



Construction and Validation of Scale of Parenting Style

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Abstract

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Authoritative parenting and
Permissive parenting

This paper describes the development and standardization of a measure of perceived parenting style. The four styles namely authoritative, authoritarian, permissive and negligent proposed by Baumrind (1971) are scaled based on a quadrant of high and low levels of parental responsiveness and control suggested by Maccoby and Martin (1983). The items are constructed on socio-cultural and educational circumstances of adolescent students in Kerala, India. Hence, the tool will be largely suitable for scaling the four parenting styles among south Asian adolescent students. The tool has good criterion related validity and test-retest reliability.

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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 based on studies conducted with majority White, middle class families' values, cultural norms, and parental expectancies (Rodriguez, Donovan & Crowley, 2009). Contextual validity is

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.

Construct of parenting style

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.

Parental behaviors characterizing the four parenting styles are described in Table 1.

Table 1

Parental behaviors characterizing the four parenting styles

	High Control	Low Control
High Responsiveness	<p style="text-align: center;">Authoritative</p> <ul style="list-style-type: none"> • Firm and consistent control • Monitor and impart clear standards for their children’s conduct • Give priority to child’s needs and abilities • Implying age appropriate maturity demands • Encourage children to be independent • Attentive • Forgiving • Encouraging autonomy • Offering democratic climate 	<p style="text-align: center;">Permissive</p> <ul style="list-style-type: none"> • Frequent expression of warmth and affection • Low enforcement of rules and authority • High acceptance • Taking the role of friend rather than parent • Allow the child to make their own decision • Minimal punishment
Low Responsiveness	<p style="text-align: center;">Authoritarian</p> <ul style="list-style-type: none"> • Firm in control practices • Expecting strict, unquestioned obedience to parental authority • Not ready to accept individuality of child • Disobedience is dealt by forceful and punitive discipline • Relative neglect of child’s needs • Little communication between parent and child • Highly directive behaviors 	<p style="text-align: center;">Negligent</p> <ul style="list-style-type: none"> • Inattentive behavior • Neglecting the child • Little interaction with child

Existing parenting style instruments

As pointed earlier, 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).

Method

Participants

Data from 832 higher secondary school students from Kerala state were collected and used to develop and standardize the scale of parenting style instrument. The participants are coming under adolescent group. Among the subjects 467 were girls and 365 were boys.

Instrument development

Item writing

The items in the scale were prepared on the basis of description given by Baumrind, Maccoby and Martin for parental responsiveness and parental control. Items measure the responsiveness and control of parents as perceived by their adolescent wards. All the items were prepared as matching for the involvement of both parents. When writing items, consideration is given to all areas, where the parents interacting with their children, like social, educational and personal. For each responsiveness item parallel control item were prepared.

E.g.:

Responsiveness: Spends free time with me.

Control: Enquires how I spend my free time

Equal numbers of items were prepared to measure responsiveness and control. The draft tool consists of twenty responsiveness item and twenty control item. Items in the tool were arranged alternatively, starts with responsiveness item. Item number one is a responsiveness item, its parallel control item is item number forty; item number two is a control item, its parallel responsiveness item is item number thirty nine, and so on.

Scoring

The pupil required to respond on the five point scale as, "always true", "almost true", "sometimes true, sometimes false", "almost false", and "always false". The score was five to one. There are no negative items. Half of the items in scale are responsiveness item and half of them are control item. 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. Thus the instrument yields six separate scores for each participant, namely mother's responsiveness, father's responsiveness, mother's control, father's control, parental responsiveness and parental control. A parent who rated as high in both responsiveness and control (above the median), he is categorized as authoritative parent. A parent who rated as low in both responsiveness and control (below the median), he is categorized as negligent parent. A parent who rated as high in responsiveness and low in control, he is categorized as indulgent parent. A parent who rated as low in responsiveness and high in control, he is categorized as authoritarian parent. On the basis of these scores, found out parenting style of each parent.

Item analysis

Item analysis was done using the method suggested by Edwards (1969). 370 answer sheets were selected randomly and they were arranged in the descending order of scores so as to select the top and bottom hundred subjects (27 percent of sample). Item analysis was conducted separately for responsiveness items and control 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 table1. Only the item number two (it is a control item) has a t value less than 2.58, so the second item excluded from the scale. To keep balance between responsiveness items and control items, corresponding responsiveness item of item number 2 (item number 39) also excluded from the final tool. The final scale consists of 38 items of which 19 are to measure parental responsiveness and 19 to measure parental control (see Appendix).

