

## **Confirmatory Factor Analysis of Parental Authority Questionnaire: Socioeconomic Differences**

### **Among Adolescents**

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There are criticisms on the factor structure and internal consistency of Parental Authority Questionnaire (PAQ) during cross-cultural validation with non-Western participants. Therefore, the construct of parenting needs validation in compatibility with indigenous cultural values of the respective population. The objective of the present study was to verify the factor structure of PAQ-Urdu version among low socio-economic status (SES) versus high socio-economic status adolescents within their collectivist cultural context. In the theoretical background of Baumrind's theory of parenting (1971), it was hypothesized that data will support the hierarchical structure of Parental Authority Questionnaire with three factors and respective factor loadings. Two confirmatory factor analysis models were separately tested for low-SES ( $n = 142$ ) and high-SES ( $n = 145$ ) adolescents, controlling for the effects of age and gender. Findings showed that both models initially lacked acceptable fit with the data. After item deletion, model fit improved to the acceptable level. The study highlighted the cultural relevance of perceived parenting styles and a need for the development of an indigenous measure of parenting.

*Keywords:* Parental authority, adolescents, gender differences, confirmatory factor analysis, socioeconomic status<sup>1</sup>.

### **Introduction**

Buri (1991), based upon Baumrind's (1971) conceptualization of parenting styles, developed Parental Authority Questionnaire to assess the magnitude and manner in which parents exercise authority on children. Three parenting styles in Baumrind's theory constituted three subscales of PAQ. This measure was widely used in the empirical studies, however, researchers using its translated version with the non-Western samples had

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paid little attention towards cultural validation of the construct of parenting. A few studies reported poor fit for confirmatory factor analysis model of PAQ with three-factors structure in countries such as India (Raval et al., 2013), Japan (Uji, et al., 2014), Oman (Alkharusi et al., 2011), and eight Arab states (Dwairy et al., 2006). The shorter version of PAQ with less number of items had high construct validity and internal consistency in these studies than its full version, which highlighted the salience of culture-specific parenting practices. Dwairy et al. (2006) found that participants from Yemen, Palestine-Israel, Saudi, Egypt, Algeria, Palestine, Jordan, and Lebanon reported differently to PAQ items and original factor structure failed to receive empirical support.

Because parenting styles and their perceptions vary across cultures, the measurement tools such as PAQ demand consideration of the content, specific to the indigenous cultural values. The purpose of the current study was to verify the factor structure of PAQ among adolescents within their collectivist cultural context. This indigenous study compared the low SES and the high SES adolescents in the same geographic regions, assuming homogenous cultural impacts upon parents-adolescent dyads. The abbreviated terms of PAQ, SES, and CFA will be used in the remainder of this paper for Parental Authority Questionnaire, socio-economic status, and confirmatory factor analysis, respectively.

The Western and non-Western dichotomy parallels to the cultural categorization of individualism-collectivism. Smetana (1995) mentioned that individualistic cultures like those in the United States, most of Europe, Australia, and New Zealand promote self-view as autonomous individuals, therefore, adolescents only comply with legitimate parental authority. In contrast, the collectivist cultures like Asia, South America, and Africa are oriented towards subordination to parents and society, therefore, adolescents consider their parental authority legitimate without a question. Cross-cultural studies such as US vs. Russia (Chirkov & Ryan, 2001); US vs. Japan (Hasebe, Nucci, & Nucci, 2004); Canada vs. China (Rudy, Awong, & Lambert, 2008); US vs. China (Wang, Pomerantz, & Chen, 2007); Japan vs. Sweden (Shikishima et al., 2013) and with Caucasian vs. Asian samples (Stewart et al., 1999) found that adolescents from individualistic cultures preferred independence and parents put less emphasis on obedience than in the collectivist cultures. Another study found that adolescents belonging to the collectivist culture of India reported a higher frequency of having authoritarian parents (35%) than did Canadian adolescents (19%). Both groups had similar percentages of self-reported authoritative parenting (Garg et al., 2005).

Super and Harkness (1986) in their “Developmental Niches” approach extrapolated three dimensions to comprehend parenting styles variations as a function of culture and socio-economic status (SES), (a) the physical and social settings, (b) the prescribed customs of childcare, and (c) the psychological characteristics of the adult caregivers (Super & Harkness, 1986). The examples of these can be, for instance, SES determines the home environment, culture regulates how parents rear their children, and both culture and SES influence specific parenting beliefs and expectations across the developmental stages of their children’s lives. Therefore, it has potential significance to identify perceived parenting styles among adolescents’ being affected by the mainstream culture and SES.

