



ADAPTATION AND PRELIMINARY PSYCHOMETRIC EVALUATION OF A PARENTING STYLES SCALE FOR SENIOR SECONDARY SCHOOL STUDENTS IN THE INDIAN CONTEXT

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Abstract

Parenting style is an important construct in the study of adolescent development, educational adjustment and family processes. However, instruments developed in one cultural context cannot automatically be assumed to function in the same manner in another context. The present paper reports the adaptation and preliminary psychometric evaluation of a Parenting Styles Scale for use with senior secondary school students in the Indian context. The adaptation was based on the Parenting Styles Scale developed by Lamborn, Mounts, Steinberg, and Dornbusch (1991), which draws on the two-dimensional conceptualisation of parenting associated with Baumrind and the subsequent formulation of Maccoby and Martin. The adapted instrument comprised 25 items across two dimensions: Acceptance/Involvement (13 items) and Strictness/Supervision (12 items). A first try-out with 20 Class XI students was undertaken to examine language and ambiguity. Minor language modifications were made in response to student feedback. A second try-out with 100 senior secondary school students from English-medium schools in Rewari district, Haryana, was used for item analysis. The discrimination of items was examined by comparing the upper and lower 27% groups. All 25 items showed statistically significant differences between the two groups in the original analysis. Split-half reliability was examined using Spearman-Brown and Guttman procedures. The coefficients were 0.71 and 0.733 for Acceptance/Involvement and 0.76 and 0.805 for Strictness/Supervision, respectively. Content-validity evidence was obtained through expert judgment by five experts in education and psychology. The findings provide preliminary evidence that the adapted instrument can be used to assess students' perceptions of parenting along the two dimensions and to classify perceived parenting into authoritative, authoritarian, permissive and neglectful categories. Further validation with larger and more diverse Indian samples is recommended.

Keywords: *parenting styles, parenting style scale, adaptation, psychometric evaluation, adolescents, senior secondary students, Indian context, acceptance/involvement, Strictness/supervision*

1. Introduction

Parenting is a central socializing process through which children and adolescents experience warmth, guidance, discipline, supervision and opportunities for autonomy. The concept of parenting style refers broadly to the characteristic pattern or climate within which parents raise their children, whereas parenting practices refer to specific behaviours used by parents in particular situations. The distinction is important because a single parental practice may have different meanings depending on the broader relational context in which it occurs.

The conceptualisation of parenting styles has developed substantially since Baumrind's early work. Baumrind's framework differentiated parenting patterns primarily in terms of parental responsiveness and demandingness. Maccoby and Martin subsequently elaborated the two-dimensional framework and distinguished four broad patterns: authoritative, authoritarian, permissive/indulgent and neglectful/uninvolved. The resulting typology permits the examination of parenting as a combination of warmth or responsiveness and control or demandingness rather than as a single continuum.

Lamborn et al. (1991) operationalised this conceptual tradition in research with adolescents. Their work examined perceived parenting through dimensions corresponding to acceptance/involvement and strictness/supervision and classified adolescents' parents into four parenting-style categories. The instrument therefore provides a useful theoretical and methodological basis for examining adolescents' perceptions of parenting.

Measurement, however, is influenced by cultural and contextual factors. Parenting behaviours, expectations, communication patterns and meanings attached to parental control may differ across social and cultural settings. An instrument developed and standardised in one population therefore requires careful examination before it is used in another. The need is especially relevant when the purpose is to measure adolescents' perceptions rather than parents' self-reported behaviour.

The original doctoral research underlying the present paper identified the need for a parenting-style measure that was more appropriate to Indian parenting practices and the cultural context. Accordingly, the Parenting Styles Scale of Lamborn et al. (1991) was adapted for senior secondary school students. The present paper isolates that methodological contribution and reports the adaptation procedure, item analysis, reliability evidence, content-validity evidence and scoring framework documented in the original research.

1.1 Rationale for the Present Study

The rationale for adaptation in the original study rested on four considerations: parenting-style instruments available to the investigator had largely been developed in Western cultural contexts; the samples used in the development of several existing instruments were culturally specific; some instruments represented only three parenting styles; and some measures relied primarily on parents rather than adolescents as informants. The present adaptation was therefore intended to retain the established theoretical structure while improving contextual appropriateness for senior secondary school students in Haryana.

