

THE CLOSENESS OF THE CHILD TO THE DOMESTIC SERVANT AND ITS MEDIATION BY NEGATIVE PARENTING BEHAVIORS IN AN ARAB GULF COUNTRY

Batoul Khalifa

College of Education Qatar University, Qatar

Ramzi Nasser

Higher Education Institute, Supreme Education Council, Qatar

ABSTRACT

Many domestic servants live and work in Qatar. The domestic servants are asked to care for children in addition to the house work. The purpose of this study was to understand the relationship between domestic servants and children in Qatari homes and the mediation of this relationship by negative parenting styles. A set of questions was developed along three main themes: the affiliation of children to domestic servants, fear and anxiety and sharing of personal matters. Based on factor analysis, a measure of closeness of children to domestic servants was created. A set of endogenous and exogenous variables was used to predict this measured relation using a stepwise regression equation. The endogenous variables measured the parenting styles as perceived by the children. The exogenous variables measured the background information of the domestic servants. The main predictive variables were the demeaning of children by their parents and the mother's lack of attention or presence, which drew the children toward the domestic servants. The main exogenous variables of knowledge of language and years of employment were also strong predictors because the domestic servants may have worked a number of years in the homes, which made the children more easily attracted to the servants. The closeness to the domestic servants and that parenting in this part of the world is still strongly driven by the mother of the household as the core of the family.

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Corresponding Author: Batoul@qu.edu.qa

INTRODUCTION

Domestic and foreign work has been a part of the economics of trans-migrant laborers for centuries. As early as the 1960s and 1970s, domestic laborers in the Arab world were mostly made up of poor Arab migrants moving from one country to another. Male laborers were mostly employed in the construction industry, finding safe havens and seeking refuge or work. With the male laborers came a large workforce who were employed as domestic servants or maids in homes. Most of the latter work force were Palestinians (refugees), Syrians, Egyptians or Kurds, who were then replaced by Asians, subcontinent-Indians and Black Africans (mostly from Ethiopia) from countries such as Indonesia, the Philippines and Sri Lanka (Shah, Badr & Shah, 2012). The replacement of the large Arab workforce started in the 1980s because women from Asian countries were cheaper, submissive and controlled through the legal/structural system of the sponsorship system known as the "*kafala*" (Pande, 2012). They were also thought to know little of the Arab culture and language, which was amenable to many households, to keep them completely and increasingly dependent (Jureidini, 2009).

LABOR MARKET DISEQUILIBRIUM AND DOMESTIC TRANSMIGRATION

In the Arab Gulf Nations, the economic boom due to an abundance of natural resources such as oil, gas and their byproducts produced a welfare state and affluence in the national populace. This has allowed many families to employ domestic help in their homes (Pande, 2012; Andrevski & Lyneham, 2014). Many observers see the domestic servants as being exploited through cheap labor and overwork. There is, however, an economic synergy between the source nation and the target nation that is due largely to what is considered as market disequilibrium. The labor wages in target nations superseded those of the native nations by three-fold, and thus the sponsor finds the

domestic servant labor cheap because of this economic differential. On the other hand, the domestic servants are generally provided with the rhetoric that taking up work outside their native homes is a form of national sacrifice and piety to meet their family obligations and as a source of revenue to support their communities (Tungohan, 2013).

THE CUSTODIAL SETTING OF THE DOMESTIC SERVANT

The large number of domestic workers in the Middle East and the Arab Gulf is alarming (Shah, Badr & Shah, 2012; Keane & McGeehan, 2008). Domestic servants are brought into family homes in positions that require minimal skills (IOM, 2010). They are generally in custodial settings, partially because of their financial means and meager economic situation and the legal system that imposes restrictions on their ability to move from one employer to another. The large number of domestic servants in the world has drawn attention from many organizations all over the world, especially the International Organization for Migration (IOM, 2008) and Human Rights Watch (HRW, 2008) about their rights and living conditions. The situation has raised concern specifically in the global international media outlets in the face of the construction boom and the controversy around the 2022 football World Cup in Qatar (Booth, 2013). The granting of the 2022 World Cup is conditional on Qatar's ability to provide rights and better livelihoods for laborers.

