

## Parenting Style on Adolescent Personal Behavioural problems, Interpersonal Behavioural problems & Behavioural Addictions

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### ABSTRACT

Current research was an effort to investigate behavioural problems of adolescents associated with their parent's parenting styles. A stratified sample of 600 Parents & 600 adolescents from public and private schools of Thrissur, Kerala, were selected to participate in this study. APAFFQ is specially constructed and standardized by pilot study on 64 adolescents to measure parenting attitude of adolescents. Self constructed Standardized ABP T/P RS (Adolescent Behaviour Problem Teacher Parent Rating Scale) which use to measure Adolescent Behaviour Problem is also standardized by pilot study on 64 parents.

**Keywords:** *Personal, Interpersonal, Behaviour Problems, Behavioural Addiction, Authoritarian, Power Exerting, Disciplinarians, Authoritative, Warm Giving, Protectors, Permissive, Lenient, Freedom Givers, Uninvolved, Selfish, Autonomy Givers.*

There have been significant increases in risk taking behaviours of adolescents. This research has begun to take a closer look at risk factors of adolescence due to the rates of substance abuse, depression, suicide and other problem behaviours that affect this age group. It is necessary that the fields of psychology, education, and counselling continue to research and implement new information in prevention and intervention with adolescents and their environments. Research has indicated that parents' relationship with their adolescents can impact their behaviours. This study demonstrate the increase of conduct problems in adolescence and the need for assessment tools that can measure areas of the parent-adolescent relationship Connors parent rating scale and teachers rating scale is meant to measure only personal and interpersonal behavioural problems of children not really helpful to identify adolescent behavioural addictions. So there is a need for constructing new rating scale both for teachers and parents. ABP Teacher/ Parent Rating Scale is specially constructed to measure behavioural addiction, personal and inter personal behavioural problems of adolescents simultaneously. Various studies have been performed indicating that one of the most

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effective factors on the development and formation of adolescent's personality is their parent's parenting practices. It is well established that authoritative parenting fosters adolescents' positive well-being. Adolescents with authoritative parents are less likely to externalizing behaviours & engage in drug use than individuals with uninvolved parents. This questionnaire and rating scale help parents, teachers, counsellors and psychologists to find out real causes behind the adolescent behavioural problems, personality problems, poor academic achievements etc. Four Parenting styles according to role & nature defined here are Authoritarian or power exerting disciplinarians, Authoritative or Warm giving protectors, Permissive or Lenient freedom givers, Uninvolved or Selfish autonomy givers based on Nature & Role of parents, were assessed through self constructed standardized APAFFQ on 600 adolescents. Behavioural problems of adolescents were screened with the ABP Teacher /Parent Rating Scales which is distributed among 600 Parents. Findings revealed that authoritative and permissive upbringing adolescents were established as most optimum style with least problem behaviours while authoritarian and uninvolved parenting was associated with major problem behaviours.

### REVIEW OF LITERATURE

Baumrind (1991) identified Parenting Styles in Family Systems offer various amounts of responsiveness and demandingness to children. As per the study of Awong, Grusec & Sorenson, 2008; Baumrind, 1991; Darling, 1999; Baharudin & Kordi, 2010; Hamon & Schrodt, 2012; Buboltz, GriffithRoss, Marsiglia & Walczyk, 2007; Moore, 1992 Authoritarian parenting includes strict parental demand, with very minimal to no parental support, or warmth. These parents often use coercion or force, in order to create submissive children, as the parent's goal is to create prompt obedience from their children. The study of Darling (1999) and Hamon & Schrodt (2012) showed effects of Ineffective Parenting Styles on Children Both of the ineffective parenting styles impact children differently. Similarly, researchers like Moore & Carrano(2006); Luyckx & Andrews(2011) controlled for several mother-related variables and found that having an authoritative father was associated with positive outcomes among adolescents Research of Roche & Cherlin (2007), Barnes G.M; & Reifman A.S (2000) suggests that behavioural control can protect against problem behaviours. For example, higher levels of parental behavioural control is directly associated with less problem drinking in young adulthood among males, less adolescent truancy, less alcohol and marijuana use, and less frequent engagement in early sexual intercourse. Researchers like Stanton B & Barber B.K (2002&2005) define parental monitoring as parental behaviours that regulate and provide awareness of their offspring whereabouts, conduct, and companions.

