

Construction and Validation of Perceived Dimensions of Parenting Scale (PDPS)

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The study was designed to construct a valid and reliable scale meant for adolescents to measure the dimensions of parenting. A mixed method approach was used to construct the scale. Exploratory factor analysis (EFA) was run to explore the factor structure of the scale. A Varimax rotation method was used, which yielded six factors (viz., supportive, controlling, compassionate, aggressive, avoidant, and orthodox/conventional parents), and accounted for 60% of the variance. Confirmatory factor analysis (CFA) validated the findings of the exploratory factor analysis. The sample for confirmatory factor analysis comprised 208 boys and 292 girls, whose ages ranged between 13 and 19 years ($M_{age} = 16.58$, $SD = 5.18$). This convenient sample was recruited from urban and rural areas of five divisions of Punjab (Pakistan). The CFA supported the measurement structure of parenting dimensions retained after EFA, except for the last factor (avoidant parents), which was excluded from the final model, leaving 35 items in the final scale. The Cronbach's alpha coefficients for factors ranged from .51 to .85. Convergent and divergent validity of the scale was also determined.

Keywords: Dimensions of parenting, mixed method, Varimax rotation, convergent validity

Parenting is a universal phenomenon that involves family functioning and the process of child-rearing (Darling & Steinberg, 1993). The leading work on parenting styles was carried out by Baumrind (Baumrind, 1989; Shaimberg, 1988). Parenting styles are the approaches to child rearing, which arise at a junction of two opposing dimensions, i.e., demandingness and responsiveness (Baumrind, 1989; Maccoby & Martin, 1983). Demandingness "... claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys" and responsiveness, "... the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind, 1991, pp. 61-62). On the basis of these two dimension, parenting has been categorized in four groups: high control, high responsive (authoritative); high control, low responsive (authoritarian); low control, high responsive (permissive); and as low control (negligent), low responsive (Gafoor & Kurukkan, 2014). Authoritative parents are demanding as well as approachable. Their discipline is controlling but not restrictive, concerned with the child's participation in the family life. They are supportive, use control, and develop trust and open communication with the children. Authoritarian parents are extremely demanding and commanding, but not approachable. Their child-rearing style includes high control and harsh and forced discipline with aggressive behaviors. These parents expect orders to be obeyed without explanation and show a little trust and commitment toward the child. Permissive parents are very receptive, but not challenging. Their child-rearing pattern combines non-demanding behavior, little parental control, and lenient in disciplining the child. They offer warm acceptance and child-

red orientation. Negligent parents are careless towards child's material and emotional needs, leaves child when she/he needs protection, and fails to take steps crucial to the proper raising of a child.

What children learn from parents, and how they respond in diverse situations has long been hypothesized to be influenced by their interactions with parents, parenting practices, and the behavior of parents (Collins & Laursen, 1999). Authoritative parenting is a positive parenting style that has been found to be positively correlated with effective behavior and psychological adjustment, and inversely associated to disruptive behavior and psychological maladjustment. (Finzi-Dottan, Bilu, & Golubchik, 2011; Ladd & Pettit, 2002; Newman, Harrison, Dashiff, & Davies, 2008; Olivari, Tagliabue, & Confalonieri, 2013; Piko & Balázs, 2012; Williams et al., 2009). Whereas, negative or authoritarian parenting has been reported to play deleterious role in the development and behavior of children and adolescence (Barry, Frick, & Grafeman, 2008; Kawabata, Alink, Tseng, zendoom, & Crick, 2011).

Parenting is formed by the parents' own experiences and their cultural values and beliefs (Ferguson et al., 2013). Parenting is a universal practice, but the way parents express their love, care, and concerns is different in different cultures. Culture and a particular society play a significant part in the parenting styles for instance, parenting style might be influenced by cultural standards (e.g., emphasis on family unity and interdependence) that influence the type of parenting usually practiced by in Asian parents (Chang, 2007). Parents in an Asian society emphasize on social hierarchy, interdependence, group coherence, and obedience, whereas American society endorses individuality and encourages independence, expressiveness, and self-assurance (Wang & Leichtman, 2000) that parents instill in their children. Autonomy of children is a purely Western concept (Vansteenkiste, Zhou, Lens, & Soenens, 2005), whereas personal autonomy is disregarded in Asian culture and its emphasis on an interdependent view of the self, motivates Asian American parents to make sure that their children have developed a sense of connectedness with their families (Wang & Leichtman, 2000). With the purpose of preserving harmony within the family unit, children are expected to develop self-control and accommodate other people. Asian Americans emphasize on the

family unit (Rothbaum, Morelli, Pott, & Liu, 2000), and children are inculcated to sacrifice or suppress their desires in order to safeguard the collective benefits of the family unit (Uba, 1994). Obedience and loyalty with the authority strengthen position of the child within the family. The concept of “independence” is linked with becoming effective members who contribute in the family rather than developing a sense of self-determination in Asian culture (Rothbaum et al., 2000).

Coaching a child and strict observation are the distinctive facets of Asian culture (Setwart et al., 1999). It carries many of the same undertones of direction for raising children. Asian parents are likely to be harsh in monitoring the behavior of their children, expect strict discipline, rarely include their children in decision making process, and put unrealistic expectation and demands from them in terms of academic and career achievement, always show concern and are tremendously involved parents (Lee, 1997b; Chung, 1997; Uba, 1994; Way & Chen, 2000). Asian Americans emphasize “parental respect more than closeness and intimacy” (Chao, 2001). Asian families associate control with caring instead of dominating restriction. The practice of authoritarian parenting is perceived differently in the western and Eastern cultures. It may be perceived as interfering and restrictive by a Western child, but as caring, loving and a sign of deep concern by an Asian child (Chao, 1994).

