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Construction of the Modified Parenting Practices Questionnaire with the Disengaged Parenting Style Scale²

Summary: *The Parenting Practices Questionnaire (PPQ) is a widely used instrument based on Baumrind's theory of parenting styles, originally comprising scales for three parenting styles: authoritative, authoritarian, and permissive. However, the PPQ does not include scales for the disengaged (uninvolved-neglectful) parenting style identified in Baumrind's studies. The aim of this study was to develop a modified version of the PPQ, incorporating a Disengaged Parenting Style scale. The study involved a sample of 438 parents of preschool children in Serbia. The item pool of the original questionnaire was expanded by incorporating items designed to capture the Disengaged parenting style, based on Baumrind's typology. Exploratory Factor Analysis (EFA) was utilized to establish the factorial structure of the instrument. The following factors were established: Uninvolvement; Warmth and Involvement; Directiveness and Hostility; Democratic Participation and Reasoning; Non-Reasoning and Punitive Strategies; Indulgence; Neglect and Indulgence. The corresponding scales have acceptable to good internal consistency reliability, with the exception of Indulgence and Non-reasoning/Punitive Strategies. This version of the instrument may contribute to*

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a more comprehensive study of parenting styles, as it contains the scales of all four parenting styles proposed by Baumrind's theory.

Keywords: parenting styles, The Parenting Practices Questionnaire, Baumrind's theory, Disengaged Parenting Style, preschoolers.

Introduction

According to various theories and a large body of empirical evidence, parenting is an important determinant of children's development. While its importance is widely recognized, there is no singular way of conceptualizing parenting. In research, there are three general ways of approaching parenting: in terms of parenting practices, parenting dimensions and parenting styles (Crockett & Hayes, 2011).

Parenting practices refer to behaviors aimed at achieving specific socialization goals (Darling & Steinberg, 1993). In other words, these practices operate within specific domains of child development, such as academic achievement or behavior toward peers. Certain parenting practices, including corporal punishment, monitoring, and involvement, have been extensively studied in relation to child outcomes (e.g., Heilmann et al., 2021; Machado et al., 2020; Tan et al., 2020).

Parenting dimensions, as broader constructs that include different parental behaviors and cognitions, are much more examined in relation to children's outcomes compared to parental practices. The dimensional approach dates from the 1930s to 1960s when factor analytic work by various researchers typically yielded two broad dimensions of parenting, namely support and control or responsiveness and demandingness (Power, 2013). These dimensions are still considered relevant in today's research, although they have been defined and conceptualized in different ways by different researchers. According to Baumrind: "*Responsiveness* refers to the extent to which parents foster individuality and self-assertion by being attuned, supportive,

and acquiescent to children's requests; it includes warmth, autonomy support, and reasoned communication. *Demandingness* refers to the claims parents make on children to become integrated into society by behavior regulation, direct confrontation, and maturity demands (behavioral control) and supervision of children's activities (monitoring)" (Baumrind, 2005, pp. 61-62).

Parenting styles, according to Darling and Steinberg (1993), can be viewed as constellations of attitudes toward the child that create an emotional climate in which parental behaviors (parental practices and behaviors that convey emotional meaning) are expressed. The authors propose the contextual model of parenting style, which posits that parenting styles have an indirect influence on children that is realized in two ways. First, parenting styles moderate the effects of specific parenting practices. Second, parenting styles influence the child's openness to the parents' socialization influence. This openness, in turn, moderates the relationship between parental practices and child development.

Baumrind pioneered the conceptualization of parenting in terms of parenting styles in the 1960s (Baumrind, 1966; 1971), and her model is still widely used as a theoretical framework for the study of parenting (e.g., Chodura et al., 2021; Kılıçkaya et al., 2023; Ruiz-Hernández et al., 2019). In her earliest work, she identified three patterns of parental authority – authoritative, authoritarian, and permissive. Authoritative parents are described as "controlling and demanding; but they were also warm, rational, and receptive to the child's communication"; authoritarian as "detached and controlling, and somewhat less warm than other parents", while per-

missive parents are “noncontrolling, nondemanding, and relatively warm” (Baumrind, 1971, pp. 1-2).

Following Baumrind’s work, Maccoby & Martin (1983) suggested that parenting styles can be understood as positions defined by the combination of the dimensions of responsiveness and demandingness. Thus, authoritative parents are high on both the responsiveness dimension and the demandingness dimension; authoritarian parents are low on the responsiveness dimension and high on the demandingness dimension; permissive parents are high on the responsiveness dimension and low on the demandingness dimension. The authors proposed a fourth parenting style, characterized by low responsiveness and low demandingness, called the “uninvolved parenting style”. This style was also recognized in Baumrind’s work as a category of disengaged parents who are neither responsive nor demanding (Baumrind, 2005). Although Baumrind developed even more detailed classifications of parenting styles, consisting of eight categories, in some of her studies (Baumrind, 1971, 2005), the typology of four parenting styles has been commonly accepted in research following Baumrind’s theory.

