

Construction and validation of Adolescent Parenting Attitude Four Factor Questionnaire(APA-FFQ)

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Abstract

Parenting style has been defined as a global climate in which a family functions and in which childrearing takes place. Four distinct parenting styles have been distinguished, namely the authoritative, authoritarian, indulgent, and uninvolved styles, based on the two underlying dimensions of parental support and strict control. Parental support refers to parental affectionate qualities and is associated with characteristics like warmth, acceptance, and involvement. Strict control reflects parental control over their children's behaviours and as such includes parental knowledge of these activities as well as active monitoring attempts. Authoritative parents offer their children a democratic climate of both high support and strict control. Authoritarian parents provide strict control without being supportive, and are therefore perceived as demanding and power-assertive. Children experiencing support in the absence of strict control are being reared by indulgent parents, who are allowing and permissive. These parents apply few rules to constrain their children. Finally, parents with an uninvolved parenting style are neither supportive nor controlling, and are relatively more indifferent and uninvolved with respect to their children. 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.

Key words

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

Introduction

The construct parenting style has been largely influenced by Baumrind's conceptualization of authoritarian, permissive and authoritative parenting styles which encompassed various characteristics such as maturity, communication styles, nurturance, warmth and involvement. Authoritarian parenting style suggested that children are expected to be submissive to their parent's demands, while parents were expected to be strict, directive, and emotionally detached. Permissive parenting style like the name implies connotes less parental restrictions or limits on the child. The implication of this is that children are expected to regulate their own activities. Authoritative parenting style similar to authoritarian parenting entailed clear and firm direction to children. However, the difference between the two similar parenting styles lies in moderating discipline with warmth, reason, and flexibility as ensued by authoritative parenting. From the different types of parenting style, Asian parents studies have shown exhibit authoritarian parenting style. Since the family is the first window of the child, parenting style and its influence on children could greatly affect their understanding, attitude and school achievements. Accordingly, 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. These 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, divorce, conflict etc. Which are thrown away them from parental monitoring and supervision. APAFFQ is specially constructed to measure adolescent's parenting attitude.

Review of literature

Parents have huge impact on a person's life. Number of studies in the area of parenting matches its importance on the developing person. Parenting process combines all the activities of the parents that intended to support their children's wellbeing. One of the most studied approaches to understanding parental influences on human development is concept of parenting style (Baumrind, 1967). Baumrind proposed parenting styles as correlates to socialization of the children. Then many researches recognized the importance of researching role of parenting style in child development (Kordi, 2010; Schaffer, Clark & Jeglic, 2009; Kaufmann, et al, 2000; Lim & Lim, 2003). Many of the studies followed three parenting styles originally proposed by Baumrind namely authoritative parenting, authoritarian parenting and permissive parenting, though in 1971, Baumrind added negligent parenting. Baumrind grouped parents to three (or four) parenting styles according to their child rearing patterns, on the basis of her interviews with parents and children. For grouping parents to different styles, Maccoby and Martin suggested a conceptual structure in 1983; they viewed parenting style as combinations of differing levels of parental demandingness and warmth. The styles are thus determined by measuring parental warmth and demandingness. 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, Donovan & 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)

Journal of Behavioral and Social Sciences 316 highly relevant for constructs like parenting styles as the instruments incorporate statements which reflects cultural preference of the respondents. Hence validity of measures of parenting styles solely applying instruments developed in alien cultures is on the least questionable. Hence this study purpose to develop and validate an instrument to identify perceived parenting styles of adolescent students in Kerala. Parenting can be defined as activities of parents with an aim of helping their child to bring forth. There are two main dimensions underlying parental behavior (Maccoby & Martin, 1983); they are parental responsiveness and parental demandingness. Parental responsiveness (also referred to as parental warmth or supportiveness or acceptance) refers to “the extends to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children special needs and demands” (Baumrind, 1971). Parental demandingness (also referred to as behavioral control) refers to “the claims parents make on children to become integrated to the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys” (Baumrind, 1971). Categorizing parents according to whether they are high or low on parental demandingness and responsiveness creates a quadrant of parenting styles: indulgent, authoritarian, authoritative and uninvolved (Maccoby & Martin, 1983). Each of these parenting styles different in naturally occurring patterns of parental values, practices and behaviors (Baumrind, 1971) and a distinct balance of responsiveness and demandingness.

