



Development of the Parenting Styles Vignette Questionnaire (PSVQ)

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Abstract

Parents influence their children's career choices significantly. This paper describes the development of a tool for Indian parents to study the Parenting Styles aspect of home career learning environments. The themes for the tool have emerged from the researcher's field experience and observations. It has been developed using vignette technique. The paper describes the process of validating the tool and the findings from a trial test that was conducted to identify Parenting Styles. The tool takes a mixed method approach and comprises quantitative and qualitative components.

Key Words: parenting styles, home career learning environment vignettes, mixed methods approach

Background

This paper is part of the author's ongoing doctoral studies. Based on a literature review of the key theoretical frameworks that undergird the research, the paper describes the development of a vignette-based tool to understand parenting styles in India and presents findings from a trial test of the tool. The main study focuses on the Home Career Learning Environment. The Home Career Learning Environment (HCLE) is a term that includes aspects of learning at home about careers by

exploring and discussing related topics between family members and children. Home is a place where children learn formally and informally. Home Learning Environments (HLE) are known to play a significant role in the manner in which foundations are laid for children's development (Lehrl, Evangelou & Sammons, 2020). When we say home career learning environment (HCLE), we need to consider variables such as the physical environment (e.g., availability of career development material), parental

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influence (e.g., parenting styles, social cognitions, educational background, occupational status) and socio-economic status of the family. This paper describes the development of a tool to study the parenting styles aspect of home career learning environments.

Literature Review

Parenting is a dynamic process, influenced by various socio-cultural factors (Sahithya, Manohari & Raman 2019). Viewing parenting from the career development angle, Kotrlik and Harrison (1989) found that family members appear to have a significant influence on adolescents' career decision-making. Arulmani (2010) also points out that various parental social-cognitive factors such as attitudes, opinions, stereotypes, and career beliefs foster a certain kind of orientation to career development within the family. It is here that the importance of studying how parenting styles form Home Career Learning Environment (HCLE) emerges. Hence, one of the focus points of this doctoral research is to study parenting styles. The vignette method is used. Vignettes can be useful in exploring potentially sensitive topics that participants might otherwise find difficult to discuss (Neale, 1999). Through the vignette technique an attempt is made to capture parents' responses by providing them with real-life examples.

Parent role in career development in the Indian context

In Indian society, parents can play an important role in the way children are brought up and they can also be major decision makers in their children's life. Baumrind (1971) identified four types of parenting styles in Western cultures: authoritative, authoritarian, permissive and uninvolved, known today as Baumrind's parenting typology and this research indicated that every parenting style has its own outcome on the child's development. Given below is a brief description.

- Authoritarian-style parenting is sometimes referred to as disciplinarian.

These parents' responsiveness to their children is low. They have high and often unrealistic expectations. These parents are demanding and impose strict rules on their children. Sometimes, these rules could turn into harsh punishments if not obeyed. Explanations for punishments are absent. This style of parenting is centred almost exclusively on the parent's wishes and expectations.

- Permissive-style parenting is sometimes referred to as indulgent. These parents behave more like a friend than a parent. They tend to allow freedom without inculcating a sense of responsibility. Their disciplining of the child is weak and inconsistent. They are accepting and tolerant of almost all aspects of their child's behaviour. They are loving but do not provide clear guidelines for acceptable behaviour and do not teach their children to follow rules and structures. They do not expect mature behaviour from their children. This style of parenting is centred almost exclusively on the child's wishes and impulses.
- Neglectful-style parenting is sometimes referred to as uninvolved. These parents are uninvolved in the lives of their children. The frequency of their responding to their children's needs beyond food, clothing and shelter is low, and the strength of response is weak. They are unaware of decisions the child has to make. Communication with their children is poor. Their disciplining of their child and guidance to learn appropriate behaviour is weak. This style of parenting is disconnected from the child's life.
- Authoritative-style parenting is sometimes referred to as democratic. These parents are supportive and want their children to become the best version of themselves. Their demands are reasonable, and they are highly responsive to their children. They set high expectations but provide all possible support to help their child meet

the expectations. They set limits and rules, and their disciplining style is fair. They avoid punishment and instead follow a clear system of positive reinforcement. These parents are also open to learning from their children. This is style of parenting style is collaborative with the child.