THE GROWTH OF THE NUCLEAR FAMILY AND THE DOMESTIC SERVANT

The growth of the extended family in Qatar has partitioned the family into smaller nuclear units, each with its own domestic needs. Furthermore, with the economic boom, the Qatari heads of households, both men and women, are more likely to be in the work place and are encouraged to do so. As a result, families seek help for home care as well as care for children. Now the large number of domestic servants is unprecedented. Almost all domestic servants are women; they have little education or training and no knowledge of the language or local culture (Khalifa, 2009). Public organizations have raised the alarm and set a research agenda focusing on the impact that the domestic servants have on family life.

RESEARCH ORIENTATIONS ON DOMESTIC SERVANTS

A number of studies in the Arab Gulf have addressed the impact of domestic servants on children. For instance, studies have explored the relation between domestic servants and the roles of mothers in parenting children in terms of rearing activities such as playing, feeding, bathing, putting children to bed and supporting them in their schoolwork (Ismail, Almoghaisab & Kamal, 1990; Omar, 2004; Yassin, 1991; Al-Ansari, 1990 & Kadhim, 1995). Ismail et al., noted the negatives of care is the cultural practices of the domestic servant unaligned with the local cultural practices. Kadhim (1992) studied the impact of domestic help on the language development of children's social interactions. She found that children were faced by a large and varied behavioral structure instilling contradictory religious and behavioral values. Ismail, Almoghaisab & Kamal (1990) add that children were drawn to a double motherhood, each one perpetuating different values, creating two realities that conflicted with one another in terms of behaviors and beliefs.

The research in this area provides two main orientations. On the one hand, there is the stress on the domestic servant quality of life and their rights (including free movement and decent living conditions), abuse and other fundamental human conditions. Jureidini and Moukarbel (2004) stated that domestic servants are voluntarily wrenched out of their poor communities and placed in custodian family homes unprotected by law. Khalifa (2009) made another significant observation that domestic workers come with the idea of being hired as home care and are eventually drawn into child care. This orientation is generally adopted by Western studies raising light on the vulnerability of domestic workers to exploitation, servitude and the weakness of their bargaining position (Aronson & Neysmith, 1996, p. 73). The second orientation, and the majority of research coming out of the Arab world, has studied the impact of the domestic servant on the development of the child linguistically, emotionally or cognitively (Jureidini & Moukarbel, 2004). This research was initiated in the mid-1980s in response to a number of government agencies in Bahrain, Kuwait and Saudi Arabia, specifically the Gulf Cooperation Council and some independent studies conducted by academics. Among these studies were reports by government agencies and independent researchers, especially Ministries of Social Affairs funded projects in Bahrain, Kuwait and the Emirates (Ministry of Social Affairs, 1983; Ministry of Labor and Social Affairs, 1983; Ministry of Labor and Social Affairs, 1984). Other independent studies (see Al-Anzi, 1983; Al-Amri, 2004) have also delved into the factors that impact the psychological and social lives of children. While the media has called for alarm regarding the number and extent of

dependence on the domestic help in the Gulf nations (Al-Rae, 2006), there remains little research on the voices of children, who are affected most. Few studies have addressed the relation between children and domestic servants. Overall, there is a predominant discourse and also a humanitarian picture that these women are away from their homes and families, “in captivity” and with the expectation that they will adopt the behavioral structure of the target society.

Many of the studies drew attention to the role of the domestic servant in the family (see above) but little has been addressed in terms of parenting including such aspects as affection, anxiety closeness and even filiation and its relation with the child’s closeness to the domestic servant.