### Tools

1. Self constructed Standardized ABP T/P RS (Adolescent Behaviour Problem Teacher Parent Rating Scale)
2. Self constructed Standardized APA FFQ (Adolescent Parenting Attitude Four Factor Questionnaire)

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**Research Hypotheses**

- H1: There will be consistent Behaviour problem & parenting styles across ages as reported by Parent & adolescents with age group twelve, fifteen & eighteen.
- H2: There will be relatively high positive correlation between Personal and Inter personal behaviour problems of ABP & CONNER'S Parent Rating Scale, authoritarian, authoritative and permissive parenting styles of APA-FFQ and PAQ
- H3: The Item analysis of Reliability Coefficient will be greater than.90 for the ABP P/T RS as well as APA-FFQ
- H4 There is a positive correlation between ABP-Parent P, IP & BP and ABP - Teacher P, IP & BP.

**RESULT**

**Table-1 RELIABILITY OF ABP T/P RS AND CPRS**

<b>Reliability-</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>
ABP	0.979	23
CPRS	0.980	27

Internal consistency is estimated by using Cronbach’s alpha. An alpha value of 0.70 or above is considered to be criterion for demonstrating strong internal consistency, alpha value of 0.60 or above is considered to be significant. Here reliability is .98 for the ABP T/P R S as well as CPRS. So we can say this newly constructed ABP T/P RS has very strong internal consistency.

**Table-2, CORRELATION TOTAL BETWEEN TWO RATING SCALES AS TOTAL, AGE AND SUBTYPE**

<b>Correlation Total</b>	<b>Correlation</b>	<b>Lower bound</b>	<b>Upper bound</b>	<b>Z</b>	<b>p</b>
ABP-CPRS	0.956	0.949	0.963	25.659	<0.001
Age- 12 ABP-CPRS	0.960	0.949	0.971	15.333	<0.001
Age- 15 ABP-CPRS	0.932	0.913	0.951	11.499	<0.001
AGE-18 ABP-CPRS	0.983	0.978	0.988	22.715	<0.001
Personal- CPRS And Personal- ABP	0.857*	0.835	0.879	13.095	<0.001
Interpersonal- CPRS and Interpersonal- ABP	0.858*	0.836	0.880	13.153	<0.001

Pearson Correlation is used to identify the relationship between old and new questionnaires and the result is exhibited in. A positive correlation exist for the variables Personal and Interpersonal for new and old scales as in these case the correlation coefficient has value greater than 0.5 and p value less than 0.05.

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**Table-3 ABP T/P RS Item analysis and Validity**

<b>Variables</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>p value</b>
Q_1	Low	16	0.00	0.00	-23.000	<0.001
	High	16	2.88	0.50		
Q_2	Low	16	0.00	0.00		
	High	16	3.00	0.00		
Q_3	Low	16	0.00	0.00	-16.959	<0.001
	High	16	2.63	0.62		
Q_4	Low	16	0.00	0.00		
	High	16	3.00	0.00		
Q_5	Low	16	0.00	0.00	-16.959	<0.001
	High	16	2.63	0.62		
Q_6	Low	16	0.00	0.00		
	High	16	3.00	0.00		
Q_7	Low	16	0.00	0.00	-20.684	<0.001
	High	16	2.81	0.54		
Q_8	Low	16	0.00	0.00	-15.811	<0.001
	High	16	2.50	0.63		
Q_9	Low	16	0.00	0.00		
	High	16	3.00	0.00		
Q_10	Low	16	0.00	0.00		
	High	16	3.00	0.00		
Q_11	Low	16	0.00	0.00	-19.053	<0.001
	High	16	2.75	0.58		
Q_12	Low	16	0.00	0.00		
	High	16	3.00	0.00		
Q_13	Low	16	0.00	0.00	-19.053	<0.001
	High	16	2.75	0.58		
Q_14	Low	16	0.00	0.00		
	High	16	3.00	0.00		
Q_15	Low	16	0.00	0.00	-19.053	<0.001
	High	16	2.75	0.58		
Q_16	Low	16	0.00	0.00		
	High	16	3.00	0.00		
Q_17	Low	16	0.50	0.82	-12.247	<0.001
	High	16	3.00	0.00		
Q_18	Low	16	0.00	0.00	-47.000	<0.001
	High	16	2.94	0.25		
Q_19	Low	16	0.56	0.81	-11.979	<0.001
	High	16	3.00	0.00		