Robinson et al. (1995) developed a questionnaire of parenting styles based on Baumrind’s theory, the Parenting Practices Questionnaire (PPQ), which is aimed for parents of preschool and school children. It consists of scales of three parenting styles – authoritative, authoritarian and permissive, and their subdimensions: warmth and involvement, reasoning/induction, democratic participation and good natured/easy going of authoritative; verbal hostility, corporal punishment, nonreasoning/punitive strategies and directiveness of authoritarian; and lack of follow through, ignoring misbehavior, and self-confidence of permissive parenting style. Later, the authors constructed a shorter version of the instrument, the Parenting Styles & Dimensions Questionnaire – Short version (PSDQ – Short version; Robinson et al., 2001). This version also includes the three parenting styles, but with different subdimensions than the original version. The subdi-

mensions of authoritative parenting style are: connection (warmth & support), regulation (reasoning/induction), and autonomy granting (democratic participation). Dimensions of authoritarian parenting style are physical coercion, verbal hostility, and non-reasoning/punitive dimension, while the scale of permissive style has no subdimensions.

The PPQ and PSDQ have been used in numerous studies in the USA, where they originated, as well as in other countries (e.g., Delvecchio et al., 2020; Hamel et al., 2023; Holliday, 2023; Jonynienė & Kern, 2012; Kopala-Sibley et al., 2017; Lin et al., 2023; Olivari et al., 2015; Wang et al., 2022; Yim, 2022). Some validation studies confirmed the applicability of the instruments in other countries. The original structure of the PSDQ was confirmed in samples from Portugal, Brazil and Iran (Martins et al. 2018; Morowatisharifabad et al., 2016; Oliveira et al., 2018), and its convergence with another measure of Baumrind’s typology – the Parental Authority Questionnaire (PAQ; Buri, 1991) – was established among Arab Israelis.

However, in the majority of the studies conducted in other countries, the original structure of the instruments could not be confirmed. Therefore, adaptations were made for the use of the questionnaires in non-Western countries (Ren et al., 2023); Turkey (Önder & Gülay, 2009); India (Kour Nanda & Sood, 2022), Italy (Tagliabue et al., 2014), Bangladesh (Arafat et al., 2018); among Korean immigrants in New Zealand (Lee & Brown, 2020); and also in Portugal in a study that, unlike Martins et al. (2018), did not confirm the original structure of the instrument (Nunes & Mota, 2018). The changes consisted mainly of retaining a smaller number of items for the parenting styles scales based on the factor analysis loadings, and adding or excluding items based on expert opinion. Tagliabue et al. (2018) established only partial measurement invariance for authoritative and authoritarian parenting styles, and no invariance for permissive style across samples from Greece, Italy and Sweden. Consequently, they retained shorter versions of the authoritative and

authoritarian parenting scales (consisting of 8 and 6 items respectively), which showed measurement and structural invariance across countries.

The PPQ and PDSQ do not include scales of the disengaged (rejecting-neglecting) parenting style identified in Baumrind's studies following her earliest work (Baumrind, 1971, 1991, 2005; Baumrind et al., 2010) and included in Maccoby and Martin's system as uninvolved parenting style (Maccoby & Martin, 1983). The Parental Authority Questionnaire (PAQ; Buri, 1991), another widely used questionnaire to measure parenting styles according to the Baumrind's typology, also does not contain a scale of disengaged parenting style. Robinson et al. (1995) state that their instrument covers authoritative, authoritarian and permissive parenting styles as the most commonly investigated styles. Otherwise, the authors of these instruments do not elaborate on the reasons for the exclusion of the disengaged parenting style.

In research, there are several ways of measuring the disengaged parenting style. Most commonly, this parenting style is measured by combining measures of parental warmth and control or their selected subdimensions as conceptualized by Maccoby and Martin (1983). This approach has been widely used with parents of adolescents (e.g. Calafat et al., 2014; Hoeve et al., 2011; Serna et al., 2023; Lukavská et al., 2020), but also with parents of younger children (Burnett et al., 2019; Hoeve et al., 2008; Liu et al., 2023; McWhirter et al., 2023). However, there is a wide variety in the measures of warmth and control which makes it difficult to compare findings. Hibbard and Walton (2014) constructed a modified version of the PAQ (Buri, 1991) including a scale of permissive-neglectful parenting style in a sample of students assessing their parents' parenting style. To our knowledge, however, this version of the scale has not been used further in research, and it has not been tested on parents of younger children. Concerning parents of younger children, Pelaez et al. (2008) measured disengaged parenting style among

mothers of toddlers using an observational measure. Taleb (2013) constructed a questionnaire to assess Baumrind's four parenting styles in Arab populations, but this instrument has not been used in other cultures. In Serbia, parenting styles have been studied among the parents of the school-aged children and adolescents (e.g., Kostić et al., 2020; Matejević & Stojković, 2012; Pavićević & Milutinović, 2022; Pavićević & Minić, 2021; Radovanović et al., 2022; Todorović, 2004; Živković & Todorović, 2022). However, according to our knowledge, no previous studies investigated parenting styles among the parents of the preschool children in Serbia.