Religion is a substantial part of a culture that influences child rearing practices of parents. In an Islamic country like Pakistan, obedience or acceptance of elder’s authority is normally from children. Respect for parents who hold a place “second only to God” is an important prescription of Islam (Obeid as cited in Stewart et al., 1999). Therefore, the degree of control that parents exerts is expected to be greater and well accepted in a culture such as of Pakistan (Kagitcibasi, 1996). The Pakistani culture has a few distinguishing features that cannot be found in different cultures in the Asian region due the strong impact of religion in the life style of its masses. The responsibilities an individual has towards Allah (God) are stressed in various aspects of their day-to-day life (Stewart et al., 1999). According to Nelsen and Rizvi (1984) “religion is woven through family and other social life so that one cannot easily delineate that which is specifically religious”. In Pakistan safeguarding the family’s *Izzat* (honor and pride) is one of the most vital component of a child’s education.

So far, a considerable work on parenting, is based on the studies conducted in the West, and a few tools of measurement on parenting styles exist in Asian or Islamic countries (Stewart et al., 1999). Therefore, there has been a general motivation to develop tools of psychological measurement across cultures (e.g. Gergen, Gulerce, Lock, & Misra, 1996). In addition, experts are skeptical about using measures developed in the West with lower ecological validity in testing populace in the East. Finally, making psychology a universal discipline demands to develop indigenous constructs and tests so that they could be tested out and compared to global constructs and instruments from other nations and cultures (Gergen et al., 1996). By using absolutely Western concepts and measurement tools, the researchers are likely to impose a frame that might neglect the basic interactions in the non-Western cultures (Stewart et al., 1999). Functional equality of a tool can be achieved by ensuring that the items used to measure the constructs are pertinent and valid in the culture of the target population. For example, parents in all cultures may not express their care and warmth verbally towards their child or provide their child with assistance through input in homework (Stewart et al., 1999) or social interconnection in Asian parents for example, may guarantee

that their children develop a sense of connection with their families, disregard autonomy, and put strong emphasis on appropriate mannerism and harmony in the family (Rothbaum et al., 2000; Wang & Leichtman, 2000).

So far, some attempts have been made to develop instruments for parenting styles in non-Western cultures like, India and Pakistan (e.g., Batool & Mumtaz, 2015; Gafoor & Kurukkan, 2014; Ijaz & Mahmood, 2009; Malik, 2002). Among those developed in Pakistan, the scale developed by Malik (2002) covers only paternal parenting, and the scale developed by Ijaz and Mamood (2009) measure two dimensions of parenting (i.e., authoritarian and permissive). Similarly, scale by Batool and Mumtaz (2015) was meant for parents, however it has covered six dimensions (Controlling, Compassionate, Conventional, Supportive, Avoidant, and Aggressive) of parenting being practiced in Pakistan. Whereas, Gafoor & Kurukkan’s tool (2014) measures parental responsiveness and parental control only. Most of the extant instruments are only meant for parents not for children and are not based on in-depth qualitative work (e.g., Baumrind, 1966, 1983), which can be helpful in developing in-depth questions for strong scale. In addition, most of the instruments are in English, and translations do not cut them for indigenous culture, and the issues in translations and adaptations are well documented.

Bearing in mind these above issues, the author sensed the need for a scale of parenting meant for children to explore the Eastern and Islamic parenting practices in the Pakistani cultural context. The current research was intended to develop a valid and reliable multidimensional ‘Dimensions of Parenting Scale’ in the perspective of Pakistan, meant for adolescents that has high cultural validity by exploring the construct of parenting in indigenous perspective starting with a qualitative work to identify perceived dimensions of parenting styles.

The development of *Perceived Dimensions of Parenting Style (PDPS)* scale comprised three independent studies. Study 1 involved the generation of the item pool for the scale. Study 2 was carried out to determine the construct validity of the scale, and study 3 was carried out to establish the convergent validity of the scale. The data were analyzed using a mixed method approach that comprised both qualitative and quantitative studies.

Method

Study 1: Item Generation for the Perceived Dimensions of Parenting Scale (PDPS)

Sample

A convenient sampling technique was used to include 18 boys and 12 girls who ranged in ages between 13 and 19 years ($M_{age} = 16.42$, $SD = 4.26$), and 8 parents including four fathers and four mothers of age ranged between 35 and 55 years ($M_{age} = 48.00$, $SD = 7.88$). The sample was drawn from varying socio-economic status (e.g., low, middle and high). The participants belonged to five major cities of Punjab (Pakistan), and were living either in a joint or nuclear family. Parents and adolescents both belonged to rural and urban background and education of adolescents ranged between 8th and 12th grade and parents’ education ranged from matric to post graduate level. Parents (e.g., widowed, separated, and divorced), and children living with single parents were excluded to retain the homogeneity of the sample.

Measures

A semi-structured interview protocol was finalized with the consultation of five university teachers in psychology in order to ensure that questions covered the wider areas of parenting (e.g., parent-child relationships, punitive practices of parents, joint activities, reinforcement shared emotions, child independence, decision making, parents' support in child's education, and religion and parenting etc.) in the indigenous perspective.

Procedure

The following steps were taken to generate the initial pool of items for the Perceived Dimensions of Parenting Scale:

Step I: Interview. The adolescents and parents were separately interviewed. Rapport was established with the participants before starting the interview. Prompts and probes were used during the interview. The responses of parents and adolescents provided the content of items generated for the scale. A socio-demographic datasheet was also used to collect information from children and parents (viz., age, gender, level of education, family structure, and monthly income). The participants were asked to use pseudonyms to ensure the confidentiality of their provided information. All the interviews were audio taped with the consent of participants and were verbatim transcribed. Using the 'Bottom-Up' approach in thematic analysis (Braun & Clarke, 2006), major themes were derived from the data in order to facilitate item generation. The interviews were thorough analyzed, and themes were generated while interacting with the transcribed data.

