

## **Psychometric Properties of the Strength-based Parenting Questionnaire Parent-version in Malaysia**

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### **ABSTRACT**

This study aims to translate the Strength-Based Parenting Questionnaire Parent-Version (SBP-Q-PV) into Malay and describe its validation process among Malaysian parents. In Phase 1, the forward-backward translation process of the SBP-Q-PV into Malay was described. In Phase 2, the Malay SBP-Q-PV validation process was conducted (n1 = 180), and the hypothesized factor structure was verified (n2 = 100). The principal component analysis derived a 14-item two-factor model. The confirmatory factor analysis revealed that the model demonstrated acceptable goodness-of-fit indices ( $\chi^2/df = 1.75$ ; CFI = 0.95, NFI = 0.88, TLI = 0.93, PNFI = 0.74) and accounted for 63.87% of the total variance explained. All items were loaded into the same domain as the original questionnaire. The final questionnaire recorded excellent internal consistency estimates of 0.92 and 0.95 in

Study 1 and Study 2, respectively. Both the strengths-knowledge subconstruct and the strengths-use subconstruct of the Malay SBP-Q-PV also scored good Cronbach's  $\alpha$  estimates ( $\alpha \geq 0.80$ ) in Study 1 and Study 2. The convergent validity evaluated via the Parenting Authority Questionnaire and discriminant validity evaluated via the Satisfaction with Life Scale demonstrated moderately positive correlations ( $r > 0.30$ ). This initial study shows that the 14-item

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Malay SBP-Q-PV yielded two factors and demonstrated acceptable reliability values among Malay-speaking parents. However, additional research is required to validate the questionnaire further.

*Keywords:* Cross-cultural validation, Malaysia, positive parenting, reliability, strength-based parenting

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## INTRODUCTION

### Parenting Styles and Strength-based Parenting

Strength-based parenting—a type of parenting approach where parents focus on identifying and nurturing their children’s strengths—has been found to correlate with reduced stress levels and greater life satisfaction among adolescents (Jach et al., 2017; Waters, 2015a, 2015b; Whittle et al., 2014). Considering its importance, there is a need to research strength-based parenting practices in Malaysia. However, this effort is hampered by a lack of a valid and reliable measure of strength-based parenting among Malaysian parents.

Parenting style refers to parents’ various strategies, methods, attitudes, and behaviors while raising their children (Mak et al., 2020). The study of parenting styles, pioneered by Diana Baumrind through her research in the 1960s and 1970s, looks into the complex activities reflecting a range of inherent patterns of parental beliefs, methods and behaviors that work independently or collectively to influence child developmental outcomes (Baumrind, 1967). Researchers have examined parenting using a range of methods over the years, taking into account

parenting behaviors, parenting traits, or parenting styles (Kuppens & Ceulemans, 2018). Positive psychology in parenting practices gives rise to positive parenting (Seligman & Csikszentmihalyi, 2000). Authoritative and strength-based parenting is a positive parenting style (Waters, 2015a).

While positive parenting is associated with parental warmth, sensitivity and supportiveness, strength-based parenting enables parents to recognize and assist children in using their strengths (Waters, 2015a). Studies carried out by Waters (2015a, 2015b) in the field of parenting recognized Strength-Based Parenting (SBP) as a newly developed and successful positive parenting concept. Strength-based parenting aims to “identify and cultivate positive situations, positive processes and positive qualities” in children and adolescents (Waters, 2015b, p. 690). According to Waters (2015b), SBP adapts a child’s existing strengths and reinforces those strengths to face life’s challenges. Parents who adopt a strength-based parenting style identify and sharpen the child’s strengths while simultaneously de-emphasizing the child’s weaknesses (Waters, 2017). Studies investigating strength-based parenting practices in relation to developmental outcomes of adolescents have been conducted over the years (Khan & Francis, 2015; Sumargi & Giovanni, 2021; Tang et al., 2022; Waters & Sun, 2017). Many of these studies seemed to support the ability of strength-based parenting practices to recognize and nurture a child’s strengths in life, thus positively predicting the child’s developmental outcomes supported by

several studies (Loton & Waters, 2017; Sumargi & Firlita, 2020; Waters, Loton, Grace, et al., 2019; Waters, Loton, & Jach, 2019; Waters & Sun, 2017).

### Potential Outcomes of Parenting Styles

Many individuals, such as siblings and grandparents, influence a child's development (Howe et al., 2022; Liang et al., 2021). Parents, especially, are responsible for teaching, nurturing, and guiding children through their lifespan development. In the context of the parent-child relationship, parenting styles and practices set the tone for a child's growth (Gaspar & de Matos, 2017; Kuppens & Ceulemans, 2018).

Parenting styles could be influential in leading to either favorable or negative developmental outcomes for the child (Breiner et al., 2016). For example, negative parenting styles such as authoritarian and permissive styles have been related to perceived child behavior problems (Chi et al., 2020; Haslam et al., 2020). Authoritarian parenting style was also associated with lower emotional regulation (Haslam et al., 2020), higher sibling conflicts (Liu & Rahman, 2022), and higher internalizing/externalizing problems in children (Marcone et al., 2020). On the other hand, authoritative parenting is associated with a host of positive outcomes such as prosocial behavior (Kang & Guo, 2022), academic achievement (Hayek, Schneider et al., 2022) and psychosocial adjustment (Qiu et al., 2021). These outcomes are important as their influence extends beyond childhood and affects mental health, health and general

well-being in adulthood (Keijsers et al., 2020; Hayek, Tueni, et al., 2021).