THE CHILD SOCIAL DEVELOPMENT OF THE CHILD AND THE FAMILY

Human development is partly social; children generally tend to interact with others in a process of socialization. The family is the first place where the child interacts as a social organism and is introduced to the social world. The child learns common knowledge, customs and traditions that drives children to take their roles and behaviors. Social formation tends to be a natural process where the child builds a sense of belongingness and comes to draw upon the family for guidance and direction. Through their social environment. The child will generally absorb family values in a process of identity formation (Snyder, Cramer, Afrank, Patterson, 2005). Children are pulled closer to their family in their ability to form a strong inter-social identity. In cases where children live within dysfunctional family units, negative patterns of behaviors as anxiety, selfishness and erratic behaviors are exhibited among them (Schneider, Nicolson, Berkhof, Feron, Os, de Vries, 2006).

A number of studies have investigated parental social behavior and found that a positive relationship between a parent and child reflecting a positive child behavior. The opposite in terms of negative parental approaches in the form of severe punishment lead to inappropriate social behavior. Rudy and Grusec (2006); Bradley and Corwyn (2005) suggested that there is a direct relation between parental involvement in their children affairs and children’s behavior. Others such as Sherbini and Sadeq (2000) suggest that a constructive environment in which there is care and trust between the parent and the child which may lead to a positive social development. More importantly work by Dwairy (2009) and Rohner (2014) has emphasized on parental role and the psychological adjustment of children. Parental rejection was associated with children’s psychological disorders and behavioral problems. On the other hand parental acceptance was associated with better psychological adjustment.

Omar (2004), in his review of a number of Gulf and Arab studies, found studies that considered the negative context in child rearing. When a child is faced with a number of negative behaviors and contradictions, the child is hindered in psychological, intellectual and social development and in becoming an effective agent in society. Omar brings out an important aspect to the child’s upbringing that he calls instrumental parenting; he coined the term to describe the role of the domestic servant in playing the role of the parent; the mother takes the role of “home manager” and authorizes and directs whereas the domestic servant has the role of parenting and in doing the things that parents generally do in bathing, playing, reading, feeding and toilet training. The domestic servant acts as the instrumental parent, who magnetizes the child to her when the child feels rejection or is ignored by the parent. Thus, highlighting social aspects of the child’s development indicates the mediating aspect of parenting on the closeness of the child to the domestic servant.

RESEARCH OBJECTIVES

The current thinking about domestic servants in Arab Gulf homes draws us to think of what mediates and draws Qatari children to depend on domestic servants not only in a utilitarian sense but also in the moral, emotional and psychological senses. We believe the negative parenting or absent parenting draws the child emotionally closer to domestic servants. In this study, we do not address the impact of such relation, i.e., what are the outcomes in the child’s behavior; instead, our intention is exploratory: we explore the relation between domestic servants and children in terms of empirical measures of what mediates such relations. We draw on parental influences as perceived by children. In our approach, we draw on those exogenous factors (factors that are outside of the realm of the child’s individual control) as they play a role in the engagement of the domestic servant in the life of the child. These exogenous variables included such information as the number of family members, number of children in the family, number of domestic servants at the home, years of experience and knowledge of the native language. Each of the exogenous factors under consideration in the present study has not been subjected to considerable research over a number of years, and the research on these specific factors could lead to voluminous future research in this area. Second, we investigated the endogenous variables capitalizing on the individual as the locus of change in the child’s interaction with the domestic servant and, as such, the potential links and synergies that may exist when they

are considered together draws us to pinpoint at a broad level the most important and predictive relation. This is the first large-scale and cross-sectional study that brings these relatively discrete theoretical constructs into one predictive model concerning Qatari children. However, almost no study has addressed the relation of the child to the domestic servant; such studies might bring insight to such relations in light of parental styles and the way the parents raise their children.

METHODOLOGY

Procedure

This study was part of a larger sociological study on domestic servants in Qatar. Children were selected from 18 schools in Doha, the capital of Qatar and its vicinity.

