

# Discipline Methods Used by Arab and Jewish Mothers of Children Age 6 to 9 in Israel

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Paper presented at the International Family Violence and Child Victimization Research Conference  
Portsmouth, New Hampshire; July 10, 2007

## Arabs and Jews in Israel

- Many differences between Jews and Arabs in Israel with regard to:
  - socio-economic status
  - socio-political status
  - socio-cultural status

## Socio-Economic status and parenting

- Parental education, economic level, and urbanization influence the parenting styles and practices
- Previous works found negative relationship between the SES of the family and the use of harsh discipline
- These findings were found among Western and Arab cultures – the more educated mothers were less authoritarian and controlling than less educated mothers.
- Mother's education level might affect the differences found between ethnic groups (Pinderhughes, Dodge, Bates, Pettit, & Zelli, 2000).

## Goal: to examine

- The differences between Jewish and Arab mothers from Israel regarding their use of discipline behaviors with their children
- The differences between mothers with high education and mothers with low education regarding their use of discipline behaviors with their children
- The interaction between the education level, ethnic group and discipline methods used by mothers.

## Parenting of Arab and Jewish parents in Israel

- Parenting style among Jews tends to be permissive.
- Authoritarian style is adopted toward Arab children in many Arab countries.
- Among Arabs in Israel, parents report mixed and contradicting parenting style (permissive and authoritarian) (Dwairy et al, 2006).

## Methods

- Jewish and Arab mothers from Israel.
- Self report, structured, anonymous, questionnaire : "Dimensions of Discipline Inventory (DDI)"
- The questionnaire was translated to Arabic for Arab mothers and Hebrew for Jewish mothers and the translations checked by back translation
- A pilot among five mothers in each national group was conducted.
- The study was reviewed by the Hebrew University Internal Review Board
- Referral list - Each participant received a family services and counseling referral list

## Sampling

- A quota sampling method
  - Nation: Jewish and Arab mothers
  - In each national group: Mothers with high education and mothers with low education (high education defined as having at least BA)
- Mothers of children age 6 – 9

## Sample (N=234)

Group	<u>Jews</u>	<u>Arabs</u>
N	102	132
Age*	37.1	34.7
% reported on Male	53.9%	54.5%
Child's age	7.1	7.2

\*p<0.001

## How the mothers were recruited?

- The majority of mothers with high education
  - MA students
  - Two Jewish-Arab schools
- The majority of mothers with low education
  - Groups for mothers – like mother to mother, child center etc.
  - Snowball sampling especially among Jewish mothers

## Multivariate Analyses

- Two Multiple analyses of variance (MANOVA) were conducted in which national affiliation group (Jewish and Arabs); level of mother's education (low and high) were treated as the independent variables, the dependent variables were:
  1. Repeating minor and serious misbehavior during the last year
  2. Discipline methods used by the mothers during the last year
- Main effects and the interaction effect were examined

## Results

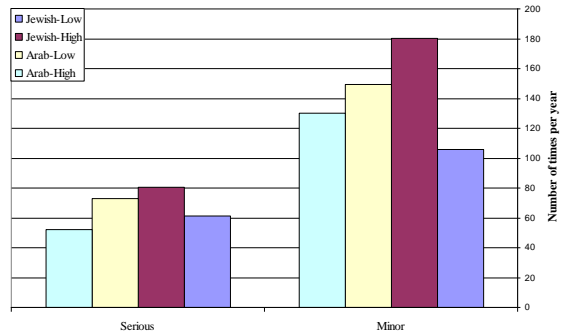
## Minor and serious misbehavior

- Examples of minor misbehavior
  - Not to pick up toys
  - Plays with a ball inside the home
  - Does not arrange his room
- Examples of serious misbehavior
  - Being violent toward others especially toward siblings
  - Lying
  - Cursing others

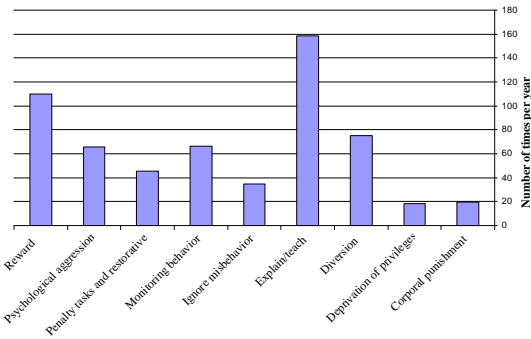
# Ethnic and educational differences in child misbehavior

There were no significant differences between Jewish and Arab mothers, mothers with high education and with low education and no interaction effect on child misbehavior.

