Provincial Assessment of Parenting Styles in Ontario

Public Health Ontario Grand Rounds Presentation
Tuesday June 11, 2013

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Background

1. An investment upstream.

2. What parenting style information currently exists?
   
   • Many contemporary developmental psychologists recognize three classes of parenting styles: authoritative, authoritarian and permissive.


3. What are we currently doing in public health with respect to parenting or parenting style?
Parenting Style Types

What are Parenting Styles?

**Authoritative or Balanced**
- Demanding but not responsive
- Give their children lots of practice in making choices
- Guide them to see the consequences of those choices

**Authoritarian or Strict Parenting**
- Demanding and responsive
- Strict
- Controlling
- Not responsive to a child’s feelings

**Permissive or lenient**
- Accepting
- Warm but give up most control to their children
- Accept all behavior (good or bad)
Objectives

This study address gap through the following objectives:

1. Determine the dimensionality of a modified version of the 21-item Parenting Styles and Dimensions Questionnaire (PSDQ); **Determine what parenting styles are being measured in the modified 21-item Parenting Styles and Dimensions Questionnaire (PSDQ)**

2. Determine if parenting styles vary by demographic and household characteristics

3. Identify clusters of parenting styles used in Ontario, by sex of parent; **Determine the common types of parenting styles used in Ontario**
Study Design and Population

Study Design

Cross-sectional population based telephone survey in Ontario

Rapid Risk Factor Surveillance System (RRFSS) – Institute for Social Research (ISR)

Population

Adults (aged 18+) living in households with children \( \leq 11 \) years

Excluded: surveys not completed by biological parent (e.g. sister, step-parent)

children aged 0 to 2 years
Subject Recruitment and Data Collection

Sampling Strategy

Stratified random sample: Strata are 36 health units

PSU: households → random digit dialing

Adults and index child: next birthday

Data Collection Strategy

Trained interviewers: York University’s ISR

Computer Assisted Telephone Interviews (CATI)
Study Measures: Parenting Styles

Parenting Styles and Dimensions Questionnaire (PSDQ)

Developed 1995 by Robinson, Mandleco, Olsen & Hart

62 items, three subscales
- authoritative
- authoritarian
- permissive

Items: 5 point Likert Scale (1=Never to 5=Always)

Modifications to PSDQ

Basis: London Parenting Module (2002), pilot test
- Item reductions (62 to 21)
- Word substitutions (punishments to consequences)

### Study Measures: Parenting Styles (continued)

### PSDQ: Measures of reliability in multiple populations

<table>
<thead>
<tr>
<th>Study Population</th>
<th>Authoritative</th>
<th>Authoritarian</th>
<th>Permissive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># items</td>
<td>α</td>
<td># items</td>
</tr>
<tr>
<td>Pilot Study (Australian)</td>
<td>27</td>
<td>0.91</td>
<td>20</td>
</tr>
<tr>
<td>Australia</td>
<td>22</td>
<td>0.90</td>
<td>18</td>
</tr>
<tr>
<td>China</td>
<td>23</td>
<td>0.91</td>
<td>14</td>
</tr>
<tr>
<td>Russia</td>
<td>21</td>
<td>0.84</td>
<td>16</td>
</tr>
<tr>
<td>United States</td>
<td>22</td>
<td>0.88</td>
<td>18</td>
</tr>
<tr>
<td>Turkey</td>
<td>13</td>
<td>0.84</td>
<td>10</td>
</tr>
</tbody>
</table>

Study Measures: Parenting Styles (continued)

Authoritative – 9 items

I am responsive to my child’s feelings and needs
I give comfort and understanding when my child is upset
I give praise when my child is good
I give my child reasons why rules should be followed
I help my child understand the impact of his/her behaviour
I explain the consequences of bad behaviour to my child before he/she misbehaves
I take into account my child’s desires before asking him/her to do something
I encourage my child to freely express him/herself when disagreeing with his/her parents
I show respect for my child’s opinions by encouraging him/her to express them

Authoritarian – 6 items

I use physical consequences as a way of disciplining my child
I yell or shout when my child misbehaves
I scold and criticize to make my child improve
I give consequences by taking away privileges with little or no explanation
I use threats as consequences with little or no justification
I give consequences by putting my child off somewhere with little or no explanation

