

EXPLORING PARENTING PRACTICES AND PARENTING STYLES THAT INFLUENCE PARENTS' UNDERSTANDING OF CHILD PROTECTION AND PRIVACY TO PREVENT PAEDOPHILIA: THE PROCESS OF DEVELOPMENT AND VALIDATION OF INSTRUMENT

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ABSTRACT

This paper presents the development and validation process of instrument to explore parenting practices and parenting styles in influencing the parents' understanding of child protection and privacy in order to prevent paedophilia. In the development process of the instrument, three important dimensions are covered, which are: (1) parenting practices, (2) parenting styles, and (3) parents' understanding of child protection and privacy, to prevent paedophilia. The first two dimensions are closely interrelated with the theories that have been developed by Spera (2005) and Baumrind (1996), respectively. Another dimension of the instrument is developed based on reviewing the Convention on the Rights of the Child which is focused specifically on child protection and privacy with the purpose to prevent paedophilia. On the other hand, the validation process is divided into three phases: (1) content validity, (2) predictive validity, and (3) construct validity. Since this instrument has gone through a thorough development and validation process, it might be useful for future research to be undertaken with different context, situation, sample size, research techniques and others.

Key words: Development and validation, instrument, parenting practices, parenting styles, parents' understanding, child protection and privacy, paedophilia

INTRODUCTION

In 2014, as reported by The Star (2016a; 2016b) Malaysia has been awakened by one paedophilia case involving 23 Malaysian children aged between 6-months to 12 -years old. Some of the victims were raped, the others were sexually assaulted. Ever since, paedophilia in Malaysia received high attention from the academicians, scholars and researchers in Malaysia as well as other countries. Research on paedophilia in the Malaysian context has been explored through several aspects such as legal perspective (Abdul Shukor et al, 2017), future outlook (Ahmad, 2018), factors contributing towards paedophilia (Mat Yunus, 2018) and others. This study argues that in doing research related to this issue, there are many aspects can be explored such like criminology, biology, legal aspect and many others. Among all aspects, this study aims to explore this issue through the sociological lens. This study further argues that parents are the closest persons to children whereby they have the biggest obligations and responsibilities to protect and secure their children's privacy at anytime, anyplace and any situation. However, the current trend of protecting children especially in the social media platform requires serious investigation and inquiry. This is because in today's challenging world, children are not only vulnerable in physical environment, but also in virtual environment. Hence, this main gap drives this study to explore the current parenting practices and parenting styles in influencing parents' understanding of child protection and privacy to prevent paedophilia.

In exploring this particular topic, a new instrument is developed by adopting two important theories of parenting practices (Spera, 2005; Darling & Steinberg, 1993) and parenting styles (Baumrind, 1966), as well as the principles of United Nations Convention on the Rights of the Child (UNCRC). The adoption of the two main theories of parenting practices and styles are important in exploring the current practices and styles of Malaysian parents. On the other hand, the international standards have emphasised on the roles of parents and relevant parties in protecting children and securing their children's privacy (Cregan & Cuthbert, 2014). With the argument that parents and families are no longer simply entrusted with the raising of children, the authors have suggested that this situation requires a state-monitored and regulated activity that are mandated by the law, and with associated monitoring for compliance (Cregan & Cuthbert, 2014). Hence, the development of this instrument can be considered as the novelty of this research.

Development Process

The rights-based framework of the UNCRC, which has highlighted the principles of provision, protection or prevention and participation, and its articulation of the principles of the child's 'best interests' (Cregan & Cuthbert, 2014) is applied in this study to support the main focus of the study, which aims to uphold child protection and privacy in preventing paedophilia. As such, the development of the parameters that is used to measure this aspect has been adopted from the CRC principles itself. The development of the instrument that is related to the policy is acceptable and has been widely used, which has been applied in the research by Lim and Miettinen (2018), Ahmad (2018), and Hellstrom and Jacob (2017).

