Evaluation of the family climate created by the management of behavioral problems, from the perspective of the children

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Abstract

Introduction. Though different intervention patterns that parents use to employ for managing children behavior problems are known, it is not known whether they interact an how, configuring what can be considered as the family climate generated by the way in which children' behavior is managed" (FCBM).

Method. In this study, we developed a questionnaire that includes four kinds of patterns for coping with behavior problems: reasoning vs punishment, strategies due to parental stress, patience, and positive constructive strategies. The prevalence of and interaction among all these strategies are supposed to define the above-mentioned climate that, in this case, is assessed from the children's perspective (FCBM-C). A total of 819 students completed the questionnaire. Confirmatory factor analysis and cross validation analysis, reliability, and path analysis with latent variables using children's satisfaction as criterion were made.

Results. Results support the hypotheses about the structure of the questionnaire, and about its predictive validity, and suggest the need to act on the components of FCBM-C when designing interventions to improve children behavior.

Discussion and Conclusion. Results suggest that positive attitude and patience are the factors which most contribute to establish a positive family environment, in line with findings from other investigations. On the other hand, parental discipline strategies such as punishment or coercive strategies that contribute to increased stress are negatively realted to a positive family climate.

*Keywords***:** Family climate; behavior-management strategies; behavioral problems; educational styles; positive parenting.

Resumen

Introducción. Aunque se conocen las diferentes pautas de actuación que los padres suelen adoptar ante los problemas de conducta de los hijos, no se conoce si interactúan configurado lo que puede considerarse como clima familiar generado por la gestión de los problemas de conducta (CFGC).

Método. Para explorar este clima, en el presente estudio se ha desarrollado un cuestionario que recoge cuatro tipos de pautas de actuación: razonamiento vs castigo, estrategias debidas al estrés de los padres, reacción paciente, y estrategias constructivas de tipo positivo, estrategias cuya prevalencia e interacción definen el clima señalado, clima que se evalúa desde la perspectiva de los hijos sobre el mismo (CFGC-H). Un total 819 alumnos completaron el cuestionario. Se realizaron análisis factoriales confirmatorios, de validación cruzada, de fiabilidad y de rutas con variables latentes, utilizando la satisfacción de los hijos como criterio.

Resultados. Los resultados apoyan las hipótesis sobre la estructura del cuestionario y su validez predictiva, y sugieren la necesidad de actuar sobre los componentes del CFGC-H a la hora de diseñar intervenciones para mejorar el comportamiento de los hijos.

Discusión y conclusiones. Los resultados sugieren que la actitud positiva y la paciencia son factores importantes que contribuyen favorablemente a establecer un clima familiar positivo, en línea con lo encontrado en otras investigaciones. Por otro lado, todas aquellas estrategias de disciplina parental coercitivas como el castigo o las estrategias que contribuyen al aumento del estrés se asocian de forma negativa al clima familiar.

*Palabras Clave***:** Clima familiar; estrategias de afrontamiento; problemas de conducta; estilos educativos; parentalidad positiva.

Introduction

Children's behavior problems (tantrums, disobedience, impulsivity or aggressiveness) are a source of serious concern in the family environment (Cantero-García and Alonso-Tapia, 2017; Montiel-Nava, Montiel-Barbero and Peña, 2005; Robles y Romero Trianes, 2011). In fact, according to an epidemiological study carried out with a sample of 1220 fathers and mothers, a 52% considered that they needed psychological help to solve these problems (Cantero-García and Alonso-Tapia, 2016). The way parents deal with such problems shapes one aspect of what is known as the "family climate", and affects not only childrens' behavior but also the own parents' psychological well-being (Luengo Martín, 2014; Pérez, Menéndez and Hidalgo, 2014).

The importance of behavioral problems has given place to the realization of many studies on the effectiveness of different management strategies (Webster-Stratton, Reid and Hammond, 2001; Romero, Villar, Luengo, Gómez-Fraguela and Robles, 2013). However, research on the impact of such strategies on parental well-being is still scant (Pérez et al., 2014; Semke, Garbacz, Kwon, Sheridan and Woods, 2010; van Stejin, Oerlemans, van Aken, Buitelaar and Rommelse, 2013). As such an impact may be negative, it is necessary to know not only the effectiveness of different ways of acting in relation to behavioral problems, but also the impact they have on parents' stress or, on the contrary, on their well-being, as they contribute to the quality of the family climate.

