

Development of the Parent Protection Scale

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ABSTRACT The aim of the study is to develop the family protection scale. For the items found in the scale, any other model sample scale in the written literature was not used concerning the protectiveness issue. The reason of this is that there couldn't be found any scientific scale regarding the protectiveness. The Scale development process consisted of certain stages. First was writing the items related to family protection. Second was to arrange the items in line with expert opinions and to implement the scale to a group of students as to get their opinions as well as establishing the validity and reliability studies. Thirdly, exploratory factor analysis was conducted on the collected data. These results prove that family protection scale is both valid and reliable. The parental protectiveness scale come into sight with this study is a valuable study as it tested the parental relations and affiliation level of children.

INTRODUCTION

Today, the scholars conducting educational field studies have a few realities related with the education about which they coincide with each other nearly at the rate of one hundred percent. One of these realities is related with the learning itself that takes shape from birth till death. We may say that, the familial relationship is the relation which is regarded as the reality guidance of getting matured as a result of the educational values by means of which people develop their genetic potentials from the day of birth.

The people who have not started university have a good rapport with their parents compared to the different group relations especially within the first eighteen years. These relations generate the philosophy of the people as their life models and contribute their basis of behaviors to be formed determining their personalities. While the family life is seen as a private shelter, it is also required to research, arrange, interfere in and balance the protectiveness of it (Dallos 2012). The results by Laursen et al. (2015) indicate that friend influence is greatest in the context of protective parenting: Adolescents who perceived more parental protectiveness were positively influenced by the strength of their friend's personal values, whereas adolescents who perceived less parental protectiveness were not. A range of changes, especially in the adolescence period, are accepted as the most crucial cognitive alternation that affects the individual's affiliation relations. While the teenagers are in need of taking their own decisions or orienting their own life, they also show an ap-

proach of taking shelter besides their parents (Demir 2012). In this process, the authoritative and excessive protectiveness of the family cause to occur the personalities to be unassertive or uneasy.

The individuals who are under pressure have also some problems with the expression of their thoughts easily as well as the disorderly conduct in the event of having no authority around (Sendil 2012). The excessive protectiveness on the teenager personality reinforces the obedience behavior while the aggressive behaviors are in sight in the event of the individuals themselves more powerful than the others. It is also crucial to note the neural basis of maternal love and related behaviors to understand both normal mothering and abusive and neglectful mothering (Kikuchi and Noriuchi 2015). Due to these facts, having durable family relations is crucial so as to have a proper personality. It is also important when regarding the high generation's future as well. The democratic and sharing attitudes as well as the protectiveness balance of a family play a critical role since each of them have an influence on the development of the self-confidence. As we all know, a silk worm has an ability to spin its own cocoon. After having developed and getting matured, the silk worm can tear its cocoon as to be a butterfly. Just as in the process of empowering the wings of the silk worm, the protectiveness balance is pretty important when regarding the parental relations. A good cocoon cultivator provides the most convenient heat to the silk worm and he/she is responsible from the arrangement of its place. Even if the silk worm wants to fly with the help of the

cultivator, the silk worn cannot. In the light of this example, it may be said that the parental protectiveness is needed as to protect the individuals from hazards. However, it is crucial the parents to make the balance as not to affect their child/children's development in a bad way.

As Yildirim (2010) states, if you let the child stand up from the place he/she falls down, she/he will make an effort to stand up on his/her own. At this point, in the relationship between the parents' level of protectiveness and individuals' taken their self-decisions, it is important the people to assimilate the normal distribution curve. Parents should contribute their children with the effort of children in the way of being different (Kesici 2013) Parents should set sight on being close as to protect their child/children from cognitive, affective and psychomotor problems. They should also bear in their mind that internal auditing of the individuals and asking "why" questions whenever trying to take decision are important. They should bring up their children with having the knowledge of these criteria. In the enlightenment of these scientific facts, this scale was determined to be conducted as to specify inter family protectiveness levels. In the process of developing the internal family protectiveness scale, the teenager age range period in which the dependence on family and desire of being original are experienced. The teenager students were used found in both secondary and high schools.

Significance

This scale reveals the relationship between the protectiveness process of the parents and classifying the personalities of their children. As this scale indicates in which point the difference is, it is very important. The second importance of the study is that it will contribute maturing regarding the self-decision making as well as the efforts of the education system in bringing up the children with internal auditing within the process of analyzing people properly. The contribution of the study to the field is of being a scale related with the parental protectiveness.

METHODOLOGY

Working Group

The working group is composed of the Cumhuriyet High School Students who were educated in four state schools (224), Turk Maarif Col-

lege (207) and Famagusta Turk Maarif College students (143). In total 670 students took part in this study. The chosen schools represented TRNC average in terms of both the socio-economic and student achievement. 337 of the students were male (50.2%), and 333 female (49.8%). Detailed information was given in the Table 1.

