



A Correlative study between Parenting Authority Questionnaire and Adolescent Parenting Attitude Four Factor Questionnaire (APA FFQ)

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Abstract

In this study parenting styles of adolescent's parents are classified in to four categories like Authoritarian or Power asserting disciplinarians , Authoritative or Warm giving protectors , Permissive or Lenient freedom givers, Uninvolved or Selfish autonomy givers. Adolescent Parenting Attitude Four Factor Questionnaire (APAFFQ)is mainly constructed as a tool for measuring adolescent's attitude towards their parents .This study has great importance in the world of psychology by providing efficient tool to measure adolescent's parenting attitudes. This instrument give good insights to teachers, counsellors, psychologists etc. in finding out root causes for adolescent behaviour problems as well as poor academic achievements and to give proper guidance and interventions for both parents as well as adolescents whenever necessary.

Keywords: Authoritarian, Power asserting , disciplinarians , Authoritative, Warm giving, protectors , Permissive, Lenient, freedom givers, Uninvolved, Selfish, autonomy givers.

Introduction

There are several research works done on parent-child relationship and children's school achievements. Parental responsibilities start as soon as the child was born. These responsibilities suggest that the socialization process of a child was bidirectional in nature. The implication was that parents convey socialization messages to their children, while children vary in their level of acceptance, receptivity and internalization of these messages. Socialization means the acquisition of education, experience, attitudes and behaviours that are required for a successful adaptation to the society and the family. Parenting is one of the complex tasks every parent hopes to succeed in. For all social and educational development, the family and parenting style plays an important role. Moreover, parenting forms the basis of a family environment because without parental education, it was not possible for parents to fulfil their roles and duties in the family and the society. Study on the importance of parenting on children's psychosocial

development, acknowledged that parenting was a very complex and challenging phenomenon which was very difficult to understand and define. Parents need to educate themselves for their children to become good citizens in the future. So, parents required help to develop their parenting skills. Here is the importance of measuring adolescent's parenting attitude. Then only the teachers, counsellors or psychologist can find out the root cause of adolescent problems. This findings help them to give proper guidance and interventions for both parents as well as adolescents wherever necessary. Now a days parents are too busy and so adolescents are more likely to face problems like parental separation, diverse, conflict etc. Which are thrown away them from parental monitoring and supervision. APAFFQ is specially constructed to measure adolescent's parenting attitude. A PA FFQ is used for measuring perceived parenting styles of parents of the higher secondary school students. The draft scale has been developed on the basis of theories of Baumrind (1971).It's four subtypes are compared and correlated with three sub types of PAQ(Parental Authority Questionnaire) by Buri, J.R. (1991).

Review of literature

There is a growing interest in the role of parenting in a person's affective and social characteristics. The attention of educational researchers on the parenting styles and their effects on school relevant developmental outcomes are also on the rise. Several studies found that parenting style or parental behavior has statistically significant relation with developmental outcomes like performance, achievement strategies, self-regulated learning, achievement goals, self-efficacy and wellbeing of students (Aunola, Stattin & Nurmi, 2000,Huang& Prochner, 2004, Chan & Chan, 2005, Turner, Chandler & Heffer, 2009,Besharat, Azizi & Poursarifi, 2011,Revers, mullis, Fortner & Mullis, 2012).Though these studies demonstrated the significance of researching the effect of parenting style in the development of a person, numbers of published instruments for measuring parenting styles are very few, and most of the available instruments are based on tripartite classification of these styles initially proposed Baumrind(Baumrind, 1967). Parenting behavior is deeply influenced by culture. The culture decides the limits of behavior that to be controlled and praised. Extant conceptualization of the parental behavior largely bases on studies conducted with majority White, middle class families' values, cultural norms, and parental expectancies(Rodriguez, Donovick& Crowley, 2009).Contextual validity is Guru Journal of Behavioral and Social Sciences Volume 2 Issue 4 (Oct – Dec, 2014) ISSN: 2320-9038 www.gjbss.org G.J. B. S. S Volume 2 Issue 4 2014 Editor Jayan, C Manikandan K ISSN: 2320-9038 Volume 2, Issue 4 (2014).The number of published instruments to measure parenting style is very few and most of them identify three styles instead of the four proposed by Baumrind. In 1991, Buri developed parental authority questionnaire (PAQ) to assess Baumrind's (1966) permissive, authoritarian, and authoritative parenting styles consisting of 30 Likert type items. The test provides thirty items for each parent, and the children need to respond on a five point scale. In the same year, Steinberg et al., developed authoritative parenting scale to measure the degree of authoritativeness of the parents (Steinberg, Mounts, Lamborn, & Dornbusch, 1991)on three major components or dimensions: acceptance/involvement, firm control, and psychological autonomy granting. Specifically, this study intend to construct a scale to measure the style of perceived parenting on adolescents, in particular, three age groups adolescents. By administering it educators may obtain an idea about the parenting styles of parents on their adolescents. . In this study parenting styles are classified in to four categories like Authoritarian or Power asserting disciplinarians, Authoritative or Warm giving protectors, Permissive or Lenient freedom givers, Uninvolved or Selfish autonomy givers. Parenting Style four factor questionnaire (PSFFQ) is mainly constructed as a tool for measuring parenting Styles of adolescent's parents and to check their respective internal consistency coefficients. The use of this instrument is justified based on its evidence of construct validity and the appropriate reliability indexes of its variables with PAQ variables. The expectation is that this new short version will be more easily and quickly applied, and therefore, more convenient for use in future studies.