Permissive – 6 items

I give into my child when he/she causes a commotion about something
I threaten my child with consequences more often than actually giving them
I state consequences to my child and do not actually do them
I am confident about my parenting abilities
I find it difficult to discipline my child
I am unsure of how of to solve my child’s misbehaviour.
## Study Measures: Demographic Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent’s sex</td>
<td>2 levels: Male, Female</td>
</tr>
<tr>
<td>Parent’s age at index child’s birth</td>
<td>5 levels: ≤ 25 years; 25.1 to 30 years; 30.1 to 35 years; 35.1 to 40 years; &gt; 40 years</td>
</tr>
<tr>
<td>Marital Status</td>
<td>2 levels: Married or common law; Other</td>
</tr>
<tr>
<td>Educational Attainment</td>
<td>2 levels: High school or less; Completed postsecondary</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>3 levels: Canadian; British; Other</td>
</tr>
<tr>
<td>Household income</td>
<td>5 levels: ≤ $40,000; $40,001 to $60,000; $60,001 to $90,000; &gt; $90,000; Missing</td>
</tr>
<tr>
<td># children aged 11 or younger</td>
<td>3 levels: 1, 2, ≥ 3</td>
</tr>
</tbody>
</table>
Objective 1: Determine what parenting styles are being measured in the modified 21 item Parenting Styles and Dimensions Questionnaire (PSDQ)

Factor Analysis

Identifies *latent* or *unmeasured* constructs from measured variables
Useful for: determining dimensionality (i.e. number of subscales) of an instrument

Application to PSDQ: factor analysis can identify the different parenting styles measured and what questions measure each parenting style
Data Analysis: EFA Methodological Considerations

1. Is EFA appropriate?

2. What method should be used to extract factors?

3. How do you determine the appropriate number of factors?

4. What type of rotation should be used to interpret factor structure?

Data Analysis: EFA Methodological Considerations

Exploratory (EFA) vs. Confirmatory (CFA) vs. Principal Components (PCA)

EFA: identifies the number of latent constructs (no hypothesis)
CFA: tests the goodness of fit of the hypothesized factor structure
PCA: variable reduction procedure – does not identify latent constructs

Factor extraction method

Principal Components
Maximum Likelihood

Factor rotation method

Orthogonal rotation
Oblique rotation
Data Analysis: EFA Methodological Considerations

Determining the Number of Factors

**Eigenvalues > 1**
- Weak criteria – more appropriate for PCA

**Proportion of Variance Explained**
- Single factor (>10%)
- Cumulative (>95%)

**Scree plots**
- Plots Eigenvalues by number of factors → change in slope

**Root Mean Square Error of Approximation (RMSEA)**
- RMSEA < 0.05 close fit
- 0.05 to 0.08 acceptable fit
- 0.081 to 0.100 marginal fit
- > 0.100 Poor fit

**Parallel Analysis**
- Compares actual vs. simulated data
Data Analysis

Objective 1: Determine what parenting styles are being measured in the modified 21 item Parenting Styles and Dimensions Questionnaire (PSDQ)

Exploratory Factor Analysis

Extraction method: maximum likelihood
Number of factors: all aforementioned methods
Rotation: orthogonal

SAS version 9.3: proc factor

Split sample → Two mutually exclusive samples

Measures of reliability

Cronbach’s alpha – measure internal consistency on subscales
Objective 2: Determine if parenting styles vary by demographic and household characteristics

Parenting Styles Scores

Create average subscale score for each parenting style based on EFA results

  e.g. 5 items load on ‘permissive parenting’ – average score of 5 items

Linear Regression

Determine if parenting styles (outcome) vary by characteristics of interest (exposure)

Complex survey procedures account for sample strategy (e.g.: SAS: proc surveyreg)
Adjust for multiple dependent variables (Bonferonni correction)

Other approaches: MANOVA (Multivariate Analysis of Variance)
Data Analysis

Objective 3: To determine the common types of parenting styles used in Ontario

Cluster Analysis

Technique that groups together similar individuals into ‘clusters’

Two most commonly used approaches

1) k-means cluster analysis
2) Hierarchical cluster analysis
Data Analysis

Objective 3: To determine the common types of parenting styles used in Ontario

K-means cluster Analysis

Stratified by parent’s sex

SAS v 9.3: proc fastclus

Number of clusters: Pseudo F-statistic

Calculated average subscale scores for each parenting style in each cluster
Study Results: Participants