This study notes that strength-based parenting has been associated with several positive outcomes, especially in Australian-based studies. It was associated with reduced stress through strength-based coping approaches, indicating that strength-based parenting may increase the ability to draw upon strength-based coping approaches to deal with stress ( $n = 103$ ; 11 to 12 years old; Waters, 2015b). Additionally, greater happiness, lower depression levels and higher self-efficacy have been associated with perceived parental strength-based parenting, as found in a large-scale study ( $n = 11,138$ ; 10 to 18 years old; Loton & Waters, 2017). Other studies indicated that a high level of strength-based parenting was tied to greater strengths-use and well-being ( $n = 363$ , 12 to 20 years old; Jach et al., 2017) as well as higher academic achievement due to higher perseverance levels ( $n = 741$ ; 11–20 years old; Waters, Loton, & Jach, 2019).

Waters, Loton, Grace, et al. (2019) extended the research in a longitudinal study among 202 high school students aged between 12 and 15 at three-time points to thoroughly investigate the association between changes in subjective well-being and strength-based parenting across time. The findings demonstrated that the participants' well-being at future time points was not predicted by perceived strength-based parenting at the baseline, indicating that strength-based parenting needs to be practiced on an ongoing basis by parents.

Interestingly, Allen et al. (2022) discovered that among 404 Australian high school students ages 11 to 18, higher stress-related growth was significantly associated with higher perceived strength-based parenting during the COVID-19 pandemic.

Strength-based parenting has also been investigated in the Asian context. For instance, Sumargi and Firlita's (2020) study among 215 Indonesian high school students aged between 13 and 18 revealed a relationship between self-esteem and both domains of strength-based parenting. Additionally, two studies conducted in Turkey among adolescents aged between 14 and 18 (with 350 and 370 participants, respectively; Sağkal, 2019; Sağkal & Özdemir, 2019) found that mental toughness mediated the relationship between strength-based parenting and school engagement (Sağkal, 2019). Sağkal and Özdemir (2019) further found that mental toughness possesses a mediating role in the relationship of strength-based parenting towards psychological distress and subjective happiness.

### **Strength-based Parenting Questionnaire**

The Strength-Based Parenting Questionnaire (SBP-Q), developed by Waters (2015a, 2015b) in Australia, is a self-administered questionnaire consisting of 14 items. There are two versions of the questionnaire, both of which measure perceived strength-based parenting by parents and by adolescents. Each questionnaire (parent and adolescent version) aims to measure two aspects of strength-based parenting: strengths-

knowledge and strengths-use. Waters (2015a, 2015b) modified and adapted Govindji and Linley's (2007) Strengths Knowledge Scale (SKS) and Strengths Use Scale (SUS). Strengths, as defined by Govindji and Linley (2007), are "the things you are able to do well or do best" (p. 146) and had conceptualized the SKS and SUS within a coaching psychology context rooted in humanistic psychology. Strengths-knowledge involves recognizing and being aware of one's strengths, while strengths-use refers to employing one's strengths in various settings (Govindji & Linley, 2007). The SKS and SUS were originally developed and tested on college students in the UK.

Many studies have applied the SBP-Q to children, adolescents and adults, demonstrating various positive outcomes of strength-based parenting. For instance, Waters (2015a) conducted a study on 689 children and adolescents aged 7 to 12 and found that life satisfaction twelve months later was predicted by child/adolescent-perceived strength-based parenting. A similar finding could be seen in Waters' (2015a) second study among 127 parent-adolescent dyads, which further showed that higher levels of strength-based parenting reported by parents were associated with greater life satisfaction among adolescents.

### **Malaysia as the Context of this Study**

Malaysia is a multi-ethnic and multi-cultural country of various ethnicities such as Malays, Chinese, Indians, aborigines, Bumiputera Sabah and Bumiputera

Sarawak. As a result, parenting in the Malaysian context has been shaped by its various cultures (Masiran, 2022). Studies surrounding parenting in Malaysia still commonly employ Baumrind's parenting style model (Zulkefly et al., 2021). Given Malaysia's relatively collectivist culture, parenting behaviors among Malaysians are typically influenced by collectivistic socialization, emphasizing cultural beliefs, norms and values (Zulkefly et al., 2021). Mofrad and Uba's (2014) study found that the predominant parenting style in Malaysia was authoritarian. According to Masiran (2022), authoritarian parenting may not always be associated with negative outcomes in the Malaysian context. Rather, culturally confirmed parenting styles could be more relevant in this context. However, a few Malaysian studies (Ghani et al., 2014; Hong et al., 2012; Ishak et al., 2012; Kiadarbandsari et al., 2016) found that majority parents had employed an authoritative parenting style, which has led to positive outcomes among children, such as a positive youth development (Kiadarbandsari et al., 2016) and academic achievement (Ishak et al., 2012), while higher levels of perceived parental control among adolescents were linked with worse mental conditions (Noordin et al., 2020).

### **Rationale of the Study**

Strength-based parenting is an important construct to be further examined in the Malaysian context, considering the association found between higher levels of strength-based parenting and

positive adolescent outcomes, such as self-esteem, subjective happiness and school engagement, in the studies above conducted globally and in Asia. However, there is a dearth of research surrounding this parenting approach. Strength-based parenting is an approach worthy of further exploration in the Malaysian context to provide a parenting modality that complements authoritative parenting and adds to the current knowledge on parenting in Malaysia. It is especially relevant for Malaysian youth because strength-based approaches such as strength-based parenting promote a supportive environment to reinforce their strengths (Bowers et al., 2010; Owens & Waters, 2020).