1.2 Purpose of the Study

The purpose of this paper is to document the adaptation and preliminary psychometric evaluation of the Parenting Styles Scale for senior secondary school students in the Indian context. The paper

does not claim national standardisation of the instrument. Instead, it presents the evidence generated through the original adaptation and standardisation work as preliminary evidence for its use in comparable educational settings.

2. Objectives

1. To adapt the Parenting Styles Scale developed by Lamborn et al. (1991) for use with senior secondary school students in the Indian context.
2. To examine the item discrimination of the adapted Parenting Styles Scale.
3. To determine the reliability of the Acceptance/Involvement and Strictness/Supervision dimensions of the adapted scale.
4. To examine the content validity of the adapted scale through expert judgment.
5. To establish a scoring procedure for classifying perceived parenting styles as authoritative, authoritarian, permissive or neglectful.

3. Review of Related Literature

3.1 Theoretical Foundations of Parenting Styles

Baumrind's work provided an influential framework for understanding parenting through dimensions of responsiveness and demandingness. Responsive parents attend to children's needs, individuality and self-regulation, whereas demandingness involves expectations for mature behaviour, supervision, discipline and control. Maccoby and Martin (1983) conceptualised these dimensions as intersecting dimensions and extended the earlier typology by distinguishing a neglectful or uninvolved pattern from permissive/indulgent parenting.

3.2 Four Parenting Styles

Within the two-dimensional model, authoritative parenting combines high responsiveness with high demandingness; authoritarian parenting combines lower responsiveness with high demandingness; permissive parenting combines high responsiveness with lower demandingness; and neglectful parenting is characterised by relatively low responsiveness and low demandingness. The four-category framework is particularly useful when adolescents' perceptions of warmth and control are considered simultaneously.

3.3 Lamborn et al. (1991) and the Measurement of Parenting Style

Lamborn et al. (1991) examined patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent and neglectful families. The study is the principal source instrument on which the present adaptation was based. The adapted scale retained the two broad dimensions of acceptance/involvement and strictness/supervision and the four-category classification derived from the two-dimensional model.

3.4 Need for Contextual Adaptation

The original thesis identified a need to consider Indian parenting practices and cultural context when selecting a measure. The present paper treats adaptation as a measurement process rather than as a simple linguistic alteration. The instrument was examined through a first try-out, followed by item analysis and reliability and validity procedures. This sequence provides an empirical basis for judging whether the adapted items functioned adequately in the intended student population.

4. Method

4.1 Research Design

The present paper is based on the instrument-adaptation and preliminary standardisation work undertaken as part of the doctoral study. For the purpose of this paper, the work is treated as a methodological and psychometric evaluation of an adapted instrument. The original doctoral investigation used a descriptive/correlational research framework; however, the present article focuses specifically on the development and evaluation of the Parenting Styles Scale.

4.2 Participants and Try-out Samples

Stage	Participants	Purpose
First try-out	20 Class XI students from an English-medium senior secondary school in Rewari	To examine language, ambiguity and difficulties in responding to items
Second try-out / item analysis	100 male and female students aged approximately 12–17 years from English-medium secondary and senior secondary schools of Rewari district, Haryana	To examine item discrimination, applicability and internal consistency
Reliability analysis	Same 100-student standardisation sample	Split-half reliability using Spearman-Brown and Guttman procedures
Content validity	Five experts in education and psychology	Judgment of relevance to parenting in Indian conditions and consistency with the two dimensions

4.3 Original Instrument and Adaptation

The Parenting Styles Scale developed by Lamborn et al. (1991), grounded in Maccoby and Martin's (1983) revision of Baumrind's parenting-style framework, was adapted for the present study. The instrument was designed to obtain students' perceptions of their parents' behaviour. The use of students as informants was considered appropriate because parental self-reports may be influenced by social desirability and may not correspond fully with children's perceptions.

The adapted scale comprised 25 questions. Students rated their father and mother separately on two dimensions: Acceptance/Involvement and Strictness/Supervision. The Acceptance/Involvement dimension contained 13 items concerned with parental closeness, acceptance, affection, responsiveness and involvement. The Strictness/Supervision dimension contained 12 items concerned with parental control and supervision.