### **Parenting and Culture**

Baumrind (1971) typology of parenting styles received attention of many cultural researchers to examine how parenting operates across individualist and collectivist cultures. She conceptualized parenting styles in terms of exercise of authority being at high or low ends of demandingness and responsiveness continuums. Her typology of parenting styles was derived from the middle SES, well-educated, North American sample. Baumrind (1991) argument about positive psycho-social and emotional outcomes of authoritative parenting and harmful effects of authoritarian parenting, regardless of cultural and SES differences, could not gain empirical support outside the West. Chao (1994) challenging Baumrind typology for its construct validity across cultures, argued that parenting styles are different in Asian families that emphasize conformity and obedience to authority. She provided empirical support for her argument that the large proportion of adolescents perceived their parents as authoritarian but their outcomes were not negative in the collectivist culture as these were observed in the individualistic culture (Chao, 2001). Studies in other countries also supported Chao’s position. Some examples of these countries were China itself (Leung, Lau, & Lam, 1998); Pakistan (Stewart et al., 1999); Algeria, and Saudi Arabia (Dwairi & Achoui, 2010); Turkey (Kagitcibasi, 2005); and Korea (Rohner & Pettengill, 1985).

Later, in response to Chao (2001), Sorkhabi (2005) contradicted that authoritarian parenting is a negative style of parenting at first place and its detrimental outcomes are common to both individualist and collectivist cultures. Nevertheless, researchers’ claims were based on evidence from empirical studies that parenting of adolescents does not have universal patterns and tantamount outcomes. Neither authoritative

parenting always produced favorable outcomes in the Western individualistic cultures nor authoritarian and/or permissive parenting styles consistently produced negative outcomes for adolescents in the collectivist cultures (Ashraf, Asif, Iqbal, & Warraich, 2019; Ang & Goh, 2006).

### **Parenting and Socio-economic Status**

SES is a multifaceted variable, which is defined to describe basic differences associated with parental education levels, prestige of parental occupations, and income (Hoff-Ginsberg, Laursen, & Tardif, 2002). The review of empirical literature revealed that SES was defined and measured differently. Some scholars considered SES a single variable and focused on the study of its global effects, while others treated it a composite variable made up of different, but interrelated components, which in addition, bore varying associations with different parenting styles (Hoff-Ginsberg et al., 2002). Fan and Zhang (2014) found that perceived parenting styles were significantly related to SES. Hill (2006) argued that understanding the role of SES in shaping parenting styles requires an examination of within-group variations and the interactions between SES and other contextual factors in the family dynamics.

Bronfenbrenner (1958) speculated that high SES parents were more democratic in parenting adolescents, middle-class parents were more accepting and equalitarian, and lower SES parents were consistently authoritarian across cultures. Lesser resources predicted harsh parenting of adolescents (Meteyer & Perry-Jenkins, 2009) and parents with low SES emphasized conformity to parental authority and societal expectations. In contrast, parents with high SES were less punitive, less directive, and more child-centered (Hoff-Ginsberg et al., 2002). Dwairy et al. (2006) reported minor effects of SES on parenting adolescents from eight Arab societies however, adolescents with high economic level of parents reported more permissive parenting than other adolescents. Studying outcomes for adolescents, Samuel and Changwony (2019) found that adolescents with more than recommended pocket money were rated to have the lowest discipline as compared to other adolescents. Adolescents whose parents had high SES and professional backgrounds, were at greater risk of violent behavior (Ashraf et al., 2019), poor psychological functioning (Ritchie & Buchanan, 2010) and alcohol use (Lawal & Idemudia, 2019) than their counterparts. Family SES moderated the effects of perceived parenting styles on children's school readiness, cognitive development, language, and general knowledge (Xia, 2020). Though it is challenging to delineate the inseparable effects of the salient components of SES, but it has

potential significance to examine the role of SES on parenting styles of adolescents. Lack of empirical work in the cultural context of Pakistan and the interplay of cultural and socio-economic processes offered ground for examining the role of SES on adolescents' perception of parenting styles. The objective of the current study was

- To verify the factor structure of PAQ among low-SES and high-SES adolescents in their collectivist cultural context.

## **Method**

### **Participants**

The data were collected from 302 adolescents. Special care was taken to screen out and purposively select those middle schools and high schools that were marked by SES variations. The economic status, parental literacy level, occupation types, and per family income marked differences into the Urdu versus English medium institutions. The target population of low versus high socio-economic status was identified and participants were chosen through convenient sampling technique from nine different schools in district Abbottabad. The age range of participants was 12-19 years. The medium of instructions i.e. in Urdu language or English language, of the educational institutions served as a proxy measure for SES. The Urdu medium institutions were the public schools, run by the government funds to cater educational needs of low SES families. The English medium institutions were privately-owned, charged fee for the academic services, and were considered better in providing quality education than the Urdu medium institutes. The participants' age and gender were entered in the model as control variables. Sample consisted of boys ( $n = 146$ ) and girls ( $n = 141$ ) in early adolescence ( $n = 140$ ) and late adolescence periods ( $n = 147$ ), and belonged to either low-SES ( $n = 142$ ) or high-SES ( $n = 145$ ) families. The data from 287 participants were entered in final analysis after item deletion for missingness and skewness.

### **Measure**

#### **Parental Authority Questionnaire (PAQ)**

Buri (1991) developed (PAQ) to examine Baumrind's three prototypes of permissive, authoritarian, and authoritative parenting styles. PAQ has 30 items in total with each subscale comprising of 10 items. The subscale for permissive style (low demandingness, high responsiveness) included the sum of items i.e. 1, 6, 10, 13, 14, 17, 19, 21, 24, and 28. The authoritarian style (high demandingness, low responsiveness) consisted upon the sum of items 2, 3, 7, 9, 12, 16, 18, 25, 26, and 29. The authoritative style (high demandingness, high responsiveness) consisted upon the sum of items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30. PAQ had

five- point Likert-type scale. The score range for each subscale was 10-50 and the cutoff point was 30. The higher score indicated the greater level of parenting style being measured. Urdu translation (Babree, 1997) of PAQ was used in the present study. Table 1 shows alpha reliability of PAQ's subscales.