1064 Ontarians contacted

1022 completed by biological parent

777 completed by parents of children aged 3 or older

Completed by step-mother (n=4), step-father (n=5), guardian (n=3), grand-parent (n=24), brother/sister (n=6)

Completed by parents of infants aged <1 (n=52); <2 (n=76); <3 (n=117)

677 complete data on modified 21 item PSDQ

338 Exploratory Factor Analysis (Sample 1)

339 Exploratory Factor Analysis (Sample 2)
Study Results: Characteristics of Respondents

Parent’s sex: 65% female

Marital status: 86% Married or common law

Education: > 80% at least some post-secondary

Parent’s age: 1/3 aged 30 years or younger
1/3 aged 30 to 35 years
1/3 > 35 years

Ethnicity: 27% Canadian
29% British
44% Other

House Income: 40% at least $90,000 per year
15% Missing data

Children ≤ 11: 88% one or two children

* No differences in Sample 1 and Sample 2
**Objective 1:** Determine what parenting styles are being measured in the modified 21 item Parenting Styles and Dimensions Questionnaire (PSDQ)

### Number of Factors

<table>
<thead>
<tr>
<th></th>
<th>Sample 1</th>
<th>Sample 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eigenvalue</strong></td>
<td>F1</td>
<td>F2</td>
</tr>
<tr>
<td></td>
<td>4.72</td>
<td>2.41</td>
</tr>
<tr>
<td><strong>% Variance explained</strong></td>
<td>- factor</td>
<td>- cumulative</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>90%</td>
</tr>
<tr>
<td><strong>RMSEA</strong></td>
<td>0.10</td>
<td>0.06</td>
</tr>
<tr>
<td><strong>Scree plots</strong></td>
<td>Break between 2-3 or 3-4</td>
<td>Clear break between 3-4</td>
</tr>
<tr>
<td><strong>Parallel analysis</strong></td>
<td>3 factor solution</td>
<td>3 factor solution</td>
</tr>
</tbody>
</table>
**Objective 1:** Determine what parenting styles are being measured in the modified 21 item Parenting Styles and Dimensions Questionnaire (PSDQ)

**Factor loading patterns: Actual vs. Hypothesized**

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Hypothesized</th>
<th>Sample 1</th>
<th>Sample 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>6</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Permissive</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Factor loading patterns: Authoritative parenting

<table>
<thead>
<tr>
<th></th>
<th>Hypothesized</th>
<th>Sample 1</th>
<th>Sample 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

Sample 1

Item: I explain the consequences of bad behaviour before child misbehaves
   - Did not load - low communalities
     - low inter-item correlations

Sample 2

Item: I take into account my child’s desires before asking him/her to do something
   - Did not load but close to significant (27);
   - Loaded weakly on other factors (between -10 and +10);
   - Reasonable inter-item correlations
Factor loading patterns: Authoritarian parenting

<table>
<thead>
<tr>
<th></th>
<th>Hypothesized</th>
<th>Sample 1</th>
<th>Sample 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian</td>
<td>6</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

Sample 1

All items hypothesized to load did; all >40
3 additional items (permissive scale) also loaded

Sample 2

All items hypothesized to load did, 4/6 >40
Factor loading patterns: Permissive parenting

<table>
<thead>
<tr>
<th></th>
<th>Hypothesized</th>
<th>Sample 1</th>
<th>Sample 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permissive</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Sample 1

Item: *I give in to our child when she causes commotion about something*
Item: *I state consequences and do not follow through*
Item: *I threaten my child with consequences more often than giving it*

Load on authoritarian factor

Sample 2

Item: *I give in to our child when she causes commotion about something*
Item: *I state consequences and do not follow through*

Did not load on any factor
Final Items measuring each parenting style

Authoritative Parenting: 8 items

- I am responsive to my child’s feelings and needs
- I give comfort and understanding when my child is upset
- I give praise when my child is good
- I give my child reasons why rules should be followed
- I help my child understand the impact of his/her behaviour
- I take into account my child’s desires before asking him/her to do something
- I encourage my child to freely express him/herself when disagreeing with his/her parents
- I show respect for my child’s opinions by encouraging him/her to express them