Studies have shown that the above-mentioned parenting styles are seen universally. Comparing parenting styles and impact on children both in the West and in India, similarities were found (Sahithya, Manohari & Vijaya, 2019). In a review of around 84 countries, the classification of the parenting styles presented by Baumrind was found across them all. In addition, all types of parenting styles are found in all the cultures across the countries. In another study conducted by Nayak and Kochar (2016) the literature shows that different parenting styles shape a child's personality differently.

Review of Parenting Styles in the Indian/Asian context

Radhika and Joseph (2015) in their study focused on assessing parenting styles and their children's academic performance. The study was conducted in a rural area Andhra Pradesh, a state in India. Using Baumrind's parenting style categorisation they investigated the relationship between parenting styles and children's academic performance. This study found that neglectful parenting has a negative effect on academic achievement.

Parents in recent years appear to be adopting western child-rearing practices in India (Sahithya, Manohari & Vijaya, 2019). The authoritative parenting style was found to be most common with the Permissive parenting style following next. By and large, the authoritarian parenting style did not prove to be beneficial as this style of parenting is centred almost exclusively on the parent's wishes and expectations and there were no collaborative efforts between the parent and child while making decisions. Another study conducted in South India (Hegde et. al., 2015) explored

the role of parenting and social surroundings on adolescent's mental health and involvement in violence related activities. A proportion of adolescents with good interpersonal relationships with parents were found to have a better mental health status and low involvement in violence-related activities. Schools also displayed similar effects on mental health. The most significant predictor for adolescent mental health reported by this study was interpersonal relations with parents and interpersonal relations in school. This study reiterates that parents are the key persons in a child's development.

In summary, it may be stated that parenting styles impact the overall wellbeing of their children both in the short and long run. The present study draws upon these findings and focuses on how parenting styles might affect children's career development.

Vignettes as a Method for Research: Rationale

In qualitative research, participants are commonly asked to respond to a particular situation by stating what they would do, or how a third person, generally a character in the story, would react to certain situations or occurrences (Erfanian et. al., 2020). One of the reasons to select vignettes is because the present study will focus on families from lower socio-economic backgrounds. It is likely that a large number of parents might find complicated test items difficult. It is anticipated that vignettes would help to circumvent this difficulty. Another reason is vignettes could trigger the respondents to express themselves as if they were in those situations. Vignettes can help to elicit information from the parents by nudging them into similar situations they might have come across. Vignettes allow situational context to be explored and influential variables to be elucidated. It could also reduce socially appropriate responses, inviting responses that are more reflective of personal views. The stories must appear plausible and real to participants constructed around actual experiences. Another point to be kept in

mind while constructing is that the vignettes need to contain sufficient context for respondents to have an understanding about the situation being depicted but be vague enough for participants to provide additional information. Through this method the participants' ability to engage with the story may be enhanced if they have a personal experience of the situation described.

The Mixed Methods Approach

This approach to assessment attempts to circumvent the shortfalls of purely quantitative or qualitative methods. In a mixed methods approach, both quantitative as well as qualitative assessment methods are used to gather information about the individual. Thus, information collected using one method is verified and validated against information collected using the other method. A mixed-methods approach to assessment is not simply about collecting both quantitative and qualitative data but using these in tandem to collect more comprehensive information as compared to that collected using any one of the approaches.

Tool Construction

One of the research questions of this study is to study the relationship between parenting styles and children's career development. A review of the literature could not identify an instrument designed to understand parenting styles that was culturally resonant with the Indian context. Since parenting is deeply connected with culture, the development of a culturally grounded parenting style questionnaire was included as one of the objectives of the present study. The vignettes approach offers a channel through which parents can express their opinions based on their lived experience.

Theme Generation

The first step in the process of constructing this vignette-based parenting styles questionnaire was to identify the themes

around which the vignettes could be constructed. As the study has a particular interest in the theoretical construct of Home Career Learning Environment (HCLE) with reference to the homes of high school students, this age band was taken to guide theme generation. Being a practicing career counsellor, the first author (RM) had conducted 119 career guidance workshops for high school students and their parents over a period of 3 years (2022-2023) coinciding with the initiation of this doctoral study. Therefore, the researcher was able to retrospectively refer to field notes, parent intake forms and student datasheets. The reflexive thematic analysis approach was adopted in order to extract salient themes from this data. This approach values the researcher's subjectivity as the primary way to discern meaning from data (Braun & Clarke, 2006). Accordingly, the researcher engaged deeply with the data in order to identify, analyze, and interpret thematic patterns within this qualitative data.