### **Procedure**

Prior permission was taken from the managing directors of the respective institutions and families of adolescents for data collection. After ensuring willingness for participation, adolescents were told about the purpose of research and ensured confidentiality of their information. They were provided with instructions to choose the response option that best explained their choice. During group administration, adolescents responded to mother and father forms of PAQ to express their perception of parenting styles. They were emphasized to be honest in their responses in an effort to control for response bias in the self-reported data. The average score was computed with sum of both data forms to portray the consolidated perception of parenting styles among adolescents and entered into SPSS for analysis.

### **Data Analysis**

The normal distribution and missing data were screened using Q-Q plot and list-wise deletion, respectively. The alpha reliability, descriptive statistics, and correlation coefficients were computed for three subscales in SPSS version 21. Next, three factors structure of PAQ was tested using separate confirmatory factor analyses for low SES and high SES adolescents using maximum likelihood estimation in MPLUS software version 7 (Muthen & Muthen, 2015). The first item in each subscale was fixed at one to load on its respective factor. The model fit was evaluated using the chi-square test of model fit ( $\chi^2$ ), root mean square error of approximation (RMSEA), comparative fit index (CFI), and the standardized root mean square residual (Hu & Bentler, 1999). The findings were interpreted in the light of research objectives.

### **Results**

Findings showed that none of the subscales had adequate reliability (Authoritarian=.65; Permissive =.53; Authoritative =.60)and/or significant positive correlation, except between authoritative and permissive parenting styles ( $r = .20^{**}$ ,  $p = .01$ ). The authoritarian parenting style was negatively correlated with permissive parenting style and authoritative parenting style. Table 1 shows the difference in alpha reliability between full model and reduced model for both subsamples. The short version of

scale displayed a conceptually sound factor structure and high internal consistency than the full scales.

First, a confirmatory factor analysis of PAQ was performed for the low SES adolescents. The model lacked fit with the data for having poor item loadings:  $\chi^2 = 711.903^*$  ( $df = 402, p = .000$ ), RMSEA with 90% C. I. = .065, CFI = .445, SRMR = .101. The items with factor loadings less than 0.30 were discarded one by one. A reduced model with 15 items was tested and model to data fit improved:  $\chi^2 = 109.980^*$  ( $df = 87, p = .048$ ), RMSEA with 90% C. I. = .004, CFI = .908, SRMR = .067. A difference between 30-items model and 15-items model was tested using formula  $\Delta\chi^2/df$ . As  $\chi^2$  for the full model was 711.90 and  $\chi^2$  for the reduced model was 109.98, thus  $\Delta\chi^2$  was 601.92. The difference in the degree of freedom for both models was 315 ( $402 - 87 = 315$ ). It was a non-significant difference (i.e.  $p$  value was 394.62) according to  $\chi^2$  table. Therefore, the reduced model was considered a better fitting model for the low SES. Given better model fit, item deletion for poor loadings was abandoned even if their loadings were below the cut-off point of 0.30. Figure 1 and 2 shows the standardized items loadings, standard errors, and residual variances for the full model and the reduced model, respectively obtained from the low SES adolescents.

Second, a confirmatory factor analysis of PAQ was performed for the high SES adolescents. The full model with 30 items lacked fit with data:  $\chi^2 = 690.93^*$  ( $df = 402, p = .000$ ), RMSEA with 90% C. I. = .06, CFI = .52, SRMR = .09. A reduced model with 21 items acceptably improved the fit and indices were  $\chi^2 = 248.85^*$  ( $df = 184, p = .001$ ), RMSEA = .03, CFI = .83, SRMR = .08. Still, it was statistically not as meaningful. A difference between both models was tested using  $\Delta\chi^2/df$  formula. The  $\Delta\chi^2$  was 442.08 ( $\Delta\chi^2 = 690.93 - 248.85 = 442.08$ ) and the degree of freedom difference between the full model and the reduced model was 218 ( $402 - 184 = 218$ ). The non-significant value of 288.26 in the  $\chi^2$  table provided evidence that the reduced model produced a better fit with data for the high SES adolescents. Figure 3 and Figure 4 show the standardized items loadings, standard errors, and residual variances of the full model and the reduced model respectively, for the high SES adolescents.

Table 2 and 3 present the standardized coefficients, unstandardized coefficients, standardized errors, and values of  $R^2$  in models for the low and high SES adolescents' models, respectively. The findings confirmed that three factor structure of PAQ was supported among adolescents however, full scale failed to validate in the collectivist culture context of the study. Conclusively, low alpha reliability, correlation

coefficients, and poor model fit provided evidence for that Western conception of parental styles was inappropriate for the non-Western sample.

