

Development, Validity and Reliability of Parenting Love Therapy (PLT) Module among Malaysian Parents

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Abstract

This study aimed to develop and test the validity and reliability of the Parenting Love Therapy (PLT) module among Malaysian parents. The PLT module is developed by Mohammad Aziz Shah (2024) based on a comprehensive literature review on parenting, parenting styles, and parenting skills, alongside the Cognitive Behavioral Therapy for Healing (CBT-H) and Mindfulness Love Therapy (MLT) approach. CBT-H is a mental health well-being approach developed by Mohammad Aziz Shah (2018) based on Aaron Beck's Cognitive Behavioral Therapy (CBT) theory. Meanwhile, MLT is a love therapy based on feeling God's love, loving yourself and others approach developed by Mohammad Aziz Shah (2018) based on. This research is a quantitative design, measuring the validity and the reliability of the PLT module. A group of panel expert (N = 15) answered a) the content validity questionnaire according to Russell's criteria and b) the content appropriateness questionnaire according to Mohammad Aziz Shah's criteria. The reliability value was then obtained from 40 respondents who attended the PLT workshop and answered the reliability questionnaire provided. By calculations, the result showed an overall percentage of 83.3% for the PLT module content validity based on Russell's criteria and 90.5% for content appropriateness according to Mohammad Aziz Shah's criteria. The Cronbach's Alpha for the PLT module was .83, which is relatively high. Thus, the findings indicated that the PLT module has high validity and reliability index among Malaysian parents. This study proved that the PLT module can be use as an alternative to guide parents with skills and techniques in building a healthy, loving family relationship.

Keywords: Content Validity, Reliability, Parenting Love Therapy (PLT), Parents.

Introduction

Parenting is a complex and has a significant impact on children's growth and well-being. Effective parenting methods not only promote child's development, but also provide parents with the tools necessary to create a positive family atmosphere. Parenting therapy provides emotional support and behavioral strategies to address family issues, while parenting education equips parents with the knowledge necessary for effective child-rearing. Developing strong parenting skills, such as active listening, positive reinforcement, and empathy, is essential for creating a healthy and supportive environment. According to Norton et al (1971), children's development is a complex result of the interplay between their own traits and those of their parents or all other relevant individuals who have an impact on their socialization. Parenting efficacy is measured by the child's positive psychological adjustment (Belsky, 2014). According to Bornstein & Bornstein (2014), effective parenting is defined as a collection of parental behaviors that assist the child in adjusting to the surroundings and making the most of the opportunities presented. Conversely, the cultural and historical contexts influence the notion of a successful parenting outcome (Bradley, 2019).

The Parenting Love Therapy (PLT) module, created by Mohammad Aziz Shah (2024), is grounded in an extensive literature review of parenting, parenting styles, and parenting skills, as well as the Cognitive Behavioral Theory for Healing (CBT-H) Mindfulness Love Therapy (MLT) approach. CBT-H, also developed by Mohammad Aziz Shah (2018; published in Mohamed Arip & Muhammad Tamizi, 2024), is a mental health well-being strategy rooted in Aaron Beck's CBT theory. The CBT-H module integrates the goals of cognitive therapy and behavioral therapy to influence emotions or individuals through a form of action-oriented therapy that fosters positive and healthy thinking. CBT-H reorganizes the various approaches of CBT into a fast, simple, and practical model designed to address maladaptive thinking patterns that lead to maladaptive behaviors and negative emotions. Meanwhile, MLT is a love therapy approach developed by Mohammad Aziz Shah (2021) based on the approach of feeling God's love, loving yourself and others. Both CBT-H and MLT approaches are combined to produce a PLT module that aims to form parents who are at peace with their own emotions, full of love and have an effective character and enjoy the gift of a beautiful family.

A theoretical framework was presented by Bradley and Caldwell (1995), that explained the duties parents must carry out to ensure healthy development, a) nourishments, b) entertainment, c) assistance, d) organization, and e) supervision. The initial three responsibilities derived from Maslow's Hierarchy of Needs (1975), and a related approach by Ford & (Lerner, 1992). In order to contingently meet the demands of the child, the latter two roles are complimentary to the first three (Bradley, 2019). Furthermore, the following parental behaviors have been linked to favorable parenting outcomes in general; basic care, safety, encouragement, consistency and predictability, positive emotional support (particularly warmth), guidance, and structure (Rasmussen, 2009). This study aimed to develop and test the validity and reliability of the Parenting Love Therapy (PLT) module among Malaysian parents.