Following the reflexive theme analysis approach, the researcher took a step back to reflect upon the field notes, parent intake forms and student data and critically interrogate the data for its thematic patterns. This process was based on the researcher's direct experience with families in the field. From the total number of protocols available from 119 workshops, 42 protocols that were rich in information were selected for further thematic analysis. Among these, 16 protocols were from workshops conducted in 2021, 15 from 2022 and 11 from 2023.

Initially, 17 themes were extracted. The frequency of occurrence of themes varied across the protocols studied, with some themes being more common. Hence, a Commonality Index was developed to select the themes with the highest frequency of occurrence. The themes that occurred at a higher frequency were selected. Accordingly, a total of 9 themes emerged. The complete list is given in Table 1 with selected themes italicized.

Table 1
Parents and Students' Statements reflecting underlying Social Cognitions with Thematic Labels, Exemplar Statements and Commonality Index

Exemplar of statements of Parents and Students reflecting underlying Social Cognitions	Thematic Labels ¹ (selected Themes are Italicised)	Commonality Index (frequency of occurrence of the theme)
We want our son to get a career that gives him good status in the society.	<i>Gender and Career Choice – Male</i>	2 times
Nursing course because it was best for girls.	<i>Gender and Career Choice – Female</i>	8 times
Fashion design is too low for our prestige.	<i>Impact of Social Status and Prestige on Career Choice</i>	7 times
We do not have money to do higher studies.	<i>Impact of Socio – Economic Status on Career Choice</i>	5 times
Focus on studies and get a job that pays well.	<i>Importance given to Formal Qualification</i>	3 times
Our child wants to choose a degree course but not so good with theory.	<i>University Degree versus Vocational Qualification</i>	2 times
My plan is to take up Commerce because my friends are also planning to take Commerce.	<i>Peer Influence on Career Choice</i>	5 times
He is getting advises from all about his future studies.	<i>Social Influence on Career Choice</i>	2 times
We are not sure if the art has scope.	<i>Talent versus Career Belief</i>	4 times
I want to study Hotel Management, but my parents say we are vegetarians.	Implication of Caste or Religion on Career Choice	1 time
We are not sure if there is future in hotel industry.	Job Security	1 time
Don't know what to study to become lawyer.	Lack of Career Knowledge	1 time
They do not teach any concepts but completely focus on the entrance exam coaching.	Influence of coaching centers on education	2 times
He has been a laid-back person and does not assert himself.	Lack of motivation	1 time
She is not listening to me.	Parent Child Conflict	1 time
Not performing well in studies.	Academic Stress	2 times
Our daughter has ADHD and has Oppositional Defiant Disorder.	Special Needs	2 times

Note: ¹ Themes shortlisted based upon highest occurrence in field notes, parent intake forms and student datasheets from 42 parent-child dyads/119 student-parent workshops.

Vignette Creation

Rationale. As described by Arulmani, Van Laar and Easton (2003), vignettes are carefully constructed short, verbal pictures, based on common lived experiences. They

are designed to elicit perceptions, opinions, beliefs and attitudes pertaining to the theme depicted by the vignette. The characters in these short stories are hypothetical characters in specified circumstances and to whose situation the

interviewee is invited to respond. Care must be taken to ensure that the characters and situations depicted by the vignette approximate as closely as possible the lived experience of participants of the study and intended respondents beyond the study. The field notes were a rich source documenting to some degree the lived experience of intended participants and respondents beyond the study; these were used to create vignettes for each of the 9 themes identified. These themes were selected to create the vignettes. A total of 12 vignettes were created with the intention of selecting 9 that would best serve the purposes of this study.

Response Format. As indicated above, this tool construction rests upon the mixed methods approach to data collection. Accordingly, the qualitative component comprises an open-ended question designed to elicit responses to the situation in the vignette for later thematic analysis. The quantitative component comprises a 4-point Likert type rating scale. An even number of scale points was used to avoid the error of central tendency.