As this study explores the perspective of parents in protecting and securing their children's privacy, theories of parenting practices by Spera (2005) and parenting styles by Baumrind (1966) have been adopted. The adoption of parenting practices by Spera (2005) which has originated from Darling's and Steinberg's (1993), has been applied in many researches including Morris et al. (2007), Williams et al. (2009), Steinberg and Morris (2001) and Zakeri, Jowkar and Razmjooe (2010). In addition, the parenting styles by Baumrind (1966) has been adopted by many researches including Power (2013), Abdul Gafoor and Abidha Kurukkan (2014) and Bi et al. (2018). This research argues that parenting practices and styles are crucially needed to uphold child protection and privacy in addressing paedophilia. Hence, the dimensions of parenting practices and styles represent the independent variables of this study, which pose to be significant influences on the parents' understanding that is related to child protection and privacy to prevent paedophilia. These two main constructs were developed based on the parenting practices approach that had been developed by Spera (2005) and the parenting styles proposed by Baumrind (1966). In terms of parenting practices, Spera (2005) has constructed three types of parenting practices, which are: (1) the role of parental involvement, (2) parental monitoring, and (3) parental goals, values and aspirations. Meanwhile, Baumrind (1966) has proposed three types of parenting styles, which are: (1) authoritative, (2) authoritarian, and (3) permissive parents.

Validation Process

In the validation process of instrument, there are two analyses which have been inspected through SPSS to test the goodness of measures of the constructs that has been used in the survey. The two analyses are: (1) Exploratory-Factor-Analysis (EFA) and (2) reliability analysis. The findings of the EFA factor analysis and reliability analysis are presented in the following sub-sections.

Exploratory-Factor Analysis (EFA)

The purpose of conducting the Exploratory-Factor-Analysis (EFA) is to measure the validity of the constructs that have been used in this study. Based on the quantitative instrument of this study, there are seven constructs which are developed to explore the parenting practices (parental involvement, parental monitoring, and parental goals, values and aspirations) and parenting styles (authoritative, authoritarian and permissive) in influencing the parents' understanding of child protection and privacy among Malaysian parents. Notably, all the items in the constructs are developed based on relevant literature—content validity. Based on the expert validation, items that have been developed based on literature can increase the validity and reliability of the indicators that are used in this study. Accordingly, the EFA factor analysis has also been conducted to measure the validity of the constructs through statistical calculation.

Based on the findings of the EFA factor analysis, 17 questions were removed from 4 constructs (parental involvement, parental monitoring, parental goals, values and aspirations, and permissive parenting style) due to weak factor-loading scores (less than 0.6) and cross-loading issues. Although some items were removed from the instrument, the constructs were still valid based on several justifications. The range of Eigenvalue derived from the findings was between 1.985 to 11.894, which was over the Kaiser's criterion of 1 (Field, 2009). Furthermore, the findings reveal a high value of Kaiser-Meyer-Olkin measure of sampling adequacy which is 0.902. According to Field (2009), a KMO value of more than 0.9 is considered as 'superb'. Hence, the samples that are involved in this study can be considered as adequate to measure the seven constructs that have been used in this study.

Based on the findings that are presented in Table 1, the items that cluster on the same factors suggest that Factor 1 represents parents' understanding of child protection and privacy, Factor 2 represents authoritative parenting style, Factor 3 represents authoritarian parenting style, Factor 4 represents parental goals, value and aspirations, Factor 5 represents permissive parenting style, Factor 6 represents parental involvement, and Factor 7 represents parental monitoring.

Table 1: Exploratory-Factor-Analysis (EFA)