Problem Statement

Parenting has a significant effect on child development, influencing emotional, behavioral, and psychological outcomes. Traditional parenting practices frequently emphasize control and discipline, which can lead to bad psychological results for children. Parental Psychological Control (PPC), in particular, limits children's autonomy and sense of self, which contributes to problem including depression, anxiety and low self-esteem (Scharf & Goldner, 2018). Despite the negative consequences of PPC, it remains a popular parenting method. Concurrently, there is a growing interest in Positive Psychology Parenting (PPP), which aimed to instill positive emotions, strengths, and virtues in children. However, incorporating positive psychology ideas into parenting lacks a complete, empirically verified paradigm (Scharf, Mayseless, & Kivenson-Baron, 2015).

This gap highlighted the critical need for research and intervention techniques to reduce negative effects of PPC and promote PPP behaviors. Improving children's emotional control, general happiness, and general well-being require addressing this issue (Ainsworth, 1989; Ali, Khaleque, & Rohner, 2014; Barber, 1996). Thus, it is essential to develop a Parenting Love Therapy (PLT) module that treats PPC and incorporates PPP components. The objective of this module is to equip parents with useful tools and techniques to cultivate a loving, caring, and supportive environment for their children. However, module development must undergo validation before being distributed. Three components comprise the validity of a module; construct validity, criterion validity and content validity (Sidek, 1997; Jamaludin, 2002). Therefore, this study aimed to measure the overall validity and reliability of the PLT module. The researcher believed that this module can be effectively applied in developing effective and supportive family environment to help the development of a child.

Theoretical Approach

Positive Psychology Parenting (PPP) defined parenting according to Seligman (2002), concept is a parent's ability to a) apply positive psychology principles to achieve personal life satisfaction and flourishing for both themselves and their children, b) raise the child's level of positive emotions, c) identify the child's character strengths, and d) construct every aspect of the child's life around those strengths in order to reinforce them as a means of counterbalancing weaknesses and as a source of well-being. Parenting is an essential component of a good life. The following positive psychology pillars served as the foundation for PPP; a) feelings of gratitude: allowing children to express their happy feelings will help them become firmly attached, eager to explore their surroundings and acquire new abilities, and b) character strengths: praising, identifying, and elevating each character trait and strength that emerges along the path.

The CBT-H approach, developed by Shah (2018), is a systematic mental well-being method that utilizes cognitive restructuring, the application of effective cognitive and behavioral techniques, and task assignments. The CBT-H approach is designed to be straightforward, practical, and effective, making it suitable alternatives for psychologists, counselors, teachers, parents, students, and anyone seeking to improve their own mental well-being or help others achieve a harmonious life. The foundation of CBT-H is built on three interrelated principles; a) thought process influence behavior, b) thought processes can be controlled and modified, and c) the desire to change behavior can be influenced by changing thought patterns. These principles provide a robust framework for understanding and

promoting mental well-being through the CBT-H approach.

The combination of CBT-H and MLT approaches is very suitable for developing PLT modules. This is because the CBT approach focuses on restructuring thought patterns to be healthier and more effective, while the MLT approach is love therapy developed by Shah (2021), based on the approach of feeling God's love, loving yourself and others. Thus, the combination of CBT-H and MLT approaches successfully produce structured, systematic and purposeful PLT modules to form parenting that is at peace with their own emotions, full of love and has an effective character and enjoys the gift of a beautiful family.

The model utilized in this module is Russell's content validity model (1974). According to Russell (1974), a module can be used in every scenario, whether individual, group, academic, or non-academic, and it can help people change for the better. According to Russell (1974), a module has strong content validity if it fits the five requirements listed below: a) It targets the appropriate population (taking into account counselor behavior and client characteristics), b) The teaching situation or implementation method is good and perfect, c) The time required to complete the module is appropriate and sufficient, d) It successfully improves individual attitudes towards more effective behavior, and e) It changes individuals' perceptions of their character toward excellence.

Russell (1974), highlights that the most important part of module development is the trial phase with the intended audience. At this step, it will be assessed whether or not the module's objectives can be met. During the trial process, module authors will learn about spelling validity, weak sentence structures, suitable scheduling, and comprehension of the activities, suitability of media tools employed, and other factors. All of the information gathered helps module authors enhance and improve the module to make it more resilient, effective, and similar. Module developers can use feedback to resolve shortcomings and improve the quality of their modules.