Table 1

List of Themes for the Course of Item Generation.

1. Parent-child relationships
2. Mutual expression of emotions
3. Child' autonomy (e.g., use of internet, mobile, TV, selection of dress etc.)
4. Parents/adolescents' preferences smash
5. Decision making
6. Religion and parenting
7. Imposing restrictions
8. Punitive Measures
9. Parents' involvement in child's activities
10. Modern vs. traditional parenting
11. Ideal parents
12. Parent/child communication
13. Reinforcement
14. Gender biases in parenting
15. Cultural norms/values and parenting

Step II: Item generation. The items in the areas covered in major themes were empirically generated. Initially, 105 items were generated. The author continuously reviewed the items generated in the item pool. The final item pool of 80 items was reviewed by 5 subject specialists, after excluding items that were vague, redundant, and problematic. The experts reduced the pool to 58 items, which was reviewed for linguistic analysis by two university

professors of Urdu, and English for a parallel version by two university professors of English. Each item was scaled on a 5-point Likert-type scale ranges from 1 = *never* to 5 = *always*. Parallel forms in English and Urdu were prepared to cater English and Urdu medium of instruction in various schools.

Study 2: Construct Validity of Perceived Dimensions of Parenting Scale (PDPS)

Study 2 comprised three phases. In Phase I the items were certified for clarity via pre-testing. Phase II, involved analyzing the factorial validity of the scale, the factor structure of scale retained after EFA was confirmed via CFA in Phase III.

Phase I: Pre-testing

Pre-testing supports the process of item selection. In order to determine the difficulty level, and clarity of the items, pre-testing was conducted. It ensured the exclusion of repetitive, ambiguous and redundant items in the study, as per the study participants' suggestions. Items were excluded based on the standard range of kurtosis and skewness for normality. The values of kurtosis for the final items were within the range of |3|, whereas the values of skewness for final items were not greater than |8| (Coakes & Steed, 2003). The pre-testing was carried out in two steps. In step1 comprehensibility of the scale was determined. In the second step reliability of the parallel forms of the scale was established by finding Pearson's correlations between the two.

Sample

The sample in Step 1 comprised 20 boys and 30 girls, conveniently selected from Lahore city. The age range of the sample was 13-18 years ($M = 15.58$, $SD = 3.24$). The sample for the second step comprised 18 boys and 12 girls from Lahore, who claimed that they were equally competent in English and Urdu language. The age of the sample ranged between 13 and 17 year ($M = 15.75$, $SD = 2.96$). The adolescents living with both parents were involved in the study.

Procedure

The participants were approached personally at their homes. In step 1, Urdu and English versions of the scale were distributed among the participants by asking their comfort level in English or Urdu. The feedback from the participants helped in identifying redundant, confusing, and complicated statements. The clarity of the items was also investigated after the completion of scale. The qualitative analysis of the comments received from the participants facilitated the modification of the originally generated items. Subsequently few items were excluded, and some were revised. Finally 18 items were excluded and the final scale used for exploratory factor analysis comprised 40 items.

In the second step reliability of the parallel forms of the scale was determined. Half of the participant completed English version of scale on the first day and Urdu version after the gap of a couple of days, and sequence was altered for the rest half of the sample. The gap of two days in two administrations was decided to control the carry over effect: effect of first administration on the second administration. The results of correlation analysis showed the range of correlations of items of Urdu and English forms ($r = .77$ to $.89$, $p < .0001$), which supported to use the either form.

Phase II: Exploratory Factor Analysis and Internal Consistency

In phase II, the factorial validity of the scale was determined via exploratory factor analysis.

Sample

The sample for exploratory factor analysis comprised 330 boys and 280 girls, recruited from urban and rural areas of four divisions of Punjab, Pakistan (Lahore =180, Rawalpindi = 150, Gujranwala = 120, and Multan = 160) by using a convenient sampling technique. The age of the participants was between 13 and 19 years ($M = 18.55$, $SD = 7.10$). The sample was drawn from diverse socio-economic status (low, middle and high). Three hundred participants came from nuclear families, and Three hundred and ten from joint families, and participants living with both parents were included in the study.

Measure

The 40 item scale that was finalized after the pre-testing was used in phase II.

Procedure

The sample was approached personally at their homes (individually) and institutes (group). The details of the study were explained to all the individuals who were taking part in the study. The confidentiality of the data was ensured. Parents of 27 adolescents, who were below 18 year did not allow them to participate in the study and 13 left the questionnaires incomplete. Finally 610 out of 650 participants fully completed the scale. The appropriateness of the data was verified by testing the criteria given by Field (2005).

Phase III: Confirmatory Factor Analysis (CFA)

In order to determine the factor structure of the newly constructed scale, the CFA was run by using AMOS (version 21.0).

Sample

The sample for factor analysis comprised 208 boys and 292 girls, recruited from urban and rural areas of five divisions of Punjab, Pakistan (Lahore =130, Rawalpindi = 110, Gujranwala = 90, Sahiwal = 60, and Multan = 110) by using a convenient sampling technique. The age of the participants was between 13 and 19 years ($M = 16.58$, $SD = 5.18$). The sample was drawn from diverse socio-economic status (low, middle and high). Two-hundred and forty-seven participants came from nuclear families, and 253 from joint families, and participants living with both parents were included in the study.

Measure

The 38 items retained after EFA were used for CFA in phase III.