The family climate

Family climate is defined as the positive or negative state of well-being resulting from the set of interaction patterns that occur among people in a family, such as the types of comments on grades or behavior, aids, limits, penalties, etc. (Alonso-Tapia, Simón and Asensio, 2013). These patterns of interaction, depending on their nature, can have effects on multiple variables such as children's motivation to learn (Alonso-Tapia, Simón and Asensio, 2013, Pomerantz, Grolnick and Pierce, 2005), academic achievements (Jeynes, 2007), self-efficacy, engagement and intrinsic motivation (Fan and Williams, 2010) or children's behavior (Leung, Tsang, Sin and Choi, 2015)

Concerning their effects on behavior, these interactions may facilitate the development and well-being of the family as long as they imply attitudes of flexibility, cooperation, participation, interest, respect and help or. However, they can also interfere in the development of well-being and influence it in a negative way resulting into intolerant, egocentric, disruptive or violent behaviors (Alonso-Tapia, 2012). Therefore, it is necessary to differentiate between positive and negative family climate.

A *positive family climate* is the result of family socialization practices that foster trust, autonomy, initiative and affective bonds that favor the development of stable and competent children. Some of these practices involve listening, reasoning, substitution of punishment for techniques such as time-out, reinforcement of positive behaviors, use of modeling, praise, clear rules, etc. There is empirical evidence showing that a positive family climate is a protective factor against behavioral problems, and that this climate has a significant influence on behavior as well as on the social, physical, affective and intellectual development of the family members (Moreno, Estévez, Murgui and Musitu, 2009, Sanders, Kirby, Tellegen and Day, 2014). Positive relationships between parents and children is associated also with a greater development of prosocial behavior in the family (Dolezal-Sams, Nordquist and Twardosz, 2009, Jaureguizar and Ibabe, 2012, Romano, Tremblay, Boulerice and Swisher, 2005).

On the contrary, *a negative family climate* is one of the best-known risk factors. Its main characteristics are a high level of family conflict and low a level of cohesion. (Mitchell, Szczerepa, and Hauser-Cram, 2015). Some of the practices that contribute to a negative family climate are the lack of clear rules, excessive use of punishment, excessive authority, etc. Several studies provided findings showing that inadequate parental practices, such as physical punishment, have long-term negative consequences on the psychological adjustment of children (Musitu and Garcia 2004, Gámez-Guadix, Straus, Carrobles, Muñoz- Rivas and Almendros, 2010, Algood, Harris and Hong, 2013). Thus, if the development environment defined by the family climate is positive, it can provide children with protective factors for their development. However, if it is negative, it can act as a source of stress for parents that affects not only them, but also their children', as it may increase the kids' behavioral problems.

The family climate, then, does not only affect children. Educating a child with behavioral problems such as frequent tantrums, disobedience, impulsivity or aggressiveness offers numerous challenges for parents, challenges that, if they does not know how to cope with, can have negative repercussions on their personal balance. For example, parents whose children exhibit behavioral problems often have higher rates of separation or divorce, are often more isolated, and have higher levels of stress (Montiel-Nava et al., 2005; Pérez-López, Rodríguez- Cano, Montealegre, Pérez-Lag, Perea and Botella, 2011). These facts imply that the lack of adequate coping strategies can increase levels of parental stress, as well as improve the difficulty in solving behavioral problems that children may present, establishing a self-feeded process in which children's behavioral problems increase parents' stress, which in turn worsens such problems.

On the contrary, if the challenge posed by behavioral problems is adequately addressed, the parents can manifest a remarkable resilience, which has positive effects on personal well-being (Prince-Embury and Saklofske, 2013). Consequently, it is important to know what management strategies of behavioral problems -and of the stress generated by them- are appropriate and generate resilient parents and also, what strategies are inadequate, as depending on which ones predominate in a given family, its family climate will be more or less positive, and parents' resilience and well-being will vary accordingly.

In order to investigate the family climate generated by the ways of dealing with behavior problems and their impact on parental stress, adequate assessment tools are necessary. The *family climate generated by the management of behavioral problems* can be assessed relying either on the parents or on the the childrens' perceptions. As these perceptions can differ, it is imperative to study the perception of both, because the implications of each perspective for deciding how to act may be different. However, currently there are no adequate instruments to evaluate them. Therefore, our objective is to develop adequate instruments for this purpose. The present work focuses on the perception that the children have of parental forms of managing behavior problems, forms that contribute to configuring the family climate. Nevertheless, what instruments exist that can guide our purpose, and from what assumptions have they been developed?