Furthermore, the study is interested in translating and validating the parent version of the strength-based parenting questionnaire, as a parent report provides primary information on parenting practices. In past international studies, adolescents' reports of their parents' perceived strength-based parenting practice were more thoroughly researched (Allen et al., 2022; Jach et al., 2017; Sumargi & Giovanni, 2021; Tang et al., 2022). A parent-report scale has the potential to be applied to younger children who are not able to self-report their perceived strength-based parenting, thereby including an important segment of the potential population to be studied in the future. Parents' reports of their perceived strength-based parenting are also important as they can be used to provide feedback to parents and give room for self-reflection on their parenting practices. For example, the two subscales, Strengths Knowledge and

Strengths Use may help parents identify specific strengths in their adolescent children, such as knowing what their children do best and applying them through acts such as giving them opportunities to use their strengths. Furthermore, although English is a second language commonly used in Malaysia, certain segments of society, such as parents from rural areas, may not be fluent in English (Renganathan, 2023). Hence, this study aims to translate the Strength-Based Parenting Questionnaire Parent-Version (SBP-Q-PV) into the Malay language as well as to determine the factorial structure, reliability and validity among parents of children and adolescents among Malaysian parents who could speak Malay. This study is the first attempt to validate the SBP-Q-PV among Malaysian parents who could speak Malay since the development of the strength-based parenting approach. The development of the Malay SBP-Q-PV will contribute to the knowledge of parenting styles and suggest a standard strength-based parenting instrument that could be utilized among Malaysian parents who can speak Malay.

## **METHODS**

### **Study Design**

This cross-sectional study aims to establish the validity and reliability of the SBP-Q-PV among Malaysian parents who can speak Malay.

### **Participants**

With a minimum of 200 to 300 participants, the sample-to-item ratio of 2 to 20 participants

per item is the general rule of thumb used in this study to assume the sample size needed for questionnaire validation (Comrey & Lee, 1992; Costello & Osborne, 2005; Hair et al., 2018; Suhr, 2006). With a 15% drop-out rate in the assumption of having at least 15 participants per item, this study targeted 242 participants for recruitment (Enders, 2003). Participants in this study should be citizens of Malaysia and parents of at least one child or adolescent aged 19 years old and below. All individuals under the age of 18 were defined as children in this study (United Nations Children's Fund [UNICEF], 1989), and adolescents as individuals aged between 10 and 19 years old (World Health Organization [WHO], n.d.). Participants should also be able to read and understand Malay, an official language of Malaysia. Exclusion criteria included parents who were either not able or unwilling unable or unwilling to provide informed consent.

### ***Participant Characteristics***

This study received voluntary responses from a total of 323 participants. However, due to missing data or not fulfilling the inclusion criteria (e.g., reported to have no children or the youngest being more than 19 years old), 43 participants (13.3%) were excluded listwise. Hence, 280 parents (86.7% of the initial sample) were included in the final analysis. Table 1 displays the participants' demographic characteristics of participants from both Study 1 and Study 2. Overall, 215 (76.8%) participants were female and the remaining 65 (23.2%) were male. Participants' age ranged from



21 to 70 ( $M = 38.79$ ,  $SD = 7.85$ ). Most participants were Malay (57.5%), and most were married (94.3%). More than half of the participants were middle-class parents with a household income of RM4,850 and above. All participants claimed to have received formal education, and nearly half claimed to have a postgraduate academic qualification (43.2%). Participants in this study reported a range of having 1 to 9 children (Table 1).

Table 1  
*Socio-demographic characteristics of parents in the study (n = 280)*

Variable	Study 1 (n = 180)	Study 2 (n = 100)	Total (n = 280)
	n (%)	n (%)	n (%)
<b>Age</b>			
Mean age (SD)	39.00 (8.08)	38.40 (7.44)	38.79 (7.85)
Min-max	21–63	25–70	21–70
<b>Gender</b>			
Female	137 (76.1)	78 (78.0)	215 (76.8)
Male	43 (23.9)	22 (22.0)	65 (23.2)
<b>Race</b>			
Malay	114 (63.3)	47 (47.0)	161 (57.5)
Chinese	42 (23.3)	46 (46.0)	88 (31.4)
Indian	16 (8.9)	4 (4.0)	20 (7.1)
Others	8 (4.4)	3 (3.0)	11 (3.9)
<b>Marital Status</b>			
Married	170 (94.4)	94 (94.0)	264 (94.3)
Unmarried	3 (1.7)	2 (2.0)	5 (1.8)
Divorced/ Separated	6 (3.3)	3 (3.0)	9 (3.2)
Widowed	1 (0.6)	1 (1.0)	2 (0.7)
<b>Academic Level</b>			
Secondary School	14 (7.8)	6 (6.0)	20 (7.1)
Diploma	13 (7.2)	12 (12.0)	25 (8.9)
Undergraduate Degree	73 (40.6)	41 (41.0)	114 (40.7)
Masters/ PhD	80 (44.4)	41 (41.0)	121 (43.2)
<b>Family Income</b>			
< RM 4,850	45 (25.0)	22 (22.0)	67 (23.9)
RM 4,850 to RM 10,959	92 (51.1)	53 (53.0)	145 (51.8)
> RM10,960	43 (23.9)	25 (25.0)	68 (24.3)
<b>No. of children</b>			
1–4	166 (92.2)	96 (96.0)	262 (93.57)
5–9	14 (7.8)	4 (4.0)	18 (6.43)
<b>Age of youngest child (years)</b>			
Age range	0–19 years old	1 month-19 years old	0–19 years old
Mean (SD)	6.5 (5.7)	5.8 (4.9)	6.2 (5.4)

*Note.* Number ( $n$ ) is based on available information and is reported over total participants ( $n = 280$ ). The remaining unreported number is the missing value.