Table 1

t Values Obtained For the Twenty Responsiveness Item and Twenty Control Item in the Draft Tool

Item number	Parental Responsiveness	Item number	Parental Control
1	12.48	2	0.40*
3	10.44	4	8.89
5	8.25	6	11.15
7	11.86	8	10.74
9	8.61	10	11.70
11	12.93	12	7.29
13	9.34	14	7.16
15	5.96	16	9.34
17	11.53	18	7.34
19	12.04	20	12.98
21	5.45	22	11.32
23	12.46	24	8.92
25	8.19	26	11.18
27	7.46	28	10.88
29	12.23	30	10.85
31	10.28	32	8.04
33	10.80	34	6.89
35	8.06	36	9.68
37	10.22	38	14.65
39	13.46	40	11.60

Validity:

The items in the scale are prepared on the basis of studies of Diana Baumrind. So the scale has construct validity in relation to parenting style. Criterion related validity of the scale was found out by correlating the scores of Scale of Parenting Style with Scale of Parenting Style developed by Usha and Manjusha (2006) in a sample of thirty students. The validity coefficient is found that 0.80 for responsiveness and 0.76 for control subscale.

Reliability:

The reliability of the scale was established by test-retest method after an interval of one week. The test-retest coefficient of reliability of responsiveness variable in the scale is 0.81 and for control it is 0.83.

The index of validity and index of reliability indicate that the scale has validity and reliability for measuring the parenting style of higher secondary school students.

Table 2

Scale of Parenting Style Means, Medians and Standard Deviations for Higher Secondary School Students

	Mean	Median	SD
Responsiveness	147.16	149	17.93
Control	154.18	157	18.06

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 and estimation of



validity and reliability indicates that the present instrument is capable to measure parenting style of adolescent students. With the help of this instrument, authors found that authoritarian parenting produces more performance orientation, authoritative parenting produces more approach orientations and negligent parenting develops undefined goals and performance avoidance goal. These findings are consistent with the construct of parenting style proposed by Baumrind. So the findings furnished above are providing further evidences for the validity of this scale. This scale is useful for assessing control insisted by father and mother on their adolescent children, and their responsiveness towards them.

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Scale of Parenting Style
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നിർദ്ദേശങ്ങൾ: നിങ്ങളുടെ നിത്യജീവിതത്തിൽ അയ / അച്ചൻ എങ്ങനെയാണോ ഇടപഴകുന്നു എന്നറിയുന്നതിന് വാങ്ങിയുള്ള പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും 'വളരെ അധികമാണ്', 'എത്രയെങ്കിലും അധികമാണ്', 'ചിലപ്പോൾ അല്പമധികമാണ് തന്നെ', 'എത്രയെങ്കിലും തുറന്നാണ്', 'തീർച്ചയായും തുറന്നാണ്' എന്നിങ്ങനെ അഞ്ചു പ്രതീകങ്ങളാൽ കൊടുത്തിരിക്കുന്നു. തന്നിരിക്കുന്ന പ്രസ്താവനകൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച് അവ ഓരോന്നും അയയ്ക്കുന്നതുമുള്ള ബന്ധമുള്ള സംബന്ധിച്ച് എത്രത്തോളം അറിയാമെന്നത് വരുത്തുന്നതോടൊപ്പം കോളങ്ങളിലും അതത് പ്രസ്താവനകൾക്കു നേരെ '✓' അടയാളംകൊണ്ട് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതീകം രേഖപ്പെടുത്താൻ ശ്രദ്ധിക്കുക. ഉദാഹരണം: ശ്രദ്ധിക്കുക.