Before the data collection, arrangements were made with the Supreme Council of Family Affairs (SCFA), the government agency responsible for all matters concerning family such as family disputes, divorce, welfare and other social-oriented matters, which contacted the Supreme Education Council (SEC) (the highest educational body in Qatar overseeing K-12 and higher education) regarding the study. The SCFA presented the ethical procedures to the SEC and garnered approval to carry out the study led by the researchers and authors of this study. The SEC contacted the schools in the different areas in the capital Doha of Qatar. The selection of schools was based on the proximity of schools to each other. Schools were selected furthest from each other because no brother or sister would be registered in a school in a distant area. In total, six secondary schools (three for boys and three for girls), six preparatory schools (three for boys and three for girls) and six primary schools (three for boys and three for girls) were selected; because schools are segregated based on sex in Qatar, there were at least 18 students from a female school and 18 from a male school at each grade level. The questionnaire and interview was conducted with the parent and domestic servant. The approval by the parents was made through a signature on the consent form. They were informed that their children would be administered a questionnaire. The students were given the questionnaire to respond to in a controlled environment during the school break.

A focus group interview was used as a research tool. Interviews were used to provide opportunities to gather information that could not have been obtained in other ways about children's emotions, beliefs and perceptions (Cunningham, 1993). We used focus group interviews to acquire sensitive and important issues about children's relations with the domestic servant. The focus group interviews were more like discussions and were best discussed by a small group of people (Glesne & Peshkin, 1992). The interviews were analyzed and themes were developed. Then, items were constructed that fit each of the themes. Academics were asked to review the items if appropriate and whether they fit the main themes.

Researchers arranged by phone to meet with parents and domestic servants, and in addition a focus group interview was conducted with the children. The interview with the domestic servant was for the purpose of obtaining or seeking the background socio-demographic information.

Sample

The finalized questions included the dependent variables as well as the independent variables. We ran a pilot study with 100 students, female and male, in primary school. In the pilot study, there were 45 females and 55 males. The age range was between 8 and 12 with a mean age of 11.49, SD=1.14. The main sample consisted of 1270 children who were surveyed in schools. There were 685 females and 585 males and the ages ranged between 8 and 18. The average age was 14.02, SD=2.78. The sample was selected randomly from schools in Qatar. There were 446 students at the primary level, 342 females and 104 males, with a mean age of 10.86 and SD=1.12. In preparatory school, there were 303 students, 149 females and 154 males, with an age range between 11 and 16 and a mean age of 13.93, SD=1.0. In secondary school, the sample came to 194 females and 327 males. The mean age was 16.72, SD=1.27.

Instruments

In this study, we intended to measure the relation of the domestic servant with the child and relate it to negative parenting styles. Two sets of questions were developed. The first set of questions addressed the relation of the domestic servant with the child. The main questions used for the measure were developed and grounded on the premise that there was *no a priori* framework (Glaser, 1978; Glaser & Strauss 1967), and it was grounded in the accounts and experiences of the participants. Through the interaction with the researcher, emergent categories were

identified as well as relevant examples; i.e., questions were used to support the data. A focus group of n=10 children were drawn into a focus group to understand the factors or main issues that these children share in terms of their relation with the domestic servant. A number of issues were raised and reflected upon by the group of children. We then analyzed the responses and categorized themes that emerged from the focus group interviews.

The second set included parental style questions that were developed based on the literature (Ismail, Almoghaseab & Kamal, 1990; Yassin 1990; Jerdawi 1990; Rohner, 2005 (Parent-Parental Acceptance-Rejection Questionnaire)). The six items with codes, which reflected a negative parental style, include the following:

My mother is busy with other matters and has little time for me./w1

My mother and father have little concern for me./w9

My mother and father leave me to others who can take care of me./w11

My parents always put me down in front of my friends and treat me like a child./w14

My parents threaten to take away what they have given me if I do not obey them./w40

My father or my mother punish me for things I do because it does not fit the way they think and do things./w43

Students responded to all questions, whether they were the dependent or independent variables, on a Likert scale from "1"=strongly disagree to "5"=strongly agree. The language of the questions was straightforward, simple and easy to understand.

The questionnaire was administered in schools for which children were instructed by teachers to respond honestly and completely to all of the questions.