Table 1: The frequency table related with the working group

	<i>10th class</i>		<i>11th class</i>		<i>12th class</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Female	109	33	111	33	123	34
Male	110	33	110	33	117	34
Total	218	33	221	33	240	34

The Scale Developing Process

For the items found in the scale any other model sample scale in the written literature was not used concerning the protectiveness issue. The reason of this that it couldn't be found any scientific scale regarding to the protectiveness. Five stages are followed while developing the parental scale.

In the first process, 120 parents from the school councils of the stated high schools. 50 faculty members from Near East University, Atatürk Education Faculty and Eastern Mediterranean Education Faculty participated to this study. Open ended questions were asked to the group with 170 people related with the protectiveness and a composition with 200 words was written. In the second process, a list with 82 items including the original ideas and behaviors, related with the parental protectiveness as to get an expert remark, was presented to 12 faculty members and after that a scale draft with 44 items was composed.

In the third process, as to examine the validity and reliability of the data tools, a pilot scale was applied to 670 people in total 15 times more than the number of items. The internal coefficient of consistence was calculated as to determine the reliability of the scale. The Cronbach Alpha coefficient was calculated and interpreted as to understand if the scale is convenient to this study. The consistency between each of the behaviors and total scale are fulfilled by means of calculating the efficiency of the Cronbach Alpha.

As it seen from the Table 2, the scale with less than 30 items such as 2.,3.,14.,15., 16.,17.,

Table 2: Item-total statistics

		<i>Scale mean if item deleted</i>	<i>Scale variance if item deleted</i>	<i>Corrected item-total correlation</i>	<i>Cronbach's Alpha if item deleted</i>
1.	My parent gives me tiring works.	113.77	361.410	.302	.819
2.	My parent keeps me away from the difficult works.	112.52	361.981	.137	.821
3.	My parent orients me to a disappointing job.	114.50	364.561	.144	.820
4.	My parent has tolerance when i waste time.	113.47	368.280	.330	.824
5.	If I will be happy, my parent faces up to be unhappy.	112.16	364.491	.481	.823
6.	My parent wants to learn my private things.	112.74	348.323	.394	.814
7.	My parent interrogates me as to learn if I hold out something on them.	113.20	342.871	.489	.811
8.	My parent gets stressed with me when I have exams.	112.48	355.512	.341	.818
9.	My parents can sometimes lie in order not to leave me in the lurch. (She/he was ill, that is why he/she didn't do the given homework.)	113.62	354.986	.365	.818
10.	If I am in a bind, my parent does my homework.	114.42	360.312	.356	.818
11.	In case of any discussion, my parent stands up with me.	113.36	355.080	.361	.818
12.	In case of having any discussion with my friend, my parent tells the things to my friend that I am at a loss of words.	114.04	354.489	.333	.816
13.	Inside the home, I feel like my parent observes whatever I do.	113.23	347.308	.426	.813
14.	In the event of staying with my friends at night in their place, my parent keeps silent.	112.91	370.866	-.047	.827
15.	My parent sometimes does not call me throughout the day.	113.78	367.880	.017	.824
16.	If I do not like the food, my parent cooks anything else for me.	113.02	360.017	.155	.821
17.	The nattiness and organization are under my parent's charge including my room.	113.30	358.732	.185	.820
18.	Even if I have big mistakes, my parent obscures the mistakes I have.	113.55	351.426	.351	.815
19.	After a telephone conversation, my parent wonders about it.	112.82	344.755	.444	.812
20.	Any changes related with my room are realized by my parent.	112.20	353.661	.306	.816
21.	My parent rules out the excuses that I produce whenever I am in trouble.	113.33	360.204	.315	.819
22.	When we walk on the street with my parent, I realize that everybody keeps their eyes from my parent on me.	113.91	351.361	.385	.814
23.	The people I associate with are important for my parent.	111.55	359.297	.352	.818
24.	In the matter of being alone in somewhere, my parent calls me at intervals.	112.06	357.787	.324	.819
25.	The place I found does not make a difference form my parent.	114.20	366.738	.043	.823
26.	If they punish me, they treat me with tenderness right after the punishment.	113.16	349.798	.367	.815
27.	My parent is uncomfortable with the situation of getting education in a different country.	113.75	354.757	.364	.818
28.	My parent thinks that the decisions they take are more reliable than mine.	112.77	348.816	.388	.814
29.	When I am alone at home, the foods I eat are important for my parent.	112.42	350.582	.335	.815
30.	What I wear is observed by my parent and they get involved the kind of dresses I choose to wear.	113.32	345.533	.434	.812
31.	My parent checks my homework whether it is fulfilled or not.	113.49	352.397	.301	.816
32.	The chatting at home with my friends arouses curiosity.	113.51	343.775	.485	.811
33.	My parent wonders how I manage my allowance.	113.26	344.888	.446	.812
34.	My parent sometimes does not allow me to associate with some of my friends.	113.32	346.888	.402	.813
35.	My parent wants to know the family of my close friends better.	112.14	357.420	.326	.819

Table 2: Contd...