| Items | F1 | F2 | F3 | F4 | F5 | F6 | F7 |
|---|-------|-------|----|----|----|----|----|
| Factor 1 (F1): | | | | | | | |
| Parents' Understanding of Child Protection and Privacy to Prevent Paedophilia | | | | | | | |
| Children must be protected from discrimination. | 0.708 | | | | | | |
| Children must be protected for their best interests. | 0.720 | | | | | | |
| Child protection and care is necessary for the children's well-being. | 0.763 | | | | | | |
| Children need appropriate direction and guidance from parents/guardians/responsible adults. | 0.779 | | | | | | |
| The children's rights to survival and development must be uphold. | 0.729 | | | | | | |
| Children's views and voices must be heard. | 0.696 | | | | | | |
| Parents have the primary responsibilities for the upbringing and development of their children. | 0.773 | | | | | | |
| Children need to be protected from abuse and harm. | 0.773 | | | | | | |
| Children should not be deprived from his/her family development. | 0.784 | | | | | | |
| Children should not be sexually exploited and sexually abused. | 0.789 | | | | | | |
| Children must be protected from engaging in any unlawful sexual activities. | 0.832 | | | | | | |
| Children must be protected from engaging in prostitution or other unlawful sexual practices. | 0.835 | | | | | | |
| Children must be protected from being exploited in pornographic performance and materials. | 0.809 | | | | | | |
| Factor 2 (F2): | | | | | | | |
| Authoritative Parenting Style | | | | | | | |
| I tell my child how worry I am if he/she is having trouble. | | 0.590 | | | | | |
| I am responsive to my child's feeling. | | 0.782 | | | | | |
| I am responsive to my child's needs. | | 0.782 | | | | | |
| I am protective towards my child's protection. | | 0.751 | | | | | |
| I am protective towards my child's privacy. | | 0.766 | | | | | |
| I show an interest in my child's life. | | 0.745 | | | | | |

| | |
|--|-------|
| I show my child that I love him/her unconditionally. | 0.678 |
| I recognise my child's problems and concerns. | 0.747 |
| I make time for my child when he/she needs me. | 0.689 |
| I encourage my child to talk about his/her problem. | 0.675 |

Factor 3 (F3):

Authoritarian Parenting Style

| | |
|--|-------|
| I guide my child by punishments more than by reasons. | 0.727 |
| The punishments that I decide on are influenced by my mood. | 0.727 |
| I lose my patience when my child does something that upsets me. | 0.805 |
| When my child gets involved in trouble, I discipline my child first and ask questions later. | 0.668 |
| I yell or shout when my child misbehaves. | 0.761 |
| I threaten my child with punishments that I would never actually use. | 0.734 |
| I am easy on my child one minute, and hard on him/her the next. | 0.617 |
| I appear to be more concerned with my own feelings rather than the child's feelings. | 0.765 |
| I scold and criticise my child for an improvement. | 0.659 |
| I scold or criticise when my child's behaviour doesn't meet my expectations. | 0.743 |

Factor 4 (F4):

Parental Goals, Values and Aspirations

| | |
|--|-------|
| I always advice my child to take care of herself/himself. | 0.724 |
| I don't want my child to get involved in any trouble. | 0.752 |
| I want my child to always be protected. | 0.680 |
| I don't want people to harm my child's privacy. | 0.717 |
| I explain the consequences of negative behaviours to my child. | 0.653 |
| I instil good values in my child. | 0.531 |

Factor 5 (F5):

Permissive Parenting Style

| | |
|---|-------|
| I do things for my child when he/she refuses to do them. | 0.563 |
| I try to shield my child from experiencing negative emotions. | 0.694 |

| | |
|--|-------|
| I discipline my child when he/she misbehaves. | 0.602 |
| I reward my child to bring about compliance. | 0.659 |
| I am afraid that disciplining the child for misbehaviour will cause the child to not like his/her parents. | 0.623 |
| I am more concerned with my child's feelings than my own. | 0.739 |
| I try to meet my child's desires immediately. | 0.720 |

Factor 6 (F6):

Parental Involvement

| | |
|---|-------|
| I allow strangers to take my child's photo or video. | 0.744 |
| I allow my child to talk to strangers. | 0.839 |
| I allow strangers to touch/hold my child. | 0.793 |
| I allow my child to go to a neighbour's house by himself/herself. | 0.673 |
| I allow my child to go to a nearby shop by himself/herself. | 0.611 |

Factor 7 (F7):

Parental Monitoring

| | |
|--|-------|
| I ask my child to refer back to me if he/she is unsure about anything related to his/her daily activities. | 0.608 |
| I know the names of my child's friends. | 0.713 |
| I am aware of problems or concerns about my child. | 0.740 |
| I always monitor my child's school activities such as extra-curricular activities. | 0.689 |
| I am aware of any changes in my child's behaviour if he/she is having trouble. | 0.748 |

| | | | | | | | |
|---|-----------|--------|--------|--------|--------|--------|--------|
| Eigen Value | 11.894 | 6.048 | 4.443 | 3.391 | 2.596 | 2.210 | 1.985 |
| Percentage of Variance (%) | 21.240 | 10.799 | 7.934 | 6.056 | 4.636 | 3.947 | 3.545 |
| Total Variance Explained | 21.240 | 32.039 | 39.973 | 46.029 | 50.666 | 54.612 | 58.157 |
| KMO Measure of Sampling Adequacy | 0.902 | | | | | | |
| Approximate Chi-square | 31140.729 | | | | | | |