## **Discussion**

The main objective of this study was to verify the factor structure of PAQ among adolescents in context of their collectivist culture. The findings showed lack of acceptable internal consistency and model fit with the original scale data. The constructs of permissive, authoritarian, and authoritative parenting styles did not hold as they did in the Western cultures. The role of SES on adolescents' perception of parenting styles was also examined. The findings showed variation between low-SES and high-SES adolescents. In Buri's (1991) own research, the alpha reliability ranged between .74 to .87 across all subscales of PAQ with the US sample. Contrarily, the alpha reliability ranged between .53-.64 in the present study, which was consistent with low alpha values of PAQ found using Indian sample (Raval et al., 2013) as well as with South Asian and Middle Eastern samples (Rudy & Grusec, 2006).

The CFA models of PAQ with 30 items indicated poor fit with the data for both subsamples. The model fit appreciably improved with the deletion of non-significant factor loadings. Thus, the reduced CFA model with 15 items of PAQ for the low-SES adolescents, and 21 items of PAQ for the high-SES adolescents had better fit indices. The careful examination of deleted items revealed that the reduced models for the low-SES adolescents had different items than the reduced scale for the high-SES adolescents. Table 4 presents the deleted items from both models.

Interestingly, item deletion was comparatively less for the authoritarian subscale used among the low-SES adolescents, and for the authoritative subscale used among the high-SES adolescents. These findings imply that the factor structure of PAQ could not hold for Pakistani parent-adolescent relationships, that was particularly true for permissive parenting style. In the 10-items permissive subscale, five items were deleted for non-significant factor loadings for the low-SES adolescents, and 6 items were deleted for non-significant factor loadings for the high-SES adolescents. These findings were parallel with Bronfenbrenner (1958) speculation that low-SES parents were consistently authoritarian with children and adolescents across cultures, while high-SES parents were harsh with children but lenient with adolescents.

Another interesting observation was the patterns of missing data on certain items of PAQ and participants left these items un-responded. This



suggested that these parenting styles were not culturally relevant to the sample as they were particularly meant for the Westernized sample for whom these instruments were initially developed. Only item 18 of authoritarian subscale commonly had low factor loadings for both low and high-SES adolescents. The verbatim item statement in terms of, “*As I was growing up, my parents let me know what behavior they expected of me, and if I didn’t meet those expectations, they punished me*”, clued the possibility of least or no perception of parental expectations for adolescents’ desirable behavior.

The studies with Western samples than with non-Western samples, reported acceptable model fit of PAQ original scale with the data (e. g. Buri, 1991). Some studies supported three factors structure of PAQ and improvement in the model fit after item deletion (e. g., Alkharusi et al. 2011 in Oman). Whereas other studies yielded empirical support for two factors structure of PAQ (e. g., Ravalet al., 2013 in India; Varela et al., 2004 in the USA). As, the Pakistani adolescents share religious similarities with Omani adolescents and socio-cultural similarities with Indian adolescents, the findings of the present study were closely aligned with the previous studies and highlighted lack of model fit for the original PAQ, outside West.

Altogether, the empirical evidences ascribed the underlying disparities between individualistic Western culture and collectivistic non-Western culture as a probable reason to support factor structure of PAQ. The family structure in Pakistani culture is primarily collectivist. From socio-cultural perspective, the multi-generation combined family living and collectivist values shape identity of an adolescent as a dependent and related individual. From economic perspective, adolescents particularly boys, learn that they have to contribute to family finances during adulthood. The independence and separation from family are deemed unfavorable, which reinforce parental obedience among adolescents, further legitimizing their authority. The direction of care-giving between parent and their offspring reverses with growing age. Parents do not promote autonomy among adolescents because they depend upon them later in life for basic need-fulfillment (Harkness & Super, 1992). From religious perspective, children are enjoined to be kind and dutiful to parents, and disobedience of parents is an evil deed. The amalgam of socio-cultural, economic, and religious factors makes parenting of adolescents different in Pakistan from any other Western parent-adolescent relationships.

### **Limitations and Recommendations**

The current study presented a culture-specific scenario of parenting adolescents and added an empirical evidence to the existing literature, controlling for the effects of adolescents' age and gender. As none of a research is without its limitations, the present study had small sample size for conducting CFA; the subsamples of adolescents with low SES and high SES were small too that could have led to spurious findings. The findings could have been different with large pool of sample. It is recommended for future studies to use larger sample size to test the factor structure of PAQ, if desired.

Second, the present study used a cross-sectional comparison based on SES differences between groups of adolescents. The upcoming researchers should design longitudinal research, include multiple informants across time points, and/or adopt mixed methods research approach. Third, the present study controlled for the effects of age and gender of adolescents and only portrayed the effects of two SES levels. Future researchers should incorporate the variables of age and gender because the factor structure of PAQ seems to vary during early versus late adolescence periods and for adolescents' boys versus adolescents' girls.

### **Implications and Conclusion**

Though the current study lacked statistically meaningful findings, the findings of the current study have clear implication in providing culturally-relevant measure of parenting styles for collectivist non-Western cultures like Pakistan. The construct validation of PAQ was fundamentally required prior to its use as an antecedent or consequent variable in the empirical studies. The future researchers can seek insight from these findings to design their own studies. They can focus on causes of variations, for instance, why half of the items for permissive parenting style were not valid in Pakistani culture.

