddin Sulaiman  
*Casting Technology: Sustainable Metal Forming Process*  
21 August 2015
199. Prof. Dr. Rozita Rosli  
*Journey into Genetic: Taking the Twists and Turns of Life*  
23 October 2015



## Parenting: What Matters Most?

200. Prof. Dr. Nor Aini Ab Shukor  
*The Un(Straight) Truth About Trees*  
6 November 2015
201. Prof. Dato' Dr. Ir Mohd Saleh Jaafar  
*Advancing Concrete Materials and Systems: The Search Continues*  
13 November 2015
202. Prof. Dr. Maznah Ismail  
*Germinated Brown Rice and Bioactive Rich Fractions: On Going Journey form R&D to Commercialisation*  
29 April 2016
203. Prof. Dr. Habshah Midi  
*Amazing Journey to Robust Statistics Discovering Outliers for Efficient Prediction*  
6 May 2016
204. Prof. Dr. Mansor Ahmad  
*@ Ayob Going Green with Bionanocomposites*  
27 May 2016
205. Prof. Dr. Fudziah Ismail  
*Exploring Efficient Numerical Methods for Differential Equations*  
23 September 2016
206. Prof. Dr. Noordin Mohamed Mustapha  
*Meandering Through the Superb Scientific World of Pathology: Exploring Intrapolations*  
30 September 2016
207. Prof. Dr. Mohd. Majid Konting  
*Teaching for Quality Learning: A Leadership Challenge*  
21 October 2016
208. Prof. Dr. Ezhar Tamam  
*Are University Students Getting Enough Interethnic Communication and Diversity Engagement Experiences? Concerns and Considerations*  
11 November 2016
208. Prof. Dr. Bahaman Abu Samah  
*Enhancing Extension Research using Structural Equation Modeling*  
18 November 2016
209. Prof. Dr. Wen Siang Tan  
*Fighting the Hepatitis B Virus: Past, Present & Future*  
9 December 2016
210. Prof. Dr. Mahmud Tengku Muda Mohamed  
*Postharvest: An Unsung Solution for Food Security*  
20 January 2017
211. Prof. Dr. Sherina Mohd Sidik  
*Mental Health in the Community-Malaysia: A 20-Year Journey of a Family Medicine Consultant*  
27 January 2017
212. Prof. Dr. Zaidon Ashaari  
*Low Density Wood: From Poor to Excellent*  
10 Februari 2017
213. Prof. Ir. Dr. Mohd Zainal Ab. Kadir  
*Lightning: A Bolt from the Blue*  
17 February 2017
214. Prof. Datin Dr. Rozi Mahmud  
*No Less Than a Women: Improving Breast Cancer Detection and Diagnosis*  
17 Mac 2017
215. Prof. Dr. Jegatheswaran Ratnasingam  
*The Malaysian Furniture Industry: Charting Its Growth Potential*  
7 April 2017
215. Prof. Dr. Loh Teck Chew  
*Animal Feed: The Way Forward*  
21 April 2017
216. Prof. Dr. Luqman Chuah Abdullah  
*Rigid Ceramic Filters: Numerical Simulation of The Pressure & Velocity Distributions*  
5 May 2017

Rozumah Baharudin

216. Prof. Dr. Lai Oi Ming  
*Diacylglycerols: Healty Fats of the  
Future*  
19 May 2017