Information from domestic servants was collected by researchers who contacted the family members of the child and asked to visit the home with the translators. The socio-demographic questions were asked and the responses were collected from the domestic servant.

Predictor Variables

We investigated six main variables that were considered to predict the relation between the child and the domestic servant. The predictor variable were separated into endogenous and exogenous variables. The exogenous variables were the number of family members, number of children in the family, number of domestic servants at the home, years of experience and knowledge of the native language (rated from "1"=very little to "4"= very much). The endogenous variables were a set of questions developed from the parental-style questionnaire to address the relation between the parents and children and drew on those aspects that reflect a negative effect of parent-child relations as perceived by the children. Three main questions addressed parental inattentiveness and three negative actions as perceived by the child. The questions are listed above in the Instrument Section. These questions were rated on a Likert scale from "1"=strongly disagree to "5"=strongly agree.

Factor Analysis

Various descriptive analysis were performed, specifically the means, standard deviations and t-tests. We also used scale reduction techniques such as exploratory factor analysis, correlation and stepwise multiple regression. The exploratory factor analysis explored the items onto which the factors loaded as a validation method that determined the extent to which the observed indicators (items) reflect a pre-conceptualized structure. Through the exploratory factor analysis, we were also interested in finding a structure that represented the extent to which a relation existed between the domestic servant and the child.

Regression Analysis

The stepwise regression analyses were conducted to examine the joint contributions of the endogenous and exogenous variables that acted as specific indicators of background as well as parental negative relations. The purpose of using such analysis was to determine the extent to which these factors drew the child to the domestic servant. Through the stepwise regression, we were able to recognize the most important factor; based on the

association of the factor, we entered the dependent variable in the ‘best fit’ equation. Tests of normality, linearity, homogeneity of variance, and collinearity were conducted for each resulting regression equation. The stepwise linear regression was conducted on the one dependent variable child-domestic servant attachment.

RESULTS

A set of items were constructed to measure the closeness of the domestic servant to the child. The judges were asked to first recognize whether these items fit each of the themes. The authors provided a definition for each category. First, affinity to the domestic servant: the degree to which the child feels in different contexts and situations a need to be engaged with the domestic servant. Fear and anxiety: the level anxiety and fear in matters related to the child’s own behavior, and last, sharing personal matters: the child’s ability to confide personal matters with the domestic servant that the child would otherwise do so with parents or mother. Academic judges rated the items that belonged to the theme. There was 90% agreement among the two judges.

TABLE 1: ITEMS FOR CLOSENESS OF CHILD TO DOMESTIC SERVANT: MEAN, SD AND T-TEST

Code	Item	Mean	SD	t
The affinity of child to the domestic servant				
A10	I like to sit down with my maid to watch TV	2.58	1.27	-11.83*
A27	I feel my interest are the same as the maid	2.06	1.12	-29.95*
A22	I feel sad when the maid travels	2.02	1.17	-29.67*
A16	The maid always provides advice regarding personal matters	1.88	1.14	-35.06*
A25	The maid always tells me about her personal matters	1.72	1.00	-45.44*
A7	I feel close to the maid	1.49	.83	-64.30*
A79	I eat when watching TV with my maid	1.48	.81	-67.39*
A11	I am happy when my maid is at home	1.36	.65	-89.79*
Fear and anxiety				
A23	I am anxious when the maid is quarreling with my mother	1.27	.56	-109.89*
A21	I feel anxious when the maid is not around	2.19	1.31	-22.06*
A26	I am always anxious about our maid being fired	1.54	.81	-64.58*
A20	I am scared from my domestic servant	1.51	.81	-65.64*
A8	The maid threatens me when I say anything about her to my parents	2.81	1.25	-5.31*
A24	I say everything about my family to the maid because I fear her	1.81	1.02	-41.60*
A71	The maid blames me for things that I have not done	1.59	.93	-54.02*
A31	I feel the maid does not follow my mother’s instructions	1.67	.94	-50.48*
A19	I fear discussing or debating things with the maid	1.49	.82	-66.04*
A12	The maid scares me if I do not sleep at a particular time	1.43	.80	-70.28*
Sharing personal matters with the domestic servants				
A13	I ask the maid about personal matters	1.91	1.11	-35.09*
A14	The maid tells me about her personal matter	1.88	1.05	-38.21*
A30	The maid knows everything I like especially food	1.86	1.03	-39.20*
A17	The maid tells me enjoyable and beautiful stories	1.40	.81	-70.64*
A18	The maid helps me with personal things that my mother knows nothing of	1.71	1.00	-45.62*