*Source:* Authors' work

## **Procedures**

### ***Ethical Approvals***

This study was approved by the Medical Research and Ethics Committee (MREC), Ministry of Health Malaysia (NMRR-20-754-53871), and the Research Ethics Committee, Universiti Kebangsaan Malaysia (JEP-UKM-2021-886) and conducted according to the guidelines of the Declaration of Helsinki.

### **Phase I: Translation and Adaptation Process**

Permission was obtained from the author of the SBP-Q-PV (Waters, 2015a, 2015b) to translate and validate the questionnaire in Malay. As shown in Figure 1, the forward and backward translation of the Strength-Based Parenting Questionnaire Parent-Version (SBP-Q-PV) from English to Malay was conducted independently by two linguistic experts as well as two experts in the subject matter. The subject-matter experts consisted of a developmental psychologist for the forward translation and a health psychologist for the backward translation. A meeting among a multi-disciplinary team of psychologists and public health experts was held to ensure content validity. The team reviewed and combined the two versions of the translated questionnaires. The barriers to linguistic comprehension, contextualized meaning attached to a construct and the possible interpretations of the translated instrument were considered through the adaptation process (Borsa et al., 2012).

A pilot study was conducted to finalize the items in the Malay SBP-Q-PV and assess the internal consistency reliability of the scale score. The translated questionnaire was disseminated online via Google Forms to the friends of the author (CSS), who were parents of children and adolescents, using convenience sampling. Twenty participants, comprising approximately 7% of the total sample size, were selected to complete the questionnaire. The internal consistency reliability of the scale score was  $\alpha = 0.82$ , indicating suitability for further validation with a larger sample.

### **Phase II: Validation Process**

Study 1 explored the factorial structure and examined the questionnaire's validity. In contrast, Study 2 was conducted to verify the hypothesized factor structure of the SBP-Q-PV. For both studies, an online questionnaire was constructed using an online platform (Google Forms). Due to the physical limitations imposed by the lockdown during the COVID-19 pandemic, the questionnaire was disseminated to personal contacts who were the authors' family, friends and colleagues, and to social groups such as religious organizations via social media platforms (WhatsApp and Facebook). Due to the same link being shared on WhatsApp and Facebook, we did not tabulate the number of individuals who responded via the respective platforms. Individuals who clicked on the link to join the study were directed to the participant information sheet, which explained the study objectives and assured them of



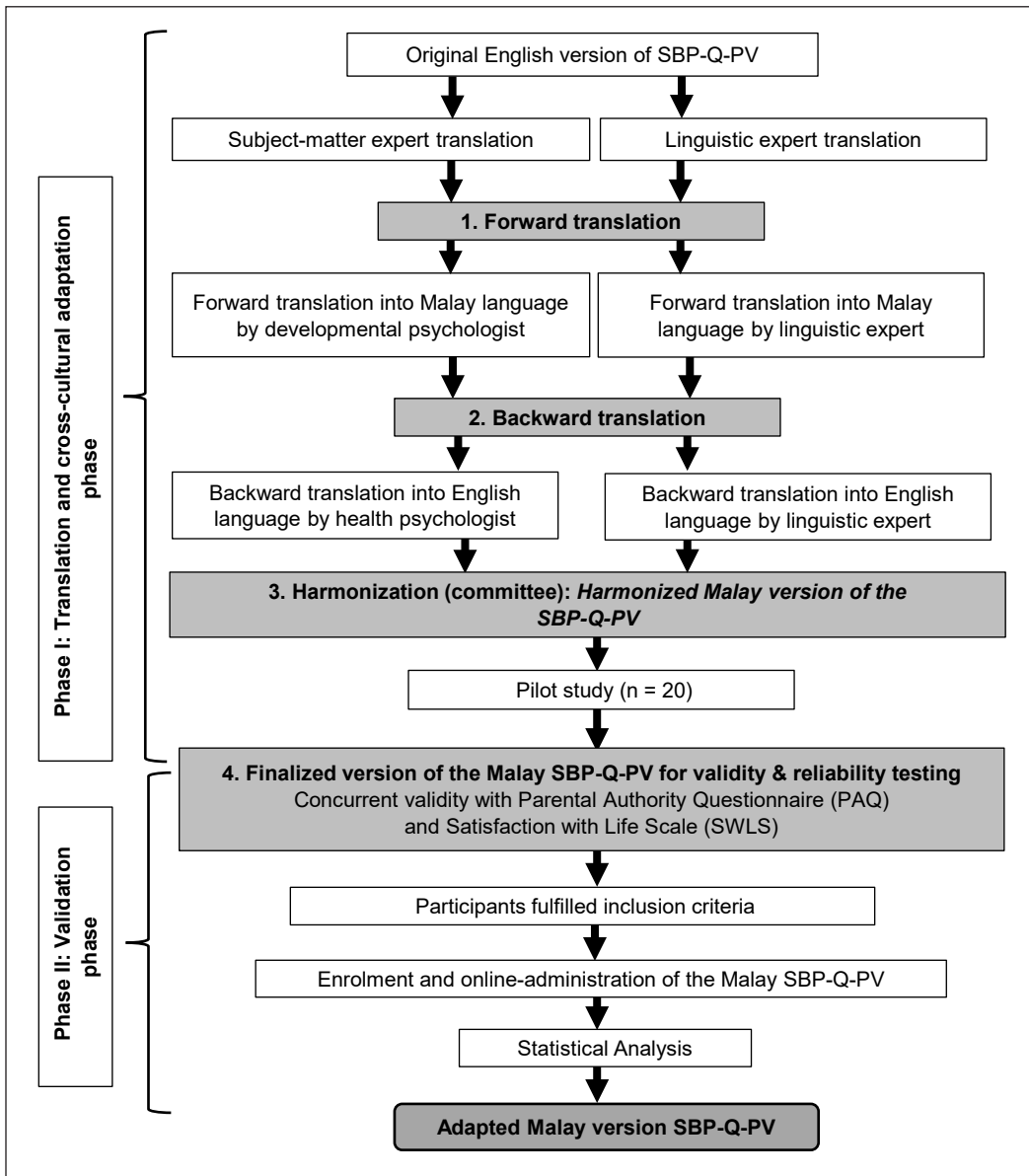


Figure 1. Workflow of the Translation and Validation process of the English SBP-Q-PV to the adapted Malay SBP-Q-PV

Source: Authors' work

the confidentiality of their information. Participation was voluntary.

