

Construction of A Scale On Perceived Parenting Style

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ABSTRACT: *The investigator has constructed a scale on perceived parenting style i.e. as perceived by the adolescents moreover this scale attempts to measure mothers' and fathers' parenting style, as well as their combined effect. Lastly, the scale indicates the preponderance different types of parenting rather than attempting to label parents with a particular brand.*

KEYWORDS: *Authoritative, Authoritarian, Parenting Style, Permissive, Scale*

I. INTRODUCTION

Parents are the main influence on a child's life. They not only nurture the child physically but their styles of nurturance contribute to the development of the child's psyche of particular interest is the influence of parenting styles on children's academic achievement and various psycho social aspects of development. The crescendo of this nurturance is probably in adolescence when children are preparing for, or even on, the threshold of adulthood. Indian culture traditionally sets great importance on respect due to age. This means that parents put great emphasis on acquiescence and obedience from their children. Modern society sometimes decries the erosion of these values. Yet social transformation in the present time may imply that parenting styles in India are also changing. For instance, expected compliance is often replaced with appeals to the child's reasoning and judgment. The investigator has constructed a scale to measure the style of perceived parenting of adolescents, in particular, urban and sub-urban adolescents. By administering it educators may obtain an idea about the perceived parenting that individual adolescents are subjected to, and subsequently account for any characteristics that may need rectification.

II. SOME DEFINITIONS:

AUTHORITATIVE: This style of rearing is marked by parental warmth. Parents ascribing to this style monitor and clear standards for their children's conduct [27].

AUTHORITARIAN: Authoritarian parents emphasize the power of their role and use physical punishment for transgressions [9].

PERMISSIVE: In this style, parents do not monitor their children's activities closely and rarely exert firm control over their behavior [27, 33].

Baumrind's research found that almost all parents were reasonably warm and accepting. But Maccoby and Martin 1983 [33] suggested another category of parenting that is uninvolved or negligent parenting.

UNINVOLVED/ NEGLIGENT STYLES: This style is an extremely lax and un-controlling approach. The parents have not much time or energy to devote to their children's rearing [33]

OBJECTIVE

To construct a scale for delineating the pattern of parenting style as perceived by the adolescence child. The scale is intended for 12 to 18 years old children and youth, whose parents are both living, as it could be unusual to expect any parents to exhibit only one type of parenting style. This scale gives a profile of the different styles of parenting and pertaining to each set of parents.

REVIEW OF LITERATURE

The adolescent period is a very important stage of human life. Parents play a vital role on adolescents' all round development. Almeida and Galambos (1991) [1] found that authoritative parenting exerted a positive influence on adolescents, while authoritarian and permissive parenting styles are fraught with developmental problems. When parents are connected to and involved with their adolescent offspring, better educational outcomes are observed.

Driessen et al (2005) [16] conducted a research on parental involvement and academic achievement of secondary school students. The data was drawn from the large scale DUCH PRIMA (Primary education) cohort study. More than 500 schools and 12000 parents of pupils of primary schools participated in the study. The study found that parental involvement is an important strategy for the advancement of the quality of education and ultimately this expanded the social and cognitive capacities of the child. Another research [12] examines the connection between parental involvement practices and educational outcomes, utilizing multiple involvement indicators for the 8th and 12th grades. The study concludes that the nature of the relationship between parental involvement and 12th grade educational outcomes depends on the type of parental practices. Parental involvement indicators are not associated with achievement growth between the 8th and 12th grades. Rather, the indicators are associated with enrollment in academic high school programs with course work in core academic subjects. Parental induction, warmth, responsiveness and less frequent use of physical punishment were generally associated with higher levels of moral regulation [27].