Aim of the research

The aim of the present study is to develop a modified version of the PPQ, which includes a scale of disengaged parenting, and to determine its factorial structure and reliability among the parents of the preschool children in Serbia. Since the PPQ is a widely used measure of parenting styles according to Baumrind's typology, the inclusion of disengaged parenting style may contribute to a more comprehensive and accurate assessment of parenting styles using this instrument. In addition, the study provides the first empirical evidence on the psychometric characteristics of the modified PPQ among the parents of the preschool-aged children in Serbia.

Method

Sample

The sample included 438 parents (95.4% mothers, 4.6% fathers) of children (52.5% boys, 47.5 girls) aged 3-7 years attending preschool institutions in Serbia. The parents were between 21 and 49 years old ($M = 33.18$; $SD = 5.24$). In terms of education level, 11.1 % of parents had incomplete primary education, 18.4% had completed primary, 40.1% secondary, and 30.4% tertiary education. Most parents (79.5%) were employed at the time of data collection.

Procedure

This study is part of a larger research on the development of social skills in preschool children and their correlates. Participants were recruited through a convenient sample of public preschool institutions from 12 municipalities (both urban and rural) in Serbia. After being informed about the aims of the study and the data collection procedures, about 60% of the parents contacted agreed to participate. The preschool teachers gave the parents questionnaires, which they filled out anonymously at home and returned to the preschool teachers. The response rate was high (95%).

Measure

The Parenting Practices Questionnaire (PPQ; Robinson et al. 1995) is a measure of three parenting styles – Authoritative (27 items), Authoritarian (20 items), and Permissive (15 items). Each of the parenting styles scales consists of subscales. The subscales of the Authoritative style are Warmth and Involvement; Reasoning/Induction; Democratic Participation; and Good Natured/Easy Going. The Authoritarian style consists of the subscales Verbal Hostility; Corporal Punishment; Non-Reasoning, Punitive Strategies; and Directiveness. The Permissive style consists of the subscales Lack of Follow Through, Ignoring Misbehavior and Self Confidence. Respondents rate their own parenting style or the parenting style of their child's other parent by selecting one of the responses on a 5-point Likert scale (1 – never; 5 – always). In the present study, we only use the parents' self-reports. The instrument was translated into Serbian and back-translated into English by two persons who are proficient in English. The back-translation and the original version were compared by the authors of the study and their equivalence was established. The items were then checked by the authors of the study to determine whether reformulation was necessary. The item "I use corporal punishment as a means of disciplining our child" was replaced with an agreement with

a Serbian saying expressing the appropriateness of corporal punishment "The rod came from heaven" in order to enhance honest responding. The items "I tell our child what to do" and "I demand that our child does things" were made more specific by adding "and expect him/her to obey without objection".

Development of the Disengaged parenting style scale

Item generation. In generating the items, we followed Baumrind's (Baumrind, 2005, 2010) and Maccoby & Martin's (1983) conceptualization of the disengaged parenting style as characterized by low responsiveness and low demandingness. In comparison to other parenting styles, disengaged parenting style is rarely described in the literature. Baumrind (2010) describes disengaged parents as the least committed, i.e. showing low level of responsiveness, and a low level of beneficial forms of demandingness and autonomy granting. According to Maccoby & Martin (1983), disengaged parents are motivated to minimize their involvement in interactions with their child. Similarly, the authors, drawing on Baumrind's theory, characterize disengaged parents as focused on their own needs rather than the needs of the children (Parke & Buriel, 2006) or as neglecting their childrearing responsibilities or even rejecting their child (Soenens et al., 2019). Based on this conceptualization, the authors of the study separately generated 15 items to reflect the disengaged parenting style. The items refer to specific expressions of non-responsiveness (e.g., not spending time with the child, not being aware of the child's moods) and non-demandingness (e.g., not responding to the child's misbehavior, lack of expectations towards the child). To promote honest responding, most items included an explanation for non-responsiveness or non-demandingness (e.g., tiredness, stress or acting in a traditional way).

Preliminary item selection to ascertain content validity. The authors of the study then dis-

cussed the content of the created items. A consensus was reached that 10 items should be retained after eliminating the items that were not considered representative of the construct or had a similar meaning to some of the retained items.

Pilot testing to ascertain face validity. Finally, we administered the entire questionnaire (the translated PPQ and Disengaged style items) to a sample of 12 parents of preschool children. They were asked to rate whether the items were appropriate for describing parenting and to indicate whether they thought some items were unclear. Since the parents in the sample indicated that the item “I channel our child’s misbehavior into a more acceptable activity” was not clear, it was replaced with “When our child misbehaves I give him an example of how he could have behaved so as not to hurt himself or another person”. There were no other suggestions concerning items editing.