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<i>Variables</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t</i>	<i>p value</i>
Q_20	Low	16	0.00	0.00		
	High	16	3.00	0.00		
Q_21	Low	16	0.00	0.00	-17.855	<0.001
	High	16	2.69	0.60		
Q_22	Low	16	0.00	0.00	-33.669	<0.001
	High	16	2.88	0.34		
Q_23	Low	16	0.00	0.00		
	High	16	3.00	0.00		

Table 5 result revealed there is a strong validity for each items. P value is less than .05 ie; correlation is Significant at .001 level. So we can include all items in this questionnaire.

**Table-4 Reliability of APAFFQ AND PAQ**

<i>Reliability-</i>	<i>Cronbach's Alpha</i>	<i>N of Items</i>
APA FFQ	0.979	40
PAQ	0.980	30

Here reliability is .98 for the APAFFQ as well as PAQ. So we can say this newly constructed APAFFQ has very strong internal consistency.

**Table-5 CORRELATION TOTAL BETWEEN TWO RATING SCALES AS TOTAL, AGE AND SUBTYPE**

<b>Correlation Total</b>	<b>Correlation</b>	<b>Lower bound</b>	<b>Upper bound</b>	<b>Z</b>	<b>p</b>
PAQ-APAFFQ	0.956	0.949	0.963	25.659	<0.001
Age- 12	Correlation	Lower bound	Upper bound	Z	p
PAQ-APAFFQ	0.960	0.949	0.971	15.333	<0.001
Age- 15	Correlation	Lower bound	Upper bound	Z	p
PAQ-APAFFQ	0.932	0.913	0.951	11.499	<0.001
AGE-18	Correlation	Lower bound	Upper bound	Z	p
PAQ-APAFFQ	0.983	0.978	0.988	22.715	<0.001
PAQ and APAFFQ total data	Correlation coefficient	Lower bound	Upper bound	Z	p
Authoritarian PAQ and APAFFQ	0.857*	0.835	0.879	13.095	<0.001
Authoritative PAQ and APAFFQ	0.858*	0.836	0.880	13.153	<0.001
permissive PAQ and APAFFQ	0.857*	0.835	0.879	13.095	<0.001

Pearson Correlation is used to identify the relationship between old and new questionnaires and the result is exhibited in. A positive correlation exist for the variables for new and old scales as in these case the correlation coefficient has value greater than 0.5 and p value less than 0.05. So we can conclude that correlation is significant.

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**Table-6 Item analysis & Validity of PAQ& APAFFQ**

<i>Variables</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>z</i>	<i>p value</i>
APA1	Low	19	1.00	0.00	-33.764	<0.001
	High	13	4.69	0.48		
APA2	Low	16	1.00	0.00	-7.795	<0.001
	High	16	3.56	1.31		
APA3	Low	16	1.00	0.00		
	High	16	5.00	0.00		
APA4	Low	16	1.00	0.00	-9.638	<0.001
	High	16	3.81	1.17		
APA5	Low	16	1.00	0.00	-31.629	<0.001
	High	16	4.19	0.40		
APA6	Low	16	1.00	0.00	-7.720	<0.001
	High	16	3.63	1.36		
APA7	Low	16	1.00	0.00	-27.111	<0.001
	High	16	4.50	0.52		
APA8	Low	16	3.31	1.89	4.727	<0.001
	High	16	1.06	0.25		
APA9	Low	16	1.00	0.00	-33.541	<0.001
	High	16	4.75	0.45		
APA10	Low	16	1.00	0.00	-8.062	<0.001
	High	16	3.44	1.21		
APA11	Low	16	1.00	0.00		
	High	16	5.00	0.00		
APA12	Low	16	1.00	0.00	-8.521	<0.001
	High	16	3.75	1.29		
APA13	Low	16	1.00	0.00	-33.541	<0.001
	High	16	4.75	0.45		
APA14	Low	16	1.00	0.00	-7.674	<0.001
	High	16	3.69	1.40		
APA15	Low	16	1.00	0.00	-45.379	<0.001
	High	16	4.88	0.34		
APA16	Low	16	1.00	0.00	-9.502	<0.001
	High	16	3.94	1.24		
APA17	Low	16	1.00	0.00		
	High	16	5.00	0.00		
APA18	Low	16	1.00	0.00	-7.720	<0.001
	High	16	3.63	1.36		
APA19	Low	16	1.00	0.00	-37.831	<0.001
	High	16	4.81	0.40		
APA20	Low	16	1.00	0.00	-9.550	<0.001