Authoritarian Parenting: 6 items

- I discipline my child by taking away privileges with little or no explanation
- I use physical consequences as a way of disciplining my child
- I scold and criticize to make my child improve
- I use threats as consequences with little or no justification
- I yell or shout when my child misbehaves
- I discipline by putting my child off with little or no explanation

Permissive Parenting: 3 items

- I find it difficult to discipline my child
- I am unsure of how to solve my child’s misbehavior
- I am confident about my parenting abilities
Objective 1: Determine what parenting styles are being measured in the modified 21 item Parenting Styles and Dimensions Questionnaire (PSDQ)

Scale reliability

<table>
<thead>
<tr>
<th>Scale dimension</th>
<th>Reliability Coefficient ((\alpha))</th>
<th>Mean inter-item correlations (r)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>0.70</td>
<td>0.41</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>0.61</td>
<td>0.34</td>
</tr>
<tr>
<td>Permissive</td>
<td>0.59</td>
<td>0.31</td>
</tr>
</tbody>
</table>
Interpretation

**Objective 1:** Determine what parenting styles are being measured in the modified 21 item Parenting Styles and Dimensions Questionnaire (PSDQ)

**Number of parenting styles**
- Consistent with theory
- Consistent with other cross-cultural research (no Canadian studies)

**Items measuring parenting styles**
- Not always as hypothesized (e.g. permissive subscale)
- Consistent with other cross-cultural research

**Subscale Reliability**
- Authoritative subscale: lower than other populations: $\alpha=0.70$ vs. $\alpha=0.84-0.91$
- Authoritarian subscale: lower than other populations: $\alpha=0.61$ vs. $\alpha=0.84-0.88$
- Permissive subscale: below recommendation: $\alpha=0.59$ vs. $\alpha=0.58-0.75$
  - consistent with cross cultural research
Objective 2: Determine if parenting styles in Ontario vary by demographic and household characteristics (n=677)

<table>
<thead>
<tr>
<th></th>
<th>Authoritative Parenting</th>
<th>Authoritarian Parenting</th>
<th>Permissive Parenting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERALL MEANS</strong></td>
<td>4.44</td>
<td>1.69</td>
<td>1.82</td>
</tr>
<tr>
<td></td>
<td>(4.41, 4.47)</td>
<td>(1.65, 1.73)</td>
<td>(1.78, 1.87)</td>
</tr>
<tr>
<td>Parent’s sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4.34</td>
<td>1.72</td>
<td>1.84</td>
</tr>
<tr>
<td></td>
<td>(4.28, 4.41)</td>
<td>(1.65, 1.78)</td>
<td>(1.74, 1.94)</td>
</tr>
<tr>
<td>Female</td>
<td>4.49</td>
<td>1.72</td>
<td>1.82</td>
</tr>
<tr>
<td></td>
<td>(4.45, 4.53)</td>
<td>(1.66, 1.78)</td>
<td>(1.75, 1.89)</td>
</tr>
<tr>
<td>Parent’s ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian</td>
<td>4.43</td>
<td>1.62</td>
<td>1.77</td>
</tr>
<tr>
<td></td>
<td>(4.35, 4.51)</td>
<td>(1.54, 1.70)</td>
<td>(1.67, 1.88)</td>
</tr>
<tr>
<td>British</td>
<td>4.45</td>
<td>1.61</td>
<td>1.83</td>
</tr>
<tr>
<td></td>
<td>(4.39, 4.52)</td>
<td>(1.55, 1.68)</td>
<td>(1.73, 1.93)</td>
</tr>
<tr>
<td>Other</td>
<td>4.44</td>
<td>1.85</td>
<td>1.86</td>
</tr>
<tr>
<td></td>
<td>(4.38, 4.50)</td>
<td>(1.78, 1.92)</td>
<td>(1.76, 1.95)</td>
</tr>
</tbody>
</table>

* Not statistically different: parent’s age, martial status, education, household income, number of children aged 11 or less
Objective 2: Determine if parenting styles in Ontario vary by demographic and household characteristics

Construct Validity

Parenting styles: Ethnicity and Parenting Styles (consistent)
   Sex of parent and Parenting Styles (consistent)

Population comparisons

Are Ontarians more likely to practice authoritative parenting styles?