Mapping of Vignettes to Parenting Styles. The 4-point rating scale described above was anchored to statements on four parenting styles: Authoritarian, Permissive, Neglectful and Authoritative. These parenting style statements were standardized across all the vignettes; in other words, the same statements repeated across all the vignettes. The order in which the statements appeared was, however, randomized across vignettes.

Validation of the Tool with an Expert Panel

Central to the process of constructing this tool was a panel of 16 experts, referred to as validators. These individuals were empaneled for the validation exercise because they met at least 3 of the following 5 criteria:

- Postgraduate or above in related fields such as education, psychology, and social work.

- Trained practitioners in the field of career guidance and counselling.
- Parents of adolescents who are making career choices.
- Experienced teachers of students who are making career choices.
- PhD students conducting research on parenting styles or home learning environments.

Validators were provided with an orientation pack that comprised a summary of the research topic, a description of the construct of parenting styles, the rationale for the vignette method and the rationale for the mixed methods approach. Next, validators rated each vignette and statement (Table 2) to indicate, in their opinion, the extent to which a vignette and statement aligned with the purposes of the study. Finally, qualitative interviews were conducted with each validator either in-person or virtually to record their responses for all the vignettes.

Rating Vignettes for Comprehensibility and Relevance. It was important to establish that items were easy to understand by a lay person, namely, comprehensibility, and that the items were relevant to the Indian context. The objective was to develop an index whereby the vignettes with the highest comprehensibility and relevance to the Indian context could be selected. The validators rated each of vignettes for a) "comprehensibility" on a scale of 1= Very Unclear, 2 = Unclear, 3 = Somewhat Clear, and 4 = Very Clear, in response to the question: "How clear is the vignette to comprehend?", and b) "relevance to the Indian context", using the rating scale 1= Not connected with the Indian reality, 2 = Connected somewhat, 3 = Well Connected, and 4 = Very Well Connected, in response to the question: "How well does this vignette connect to real-life situations in Indian homes?" Accordingly, each vignette could obtain a maximum relevance score of 4 per validator. This adds up to a maximum score of 64 across 16 validators

for comprehensibility and the same for relevance.

Rating for Vignette-Theme Alignment. Next, the validators were asked to rate each vignette out of 9 to indicate how well a given theme aligned with a given vignette. The value of 9 was to be shared across the 9 themes for each vignette. Therefore, if one theme is given a value of

9 it implies that the remaining themes are rated as 0, or if one theme is given 3 and two others 2 and 4, then the rest are 0, they together must add up to 9. Thus, a given theme could obtain a maximum score of 9 per validator. Across 16 validators the maximum rating that one theme could obtain was 144. Table 2 below provides two examples.

Table 2
Example of theme validation by 2 validators

Example Vignette: This is a class 10 student. This student has to decide what to do after class 10. Some have taken the advice of their friends. Others have spoken to their teachers. Some friends have made their own decision based on their wishes. In some cases, parents have made the decision. Many parents and students are confused about how to select the best path after class 10.

Validator	Themes								
	1	2	3	4	5	6	7	8	9
1	6	1	0	1	0	0	0	0	1
2	2	0	0	3	0	3	0	0	1

Themes: 1. Social Influence on Career Choice. 2. Talent versus Career Belief. 3. Gender and Career Choice – Female. 4. Peer Influence on Career Choice. 5. Importance given to Formal Qualification. 6. Impact of Social Status and Prestige on Career Choice. 7. University Degree versus Vocational Qualification. 8. Gender and Career Choice – Male. 9. Impact of Socio – Economic Status on Career Choice

Note. In this example, Validator 1 has indicated that this vignette best aligns with the theme of social influence on career choice. Whereas the rating of Validator 2 shows a greater spread across the 9 themes.

Rating Statements on Parenting Styles. Each vignette carried 4 statements. Each statement was designed to align with a certain parenting style. The validators rated each statement out of 4 to indicate how well a given statement aligns with the parenting style as intended by the researcher. The value of 4 was to be shared across the 4 statements. Therefore, if one statement was given a value of 4, the remaining statements were to be rated as zero. The

validators also had the choice to share the score of 4 across parenting styles. As shown below in Table 3, for the given statement on parenting style, Validator1 has given a full score of 4 to the Neglectful parenting style, while Validator 2 has

shared the score of 4 between neglectful and authoritative parenting styles. Accordingly, each statement could obtain a maximum score of 4 per validator. Table 3 below provides two examples.