Instruments for the evaluation of behavioral problems

Categories of parental styles. Baumrind's (1971), combining three basic parental variables -control, communication, and affective involvement-, identified four parental styles. These styles were: 1) *authoritarian* -high levels of control, inflexible (no reasoning), and low affection-; 2) *authoritative* -high levels of control, but in a rational manner, and high affection-; 3) *permissive* –low control, but high reasoning and and high Affection; and 4) *rejecting-neglecting* -low control, low reasoning, and low affection. In turn, these characteristics influence the psychological well-being of the parents and their level of resilience.

Also noteworthy are some of the instruments collected by Martín, Cabrera, León & Rodrigo (2013):

Framework for the Assessment of Children in Need and their Families (FACNF). Developed in Great Britain (Department of Health et al., 2000), the authors propose three domains for family assessment: 1) the child's developmental needs, 2) parental capacities, and 3) environmental and family factors. With respect to competencies, the FACNF underlines parents' ability to offer emotional warmth, stimulate the child's development, guide and set limits, and provide a stable environment.

Comprehensive Family Assesment Guidelines for Child Welfare. This evaluation guide was developed by the National Child Welfare Resource for Family-Centered Practice in the United States (Schene, 2005). It makes possible to evaluate the parents' responsibility for their children's behavior and their motivation for change, the capacity to get that the child or adolescent go to school, the ability to control the anger expressions, the ability to form and maintain healthy relationships, and the problem-solving skills.

Standardized Assessment of Parenting. The "New Zealand Children, Young Persons, and Their Families Services" developed this instrument (Barber and Delfabbro, 2000). It allows the evaluation of parental capacity to provide basic care that meets the needs of children on the base of the analysis of the family system functioning, the positive and negative practices of parents, and the techniques of conflict resolution.

Competence and parental resilience scale for mothers and fathers in psychosocial risk contexts (Martín et al., 2013). Developed in Gran Canaria, this scale makes it possible to evaluate the parental educational capacities, linked to the models of aging and those of community integration indicated in the model of Barudy and Danthagnan (2010), as well as

those emotional, cognitive and behavioral competences that allow attachment building. It also allows assessing those competencies considered basic from the UK model (Department of Health et al., 2000). For example: the ability to ensure the basic needs of the child such as food and hygiene, skills that ensure safety and guidance of the child as the control and supervision of children's behavior and the organization of leisure activities with the whole family.

This last instrument is of special relevance for the design of our own one. So, we will detail some of the items of its scales. Parental agency scale: "(*you*) *feel capable and efficcient as a parent"*, *"You perceive your parental role in an adjusted manner"*. Promotion of health scale: "(*you*) *show coping strategies in situations of stress"*, *"worry about the hygiene of minors"*. Domestic organization scale: "(*you*) *keep the house clean and tidy"*, *"...prepare meals regularly every day"*. Personal autonomy and seeking support scale: "(*you*) *have a positive vision of the child and family"*, *"...seek help from significant people when they have problems with their children"*. Educational skills scale: "(*you*) *control and supervise the behavior of your children"*, *"...show warmth and affection in relationship with their children"*, *"...have expectations of achievement towards their children"*. Personal development scale: "(*you*) *positively recognize and value personal qualities"*, *"...show ability to resolve conflicts"*, *"...show flexibility in the face of difficulties)*. Cognitive competences scale: "(*you*) *are able to put oneself in the place of the other"*, *"...are capable of self-correcting when making mistakes"*, *"... are flexible to apply educational guidelines according to age, the child's characteristics, and the situation"*. Emotional competencies scale: "(*you*) *promote relationships of trust and communication with your children"*, *"...regulates negative emotions well"*. Relationship with the community scale: "(*you*) *feel identified and integrated in the community"*, *"...live in a stable way in the community"*. In addition and finally, Attitude towards the service scale: "(*you*) *are aware of the problem"*, *"...are motivated to change"*, *"...have positive expectations for the future of children"*.

As can be seen, most of the scales included in the instruments just mentioned are not scales for evaluating the management of behavior problems, but the family climate in general. The scales related to the management of behavioral problems do it in a very global way, which does not allow us to deepen the different patterns of action that are nown to configure the family climat and that affect management of behavioral problems. In addition, they

provide exclusively the parents' perspective, which may not really reflect what happens, since the perspective of the children may be different, a fact whose importance has been already highlighted before.

Structure of the proposed questionnaire

Based on the above-mentioned limitations of the exiting questionnaires, we developed a new one to evaluate children's perception of the management of the behavioral problems that their parents perform. Its structure appears in Figure 1, which shows the model whose validation constitutes the main objective of this study. In this model, the "family behavior management climate" (CFGC) is defined as the result of the interaction of the degree in which parents use the different types of strategies mentioned together.