Data analyses

Four items were omitted from the original PPQ scale prior to conducting statistical analyses. The three items: “I find it difficult to discipline our child”, “I appear confident about parenting abilities”, and “I appear unsure on how to solve our child’s misbehavior” were removed, as they reflect evaluations and emotions regarding one’s parenting rather than a particular parenting style. Also, the response format of the instrument (never to always) may not be suitable for these items. In the original version of the instrument (Robinson et al., 1995) the items were intended to measure self-confidence as a dimension of Permissive parenting style. However, this dimension was not retained in the short version of the instrument (Robinson et al., 2001). The item “I withhold scolding and/or criticism even when our child acts contrary to our wishes” was omitted because it contains a double negation in the Serbian translation and a preliminary check confirmed its low correlations with other items of the Permissive style.

Prior to the statistical analyses, the data were screened for outliers and missing data. It was found that 13 (2.9%) parents from the initial sample ($N = 451$) had more than three missing values, and their data were excluded from further analyses.

Data were analyzed using the IBM SPSS Statistics 20 software package. A series of exploratory factor analyses (EFA) were performed in order to establish a factorial structure of the modified PPQ scale. The principal axis factoring method of extraction was employed followed by direct oblimin rotation due to the theoretical assumption of the inter-relatedness of parenting styles. Reliability of the derived scales was established using Cronbach’s alpha coefficient of internal consistency.

Results

The initial pool of 68 items (58 items from the original PPQ and 10 items supposed to reflect disengaged parenting style) was subjected to EFA. The Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett’s test of sphericity were used to establish whether data are suitable for factor analysis. Kaiser-The Kaiser-Guttman criterion (eigenvalue greater than 1), Cattell’s scree test, and parallel analysis (Horn, 1965) were employed to determine the number of factors. Additionally, because these criteria suggested a different number of factors to be retained, the decision on how many factors to retain was made based on the consistency of the factors with Baumrind’s theoretical framework of parenting styles. After each run of the EFA, we removed the items showing poor loadings ($<.30$) on all factors. We did not remove items with cross-loading (items with loadings above $.30$ on two or more factors), as this would result in a large proportion of items being dropped.

The final (fourth) EFA was performed on a pool of 38 items. The Kaiser-Meyer-Olkin measure of sampling adequacy ($KMO = .81$) and statistically significant Bartlett’s test of sphericity ($\chi^2 = 8053.48$;

df = 703; $p < .001$) indicated the data were suitable for factor analysis. The Kaiser-Meyer-Olkin criterion and Cattell's scree test suggested 10 factors, while the parallel analysis suggested 8 factors to be

retained. Since only two items had high loadings on the 10th factor, this factor was not considered. The nine factors explained 65.0% of the total variance.

Table 1. Item loadings, descriptive statistics and reliability of the corresponding scales

Items	Factors						
	U	W/I	D/H	DP/R	NR/P	I	N/I
I encourage our child to talk about the child's troubles ^a	-.457	.301					
I am responsive to our child's feelings or needs ^a	-.648						
I give our child reasons why rules should be obeyed ^a	-.716						
I apologize to our child when making a mistake in parenting ^a	-.433						
The child does not need explanations and reasoning, life will teach him what is good and what is bad ^c	.426						
I am aware of problems or concerns about our child in school ^a	-.675						
I ignore our child's misbehavior ^a	.359						
I give praise when our child is good ^a		.857					
I show sympathy when our child is hurt or frustrated ^a		.713					
I know where and how our child spends his time ^c		.898					
I know the names of our child's friends ^a		.693					
I guide our child by punishment more than by reason ^a		-.429					
I agree with the saying <i>The rod came from heaven</i> ^b			.326				
I tell our child what to do and expect him/her to obey without objection ^b			.587	.309			
I scold or criticize when our child's behavior doesn't meet our expectations ^a			.541				
I use threats as punishment with little or no justification ^a			.446				
When our child asks why he/she has to conform, I state: <i>Because I said so, or I am your parent and I want you to</i> ^a			.497				
I demand that our child does things and I expect him/her to obey without objection ^b			.762				
I take our child's desires into account before asking the child to do something ^a				.507			
I take into account our child's preferences in making plans for the family ^a				.771			
When our child misbehaves, I give him an example of how he could have behaved so as not to hurt himself or another person ^b				.749			
I punish by taking privileges away from our child with little if any explanations ^a					.718		
I yell or shout when our child misbehaves ^a					.575		
I scold and criticize to make our child improve ^a					.404		
I spoil our child ^a						.560	