No identifiers were used in the forms; only the authors could access the data to maintain strict confidentiality. Participants

were informed that only group data would be used for publication purposes and that no risk should be expected beyond minimal discomfort from being asked questions pertaining to their parenting practices and life

satisfaction. Participants who consented to join the study checked a box indicating their informed consent before they were directed to answer the questionnaire. No deadline or time limit was set for participants to complete the questionnaire. Hence, sufficient time was given to participants to understand and weigh the risks and benefits of their participation before filling in the questionnaire. Personal identifiers such as names or email addresses were not collected.

This study had minimal risk, and the participants did not receive monetary compensation. There were no direct benefits to the participants, but they were briefed that their participation could benefit other parents in the Malaysian population. Personal identifiers such as names or email addresses were not collected.

## Measures

The participants' demographic characteristics were collected, including their parents' age, sex, race, marital status, academic level, family income, total number of children and the age of their youngest child.

The Strength-Based Parenting Questionnaire Parent-Version (SBP-Q-PV) is a self-administered questionnaire comprising 14 items. The items were scored on a 7-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree". The responses were coded as 1 = Strongly Disagree, 2 = Disagree, 3 = Slightly Disagree, 4 = Neither Agree nor Disagree, 5 = Slightly Agree, 6 = Agree, and 7 = Strongly Agree, except for item 2, which was reverse coded. According to Jach et al. (2017), an

exploratory factor analysis revealed that a two-factor solution consisting of the two components of knowledge and use was theoretically sensible and represented the data well. The omega reliability coefficients of the original scale were  $\omega = 0.95$ , 95% CI (0.94, 0.96; Jach et al., 2017). According to Waters (2015a), the internal consistency reliability of the original SBP-Q-PV was  $\alpha = 0.81$  and  $\alpha = 0.72$  for strengths-knowledge and strengths-use, respectively. It shows that the original SBP-Q-PV has acceptable reliability.

The Parenting Authority Questionnaire (PAQ) was developed by Buri (1991). This questionnaire consisted of 30 items with three subscales: permissive, authoritarian and authoritative. However, this study only used the 10-item authoritative subscale in measuring the convergent validity of SBP-Q-PV. The 5-point Likert scale ranging from 1 = "Strongly Disagree" to 5 = "Strongly Agree" reported good internal consistency reliability for both mother (Cronbach  $\alpha = 0.82$ ) and father (Cronbach  $\alpha = 0.85$ ; Buri, 1991). According to Asnawi (2019), the reliability value of the translated questionnaire was .64 in Malaysia. In addition, the internal consistency reliability of the scale in this study was good, with a Cronbach's  $\alpha$  value of .89. The PAQ was used to determine the convergent validity of SBP-Q-PV and to ensure that the translated SBP-Q-PV is associated with contemporary, accepted standards (Cronbach & Meehl, 1955).

The 5-item Satisfaction with Life Scale (SWLS) developed by Diener et al. (1985) reported high internal consistency reliability

(Cronbach's  $\alpha = 0.90$ ). Participants' assessment of satisfaction with life was assessed on a 5-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neither Disagree nor Agree, 4 = Agree, 5 = Strongly Agree). The translated scale scored a Cronbach's alpha of 0.83 in Malaysia (Swami & Chamorro-Premuzic, 2009). Similarly, in this study, the scale scored a Cronbach's  $\alpha$  of 0.83, indicating good internal consistency reliability. The SWLS was used to measure the discriminant validity of the SBP-Q-PV (Taherdoost, 2016).

### Statistical Analysis

IBM SPSS Statistics for Windows, Version 26.0 (IBM Corp., Armonk, N.Y., USA) and IBM SPSS Amos, Version 20.0 (IBM Corp., Meadville, P.A., USA) were used to conduct statistical analysis in this study. The demographic characteristics of participants in both Study 1 and Study 2 were interpreted using descriptive analysis. In Study 1, the factor structure of SBP-Q-PV was examined using the principal component analysis (PCA) extraction and varimax rotation. The number of factors to be extracted was set at two, based on the two-factor solution for strengths-knowledge and strengths-use (Jach et al., 2017). A minimum of  $r > 0.30$  and  $r > 0.50$  was chosen as the threshold value for the inter-item correlation and item-to-total correlation, respectively, to measure the construct validity of the Malay SBP-Q-PV (Cohen, 1988; Robinson et al., 1991).

In this study, we tested the convergent validity of the Malay SBP-Q-PV with the Malay PAQ and discriminant validity

between the Malay SBP-Q-PV with the Malay SWLS (Figure 1). Convergent validity refers to how the questionnaire correlates with other questionnaires with the same concept (Taherdoost, 2016). In this study, the SBP-Q-PV may be related to the PAQ as both measured positive parenting. On the other hand, discriminant validity refers to the fact that the questionnaire is unrelated to another questionnaire, which measures a different concept (Taherdoost, 2016). In our study, the SBP-Q-PV may demonstrate discriminant validity with the SWLS as they measured different concepts.