Figure 1. Modelo estructural del cuestionario de "Clima familiar de gestión del comportamiento" (CFGC)

As can be seen in Figure 1, the questionnaire consists of four scales reflecting the factors that are supposed that contribute to explain the family climate generated by the management of behavior problems: Reasoning vs punishment, Patience, Strategies that are due to stress (shouts and threats), and strategies that involve to have a positive attitude. The inclusion of the scales Patience, Positive Attitude, and Reasoning vs Punishment, is inspired by the study conducted by Parra and Oliva (2006). This study showed that young people living in a warm and caring environment have fewer behavioral problems, which would occur because good family relationships increase the power of influence of fathers and mothers over sons and daughters, diminishing the possible involvement in antisocial behavior. Strategies due to stress (shouting, threats) are also a key factor defining the family climate, as they not only contribute to the worsening behavioral problems, but also to the increase parental psychological distress.

The scales developed aim to know the interactions of the parents from the point of view of the children, as well as the degree to which the climate predicts the satisfaction of the children with them.

Objectives and hypotheses

The objectives of this study are: 1) to know the perception that the children have about the way their parents deal with behavior problems and 2) to know the effects of such actions on the satisfaction of the children. In order to achieve these objectives, two tests have been developed (a questionnaire and a satisfaction scale), and the corresponding validation analyzes have been carried out, which are described below.

According to the model shown in Figure 1, the family climate is expected to be positively defined by the variables of reasoning vs. punishment, patience, and positive attitude, and negatively by the reaction to stress with shouts and threats. It is also expected that the more positive the perception of the family climate, the greater the satisfaction of the children.

Method

Participants

Two private schools in Madrid and two public schools in Granada were chosen for reasons of convenience. They provided access to students from levels 5 to 10. A total of 407

boys and 412 girls (N = 819), 9 to 18 years old (mean age 13.17, SD = 1.83), the majority of whom were Spanish (95.8%) participated in the study. The students were distributed as follows: G5: 160; G6: 185; G7: 151; G8: 120; G9: 95, and G10: 108.

Instruments

Family climate questionnaire perceived by children in relation to parents' management of behavior problems (CFPC-H). Two psychologists, specialist in the field, designed this questionnaire for the present study. First, a pool of items was written on the base literature review. Second, item selection was made after inter-rater agreement was achieved. Finally, the questionnaire was reviewed by two members of the research team. It includes 20 items that allow assessing children's perception of coping strategies used by parents in relation to their behavior problems. The items refer to four coping strategies: positive attitude, reasoning vs. punishment, patience, and stress. The questionnaire includes items formulated both positively and negatively They are answered by indicating the degree of agreement with their content on a five-point Likert scale (1 being totally disagree and 5 fully agreeing). The questionnaire is included in Appendix A.

Questionnaire of satisfaction and change perceived by the children with the form of management of parents. This instrument, also designed for this study, was elaborated following the same procedure as the previous questionnaire. It consists of six items, three formulated positively and three frmulated negatively, that evaluate the degree of satisfaction of the children with respect to the actions of their parents. The response format was the same as in the previous questionnaire. This questionnaire is included in Appendix B.

Procedure

The study was, first, approved by the Ethics Committee of the authors' University. Then they contacted 12 schools and inform them about the objectives of the research and asked for their collaboration. Four centers agreed to participate and sent parents an acceptance letter where they were invited to authorize their children to complete the questionnaire anonymously. Authorized children completed the questionnaires in their reference classroom during a 30-40 minute session. The students were told to answer the items thinking especially on the person - father or mother - who spent more time with them, and if they did not live with their parents, to answer the questionnaire thinking on people they lived with and who acted, in practice, as parents or guardians.

Data analyses

The sample was randomly divided into two subsamples ($n_1 = 409$; $n_2 = 410$), one for the initial analysis of the structural validity of the model, and the other for cross-validation. In order to study the structural validity of the model, the confirmatory factor analysis of the model presented in Figure 1 was performed using the Maximum likelihood estimation method, and the criteria of acceptance described by Hair, Black, Babin and Anderson (2010) ($\chi^2/gl < 5$; *GFI, IFI y CFI > .90; RMSA < .08; SRMR <.08*). Subsequently, the cross-validation analysis was performed, using the same estimation method and the same acceptance criteria. Third, we analyzed the reliability of each of the scales as well as that of the global scale. Finally, in order to test the predictive validity of the questionnaire, two path analyses with latent variables were carried out, using the children's satisfaction with their parents' way of behaving as criterion, and the different behavior managing strategies as predictors. The first analysis was realized for testing the model and the second, for cross-validation.