Research Hypothesis

1. There will be consistent parenting styles across ages as reported by Adolescent subjects with age group twelve, fifteen & eighteen.
2. There will be relatively high positive correlation between authoritarian, authoritative and permissive parenting styles of PA-FFQ and PAQ
3. The Item analysis of Reliability Coefficient will be greater than .90 for the PA-FFQ Scale of Parenting Style.

Method

Participants Data from 64 adolescents of higher secondary school from Kerala state were collected and used to develop and standardize the scale of parenting style instrument. Among the subjects 22 adolescents are with the age group 12, 22 adolescents are with the age group 15 and 20 adolescents are with age group 18.

Scoring

The pupil required to respond on the five point scale as, "All of the time", "Most of the time", "sometime", "Rarely", and "Never". The score was five to one. There are no negative items. At first the total score of control and total score of responsiveness found out separately. Scores for each parent were taken separately and sum of scores of each parents were taken for overall score of an item.

Item analysis

Item analysis was done using the method suggested by Edwards (1969). 64 answer sheets were selected randomly and they were arranged in the descending order of scores so as to select the top and bottom 27 subjects. Item analysis was conducted separately for each item. Item analysis was done by finding out the 't' value of each item.

Results

Those items having t value exceeding 2.58 were selected for the final scale. The 't' value of each item are given in the table. All items have high validity. So we can include all items of the questionnaire. The reliability also is found as very high. All three variables of APAFFQ except uninvolved one show high correlation with variables of PAQ.

Conclusion

The present research was conducted to develop and validate an instrument to measure perceived parenting style of adolescent students. The result of item analysis, validity and reliability indicates that the present instrument is capable to measure parenting attitude of adolescent students. With the help of this instrument, found that authoritarian parents are more power asserting disciplinarians, authoritative parents are more warm giving protectors, permissive parents are more lenient freedom givers and uninvolved parents are more selfish autonomy givers. These findings are consistent with the construct of three parenting style proposed by Buri, J.R. (1991). But here in this tool there is one more parenting style - uninvolved or selfish autonomy givers. The findings furnished above are providing further evidences for the validity of this scale. This tool APAFFQ is specially constructed to measure adolescent parenting attitude and is proved as a good tool for this purpose with high reliability and validity. APAFFQ shows high correlation with PAQ sub types.