Procedure

The sample was approached personally at their homes (individually) and institutes (group). The details of the study were

explained to all the individuals who were taking part in the study. The confidentiality of the data was ensured. Parents of 20 adolescents, who were below 18 year did not allow them to participate in the study and 5 left the questionnaires incomplete. Finally 500 participants completed the scale in full. The appropriateness of the data for factor analysis was determined by following the criteria proposed by Field (2005).

Study 3: Convergent Validity of Perceived Dimensions of Parenting Scale (PDPS)

In order to determine the convergent validity of the newly constructed scale, scores on PDPS were compared with the subscales of Parenting Styles and Dimension Questionnaire (PSDQ) developed by Robinson et al. (1995).

Sample

The convenient sample for this part of the study consisted of 23 boys and 17 girls, with an age range between 15 and 17 years ($M = 16.50$, $SD = 1.08$). Participants of the study were students of 9th and 10th grade. Permission from parents was sought to engage their children in the study and all who were contacted allowed their children to take part in the study.

Measures

Perceived Dimensions of Parenting Scale (PDPS). The newly constructed 35 items scale with 5-point Likert response options.

Parenting Styles and Dimensions Questionnaire (PSDQ). The original (Robinson et al., 1995) and the Urdu version (Batoool, 2013) with 32-items PSDQ were used in the study. The validity and reliability of English and Urdu (e.g., Batoool, 2013; Onder, & Gulay, 2009) are high. Each item of the scale was evaluated using the five points Likert type options on authoritative, authoritarian, and permissive parenting subscales that contained 13, 13, and 4 items respectively; and the alpha values were (.75, .68, and .52) respectively in the present study.

Procedure

The participants were approached at their homes and after seeking permission from the parents, they were requested to complete the PDPS and the PSDQ. The interval between the two administrations was 30 minutes, so that the effect of first questionnaire on the second one could be controlled. Half of the participants were given the PDPS first and the PSDQ afterward and the sequence of scales was reversed for the remaining half sample. English and Urdu versions of both the questionnaires were utilized in the study (280 participants demanded English version and 220 completed Urdu version of both the questionnaires). None of the parents refused to give permission to their children to participate in the study.

Results

Exploratory Factor Analysis

Exploratory factor analysis was run by using Varimax rotation method on the data obtained from 610 participants. The factor solution converged in 10 iterations and six factors solution was obtained.

Six interpretable factors were chosen out of eight factors based on eigen values > 1.0, and theoretical relevance. Table 2 shows that some of the items had dual/multiple loadings. The inclusion criteria to retain the items were either based on the higher loadings or the theoretical relevance of the items to the particular factor. The examination of rotated component analysis showed that nine items (25-31, 34 and 35) were exclusively loaded on Factor1, whereas,

items 15, 16, and 17 loaded on factor 1 and factor 3 simultaneously, but had higher loadings and were more relevant to factor 3, so these three items were retained in factor 3. Eight items (2, 4, and 6-11) were exclusively loaded on factor 2. Items 22, 24, 33, 36, 38-40 also loaded on factor 2, but these items were not theoretically relevant to it and had higher loadings on other factors (4, 5, and 6), so these items were not retained for factor 2. Nine items (12-20) loaded on factor 3, though items 15, 16, and 17 also loaded on factor 1, but they were theoretically more relevant with higher loadings on factor 3, so we retained these here. Five items (36-40) were exclusively loaded on Factor 4. Items 25 and 35 were also loaded on factor 4, but were not included here due to theoretical non-relevance and higher loadings on Factor 1. Items 1, 32, and 33 loaded on factor 5, though items (7, 36, and 39) also loaded on factor 5, but had higher loadings on other factors (1, 2, and 4), so these items were not included in factor 5. Four items (21-24) loaded on factor 6, whereas, items 8 and 10 also loaded on factor 6, but were more relevant to and had higher loadings on factor 2, so we did not include these items in factor 6. Factor 7 and 8 were excluded from the final scale, because items loaded on these factors: Factors 7 (items 1, 7, 21, and 27) had already been retained in factors 5, 2, 6, and 1 respectively, and Factor 8 (items 1 and 26) had been retained in factors 5 and 1. Item 5 solely loaded on Factor 7 and item 3 solely loaded on Factor 8, so we excluded these items from the final solution and in the final solution, in this way 38 items were retained. An in-depth evaluation of the six meaningful factors showed that they were reasonably significant and typical dimensions of parenting practiced by parents in Pakistan. The content of the items that were loaded on the 6 factors demonstrate parenting styles in the indigenous context which have not been completely covered up in the existing measures. The KMO & Bartlett's test play an important role for accepting the sample adequacy and suitability of EFA. The KMO= .905, and the value of Bartlett's test = 7290.05, $p = .000$ support the sampling adequacy and recommends that the data is suitable for EFA (Field, 2005).

The amount of variance accounted for by the retained factors was significant (60%). As individual factors concern, 28.58 % variance was accounted for by factor 1 (supportive parents), 14.63 % of the variance was accounted for by factor 2 (controlling parents). Whereas, 4.54 %, 3.39%, 3.31% and 3.14% variances were accounted for respectively for factor 3 (compassionate parents), factor 4 (aggressive parents), factor 5 (avoidant parents) and factor 6 (orthodox/conventional parents).