* Significant at the 0.01

TABLE 2. THE FACTOR LOADING OF THE CLOSENESS TO DOMESTIC SERVANT ITEMS

Items

Factor

	1	2	3
I feel anxious when the maid is not around /a21	.707	-.101	-.033
I like to sit down with my maid to watch TV /a10	.653	-.235	-.084
I feel my interest are the same as the maid /a27	.615	-.111	-.122
I ask the maid about personal matters /a13	.598	.087	.035
The maid always provides advice regarding personal matters /a16	.559	-.016	-.138
I feel sad when the maid travels /a22	.512	.095	-.103
The maid always tells me about her personal matters /a25	.500	.255	-.097
I say everything about my family to the maid because I fear her /a24	.386	.165	-.182
The maid threatens me when I say anything about her to my parents /a8	.361	.233	.105
I feel the maid does not follow my mother's instructions /a31	-.014	.655	-.022
The maid knows everything I like especially food /a30	.021	.654	.056
The maid blames me for things that I have not done /a71	.014	.620	-.060
I eat when watching TV with my maid /a79	-.047	.515	-.183
The maid tells me about her personal matter /a14	-.006	.395	-.130
I am anxious when the maid is quarreling with my mother /a23	-.178	.066	-.809
I am scared from my domestic servant /a20	.189	-.031	-.621
I am happy when my maid is at home /a11	.105	.069	-.562
I fear discussing or debating things with the maid /a19	.222	-.064	-.543
The maid tells me enjoyable and beautiful stories /a17	.170	.055	-.502
The maid scares me if I do not sleep at a particular time /a12	.238	.089	-.451
I feel close to the maid /a7	.025	.306	-.372
The maid helps me with personal things that my mother knows nothing of /a18	.066	.203	-.303
I am always anxious about our maid being fired /a26	.275	.171	-.302

TABLE 3. STEP-WISE REGRESSION OF THE ENDOGENOUS AND EXOGENOUS VARIABLES

Model	Unstandardize		Stand. Coef	F	R ²
	d Coefficients	Std. Error			
	B	Error	Beta	t	
(Constant)	1.14	.111		10.32	
My parents always put me down in front of my friends and treat me like a child (Endogenous)	.11	.02	.155	5.41*	
My mother is busy with other matters and has little time for me (Endogenous)	.10	.02	.129	4.48*	21.10 .077
Domestic Servant Knowledge of Arabic (Exogenous)	.12	.04	.089	3.22*	
My father or my mother punish me for things I do, because it does not fit the way they think and doing things (Endogenous)	.05	.02	.082	3.00*	
years maid have working with family (Exogenous)	.01	.004	.067	2.40**	

*Significant at the 0.01, **Significant at the 0.05

In each of the scales, there were more than five items given the large sample; the expectation was to find a good fit in the measurement model (Bagozzi & Heatherton, 1994). The factor analysis was performed with an oblique rotation (i.e., direct Oblimin rotation) with the eigenvalues set at 1.0.

In Table 1, the item name and means, standard deviations are reported. Each item was compared to an ideal point median level value of "3." These are reported in Table 1. We ran a t-test mean difference for each item

against the median score of “3”, i.e., the midpoint. All items were significantly different from the ideal mean, suggesting that children were less likely to have a close relation, have fear anxiety or share personal matters.