അതേയെ സംബന്ധിച്ച്					പ്രസ്താവന	അച്ചനെ സംബന്ധിച്ച്				
വളരെ അധികമാണ്	എത്രയെങ്കിലും അധികമാണ്	ചിലപ്പോൾ അല്പമധികമാണ് തന്നെ	എത്രയെങ്കിലും തുറന്നാണ്	തീർച്ചയായും തുറന്നാണ്		വളരെ അധികമാണ്	എത്രയെങ്കിലും അധികമാണ്	ചിലപ്പോൾ അല്പമധികമാണ് തന്നെ	എത്രയെങ്കിലും തുറന്നാണ്	തീർച്ചയായും തുറന്നാണ്
✓					ഉദാ: അയാൾക്കൊരു എന്റെ കാഴ്ചയ്ക്ക് അന്വേഷിച്ചിട്ടില്ലാത്തത്.	✓				
					1. ഞാൻ പറയുന്ന കാഴ്ചയ്ക്ക് നടത്തിത്തരാറുണ്ട്					
					2. ഒഴിവു സമയങ്ങളിൽ എന്റെ കൂടെ ചിലവഴിക്കാറുണ്ട്					
					3. എന്റെ തൊഴിലുറപ്പ് എനിക്ക് തൃപ്തികരമാണ്. വിധം ചുണ്ടിക്കാണിക്കാറുണ്ട്.					
					4. എന്റെ ആവശ്യങ്ങൾക്ക് പണം തരാറുണ്ട്.					
					5. പഠനവിഷയങ്ങളുടെ നേട്ടങ്ങളും കോട്ടങ്ങളും എനോട് ചർച്ച ചെയ്യാറുണ്ട്.					
					6. ദക്ഷിണകാലത്തിൽ എന്റെ ഇടയ്ക്കൽ പരിചരിക്കാറുണ്ട്					
					7. കളി കൂടുതലായാണ് നിത്യജീവിതമാണിത്.					
					8. എനോട് സന്ധിപ്രകാശിക്കാറുണ്ട്.					



					9. എന്റെ പരാമർശങ്ങൾ അന്വേഷിക്കാറുണ്ട്.					
					10. പഠനത്തിൽ എന്തെങ്കിലും സഹായിക്കുന്നുണ്ട്.					
					11. എന്റെ വളർച്ചയ്ക്കനുസരിച്ച് ഉയർന്ന ഉത്തരവാദിത്തങ്ങൾ നൽകാറുണ്ട്.					
					12. എനിക്ക് വിദ്യാഭ്യാസം നൽകാറുണ്ട്.					
					13. വീട്ടിലെത്താൻ വൈകിയതിന്റെ കാരണം അന്വേഷിക്കാറുണ്ട്.					
					14. എന്റെ സ്വകാര്യതയെ അനുകൂലിക്കാറുണ്ട്.					
					15. എന്റെ വസ്ത്രധാരണത്തെക്കുറിച്ച് ശ്രദ്ധിക്കാറുണ്ട്.					
					16. എന്റെ ഇഷ്ടങ്ങൾ അനുസരിച്ച് സാധ്യമായ വിധത്തിൽ നടത്തിത്തരാറുണ്ട്.					
					17. ഞാൻ ചെയ്ത കാര്യങ്ങളുടെ ഉത്തരവാദിത്തം എനിക്ക് തന്നെയാണെന്ന് ബോധ്യപ്പെടുത്താറുണ്ട്.					
					18. എനിക്ക് കഴിയാതെ കാര്യങ്ങൾ വേണ്ടെന്നുപറഞ്ഞാൽ അത് അനുകൂലിക്കാറുണ്ട്.					
					19. അവരുടെ സ്വപ്നങ്ങളെക്കുറിച്ച് എന്തിനെ പറ്റിയാണെന്ന് ചോദിക്കാറുണ്ട്.					
					20. അവരുടെ സ്വപ്നങ്ങളെക്കുറിച്ച് എന്തെങ്കിലും പുറംകാര്യങ്ങൾ പറയാറുണ്ട്.					
					21. എന്റെ ഇഷ്ടാനിഷ്ടങ്ങളെ മറുപടിയില്ലാതെ ശ്രദ്ധിക്കാറുണ്ട്.					
					22. ഞാൻ സ്വയം പറ്റാത്ത കാര്യങ്ങൾ പ്രശ്നപ്പെടാറുണ്ട്.					
					23. എന്റെ തെറ്റുകൾക്ക് എന്തെങ്കിലും ശിക്ഷിക്കാറുണ്ട്.					
					24. എന്റെ തെറ്റുകൾക്ക് എന്തെങ്കിലും നേരിടാൻ പ്രാർത്ഥിക്കാറുണ്ട്.					
					25. എന്റെ സ്വപ്നങ്ങൾ ആരാകെയെന്നെന്ന് അന്വേഷിക്കാറുണ്ട്.					
					26. പഠന വിഷയം തിരഞ്ഞെടുക്കൽ എനിക്ക് വിട്ടുതന്നിട്ടുണ്ട്.					
					27. എനിക്ക് കളിക്കാനുള്ള സമയം ചിട്ടപ്പെടുത്താറുണ്ട്.					
					28. പഠനകാര്യങ്ങളിൽ എന്റെ മാർഗ്ഗരീതിയ്ക്ക് മുൻതൂക്കം നൽകാറുണ്ട്.					
					29. പഠനകാര്യങ്ങളിൽ നിഷ്കർഷിക്കാൻ ആവശ്യപ്പെടാറുണ്ട്.					
					30. എന്റെ വിജയങ്ങൾ ഉയർത്തിക്കാണിക്കാറുണ്ട്.					
					31. എന്തെങ്കിലും തുണയാക്കിക്കാറുണ്ട്.					
					32. എന്റെ വിജയങ്ങളിൽ എന്തൊക്കെ സംഭാവനയുണ്ടായിരുന്നുവെന്ന് അന്വേഷിക്കാറുണ്ട്.					
					33. ആവശ്യകതയനുസരിച്ച് ഭക്ഷണ ശീലത്തെ നിയന്ത്രിക്കാറുണ്ട്.					
					34. ഞാൻ വീട്ടിലെത്താൻ വൈകിയാൽ ആവശ്യപ്പെടാറുണ്ട്.					
					35. പണം ഞാൻ എന്തിനെ ചിലവഴിക്കുന്നു എന്ന് അന്വേഷിക്കാറുണ്ട്.					
					36. പുതിയ കാര്യങ്ങൾ അനുസരിച്ച് എനിക്ക് തുണിത്തരങ്ങൾ വാങ്ങിക്കാറുണ്ട്.					
					37. ഒഴിവുസമയം ഞാൻ എന്തിനെ ചിലവഴിക്കുന്നു എന്ന് അന്വേഷിക്കാറുണ്ട്.					
					38. എനിക്ക് വേണ്ട നിർദ്ദേശങ്ങൾ അതാൽ സമയത്ത് തരാറുണ്ട്.					