In Study 2, confirmatory factor analysis was performed.

## RESULTS

### Study 1: Validity Analysis

Phase I of the study resulted in the final version of the SBP-Q-PV to be used for further validity and reliability analysis. There was an inconsistency in the translation of certain English affixes into Malay among the linguistic and subject-matter experts, such as whether the word '*kekuatan*' or '*kelebihan*' denoted strength. Based on a consensus, the authors decided to use the word "*kekuatan*" to denote strength as it has a closer literal meaning to the original English word.

Data exploration showed skewness and kurtosis were within  $\pm 3$  and  $\pm 7$ , respectively; therefore, the normality was assumed to be the data distribution (Kim, 2013). The Kaiser–Meyer–Olkin test of sampling adequacy (KMO = 0.91) and the significant value of Bartlett's test of sphericity,  $\chi^2(91) = 1632.74$ ,

$p < 0.001$ , both of which were generated through PCA using varimax rotation, were within an acceptable range (Kaiser, 1974), thus supporting the inclusion of each item for factor analysis. As shown in Table 2, all 14 items satisfied the construct validity of the questionnaire, scoring more than 0.30 in the inter-item correlation and more than 0.50 in the item-to-total correlation (Robinson et al., 1991). The minimum requirements for factor loading ( $> 0.40$ ; Guadagnoli & Velicer, 1988) and communality ( $> 0.20$ ; Child, 2006)

values of all items in the questionnaire were met, suggesting reasonable factorability for a two-factor solution.

PCA using varimax rotation was performed for the 14 items of the two-factor solution SBP-Q-PV. The 14-item questionnaire accounted for 63.9% of the total variance explained. Items 1, 2, 3, 4, 5, 6 and 7 are loaded under the strengths-knowledge subconstruct, while items 8, 9, 10, 11, 12, 13 and 14 are loaded under the strengths-use subconstruct (see Table 2).

Table 2

*Explained variance, factor loadings, and commonalities based on a principal components analysis with varimax rotation for 14 items from the adapted Malay SBP-Q-PV (n = 180)*

Item No.	Two-factor solution			
	Explained variance (%)	Factor Loading	Communality	Item-to-total correlations
Total	63.87			
<b>Factor 1: Strengths-knowledge</b>	33.47			
6. I know my children’s strengths well. <i>Saya betul-betul tahu akan kekuatan anak-anak saya.</i>		0.86	0.79	0.73
4. I am aware of my children’s strengths. <i>Saya menyedari kekuatan anak-anak saya.</i>		0.86	0.76	0.63
7. I see the things that my children do best. <i>Saya nampak perkara yang terbaik yang boleh dilakukan oleh anak-anak saya.</i>		0.75	0.73	0.77
3. I know what my children do best. <i>Saya tahu perkara-perkara terbaik yang anak-anak saya boleh lakukan.</i>		0.65	0.55	0.64
1. I see the strengths (personality, abilities, talents and skills) that my children have. <i>Saya nampak kekuatan (personaliti, kebolehan, bakat dan kemahiran) yang ada pada anak-anak saya.</i>		0.70	0.54	0.61
2. I don’t know what my children’s strengths are. <i>Saya tidak tahu apa kekuatan anak-anak saya.</i>		0.58	0.34	0.41
5. I know the things my children are good at doing. <i>Saya tahu perkara-perkara yang anak-anak saya boleh lakukan dengan baik.</i>		0.76	0.76	0.79

Table 2 (continue)

Item No.	Two-factor solution			
	Explained variance (%)	Factor Loading	Communality	Item-to-total correlations
<b>Factor 2: Strengths-use</b>	33.40			
10. I encourage my children to do what they are good at. <i>Saya menggalakkan anak-anak saya untuk melakukan perkara yang mereka mahir.</i>		0.82	0.71	0.66
9. I encourage my children to always play to their strengths. <i>Saya menggalakkan anak-anak saya untuk sentiasa melakukan perkara mengikut kekuatan mereka.</i>		0.81	0.68	0.63
12. I give my children lots of opportunities to use their strengths. <i>Saya berikan banyak peluang untuk anak-anak saya menggunakan kekuatan mereka.</i>		0.74	0.63	0.67
8. I give my children opportunities to regularly do what they do best. <i>Saya beri peluang kepada anak-anak saya untuk sering melakukan perkara yang terbaik yang mereka mampu lakukan.</i>		0.76	0.66	0.68
11. I suggest to my children that they should use their strengths every day. <i>Saya mencadangkan supaya anak-anak saya patut menggunakan kekuatan mereka setiap hari.</i>		0.76	0.60	0.59
13. I help my children think of ways to use their strengths. <i>Saya membantu anak-anak saya berfikir tentang cara untuk menggunakan kekuatan mereka.</i>		0.72	0.59	0.65
14. I show my children how to use their strengths in different situations. <i>Saya menunjukkan anak-anak saya bagaimana menggunakan kekuatan mereka dalam situasi berbeza.</i>		0.73	0.60	0.64

Source: Authors' work

### Convergent and Discriminant Validity

As shown in Table 3, a significant and positive correlation was obtained between strengths-knowledge and strengths-use subconstructs with the Parenting Authority Questionnaire ( $r = 0.43, p < 0.001$ ;  $r = 0.45, p < 0.001$ ) and Satisfaction with Life Scale ( $r = 0.24, p < 0.001$ ;  $r = 0.19, p < 0.01$ ). The overall Malay SBP-Q-PV obtained a

significant and positive correlation with Parenting Authority Questionnaire ( $r = 0.49, p < 0.001$ ) and Satisfaction with Life Scale ( $r = 0.24, p < 0.001$ ).