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<i>Variables</i>	<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>z</i>	<i>p value</i>
	High	16	3.88	1.20		
APA21	Low	16	1.00	0.00	-27.813	<0.001
	High	16	4.56	0.51		
APA22	Low	16	1.00	0.00	-10.902	<0.001
	High	16	4.06	1.12		
APA23	Low	16	1.00	0.00	-29.000	<0.001
	High	16	4.63	0.50		
APA24	Low	16	1.00	0.00	-9.501	<0.001
	High	16	4.06	1.29		
APA25	Low	16	1.00	0.00	-37.831	<0.001
	High	16	4.81	0.40		
APA26	Low	16	1.00	0.00	-11.223	<0.001
	High	16	3.88	1.02		
APA27	Low	16	1.00	0.00	-29.000	<0.001
	High	16	4.63	0.50		
APA28	Low	16	1.00	0.00	-7.004	<0.001
	High	16	3.75	1.57		
APA29	Low	16	1.00	0.00	-37.831	<0.001
	High	16	4.81	0.40		
APA30	Low	16	1.00	0.00	-10.987	<0.001
	High	16	4.25	1.18		
APA31	Low	16	1.00	0.00	-33.541	<0.001
	High	16	4.75	0.45		
APA32	Low	16	1.00	0.00		
	High	16	4.25	1.34		
APA33	Low	16	1.00	0.00	-9.690	<0.001
	High	16	5.00	0.00		
APA34	Low	16	1.00	0.00	-10.923	<0.001
	High	16	4.19	1.17		
APA35	Low	16	1.00	0.00	-33.541	<0.001
	High	16	4.75	0.45		
APA36	Low	16	1.00	0.00	-10.369	<0.001
	High	16	4.06	1.18		
APA37	Low	16	1.00	0.00	-27.111	<0.001
	High	16	4.50	0.52		
APA38	Low	16	1.00	0.00	-10.923	<0.001
	High	16	4.19	1.17		
APA39	Low	16	1.00	0.00	-29.000	<0.001
	High	16	4.63	0.50		
APA40	Low	16	1.00	0.00	-9.502	<0.001

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The result shows that each items has high internal consistency, Item discriminative power & validity so can include all items in this questionnaire.

**Table-7 Means, Standard deviation and Mann-Whitney U value for Gender**

Variable	Gender	N	Mean	Std. Deviation	Mann-Whitney U	z	p value
ABP-P	Male	300	2.93	3.85	11218.00	-0.046	0.963
	Female	300	2.69	3.37			
ABP-BA	Male	300	649	9.26	10951.50	-0.430	0.667
	Female	300	5.37	7.85			
ABP-IP	Male	300	4.89	5.12	10901.50	-505.000	0.614
	Female	300	4.7333	4.57			

Table 7 illustrates that the p value are above the required cut-off of .05 for all the variables. Therefore, there were no significant differences ( $p>.05$ ) in the mean value of the ABP sub variables & Gender .Males are with slightly highest in behaviour addiction problems than females.