Table 3
An example of validators' scores for the parenting styles statements

Example of a Parenting Style Statement: By this age children must take care of themselves. Parents cannot be involved in all the decisions the child has to take.				
Validator	Parenting Styles			
	Authoritarian	Permissive	Neglectful	Authoritative
1	0	0	4	0
2	0	0	2	2

Note. In this example Validator 1 indicates that this statement best aligns with the Neglectful parenting style. Whereas the rating of the Validator 2 score is distributed across Neglectful and Authoritative parenting styles.

Selection of the Final Vignettes

The final selection occurred in 3 phases as follows:

Establishment of a Comprehension-Relevance Index. In this phase

comprehension and relevance scores given to the vignettes by the validators

were examined for selection or omission based on a cut-off score of 80%. Table 4 shows the Comprehension-Relevance Index.

Table 4
Computation of Comprehension - Relevance Index: Average Percentage Scores across 12 Vignettes

Vignette	Percentage of the Comprehension Score	Percentage of the Relevance Score	Average % Score Comprehension - Relevance Index
1	86	88	73
2	100	89	95
3	92	81	88.25
4	91	69	62.5
5	98	89	94.75
6	100	88	94.5
7	95	83	90
8	95	88	91.75
9	89	67	84
10	92	86	90.25
11	95	89	93.25
12	89	77	76

At this stage, vignettes 1, 4 and 12 were dropped since the comprehension-relevance index was lower than the cut-off of 80%. Care was taken to ensure that all 9 themes were represented.

Establishment of the Attributions of Themes to Vignettes. The objective at this stage was to examine how effectively the themes attribute to each vignette. For

each vignette the validator was asked to give a score for comprehension and relevance. Then from the total scores given by the validators, percentages were calculated for comprehension and relevance. Based on average scores on the comprehension – relevance index (Table 5), the final selection of vignettes was completed.

Table 5
Attribution of themes to vignettes

Vignettes	Themes								
	1	2	3	4	5	6	7	8	9
1	19.14	43.46	0.00	0.62	15.31	10.74	2.59	0.00	8.15
2	19.26	1.48	65.19	0.74	0.74	1.48	0.74	2.22	8.15
3	3.09	30.37	0.00	14.07	35.80	5.43	8.64	1.23	1.36
4	9.88	7.41	1.36	0.00	5.93	40.00	25.06	0.62	9.75
5	53.83	4.57	0.62	3.21	6.17	11.36	4.32	4.07	11.85
6	10.62	8.27	0.00	0.00	14.94	20.86	32.59	3.58	9.14
7	21.48	5.19	0.74	1.48	0.74	0.74	0.74	44.44	24.44
8	11.23	6.91	2.10	74.44	0.62	1.23	0.62	2.10	0.74
9	4.07	2.72	0.00	0.00	3.33	1.85	6.42	1.36	80.25

Themes: 1. Social Influence on Career Choice. 2. Talent versus Career Belief. 3. Gender and Career Choice – Female. 4. Peer Influence on Career Choice. 5. Importance given to Formal Qualification. 6. Impact of Social Status and Prestige on Career Choice. 7. University Degree versus Vocational Qualification. 8. Gender and Career Choice – Male. 9. Impact of Socio – Economic Status on Career Choice

Note: In Table 5, Vignette 3 shows a close overlap between the themes of Talent versus Career Belief and Importance given to Formal Qualification. This will be further examined during the final study.

Validation and Selection of Statements on Parenting Styles. As shown in Table 3, the validators had a scoring key to rate each parenting style statement. The statements that best suited each parenting style were selected. Care was

taken to ensure that all 4 parenting styles were represented (Table 6). Statements with above 80% statement-parenting style alignment rating by the expert panel were selected.