The first factor contained items, which illustrate 'supportive parents' for example, encourage children in their future plans and value their decisions, empathize with children during turmoil, resolve conflicts with them amicably, compliment them on success, support children in resolving academic and social issues. The second factor is labelled as 'controlling parents' since items loaded on this factor covers: strict monitoring of child's academic activities, infuriation of parents on child's independent decisions, imposing restrictions on the child, not giving autonomy in mobility, not allowing the child to argue, and exercising authority to control the child's behavior. The third factor 'compassionate parents' is labelled for those who were congenial, sharing, caring, and approachable, prefer child's likes and dislikes, give constructive feedback, show positive attitude, understands children's problem from their perspectives, encourage and give space to the child to express his/her opinions, and resolve mutual conflict amicably. Factor 4 'aggressive parents' are labelled as those who use physical punishment to discipline their child, reprimand the child in public,

Table 2
Final Factors with Item Loadings (N= 510)

Items	Components							
	1	2	3	4	5	6	7	8
PSQ1	.234	.244	.231	.290	.337	.220	.315	.529
PSQ2	.265	.716	.132	.263	.252	.205	.122	.037
PSQ3	.256	.234	.123	.287	.226	.202	.231	.719
PSQ4	.287	.673	.213	.173	.227	.162	.102	.234
PSQ5	.123	.245	.234	.200	.280	.226	.718	.123
PSQ6	.265	.672	.213	.196	.245	.227	.221	.109
PSQ7	.292	.598	.123	.207	.402	.223	.308	.112
PSQ8	.276	.631	.231	.107	.262	.321	.213	.133
PSQ9	.287	.661	.256	.123	.226	.233	.207	.147
PSQ10	.283	.547	.233	.480	.227	.307	.203	.143
PSQ11	.265	.430	.245	.226	.223	.210	.212	.222
PSQ12	.233	.265	.396	.227	.245	.145	.137	.207
PSQ13	.287	.276	.621	.287	.203	.202	.107	.107
PSQ14	.254	.124	.397	.193	.257	.222	.083	.133
PSQ15	.496	.265	.501	.200	.254	.266	.140	.210
PSQ16	.488	.245	.518	.196	.296	.217	.206	.206
PSQ17	.489	.254	.537	.260	.288	.213	.207	.207
PSQ18	.123	.254	.669	.207	.189	.225	.203	.203
PSQ19	.165	.287	.752	.173	.192	.213	.217	.147
PSQ20	.215	.296	.703	.200	.176	.227	.223	.143
PSQ21	.245	.267	.243	.296	.187	.485	.170	.192
PSQ22	.233	.307	.243	.267	.133	.703	.203	.107
PSQ23	.265	.123	.276	.307	.115	.665	.147	.217
PSQ24	.287	.200	.287	.123	.205	.337	.143	.123
PSQ25	.552	.176	.233	.343	.225	.240	.292	.240
PSQ26	.598	.123	.243	.256	.223	.225	.137	.308
PSQ27	.599	.218	.254	.237	.215	.202	.373	.213
PSQ28	.726	.215	.276	.107	.217	.212	.180	.147
PSQ29	.748	.123	.287	.153	.133	.236	.145	.143
PSQ30	.738	.132	.233	.800	.125	.127	.102	.202
PSQ31	.631	.176	.247	.296	.115	.123	.202	.217
PSQ32	.287	.187	.243	.207	.766	.145	.126	.107
PSQ33	.254	.392	.292	.243	.509	.207	.127	.123
PSQ34	.567	.176	.237	.183	.212	.252	.113	.200
PSQ35	.505	.198	.207	.324	.123	.154	.145	.226
PSQ36	.233	.321	.183	.436	.436	.196	.103	.237
PSQ37	.278	.165	.240	.614	.213	.208	.257	.213
PSQ38	.276	.303	.296	.721	.213	.149	.154	.207
PSQ39	.289	.426	.247	.442	.379	.112	.196	.213
PSQ40	.244	.539	.308	.447	.123	.230	.188	.192

Note. Involved/Supportive parents (I), Controlling parents (II), Compassionate Parents (III), Aggressive Parents (IV), Avoidant Parents (V), Orthodox (VI)

show aggression verbally. Factor 5 'avoidant parents' are termed as those who remain silent on child's misconduct and mistakes, show withdrawal behavior (e.g., leave home when child show aggressive behavior, remain indifferent on child's success and failure. The six

factor is labelled as 'orthodox/conventional parents' since the items loaded on this factor are: using conventional child rearing practices, observing cultural values in all sphere of a child's life, compelling the child to perform religious duties.

Table 3

Final Factors, Items, and Percentage of Variance Account for by Factors and Alpha Coefficients (N =510).

Factors	Items Retained	Final Items	Variance	Alpha coefficients
Supportive Parents	25-31,34,35	9	20.58%	.85
Controlling Parents	2,4,6-11	8	14.63%	.80
Compassionate Parents	12-20	9	4.04%	.62
Aggressive Parents	36-40	5	3.39%	.74
Avoidant Parents	1,32,33	3	3.31%	.37
Orthodox Parents	21-24	4	3.14%	.51

Table 4

Items Total Correlations for Sub Scales (N= 510).

Subscales and Items	r	Subscales and Items	r	Subscales and Items	r
Supportive parents		8	.67**	Aggressive parents	
25	.68**	9	.71**	36	.67**
26	.70**	10	.61**	37	.75**
27	.63**	11	.58**	38	.74**
28	.73**	Compassionate parents		39	.72**
29	.78**	12	.57**	40	.70**
30	.76**	13	.66**	Avoidant parents	
31	.69**	14	.55**	1	.21*
34	.63**	15	.72**	32	.15*
35	.52**	16	.71**	33	.12*
Controlling parents		17	.71**	Orthodox parents	
2	.66**	18	.67**	21	.55**
4	.61**	19	.70**	22	.67**
6	.68**	20	.70**	23	.79**
7	.68**			24	.56**

Note: * $p < .05$, ** $p < .01$

Reliability analysis was run on a normative sample ($n = 500$) in order to determine the internal consistency on the retained factors (dimensions) of the PDPS. Table 3 shows that cronbach's alpha coefficients of all the 6 subscales of the PDPS ranged from $\alpha = .37$ to $\alpha = .85$. The alpha coefficients on the subscales were $\alpha = .85$ (supportive parents), $\alpha = .80$ (controlling parents), $\alpha = .62$ (compassionate parents), $\alpha = .74$ (aggressive parents), $\alpha = .37$ (avoidant parents), and $\alpha = .51$ (orthodox/conventional parents). In order to determine the reliability of the subscales, correlations of subscales with their relevant items were calculated (see Table 4).