Dimension	Number of items	Main content
Acceptance/Involvement	13	Parental closeness, acceptance, affection, responsiveness and involvement
Strictness/Supervision	12	Parental control, monitoring and supervision
Total	25	Perceived parenting behaviour across the two dimensions

The response format for Acceptance/Involvement items was a four-point Likert-type format ranging from Strongly Disagree to Strongly Agree. Within Strictness/Supervision, two items used a four-point format, while ten items used a three-point format ranging from Does not try/know to Tries/knows a lot. These response formats are retained as documented in the original thesis.

4.4 First Try-out

The 25-item scale was first administered to 20 Class XI students of Jain Public Senior Secondary School, Rewari. The purpose was to identify deficiencies, ambiguity and difficulties in understanding the items. Minor changes were made to the language of some items on the basis of student feedback.

4.5 Second Try-out and Item Analysis

A second try-out was conducted with 100 senior secondary school students selected from English-medium schools of Rewari district. Students were encouraged to respond honestly and were assured that their responses would remain confidential and would be used only for research purposes. For item analysis, responses were arranged from lower to higher scores separately for the two dimensions. The upper 27% and lower 27% groups were then compared. Mean, standard deviation and t-values were calculated using SPSS to examine the discriminating value of the items.

4.6 Reliability

Reliability was examined through the split-half method. Odd and even items were correlated and the Spearman-Brown and Guttman split-half procedures were used. This analysis was conducted separately for the Acceptance/Involvement and Strictness/Supervision dimensions.

4.7 Validity Evidence

Content-validity evidence was obtained by presenting the scale to five judges in the fields of education and psychology. The judges were asked to consider whether the items were relevant to parenting in Indian conditions and whether they were consistent with the respective subscales. The original analysis reported that the items were found consistent with both subscales.

4.8 Scoring and Classification

The original scoring procedure used the average of the father's and mother's scores to obtain an overall parenting score. The sample median of the Acceptance/Involvement and Strictness/Supervision indices was then used to classify perceived parenting into four categories.

Acceptance/Involvement	Strictness/Supervision	Classification
≥ sample median	≥ sample median	Authoritative
< sample median	≥ sample median	Authoritarian
≥ sample median	< sample median	Permissive
< sample median	< sample median	Neglectful

5. Results

5.1 Item Discrimination

The item analysis compared the upper 27% and lower 27% of respondents on the two subscales. All 13 Acceptance/Involvement items showed statistically significant differences between the upper and lower groups. The reported t-values ranged from 2.68 to 6.16. All 12 Strictness/Supervision

items also showed statistically significant differences, with reported t-values ranging from 2.78 to 7.25. Thus, all 25 items demonstrated statistically significant discrimination in the original try-out.

Subscale	No. of items	t-value range reported in thesis	Interpretation
Acceptance/Involvement	13	2.68–6.16	All items significant
Strictness/Supervision	12	2.78–7.25	All items significant
Total	25	2.68–7.25	All items significant

5.2 Reliability

Subscale	N	Spearman-Brown	Guttman split-half
Acceptance/Involvement	100	0.71	0.733
Strictness/Supervision	100	0.76	0.805

The reliability coefficients provide acceptable preliminary evidence of internal consistency for both dimensions. The Strictness/Supervision dimension showed somewhat higher split-half coefficients than Acceptance/Involvement.

5.3 Content Validity

Five experts from education and psychology reviewed the items for relevance to parenting under Indian conditions and consistency with the two subscales. The original study reported that the items were found to be consistent with the intended dimensions. This provides content-validity evidence based on expert judgment; it should not be interpreted as evidence of construct validity from factor analysis.

5.4 Final Structure and Scoring

The resulting adapted instrument retained 25 items distributed across two dimensions: 13 items measuring Acceptance/Involvement and 12 items measuring Strictness/Supervision. The two-dimensional scores were combined using the sample-median procedure to identify authoritative, authoritarian, permissive and neglectful parenting patterns.

6. Discussion

The present paper documents a systematic adaptation of an established parenting-style measure for senior secondary school students in the Indian context. The work is noteworthy because the adaptation did not end with linguistic modification. The instrument was subjected to a first try-out for comprehension, a second try-out for item analysis, split-half reliability analysis and expert review for content validity.