**Table-8 Means, Standard deviation and Mann-Whitney U value for Area**

Variable	Area	N	Mean	Std. Deviation	Mann-Whitney U	z	p value
ABP-P	URBAN	288	2.72	3.65	10838.00	-0.569	0.570
	RURAL	312	2.88	3.60			
ABP-BA	URBAN	288	6.10	8.70	11108.50	-0.178	0.859
	RURAL	312	3.76	6.50			
ABP-IP	URBAN	288	4.70	4.90	10847.00	-0.558	0.577
	RURAL	312	4.91	4.80			

Table 8 illustrates that the p value are above the required cut-off of .05 for all the variables. Therefore, there were no significant differences ( $p>.05$ ) in the mean value of the ABP sub variables with urban and rural. However Urban adolescent show slightly higher score in behavioural addiction.

**Table 9 Means, Standard deviation and Kruskal-Wallis H value for age group**

Variable	Age	N	Mean	Std. Deviation	Kruskal-Wallis Chi	df	p value
ABP-P	AGE-12	204	3.00	3.77	0.394	2	0.821
	AGE-15	206	2.79	3.59			
	AGE-18	190	2.61	3.50			
ABP-BA	AGE-12	204	5.57	8.20	0.292	2	0.864
	AGE-15	206	5.02	5.81			



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Variable	Age	N	Mean	Std. Deviation	Kruskal-Wallis Chi	df	p value
ABP-IP	AGE-18	190	7.18	9.79	0.289	2	0.825
	AGE-12	204	5.10	4.03			
	AGE-15	206	4.76	4.86			
	AGE-18	190	4.56	4.66			

The results of the Kruskal- Wallis test depicted in Table 9 reveals that a statistical value of  $p > 0.05$  for all the variables considered. So we conclude that the mean score of ABP sub variables does not differs with age.

**Table 10 Means, Standard deviation and Kruskal-Wallis H value for Parenting style**

Variable	Parenting Style	N	Mean	Std. Deviation	Kruskal-Wallis Chi	df	p value
ABP-P	Authoritarian	38	29.80	2.02	285.125	3	<0.001
	Authoritative	316	1.00	0.00			
	Uninvolved	32	25.80	1.85			
	Permissive	214	2.00	0.04			
ABP-BA	Authoritarian	38	55.50	4.22	279.724	3	<0.001
	Authoritative	316	1.00	0.00			
	Uninvolved	32	30.82	2.03			
	Permissive	214	3.00	0.05			
ABP-IP	Authoritarian	38	29.80	2.02	285.125	3	<0.001
	Authoritative	316	1.00	0.00			
	Uninvolved	32	25.80	1.85			
	Permissive	214	2.00	0.08			

The results of the Kruskal- Wallis test depicted in Table 10 reveals that a statistical value of  $p < 0.05$  for all the variables considered. So we conclude that the mean score of ABP sub variables differs with parenting style.

**Table-11 Correlation between ABP on Parents & ABP on Teachers of problematic adolescents**

Variables	Correlation	Lower bound	Upper bound	Z	p
Parent ABP P & TEACHERS ABP P	0.876	0.867	0.885	31.353	<0.001
Parent ABP BA & TEACHERS ABP BA	0.865	0.855	0.875	29.759	<0.001
Parent ABP IP & TEACHERS ABP IP	0.866	0.856	0.876	29.896	<0.001
Parent ABP T & TEACHERS ABP T	0.871	0.862	0.880	30.605	<0.001

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*Table-11 Correlation between ABP on Parents & ABP on Teachers of problematic adolescents.*