Table 5

Correlation among Subscales of Parenting Style Scale (N=510)

Variables	1	2	3	4	5
1.Supportive Parents	-	-.07	.71**	-.21**	.21**
2.Controlling Parents	-	-	-.11**	.59**	.44**
3.Compassionate parents	-	-	-	-.22**	.17**
4.Aggressive Parents	-	-	-	-	.19**
5.Orthodox Parents	-	-	-	-	-

Note: * $p < .05$, ** $p < .01$.

All the correlations in Table 4 are significant, which support the internal consistency of the subscales. The study also investigated the correlation among the subscales of the PDPS scale and found all correlations were significant.

All the subscales of the PDPS showed internal consistency and significantly correlated with all other subscales except between supportive and controlling parents and the correlations ranged from $r = -.07$ to $.71$. The highest correlation was found between compassionate and supportive parents that demonstrates that in Pakistan, parents' greater involvement in their children's activities is symbol of their affection, care and compassion towards children (see Table 5).

Confirmatory Factor Analysis (CFA)

The CFA was run on 500 participants to confirm the measurement model of the PDPS, and factor structure and dimensionality of the scale, 38 items retained through EFA were factor analyzed through CFA by using AMOS-21, through Structural Equation Modeling (SEM).

The structure of the scale emerged in EFA was examined in CFA and this factor structure did not illustrate a good fit to the data [Chi square = 1393 ($df = 619$), $p = .000$, chi square/ $df = 2.25$ and

RMSEA = .050, RMR = .123, CFI = .88, GFI =.87]. All the betas for avoidant parents were insignificant and Avoidant parent did not show significant correlation with all the other subscales of PDPS (see Fig. 1).

obtained in Figure 2 comprised 35 items discovered a good model fit with [Chi square/df = 2.19 (Chi square = 1140.75 (df = 520) $p = .000$), RMR = .11, CFI =.90, GFI =.90, and RMSEA =.049.

We removed factor 5 (avoidant parents) from the final model for improving the model and parsimony of the model. The final model **Figure 1**

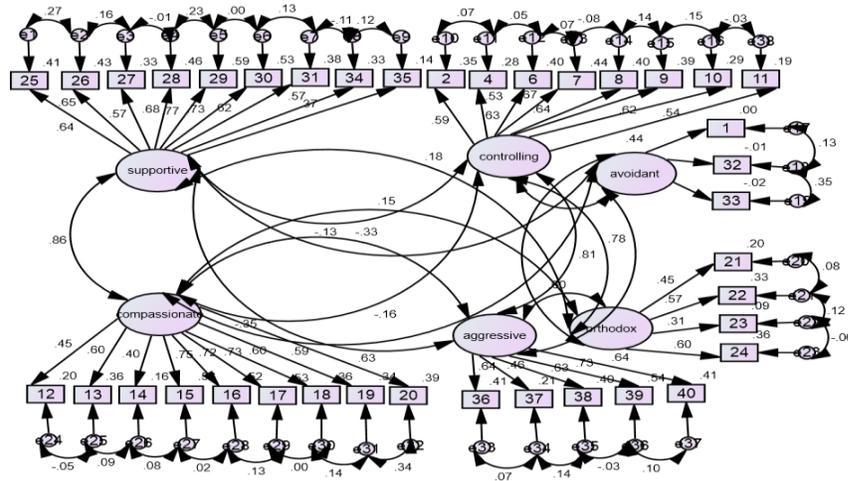


Figure 1. The initial model to confirm the factor structure of the Dimensions of Parenting Scale with 6 sub-scales (viz., cooperative, compassionate, aggressive, controlling, avoidant and orthodox parents).

Figure 2

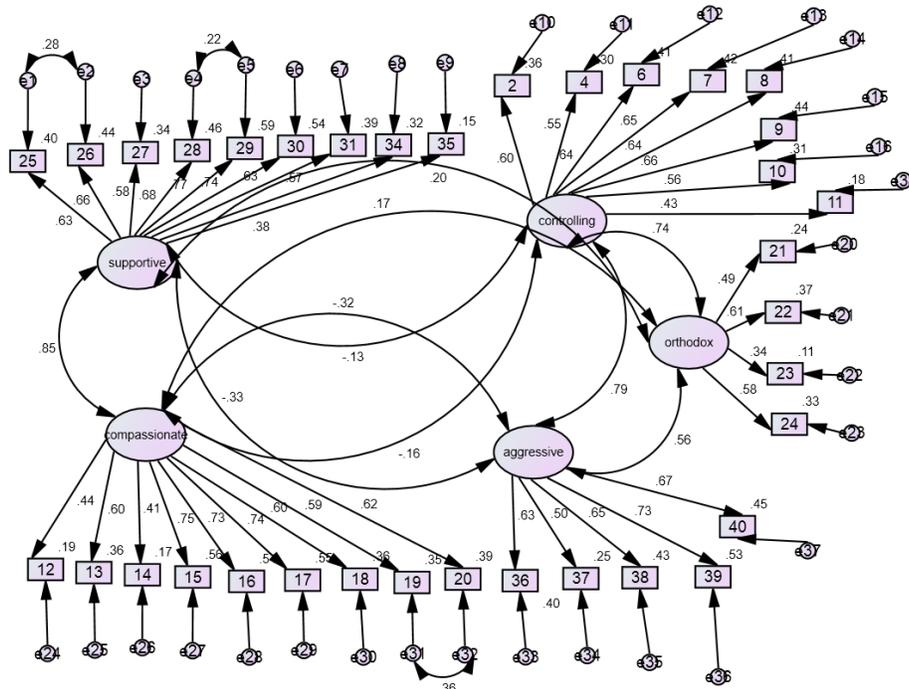


Figure 2. The final model to confirm the factor structure of the Dimensions of Parenting Scale with 5 sub-scale (viz., cooperative, compassionate, aggressive, controlling and orthodox parents).