Reliability Analysis

Another analysis, which is the reliability analysis has been determined by examining the Cronbach Alpha value which is under the umbrella of goodness of measure. Based on the findings of the reliability analysis, this study has found that all the variables (dependent and independent variables) are reliable. The range of Cronbach’s alpha value is between 0.776 to 0.950 ($\alpha < 0.7$). The findings of the reliability analysis are presented in Table 2.

Table 2: Reliability analysis

| Variables | Number of items | Cronbach’s Alpha | Reliability assumed |
|---|------------------------|-------------------------|----------------------------|
| Parents’ Understanding of Child Protection and Privacy to Prevent Paedophilia (DV) | 13 | 0.950 | Yes |
| Parenting Practices (IVs): | | | |
| Parental Involvement | 5 | 0.792 | Yes |
| Parental Monitoring | 5 | 0.776 | Yes |
| Parental Goals, Values and Aspirations | 6 | 0.869 | Yes |
| Parenting Styles (IVs): | | | |
| Authoritative Parenting Style | 10 | 0.912 | Yes |
| Authoritarian Parenting Style | 10 | 0.903 | Yes |
| Permissive Parenting Style | 7 | 0.795 | Yes |

DISCUSSION

According to Elliot, Elliot and Renier (2001), there are eight steps to develop and validate research instruments:

- Step 1: Determining the purpose of study
- Step 2: Review of the literature
- Step 3: Generating the instrument and the support materials
- Step 4: Conducting content validation with review of sequences
- Step 5: Pilot testing
- Step 6: Conducting construct validation
- Step 7: Reliability testing
- Step 8: Review the instrument and the second pilot testing (if needed)

While there are many variations of the process of creation and validation of research instrument (Bordeianu & Moroson-Danilia, 2013), this study applied almost similar steps proposed by Elliot (2001). The process of developing the instruments of this study begin determining the aim of study, beginning from how the issue was framed, identifying the target group (respondents – from which perspectives), developing research objectives and conceptual framework with the support from relevant theories. Subsequently, the second step undertaken was reviewing the literature surroundings the issue of paedophilia, protecting and securing children from paedophilia, parenting practices and styles, policies and Acts related to paedophilia, and also relevant theories applied in this study. All the literature review provides insights of understanding the issue based on the scope of this study.

The third step applied in this study is developing the instrument based on support materials (from step one and two). Research objectives of this study and scope of study are the main guidance for instrument development. For Research Objective One, seven criteria for analysing the content of the documents involved in this study include: (1) year; (2) definition of a child; (3) paedophilia; (4) child pornography; (5) child grooming; (6) sexual assault involving children; and (7) parental roles and responsibility. For Research Objective Two and Three, four important aspects needed to answer these objectives including: (1) background of respondents (especially gender and ethnicity); (2) parenting practices (parental involvement; parental monitoring; and parental goals, values and aspiration); (3) parenting styles (authoritative, authoritarian and permissive); and (4) parents’ understanding on child protection and privacy to prevent paedophilia (based on the principles of child rights in UNCRC). The item/question developed for each variable used is presented in sub-sections below (involving quantitative and qualitative approaches).

Once the instrument has been developed, all information including research objectives, conceptual framework, and instruments was sent for content and expert validation. The expert has vast experience in quantitative research, social research methods, and has high research interest on sociology research involving children, family and cultural diversity. Hence, the expertise of expert in validating the instrument of this study is considered relevant. Further, the validated instruments were endorsed by UiTM Research Ethics Committee.

Based on the expert's comments and suggestions, the measurement used in this study has been amended to allow better understanding among parents and ensure the accuracy of the data gathered. Notably, the measurement of this study is divided into three sets of measurements, which are: (1) quantitative measurement for parents; (2) qualitative measurement for key parents; and (3) qualitative measurement for key persons representing the relevant agencies. In order to cater to the respondents from various educational backgrounds, all three sets of measurements are developed in dual language, English and Malay language, to ensure the respondents understand the questions asked and provide appropriate answers.