In an investigation by C. Gilligan and G. Wiggin (1987) regarding the origin of moral orientation, observations and interview data were obtained for 40 dual parent families with two children. Focus was on sex differences in moral orientation of parents and in the socializations and moral orientation of children. Mothers used significantly more care than justice orientation, whereas fathers used slightly more justice than care [31]. Children's performance usually depends on the various parenting styles. It was found that when children had good relations with parents, they tended to show better social adjustment [10, 17, and 31] and emotional adjustment [37]. Jeynes, William H (2005) [26] used the 1992 NELS data set and assessed the effects of three aspects of parental involvement and family structure on the academic achievement of those children. The results indicate that family structure and two of the three aspects of parental involvement were associated with higher adolescent academic achievement. When gender, race and socio economy status were controlled, family structure was the single greatest predictor of academic achievement. Catsambis and Sopia (2005) [12] found that relationships between parental involvement and educational outcomes exist regardless of students' socio economy status or race or ethnic background and regardless of whether parental practices are measured in the middle grades or in high school. Baldwin et al (2007) studied the relationship between perceived parenting styles and levels of optimism in undergraduate college students. Authors' study revealed that perceived parental Authoritative parenting style by mother or father was associated with greater optimism in late adolescence whereas Authoritarian parenting style was not [2]. Wim et al (2007) conducted research on "Dynamics of perceived parenting and identity formation in late adolescence". Their finding clearly exhibit that parenting and identity formation are dynamically interlinked and parents are an important source of socialization for their developing children, even in late adolescence [11].

METHOD OF CONSTRUCTION OF THE SCALE

FIRST: The most influential proposal about styles of child rearing has come from Diana Baumrind (1973). This proposal indicates that parenting styles are characterized by dimensions, viz., WARMTH/NURTURANCE, CONTROL and COMMUNICATION [4,5,7]

SECOND: Several books were consulted to identify characteristics of the above mention dimensions.

THIRD: Many characteristics were observed to be common to the different style of parenting. To isolate the characteristics peculiar to the different parenting styles, a comparative technique was employed; each style of parenting was taken as the basis and its characteristics were compared with those of the other styles of parenting [Appendix I].

FOURTH: The result of comparison yielded the following characteristics for each style of parenting with reference to each dimension of parenting. **TABLE 1.**

These dimensions and their characteristics have been explained below:

NURTURANCE: Nurturance means to bring up, to raise, to tend to the child's upbringing. It involves facts like loving, caring, educating, feeding etc, so that the child can grow up into a balanced human being.

CONTROL: Control means authority or command. It is to do with how much control with parents wishes to wield over their child.

COMMUNICATION: Communication means to share ideas, attitudes, opinions, etc. by means of verbal or written language or even body language. The communication for the parents is that of listening and responding to the child and of surmising the mental state of the child almost by looking at his/her facial expressions or style of talking.

III. AUTHORITATIVE (NURTURANCE)

SUPPORTIVE - Supportive means the parents provide encouragement or emotional help to the child, thus not leaving the child to struggle on his/ her own.

FRIENDLY - Friendly means familiar and helpful person who one likes and knows well, and confides in. The authoritative parent tries to maintain this sort of relationship with the child.

CAREFUL - Careful means showing thought and attention. The careful parents thus do not ignore the child.

AUTHORITARIAN (NURTURANCE)

MOODY - Moody means a temporary state of mind, giving a sad or mysterious impression. A moody person is temperamental or changeable. The authoritarian parent is seen as a moody person, When his/ her moods are often directed towards the child. The child thus may be subject to the parents sullen or gloomy moods or to sudden expressions of ecstasy.

LESS TRUSTING - Parents have suspicious nature, and showing lack of faith in the child. They distrust the child.

DEPENDENT - The child is dependent on the parent's opinions and unable to proceed without parent's permission. The child's action is thus determined or influenced by the parents. This implies that the parents desire that their child is dependent on them in the above-mentioned manner.

PERMISSIVE (NURTURANCE)

Very Emotional- Very emotional means displaying strong feelings, such as joy and anger. The permissive parent is seen to be very emotional, so that expressions of joy, anger or sorrow as reactions to the child's behavior may be observed quite often.

Indulgent - Indulgent means allow someone to do or have whatever they wish to the extent of overlooking their faults. The permissive parents tend to pamper the child and yield to his/her wishes irrespective of rectitude. This sort of parents often take the easy way out by not stopping to consider the wisdom of giving into the child's demands and fulfilling the child's desires to release them for their own affairs.

Lack of interest in child – Lack of interest means absence of emotion. The permissive parents often display apathy regarding the child. There is a lack of enthusiasm or knowledge about what the child is doing or feeling. In other words, the child's actions and well being are often relegated to non issues.