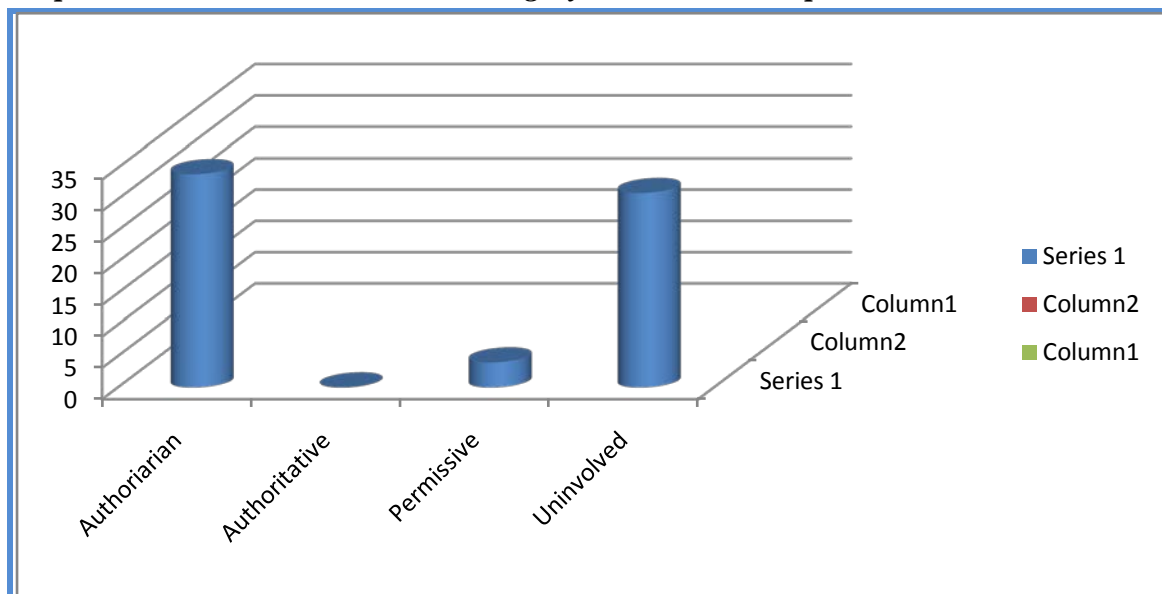
**Table-12 Non parametric Correlations ABP P& ABP T**

			parent ABP P	parent ABP BA	parent ABP IP	parent ABP T	Teacher ABP P	Teacher ABP BA	Teacher ABP IP	Teacher ABP T
Spearman's rho	parent ABP P	Correlation Coefficient	1.000	.866**	.991**	.982**	.876**	.742**	.873**	.861**
		Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
		N	69	69	69	69	69	69	69	69
	parent ABP BA	Correlation Coefficient	.866**	1.000	.858**	.869**	.740**	.865**	.757**	.751**
		Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
		N	69	69	69	69	69	69	69	69
	parent ABP IP	Correlation Coefficient	.991**	.858**	1.000	.991**	.884**	.739**	.866**	.866**
		Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
		N	69	69	69	69	69	69	69	69
	parent ABP T	Correlation Coefficient	.982**	.869**	.991**	1.000	.867**	.747**	.866**	.871**
		Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
		N	69	69	69	69	69	69	69	69
	Teacher ABP P	Correlation Coefficient	.876**	.740**	.884**	.867**	1.000	.784**	.871**	.925**
		Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
		N	69	69	69	69	69	69	69	69
	Teacher ABP BA	Correlation Coefficient	.742**	.865**	.739**	.747**	.784**	1.000	.746**	.855**
		Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
		N	69	69	69	69	69	69	69	69
	Teacher ABP IP	Correlation Coefficient	.873**	.757**	.866**	.866**	.871**	.746**	1.000	.924**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
		N	69	69	69	69	69	69	69	69
	Teacher ABP T	Correlation Coefficient	.861**	.751**	.866**	.871**	.925**	.855**	.924**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
		N	69	69	69	69	69	69	69	69

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

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**Graph- 1 Correlation between Parenting styles & Behaviour problem**



Graph -1 shows. Graph shows that the correlation between Parenting styles & Behaviour problem there are 69 problematic adolescents out of 600. problematic adolescents are again distributed on teachers with ABP T/P RS. Analysis shows that out of 69 problematic adolescents 34 are of Authoritarian (A1), 31 are of Uninvolved (u) & 4 are of Permissive (P) parents. No problem behaviour is reported in Adolescents of Authoritarian Parent.

### **DISCUSSION**

The objective of this study is to design and construct new measures Adolescent Behaviour Problem Teacher/Parent rating scale (ABP T/P RS), Adolescent Parenting Attitude Questionnaire (APAFFQ) and apply these tools on 600 parents as well as adolescents to find out the correlation between parenting styles and behaviour problems of adolescents. ABP is constructed to measure personal, interpersonal and behavioural addiction. Item analysis, reliability and validity were found to be adequate with these participants. With the help of APAFFQ instrument, found that authoritarian parents are more power asserting disciplinarians, authoritative parents are more warm giving protectors, permissive parents are more lenient freedom givers and uninvolved parents are more selfish autonomy givers. APAFFQ shows high correlation with PAQ sub types.

