



Construction, Standardization and Implementation of Parenting Style Inventory

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Abstract:

In present study, the main objective of researcher was to construct a Parenting Style Inventory and standardize it. The Parenting Style Inventory was implemented on 1681 students studying standard and were selected from 42 schools of Gujarat state. The researcher used survey method for this study. The tool was sent to the research experts and it was amended as per suggestions obtained from them. Finally, it was implemented on 1681 students selected from Gujarat state. It was revealed that parents from urban area are having more authoritarian parenting style than that of rural area and parents of girls are having more authoritarian parenting style than that of parents of boys.

1. Introduction

Every child is unique and having different attributes of physical and mental. A child can learn from her surroundings and evolve as a matured person. In the childhood, a child is totally under influence of family members and her parents. Parenting style is the most important key in the physico-psycho development of a child. There are almost four types of parenting styles.

- The authoritarian style
- The indulgent style (Permissive style)
- The authoritative style
- The uninvolved style

Therefore, it is very important to understand the relation between parenting style and physico-psycho development of children. In present study, the researcher constructed and standardized Parenting Style Inventory for the students of secondary schools.

2. Parenting Style

According to Bradley and Caldwell (1995),

“Parenting is the regulation of behavior and development of children, with the intention that they can live a socially desirable life, adapt to their environment, and pursue their own goals.”

According to Darling and Steinberg (1993),

“Parenting styles have been defined as specific parenting practices and attitudes that parents express toward their own children.”

“In the parenting process, child and adolescent development is influenced by : (1) the values and goals parents place on their children in the socialization process, (2) the parenting practices that they employ, and (3) the attitudes they express toward their children.”

According to Baumrind (1966),

“Parenting style is the consistent patterns of parental behaviours and attitudes with which parents interact and deal with their children and adolescents along two parental dimensions, that is, demandingness and responsiveness.”

3. Objectives of the study

1. To construct and standardize Parenting Style Inventory for the students of standard 9.
2. To find out reliability and validity of Parenting Style Inventory.

3. To study parenting styles of parents of students of standard 9 in context of area.
4. To study parenting styles of parents of students of standard 9 in context of gender.

4. Variable of the study

1. Independence variable

A. Area: (1) Urban, (2) Rural

B. Gender: (1) Boys, (2) Girls

2. Dependent variable

Scores of Parenting Style Inventory is dependent variable of the study.

5. Hypotheses of the study

Ho1 There is no significant difference between mean scores obtained in Parenting Style Inventory parents of students of Urban and Rural area.

Ho2 There is no significant difference between mean scores obtained in Parenting Style Inventory parents of boys and girls.

6. Importance of the study

1. This study will help teachers and parents to understand relation between parenting style of parents and physical and mental development of students of standard 9.
2. This study will help parents to improve their parenting styles.

7. Limitations of the study

1. This study was conducted on the students of standard 9 studying in schools of Gujarat state.
2. This study was conducted on students of urban and rural area of A Gujarat state.

8. Research method

The main purpose of this study was to study the parenting styles of parents of students of standard 9 from schools located in Ahmedabad district. For this, the researcher had constructed a Parenting Style Inventory and data was obtained by giving this inventory to the students of standard 9. So, information regarding parenting style had to be collected from sample. Therefore, Survey method was used to conduct this research.

10. Construction of tools

The researcher had constructed 100 items in Parenting Style Inventory. In Parenting Style Inventory, each item has five responses: 1) Always, 2) Almost, 3) Some times, 4) Rarely and 5) Never. The self-prepared was than standardized as per following steps.

Step 1: Experts' opinions

There were 100 items in Parenting Style Inventory. In Parenting Style Inventory, each item has five responses: 1) Always, 2) Almost, 3) Some times, 4) Rarely and 5) Never. This tool was given to the experts who were professors of B.Ed. or M.Ed. or Ph.D. guides. They were asked to provide proper suggestions regarding items. They were also asked to remove improper items or to add some more items. The researcher amended both the tools according to suggestions obtained from experts.

Step – 2 Pre primary piloting

The researcher conducted pre primary piloting of both the tools in Gandhinagar city. For pre primary piloting 20 students of standard 9 were selected from the secondary schools of Gandhinagar city. The students were given Parenting Style Inventory to the students. The main objective of pre primary piloting was to be aware about difficulties faced by the students in giving the responses of the items of the tools. The researcher denoted the difficulties faced by the students. Some items were unable to understand by the students, which were later be amended by the researcher. Thus, both the tools were prepared for the primary piloting.

Step – 3 Primary piloting and item analysis

The researcher reconstructed Parenting Style Inventory according to difficulties faced by the students in pre primary piloting. The primary piloting of the tool was performed on 200 students selected from standard 9 of secondary schools of Gandhinagar city. For final tool, item analysis was performed.

For the item analysis of Parenting Style Inventory, t-test was performed between the 27% (54) students having higher score and 27% (54) students having lower score in both the tools. After item analysis it was seen that there are total 45 items having t values less than 1.98. Therefore, these 45 items were rejected while remaining 55 items were not rejected. Thus, in final Parenting Style Inventory 55 items were existed.