UNINVOLVED (NURTURANCE)

Detached - Detached means aloofness or disconnection. Uninvolved parents usually are busy with their own problems. They don't have any time for their child.

Impulsive - Impulsive means sudden desire or whim. Uninvolved parents show sudden and unexpected loving and caring towards their child but this not sustained.

Overwhelmed- Overwhelmed means overpowered by thoughts, emotions or senses. Uninvolved parents are so busy with their problems and overcome by their work that they don't have any time for their own activities. Even thinking of their child is too much for them.

AUTHORITATIVE (CONTROL)

Autonomy: Autonomy means freedom to determine one's own actions or behavior. Authoritative parents always take note of child's opinions, needs and likes and dislikes. Authoritative parents accept the child's opinion if they find it reasonable. Thus the authority of the parents is not imposed on the child, but tempered with reason.

Discipline: Discipline can mean conditions imposed on the child, usually for improvement of physical power, self-control, etc. It can be systematic training in obedience resulting in the nurturance of improved behavior, aptitude, etc. Infringement of discipline may therefore result in punishment or chastisement. There are thus two out looks on what discipline means one involves external imposition of rules and strictures. Non-conformity

may result in punitive result. This is definitely not the outlook of authoritative parents. They would prefer the other interpretation of discipline. This is the liberal view of discipline where by reigning in of mental and physical activity is sourced from within the individual. This type of discipline arises from rationality, consideration for others' attitudes and deeply entrenched values. The Authoritarian parents idea of discipline, on the other hand is based on conformity and acquiescence. It is therefore basically the externally imposed interpretation of discipline. It implies direct overt control.

Joint decision making: Joint decision making implies arriving at decisions regarding the child or family as a whole after consultations between the child and other members of the family, particularly the parents. Joint decision making is about integration and consonance of ideas within the family where the child and the parents are definite participants.

AUTHORITARIAN (CONTROL)

Highly Controlling: Highly controlling means to command or to rule. This means that the parents hold the reign over the child completely. Parents' word is the only consideration and is final. There is no question of joint decision making and the discipline is externally imposed. To be highly controlling implies that parents would like to have complete control of the child's activity and even opinions, friends etc.

They Set rules: The rules set by the authoritarian parents, therefore do not evolve from consultation or mediation with the child. Transgression of these rules may imply punitive measures.

Use Physical Punishment: If the child makes a small transgression it may result in corporal punishment, instated of other modes of atonement or reasoning.

PERMISSIVE (CONTROL)

Lax and laissez faire approach- Lax means lacking firmness or not sticking to rules. Permissive parents accede to all the demands of the child without conditions. The child's whims and desires are of primary importance. As per as the parents, any thing goes if that is what child wants.

Only gives but no demand made-

The parents give anything and everything that the child wants without condition. There is no consideration of strategies like "if you behave our self then I will get you a cricket bat". The parents thus don't expect anything (like good behavior or achievement) in lieu of them acceding to the child's wishes and demands.

Low in Control-

Permissive parents don't make any demand on their child in terms of abiding to rules, or expending effort in studies and behavior. Any action by the child which is unacceptable is often overlooked by the parents. Firmness in restraining the child is thus lacking.

UNINVOLVED (CONTROL)

Very un-controlling approach-

The parents are so engrossed in their own activities that they could not be bothered with controlling or restricting the child. The child is thus left on his own to make his/ her own decision and do as he / she please.

Neglect and no demand-

The parents fail to give due care and attention or time to the child. In other words the parents disregard the child and are careless about the child's needs and wishes. Not being aware of the child, the parents don't have any demands on him.

No Adjustment-

The un-involved parents are neglectful, even unaware of the child's activities and are too engrossed in their own affairs. Their own needs and priorities take precedence. Therefore they are not ready to abdicate their own interest and think about their child. Thus the parents are both to adjust for the well being of the child.

AUTHORITATIVE (COMMUNICATION)

Involvement: Involvement means connected on an emotional and personal level. Parents are always concerned about the child's activities. Authoritative parents feel interested about child's activities and participate in them.