Results

Confirmatory factorial analysis

Figure 2 shows the factorial structure of the questionnaire and the indexes of adjustment of the data of the confirmatory factor analysis performed with the first random sub-sample (n_1).

The statistic χ^2 was significant ($p < .001$), probably due to the sample size (Hair et al., 2010), but the ratio χ^2/gl and the indices GFI, RMSEA and SRMR were well inside the limits that allowed the model to be accepted. However, the IFI and CFI indices were slightly lower than expected ($\chi^2/gl = 2.69$; GFI = .90; IFI = .86; CFI: .86; RMSEA = .064; SRMR = .068).
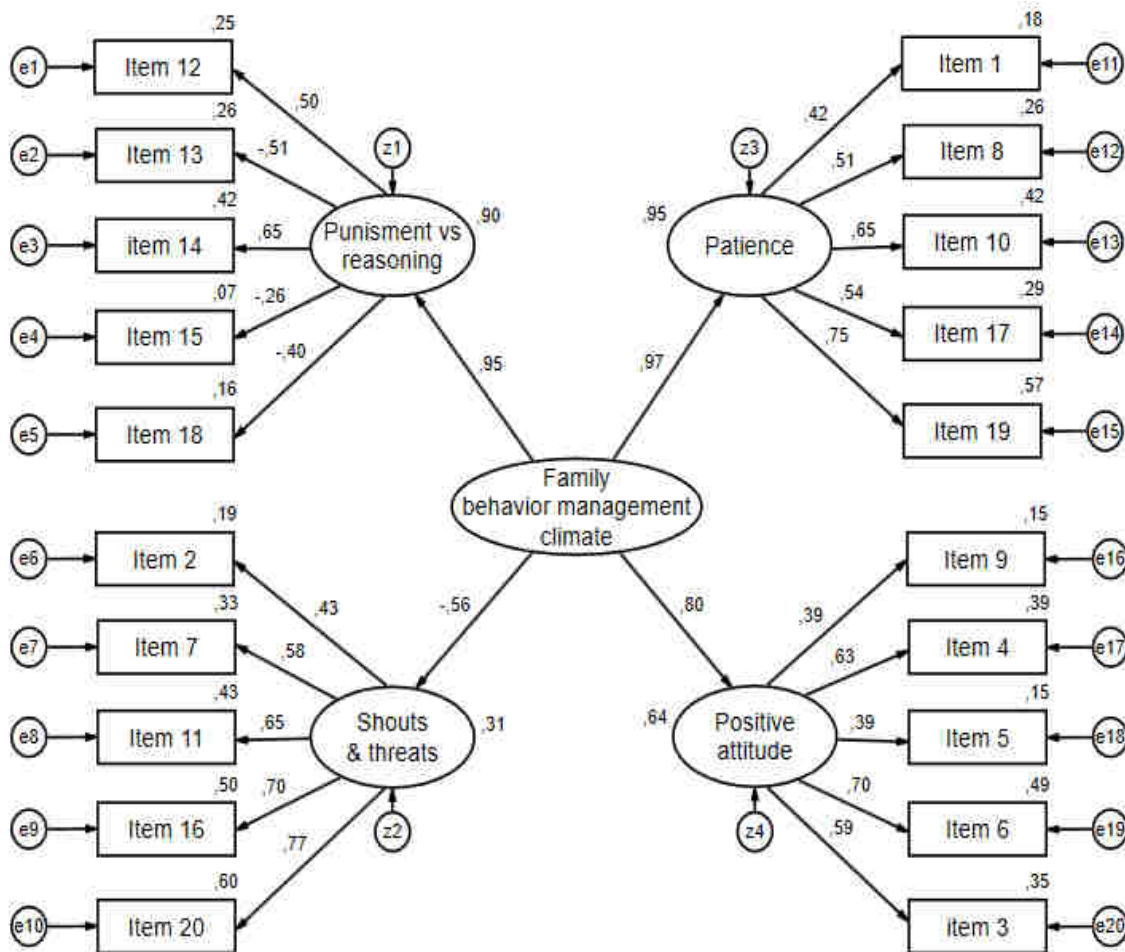

Figure 2. CFGC-Q. Standardized confirmatory solution corresponding to the initial model.