### Study 2: Confirmatory Factor Analysis

Given these overall indicators, confirmatory factor analysis was used to analyze the model fit for the two-factor solution of the

Table 3  
Convergent and discriminant validity of SBP-Q-PV

Domain	Parenting Authority Questionnaire (Convergent validity) <i>n</i> = 180		Satisfaction with Life Scale (Discriminant validity) <i>n</i> = 180	
	<i>p</i> -value	Correlation coefficient	<i>p</i> -value	Correlation coefficient
Specific Strengths-knowledge (SK)	< 0.001	0.43***	< 0.001	0.24***
Strength-use (SU)	< 0.001	0.45***	< 0.001	0.19***
Strength-based Parenting Questionnaire (SU + SK)	< 0.001	0.49***	< 0.001	0.24***

Source: Authors' work

Malay SBP-Q-PV. The 14-item two-factor model demonstrated acceptable goodness-of-fit scores ( $\chi^2/df = 1.75$ ; NFI = 0.88, CFI = 0.95, TLI = 0.93, RMSEA (90% CI) = 0.087 [0.06, 0.11]; see Table 4).

### Reliability Analysis

Table 5 reports the descriptive and reliability analysis of the questionnaire's items and factors. Over half of the participants selected the "Agree" option on all 14 items. The Malay SBP-Q-PV scored excellent internal consistency reliability coefficients of 0.92 (overall) in Study 1 and 0.95 (overall) in Study 2. As shown in Table 5, the factors in the questionnaire also demonstrated good internal consistency reliability coefficients in both Study 1 and Study 2.

The questionnaire demonstrated excellent internal consistency reliability coefficients when analyzed according to groups of parents with a total of 1 to 4 children ( $\alpha = 0.93$ ) and parents with a total of 5 to 9 children ( $\alpha = 0.94$ ). Parents of the Malay race scored an internal consistency reliability of  $\alpha = 0.93$ , while parents who are non-Malays scored an internal consistency reliability value of  $\alpha = 0.92$ .

### DISCUSSION

The study aimed to examine the factorial structure and psychometric properties of the translated Malay Strength-Based Parenting Questionnaire Parent-Version modified to measure the extent to which parents are aware of and support the use of their

Table 4  
Goodness-of-fit indicators for the two-factor models of the 14-item Malay SBP-Q-PV (*n* = 100)

Model	$\chi^2 (df)$	$\chi^2/df^a$	NFI <sup>b</sup>	CFI <sup>c</sup>	TLI <sup>d</sup>	PNFI <sup>e</sup>	RMSEA <sup>f</sup> (90%CI) <sup>g</sup>
<b>14-item SBP-Q-PV</b>							
2-factor model	133.01 (76)	1.75	0.88	0.95	0.93	0.74	0.087 (0.062, 0.111)

Note. <sup>a</sup>Degree of Freedom; <sup>b</sup>Normed Fit Index; <sup>c</sup>Comparative Fit Index; <sup>d</sup>Tucker-Lewis Index; <sup>e</sup>Parsimonious Normed Fit Index; <sup>f</sup>Root Mean Square Error of Approximation; <sup>g</sup>Confidence Interval; \**p* < 0.001.

Source: Authors' work



Table 5  
 Descriptive Statistics for the 14-item Adapted Malay SBP-Q-PV Factors (n = 280)

Domain	$\alpha$	Median (IQR)	Min (max)	Range	Question No.	Agree, n (%)	Undecided, n (%)	Disagree, n (%)
<b>Strengths-knowledge</b>								
Study 1 (n = 180)	0.89	42.00 (8.00)	10.00 (49.00)	39.00	1	258 (92.1)	18 (16.4)	4 (1.4)
Study 2 (n = 100)					0.91	2	27 (9.6)	22 (7.9)
	3	256 (91.4)	19 (6.8)	5 (1.8)				
	4	256 (91.4)	15 (5.4)	9 (3.2)				
	5	262 (93.6)	14 (5.0)	4 (1.4)				
	6	231 (82.5)	36 (12.9)	13 (4.6)				
	7	255 (91.1)	17 (6.1)	8 (2.9)				
<b>Strengths-use</b>								
Study 1 (n = 180)	0.90	42.00 (6.00)	20.00 (49.00)	29.00	8	264 (94.3)	14 (5.0)	2 (0.7)
Study 2 (n = 100)					0.91	9	267 (95.4)	11 (3.9)
	10	265 (94.6)	12 (4.3)	3 (1.1)				
	11	242 (86.4)	30 (10.7)	8 (2.9)				
	12	259 (92.5)	18 (6.4)	3 (1.1)				
	13	253 (90.4)	25 (8.9)	2 (0.7)				
	14	241 (86.1)	31 (11.1)	8 (2.9)				

Source: Authors' work

child's strengths. The main findings of this study were that the 14-item Malay SBP-Q-PV was a valid and reliable questionnaire to measure strength-based parenting in Malaysia. All the items of the Malay 14-item SBP-Q-PV were similar to those in the original Australian SBP-Q-PV (Waters, 2015a), in which items 1 to 6 were allocated under the strengths-knowledge subconstruct and items 7 to 14 under the strengths-use subconstruct. A study conducted in Indonesia to test the validity of the scale also found similar subconstructs of strengths-knowledge and strengths-use (Hardani et al., 2022). Therefore, the subconstructs of

this questionnaire seem to be stable across cultures.