Co-operative: Co-operative means to work together for helping each other. Authoritative parents always want to share or help the child's work, study and other activity. Authoritative parents are always ready to help the child, even though they may have busy professional or household duties.

Responsive: Responsive means to react or answer in a sympathetic or sensitive manner. Authoritative parents are concerned about their child and may even respond to subtle facial expressions or body language of the child.

AUTHORITARIAN (COMMUNICATION):

Rejection: Rejection means refusal to accept something that is perceived to be faulty or unsatisfactory. Authoritarian parents think that they are always right and so they don't want to understand the child's wishes. They are rigid in their perception of what they think that their child needs and don't wish to consider the child's viewpoint.

Frustrated: Frustrated means disappointed or dissatisfied. The parents feel dejected when the child fails to achieve. This sometimes leads to expressions of disappointment, self-recriminations and lack of faith in the child's ability.

Criticizing: Criticizing means to express disapproval. Parents are prone to criticize the child for his/her actions, demeanor etc.

PERMISSIVE (COMMUNICATION):

High Acceptance:

High acceptance implies easy approval. Children of permissive parents can inveigle them to concede to anything they want.

High level of tolerance:

High level of tolerance means to patiently accept something not very pleasant. Permissive parents are likely to tolerate all kinds of behavior from the child. Parents easily give into the pressure from the child, even to immoderate demands.

Inattentive:

Inattentive means to be unconcerned. Permissive parents do not notice or bother about child's activity. Permissive parents satisfy the child's needs without terms and conditions, and do not always follow up regarding the license they may have granted on their child.

UNINVOLVED (COMMUNICATION)

Careless: Careless means not giving enough attention or thought. Uninvolved parents don't have any time for the child. They are so busy with their own predilections that they are often unaware of the child's activities.

Stress: Stress means pressure or tension exerted on person. Uninvolved parents are usually under great stress resulting from their occupations and other activities or from their social life. They are too busy and self-centered to bother about their child.

No Deep Emotional Connection:

There is no attachment between child and parents. Parents are not very close with their child. Uninvolved parents are not very interested to know or to understand and communicate with their child. The relationship is remote and tenuous.

FIFTH: For each characteristic pertaining to each parenting style and dimension,

- Two statements displaying prevalence of the characteristic and
 - Two statements displaying absence of the characteristic
- were constructed. Care was taken to make the statements precise and clear and in easily understandable language. As there were 36 characteristics in all, 144 statements were thus constructed.

SIXTH: The statements were presented to three validators for content validation, and suggestions for improvement. Further, each validator was requested to choose for each characteristic:

- One statement that displayed prevalence of the characteristic and
- One statement that displayed absence of the characteristic.

The suggestions of the validators were incorporated. Also for every characteristic, the statement displaying prevalence of the characteristic that was chosen by two validators and the statement displaying absence of the characteristic that was chosen by two validators was selected for the main form of the test

Thus the final form of the test consisted of one statement displaying prevalence of the characteristic and the one statements displaying absence of the characteristic for each of the 36 characteristics in TABLE 1, that is 72 statements in all.

SEVENTH:

SCORING: For each characteristic, the statement

Displaying prevalence of the characteristic	score-1
Displaying absence of characteristic	score-0

Maximum score for each parenting style is 9 and minimum is 0.

Suppose a subject scores as follows:

Parenting style	Score
Authoritative parenting	a
Authoritarian parenting	b
Permissive parenting	c
Uninvolved parenting	d

Then the percentage of parenting for

Authoritative parenting style is	$[a / (a + b + c + d)] \times 100$
Authoritarian parenting style is	$[b / (a + b + c + d)] \times 100$
Permissive parenting style is	$[c / (a + b + c + d)] \times 100$
Uninvolved parenting style is	$[d / (a + b + c + d)] \times 100$

The subject will respond to the items father/mother separately so that the percentage of parenting can be obtained for both father and mother separately. The percentage of scores for father and mother for each type of parenting will be added to give the parenting profile. In this way a profile of perceived parenting style for the subject can be obtained with respect to the father and mother separately, and with respect to the combined father's and mother's parenting style.

RESPONSE: The response sheet was designed for the subject to respond to each item for father/mother separately. The percentage of parenting style can thus be obtained for father/mother separately. For father and mother combined parenting style the percentages pertaining to each parenting style can be added to give the combined parenting profile.