Cross-validation

The cross-validation analysis was carried out with the two subsamples. ($n_1 = 409$; $n_2 = 410$). The statistic χ^2 was significant ($p < .001$), probably due to the sample size, but the ratio χ^2/gl and the indices GFI, RMSEA and SRMR were well inside the limits that allowed the model to be accepted. The IFI and CFI indices were again slightly lower than expected ($\chi^2/gl = 2.5$; GFI = .89; IFI = .85; CFI= .81; RMSEA = .04; SRMR = .07). However, fit was not

significantly reduced in relation to the model without restrictions when equality restrictions were imposed between groups for measurement weights ($\Delta\chi^2 = 8,51$, p = .93), structural weights ($\Delta\chi^2 = 10.05$, $p = .95$), structural covariances ($\Delta\chi^2 = 11.74$, $p = .92$), structural residuals ($\Delta\chi^2 = 12.23$, $p = .97$), and measurement residuals ($\Delta\chi^2 = 27.96$, $p = .97$), which supports the invariance of the model across the subsamples. Therefore, it can be considered that the model is well estimated.

Reliability

The internal consistency of the scales was calculated using the Cronbach's Alpha ($\alpha = .84$). The individual scales obtained the following reliability indexes: punishment vs. reasoning, α: .55; Patience, α: .67; Stress, α: .77 and positive attitude, $\alpha = .61$. On the criterion scale, Cronbach's α was .74, which indicates that it is acceptable.

Predictive validity

Figure 3 shows the results of the path analysis with latent variables in which the dimensions of the family climate predict the children's satisfaction with the way their parents act. The statistic χ^2 was significant ($p < .001$), probably due to the sample size, but $\chi^2/gl = 2.9$, RMSEA = .06 y SRMR = .07 were well inside the limits that allowed the model to be accepted. However, GFI = .84, IFI = .82 y CFI =.82 fell short of the estándar limits of significance. Therefore, we realized the cross-validation analysis. However, what is important is that 98% of the variance of child satisfaction is explained by the strategies they perceive that parents use, with reasoning, patience and positive attitude having a positive weight and the strategies that contribute to the increase of stress (screams and threats) having a negative one.
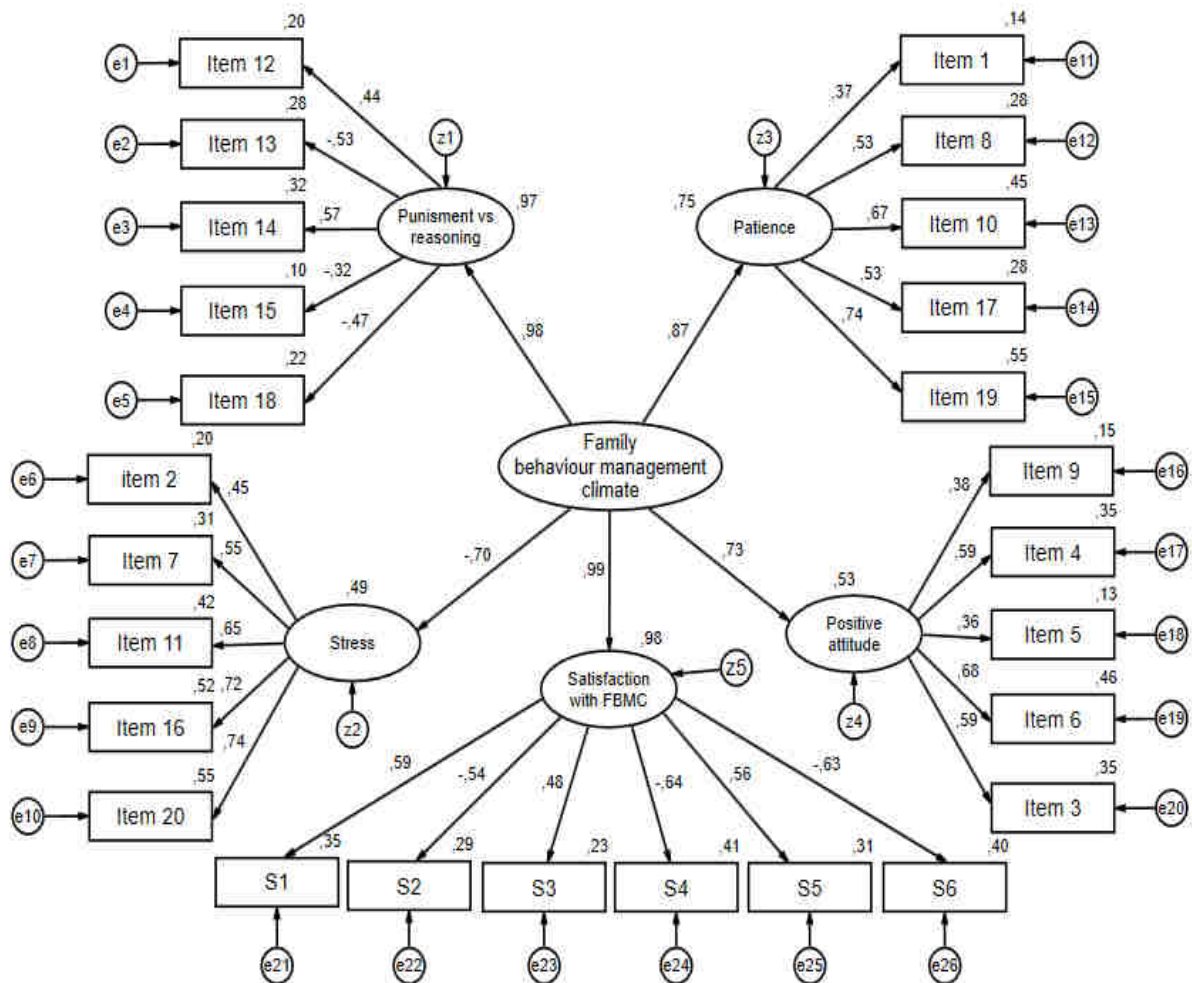
Figure 3. CFGC-Q. Results of path analysis with latent variables.