Figure 3.

PARENTING STYLES PRACTICED BY THE PARENTS IN PUNJAB, PAKISTAN (N=500)

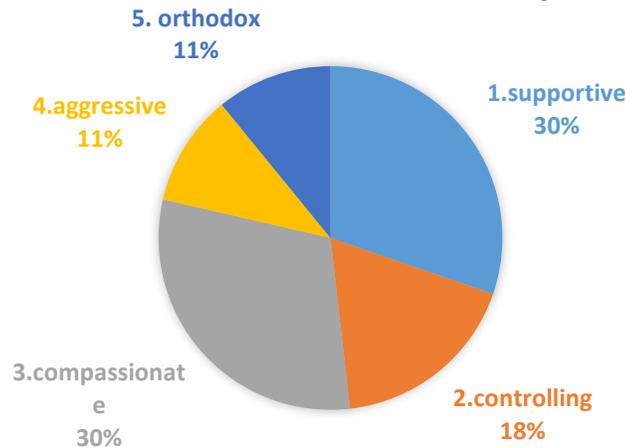


Figure 3. The pie chart representing the perception of adolescent participants regarding the percentages of parenting practices by their parents on 5 dimensions of parenting.

In order to assess the perception of our sample regarding frequently practiced parenting styles, a pie chart was drawn on the percentage scores on five dimensions of parenting.

Figure 3 illustrate that the most frequently observed parenting dimensions are supportive and compassionate parents, and the least practiced dimension of parenting is aggressive and orthodox parents.

Convergent Validity of PDPS

To establish the convergent validity of the newly constructed scale, we calculated correlations among subscales of PDPS and subscales of PSDQ (Robinson et al., 1995).

Table 6
Correlations among Subscale of the Perceived Dimension of Parenting Scale and the Parenting Styles and Dimensions Questionnaire (n= 40).

Subscales	Authoritative parenting	Authoritarian parenting	Permissive parenting
Supportive Parents	.53**	-.32**	-.43**
Controlling Parents	-.54**	.42**	-.48**
Compassionate parents	.35**	-.57**	-.61**
Aggressive Parents	-.45**	.53**	-.12*
Orthodox Parents	-.36**	.58**	.05

Note * $p < .05$, ** $p < .01$

Table 6 illustrates that significant inverse correlations appear among complementary scales (i.e., controlling, aggressive, and orthodox with authoritative; and supportive, and compassionate

with authoritarian parents; and positive correlations emerge among comparable scales i.e., supportive, and compassionate with authoritative; and controlling, aggressive, and orthodox with authoritarian parents. Permissive parents have significant negative correlation with all sub-scales, except non-significant correlation with orthodox parents. These correlations support the strong convergent validity of the PDPS.

Discussion

Three independent studies were designed to construct a psychometrically sound PDPS scale meant for adolescents. The items for the scale were empirically generated and the construct validity of the scale was determined through exploratory factor analysis. Six interpretable and distinctive factors based on 38 items emerged as a result of Varimax rotation method. The alpha coefficients of six factors of the scale showed internal consistency and had significant items total correlations and inter-correlations among factors (see Table 3, 4 & 5). In order to confirm the factor structure retrieved in EFA, we ran CFA on the normative sample and excluded 'Avoidant parent' from the model because all the betas on this factor were non-significant and the factor did not reveal a significant covariance with other factors (see Figure 1). After excluding 'Avoidant parents' the final model showed excellent fit indices (see Figure 2) and was reduced to 35 items and five distinct dimensions (viz., supportive, controlling, compassionate, aggressive, and orthodox/conventional parents) of Pakistani parenting style.

Factor 1 'supportive parents' was deemed equivalent to helicopter parents (O'Donnell, 2014). Factor 2 'controlling parents', partly looks like authoritarian parents that exerts power on their children to get control over their lives (Baumrind 1991). Factor 3 'compassionate parents' receives support from the work of Halbert (2014) and is comparable to democratic parenting, in which

parents/child relationship is cordial and they have clear communication. Factor 4 'aggressive parents' in the scale seem equivalent to authoritarian parents (Baumrind, 1991). Factor 5 'orthodox/conventional parents' has not been strikingly found in the extant literature.

Supportive parents are identified as involved parents, who are extremely supportive in every sphere of child's life. Extraordinary parental warmth and nurturance is a unique characteristic of supportive/involved parents in Pakistan. Parents reassure their love by supporting the child in problem situation and express their love and care while dealing with matters of disputes, and provide feelings of security to their child. Significant positive correlation was found between supportive/involved parents, and compassionate parents; while, supportive parents correlated with avoidant parents inversely. The significant high correlation between compassionate parents and supportive parents (see Table 5) illustrates that parents who are, caring, concerned and sharing; they are involved, compassionate and express their love through various gentle action. Supportive parents who seem to be involved in the life of a child appeared to be positive from the perspective of adolescent children in the context of Pakistan. Whereas, in the Western societies, involved parents are somehow considered as helicopter parents (O'Donnell, 2014). Helicopter parents are labelled as over-parenting: who are preoccupied with their children's safety, education, extracurricular activities, and other facets of their children's lives, and fail to inculcate a sense of individuality and freedom. Supportive parents seem to clash with free-range parents (Spoke, 1946), who believe that children learn best when they are allowed to do independent experiments and learn from their mistakes, spend time alone, and parents are not committed to guide child at every step. Skenazy (2009) believes that unnecessary protection or over parenting is problematic and a risk that confines children's opportunity to mature properly into independent adults. She put emphasis on American parents to allow children to have genuine freedom and responsibility for their age while still keeping them safe.