EIGHTH: An instruction sheet was designed with suitable examples to assist the subject to respond [Appendix II].

NINETH: The scale was administered to 20 adolescents to adjudge the suitability of the language and instruction, and necessary changes were incorporated. Thus the scale was finalized.

TENTH:

The scale was administered to 500 adolescents.

The scale was administered to the same sample after six weeks. Sample mortality had reduced. The size of the sample was 340.

Reliability:

[1] Co-relations between father's percentage of parenting and mother's percentage of parenting for each parenting style were calculated after the first administration of the scale. All of them were found to be highly significant, indicating consistency of the scale.

Correlations indicating associations between Father's & Mother's Parenting styles:

		FAV	MAV			FAN	MAN
FAV	Pearson Correlation	1.000	.707	FAN	Pearson Correlation	1.000	.450
	Sig. (2-tailed)	.	.000		Sig. (2-tailed)	.	.000
	N	500	500		N	500	500
MAV	Pearson Correlation	.707	1.000	MAN	Pearson Correlation	.450	1.000
	Sig. (2-tailed)	.000	.		Sig. (2-tailed)	.000	.
	N	500	500		N	500	500

FAV and MAV denote authoritative test data.

FAN and MAN denote authoritarian test data.

F= father: M= mother

** Correlation is significant at the 0.01 level (2-tailed).

		FP	MP			FUN	MUN
FP	Pearson Correlation	1.000	.557	FUN	Pearson Correlation	1.000	.708
	Sig. (2-tailed)	.	.000		Sig. (2-tailed)	.	.000
	N	500	500		N	500	500

MP	Pearson Correlation	.557	1.000
	Sig. (2-tailed)	.000	.
	N	500	500

MUN	Pearson Correlation	.708	1.000
	Sig. (2-tailed)	.000	.
	N	500	500

FP and MP denote permissive test data.
 FUN and MUN denote un-involved test data.
 F= father; M= mother
 ** Correlation is significant at the 0.01 level (2-tailed).

[2] Correlation between test-retest of percentage of combined father mother parenting scores were calculated. The co-relations of percentage of Father Mother Combined parenting in the test and retest were as follows.

Correlations

		FMAV1	FMAV2
FMAV1	Pearson Correlation	1.000	.946
	Sig. (2-tailed)	.	.000
	N	340	340
FMAV2	Pearson Correlation	.946	1.000
	Sig. (2-tailed)	.000	.
	N	340	340

		FMAN1	FMAN2
FMAN1	Pearson Correlation	1.000	.918
	Sig. (2-tailed)	.	.000
	N	340	340
FMAN2	Pearson Correlation	.918	1.000
	Sig. (2-tailed)	.000	.
	N	340	340

FMAV1 and FMAV2 denote test authoritative and retest authoritative data respectively.
 FMAN1 and FMAN2 denote test authoritarian and retest authoritarian data respectively.
 F= father; M= mother
 ** Correlation is significant at the 0.01 level (2-tailed).

Correlations

		FMP1	FMP2
FMP1	Pearson Correlation	1.000	.911
	Sig. (2-tailed)	.	.000
	N	340	340
FMP2	Pearson Correlation	.911	1.000
	Sig. (2-tailed)	.000	.
	N	340	340

		FMUN1	FMUN2
FMUN1	Pearson Correlation	1.000	.945
	Sig. (2-tailed)	.	.000
	N	340	340
FMUN2	Pearson Correlation	.945	1.000
	Sig. (2-tailed)	.000	.
	N	340	340

FMP1 and FMP2 denote test permissive and retest permissive data respectively.
 FMUN1 and FMUN2 denote test un-involved and retest un-involved data respectively.
 F= father; M= mother
 ** Correlation is significant at the 0.01 level (2-tailed).
 The test and retest co-relations are highly significant and thus establish the reliability of the scale.

ELEVENTH: One of the characteristics that kept cropping up was the difference in the type of maturity of the child according to the style of parenting [7]. Based on this, overall maturity based descriptions of the child were made according to each style of parenting. These four (authoritative, authoritarian, permissive and. uninvolved) descriptions were displayed at the end of the scale and the subject was asked to tick the description that best

described him/her. This was meant to be a confirmation of the results of the responses to the scale. However, this was strictly not meant to contribute to the scoring statistically [Appendix III].