RESULTS

TABLE-1
 Reliability of APAFFQ AND PAQ

<i>Reliability-</i>	<i>Cronbach's Alpha</i>	<i>N of Items</i>
APA FFQ	0.979	40
PAQ	0.980	30

Internal consistency is estimated by using Cronbach’s alpha. An alpha value of 0.70 or above is considered to be criterion for demonstrating strong internal consistency, alpha value of 0.60 or above is considered to be significant. Here reliability is .98 for the APAFFQ as well as PAQ. So we can say this newly constructed APAFFQ has very strong internal consistency

TABLE 2
 Means, Standard Deviation , F value and P value of different age groups

<i>PAQ</i>	<i>Age</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>F</i>	<i>p value</i>
AUTHORITARIAN	12 years	22	27.95	19.37		
	15 years	22	23.68	20.54	0.408	0.667
	18 years	20	22.85	19.63		
AUHORITATIVE	12 years	22	14.86	8.35		
	15 years	22	13.82	8.57	0.115	0.891
	18 years	20	14.85	7.69		
PERMISSIVE	12 years	22	15.36	12.82		
	15 years	22	12.09	12.54	0.423	0.657
	18 years	20	12.60	12.59		

Table-3

<i>APAFFQ</i>	<i>Age</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>F</i>	<i>p value</i>
AUTHORIARIAN	12 years	22	6.41	5.17	0.085	0.918
	15 years	22	6.18	4.86		
	18 years	20	6.80	4.58		
AUTHORITATIVE	12 years	22	8.18	6.96	0.034	0.967
	15 years	22	8.00	7.24		
	18 years	20	8.55	6.64		
PERMISSIVE	12 years	22	15.36	12.82	0.423	0.657
	15 years	22	12.09	12.54		
	18 years	20	12.60	12.59		
UNINVOLVED	12 years	22	27.95	19.37	0.408	0.667
	15 years	22	23.68	20.54		
	18 years	20	22.85	19.63		

A one sample analysis of variance is used to test hypotheses about means when there are three or more groups of one independent variable . In this case, age group was considered to be the independent variable, which included three age groups as (a) 12 years; (b) 15 years; and (c) 18 year. So ANOVA was used to compare the mean intention scores of different age groups . The results of the ANOVA test depicted in Table 2 and table 3 reveals that statistical value is greater than 0.05 for all the variables. So we conclude that the mean score of different variables does not differs with age.

TABLE-4
CORRELATION TOTAL BETWEEN TWO RATING SCALES AS TOTAL, AGE AND SUBTYPE

Correlation Total	Correlation	Lower bound	Upper bound	Z	p
PAQ-APAFFQ	0.956	0.949	0.963	25.659	<0.001
Age- 12	Correlation	Lower bound	Upper bound	Z	p

PAQ-APAFFQ	0.960	0.949	0.971	15.333	<0.001
Age- 15	Correlation	Lower bound	Upper bound	Z	p
PAQ-APAFFQ	0.932	0.913	0.951	11.499	<0.001
AGE-18	Correlation	Lower bound	Upper bound	Z	p
PAQ-APAFFQ	0.983	0.978	0.988	22.715	<0.001
PAQ and APAFFQ total data	Correlation coefficient	Lower bound	Upper bound	Z	p
Authoritarian PAQ and APAFFQ	0.857*	0.835	0.879	13.095	<0.001
Authoritative PAQ and APAFFQ	0.858*	0.836	0.880	13.153	<0.001
permissive PAQ and APAFFQ	0.857*	0.835	0.879	13.095	<0.001

Correlation was seen as appropriate to analyze the relationship between the two variables which were interval-scaled and ratio-scaled. Furthermore, correlation coefficients reveal magnitude and direction of relationships which are suitable for hypothesis testing. Pearson Correlation is used to identify the relationship between old and new questionnaires and the result is exhibited in. A positive correlation exist for the variables for new and old scales as in these case the correlation coefficient has value greater than 0.5 and p value less than 0.05. So we can conclude that correlation is significant.