Regarding the model fit of the Malay SBP-Q-PV, the confirmatory factor analysis examined the model fit of the 14-item Malay SBP-Q-PV and found that the two-factor model had demonstrated acceptable goodness-of-fit indices, with the TLI (0.94) and CFI (0.95) meeting the recommended cut-off value ( $\geq 0.95$ ). According to Lai and Green (2016), researchers should not be hasty in automatically disregarding the model merely based on cut-off values but rather consider further model comparisons from various perspectives. In addition, the

PNFI (0.75) value of the 12-item two-factor Malay SBP-Q-PV was more parsimonious. On that account, it can be concluded that the two-factor model of the 14-item SBP-Q-PV by Waters (2015a, 2015b) was deemed to have an acceptable model fit within the Malaysian context.

In 2015, Waters developed and tested the SBP-Q-Youth Version concurrently with authoritative parenting in predicting adolescents' life satisfaction (Waters, 2015b). Similarly, this study follows Waters's (2015a) lead by conducting convergent and discriminant validity testing of the 14-item SBP-Q-PV with the authoritative subscale of the Parenting Authority Questionnaire and the Satisfaction with Life Scale. The values for both convergent and discriminant validity ( $> 0.30$ ) demonstrated a moderately positive correlation, indicating that the SBP-Q-PV can relate to other positive parenting practices and predict parents' life satisfaction. Likewise, in a study done by Waters and Sun (2017), the strength-based parenting approach was found to have positively impacted parents' well-being in addition to benefiting children.

In terms of the questionnaire's internal consistency reliability, both the strengths-knowledge subconstruct, consisting of 7 items (items 1, 2, 3, 4, 5, 6 and 7), and the strengths-use subconstruct, consisting of 7 items (items 8, 9, 10, 11, 12, 13 and 14), of the 14-item Malay SBP-Q-PV scored good Cronbach's  $\alpha$  estimates ( $\geq 0.80$ ). The comparisons in internal consistency reliability between groups of parents with

a total of 1 to 4 children vs. parents with a total of 5 to 9 children and between Malays and non-Malays showed that the reliability values were all more than 0.90, denoting excellent internal consistency across groups. The questionnaire's overall internal consistency reliability in both Study 1 and Study 2 was excellent, thus indicating that all 14 items were stable and highly consistent in measuring the same construct across cultures (Tavakol & Dennick, 2011).

## CONCLUSION

This study successfully translated and validated the Strength-Based Parenting Questionnaire Parent-Version (SBP-Q-PV) for Malay-speaking parents, marking a significant advancement in the understanding and applying of strength-based parenting frameworks within the Malaysian context. By fostering an increased understanding of positive parenting strategies, this study contributes to the broader discourse on enhancing child development and even parental well-being within diverse cultural settings.

## Implications

It is the first study to translate and validate the Strength-Based Parenting Questionnaire Parent-Version (SBP-Q-PV) within the Malaysian context. These findings offer a starting point for future research endeavors in Malaysia to focus more broadly on different aspects of positive parenting. The translated and validated Malay SBP-Q-PV encourages more studies on strength-based parenting, thus providing more information

about strength-based parenting practices in Malaysia.

Theoretically, this study marks a significant advancement in positive parenting by expanding the applicability of strength-based parenting frameworks to Eastern contexts, such as Malaysia. The successful translation and validation of the Malay version of SBP-Q-PV enriches the existing literature on strength-based parenting and sets the stage for future researchers to explore and refine positive parenting theories in diverse populations.

From a practical perspective, translating and validating a new tool into the Malay language can potentially add new knowledge, as populations who are Malay speaking (e.g., some parents from rural areas) are now able to test their strength-based parenting knowledge and skills. The newly validated subscales may help parents focus on youth strength development by helping them identify their children's strengths and as a reminder of how to use strength-based parenting skills with their children. Experts who promulgate positive parenting skills and strength-based parenting may use this scale to measure the strengths of knowledge and use of the parents before and after their interventions. Since this scale has been found to have excellent reliability among non-Malay participants, there is also potential for the scale to be employed among other ethnic groups in Malaysia.

This study's findings underscore the need for further studies on the benefits of strength-based parenting practices among parents and children in Malaysia.

### **Limitations and Recommendations for Future Studies**

Participants in this study consisted of parents with a wide age range (20 – 69 years old), which thereby enabled the study to achieve heterogeneity of participants. In addition, the wide age range of the children (from 0 to 19 years old) may also be a flaw, as parents may employ different parenting strategies for young children as opposed to late adolescents. However, the generalizability of the questionnaire is limited, as a large number of participants in this study were female, and the participant ratio between ethnic groups was unequal. The data was gathered via online social media platforms, which may have introduced bias through self-selection and excluded participants without an internet connection, thus establishing the presence of sampling bias. We could not verify that the parents were indeed parents of children aged 0 to 19, as we had used an online survey form. The difficulties in translating English affixes into Malay resulted in complications in using different words with the same meaning. Future studies should consider further validation of the questionnaire using the word “kelebihan” instead of “kekuatan” for strengths to compare the two sets of questionnaires. This is especially true as the RMSEA and NFI exceeded the accepted cut-off. In addition, the factor loadings of some items were below .5. Therefore, the authors may need to reconsider the content of those items and perhaps reword and retest them. Future studies should consider

incorporating data collected from a larger, randomly selected sample and various settings to increase generalizability and to confirm the suggested two-factor model of the 14-item Malay SBP-Q-PV within the Malaysian context. The social desirability issues of this study were not discussed and, therefore, were considered a limitation of this study.

In conclusion, the final Malay SBP-Q-PV consisted of 14 items, all with a factor loading of above 0.40 under a two-factor model fit and showed an overall acceptable reliability value. Findings indicated that the items in the questionnaire assessed strength-based parenting practices across parents of typically developing children in the study sample. After this initial study, the questionnaire requires further validation for implementation within the Malaysian context.

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