SCALE OF PARENTING STYLE
Abdul Gafoor K., & Abidha Kurukkan

Name: Male/Female:
School: Subject: Place:

Instructions Given below are statements to know how your mother/father deals with you. For each statement 5 options namely 'Very right' (5), 'Mostly right'(4), 'Sometimes right, Sometimes wrong'(3), 'Mostly wrong'(2), 'Very wrong'(1) are given. Tick Mark against each statement, on the left side about mother and on the right side about father, on the option that suites the behaviour of your mother or father in relation to you. Take care to mark your responses against all statements. Observe the example.

About Mother					STATEMENT	About Father				
5	4	3	2	1		5	4	3	2	1
✓					Eg: Enquires about my matters with teachers.		✓			
					1. Does whatever I tell.					
					2. Spends free time with me.					
					3. Points out my mistakes in the manner that I understand.					
					4. Gives money for my needs.					
					5. Discusses the benefits and detriments of my learning topics.					
					6. Considers my likes in food.					
					7. Controls my game when in excess.					
					8. Shows love to me.					
					9. Enquires the reason for my failure.					
					10. Helps me in studying.					
					11. Confers responsibilities in accordance with my growth.					



					12. Has faith in me					
					13. Enquires the reasons for reaching home late					
					14. Accepts my privacy					
					15. Takes care of my dressing					
					16. Fulfils my desires with available means					
					17. Makes me aware that the responsibility of what I do is mine itself					
					18. Accepts when I say no to what I dislike					
					19. Tells how I should behave with their friends					
					20. Talks to me praising about their friends					
					21. Tries to frame my likes and dislikes					
					22. Appreciates when I try to become independent					
					23. Punishes for my mistakes					
					24. Shows love when I do any mistake					
					25. Enquires who my friends are					
					26. Has given me freedom to select the subject for study					
					27. Organizes time for my play					
					28. Gives priorities to my preferences in studies					
					29. Demands me to be systematic in studies					
					30. Emphasizes my successes					
					31. Advices me					
					32. Celebrates in my successes with me					
					33. Discourages unhealthy foods					
					34. Gets anxious when I am late to reach home					
					35. Inquires how I spend money					
					36. Buy dresses for me according to the latest trends					
					37. Enquires how I spend my free time					
					38. Gives me timely advices					