TWELFTH: As the test was constructed in Bengali, this was translated in to English for dissemination to interested parties. Some translated items are displayed:

Type of parenting	Dimension and Characteristics	Displaying prevalence/absence of Characteristics	Item
Authoritative	Control and Autonomy	Prevalence of Characteristics	Your father/mother accept your opinion if they are logical.
Authoritarian	Nurturance and Moody	Prevalence of Characteristics	You talk to your father/mother after judging their mood.
Permissive	Communication	Absence of Characteristics	Your father/mother does not tolerate all of your behavior.
Uninvolved	Nurturance and Detached	Prevalence of Characteristics	Your father/mother always busy with them, and do not have idea about you.

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TABLE 1: Parenting style

D I M E N S I O N O F P A R E N T I N G S T Y L E		Authoritative	Authoritarian	Permissive	Un involved
	Nurturance	<ul style="list-style-type: none"> ❖ Supportive ❖ Friendly ❖ Careful 	<ul style="list-style-type: none"> ❖ Moody ❖ Less trusting ❖ Dependant 	<ul style="list-style-type: none"> ❖ Very emotional ❖ Indulgent ❖ Lack of interest in child 	<ul style="list-style-type: none"> ❖ Detached ❖ Impulsive ❖ Overwhelmed
	Control	<ul style="list-style-type: none"> ❖ Autonomy ❖ Discipline ❖ Joint decision making 	<ul style="list-style-type: none"> ❖ Highly controlling ❖ They set rules ❖ Use physical punishment 	<ul style="list-style-type: none"> ❖ Lax and lassie ❖ Faire approach ❖ Only given but no demand made ❖ Low in control 	<ul style="list-style-type: none"> ❖ Very un-controlling approach ❖ Neglect and no demand ❖ No adjustment
Communication	<ul style="list-style-type: none"> ❖ Involvement ❖ Co operative ❖ Responsive 	<ul style="list-style-type: none"> ❖ Rejection ❖ Frustrated ❖ Criticizing 	<ul style="list-style-type: none"> ❖ High acceptance ❖ High level of tolerance ❖ Inattentive 	<ul style="list-style-type: none"> ❖ Careless ❖ Stress ❖ No deep emotional connection 	
Characteristics of the parenting style as per dimension of parenting					

Appendix I
Comparative characteristics of different styles of parenting

D I M E N S I O N O F P A R E N T I N G S T Y L E	Nurturance	Authoritative	Authoritarian	Permissive	Uninvolved
		Friendly	Unfriendly	Friendly	Unfriendly
		Energetic	Moody	Impulsive	Rebellious
		Careful	Unhappy	Aggressive	Depressed
	Curious	Not curious but listen or react	Apathy	Inattentive	
	Control	Autonomy	Low in autonomy granting	High in autonomy granting	Very high in autonomy granting
		Discipline	Restrictive	Low in discipline making	Very Low in discipline making
		Joint decision making	Parents make decision for their children	Child takes their own decision	Child takes their own decision
		High in self control	Low in self control	Low in self control	Low in self control
	Communication	Logical involvement	Forced involvement	Low	Does not arise
		Cooperative	Low	Low	Low
		Responsive	Low	Poor	Low
		Emotional connection	Low	Low	Poor

Basis: Authoritative style; **Comparing:** Authoritarian, Permissive and uninvolved style

D I M E N S I O N O F P A R E N T I N G S T Y L E	Nurturance	Authoritarian	Authoritative	Permissive	Uninvolved
		Moody	Friendly	Impulsive	Unfriendly
		Less trusting	Trusting	High in trust	Does not arise
		Dependent	Parents gives them logical freedom	Parents gives them any kind of freedom	Does not arise
	Self expression and depends	Express thought, feelings and desire but not always	Always Express thought, feelings and desire and parents gives them any kind of freedom	Total freedom	
	Control	Highly controlling	Control with explanation	Low in control	No question
		They set rules	They set rules with logical explanation	They do not set any rules	They do not have time to set a rules
		Use physical punishment	No, because they use logic	Does not arise	Does not arise
		Use power assertion	They use logic	Low in power assertion	Very Low in power assertion
	Communication	Rejection	Logical rejection	Low in Rejection	High in Rejection
		Frustrated	Cheerful	Aggressive	Depressed
		Criticizing	Use logical explanation	Does not arise	Does not arise
		Impatient	High	Low	Low