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. The scale had 36 items measuring parenting style as perceived by child on the 3 dimensions. Alpha coefficient of the dimensions ranged between 0.72 and 0.76. Parenting Style Inventory (PSI-I), by Nancy Darling and Laurence Steinberg (Darling & Steinberg, 1993) was a shorter one, having three subscales- demandingness, emotional responsiveness, and psychological autonomy-granting - with five items each in maternal parenting style. However the below desired reliability coefficient of this instrument among seventh graders has reportedly invited a revision by Nancy Darling and Teru Toyokawa. In the revised numbers of items were increased and a neutral response was added to the original four response format. Beyers and Goossens, in 1999 developed another instrument based on work by Steinberg and colleagues, which has shown good external validity, internal consistency, and test-retest reliability (Lamborn, Mounts, Steinberg, & Dornbusch, 1991). This five point Likert type instrument assesses two dimensions of parenting styles, namely support (alpha coefficient 0.77) and strict control (alpha coefficient 0.74). It is collecting data from parents. Based on median splits, parents were classified as authoritative, authoritarian, indulgent, or uninvolved. Lefebvre (2004) developed “Parental style inventory II (PSI II)” for parents to identify their parenting style. This five point Likert type scale has three dimensions, autonomy granting, demandingness and responsiveness; twelve items in each dimensions. The tool has adequate internal consistency, variability and predictive validity. Also the author claims that this instrument is assessing parenting style independent of parenting practices. Gracia, Garcia and Lila, in 2008, developed a parenting style index to assign the parents to four categories based on their parenting style, namely, authoritative, authoritarian, neglectful and indulgent (Gracia, Garcia & Lila, 2008). This measures parental warmth and control, as perceived by the adolescents, with alpha coefficients 0.9 and 0.81 respectively. The tool is developed for Spanish speaking people. Parenting style instruments until this time were developed in other cultures; some consider only three parenting style and some are meant for parents, than children. So, the authors sense the need for a scale of parenting scale in the eastern parenting practices and cultural context. Scale of Parenting Style This scale is used for measuring perceived parenting styles of higher secondary school students. The draft scale has been developed on the basis of theories of Baumrind (1971), and dimensions of parenting style proposed by Maccoby and Martin (1983).

These dimensions can be put into operation by a continuum whose intersection originates four styles of progressive-regressive influence, defining four styles of parental socialization that are a consensus in the literature (Costa, Teixeira, & Gomes, 2000; Maccoby & Martin, 1983; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994). Specifically, scores in the dimensions control and affection allow us to define authoritative (high control

and affection), authoritarian (high control and low affection), uninvolved (low control and low affection) and permissive (low control and high affection) styles (Rothrauff, Cooney, & An, 2009). The authoritative style describes parents who maintain a balance between high levels of demandingness and affection, consistently supervising their children's behavior in order to discipline them through inductive rather than punitive methods. They reinforce socially responsible and mature behavior through praise and manifestations of affection, offering support, encouraging communication and valuing their children's points of view (Karavasilis, Doyle, & Markiewicz, 2003). Authoritarian parents on the other hand, are highly demanding but unresponsive (low affection), emphasizing obedience, respect for authority and the maintenance of order through discipline based on power and severe (usually physical) punishment, expecting that rules will be complied with without offering their children a chance to negotiate (Baumrind, 1997). Parents considered to be permissive are characterized by little or non-existent control, infrequent exercise of any type of authority in order to ensure compliance from their children. On the contrary, they tend to talk and ask their children about family decisions, encouraging them to be independent (Baumrind, 1997; Rothrauff et al., 2009). Uninvolved parents in turn, are characterized by a lack of involvement and little time dedicated to interact with their children. These parents are generally concerned with their own problems and neglect their parental responsibilities. They do not supervise their children and do not provide any type of affective support (Maccoby & Martin, 1983). Contrary to the more vertical and unidirectional view that only emphasizes the perception of parents concerning their children, researchers have increasingly highlighted the importance of considering the perceptions of children concerning their parents, evaluating how such perceptions explain certain constructs (Mora-Ríos, González-Forteza, Jiménez-Tapia, & Andrade-Palos, 1999). Incidentally, these four styles have been associated with various issues that permeate childhood and adolescence (Brand, Hatzinger, Beck, & Holsboer-Trachsler, 2009) such as psychological development, academic performance, social skills, depressive disorders, anxiety and socially deviant behaviours (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000; Milevsky, Schlechter, Netter, & Keehn, 2007; Steinberg, 2001). Despite the previous discussion, there are few studies addressing the topic in Brazil, while instruments available to evaluate the perception of children concerning their parents, with some exceptions, are even more scarce (Costa et al., 2000; Teixeira, Oliveira, & Wottrich, 2006). 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 .70 for the PA-FFQ

Scale of Parenting Style

This scale

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). Its four subtypes are compared and correlated with three sub types of PAQ(Parental Authority Questionnaire) by Buri, J.R. (1991).

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 items. 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 find 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 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		
	15 years	22	6.18	4.86	0.085	0.918
	18 years	20	6.80	4.58		
AUTHORITATIVE	12 years	22	8.18	6.96		
	15 years	22	8.00	7.24	0.034	0.967
	18 years	20	8.55	6.64		
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		
UNINVOLVED	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		

differs with age.