TABLE-5
MEAN VALUE ,STANDARD DEVIATIONAND P VALUE OF EACH APAFFQ ITEM

<i>Variables</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>z</i>	<i>p value</i>
PA1	Low	19	1.00	0.00	-33.764	<0.001
	High	13	4.69	0.48		
PA2	Low	16	1.00	0.00	-7.795	<0.001
	High	16	3.56	1.31		
PA3	Low	16	1.00	0.00		
	High	16	5.00	0.00		
PA4	Low	16	1.00	0.00	-9.638	<0.001
	High	16	3.81	1.17		
PA5	Low	16	1.00	0.00	-31.629	<0.001
	High	16	4.19	0.40		
PA6	Low	16	1.00	0.00	-7.720	<0.001
	High	16	3.63	1.36		
PA7	Low	16	1.00	0.00	-27.111	<0.001

	High	16	4.50	0.52		
PA8	Low	16	3.31	1.89	4.727	<0.001
	High	16	1.06	0.25		
PA9	Low	16	1.00	0.00	-33.541	<0.001
	High	16	4.75	0.45		
PA10	Low	16	1.00	0.00	-8.062	<0.001
	High	16	3.44	1.21		
PA11	Low	16	1.00	0.00		
	High	16	5.00	0.00		
PA12	Low	16	1.00	0.00	-8.521	<0.001
	High	16	3.75	1.29		
PA13	Low	16	1.00	0.00	-33.541	<0.001
	High	16	4.75	0.45		
PA14	Low	16	1.00	0.00	-7.674	<0.001
	High	16	3.69	1.40		
PA15	Low	16	1.00	0.00	-45.379	<0.001
	High	16	4.88	0.34		
PA16	Low	16	1.00	0.00	-9.502	<0.001
	High	16	3.94	1.24		
PA17	Low	16	1.00	0.00		
	High	16	5.00	0.00		
PA18	Low	16	1.00	0.00	-7.720	<0.001
	High	16	3.63	1.36		
PA19	Low	16	1.00	0.00	-37.831	<0.001
	High	16	4.81	0.40		
PA20	Low	16	1.00	0.00	-9.550	<0.001
	High	16	3.88	1.20		
PA21	Low	16	1.00	0.00	-27.813	<0.001
	High	16	4.56	0.51		
PA22	Low	16	1.00	0.00	-10.902	<0.001
	High	16	4.06	1.12		
PA23	Low	16	1.00	0.00	-29.000	<0.001
	High	16	4.63	0.50		
PA24	Low	16	1.00	0.00	-9.501	<0.001

	High	16	4.06	1.29		
PA25	Low	16	1.00	0.00	-37.831	<0.001
	High	16	4.81	0.40		
PA26	Low	16	1.00	0.00	-11.223	<0.001
	High	16	3.88	1.02		
PA27	Low	16	1.00	0.00	-29.000	<0.001
	High	16	4.63	0.50		
PA28	Low	16	1.00	0.00	-7.004	<0.001
	High	16	3.75	1.57		
PA29	Low	16	1.00	0.00	-37.831	<0.001
	High	16	4.81	0.40		
PA30	Low	16	1.00	0.00	-10.987	<0.001
	High	16	4.25	1.18		
PA31	Low	16	1.00	0.00	-33.541	<0.001
	High	16	4.75	0.45		
PA32	Low	16	1.00	0.00		
	High	16	4.25	1.34		
PA33	Low	16	1.00	0.00	-9.690	<0.001
	High	16	5.00	0.00		
PA34	Low	16	1.00	0.00	-10.923	<0.001
	High	16	4.19	1.17		
PA35	Low	16	1.00	0.00	-33.541	<0.001
	High	16	4.75	0.45		
PA36	Low	16	1.00	0.00	-10.369	<0.001
	High	16	4.06	1.18		
PA37	Low	16	1.00	0.00	-27.111	<0.001
	High	16	4.50	0.52		
PA38	Low	16	1.00	0.00	-10.923	<0.001
	High	16	4.19	1.17		
PA39	Low	16	1.00	0.00	-29.000	<0.001
	High	16	4.63	0.50		
PA40	Low	16	1.00	0.00	-9.502	<0.001

The result shows that each items has high validity and so can include all items in this questionnaire.

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Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ)

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Name of Child: Age: Sex: M/F.....