Parenting styles have worthwhile role in determining positive or negative outcomes for children and adolescents. As parenting practices and their perceptions vary, we need to have an indigenous measure of parenting to gain better construct validity. The findings of present study have clear implications for parents to adopt healthy rearing styles and to avoid harmful parenting practices. Besides researchers and parents, these findings can benefit adolescents, care-givers, policy-makers, family and social psychologists, and psychometricians at large. Though low-SES and high-SES adolescents perceived their parents differently, the factor structure of PAQ could not hold was also different for adolescents from collectivistic non-Western culture than individualistic Western culture.

Particularly, perception of permissive parenting style did not hold with the present sample.

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## Appendices

Table 1

*Alpha reliability for subscales of PAQ for low SES (n = 142) versus high SES adolescents (n = 145)*

| Subscales     | Full Scale   |          | Reduced Scale       |          |                      |          |
|---------------|--------------|----------|---------------------|----------|----------------------|----------|
|               | Total Sample |          | Low SES Adolescents |          | High SES Adolescents |          |
|               | Items        | $\alpha$ | Items               | $\alpha$ | Items                | $\alpha$ |
| Authoritarian | 10           | .64      | 6                   | .68      | 8                    | .66      |
| Permissive    | 10           | .53      | 5                   | .61      | 4                    | .52      |
| Authoritative | 10           | .60      | 4                   | .45      | 9                    | .53      |



Figure 1  
Confirmatory factor analysis of fullscale of PAQ for low SES adolescents

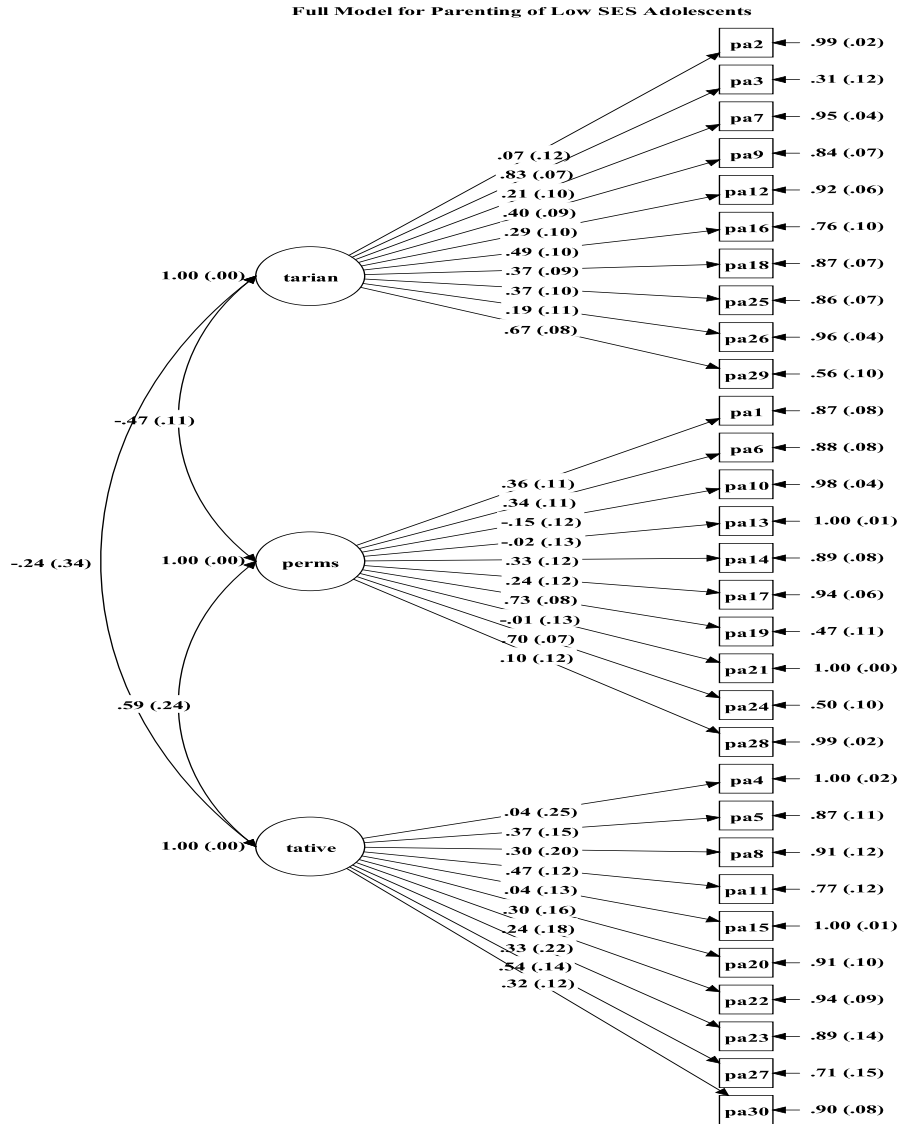


Figure 2  
 Confirmatory factor analysis of reduced scale of PAQ for low SES adolescents