### **CONCLUSION**

The magnitude of influence that parenting styles and behaviours exert on adolescent risk and protection indicates a clear need for more research-based, family-centred interventions to improve adolescent health outcomes. This research is more helpful for better understanding to parents to reduce their adolescent health risk behaviours.

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**APA-FFQ  
(Adolescent Parenting Attitude Four Factor Questionnaire)  
By  
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Research scholar in Psychology  
Bharathiar University, Coimbatore, India**

Name of Child: ..... Age: .....
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**Instructions:** Read the following statements carefully and indicate your single response by putting a “tick” mark in the appropriate box

Sl No	Statements	All of the time	Most of the time	Some time	Rarely	Never
1	My parents like to set up and enforce many inappropriate rules on me without understanding my strength and weakness					
2	My parents respect my opinions and also encourage me to express all my feelings and problems like my friends.					
3	Though my parents have definite goals and planning for my future, they are not able to follow it strictly because of their leniency.					
4	My parents do not tell me where they are going or why they are coming too late.					
5	My parents give me punishments according to their mood.					
6	My parents provide me comfort and understanding when I am upset.					
7	Since my parents are very loving and affectionate I know they will forgive me even if I do not come to their expectations.					
8	My parents ignore me when I am misbehaving.					
9	My parents are disciplinarians rather than friends.					

**Parenting Style on Adolescent Personal Behavioural problems, Interpersonal Behavioural problems & Behavioural Addictions**

Sl No	Statements	All of the time	Most of the time	Some time	Rarely	Never
10	My parents take into consideration my wishes before they make plans for my future or buy something for me.					
11	My parents are scared to scold me because they have a fear that I will disappoint them by committing any serious mistakes.					
12	My parents find less time to look into my needs, interest and progress in studies.					
13	I get no chance and freedom to explaining my wishes and needs in front of my parents.					
14	My parents, compliment me when I have done something well.					
15	Even though my parents have high expectations from me they have little patience and time to hearing me.					
16	I feel my parents are least concerned about me and my future.					
17	I am usually bound to receive punishments from my parents with no justification if any failure occurs from my side.					
18	I am usually very proud of my parents who spent their warm and intimate time together with me.					
19	Because of my parents lenient attitude I have no self discipline in my daily activities.					
20	Even if I fall sick, my parents find it difficult to take leave and look after me.					
21	My parents never seek my opinion before purchasing anything for me.					
22	My parents set up some appropriate rules for me regarding my study, play and other activities and are very keen to enforce it.					
23	A conflict situation will not occur between me and my parents because they will always try to avoid such a situation.					
24	My parents have no idea regarding my friends and teachers or my life outside the home.					
25	Whenever I show disobedience towards my parents they scold and criticise me with bursting anger or taking away some privileges from me with no explanations.					
26	Whenever I fail to follow the timetable given to me, my parents remind me the consequences with a touch of love and affection.					
27	I used to get expensive gifts from my parents as rewards to any of my progress.					
28	I am always sad and depressed because of lack of love and care I receive from my parents.					
29	As my parents have very rough & explosive behaviour I have a feeling that they do not know to express love and affection towards me.					
30	In the middle of their busy life, my parents always find time to visit my teachers at school and know about my welfare.					

**Parenting Style on Adolescent Personal Behavioural problems, Interpersonal Behavioural problems & Behavioural Addictions**

Sl No	Statements	All of the time	Most of the time	Some time	Rarely	Never
31	My parents threaten to punish me but do not actually doing it.					
32	I am highly scared and shy to interact with others in social gatherings.					
33	I am usually trying to hide all my failure and mistakes in the fear of threats and punishments which I will receive from my parents.					
34	My parents are not over ambitious and I feel their expectations on me are quite reasonable and also I try to fulfil it.					
35	Others blaming my parents by saying that they are spoiling me by showing excessive love of sympathy.					
36	I have never received an emotional support or positive feedback from my parents and so I am not an ambitious student.					
37	I am rebellious and usually quarrelling with my friends as well as teachers and also creating many other problems.					
38	All my good values in life are as a result of proper socialization from my parents.					
39	I know that my parents have always struggling to discipline me because of broad concession and consideration I have receiving from them.					
40	My parents grant me high autonomy with no disciplinary rules.					