After the instruments were revised based on the comments from expert, the fifth step involved in this study is pilot/pre-test. The pilot/pre-test of this study involved 34 respondents among parents in Kuala Lumpur. Among the advantages of pilot/pre-test is to clarify instruction, determine appropriate levels of independent variables, determine the reliability and validity of the observational method and work the bugs out of the procedures (Bordens & Abbot, 2014).

Once all validation processes have been undertaken, a full data collection process was conducted involving 900 parents. All responses from the respondents were entered in Statistical Packages for Social Sciences (SPSS) software for further analyses. At this stage, another validation process by using Exploratory Factor Analysis (EFA) was undertaken. The seventh step of this study include reliability analysis by using Cronbach Alpha is undertaken to ensure the reliability of the instrument. Finally, the last step of this development and validation of instrument used in this study is the publication of the self-developed instrument. The whole processes of instrument development and validation applied in this study is considered appropriate to justify the usage of the instrument in the questionnaire, in answering research objectives. Among other research that adopted almost similar process of instrument development and validation in research include, Qasim et al. (2018), Mahatmaharti, et al. (2017), Bordeianu and Morosan-Danila (2013), and Mohd Meerah et al. (2012). The overall process of instrument development and validation applied in this study is presented in Figure 1.

Notably, this self-developed instrument also contributes to the body of knowledge and extension of theory, in particular sociology theory, with the aim to understand the social construction within the family institution, especially parents, in upholding their children's protection and privacy to prevent children from being abused by sexual predators. Thus, this is considered as the novelty of this study

| |
|---|
| Step 1 |
| <ul style="list-style-type: none"> • Determining the purpose of the study • Aim of study • Research objectives • Scope of study • Theoretical and conceptual framework |
| Step 2 |
| <ul style="list-style-type: none"> • Literature review • Paedophilia issue • Policies and Acts related to paedophilia • Child protection and privacy from rights-based framework of UNCRC • Parenting practices and parenting styles • Socio-demography (gender) and socio-culture (ethnicity) • Relevant theories |
| Step 3 |
| <ul style="list-style-type: none"> • Instrument development • <i>Parenting practices</i> <ul style="list-style-type: none"> • Parental involvement • Parental monitoring • parental goals, values and aspirations • <i>Parenting styles</i> <ul style="list-style-type: none"> • Authoritative • Authoritarian • Permissive • <i>Parents' understanding of child protection and privacy to prevent paedophilia</i> |
| Step 4 |
| <ul style="list-style-type: none"> • Content validity • Expert validity |
| Step 5 |
| <ul style="list-style-type: none"> • Pilot study is conducted among 34 respondents • Feedback on instrument from parents in pilot study is gathered • Instrument is improved based on feedback from parents and challenges in approaching respondents |
| Step 6 |
| <ul style="list-style-type: none"> • Exploratory-Factor-Analysis (EFA) is conducted to test the validity of constructs |
| Step 7 |
| <ul style="list-style-type: none"> • Reliability test is conducted to test the reliability of constructs |
| Step 8 |
| <ul style="list-style-type: none"> • Publication of instrument |

Figure 1: Process of Development and Validation of Instrument

CONCLUSION

The development and validation of instrument are considered as a vital part in the research, especially those involving new or self-developed instruments. Although there are a number of development and validation processes that can be undertaken (Bordeianu & Morosan-Danilia, 2013), however, this study has fulfilled the systematic and conventional requirement of developing and validating the instrument (Qasim et al., 2018; Mahatmaharti et al., 2017; Bordeianu and Morosan-Danila, 2013; Mohd Meerah et al., 2012; Elliot, 2001). The research needs to be flexible in nature. Researchers, academicians and scholars around the world are encouraged to implement a suitable development and validation process according to the research purposes, context, situation, environment and techniques. Based on the findings from the above analyses, the instrument that has been developed in this research can be considered valid and reliable. Hence, it can be used to further explore parenting practices and parenting styles in influencing the parents' understanding of child protection and privacy to prevent paedophilia.

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