		<i>Scale mean if item deleted</i>	<i>Scale variance if item deleted</i>	<i>Corrected item-total correlation</i>	<i>Cronbach's Alpha if item deleted</i>
36.	My parent wonders my opposite sex friends.	112.33	349.404	.349	.815
37.	My parent gives me tiring works.	113.84	363.499	.152	.820
38.	My parent keeps me away from the difficult works.	112.71	360.632	.154	.821
39.	My parent orients me to a disappointing job.	114.36	363.711	.146	.820
40.	When I have a private conversation on the phone, my parent is around me.	114.01	345.759	.491	.811
41.	My parent asks me questions regarding my friends.	113.61	343.866	.485	.811
42.	When my parent hears something bad about my friends, they share it with me.	112.12	354.055	.398	.817
43.	My parent sometimes prepares my school bag.	114.48	358.965	.301	.817
44.	My parent wants to know my friends' phone number.	113.73	350.788	.351	.815

25.,37.,38. and 39. were eliminated as a result of the reliability analysis. Less than 30 items indicates the low relation between each items and scale (Büyüköztürk 2010).

In another process of the reliability analyses in Table 3, another 34 items as a whole were subjected to the analysis. As a result of the analyses between the responses to the items within the integrity of the tool and the responses to the scale, with the high value of the Alpha coefficient (9.45) and between the items and scale integrity, it was found that there was a high correlation.

Table 3: Reliability coefficients of protective family scale

<i>Reliability</i>	<i>r</i>
Cronbach Alfa	0.945
Inter-form Correlation	0.791
Spearman-Brown (r)	0.812

With the scale which is applied to 670 students, the Cronbach alpha (α) reliability co-efficiency was found as .945. This proves that the scale consists of the questions with a high degree of reliability (Nunnally 1978 cited from Gadermann et al. 2012).

The validity analysis studies regarding parental protectiveness on the other hand, is conducted by regarding the content and construct validity dimensions. While the content validity of the scale was accepted within the scope of the expert view, the factor analysis method was used as to test the construct validity of the scale. With the factor analysis, each of the 44 items found in the scale was tested to see whether they tested every notion or not. The five-fold Likert type scale took its final form with the 34

items valued as its factor loading significance, 0.30. The value (0.30) indicated that the items found in the scale measured the required behaviors. For specifying the inter-parental protectiveness levels, fivefold Likert type rating was used. This rating was ordered as: Always (5), Frequently (4), Sometimes (3), Rarely (2), and Never (1).

Validity Study

Within the process of the inter-parental protectiveness scale development, as part of the validity study, the rule of the eigenvalue to be higher than 1 rule known as K1 method was used as to determine the factor number in the Exploratory Factor Analysis (Kaiser 1960). When the exploratory factor analysis was performed, it was regarded the Factor Eigen Value to be 1, the factor loading to be at least .30 and for the factors found in two factors the difference between the factors to be less than .10, in the determination of the items which would be found in the scale.

The Exploratory Factor Analysis (EFA) (Principal Components Analysis): In the *Exploratory Factor Analysis* (EFA) performed as to determine the construct validity of the scale, first of all, the correlation matrix among all of the items was examined as to see if there was a considerably meaningful difference between the items and it was seen that there were meaningful relations with suitable quality to carry out the factor analysis. In another process, Kaiser-Meyer-Olkin (KMO) and Bartlett Sphericity tests were performed as can be seen in Table 4. As well known, the KMO test is an index which compares the surveyed high-valued correlation co-efficiencies

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.831
Bartlett's Test of Sphericity	Approx. Chi-square	1713.577
	Df	435
	Sig.	.000

with the high-valued partial correlation co-efficiencies. The KMO rate which is higher than 0.60 and the p value as being lower than .01 from the Barlett Test indicate that the datum pile was convenient for the analysis of the Principal Components Analysis (Büyükoztürk 2002).

As it can be seen from the results, the KMO value is high as (.831), Barlett test is meaningful as ($p < .01$) and the data is convenient to the principal component analysis.

The factor loadings illustrate the correlation between the items and structure which will be tested.