Research Objectives

This study aimed to:

- 1) To develop the Parenting Love Therapy (PLT) module among the parents in Malaysia.
- 2) To measure the overall validity of the Parenting Love Therapy (PLT) module among Malaysian parents based on Russell's (1974) criteria.
- 3) To measure the overall validity of the Parenting Love Therapy (PLT) module among Malaysian parents based on Mohammad Aziz Shah's (2010) criteria.
- 4) To measure the overall reliability and the sub-scale of the Parenting Love Therapy (PLT) module among Malaysian parents.

Research Methodology

This study is based on a descriptive design that involves analysis of development, content validity and reliability analyses. A descriptive is a detailed description that provides overall summary of the data that was collected. This research also employed cross-sectional survey which was distributed to collect the data. The study was divided into three phases; Phase I: Module Development, Phase II: Validity Test, and Phase III: Reliability test on the PLT module.

Phase I: Module Development

The Parenting Love Therapy (PLT) module was developed by Mohammad Aziz Shah Mohamed Arip, senior lecturer in Sultan Idris Education University (UPSI), Perak, Malaysia, based on his doctoral studies in 2004. PLT was designed by Mohammad Aziz Shah (2024) to facilitate parents on knowledge, skills, techniques and applications of the therapy in the most effective and simplest way.

Phase II: Validity Test

The degree to which a test accurately measures the intended measure is known as validity (Majid, 2005). A number of panel experts (N = 15) were chosen to evaluate the module. These panel experts comprised of individuals that specialized in the field related to the research area. According to Othman (2001), to evaluate a content validity of the module, six to nine panel experts are needed. This second phase involved panel expert validation test based on Russell's (1974), criteria and also Shah's (2010), criteria. The module's strategies and activities are measured on a 10-point Likert scale ranging from 0 (strongly disagree) to 10 (strongly agree).

Phase III: Reliability Test

In order to obtain reliability value of the module, the reliability questionnaire were distributed to the respondents of the study (N = 40). The result of the reliability test was used to determine the effectiveness of the module. According to Bracken and Howell (2004) stipulated that a reliability of .90 is required and a dependability of .80 is deemed appropriate for sub-scales. Nunally (1967) said that Cronbach's alpha coefficient can be accepted if it is more than .60.

Sample and Sampling

This study is conducted in three phases, each with different study locations. The first phase involves literature review and research at libraries and public universities in Malaysia to develop the module, sub-modules, and activities based on library research and were conducted in libraries and public universities in Malaysia. Phase II involves a number of locations which includes, Sultan Idris Education University (UPSI), public universities, and various government and private agencies. This phase involves distributing content validity questionnaires to expert panels. The third and last phase involves distributing reliability questionnaires to respondents in UPSI and other private universities to measure the reliability of PLT module.

The study subjects are involved only in the second and third phases of the study. The first phase involves 15 appointed panel of experts to evaluate the content validity of the PLT module among counselors in Malaysia. The third phase involves 40 parents in Malaysia to obtain the reliability values of the module.

In this current study, we employed three instruments to measure the reliability and validity of PLT module. Content validity questionnaire based on Russell (1974), evaluates the content validity of the Parental Loving Therapy (PLT) module among counselors in Malaysia according to the criteria established. Next, the content validity questionnaire based on Aziz Shah (2010), assesses the content validity of PLT module based on the criteria provided.

Lastly, reliability questionnaire developed by the researcher measures the reliability of PLT. It encompasses six (6) strategies that included 60 activities.

Research Findings

Phase I: Module Development

The first phase of the study resulted in the development of the Parenting Love Therapy (PLT) module. This phase involved the development of techniques and activities for parents in Malaysia, which encompassed six (6) strategies and 60 activities.

Phase II: Validity Test

The development of Parental Loving Therapy (PLT) module for Malaysian parents also involved the construction of questionnaire to measure validity and reliability. A formula to measure the module's content validity was used; total score by panel experts (X) divided by total possible score (Y) and multiplied by 100%. According to Tuckman (1978), and Sidek and Jamaluddin (2005), a score above 70% is considered as high validity. The formula is measured as shown:

$$\text{Content validity score} = \left(\frac{\text{Total expert score (x)}}{\text{Total possible score (y)}} \right) \times 100\%$$

The researcher provided complete copies of PLT module, including introduction to the study and manual of training module to the chosen panel experts. The content validity was measured based on Russell's (1974) criteria and Mohammad Aziz Shah's (2010) criteria. The panel experts' evaluation based on Russell's module validity criteria can be seen in Table 1.