Table 6
Attribution of Parenting Styles Statements

Sl. No.	Statements	Parenting Styles			
		Authoritarian	Permissive	Neglectful	Authoritative
1	It is the parents' responsibility to collect all the necessary information for their child and chart out the child's career path. (Authoritarian)	83.33	0	0	16.67
2	The parent should be like a friend to the child. Freedom must be given to children to make choices that make them happy. Wrong decisions must be tolerated, and the child must be forgiven since they are not yet mature. They can try again. (Permissive)	0	81.67	3.33	15
3	By this age children must take care of themselves. Parents cannot be involved in all the decisions the child has to take. (Neglectful)	1.91	8.1	81	8.9
4	It is the parents' responsibility to collect the necessary information to make a suitable decision for their child. However, parents must accept that they could be wrong sometimes. (Authoritative)	14	3.8	1.8	80.4

Development of the Scoring Scheme for the Parenting Styles Vignette Questionnaire (PSVQ)

Rating the Qualitative Component. An open-ended question at the end of each vignette asked, "if you were this student's parent, what would you do?". The narratives of participants were recorded verbatim, in writing. The verbatim narratives were examined and following

the 4-point coding scheme used throughout the study, each verbatim was given a score ranging from 0 to 4 for each parenting style. Accordingly, a maximum of 4 marks could be attributed to one parenting style or spread out across the four styles (see Table 7). Next, the sum of scores for each parenting style was obtained. Hence, a given participant would receive a maximum score of 36 for each parenting style (4 per vignette for 9

vignettes). Accordingly, the given parenting style for given participant

ranged from a minimum score of 0 and maximum score of 36.

Table 7
Two examples of scoring the qualitative component of the PSVQ

	Authoritarian	Permissive	Neglectful	Authoritative
Vignette 1 Verbatim	1	3	0	0
Vignette 2 Verbatim	4	0	0	0

Note: Verbatim = Parent responses to the open-ended question: "If you were this student's parent, what would you do?"

Scoring of the Quantitative Component. Each vignette had four statements in random order where each statement was aligned to one of the four parenting styles based on the ratings provided by the validators (see Table 6 above). A 4-point Likert scale was used to score the level of agreement from 1 to 4 for a statement for each parenting style. The maximum mark of 4 could be

attributed to one parenting style and minimum of 1 (see Table 8). Next, the sum of scores for each parenting style was obtained. Hence, a given participant would receive a score out of 36 for each parenting style (4 per vignette into 9 vignettes). Accordingly, a given parenting style for a given participant could obtain a minimum score of 1 and maximum score of 36.

Table 8
An example of scoring the quantitative component for Vignette 1 of the PSVQ

Parenting Styles Statements ¹	Authoritarian	Permissive	Neglectful	Authoritative
Statement a	1	-	-	-
Statement b	-	-	3	-
Statement c	-	2	-	-
Statement d	-	-	-	4

Note: Parenting Styles Statement¹ through Vignettes. See column 2, Table 6 for statements.

The Consolidated Parenting Styles Score. The sum of the qualitative and quantitative scores was next calculated for each vignette and then across all 9 vignettes. This composite score provided the parenting styles score. The formula to identify parenting style is qualitative component for a vignette+ quantitative component a vignette = consolidated parenting styles score.

Trial Test of the Tool

The final version of the tool was trial tested on a small sample.

Method

Five parents: 2 mothers and 3 fathers from upper middle-class backgrounds with graduation and above qualifications were selected using convenience sampling. Both father and mothers were chosen intentionally to study if there was a variation in parenting styles across

gender. The parents were interviewed individually and the PSVQ was administered to them. The vignettes were read out to each participant by the interviewer and parents were also provided with a copy of the vignettes to refer to. After reading each vignette the interviewer wrote down the elicited responses verbatim. The narrative responses were scored based on the rationale provided in Table 7. Using the 4-point scale used throughout the study, each verbatim was given a score ranging from 0 to 4 for each parenting style so that a given participant could obtain a minimum score of 1 and maximum score of 36 for a given parenting style. This was called the Qualitative Score. The second part of the questionnaire comprised 4 parenting styles statements (see column 2, Table 6). Every participant rated their

agreement for the given statement on a 4-point scale. Each statement was read out to the participant and the participants were explained the meaning of each point. Then they had to give their rating for the given statement. Accordingly, their level of agreement was noted and scored based on the rationale provided above. This was called the Quantitative Score.