Instructions: Read the following statements carefully and indicate your single response by putting a “tick” mark in the appropriate box

Sl No	Statements	All of the time	Most of the time	Some time	Rarely	Never
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1	My parents like to set up and enforce many inappropriate rules on me without understanding my strength and weakness					
2	My parents respect my opinions and also encourage me to express all my feelings and problems like my friends.					
3	Though my parents have definite goals and planning for my future, they are not able to follow it strictly because of their leniency.					
4	My parents do not tell me where they are going or why they are coming too late.					
5	My parents give me punishments according to their mood.					
6	My parents provide me comfort and understanding when I am upset.					
7	Since my parents are very loving and affectionate I know they will forgive me even if I do not come to their expectations.					
8	My parents ignore me when I am misbehaving.					
9	My parents are disciplinarians rather than friends.					
10	My parents take into consideration my wishes before they make plans for my future or buy something for me.					
11	My parents are scared to scold me because they have a fear that I will disappoint them by committing any serious mistakes.					
12	My parents find less time to look into my needs, interest and progress in studies.					
13	I get no chance and freedom to explaining my wishes and needs in front of my parents.					
14	My parents, compliment me when I have done something well.					
15	Even though my parents have high expectations from me they have little patience and time to hearing me.					
16	I feel my parents are least concerned about me and my future.					
17	I am usually bound to receive punishments from my parents with no justification if any failure occurs from my side.					
18	I am usually very proud of my parents who spent their warm and intimate time together with me.					
19	Because of my parents lenient attitude I have no self discipline in my daily activities.					

20	Even if I fall sick, my parents find it difficult to take leave and look after me.					
21	My parents never seek my opinion before purchasing anything for me.					
22	My parents set up some appropriate rules for me regarding my study, play and other activities and are very keen to enforce it.					
23	A conflict situation will not occur between me and my parents because they will always try to avoid such a situation.					
24	My parents have no idea regarding my friends and teachers or my life outside the home.					
25	Whenever I show disobedience towards my parents they scold and criticise me with bursting anger or taking away some privileges from me with no explanations.					
26	Whenever I fail to follow the timetable given to me, my parents remind me the consequences with a touch of love and affection.					
27	I used to get expensive gifts from my parents as rewards to any of my progress.					
28	I am always sad and depressed because of lack of love and care I receive from my parents.					
29	As my parents have very rough & explosive behaviour I have a feeling that they do not know to express love and affection towards me.					
30	In the middle of their busy life, my parents always find time to visit my teachers at school and know about my welfare.					
31	My parents threaten to punish me but do not actually doing it.					
32	I am highly scared and shy to interact with others in social gatherings.					
33	I am usually trying to hide all my failure and mistakes in the fear of threats and punishments which I will receive from my parents.					
34	My parents are not over ambitious and I feel their expectations on me are quite reasonable and also I try to fulfil it.					
35	Others blaming my parents by saying that they are spoiling me by showing excessive love of sympathy.					
36	I have never received an emotional support or positive feedback from my parents and so I am not an ambitious student.					
37	I am rebellious and usually quarrelling with my friends as well as teachers and also creating many other problems.					
38	All my good values in life are as a result of proper socialization from my parents.					

39	I know that my parents have always struggling to discipline me because of broad concession and consideration I have receiving from them.				
40	My parents grant me high autonomy with no disciplinary rules.				

**APA-FFQ (Adolescent Parenting Attitude Four Factor Questionnaire)
 Answer Sheet**

Score	5	4	3	2	1	Score	5	4	3	2	1	Score	5	4	3	2	1	Score	5	4	3	
Q	All of the time	Most of the time	Sometimes	Rarely	Never	Q	All of the time	Most of the time	Sometimes	Rarely	Never	Q	All of the time	Most of the time	Sometimes	Rarely	Never	Q	All of the time	Most of the time	Sometimes	
1						2						3						4				
5						6						7						8				
9						10						11						12				
13						14						15						16				
17						18						19						20				
21						22						23						24				
25						26						27						28				
29						30						31						32				
33						34						35						36				
37						38						39						40				

A₁=.....; A₂=.....; P=.....; U=.....

(A₁-Authoritarian or Power asserting disciplinarians ,A₂- Authoritative or Warm giving protectors ,P- Permissive or Lenient freedom givers, U- Uninvolved or Selfish autonomy givers)

Have you responded to all of the statements Yes/No
 Have you entered your responses in the correct boxes Yes/No
 Have you responded accurately and honestly Yes/No

Name of Child: Age: Sex: M/F.....