The cross-validation analysis was carried out with the two subsamples. *(n₁ = 409; n₂ =* 410). The statistic χ^2 was significant *(p < .001)*, probably due to the sample size, but the ratio χ^2/gl and the indices GFI, RMSEA and SRMR were well inside the limits that allowed the model to be accepted. The IFI and CFI indices were again slightly lower than expected (χ^2/gl = 3.00; GFI = .82; IFI = .79; CFI= .79; RMSEA = .05; SRMR = .07).. However, fit was not significantly reduced in relation to the model without restrictions when equality restrictions were imposed between groups for measurement weights ($\Delta\chi^2$ = 18.44, p = .59),structural weights ($\Delta\chi^2$= 22.26, *p* = .62), structural covariances ($\Delta\chi^2$ = 24.25, *p* = .56), structural residuals ($\Delta\chi^2$ = 24.52, *p* = .70), and measurement residuals ($\Delta\chi^2$ = 52.11, *p* = .58), which supports the invariance of the model across the subsamples. Therefore, it can be considered that the model is well. Besides, the criterion variance explained by the set of predictirs in both groups was the same (98%).

Discussion and Conclusions

The objective of this study was to develop and validate a questionnaire for assessing the family climate created by the way the parents manage the behavior problems of their children, but from the perspective of the children, as well as to analyze the role that the such climate plays in the children's satisfaction. The results obtained indicate that the questionnaire has a coherent factor structure, with acceptable statistical indexes of adjustment, has a good overall reliability, and relates as expected to children satisfaction. The scales included, however, should not be used separately, as their internal consistency did not exceed .70 except for strategies du to stress.

Results suggest that "positive attitude" and "patience" are important factors that contribute favorably to establishing a positive family climate, in line with what results found in other researches, such as Parra and Oliva (2006). The reasoning, as we have seen in the studies carried out by Torío et al. (2008), is also associated with better social competence, and predicts the lower presence of behavioral problems. On the other hand, coercive parental strategies such as punishment, or the strategies that contribute to the increase of stress, are negatively associated with the the family climate perceived by children (Algood, Harris and Hong 2013, Gámez-Guadix, Straus, Carrobles, Muñoz-Rivas And Almendros 2010, Kazdín, 1997, Musitu and García, 2004).

Implications

The results obtained have theoretical implications, as well as implications for evaluation and intervention. Regarding the former, although the isolated effect of some behavioral management strategies was known (Torio et al., 2008), there were no studies showing whether they contribute tu define the behavior-management family climate as such, since the cited studies did not give a clear definition of it. Our results suggest that, at least from the point of view of the children, to the extent that the use of the different strategies converge, they may have a different effect from the effect that can have the use of each strategy separately. This implication is valid both in relation to the behavior of the children, as suggested by the degree of satisfaction associated with that climate, and in relation to the emotional balance of the parents. Although the effects have not been verified, they derive from the nature of the relationships found, and should be investigated. In addition, the climate

defined by the behavioral management mode is a component of the "general family climate" along with others, as for example, the "family motivational climate" (Alonso-Tapia, Simón and Asensio, 2013). Therefore, to know the effect of the general family climate it is worth studying how the different components interact.