Table 1

Expert Assessment of Module Validity **Parenting Love Therapy (PLT) (N = 15)**

No.	Statement	Percentage	Remarks
1	The content of this module meets the target population's needs	90.1	Accepted
2	The content is appropriate for the allocated time	85.7	Accepted
3	The content of this module can be implemented effectively	80.2	Accepted
4	The content of this module has the potential to positively and healthily alter individual thinking patterns	79.1	Accepted
5	The content of this module has the potential to positively and healthily influence individual behaviour	81.3	Accepted

Table 1 showed that the maximum percentage value of the module is 90.1% that indicated that the content of the module meets the target population's needs. The minimum percentage value of the module is 79.1%, indicating that the content of the module has the potential to positively and healthily alter individual thinking patterns. Based on the table, it can be concluded that the module is consistent and met the validity criteria based on Russell's and has been marked acceptable by panel experts. Beside Russell's module validity, the

researcher also measured the validity of the module using Mohammad Aziz Shah's validity criteria. The evaluation of the module based on this can be seen in Table 2.

Table 2

Expert Assessment of the Appropriateness of Strategies and Activities

Parenting Love Therapy (PLT) (N = 15)

Based on Mohammad Aziz Shah (2010)

	Percentage (%)	Expert remarks
Strategy 1 (S1): Introduction to Parental Loving Therapy (PLT)		
S1 – 1 Introduction to PLT	87.0	Accepted
S1 – 2 Improving parental loving skills through CBT-H	86.5	Accepted
Strategy 2 (S2): Three basic PLT questions		
S2 – 1 What is family? Family, husband and wife	84.3	Accepted
S2 – 2 What is parenthood? Child development psychology	78.9	Accepted
S2 – 3 How to develop loving parenthood	80.2	Accepted
Strategy 3 (S3): Seven PLT principles		
S3 – 1 Compassion the Almighty's virtue (ar-Rahman and ar-Rahim)	82.6	Accepted
S3 – 2 Compassion is the most powerful	82.3	Accepted
S3 – 3 Humans were created to show compassion	83.4	Accepted
S3 – 4 Life is a blessing	86.4	Accepted
S3 – 5 Love is to be enjoyed not owned	85.2	Accepted
S3 – 6 Love can be shown subtly or be expressed profoundly	78.2	Accepted
S3 – 7 The root of love and affection is in oneself	87.1	Accepted
Strategy 4 (S4): Three PLT processes		
S4 – 1 Embrace Almighty's affection	88.5	Accepted
S4 – 2 Love Yourself	79.8	Accepted
S4 – 3 Love all beings	80.3	Accepted
Strategy 5 (S5): Six PLT concepts		
S5 – 1 The difference between loving and non-loving parents	87.3	Accepted
S5 – 2 Love promotes happiness, honesty, kindness, emotional stability and wisdom	89.7	Accepted
S5 – 3 Lack of love promotes arrogance, anger, abuse, biasness, neglect, lack of guidance, depression, etc.	90.2	Accepted
S5 – 4 Signs that a child is emotionally unwell and has lost creative imagination is unhappiness, fear, low self-esteem, depression, sensitive, emotionally displaced, etc.	89.8	Accepted
S5 – 5 Five stages of children's development	90.3	Accepted
S5 – 6 Six checklist that builds psychological health	88.7	Accepted
Strategy 6 (S6): 40 PLT Skills and Techniques		
S6 – 1 Parents are infinite source of love for children	91.0	Accepted
S6 – 2 Be a giver not a receiver – Extra Technique 2%	90.2	Accepted