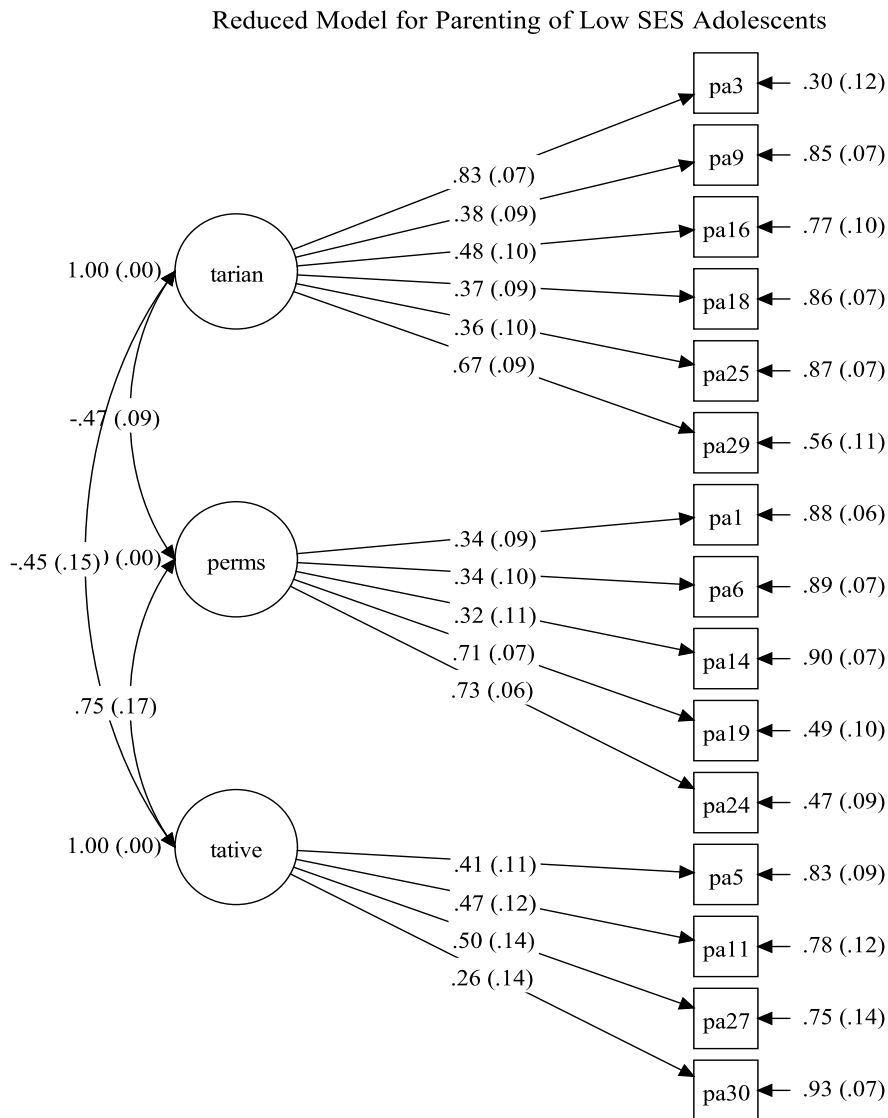


Table 2

*Regression coefficients and R<sup>2</sup> change for low SES adolescents*

| Items                        | B      | S. E | $\beta$ | R <sup>2</sup> |
|------------------------------|--------|------|---------|----------------|
| Authoritarian Parenting by   |        |      |         |                |
| PA3                          | 1.00   | 0.00 | 0.83    | 0.69           |
| PA9                          | 0.46   | 0.12 | 0.38    | 0.14           |
| PA16                         | 0.47   | 0.10 | 0.48    | 0.23           |
| PA18                         | 0.46   | 0.13 | 0.37    | 0.13           |
| PA25                         | 0.36   | 0.10 | 0.36    | 0.12           |
| PA29                         | 0.69   | 0.11 | 0.66    | 0.44           |
| Permissive Parenting by      |        |      |         |                |
| PA1                          | 1.00   | 0.00 | 0.34    | 0.11           |
| PA6                          | 0.94   | 0.34 | 0.33    | 0.11           |
| PA14                         | 0.91   | 0.36 | 0.32    | 0.10           |
| PA19                         | 2.28   | 0.69 | 0.71    | 0.50           |
| PA24                         | 2.22   | 0.66 | 0.73    | 0.53           |
| Authoritative Parenting by   |        |      |         |                |
| PA5                          | 1.00   | 0.00 | 0.41    | 0.16           |
| PA11                         | 1.18   | 0.50 | 0.46    | 0.21           |
| PA27                         | 1.26   | 0.53 | 0.50    | 0.25           |
| PA30                         | 0.56   | 0.36 | 0.26    | 0.06           |
| Authoritarian Parenting with |        |      |         |                |
| Permissive                   | - 0.29 | 0.10 | -0.46   | -              |
| Authoritative                | - 0.31 | 0.14 | -0.44   | -              |
| Permissive Parenting with    |        |      |         |                |
| Authoritative                | 0.21   | 0.10 | 0.75    | -              |