We also recognized that through the factor analysis, three conceptualized scales—affinity of child to the domestic servant, fear and anxiety and sharing personal matters with the domestic servant—address whether these items fit within the conceptualized scales. We conducted a test of the appropriateness of running a factor analysis; the test conducted, Bartlett’s Test of Sphericity ($\chi^2(df=253)=10555.60$ $p=0.000$), was significant, which suggests that at least one of the correlations was significant and lent to factors that were related to the other factors. The explained variance of the factors showed that factor 1 explained 29.24% of the variance. The second factor explained 7.31% of the variance and the third factor 3.11%. The second factor had a number of items and a small variance explaining the total. When examining the scree plots, the third factor was very close to the cut-off value of “1” and their inclusion in the model was negligible. Table 2 presents the pattern matrix; the first factor had seven items with a Cronbach’s alpha of 0.82; the items came from the three-scales of the pre-conceptualized dimensions. These items reflected directly rather than tacitly (as in the other items) and was thus used as the main dependent measure to investigate the relation between the child and domestic servant. Using the first factor, a single dependent measure was calculated by the rating of the seven items and dividing by 7.

The step-wise regression analysis entered five of the variables from the endogenous and exogenous variables. The first variable included the presented five models that appeared in the step-wise regression models. The strongest positive predictor on the dependent variable was “parents always put me down in front of my friends and treat me like a child”; the second variable that was entered in the regression was “my mother who was busy with other matters and has little time for me”; the third variable was the domestic servant’s knowledge of Arabic; the fourth variable was “My father or my mother punish me for things I do because it does not fit the way they think and doing things”; and the last variable was the years that the maid worked for the family. All other predictive variables were not entered in the equation. All of the beta coefficients were statistically significant in terms of their strength in predicting the dependent measure of the closeness of the domestic servant to the child (Table 3 reports the regression results).

To address the fit of the regressions, both multicollinearity and homoscedasticity measures were addressed. Regarding the multicollinearity tolerance (the reciprocal of the variance), the inflation factors in all of the regressions had an average score for each predictor greater than 0.2 and are therefore not worthy of concern (Bowerman & O’Connell, 1990). The residual normal distributions were examined in each of the regressions to address homoscedasticity. In logical analysis, the normal probability curves of the standardized residuals through graphs of the regression standardized residual crossed the regression standardized predicted values; thus, the regression standardized residuals in all models appeared to fulfill the normality assumptions.

DISCUSSION

The family is generally the locus in which the child develops his identity, the child’s personal being and behaviors are generally adapting of the social norms. The focus on family life around the globe revolves around child care. Parents generally have to balance between what may be considered homecare and childcare (Sturge-Apple, Davies & Cummings, 2006; Schneider, Nicolson, Berkhof, Feron, Os, de Vries, 2006). A number of studies have made the connections between parental behaviors, negative or positive (Knafo & Plomin, 2006; Domina, 2005; Nievar, 2005), and their strong impact on children’s behaviors in terms of norms and values. One clear indication is that one form of parenting might be prone to leave a long-lasting influence on the child’s behavior. On the one hand, parents may exhibit acceptance and love, and on the other hand, they could show control, intimidation and punishment. Parental attitudes and behaviors could be reproduced in the child in different forms, not exactly in the image of those behaviors of their parents, do not comprehend their own behavior in light of their children’s especially of those parenting styles that border on rejection and coercion, alienate children from their parents and lead the children to find substitutes for their parents (Khalifa, 2004).

The rise of modern life in Qatar has put tremendous pressure on the family. There is now greater reliance on domestic servants not only for home care but also in child care. This need for outs of the home help has brought a large immigrant workforce of domestic servants into the homes of Qataris. Domestic servants have been integrated into the home culture in the Qatari family and their roles conflated in child care and home care. The impact of the domestic servant on the family and particularly children has brought attention to a number of studies in the Gulf. These studies have underlined the domestic servant’s role in the child’s psychological, linguistic or social world (Kadhim, 1992; Ismail, 1991). These studies have also raised alarm regarding the mitigating role of the domestic servant in the instrumental mothering of children. However, none of these studies have attempted to address this issue through an analytical approach grounded on the beliefs of children. In this study, we attempted to

understand the child's perceived closeness to the domestic servant in light of parenting styles. Based on the interviews, a number of issues were raised by children about their relation with the domestic servant. The children responded to these issues and the responses were then subjected to a factor analysis scale reduction technique.