S6 – 3	Parents should not have an ego	87.3	Accepted
S6 – 4	Do not blackmail, threaten and stressed out children	82.4	Accepted
S6 – 5	Controlling your wants and stress as a parent	86.2	Accepted
S6 – 6	Accept children for who they are	85.4	Accepted
S6 – 7	Love is to be grateful and enjoyed	79.0	Accepted
S6 – 8	Advice, scolding and beating is part of parental love	90.7	Accepted
S6 – 9	Change because of cause and effect	87.8	Accepted
S6 – 10	Wisdom arises from emotional bliss	92.3	Accepted
S6 – 11	Apologize for mistakes	87.5	Accepted
S6 – 12	Always praise and motivate the children	82.6	Accepted
S6 – 13	Be a good role model and communicate well with each other	90.2	Accepted
S6 – 14	Let the children fall in love with their parents	91.0	Accepted
S6 – 15	Do not be overprotective of the children	88.2	Accepted
S6 – 16	Encourage children to question things, be independent, and adventurous	82.0	Accepted
S6 – 17	Love is action and reaction (3L)	86.1	Accepted
S6 – 18	Love 1: Love without reason	85.3	Accepted
S6 – 19	Love 2: Love unconditionally	83.4	Accepted
S6 – 20	Love 3: Love without expecting anything in return	78.9	Accepted
S6 – 21	Do not be bias towards the children	88.6	Accepted
S6 – 22	Do not judge	86.7	Accepted
S6 – 23	Practice 'I Love Myself' towards yourself and the children	90.6	Accepted
S6 – 24	Enjoy the process, take the good and leave the bad	87.4	Accepted
S6 – 25	Be happy to be successful, not be successful to be happy	82.3	Accepted
S6 – 26	Change your wishes to change your life	86.4	Accepted
S6 – 27	Use nicknames and practice activities that involves love and affection	87.3	Accepted
S6 – 28	Do not repeat the same mistakes	87.8	Accepted
S6 – 29	Do not be stuck in the same cycle and repeat the same mistake	91.0	Accepted
S6 – 30	Practice patience, guidance and love	85.6	Accepted
S6 – 31	Time heals all wounds	87.2	Accepted
S6 – 32	Create quality time with your family	83.6	Accepted
S6 – 33	Life is to create happy memories	83.0	Accepted
S6 – 34	Enjoy everything before it is gone	85.6	Accepted
S6 – 35	Encourage physical activities together	78.4	Accepted
S6 – 36	Live life, embrace it and persevere through it.	90.2	Accepted
S6 – 37	Time cannot be turn back	89.6	Accepted
S6 – 38	Pay back and no regrets	90.1	Accepted
S6 – 39	Always learn new things and reflect on life	87.9	Accepted
S6 – 40	Total surrender to the Almighty because He is the greatest planner	91.0	Accepted
	Overall strategies and activities in module	90.5	Accepted

Table 2 above presented the total scores, validity percentage and experts' remarks regarding the appropriateness of strategies and activities in Parental Loving Therapy (PLT) module. This result was obtained from panel experts (N = 15) who are practitioners of the Cognitive Behavioral Therapy for Healing (CBT-H) module. Based on the result shown in Table 2, the module demonstrated a high validity score exceeding 70.0%, with its maximum value of 91.0% and minimum value of 78.2% and deemed acceptable by the panel experts to be used at a higher level.

Phase III: Reliability Test

The result in Phase III indicated the reliability value of PLT module among 40 Malaysian parents on how the respondents assessed the content. After the data were collected, it was then analyzed using the Cronbach's alpha in the Statistical Package for the Social Science (SPSS).

Table 3

Reliability Coefficient Values of Strategies and Activities in PLT Module among Parents (N = 40)

Strategies and activities	Cronbach's alpha	Remarks
S1: Introduction to Parental Loving Therapy (PLT)		
S1 – 1 Introduction to PLT	.73	High and accepted
S1 – 2 Improving parental loving skills through CBT-H	.80	High and accepted
S2: Three basic PLT questions		
S2 – 1 What is family? Family, husband and wife	.83	High and accepted
S2 – 2 What is parenthood? Child development psychology	.79	High and accepted
S2 – 3 How to develop loving parenthood	.80	High and accepted
S3: Seven PLT principles		
S3 – 1 Compassion the Almighty's virtue (ar-Rahman and ar-Rahim)	.82	High and accepted
S3 – 2 Compassion is the most powerful	.78	High and accepted
S3 – 3 Humans were created to show compassion	.75	High and accepted
S3 – 4 Life is a blessing	.81	High and accepted
S3 – 5 Love is to be enjoyed not owned	.74	High and accepted
S3 – 6 Love can be shown subtly or be expressed profoundly	.72	High and accepted
S3 – 7 The root of love and affection is in oneself	.80	High and accepted
S4: Three PLT processes		
S4 – 1 Embrace Almighty's affection	.81	High and accepted
S4 – 2 Love Yourself	.78	High and accepted
S4 – 3 Love all beings	.79	High and accepted
S5: Six PLT concepts		
S5 – 1 The difference between loving and non-loving parents	.74	High and accepted
S5 – 2 Love promotes happiness, honesty, kindness, emotional stability and wisdom	.78	High and accepted