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

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	0.857*	0.835	0.879	13.095	<0.001

APAFFQ					
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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 ITEMS

<i>Variables</i>	<i>Gro up</i>	<i>N</i>	<i>Me an</i>	<i>Std. Deviation</i>	<i>z</i>	<i>p value</i>
PA1	Lo w	19	1.0 0	0.00	- 33.764	<0. 001
	Hig h	13	4.6 9	0.48		
PA2	Lo w	16	1.0 0	0.00	- 7.795	<0. 001
	Hig h	16	3.5 6	1.31		
PA3	Lo	16	1.0	0.00		

	w		0			
	Hig	16	5.0	0.00		
	h		0			
PA4	Lo	16	1.0	0.00	-	<0.
	w		0		9.638	001
PA5	Hig	16	3.8	1.17		
	h		1			
PA6	Lo	16	1.0	0.00	-	<0.
	w		0		31.629	001
PA7	Hig	16	4.1	0.40		
	h		9			
PA8	Lo	16	1.0	0.00	-	<0.
	w		0		7.720	001
PA9	Hig	16	3.6	1.36		
	h		3			
PA10	Lo	16	1.0	0.00	-	<0.
	w		0		27.111	001
PA11	Hig	16	4.5	0.52		
	h		0			
PA12	Lo	16	3.3	1.89	4.7	<0.
	w		1		27	001
PA13	Hig	16	1.0	0.25		
	h		6			
PA14	Lo	16	1.0	0.00	-	<0.
	w		0		33.541	001
PA15	Hig	16	4.7	0.45		
	h		5			
PA16	Lo	16	1.0	0.00	-	<0.
	w		0		8.062	001
PA17	Hig	16	3.4	1.21		
	h		4			

PA11	Lo w	16	1.0 0	0.00		
	Hig h	16	5.0 0	0.00		
PA12	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	3.7 5	1.29		
PA13	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	4.7 5	0.45		
PA14	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	3.6 9	1.40		
PA15	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	4.8 8	0.34		
PA16	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	3.9 4	1.24		
PA17	Lo w	16	1.0 0	0.00		
	Hig h	16	5.0 0	0.00		
PA18	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	3.6 3	1.36		

PA19	Lo w	16	1.0 0	0.00	- 37.831	<0. 001
	Hig h	16	4.8 1	0.40		
PA20	Lo w	16	1.0 0	0.00	- 9.550	<0. 001
	Hig h	16	3.8 8	1.20		
PA21	Lo w	16	1.0 0	0.00	- 27.813	<0. 001
	Hig h	16	4.5 6	0.51		
PA22	Lo w	16	1.0 0	0.00	- 10.902	<0. 001
	Hig h	16	4.0 6	1.12		
PA23	Lo w	16	1.0 0	0.00	- 29.000	<0. 001
	Hig h	16	4.6 3	0.50		
PA24	Lo w	16	1.0 0	0.00	- 9.501	<0. 001
	Hig h	16	4.0 6	1.29		
PA25	Lo w	16	1.0 0	0.00	- 37.831	<0. 001
	Hig h	16	4.8 1	0.40		
PA26	Lo w	16	1.0 0	0.00	- 11.223	<0. 001
	Hig h	16	3.8 8	1.02		

PA27	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	4.6 3	0.50		
PA28	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	3.7 5	1.57		
PA29	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	4.8 1	0.40		
PA30	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	4.2 5	1.18		
PA31	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	4.7 5	0.45		
PA32	Lo w	16	1.0 0	0.00		
	Hig h	16	4.2 5	1.34		
PA33	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	5.0 0	0.00		
PA34	Lo w	16	1.0 0	0.00	-	<0. 001
	Hig h	16	4.1 9	1.17		

PA35	Lo w	16	1.0 0	0.00	- 33.541	<0. 001
	Hig h	16	4.7 5	0.45		
PA36	Lo w	16	1.0 0	0.00	- 10.369	<0. 001
	Hig h	16	4.0 6	1.18		
PA37	Lo w	16	1.0 0	0.00	- 27.111	<0. 001
	Hig h	16	4.5 0	0.52		
PA38	Lo w	16	1.0 0	0.00	- 10.923	<0. 001
	Hig h	16	4.1 9	1.17		
PA39	Lo w	16	1.0 0	0.00	- 29.000	<0. 001
	Hig h	16	4.6 3	0.50		
PA40	Lo w	16	1.0 0	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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APA-FFQ

(Adolescent Parenting Attitude Four Factor Questionnaire)

By

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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

SI No	Statements	All of the time	Most of the time	Some time	Rarely	Never
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	2	1
Q	All of the time	Most of the time	Some time	Rarely	Never	Q	All of the time	Most of the time	Some time	Rarely	Never	Q	All of the time	Most of the time	Some time	Rarely	Never	Q	All of the time	Most of the time	Some time	Rarely	Never
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.....

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