CONSTRUCTION AND VALIDATION OF PERCEIVED PARENTING SCALE FOR ADOLESCENTS

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ABSTRACT

Present study was carried out to develop perceived parenting scale for adolescents in Urdu language and establish its psychometric properties. An initial item pool of 254 items was produced with the help of Skinner, Johnson and Snyder (2005) motivational model of parenting, review of literature and six focus group discussions with target population. In expert evaluation, 4 items were eradicated and 250 items including six subscales warmth, rejection, structure, chaos, autonomy support and coercion was administered in test re-test manner on 300 adolescents. Items with low correlation than .40 were removed. Resulting from this inspection, total 150 items remained for further use. Furthermore, 150 items scale was administered on 1200 adolescents. The exploratory factor analysis (EFA) identified six factor solutions after varimax rotation with 38 items, afterward confirmatory factor analysis (CFA) removed 17 items with a good model fit. Reliability analysis was further implied to scrutinize data. A 21 items scale to gauge perceived parenting of adolescents in Urdu language is competently established with six sub-scales.

Keywords: Perceived Parenting, Adolescents, Reliability, Exploratory Factor Analysis, Confirmatory Factor Analysis.

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INTRODUCTION

The word parenting is typically used to describe how a child's behavior and growth is inclined by parents (Bornstein, 2002). Royal college of psychiatrists (2011) defined parenting is a complex social activity like other forms of occupations which is likely to be adversely affected by mental health problems. However, outcome of parenting and mental health demarcated that parenting is the hardest job in the world because it requires an individual to balance appropriate limits and boundaries with maximal affection and encouragement (Bornstein, 2002). Parental performance is one of the most powerful features on the enlargement of teenager's behavior hitches. However, affirmative childrearing is a challenging job, particularly in adolescence, when there is a possibility of family clashes and new developmental fluctuations and new encounters confronted by youngsters. Thus, strict controlling, over demanding and over restricting parenting serve as a strong indicator of different behavioral problems in adolescents. For example, theft of objects, disobedience, violating traffic rules and using other things without permission (Bi et al., 2018).

As most of the population in the world is adolescents and it is investigated that adolescence is a stage of great interest for the study of certain personality features because most of clinical disorders emerge in adolescents or early adults, which are mostly resulted by negative parenting practices. Hence, it is very important to study parenting during adolescents (Richter, 2006). Therefore, current study is based on a practical and universal parenting model which was delivered by Skinner, Johnson and Snyder (2005). It talked about six fundamental structures of parenting such as warmth, rejection, structure, chaos, autonomy support, and coercion (Skinner, Johnson & Snyder, 2005). Warmth means manifestation of love, affection, gratitude, compassion, and respect; it comprises emotional accessibility, care, and genuine concern. Next dimension of parenting is rejection which is opposite of warmth. Rejection in parenting includes dislike, resentment, harshness, hostility, irritability, disapproval, disrespect and displeasure. Furthermore, rejecting parenting attitudes may trigger the teenagers to disengage from morality and suitable social manners (Johnson, 2016). Third dimension of parenting, structure refers to the amount in which parents provide support, guidance and information to their children about various pathways to accomplish desired and to escape undesired consequences. Opposite of structure is chaos that refers to childrearing manners that are uncertain, unpredictable, inconsistent, impulsive, unreliable, illogical or ambiguous (Skinner, Johnson & Snyder, 2005). Next theme is autonomy support; this portrays parent-child interactions in which offspring are

expected to convey their opinions and get involved in arrangements and solution of problems (Skinner, Johnson & Snyder, 2005). However, last dimension of parenting is coercion characterized by over controlling, threatening parenting, labels a constricting, disturbing and autocratic style in which strict compliance is claimed (Skinner, Johnson & Snyder, 2005).

Adolescents' upbringing is a burning issue. Because the accurate understanding of parenting received by adolescents and its effect on adolescents' is very crucial to resolve conflicts between parents and adolescents (Algorta et al., 2019). A meta-analysis on the outcomes of parenting and personality ailments on adolescents explored that inappropriate parenting made their adolescents anxious, insecure and aggressive toward others. Therefore, to overcome behavioral issues of children it is vital to understand nature of parenting received during adolescents (Khaleque & Rohner, 2009). Hence present study is an important addition to measure perceived parenting of adolescents.

On the other hand, in Pakistan different scales are used to assess perceived parenting of adolescents but mostly these scales are translated in Urdu language and culturally adapted. Therefore, there is a great need to develop culturally valid and reliable scale of perceived parenting of adolescents (Hu, 2008. Additionally, this period is very commanding for the development of productive behaviors. Besides, parenting of people plays an amazing role in the development of a vigorous civilization. Supplementary, no native tool exist to gauge adolescent's perception of parenting which they received from their parents. To assess perceived parenting in various units of population and over different life circumstances Pakistan still has deficiency of such instrument. So, to compensate these gaps the current study on the creation and validation of perceived parenting scale for adolescents in native language and Asian culture will be a building block. In this situation the present study would be a great involvement in the ground of psychological measures as it would construct and validate perceived parenting scale of adolescents in native language which is pretty different from Western nation. It is very important for instruments to be in Urdu language so that people can show themselves more accurately. Investigators, psychologist, psychotherapists and experts will use the measure to evaluate the conflicts and discrepancies related to perceived parenting of adolescents.