I state punishments to our child and do not actually do them ^a							.552
I threaten our child with punishment more often than actually giving it ^a							.472
I have so many duties that I don't manage to notice the good or bad mood of our child ^c							.601
I am so tired of everything that I don't have the patience and energy to interact with our child ^c							.638
I am under a lot of stress, so I care more about my own feelings than the feelings of our child ^c	.320						.561
I give into our child when the child causes a commotion about something ^a							.542
I bribe our child with rewards to bring about compliance ^a							.537
Eigenvalues	7.708	3.818	2.884	2.261	1.944	1.419	1.281
Percentage of explained variance (%)	20.3	10.0	7.6	6.0	5.1	3.7	3.4
Mean	1.66	4.28	2.46	3.63	2.71	2.56	1.66
Standard Deviation	.72	.89	.80	1.10	.99	.85	.69
Cronbach's (number of items)	.81 (7)	.85 (5)	.72 (6)	.73 (3)	.65 (3)	.54 (3)	.80 (5)

Note: U = Uninvolvement; W/I = Warmth and Involvement; D/H = Directiveness and Hostility; DP/R = Democratic Participation and Reasoning; NR/P = Non-Reasoning and Punitive Strategies; I = Indulgence; N/I = Neglect and Indulgence; ^a items with negative factor loadings; ^a item belongs to the original PPQ scale, ^b item belongs to the original PPQ scale but was modified, and ^c created item pool for the disengagement parenting style; loadings below .30 are not presented.

According to the content of the items loading on particular factors, the 1st factor referred to Uninvolvement (Lack of involvement), the 2nd to Warmth and Involvement, the 3rd to Directiveness and Hostility, the 4th to Democratic Participation and Reasoning, the 5th to Non-Reasoning and Punitive Strategies, the 8th to Indulgence, and the 9th to Neglect and Indulgence. The 6th factor had only two items with high loadings. The items with high load-

ings on the 7th factor was not meaningfully connected to each other and most of them had higher or similar loadings on other factors. For these reasons, these two factors were not considered further. Table 1 presents the item loadings, eigenvalues and percentages of the explained variance for the seven retained factors and means, standard deviations and Cronbach's alpha reliability coefficients of the corresponding scales.

Table 2, Intercorrelations between parenting styles factors

Factor	U	W/I	D/H	DP/R	NR/P	I	N/I
U							
W/I	-.214						
D/H	.094	-.106					
DP/R	-.341	.181	-.034				
NR/P	-.187	.069	-.167	.019			
I	.083	.147	.009	.032	-.093		
N/I	.323	-.128	.157	-.109	-.190	.208	

Note: U – Uninvolvement; W/I – Warmth and Involvement; D/H = Directiveness and Hostility; DP/R = Democratic Participation and Reasoning; NR/P = Non-Reasoning and Punitive Strategies; I = Indulgence; N/I = Neglect and Indulgence.

Factor intercorrelations are presented in Table 2. There is a moderate positive correlation between the Uninvolvement and the Neglect/Indulgence factor and moderate negative correlation between Uninvolvement and Democratic Participation/Reasoning. Other correlations are low.

Discussion

The aim of the present study was to develop a modified version of the PPQ (Robinson et al., 1995), that includes Disengaged parenting style scale, in a sample of parents of preschool children in Serbia. Seven factors representing parenting styles, or their subdimensions, in accordance with Baumrind's theoretical framework were identified using EFA: Uninvolvement, Warmth/Involvement, Directiveness/Hostility, Democratic Participation/Reasoning, Non-Reasoning/Punitive Strategies, Indulgence, and Neglect/Indulgence. The obtained factors partially overlapped with the scales and subscales of the original instrument, as has been the case in some previous adaptations of the original questionnaire to other societies (Arafat, 2018; Kour Nanda & Sood, 2022; Lee & Brown, 2020; Nunes & Mota, 2018; Tagliabue et al., 2014, 2018). This growing body of evidence points to cross-cultural differences in the expression of parenting styles.

The Disengaged Parenting Style is represented by two factors: Uninvolvement and Neglect/Indulgence. The Uninvolvement factor includes several items (I encourage our child to talk about the child's troubles; I am responsive to our child's feelings or needs; I give our child reasons why rules should be obeyed; I apologize to our child when making a mistake in parenting; I am aware of problems or concerns about our child in school) from the original Warmth and Involvement subscale, but with negative loadings. These negative loadings allow the items to be included in the Uninvolvement factor, as they signify the absence of warmth and involvement, which are hallmark features of disen-

gaged parenting. Additionally, this factor includes two other items: one generated specifically for this study and one from the original scale related to ignoring a child's misbehavior. Together, this factor reflects a passive parenting approach, wherein parents fail to engage emotionally or cognitively with their child's behavior or emotional needs. It also indicates a lack of control, as parents may ignore the child's misbehavior, avoid explaining rules, or refrain from providing reasoning for actions. Labeled as Uninvolvement, this factor underscores a disengaged parenting approach, where parents are not actively involved in guiding, supporting, or connecting with their child. This factor encapsulates both low responsiveness and low demandingness, the defining characteristics of the disengaged parenting style.