Finally, both the quantitative and qualitative scores were summed to find the final Parenting Styles Profile dimensions.

Results

As seen in Table 9, three trends stand out. First, in the qualitative score the responses given by the parents were pointing more towards the permissive parenting style, but in the quantitative

Table 9
Summary Table of Raw Scores on the PSVQ (N = 5 of Parents)

Vignette	Qualitative ¹ (Max. score = 36)				Quantitative ² (Max, score = 36)				Consolidated = Qualitative + Quantitative (Max. score = 72)			
	ATR	P	N	ATV	ATR	P	N	ATV	ATR	P	N	ATV
Parent 1 Mother	2	20	1	15	23	23	23	26	25	43	24	41
Parent 2 Father	5	20	0	11	21	19	26	19	26	39	26	30
Parent 3 Father	8	21	1	6	21	23	26	24	29	44	27	30
Parent 4 Mother	4	24	0	8	30	27	28	24	34	51	28	32
Parent 5 Father	12	11	4	9	19	18	20	21	31	29	24	30
Average score	6.2	19.2	1.2	9.8	22.8	22	24.6	22.8	29	41.2	25.8	32.6

Note: PSVQ= Identifying Parenting Styles through Vignettes, ATR= Authoritarian, P=Permissive, N=Neglectful, ATV=Authoritative. 1Parent responses to the open-ended question: "If you were this student's parent, what would you do?" 2See column 2, Table 6 for the 4 parenting styles statements.

score the scores have been spread across all the four parenting styles. In the consolidated score the permissive parenting style emerged as the highest with an average consolidated score of 41.2 (maximum = 72), and the neglectful parenting style the lowest at 25.8 (maximum = 72). Second, no parent's rating was always for one sole style; parenting styles were spread out across the four styles across the 9 vignettes. The spread is the greatest in the case of Parent 5. Thirdly, going by the average scores in this small sample, mothers tended to be more permissive than fathers.

Discussion

In this paper we have discussed various parenting styles and reported the construction of a vignette-based tool to understand the parenting styles of Indian parents.

A trial test was conducted on a small sample. As noted in Table 9, the parenting styles are spread out across the four styles assessed in this questionnaire. It is possible, however, to identify the dominant style for a given parent. Having said this, some interesting observations may be made when comparing qualitative and quantitative average scores.

In the case of neglectful, authoritarian and authoritative parenting styles the qualitative and quantitative scores are entirely contrasting to each other. It is observed that the qualitative scores are remarkably lower than the quantitative scores. The difference scores (quantitative minus qualitative average scores) are as follows: authoritarian difference score = 16.6, permissive difference score = 2.8, neglectful difference score = 23.4, authoritative difference score = 13. This indicates that participants could have been affected by positive response bias. Perhaps, parents were more guarded during the qualitative interview when they were face-to-face with the interviewer. Or it is possible that the quantitative rating scale

elicited a less guarded response. This needs to be further explored.

Limitations

The following comments are primarily related to the trial test of the tool. Firstly, the sample size is small, and generalization is not possible. However, this exercise has given us important indications that could be followed up in future research. Secondly, the qualitative assessment was impressionistic and relied entirely on the authors' observations and interpreted against the first author's field experience. This could be subject to the authors' own biases. Corrective measures that could be taken are as follows: Inclusion of at least one more rater with the intention of neutralizing the first assessor's bias if any. Listing of key words for each parenting style that would be exemplars of that style, and which could guide the rating. Thirdly, the target group of the main study will be most likely drawn from a lower socioeconomic status population whose language of fluency may be Kannada rather than English. The sample in the trial reported above is from an upper middle-class English-speaking population. Therefore, this tool needs to be translated into Kannada and trial tested on the expected target group.

Conclusion

The purpose of this paper was to describe the process used to construct a vignette-based tool to understand the parenting styles for Indian parents. Based on the results it is to be noted the vignette technique could be used to identify parenting styles. Even though the tool has been tested on a small sample, it has given important insights into parenting styles that could be reliably elicited. Going further, this tool will be used in the main study. The aim of the tool is to examine how parenting styles play a role in the Home Career Learning Environment (HCLE) and how these dynamics influence orientations to career development.

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