Repeating minor and serious misbehavior during the last year

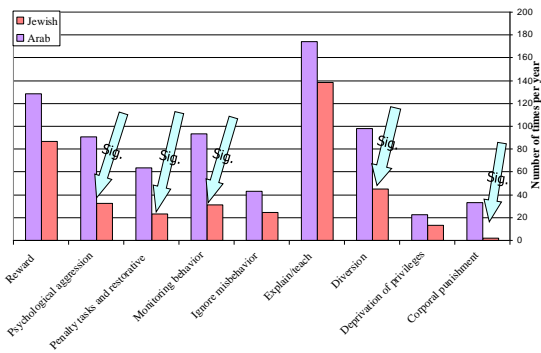


Discipline methods - Frequency in past year

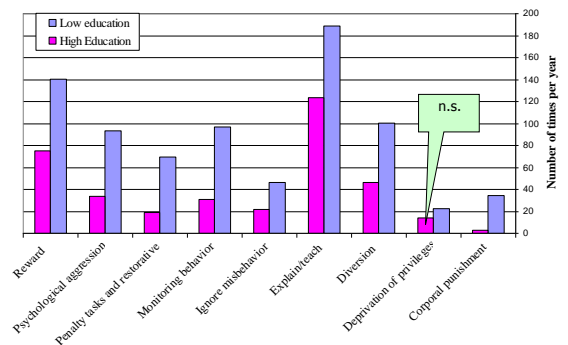


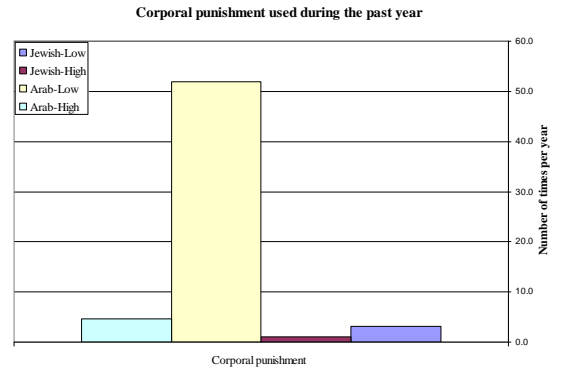
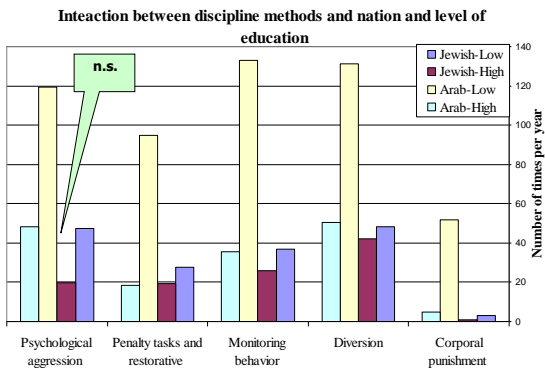
Discipline method	Nation	Education	Interaction
Corporal punishment	P<.001	P<.001	P<.01
Deprivation of privileges	n.s.	n.s.	n.s.
Diversion	P<.05	P<.05	P<.05
Explain/teach	n.s.	P<.05	n.s.
Ignore misbehavior	n.s.	P<.05	n.s.
Monitoring behavior	P<.01	P<.01	P<.05
Penalty tasks and restorative	P<.01	P<.001	P<.001
Psychological aggression	P<.001	P<.001	n.s.
Reward	n.s.	P<.001	n.s.

Discipline methods - Jewish mothers vs. Arab mothers



Discipline methods: Mothers with low education vs. high education





## Discussion and Implications

- Is it culture or education?
- Arab children whose mothers have low education are the most vulnerable group in being discipline with corporal punishment
- Why?
  - Beliefs
  - Parental skills
  - Stressors