The second factor, labeled Neglect/Indulgence, represents another dimension of Disengaged Parenting Style. This factor reflects parental neglect in terms of emotional support and disengagement from the child's emotional needs. It is a combination of items generated for this study, which describe neglect stemming from parental experiences of stress and overwhelm, as well as two items from the original scale associated with the permissive style. This factor reflects disengagement in terms of unresponsiveness to the child's feelings and moods, avoidance of interaction with the child, and low demandingness. The lack of demands is presumed to arise from the parent's own stress, exhaustion, or feelings of being overwhelmed. In such circumstances, parents may become emotionally unavailable, fail to recognize their child's mood or needs, and lack the energy to interact meaningfully with the child. Hibbard and Walton (2014) similarly identified a permissive-neglectful parenting style based on adolescents' perceptions of parenting.

There is a moderate correlation between the Uninvolvement and Neglect/Indulgence factors. We hypothesize that the Uninvolvement factor represents a more stable characteristic of disengaged

parenting, while Neglect/Indulgence may fluctuate depending on life circumstances, such as parental stress. This assumption warrants further study.

The Indulgence factor comprises only three items and has low reliability in terms of internal consistency, which has also been found in numerous previous studies for the Permissive style scale of the original instrument or its adaptations (Jonynienė & Kern, 2012; Morowatisharifabad et al., 2016; Ren & Edwards, 2015; Olivari et al., 2015; Robinson et al., 2001; Tagliabue et al, 2014; Yim, 2022), although acceptable reliability of the scale has been found in some studies (Arafat 2018; Robinson et al, 1995). One of the possible reasons for the low reliability could be a small number of items loading on this factor. This factor includes attitudes that indicate excessive permissiveness and inconsistency in enforcing punishments. Additionally, there is an element of spoiling the child, which aligns with the Indulgent, or permissive parenting style, where parents are overly lenient and inconsistent in discipline. In our study, items associated with the Permissive style are distributed across three factors: Indulgence, Uninvolvement and Neglect/Indulgence. Two of the three items belonging to Indulgence factor relate to the issuing of punishments and the threat of punishments without implementation. When comparing the permissiveness items belonging to this factor and to Neglectful/Indulgence factor, it is noticeable that the former refers to effort to put constraints on child's behavior albeit without persistence, while the latter reflect the complete lack of demandingness towards the child. However, all of these items align with the Lack of Follow Through dimension of the original instrument. Furthermore, the present results suggest that ignoring misbehavior (represented by only one item) belongs to the Uninvolvement factor, which presumably reflects a general lack of motivation to interact with the child. Taken together, these findings suggest that Permissive style is a multidimensional construct whose structure needs to be further explored. Clarifying this structure could also

contribute to the development and improvement of measures for this parenting style.

In the present study, two factors were identified that represent subdimensions of Authoritative parenting style: Warmth and Involvement, and Democratic Participation and Reasoning. The Warmth and Involvement factor comprises three items from the original scale of the same subdimension, one item that we generated to represent the disengaged style (reverse-coded) that pertains to involvement (knowing where and in what way the child spends time), and one reverse-coded item from the original Authoritarian style scale refers to punishing a child rather than giving reasons for demands. This factor involves active warmth and emotional support from the parent, as well as engagement in the child's social life (e.g., knowing where the child spends time, understanding the child's friendships). It also highlights the emotional support a parent provides, such as offering praise when the child behaves well or showing sympathy when the child is hurt or frustrated.

The Democratic Participation and Reasoning factor comprised three items from the original Democratic Participation scale. As described in the Method section, the item "I channel our child's misbehavior into a more acceptable activity" was revised to "When our child misbehaves, I give him an example of how he could have behaved so as not to hurt himself or another person", reflecting the principle of induction. This factor emphasizes reasoning and autonomy support, as it involves considering the child's desires and preferences when making family decisions and encouraging the child's democratic participation in these decisions. Notably, this factor does not include items from the original Reasoning/Induction scale or two additional items from the original Democratic Participation scale. A possible explanation for this could be that these excluded items describe parental practices more suited for older children, rather than preschool-aged children, whose parents constituted the sample in this study.

Two established factors represent dimensions of the Authoritarian parenting style: Directiveness/Hostility and Non-Reasoning/Punitive Strategies. These two factors reflect a combination of items from the corresponding scales in the original questionnaire, indicating that these dimensions are closely related in parents of preschool children. It is presumed that these dimensions may become more distinct as children grow older. The Directiveness/Hostility factor consists of six items, either belongs to the original scale or modified. The combination of directiveness and hostility within this factor represents a parenting style that prioritizes control and discipline over warmth and reasoning. The directiveness component of this factor is evident in items such as *"I tell our child what to do and expect him/her to obey without objection"* and *"I demand that our child does things and expect him/her to obey without objection."* These items reflect an authoritarian approach in which parents enforce compliance by issuing commands and expecting unconditional obedience. The hostility component is demonstrated in items such as *"I scold or criticize when our child's behavior doesn't meet our expectations"* and *"I use threats as punishment with little or no justification."* Additionally, the item *"I agree with the saying 'The rod came from heaven'"* reflects a readiness to employ physical punishment or other harsh measures to enforce discipline, reinforcing the hostile nature of this parenting style. Another item, *"When our child asks why he/she has to conform, I state: Because I said so, or I am your parent and I want you to,"* further illustrates the directive nature of this parenting style, emphasizing parental authority over reasoning or child autonomy. Importantly, the items from the original questionnaire that represent more extreme forms of hostility (e.g., exploding in anger, slapping or shoving) are not included in this factor. This is probably due to the fact that most parents in the sample stated that these forms of hostility never or only rarely occur. The second factor labeled Non-Reasoning/Punitive Dimension made up of three items most accurately describes the focus on puni-