Regarding the implications for assessment, the availability of instruments that consider children's point of view regarding family dynamics is positive, because not only to have this information allows predicting their level of satisfaction, but also because it has a diagnostic value regarding the patterns of parental performance on which it may be necessary to act. The fact that this information is limited to children's perspective suggests the need to obtain information from the parents about the behavior management family-climate, information for which it is necessary to have questionnaires that do not exist. It is a task for the research agenda.

Finally, regarding the implications for intervention, the nature of the components of the behavioral management climate identified in this study have implications for the development of intervention programs for families with children with behavior problems. First, these programs should promote strategies and modes of action that encourage the use of reasoning and the avoidance of punitive measures. Second, they should facilitate the development of assertive behaviors that substitute the strategies due to stress, based on emotional expression. Third, such programs should foster the development of patience and the positive attitude needed to manage behavior problems so that the impact is positive, as some recent studies have suggested too (Rodrigo, Maiquez, Martín and Byrne, 2008)

Limitations and future lines

This study has certain limitations that deserve attention. First, the sampling by convenience of the schools, and their decision to participate in our study may have caused bias in the results obtained, and therefore, may have limited their generalizability. Second, the parents' decision about the participation of their children has casused that only those students with highly motivated parents have participated in the study. A third limitation has to do with the failure to consider the behavior-management strategies of the father and the mother separately. A fourth limitation has to do with the low reliability of some of the specific scales, which could affect the rest of the results obtained. Future studies should take these limitations

into account. Specifically, the reliability of the positive attitude, patience and reason / punishment scales should be increased by adding items of appropriate content. In addition, this study has not specifically measured the resilience of parents. Therefore, it is necessary to do so in future studies in order to know what strategies contribute to such resilience. This knowledge will in turn enable to develop effective interventions that contribute both, to the psychological well-being of parents and to the positive family climate.

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Appendix A

QUESTIONNAIRE OF BEHAVIOR-MANAGEMENT FAMILY CLIMATE
(Por children from 11 to 16 years)

Instructions

Below you will find a series of statements that have to do with the way parents react or behave in front of the problems that sometimes pose our way of behaving. Knowing the parents way of reacting will help us to now how to help them and you to cope with such problems. In relation to each statement, please indicate the degree to which you agree using the following scale.

A	B	C	D	E
Completely in disagreement	Quite in disagreement	Neither in agreement nor desagreement	Quite in agreement	Completely in agreement

1. When I misbehave, my parents try to make me think because I have behaved like this.
2. My behavior often makes my parents get on their nerves
3. Although I do not behave as well as I should, my parents still like to do activities with me.
4. Even though I misbehave, my parents still offer me their support and affection
5. My parents do not become discouraged when I do not behave as they expect.
6. Although sometimes I misbehave, so that my parents become angry, they like doing activities with me
7. When I do not obey my parents' orders, they shout and get angry.
8. When I behave properly, my parents show me how happy they feel.
9. When I rebel against my parents (I answer them back, I shout, I disobey), they act calmly and firmly.
10. When I am very restless or nervous, my parents know how to relax me.
11. When I am very angry, my parents lose their nerves.
12. My father/mother often makes me think about the things I have done wrong.
13. My father/mother is always angry, and that is why they punish me.
14. When there is a problem, my father/mother usually sit down and talk to me in a quiet way.
15. My father/mother does not take me to go shopping, or with his friends because of my bad attitude or disobedience.
16. When my father gets angry with me, he usually shouts, screams or insults me.
17. My parents are always willing to give me affection, though sometimes they despaire when I disobey.
18. My parents often argue because of my defiant or bad behavior.
19. Even though I misbehave, my father/mother acts with patience, and knows how to cheer me up.
20. Before my rebelliousness or disobedience my father / mother becomes very nervous.

Appendix B

SATISFACTION QUESTIONNAIRE

1. Thanks to the interest and time that my parents dedicate to me even if I misbehave, I trust them more and more
2. As my parents often get angry with me when I do something wrong, every time we get worse.
3. I try to give my best because, when I misbehave, my parents talk to me reasoning and without shouting.
4. My parents do not know what to do when I give them problem, and so, I pay less and less attention to them.
5. My beahavior improves more and more because when I misbehave, my parents act with serenity and firmness.
6. When I do something wrong, my parents use to lose their nerves, and that makes me to behave worse.