So, the related dimensions and factor loadings were examined as a result of the principal components analysis which can be found on Table 5. As the 10 items of the scale indicated high loading value in two or more factor and as they did not fit to the assumed factor that was

Table 5: Component Matrix^a

	<i>Component</i>									
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
S1	.608	.098	-.033	.121	-.062	.222	-.118	.213	-.193	.049
S2	-.492	.189	.038	-.012	.371	.248	-.236	.277	.078	.112
S3	-.427	.085	.316	.114	.081	.149	-.527	.176	.176	-.096
S4	.383	.067	.157	.408	-.302	.340	-.026	.046	.089	-.225
S5	-.277	.202	.631	.220	-.061	-.033	-.027	-.329	-.121	-.150
S6	-.533	.182	.586	.105	-.020	.057	.041	.081	-.106	-.067
S7	.076	.417	-.153	.056	-.256	.333	-.102	-.272	.349	-.102
S9	.528	.438	.119	.005	.140	-.192	.046	.177	.068	-.034
S10	-.075	.494	-.086	-.343	-.200	-.166	-.077	.225	-.094	-.445
S11	.648	.078	.166	.019	.047	.124	-.140	-.066	-.153	.077
S12	-.567	.367	.294	-.113	.031	-.079	.215	-.032	.096	.109
S13	.403	.397	-.049	-.094	-.186	-.078	-.041	.385	-.086	.204
S14	.466	.013	-.127	.296	-.013	-.347	-.321	.182	.053	.145
S15	.391	.188	-.015	.459	.204	-.111	-.105	.129	-.072	-.114
S16	-.645	.166	-.014	.028	.223	-.246	.088	-.016	-.057	.113
S17	.419	-.071	.208	.073	-.317	.120	.244	.390	.128	-.006
S18	-.550	.245	-.061	.377	.213	-.038	.125	-.003	.211	.071
S19	.366	.337	-.047	.131	.293	-.333	.159	-.170	.025	-.311
S20	-.481	.147	.208	.055	-.022	-.235	.300	.342	-.120	-.065
S21	.365	.339	.119	-.022	-.336	-.228	-.133	-.280	.085	.278
S22	.520	.254	.273	-.283	.085	-.132	-.237	-.219	-.060	.083
S23	.214	.356	.057	-.241	-.279	-.021	.241	.071	.371	.029
S24	-.453	.467	-.050	-.220	.080	.128	-.079	-.047	-.203	.116
S25	.589	-.088	.085	-.414	.267	.165	.076	.071	.151	.050
S26	-.670	.171	-.332	.030	-.087	-.095	-.128	.106	-.166	.059
S27	.409	.138	.161	-.212	.422	.456	.108	.074	-.121	.013
S28	.668	.036	.119	-.095	.323	-.075	.178	-.060	.149	-.027
S29	-.420	.306	-.289	.306	.149	.226	.198	-.053	.219	.155
S31	.605	.004	-.085	.255	.063	.014	.351	.003	-.044	-.039
S32	.215	.387	-.012	.252	-.094	.277	.188	-.101	-.402	.275
S8	.373	.384	-.094	.082	.214	-.077	-.186	.027	.316	.084
S30	-.584	.306	-.095	-.193	-.159	.131	.076	.012	.063	.149
S33	.022	.440	-.422	-.082	.035	.177	-.034	-.110	-.207	-.441
S34	.493	.288	-.088	.029	-.041	-.121	-.001	-.078	-.211	.219

Extraction Method: Principal Component Analysis.

a.10 components extracted. So, the related dimensions and factor loadings were examined as a result of the principal components analysis which can be found on Table 5. As the 10 items of the scale indicated high loading value in two or more factor and as they did not fit to the assumed factor that was thought to test a specific feature, the expert opinions were also taken into account.

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CONCLUSION

The protectiveness of both mothers and fathers within the bringing up duration predicts the children's affiliation pattern in a meaningful way. The affiliation pattern of the youth is also the determination of their psychological situation. The children with a good rapport including trust with their parents have less psychological problems concerning both emotional and social issues.

The parental protectiveness scale come into sight with this study is a valuable study as it tested the parental relations and affiliation level of children. With a 670 numbered student group and 120 numbered parent group as well as 50 lecturers with the expert opinions. The tools were proved to be reliable as a result of the validity and reliability studies conducted. The content consistency (alpha) was regarded as .945. KMO as .831 and Barlett test value as ($p < .01$) which means meaningful. It should be kept in mind that the cognitive, emotional and social developments of the children are dependent on the attitudes of parents. So, the parents are to make the balanced protectiveness level. Especially the balanced protectiveness level helps the children when creating different identities with having a positive sense of self as well as the self-esteem.

LIMITATIONS

In the aspect of the scope of the scale, the protectiveness of parents on the children, regarding the data, the sampling students who will be elected among the high schools in TRNC such as Cumhuriyet and Nicosia Turkish High Schools as well as Turk Maarif College and Famagusta,

are restricted during the development of the scale with the actions regarding the method.

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