- convenience sampling (not population based)
- heterogeneous populations with respect to age of index child
Objective 3: To determine the common types of parenting styles used in Ontario

Mothers (n=438)

Two cluster solution

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Cluster 1 Means (CL)</th>
<th>Cluster 2 Means (CL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>4.24 (4.17, 4.30)</td>
<td>4.66 (4.62, 4.70)</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>2.13 (2.04, 2.23)</td>
<td>1.45 (1.41, 1.50)</td>
</tr>
<tr>
<td>Permissive</td>
<td>2.15 (2.03, 2.27)</td>
<td>1.60 (1.52, 1.68)</td>
</tr>
</tbody>
</table>

Prevalence: Cluster 1 (39.3%)  Cluster 2 (60.7%)
Objective 3: To determine the common types of parenting styles used in Ontario

Fathers (n=239)

Two cluster solution

Prevalence: Cluster 1 (35.6%)  
Cluster 2 (64.4%)

<table>
<thead>
<tr>
<th>Parenting Style</th>
<th>Cluster 1 Means (CL)</th>
<th>Cluster 2 Means (CL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>3.92 (3.82, 4.01)</td>
<td>4.58 (4.52, 4.63)</td>
</tr>
<tr>
<td>Authoritarian</td>
<td>2.00 (1.89, 2.12)</td>
<td>1.56 (1.49, 1.63)</td>
</tr>
<tr>
<td>Permissive</td>
<td>2.28 (2.12, 2.45)</td>
<td>1.59 (1.50, 1.69)</td>
</tr>
</tbody>
</table>
Objective 3: To determine the common types of parenting styles used in Ontario

Number of parenting clusters

Lack of research
Australian study\(^1\) found two cluster solution in parents of pre-school aged children
- Cluster 1: higher authoritative parenting scores
- Cluster 2: higher authoritarian and permissive parenting scores
American study\(^2\) found four cluster solution in parents of university children

Prevalence of parenting styles within clusters

Clusters characterized by higher authoritative parenting scores are most prevalent
Clusters characterized by lower authoritative parenting scores are least prevalent

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Summary of Results

**Objective 1:** Determine what parenting styles are being measured in the modified 21 item Parenting Styles and Dimensions Questionnaire (PSDQ)

- 3 parenting styles: authoritative, authoritarian, permissive
- 17 items on modified instrument
- Internal consistency: authoritative ($\alpha=0.70$); authoritarian ($\alpha=0.61$); permissive ($\alpha=0.59$)

**Objective 2:** Determine if parenting styles in Ontario vary by demographic and household characteristics

Parenting Means: **Authoritative** (4.44); **Authoritarian** (1.69); **Permissive** (1.82)

Mothers vs. Fathers: More likely to use **authoritative** parenting styles

Canadian, British vs. Other ethnicities: less likely to use **authoritarian** parenting styles

**Objective 3:** Determine the common types of parenting styles used in Ontario

- Two clusters: Mothers (M) and Fathers (F)
- Cluster 1: higher **authoritarian** and **permissive** scores (prevalence: 40% M, 36% F)
- Cluster 2: higher **authoritative** scores (prevalence: 60% M; 64% F)
Limitations

Self-reported data collection

   Respondent Bias

Selection bias

   Telephone recruitment - landlines

Other variables of interest

   e.g. Sex of child; mothers and fathers in the same family
Recommendations

Recommendation: modification of parenting scales

Permissive parenting – valid and reliable?
- addition of new items?
- rephrasing old items?

Further factor analyses of modified scale (confirmatory)

Recommendation: further description of parenting styles

Person: sex of child; ethnicity specific; both parents
Place: mapping differences in parenting styles by geographical region?
Time: age-based trajectories; trends over time?

Recommendation: outcomes by parenting styles

Are outcomes culturally specific?
More research on parenting styles and health behaviours
Public Health Significance & Concluding Remarks

Positive childhood experiences associated with better health and developmental trajectories

No previous population based work about parenting styles in Ontario: fills gap in literature

Guidance document: available to PHU subscribing to RRFSS
- contact Public Health Ontario for more information
Acknowledgements

Clyde Robinson, Associate Professor, Brigham Young University

LCDP Parenting Styles Group

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Anne-Marie Holt, Epidemiologist, Haliburton, Kawartha, Pine Ridge District Health Unit
Lynne Russell, RRFSS Coordinator, Halton Region Health Department
Sally Coulas, Family Health Manager, City of Hamilton