tive strategies without reasoning. These items include verbal aggression (e.g., scolding, yelling) and punishments that lack explanation. Together, these items depict a parenting strategy that relies on punishment and criticism as primary methods of discipline, without providing guidance or fostering understanding.

The differences in structure between the original instrument and our modified version may also be due to the fact that our sample comprised parents of preschool children, whereas the original instrument was constructed based on a sample that included one third parents of preschoolers and two thirds parents of school-age children. As O'Connor (2002) points out, research on changes in parenting behavior with child's age is sparse. However, it is crucial to recognize that the expression of parent-child interaction constructs may vary depending on the child's developmental stage (Bornstein & Putnick, 2021). When it comes to parenting styles, it is important to explore how the expression of parenting styles may vary depending on the age of the child. The PPQ, along with the Disengaged Parenting Style subscales—Uninvolvement and Neglect/Indulgence—developed in the present study, may serve as a valuable tool in this area of research.

The PPQ and its short form, the PSDQ, have been developed and used according to a variable-centered approach, i.e. a person is given a score for a particular parenting style by summing up responses on particular subscales. However, as Baumrind notes, her "conceptualization emphasizes person-centered over variable-centered analyses of parenting effects (Baumrind, 2005, p. 61). Looking at the dimensions of the instrument, Warmth and Involvement is considered to be a subdimension of authoritative parenting, but may also be the component of permissive parenting according to Baumrind's theory. Also, the authors of the questionnaire consider Directiveness to be a dimension of authoritarian parenting. However, it may also be a dimension of authoritative style as described by Baumrind: "Nei-

ther arbitrary enforcement of restrictive directives (as in authoritarian relationships) nor avoidance of extrinsic motivators and externally imposed rules and structure (as in permissive relationships) characterize authoritative parent-child relationships.” (Baumrind, 1996, p. 405) Therefore, in addition to a variable-centered approach, it would be beneficial to use the questionnaire obtained in this study to identify categories of parents based on different combinations of subdimensions and to analyze how the identified categories correspond to the theoretically proposed parenting styles. As Kuppens & Ceulemans (2019) point out, this person-centered approach to parenting styles has generally identified clusters that are similar to the styles defined by Baumrind.

Conclusion

Grounded in Baumrind’s typology of parenting styles, this study highlights the importance of an inclusive and culturally sensitive approach to assessing parenting practices. The original PPQ assesses authoritative, authoritarian, and permissive parenting styles through multiple subscales. The modified version of the PPQ developed in the present study, which includes a scale for the Disengaged parenting style, expands the scope of parenting assessment within this questionnaire. The subscales Uninvolvement and Neglect/Indulgence, identified in our findings, capture distinct aspects of this style. Regarding the authoritarian and authoritative parenting styles, the factors obtained in our study partially replicate those from the original PPQ. Items related to the permissive style were distributed across three distinct factors, suggesting its potentially multidimensional nature. These findings also point to cultural variations in parenting styles. Further research is needed, particularly to clarify the structure of the permissive parenting style and to improve the measurement of this construct. The obtained scales show good reliability, except for the Indulgence scale

(permissive style) and the Non-Reasoning/Punitive Strategies dimension.

Overall, the study provides valuable insights into the multidimensionality of parenting styles, particularly highlighting the development of the Disengaged Parenting Style scale and the complex structure of permissive parenting. However, several limitations must be considered. The sample size limited the possibility of conducting confirmatory factor analysis, restricting the validation of the factor structure. Additionally, the exclusive focus on parents from public preschools limits the generalizability of the findings to the broader parent population, particularly those whose children attend private institutions or are not enrolled in preschool. The cross-sectional design of the study precludes conclusions about causal relationships or developmental changes in parenting styles over time. Moreover, the study relied on self-reported data, which may be influenced by social desirability bias. These limitations highlight the need for further research with larger and more diverse samples, longitudinal designs, and multi-method assessment approaches.