S5 – 3	Lack of love promotes arrogance, anger, abuse, biasness, neglect, lack of guidance, depression, etc.	.72	High and accepted
S5 – 4	Signs that a child is emotionally unwell and has lost creative imagination is unhappiness, fear, low self-esteem, depression, sensitive, emotionally displaced, etc.	.80	High and accepted
S5 – 5	Five stages of children’s development	.75	High and accepted
S5 – 6	Six checklist that builds psychological health	.73	High and accepted
S6: 40 PLT Skills and Techniques			
S6 – 1	Parents are infinite source of love for children	.81	High and accepted
S6 – 2	Be a giver not a receiver – Extra Technique 2%	.76	High and accepted
S6 – 3	Parents should not have an ego	.75	High and accepted
S6 – 4	Do not blackmail, threaten and stressed out children	.80	High and accepted
S6 – 5	Controlling your wants and stress as a parent	.81	High and accepted
S6 – 6	Accept children for who they are	.83	High and accepted
S6 – 7	Love is to be grateful and enjoyed	.81	High and accepted
S6 – 8	Advice, scolding and beating is part of parental love	.75	High and accepted
S6 – 9	Change because of cause and effect	.74	High and accepted
S6 – 10	Wisdom arises from emotional bliss	.82	High and accepted
S6 – 11	Apologize for mistakes	.78	High and accepted
S6 – 12	Always praise and motivate the children	.79	High and accepted
S6 – 13	Be a good role model and communicate well with each other	.80	High and accepted
S6 – 14	Let the children fall in love with their parents	.81	High and accepted
S6 – 15	Do not be overprotective of the children	.75	High and accepted
S6 – 16	Encourage children to question things, be independent, and adventurous	.74	High and accepted
S6 – 17	Love is action and reaction (3L)	.80	High and accepted
S6 – 18	Love 1: Love without reason	.81	High and accepted
S6 – 19	Love 2: Love unconditionally	.80	High and accepted
S6 – 20	Love 3: Love without expecting anything in return	.78	High and accepted
S6 – 21	Do not be bias towards the children	.82	High and accepted
S6 – 22	Do not judge	.75	High and accepted
S6 – 23	Practice ‘I Love Myself’ towards yourself and the children	.79	High and accepted
S6 – 24	Enjoy the process, take the good and leave the bad	.80	High and accepted
S6 – 25	Be happy to be successful, not be successful to be happy	.78	High and accepted
S6 – 26	Change your wishes to change your life	.81	High and accepted
S6 – 27	Use nicknames and practice activities that involves love and affection	.72	High and accepted
S6 – 28	Do not repeat the same mistakes	.81	High and accepted

S6 – 29	Do not be stuck in the same cycle and repeat the same mistake	.78	High and accepted
S6 – 30	Practice patience, guidance and love	.80	High and accepted
S6 – 31	Time heals all wounds	.81	High and accepted
S6 – 32	Create quality time with your family	.73	High and accepted
S6 – 33	Life is to create happy memories	.78	High and accepted
S6 – 34	Enjoy everything before it is gone	.81	High and accepted
S6 – 35	Encourage physical activities together	.82	High and accepted
S6 – 36	Live life, embrace it and persevere through it.	.75	High and accepted
S6 – 37	Time cannot be turn back	.78	High and accepted
S6 – 38	Pay back and no regrets	.80	High and accepted
S6 – 39	Always learn new things and reflect on life	.81	High and accepted
S6 – 40	Total surrender to the Almighty because He is the greatest planner	.78	High and accepted
Overall strategies and activities in module		.83	High and accepted

Based on Table 3 above, the reliability coefficient value of the Parental Loving Therapy (PLT) module shows the overall reliability value of the strategies and activities presented. The overall strategies and activities in the module showed a value of Cronbach's alpha .83, which is relatively high.