Basis: Authoritarian style; **Comparing:** Authoritative, Permissive and uninvolved style

D I M E N S I O N O F P A R E N T I N G S T Y L E	Nurturance	Permissive	Authoritative	Authoritarian	Uninvolved
		Very emotional	They are emotional but logically	They are emotional but restricted	They are emotional but careless
		Indulgent	Logical indulgent	Not at all	Uncertain indulgent
		Lack of interest in child	They are interested in child	They are interested in child	They are not interested in child
	Very much affectionate	Logical affectionate	Low in affection	Vary low in affection	
	Control	Lax and lassie faire approach	Logical approach	Power assertion	Extremely lax
		Only given but no demand made	Logical demand	Demand highly	Very low on demand
		Low in control	Logical controlling	Very high on control	Very low on control
		Indiscipline	Logical discipline	Restricted discipline	Does not arise
	Communication	High acceptance	Logical acceptance	Low in acceptance	Very Low in acceptance
		High level of tolerance	Not at all	Does not arise	Parents are not suffer at all
		Inattentive	Attentive	Low attention	Low attention

Basis: Permissive style; **Comparing:** Authoritative, Authoritarian and uninvolved style

D I M E N S I O N O F P A R E N T I N G S T Y L E	Nurturance	Uninvolved	Authoritative	Authoritarian	Permissive
		Detached	Very much involve	They are attach	Low in involvement
		Impulsive	The child not impulsive	Dose not arise	The child are Impulsive
		Overwhelmed	Not at all	Dose not arise	Dose not arise
	Control	Very un-controlling approach	Reasonable controlling approach	Dominating controlling approach	Un-controlling approach
		Neglect and no demand	Dose not arise	Not at all	They are not neglected but they are demanding
		No adjustment	They are very much adjusting	They are moody	They are not adjusting
	Communication	Careless	Careful	Careful	Careless
		Stress	Low in Stress	They are in Stress	They are in Stress
		No deep emotional connection	They are emotionally connected	Very low in emotional connection	They are very much emotionally connected

Basis: Uninvolved style; **Comparing:** Authoritative, Authoritarian and Permissive style

APPENDIX II [INSTRUCTION SHEET]

Dear friend,

I am engaged in a research work, the aim of which is to find out the procedure of looking after the young boys and girls like you in a better way.

- This questionnaire is on your relation and exchange of views with your parents.
- The questionnaire contains 12 sections, each of which has 2 sentences. Read the sentences carefully.
- Write the number of the sentence applicable to your father in the appropriate box.
- Write the number of the sentence applicable to your mother in the appropriate box.

For example,

- (1) [A] Your father/ mother pays attention to all your needs and requirements.
[B] Your father/ mother cannot take care of you all the time.

Father	Mother
A	B

This means that the first statement is applicable to your father and the second one is applicable to your mother.

Or

Father	Mother
B	B

This means that the second statement is applicable to both your father and your mother.

Appendix III [You in your eyes]

(1) Generally what you do is dictated to by your father/mother. You are obedient to your parents and weed whatever they tell you, even if you do not like it. If you are disobedient sometimes, your father/mother gets angry. This is also why you fear to disobey them sometimes, when you do same thing to life it fear then.

(2) You do what you judge to be logically right and nothing else you have a goal for life. If you deem any action to be wrong if your father/mother and friends coax you dejects from. You like work with responsibility.

(3) You like to do whatever you want and do not care what anybody thinks of you. You do not like to work towards the goal. Your friends are indeed you friends. You are with them even when they are in the wrong.

(4) You want to get all source of experience in your life good or bad. That is why you do not care what your father/mother and neighbors think of you. Sometimes you do lot of work just for the fun of it. It can be good or bad work. That is why you do not care of other opinion.