Figure 3  
*Confirmatory factor analysis of original scale of parenting styles for high SES adolescents*

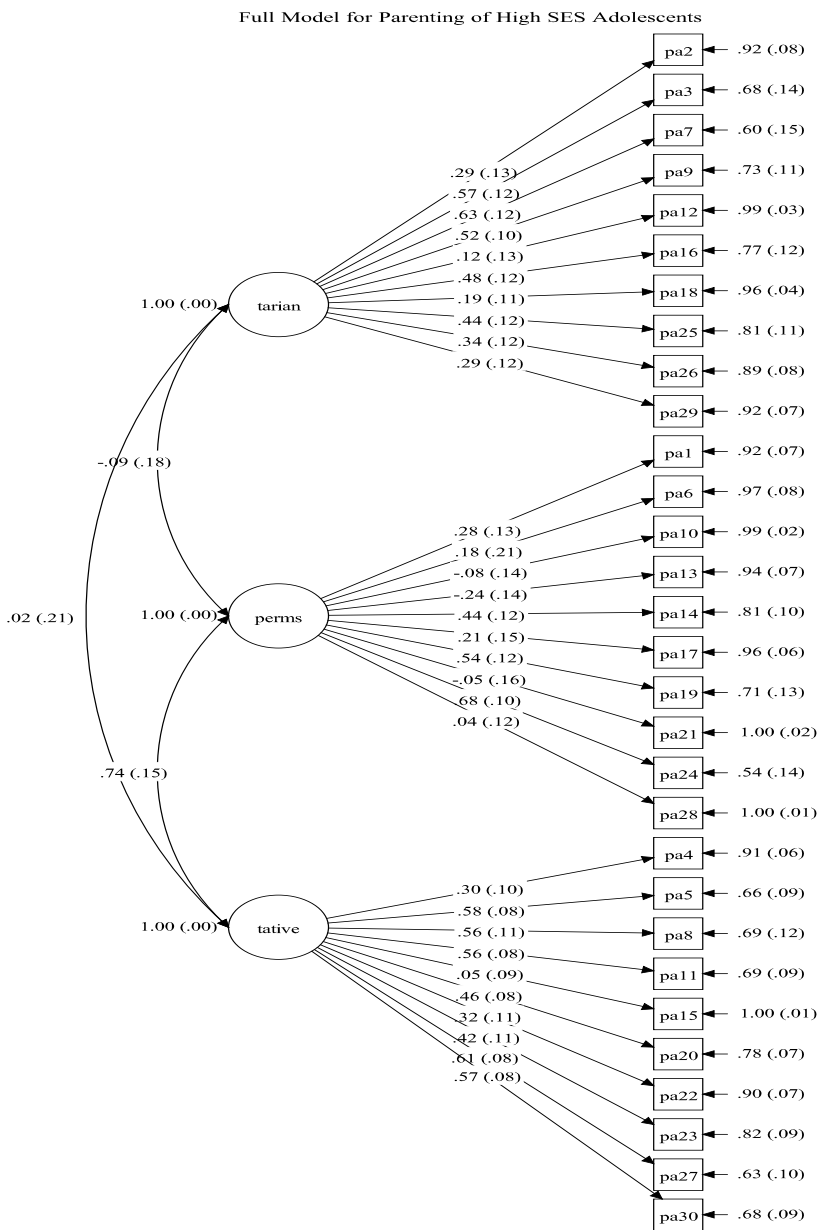


Figure 4  
*Confirmatory factor analysis of reduced scale of parenting styles for high SES adolescents*