**APA-FFQ (Parenting Attitude Four Factor Questionnaire)  
Answer Sheet**

Score	Q	1	2	3	4	5	Score	Q	1	2	3	4	5	Score	Q	1	2	3	4	5
Score	Q	Never	Rarely	Some time	Most of the time	All of the time	Score	Q	Never	Rarely	Some time	Most of the time	All of the time	Score	Q	Never	Rarely	Some time	Most of the time	All of the time
1						2	3							4						
5						6	7							8						
9						10	11							12						
13						14	15							16						
17						18	19							20						
21						22	23							24						
25						26	27							28						
29						30	31							32						
33						34	35							36						
37						38	39							40						



## Parenting Style on Adolescent Personal Behavioural problems, Interpersonal Behavioural problems & Behavioural Addictions

A<sub>1</sub>=.....; A<sub>2</sub>=.....; P=.....; U=.....

(A<sub>1</sub>=Authoritarian, A<sub>2</sub>=Authoritative, P=Permissive, U=Uninvolved)

Have you responded to all of the statements	Yes/No
Have you entered your responses in the correct boxes	Yes/No
Have you responded accurately and honestly	Yes/No

Name of Child: ..... Age: .....

Sex: M/F.....

**ABP Teacher/Parent Rating Scale**  
 (Adolescent Behaviour Problem Teacher/Parent Rating Scale)  
 By  
 Shyny, T.Y  
 Research Scholar in Psychology  
 Bharathiar University - Coimbatore

Name of Student: ..... Age: ..... Sex: M/F.....

Name of Teacher/Parent: ..... Age: ..... Sex: M/F.....

Instructions: Below are a number of problems that adolescent have. Please put "tick" mark against each item according to your response.

SI No	Statements	Not true at all	Just a little true	Often true	Very much true
1	Easily frustrated.				
2	Tobacco Consumption.				
3	Defiant with others.				
4	Telling lies unnecessarily.				
5	Difficulty in completing a work.				
6	Internet addiction.				
7	Restless and disturbs others.				
8	Stealing money or other things.				
9	Inattentive and easily distracted.				
10	Dirty talk & risky sexual activities.				
11	Argues with adults.				
12	Alcohol consumption.				
13	Short attention span.				
14	Suicidal attempts.				
15	Climbing into inappropriate situations like others conversations.				
16	Drug addiction.				
17	Disorganized at school or home & poor academic achievement.				
18	Running away from home or school.				
19	Does not follow through on instructions of authority.				
20	Criminal tendency.				
21	Disobedience to authority.				
22	Absent in the school without any reason.				
23	Depression and isolation from others				

## Parenting Style on Adolescent Personal Behavioural problems, Interpersonal Behavioural problems & Behavioural Addictions

ABP Teacher/Parent Rating Scale  
(Adolescent Behaviour Problem Teacher/Parent Rating Scale)

### Answer Sheet

Name of Student: .....	Age: .....	Sex: M/F
Name of Teacher/Parent: .....	Age: .....	Sex: M/F

Score	0	1	2	3	Score	0	1	2	3	Score	0	1	2	3
Q	Not true at all	Just a little true	Often true	Very much true	Q	Not true at all	Just a little true	Often true	Very much true	Q	Not true at all	Just a little true	Often true	Very much true
1					3					2				
5					7					4				
9					11					6				
13					15					8				
17					19					10				
					21					12				
					23					14				
										16				
										18				
										20				
										22				

P=..... I.P=.....; B.A=.....

(P=Personal, I.P=Interpersonal, B.A=Behavioural addiction)

Have you responded to all of the statements	Yes/No
Have you entered your responses in the correct boxes	Yes/No
Have you responded accurately and honestly	Yes/No

Name of Student: .....	Age: .....	Sex: M/F.....
Name of Teacher/Parent: .....	Age: .....	Sex: M/F.....

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