



EUROPEAN EDUCATIONAL RESEARCH ASSOCIATION

Educational Family Styles (EVALEF): Instrument Validation and Lineament to Design Family Intervention Programs

Author(s):	María Jesús Perales, Jose Gonzalez-Such (presenting), Mercedes Bisquert
Conference:	ECER 2012, The Need for Educational Research to Champion Freedom, Education and Development for All
Network:	14. Communities, Families and Schooling in Educational Research
Format:	Paper

Session Information

14 SES 01 B, Family Education and Parenting – Family Needs and Styles

Parallel Paper Session

Time:	2012-09-18 13:15-14:45
Room:	ESI 2 - Aula 5
Chair:	Satu Perälä-Littunen

Contribution

Educational Family Styles (EVALEF): Instrument Validation and Lineament to Design Family Intervention Programs

This contribution presents the research project "Educational Family Styles (EVALEF): Instrument Design Validation and Lineament to Family Intervention Programs," which runs until 2014, funded by the Ministerio de Ciencia e Innovación de Spain under *VI Plan Nacional de Investigación Científica*,

Desarrollo e Innovación Tecnológica. The research was coordinated by the University of Valencia, and involving five other Spanish universities.

In the last decade, social development has been characterized by an extension and diversification of the concept of family having as a consequence a deeply impact on educational family styles. Likewise, research in education and studies on evaluation from different national and international organizations (PISA, TIMSS, PIRLS and diagnostic evaluations) have stated the influence of family styles on student's performance.

However, there is a need for a description on actual educational patterns in families. Thus, it is relevant to provide reliable and validated instruments in order to diagnose educational family styles taking into consideration traditional perspectives on research family styles as well as new family styles emerged from social and family changes.

There is a long tradition in the study of relationships between parents and children. The international research shows that the traditional model of family socialization analysis had certain character of exclusivity and of unidirectional view. Authors who are based on this model classified the parents according to the dimensions of affection, communication and control requirements into four types: democratic, authoritarian, neglectful and permissive.

In 1999 Palacios presents a new approach in the way of understanding the familiar relationships, named Model of Joint Construction or of Multiple Influences. From this perspective, stand out two fundamental assumptions: a) the parent-child relationships are bidirectional, and b) The educational practices are effective only if they are adapted to the age of the children and promote their development (Ceballos and Rodrigo, 1998). This new model calls for the development of measurement tools that incorporate these new aspects.

On the other hand, given the shortage of teaching styles questionnaires constructed in our country, Spanish researchers have had to adapt or translate the questionnaires validated with other populations in many cases (Tori Lopez, 2008; Castro, Toro, Van Der Ende and Arrindel, 1993).

The investigation that we are going to develop these three years tries to design an instrument to analyze the educational familiar models (educational family styles) to identify them, and to provide diagnostic quality (from validation studies) to orientate the lines of intervention adapted to the distortions that could be demonstrated, while providing relevant information of the familiar context of the pupils to his educational formal environment.

Objectives.

1. To define the educational styles appropriately to the familiar current models
2. To design a reliable and valid measurement instrument.
3. To develop uses of the instrument that provide evidences of instrument validation and that allow to initiate exploratory studies on family educational styles and other variables
4. To develop implementation strategies that allows the improvement of family educational styles, and analyse this strategies in the European context.

Method

Thus, the first step in the present project is designing and validating an instrument on educational family styles "EVALEF" based on actual styles definition from previous studies. The study will begin with the construct and content validation of the instrument, Evalef, based on analysis of judges. The revised instrument will be analyzed by empirical validation, the application from a representative group, ending with the completion of the final test. Afterwards, we will obtain validity evidences to improve the instrument capacity to diagnose, explore applications and give guidelines to design interventions. The study will build on the application of Evalef, and analysis of the data obtained to study the differential behaviour of the scale with different groups, and the relationship of educational styles familiar with educational performance and other variables related to the coexistence the school. In the last part of the

project, we will prepare intervention guidelines linked to diagnostic patterns established previously by the instrument, and defining specific psychopedagogical materials for that purpose. In this moment, the collaboration with the European researchers of family and education will be used, for an international analysis of context.

Expected Outcomes

The expected outcomes of the research are a) A definition of educational styles appropriate to actual family structure b) An approach to styles evaluation that anticipates usual problems and that affects the reliability and validity of the instruments as the social desirability effect. c) An instrument linked to intervention that improves educational family style in a way of detecting elements to dynamize in families and improve a psychopedagogical intervention in line with a previous diagnostic. Results will be disseminated via the project website, communications at congresses and articles in professional journals

References

- Aguilar Ramos, M^a C. (2002). Educación familiar: una propuesta disciplinar y curricular. Málaga: Ediciones Aljibe. - Baumrind, D. (1991). The influence of parent-ing style on adolescent competence and sub-stance use. *Journal of Early Adolescence*, 11(1), 56-95. - Bersabé, R. M., Fuentes, M. J. y Motrico, E. (2001). Análisis psicométrico de dos escalas para evaluar estilos educativos parentales. *Psi-cothema*, vol. 13, nº 4, 678-684. - Buri, J. R. (1991). Parental Authority Questionnaire. *Journal of Personality Assessment*, 57, 110-119. - Castro, J., Toro, J., Van Der Ende, J., y Arrindel, W. A. (1993). Exploring the feasibility of assessing perceived parental rearing styles in spanish children with the EMBU. *International Journal of Social Psychiatry*, 39, 47-57. - Ceballos, E., y Rodrigo, M. J. (1998). Las metas y estrategias de socialización entre padres e hijos. En M. J. Rodrigo y J. Palacios (Coords.), *Familia y desarrollo humano* (pp. 225-260). Madrid: Alianza. - Fuentes, M. J., Motrico, E., y Bersabé, R. M. (1999). Escala de Afecto (EA) y Escala de Normas y Exigencias (ENE): Versión hijos y versión padres. Málaga: Universidad de Málaga. - Holden, G., y Edwards, L. (1989). Parental Attitudes Toward Child Rearing: Instruments, Issues, and Implications. *Psychological Bulletin*, 106, 29-58. - Palacios, J. (1994). Escala de Evaluación de Estilos Educativos (4E). Sevilla: Universidad de Sevilla. - Palacios, J. (1999). La familia y su papel en el desarrollo afectivo y social. En F. López, I. Etxebarria, M. J. Fuentes y M. J. Ortiz (Coords.), *Desarrollo afectivo y social* (pp. 267-284). Madrid: Pirámide. - Pérez, P., Cánovas, P. 2002. Valores y pautas de interacción familiar en la adolescencia (13-18 años). Madrid: Fundación Santa María. - Torío López, S., Peña Calvo, J.V., Rodríguez Menéndez, M.C. (2008). Estilos Educativos Parentales. Revisión Bibliográfica y Reformulación Teórica. *Ediciones Universidad de Salamanca Teor. educ.* 20, pp. 151-178.

Author Information

María Jesús Perales

Universitat de València. Spain
Research Methods and Diagnosis in Education
Valencia

Jose Gonzalez-Such (presenting)

University of Valencia
Research Methods and Diagnosis in Education
Valencia

Mercedes Bisquert

Universitat de València. Spain, Spain

[Print](#) [Close](#)