Controlling parents are perfectionists and do not allow their children to live their lives according to their own will, and do not give choices or options to children. They exert control and establish domineering attitude towards their children. Controlling parents appeared to have significant positive correlations with aggressive and orthodox parents (see Table 5). It shows that controlling parents are aggressive and usually use conventional parenting styles, which are traditional in nature and set strict rules and are inflexible. Significant negative correlation between controlling and compassionate parents show that controlling parents are less likely to be sensitive to child's needs. Parents in Pakistan appear to be demanding to larger extent, and suppress the liberty of the child in certain affairs of life (making friends, social mobility). Some of the items in the PDPS, covering coaching in education, compliance, and modesty for relatives are missing in the extant measures. Whereas, some of the items of controlling parents (e.g., use a system of punishment to enforce their control) are comparable to authoritarian parenting (Baumrind, 1966).

Compassionate parents appear to show various positive dimension of parenting (e.g., care, affection, warmth, kindness and worry when child is upset). A significant negative correlation was found between compassionate parents and aggressive parents (see Table 5). This illustrates that parents who are concerned and empathetic for their child, they do not show imposing, authoritarian, and violent attitude towards child. Compassionate parenting

provides a secure emotional footing to the child which helps the child to explore and interact with their environments with confidence. Protective, nurturing, and compassionate skills enable parents to develop mutual trust with the child. Compassion does not mean that parents go along with the unrealistic will of a child, nor does it mean overindulgence, and entire aristocracy. Compassionate parents enable their children to control their behavior by themselves during educating them to control their impulses (Halbert, 2014).

Aggressive parents are the parents who use verbal and physical aggression to discipline and control their children. Aggressive Parents express negative emotions toward their child and handle them roughly. They show low tolerance, poor communication, high expectations and high control. Aggressive parents are somehow like authoritarian parents (Baumrind, 1991), who set very high expectations from their children, yet provide very little in the way of feedback and nurturance. They set strict rules, very demanding but not responsive, utilize punishments with little or no explanation. We do not find this exclusive type of parenting in the literature.

Orthodox parents are conventional and conservative. They expect the same kind of modesty from their children that they used to show for their elders. Religious parenting is a core of the orthodox parents. They put strict eye on the type of dress children chose to wear and in performing religious duties. Orthodox parents show significant positive correlation with all other factors (see Table 5). It seems that they are somehow controlling and become aggressive at times, but are supportive and involved and take care of their child compassionately. They may be controlling due to the fact that they are caring and thoughtful of child's wellbeing and welfare. Orthodox/conventional parents deem parenting as an important mission appointed by God. Orthodox parents try hard to raise their children according to a conventional religious structure of values. This factor could be supported by (e.g., Setwart et al., 1999; Nelsen & Rizvi, 1984) that socialization and religion are interwoven, and religion is a principal facet of parenting in Pakistan. Petrovich (2014) criticizes orthodox Christian parents, considering it as quite difficult to isolate children entirely from the outside world and its influence, largely in this fast-paced digital age.

The results also show that majority of children in our sample (see Figure 3) reported their parents as supportive and compassionate. The reason of high involvement of parents in Pakistan could be the social upheaval in the society (e.g., unemployment, perfect competition in jobs, suicide rate in youth, and high risk incidents of terrorism). Very small percentage of participants (see Figure 3) reported their parents to be controlling, aggressive and orthodox/conventional. The results are not consistent with Setwart et al. (1999) that coaching a child and strict supervision are the unique facets of Asian culture. Therefore, the degree of parental control is likely to be greater and well accepted in Pakistan (Kagitcibasi, 1996). Religion is believed to be woven through family and other social life so that one cannot easily delineate from religious traditions (Nelsen & Rizvi, 1984). The results show that the traditional role of parents is being diminished in the post-modern era, even in the Islamic countries like Pakistan

Significant correlations with PSDQ have established the convergent and divergent validity of PDPS.

Limitations and Suggestions

The results should be interpreted cautiously due to certain limitations. The sample of the study was large enough, but it was drawn from one province of Pakistan (i.e., Punjab). So there is a

room to improve the scale properties by including larger sample from other provinces of Pakistan for wider representation of children and parents. The scale was meant for adolescents, so the items of the scale cannot be applied to younger kids. Further studies should construct a measure to assess both younger children and their own parents or parents in general. The scale should be validated cross-culturally, so that dissimilarities in parenting across diverse cultures could be examined. A comparative investigation of parenting styles practiced in urban and rural areas could also give future directions.

Implications

The study will help family counselors to develop a proper comprehension of parenting styles in the indigenous context of Pakistan and they would be able to foster durable relationships and mutual understanding between parents and children, once they identify parenting styles in the context of Pakistan. The scale could be used in educational settings, predominantly guiding the educationists to study the role of parenting styles in failures and educational difficulties of students. Parents can benefit from the study by assessing their own parenting styles and being open to change.

Conclusion

The present study provides a strong evidence that parenting styles are shaped by culture. We may conclude that styles of parenting have changed over time in Pakistan. Most of the adolescents perceive their parents as more cooperative and compassionate and less controlling, aggressive and conventional. The PDPS appeared to be a promising measure of dimensions of parenting prevalent in Pakistan. The five distinct factors of the PDPS will expedite the research on parenting in the context of Pakistan.

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