The factor analysis results presented evidence of a single pre-conceptualized factor constituted by a number of items from the three conceptualized scales: affinity, fear and anxiety and sharing personal matters with the domestic servant. This relation is mediated by negative parental upbringing; we used six items based on the parental style questionnaire that reflected parental neglect and parental coercion. We selected these negative relation items to address their predictive power on the child's closeness to the domestic servant. We also selected a set of exogenous variables related to domestic servants in terms of their experience with the Qatari family. The main predictive factor was the parental negative behavior perceived by the child: "my parents put me down in front of my friends" and "my mother is busy with other matters and has little time for me." Both variables have a significant beta coefficient and have the greatest weight in any change in the regression (see the standardized betas in Table 4). This suggests that negative parenting may draw children closer to the domestic servant and to what may be considered instrumental parenting.

Children's feeling of closeness to the domestic servant may be mediated by parenting behaviors that demean, reject or control the child. At the same time, children may be irritated by their parents not fulfilling their needs, the feeling that their parents do not have the ability to understand them, or their mothers being busy with other matters and having little sense of preoccupation with their children affairs, or ignoring their children and spending less time with them than expected. There could be a number of ramifications that parents are not aware of which could be corrected by small steps in family counseling sessions. Parents need to be aware of their own parenting behaviors to find ways to draw closer to their children. The parents also need to be drawn into the lives and play of children and spend quality time in building the trust and warmth that the child must feel. The second indicator refers to the loss of dialogue between the mother and her children, especially at the stage when the children need to feel appreciated and cared for and need to become independent. Parents must be able to recognize when their children call out for help, want to communicate or supported. We could say that the capacity of children to express themselves, consult with their parents, and exchange ideas with them is an indication of the positive interaction between mother and the child or, conversely, the lack of maternal ability to develop these behaviors in their children stands in the way of children opening up to their emotional and social problems (Knafo & Plomin, 2006; Khalifa, 2009; Domina, 2005; Lundahl, 2004; Madigan, 2005).

Finally, there is also a need to improve the quality of life of the domestic servants. If the domestic servant is to take care of the child, further adult and professional development opportunities must be in place for the domestic servant. Additionally, substantial quality of life improvements must be made for the domestic servants. The Qatari government, through its Ministry of Labor, is currently legislating new laws, including new and improved contracts that limit work hours and offer the ability to have legal recourse and other rights.

CONCLUSION

The present study analyzed negative parenting behaviors as perceived by children, and the effect of the negative parenting styles on the child's closeness to the domestic servant. The children were more likely to disagree on the closeness of the domestic servant to their individual lives. In Arab cultures such as Qatar, the women or even extended family life is still at the core of the social unit and family. Even when such units do not exist, there is still the extended group that has its natural role of providing support when the father or mother is not in the immediate space of the child. The most important findings suggest that the endogenous variables of negative parenting, which is coercive and careless, draw the child much closer to the domestic servant. While such affinity might be comforting to the child, some parents might see this as a negative outcome because the child draws away from the family and its core values and identity. In the Arab world, especially in Qatar, a number of researchers such as Ismail, Almoghaisab & Kamal (1990) have indicated the dangers of the upbringing of the child with domestic servants; the premise of their study and others like them is that aspects such as language loss and identity have national significance; however, none of these studies have investigated the affective and emotional aspects of children and their psychological well-being. Further studies must begin to address the impact of parenting on children's behavior. Although the child may be affected by the role of the parent and domestic child, the impact on the domestic servant in her capacity to adapt to the behavioral structure of the home culture is no less significant. The pressures of home and child care have led to a number of suicides and psychological and traumatic experiences of exploitation and abuse (Issa, 1983; Al-Bebawy, 1990; Haider, 1983). Any future studies should address the conditions of domestic servants and children, those affected the most.

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