METHOD

Current study consisted of five stages

Stage 1: Generation of Item Pool for Development of Perceived Parenting Scale for Adolescents

Guttman's facet analysis (Tziner, 1987) method was used to generate items. Skinner, Johnson and Snyder (2005) motivational model that includes sex dimensions of parenting were used for item generation.

Moreover, literature related to different parenting styles was used for producing items. Six focus group, with parents and their adolescents were conducted to produce items related to parenting. In this way 254 items were generated in Urdu.

Stage 2: Expert's Evaluation of Items

Content validation by experts was the next step after item generation. The selected experts had comprehensive information about the question under study. Four PhDs and two PhD scholars of clinical and applied psychology were the part of content validation meeting. Experts were asked to weigh items on their level of clarity, signifying relevance and understanding. The content, suitability and ambiguity of item were also judged. Based on the recommendation the items were either changed or eliminated. Response options were also confirmed. It was finalized on 4 point likert scale, ranging from 1 to 4. After evaluation four items were removed and 13 were improved. Further, 250 items remained in the pilot study.

Stage 3: Tryout of Scale

Further, the expert's evaluated 250 items were administered on 300 adolescent participants (age range 12- 19 year) to check the aptness of items on participants' end. The purpose of this trial was to detect the vague and blur words or statements.

Stage 4: Item Analysis

For item analysis test-retest method was used for indicating the extremely linked items for the construction of the instrument (Dawis, 2000). Items with low correlation were deleted and 150 items with .4 correlations and greater were persevered for further process.

Stage 5: Main Study

Participants

After item analysis, data on 150 items were collected from 1200 adolescents (N=1200) age range of 12-19 year (M=16.42, SD=1.20) recruited from different educational institutions and community of Gujrat and Gujranwala districts.

Procedure

After taking permission from educational institution and parents of adolescents, an oral and written informed consent was taken from the participants. They were further briefed about the research objective and significance. They were also updated about the ethical issues of their involvement in the research. Furthermore, they were cleared about the instructions and response ranges. The participants were requested to read out the item cautiously and choose the appropriate responses that fit their mind state. At the end the participants were appreciated on their assistance and cooperation in the research.

Statistical Analysis

By using Statistical Package for Social Sciences (SPSS-22) and Analysis of a Moment Structures (AMOS-22) Bivariate correlation, exploratory factor analysis (EFA), confirmatory factor analysis (CFA) and reliability analysis were implied to scrutinize data.

RESULTS

Table 1
Demographic Characteristics of Sample (N=1200)

Characteristics	*f*	%
Gender		
Female	500	41.6
Male	700	58.3
Education		
Primary	110	9.1
Middle	200	16.6
Matriculation	300	25
Intermediate	447	37.2
Bachelors	143	11.9
	M	*SD*
Age	16.42	1.20

Table 2
Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity for Perceived Parenting Scale for Adolescents (N=1200)

	KMO	*Sig.*
Perceived Parenting Scale for Adolescents	.81	.000*

$* p < .001$

Table 3

Factor loading of Perceived Parenting Scale for Adolescents (N=1200)

S#	Item No.	Warmth	Rejection	Structure	Chaos	Auto-Sup	Coercion	
1	42	.81						
2	51	.81						
3	66	.77						
4	48	.77						
5	60	.63						
6	57	.54						
7	54	.54						
8	69	.52						
9	133		.56					
10	104		.55					
11	89		.55					
12	75		.55					
13	33		.50					
14	115			.49				
15	118			.47				
16	64			-.46				
17	117			.45				
18	110			.44				
19	81			.43				
20	150				.78			
21	114				.75			
22	127				.63			
23	148				.58			
24	121				.44			
25	1				.44			
26	142					.72		
27	73					.70		
28	76					.70		
29	93					.56		
30	70					.47		
31	31						.71	
32	67						.69	
33	111						.52	
34	52						.52	
35	132							.69
36	131							.63
37	143							.63
38	144							.56
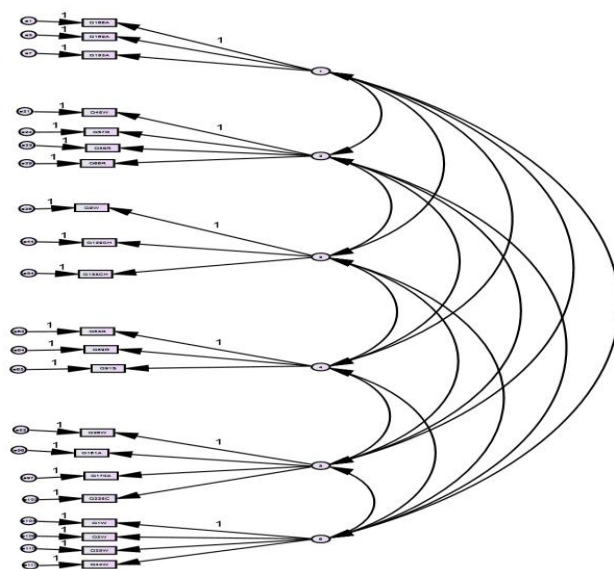
Figure 1: *Confirmatory Factor Analysis 21 items (N=1200)*