Despite these limitations, the modified PPQ can be a useful tool for research, offering opportunities to better capture and understand the nuances of parenting styles in Serbian families. Future research should also focus on examining the stability and variability of the Disengaged Parenting Style dimensions across different contexts and life circumstances, as well as exploring the relationships between these parenting styles, child outcomes, and family functioning. In addition to scientific purposes, the modified version of the PPQ developed in this study can also be a useful tool in practice. Professionals working with children and their families (e.g., teachers, counselors, psychotherapists) may apply it to better identify and understand parenting styles, enabling them to provide tailored support. It is also suitable for evaluating the effectiveness of parenting intervention programs.

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КОНСТРУИСАЊЕ МОДИФИКОВАНОГ УПИТНИКА О РОДИТЕЉСКИМ ПРАКСАМА СА СКАЛОМ ЗАНЕМАРУЈУЋЕГ РОДИТЕЉСКОГ СТИЛА ВАСПИТАЊА ДЕЦЕ

Типологија родитељских стилова Дијане Баумринг (Diana Baumrind) чини теоријску основу ове студије, уз наглашену употребу за свеобухватним прегледом процени родитељства. Упитник о родитељским праксама (УРП) широко је коришћени инструмент, заснован на теорији родитељских стилова Дијане Баумринг, који је првобитно обухватао скале за три родитељска стила: ауторитарни, ауторитативни и пермисивни. Међутим, УРП не укључује скале за занемарујући (незаинтересовани/немарни) родитељски стил идентификован у студијама Баумриндове. Циљ овог рада је да се развије модификована верзија УРП-а, која укључује скалу занемарујуће васпитног стила, и да се утврди његова факторска структура и поузданост међу родитељима предшколске деце у Србији. Претходне адаптације УРП-а нису укључивале занемарујуће родитељство, стил који карактерише занемаривање или минимално учешће у живој деци. Појњавајући ову празнину, наше истраживање настоји да побољша разумевање родитељских стилова и допринесе развоју културно осетљивог инструмента.

Истраживањем је обухваћен узорак од 438 родитеља предшколске деце у Србији, узраса од три до седам година. Проширен је скуп ставки из оригиналног Упитника за родитеље (УРП) како би укључио ставке осмишљене за мерење занемарујуће родитељства, што одражава теоријски оквир Баумриндове. Ставке за све стилове родитељства, укључујући и новоразвијене ставке о стилу занемарујуће родитељства, кулуролошки су прегледане, усавршене кроз валидацију садржаја и проверене поузданошћу на родитељима, како би се осигурало јасноћа и прикладност. Експлоративна факторска анализа (ЕФА) коришћена је за одређивање факторске структуре, а поузданост је процењена помоћу Кронбахових алфа. У истраживању су идентификовани следећи фактори: неукљученост, поштивање и укљученост, директивност и непријатељски став, демократско учешће и резоновање, нерезоновање и стрављивост, поштивање и неукљученост, поштивање и неукљученост. Занемарујући родитељски стил представљен је са два фактора: неукљученост и занемаривање/поштивање. Фактор неукључености одражава стабилну карактеристику занемарујуће стила родитељства, док занемаривање/поштивање може да варира у зависности од родитељског статуса или животног окружења.

Фактори повезани са ауторитарним и ауторитарним родитељским стилови делимично се поклапају са оригиналним УРП упитником, али ипак откривају нове димензије, одражавајући сложеност родитељског понашања. Ставке везане за пермисивни стил распоређене су у три различита фактора: неукљученост, која обухвата недостигања; занемаривање/поштивање, указује на недоследност у захтевима;

и попусливост, која представља привремена ограничења. Ови налази илустрирају културне варијације у родитељским стиловима и сугеришу да пермисивни стил може да буде вишедимензионалан.

Циљ конструисања скале за занемарујући родитељски стил, као дела модификоване верзије УРП ујединица, постигнут је у овом истраживању. Димензије неукључености и занемаривања/попусливост, идентификоване у нашим налазима, представљају поддимензије овог родитељског стила. Анализе поузданости показале су добру унутрашњу конзистентност за све факторе, осим за поддимензије попусливост и нерезоновање / спротивљење кажњавања, где је ограничен број ставки могао да доведе до мање поузданости.

Модификовани УРП представља свеобухватнији алат за процену родитељских стилова и пружа прве емпијске доказе о његовим психометријским карактеристикама међу родитељима деце предшколског узраста у Србији. Може да се користи у истраживањима, образовним окружењима и у породичном саветовању, иако истраживачима омогућава да идентификују родитељске праксе и да у складу са њим прилагоде интервенције. Резултати истраживања наглашавају међукултурне разлике у изражавању родитељских стилова, илустрирају напоредност за културно осетљивим мерама. Поредна су даља истраживања како би се усавршила мерења, посебно за пермисивни родитељски стил. Компаративне ситуације у различитим културама могле би додатно да разјасне заједничке карактеристике и културне разлике међу родитељским стиловима, а тиме би се допринело нијансирањем разумевања изражавања ових стилова.

Кључне речи: родитељски стилови, Ујединица о родитељским праксама, теорија Дијане Баумринд, занемарујући родитељски стил, деца предшколског узраста