The item-discrimination findings were favourable in the original analysis. All 25 items significantly differentiated between the upper and lower groups. This suggests that, within the standardisation sample, the items were capable of distinguishing students with relatively higher and lower scores on the respective parenting dimensions.

The reliability results also provide useful preliminary evidence. The Spearman-Brown coefficients were 0.71 for Acceptance/Involvement and 0.76 for Strictness/Supervision, while the Guttman split-half coefficients were 0.733 and 0.805, respectively. These findings support the internal consistency of the two dimensions in the sample used for the adaptation.

The content-validity procedure adds contextual support to the adaptation. Five experts in education and psychology examined the relevance of the items to Indian conditions and their consistency with the intended subscales. The agreement reported in the thesis supports the content relevance of the adapted instrument. Nevertheless, content validity and split-half reliability do not establish all aspects of construct validity. Contemporary validation work would ideally supplement these findings with confirmatory factor analysis, convergent and discriminant validity evidence, test-retest reliability and examination of measurement invariance across relevant groups.

An additional feature of the instrument is that it assesses parenting from the student's perspective. This is conceptually consistent with the purpose of assessing perceived parenting. It also avoids treating parents' self-reports as the only source of information about the parent-child relationship. The approach is particularly relevant during adolescence, when students can report their experiences of parental acceptance, involvement, supervision and control.

7. Implications

The adapted scale may be useful for educational researchers, teacher educators and school-based researchers interested in examining perceived parenting styles among senior secondary students in settings comparable to the original sample. It may also serve as a starting point for further research on parenting, academic self-efficacy, academic achievement, adjustment and related educational variables.

For researchers, the main contribution is methodological: the paper documents an adaptation procedure that can be replicated and further tested. For schools and teacher educators, the scale may provide a structured way of studying students' perceptions of parental acceptance and supervision, provided that it is used for research rather than diagnostic labeling.

8. Limitations

- The psychometric evidence is based on a relatively small standardisation sample of 100 students.
- The sample was drawn from English-medium schools in Rewari district, Haryana; therefore, generalisation to all Indian adolescents is not justified.
- The adaptation was developed within a specific educational and cultural setting and should be re-evaluated in other states, languages and school types.
- Reliability was examined using split-half procedures; other contemporary estimates of internal consistency and temporal stability were not reported in the original work.
- Validity evidence was based on expert/content review. Factor-analytic, convergent, discriminant and criterion-related validation were not established in the reported adaptation work.
- The four-category classification depends on the sample median, which can vary across samples and may affect the distribution of parenting-style categories.
- The present paper reports and interprets the original thesis data; no new psychometric data have been generated for this manuscript.

9. Directions for Further Validation

Future studies should examine the adapted scale using larger and more geographically diverse Indian samples. Translation and back-translation procedures could be used when adapting the instrument into Indian languages. Exploratory and confirmatory factor analysis could test the dimensional structure, while test-retest reliability could provide evidence of temporal stability.

Researchers may also examine convergent and discriminant validity and test whether the measurement structure is comparable across gender, family type, language medium, rural/urban settings and different regions.

10. Conclusion

The Parenting Styles Scale adapted in the original doctoral research provides a structured two-dimensional measure of adolescents' perceptions of parenting. The adaptation retained 25 items across Acceptance/Involvement and Strictness/Supervision and was examined through a first try-out, item-discrimination analysis, split-half reliability and expert review. The reported findings provide preliminary evidence of item discrimination, reliability and content relevance for the intended student population. The scale should, however, be described as an adapted instrument with preliminary psychometric evidence rather than as a nationally standardised Indian scale. Its strongest contribution at present is that it provides an empirically examined starting point for assessing perceived parenting styles in comparable Indian senior-secondary educational contexts.

Author Note on Data Provenance

All numerical findings reported in this manuscript are drawn from the original parenting-style adaptation and standardisation work documented in the author's doctoral thesis submitted to Maharshi Dayanand University, Rohtak, in 2017. The manuscript has been reorganised into journal-article form. No new participants, responses or statistical results have been added to this draft.

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