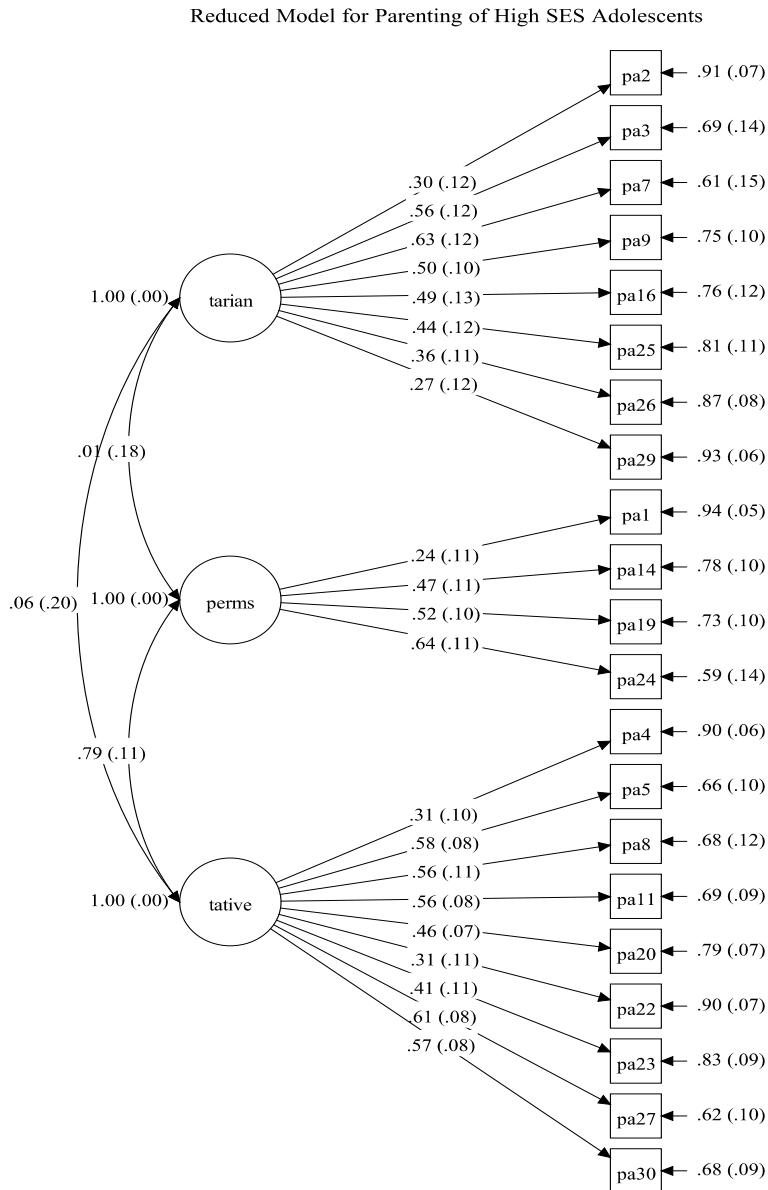


Table 3  
*Regression coefficients and R<sup>2</sup> change for high SES adolescents*

| Items                      | B    | S. E | $\beta$ | R <sup>2</sup> |
|----------------------------|------|------|---------|----------------|
| Authoritarian parenting by |      |      |         |                |
| PA2                        | 1.00 | 0.00 | 0.30    | 0.09           |
| PA3                        | 2.10 | 1.16 | 0.56    | 0.31           |
| PA7                        | 2.59 | 1.39 | 0.62    | 0.39           |
| PA9                        | 1.95 | 0.84 | 0.50    | 0.25           |
| PA16                       | 1.44 | 0.73 | 0.49    | 0.24           |
| PA25                       | 1.73 | 0.66 | 0.44    | 0.19           |
| PA26                       | 1.16 | 0.46 | 0.36    | 0.13           |
| PA29                       | 0.98 | 0.60 | 0.26    | 0.07           |
| Permissive parenting by    |      |      |         |                |
| PA1                        | 1.00 | 0.00 | 0.24    | 0.05           |
| PA14                       | 1.67 | 0.90 | 0.47    | 0.22           |
| PA19                       | 1.97 | 0.86 | 0.52    | 0.27           |
| PA24                       | 2.45 | 1.21 | 0.64    | 0.41           |
| Authoritative parenting by |      |      |         |                |
| PA4                        | 1.00 | 0.00 | 0.31    | 0.09           |
| PA5                        | 1.36 | 0.46 | 0.58    | 0.33           |
| PA8                        | 1.11 | 0.35 | 0.56    | 0.31           |
| PA11                       | 1.60 | 0.51 | 0.55    | 0.30           |
| PA20                       | 1.35 | 0.48 | 0.46    | 0.21           |
| PA22                       | 0.80 | 0.36 | 0.31    | 0.09           |
| PA23                       | 0.89 | 0.45 | 0.41    | 0.16           |
| PA27                       | 1.66 | 0.50 | 0.61    | 0.37           |
| PA30                       | 0.58 | 0.49 | 0.56    | 0.32           |

Table 4

*Deleted items from PAQ for CFA of low and high SES adolescents*

| Subscales     | Items | Deleted items   |
|---------------|-------|---|
| Permissive    | 6     | My parents has always felt that what their children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want. |
|               | 10    | As I was growing up, my parents did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.                                    |
|               | 13    | As I was growing up, my parents seldom gave me expectations and guidelines for my behavior.   |
|               | 17    | My parents feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.                          |
|               | 19    | As I was growing up, my parents allowed me to decide most things for myself without a lot of direction from them.   |
|               | 21    | My parents did not view themselves as responsible for directing and guiding my behavior as I was growing up.  |
|               | 24    | As I was growing up my parents allowed me to form my own point of view on family matters and they generally allowed me to decide for myself what I was going to do.                               |
|               | 28    | As I was growing up, my parents did not direct the behaviors, activities, and desires of the children in the family.  |
| Authoritarian | 3     | Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking any questions.  |
|               | 9     | My parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.  |
|               | 12    | My parents felt that wise parents should teach their children early just who is boss in the family.   |
|               | 18    | As I was growing up, my parents let me know what behavior they expected of me, and if I didn't meet those expectations, they punished me.   |
|               | 29    | As I was growing up, I knew what my parents expected of me in the family and they insisted that I conform to those expectations simply out of respect for their authority.                        |
| Authoritative | 11    | As I was growing up, I knew what my parents expected of me in my family, but I also felt free to discuss those expectations with my parents when I felt that they were unreasonable.              |
|               | 15    | As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways.  |

|  |    |   |
|--|----|---|
|  | 27 | As I was growing up, my parents gave me clear direction for my behaviors and activities, but they were also understanding when I disagreed with them. |
|--|----|---|