Table 4
Skewness and Kurtosis (N=1200)

Skewness	.61
Std. Error of Skewness	.10
Kurtosis	.60
Std. Error of Kurtosis	.21

Table 5
Model Fit Summary of 21 Items (N=1200)

p-Value	CMIN/DF	GFI	CFI	RMSEA	TLI	RMR
.000	3.77	.94	.93	.96	.053	.04

p <.001

Table 6
Correlation between Subscales and Total Scale score (N=1200)

Subscale	Total Items	r
Warmth	3	.77*
Rejection	4	.72*
Structure	3	.69*
Chaos	3	.59*
Autonomy Support	4	.71*
Coercion	4	.63*

*p <.001

Table 7
Correlation of Items with Subscales Total (N=1200)

Item No.	Warmth	Rejection	Structure	Chaos	Auto-Sup	Coercion
1	.82					
2	.88					
3	.77					
4		.76				
5		.63				
6		.54				
7		.66				
8				.51		
9				.66		
10				.61		
11			.77			
12			.84			
13			.95			
14					.92	
15					.96	
16					.59	
17					.81	
18						.88
19						.63
20						.77
21						.72

Table 8
Reliabilities of the Perceived Parenting Scale and Subscales (N=1200)

Subscale	Total Items	α
Perceived Parenting Scale for Adolescents	21	.87
Warmth	3	.72
Rejection	4	.71
Structure	3	.69
Chaos	3	.74
Autonomy Support	4	.61
Coercion	4	.79

DISCUSSION

The aim of present study was to construct and establish the psychometric assets of indigenous Perceived Parenting Scale for Adolescents. All process of scale development was tailed. Initially, Item pool of 254 items was generated in which 4 items were removed in expert's evaluation. After experts assessment, scale of 250 items with six subscale was administered on 50 adolescents participants (age range, 12 -19 years) to determine the test ambiguity and user suitability.

Subsequently, scale was administered on 300 applicants in test retest manner with the pause of 7 days. After this inspection 150 items were remained for further use. Inter items correlation was checked in which correlation of .4 and greater were retained while others were eradicated. For defining the factor arrangement, scale of 150 items was administered on 1200 adolescents (Table 1).

Present study described .81 KMO value and .000 Bartlett's test of Sphericity which showed the sample is sufficient and data is appropriate for exploratory factor analysis (Table 2). As Pallant (2013) documented that adequacy of data is determined by KMO which should be greater than .7 and Bartlett's test of

Sphericity should be significant (Kaiser 1974; Bartlett, 1954). Additionally, Hutcheson and Sofroniou (1999) discovered that KMO value between 0.7 to 0.8 reflected as good, whereas 0.8 to 0.9 KMO value is considered outstanding. Besides, exploratory factor analysis was performed using SPSS 24 which identified six factor solution after varimax rotation with 38 items (Table 4).

To explore factors and to check the goodness of model fit confirmatory factor analysis was performed using Amos Graphics 7 which approves the structure planned by exploratory factor analysis after removal of 17 items. Confirmatory factor analysis compromise the good model fit with extremely suggested standards of GFI, AGFI, CFI, RMSEA and RMR and significant p value (Table 5, Figure 1). Additionally, to check the reliability of perceived parenting scale and its six subscales, Cronbach's alpha was computed which was also highly acceptable (Table 8). Item total correlation identified that all the subscales had high correlation with entire scale and each item had high association with total of subscale (Table 6 & 7), which specified high internal consistency of Perceived parenting Scale for Adolescents (Anastasi & Urbina, 1997). Cronbach alpha reliability co-efficient was also high for whole scale and its subscales as well.

Last of all, Perceived Parenting Scale for Adolescents is an indigenously established trustworthy and effective tool to be used for the Pakistani teenagers. The Perceived Parenting Scale for Adolescents might be used for basic investigation when to gauge the construct of perceived parenting of adolescents and to identify parenting pattern received by Pakistani teenagers, to recognize a corrective measure to refrain the adolescents from undesirable conduct by solving conflict caused by inappropriate parenting.

Further, present study has two limitations. Data of this study was collected from only two districts and it must be extended to generalize the discoveries. Secondly, scale is established in inborn language Urdu, so it should be used with participants who are can speak and understand Urdu.

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