11. Reliability of Parenting Style Inventory

The researcher found reliability of Parenting Style Inventory using test-retest method and split half method. The results of reliability are in below table.

Table 1: Reliability of Parenting Style Inventory

| No. | Method | Formula | Correlation Coefficient (r) |
|-----|-------------|--------------------|-----------------------------|
| 1 | Test-retest | Karl Pearson | 0.72 |
| 2 | Split half | Spearman Brown | 0.81 |
| | | Rulon's formula | 0.85 |
| | | Flanagan's formula | 0.72 |

12. Validity of Parenting Style Inventory

The researcher found face validity and content validity for Parenting Style Inventory.

12.1 Face validity

The Parenting Style Inventory was also sent to research experts and it was amended as per suggestions obtained by them. Thus, Parenting Style Inventory has a good face validity.

12.2 Content validity

The researcher constructed almost 100 items in Parenting Style Inventory. The inventory was sent to different experts to review the items. The researcher amended, added and removed items as per suggestions given by the experts. Thus, Parenting Style Inventory has a good content validity.

13. Sample of the study

The researcher selected 42 schools from Gujarat state. These schools were situated in urban and rural area of different districts. The researcher selected a sample of students studying in standard 9 from these schools.

Table 2: Sample of the study

| Area | Boys | Girls | Total |
|-------|------|-------|-------|
| Urban | 473 | 501 | 974 |
| Rural | 352 | 355 | 707 |
| Total | 825 | 856 | 1681 |

The researcher selected urban and rural as independent variable of area. From urban area 473 boys and 501 girls were selected as sample. Total 974 students of standard 9 were selected from urban area. From rural area 352 boys and 355 girls were selected as a sample. Total 707 students of standard 9 were selected as a sample from rural area.

14. Data collection

The researcher had used Parenting Style Inventory for this research. This inventory was given to the students of standard 9 of Gujarat state. This inventory was taken to the home and was given to their

parent for their responses. The students were given 2-3 days to get back this inventory from their parents (Almost father). For this whole process, the researcher had personally visited to the principal of school and got permission for data collection. After all inventory were collected, the scores of each parents determined, classified, tabulated and used for data analysis.

15. Statistical method of analysis

The researcher has performed t-test to analyse the hypotheses.

16. Testing of hypotheses

Ho₁ There is no significant difference between mean scores obtained in Parenting Style Inventory parents of students of Urban and Rural area.

Table 3: Mean, SD, SED and t-value of boys and girls

| Area | N | Mean | SD | SED | t Value |
|-------|-----|-------|------|------|---------|
| Urban | 974 | 43.13 | 5.12 | 0.19 | 13.60 |
| Rural | 707 | 45.78 | 4.67 | | |

| df | 0.05 | 0.01 |
|------|------|------|
| 1679 | 1.96 | 2.58 |

Mean score of parents of urban and rural area are 43.13 and 45.78 respectively. Standard deviations are 5.12 and 4.67 respectively. Standard error of deviation is 0.19. Calculated t value is 13.60.

For df=1679, table t values are 1.96 at 0.05 level and 2.58 at 0.01 level. Calculated t value is more than table t value at both the levels. Therefore, hypothesis is rejected and there is a significant value between mean scores obtained in Parenting Style Inventory by parents from urban and rural area.

Moreover, mean score of parents of urban area is higher than the mean score of parents of rural area. Therefore, it is said that parents from urban area are having more authoritarian parenting style than that of parents from rural area.

Ho₂ There is no significant difference between mean scores obtained in Parenting Style Inventory parents of boys and girls.

Table 4: Mean, SD, SED and t-value of boys and girls

| Gender | N | Mean | SD | SED | t Value |
|--------|-----|-------|------|------|---------|
| Boys | 825 | 42.81 | 5.61 | 0.23 | 7.46 |
| Girl | 856 | 41.11 | 5.28 | | |

| df | 0.05 | 0.01 |
|------|------|------|
| 1679 | 1.96 | 2.58 |

Mean score of boys and girls are 42.81 and 41.11 respectively. Standard deviation of boys and girls are 5.61 and 5.28 respectively. Standard error of deviation is 0.23. Calculated t value is 7.46.

For df=1679, table t values are 1.96 at 0.05 level and 2.58 at 0.01 level. Calculated t value is more than table t value at both the levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores obtained in Parenting Style Inventory by parents of boys and girls.

Moreover, mean score of parents of girls is higher than the mean score of parents of boys. Therefore, it is said that parents of girls are having more authoritarian parenting style than parents of boys.

17. Finding of the study

1. Parents from urban area are having more authoritarian parenting style than that of parents from rural area.
2. Parents of girls are having more authoritarian parenting style than that of parents of boys.

18. Conclusion

In present study, the researcher had studied the parenting style of parents of students of standard 9 from Gujarat state. The researcher had constructed parenting style inventory. It was revealed that parents from urban area are having more authoritarian parenting style than that of rural area and parents of girls are having more authoritarian parenting style than that of parents of boys.

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