Discussion and Implications of Study

This study aimed to develop and test the validity and reliability of the Parental Loving Therapy (PLT) module. Based on the results, the PLT module developed for Malaysian parents is both valid and reliable. The module content validity, assessed by a panel of experts, showed high level of validity, which scores exceeding 70.0% across various components. This indicates that the module effectively meets the needs of the target population, which aligns with the findings of Sidek (1997); and Jamaludin (2002), who emphasized the importance of content validity in educational modules. The results from the reliability test further support the module's effectiveness, with a high Cronbach's alpha coefficient indicating consistency in the responses of the parents who participated in the PLT workshop.

These findings are consistent with previous research on the effectiveness of parenting interventions that incorporate cognitive-behavioral approaches. For instance, CBT-H approach, on which the PLT module is based, has been shown to be effective in improving parenting practices and child outcomes (Beck, 2011). The positive psychology elements integrated into the module, such as focusing on strength and fostering positive emotions, also align with research suggesting that these approaches can enhance parental satisfaction and child well-being (Seligman, 2002).

However, the study also highlighted some areas of improvement. While the overall validity and reliability of the module are high, certain components, such as the potential to positively and healthily alter individual thinking patterns, received slightly lower scores. This suggests a need for further refinement in these areas to ensure that the module can more effectively influence parents' cognitive processes. Additionally, the study's reliance on self-reported measures from a relatively small sample of parents may limit the generalizability of the findings. Future research should aim to test the module with a larger and more diverse

sample to validate these results further.

Significance of the Study

The significance of the study on Parenting Love Therapy (PLT) module lies in its ability to address critical gaps in parenting practices, particularly in integrating principles of Positive Psychology Parenting (PPP), and hindering the negative effects of Parental Psychological Control (PPC). The study highlighted the importance of promoting positive family dynamics by validating the PLT module as an effective tool that guides parents in fostering loving, supportive, and psychologically healthy environments for their children. Through empirical support, the study emphasized the module's potential to enhance parenting skills, equipping parents with techniques and skills to build positive relationships with their children, thereby improving overall parenting efficacy. Additionally, the research contributes to the existing body of knowledge on parenting by offering a new, empirically tested approach that combines cognitive behavioral therapy with positive psychology. The study's findings also emphasize the practical applicability of the PLT module, showcasing its potential to be widely adopted by parents, counselors, and educators to improve family relationships and child outcome in Malaysia.

Recommendations

Based on the findings, several recommendations can be made for the future development and implementation of the Parenting Love Therapy (PLT) module. Firstly, in order to address the slightly lower scores in altering individual thinking patterns, it is recommended that the module be refined to include more targeted cognitive restructuring techniques. This could involve incorporating additional exercises or activities that specifically focus on challenging and changing maladaptive thought patterns. Next, future studies should involve a larger and more diverse sample of parents. This will help ensure that the module's effectiveness can be confirmed across different demographic groups and settings and to enhance the generalizability of the findings. Given the success of the PLT module, it could be beneficial to integrate it with other existing parenting programs to create a more comprehensive intervention. This would allow for a more holistic approach to parenting education, addressing various aspects of child-rearing and mental health. Lastly, to ensure the effective implementation of the PLT module, it is recommended that facilitators undergo comprehensive training in both the CBT-H approach and positive psychology principles. This will enable them to deliver the module more effectively and provide the necessary support to parents. These recommendations aim to enhance the effectiveness of the PLT module and ensure its broader applicability in promoting healthy family relationships and child development.

Summary and Conclusion

The development and validation of the Parenting Love Therapy (PLT) module represent a significant contribution to the field of parenting education in Malaysia. This study proved that the PLT module is a relevant and useful intervention for improving parenting behaviors by using Cognitive Behavioral Therapy for Healing (CBT-H) and positive psychology principles. The module's focus on fostering positive parent-child relationships, improving parental cognitive processes, and promoting overall family well-being is well-supported by the findings.

The module's high content validity and reliability scores demonstrate that it effectively meets the needs of Malaysian parents by giving practical techniques for improving their parenting skills. However, the study also identifies areas for further refinement, particularly in enhancing the module's ability to alter maladaptive thinking patterns among parents. By addressing these areas and expanding the scope of future research to include larger and more diverse samples, the PLT module can be further optimized for broader application.

In conclusion, the PLT module stands as a potential intervention for supporting and guiding Malaysian parents in nurturing healthier family environments. Continued research and development, guided by the recommendations provided, will ensure that the module remains a valuable resource for promoting positive and effective parenting and child development across diverse populations.

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