RRFSS Steering Committee

Rebecca Mador, PHO Support for LDCP projects
Comments and Questions?
Appendix A: Key Resources

Parenting Styles Literature

Baumrind D, Black AE. Socialization practices associated with dimensions of competence in preschool boys and girls. *Child development.* 1967:291-327


Parenting Styles and Dimensions Questionnaire


Statistical Analysis


Appendix B: Theoretical Model for modified 21-item Parenting Styles and Dimensions Questionnaire (PSDQ)
Appendix C: Factor Loadings

<table>
<thead>
<tr>
<th></th>
<th>Sample 1 (n=338)</th>
<th></th>
<th>Sample 2 (n=339)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I responsive to my child’s feelings and needs</td>
<td>41*</td>
<td>-14</td>
<td>-17</td>
<td>41*</td>
</tr>
<tr>
<td>I discipline by taking away privileges with little or no</td>
<td>-6</td>
<td>45*</td>
<td>-13</td>
<td>8</td>
</tr>
<tr>
<td>explanation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I give my child reasons why rules should be followed</td>
<td>50*</td>
<td>-3</td>
<td>3</td>
<td>37*</td>
</tr>
<tr>
<td>I use physical consequences as a way of disciplining my child</td>
<td>-1</td>
<td>43*</td>
<td>12</td>
<td>-19</td>
</tr>
<tr>
<td>I take into account my child’s desires before asking him/her to</td>
<td>36*</td>
<td>4</td>
<td>-12</td>
<td>27</td>
</tr>
<tr>
<td>do something</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I scold and criticize to make my child improve</td>
<td>0</td>
<td>44*</td>
<td>4</td>
<td>-10</td>
</tr>
<tr>
<td>I give into our child when he/she causes a commotion about</td>
<td>-10</td>
<td>41*</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>something</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I give comfort and understanding when my child is upset</td>
<td>40*</td>
<td>-20</td>
<td>-20</td>
<td>53*</td>
</tr>
<tr>
<td>I use threats as consequences with little or no</td>
<td>-13</td>
<td>54*</td>
<td>-1</td>
<td>-6</td>
</tr>
<tr>
<td>justification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I help my child to understand the impact of his/her behaviour</td>
<td>58*</td>
<td>-10</td>
<td>0</td>
<td>53*</td>
</tr>
<tr>
<td>by talking to my child about the consequences of their</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am confident about my parenting abilities</td>
<td>-27</td>
<td>-1</td>
<td>45*</td>
<td>-32</td>
</tr>
<tr>
<td>1 Item was reversed scored</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I encourage my child to freely express himself/herself when we</td>
<td>66*</td>
<td>-6</td>
<td>-20</td>
<td>59*</td>
</tr>
<tr>
<td>disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I threaten my child with consequences more often than actually</td>
<td>2</td>
<td>47*</td>
<td>29</td>
<td>-19</td>
</tr>
<tr>
<td>giving it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I give praise when my child is good</td>
<td>37*</td>
<td>-4</td>
<td>-6</td>
<td>42*</td>
</tr>
<tr>
<td>I yell or shout when my child misbehaves</td>
<td>4</td>
<td>47*</td>
<td>31</td>
<td>-17</td>
</tr>
<tr>
<td>I explain the consequences of bad behaviour to my child before</td>
<td>-18</td>
<td>61*</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>he/she misbehaves</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I discipline by putting my child off somewhere alone with</td>
<td>-18</td>
<td>61*</td>
<td>-4</td>
<td>-3</td>
</tr>
<tr>
<td>little or no explanation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage my child to express his/her opinions</td>
<td>76*</td>
<td>-3</td>
<td>-7</td>
<td>53*</td>
</tr>
<tr>
<td>1 Item was reversed scored</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I find it difficult to discipline my child</td>
<td>-15</td>
<td>16</td>
<td>53*</td>
<td>-12</td>
</tr>
<tr>
<td>I state consequences to my child and do not follow through</td>
<td>-5</td>
<td>43*</td>
<td>22</td>
<td>-6</td>
</tr>
<tr>
<td>I am unsure of how to solve my child’s mis-behaviour</td>
<td>-13</td>
<td>11</td>
<td>50*</td>
<td>-20</td>
</tr>
</tbody>
</table>

1 Item was reversed scored