

DEVELOPMENT AND VALIDATION OF THE
ADOLESCENT FAMILY FUNCTIONING SCALE
IN MALAYSIA

CHIN WEN CONG

DOCTOR OF PHILOSOPHY (SOCIAL SCIENCE)

FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN
OCTOBER 2023

**DEVELOPMENT AND VALIDATION OF THE ADOLESCENT
FAMILY FUNCTIONING SCALE IN MALAYSIA**

By

CHIN WEN CONG

A thesis submitted to the Department of Psychology and Counselling,
Faculty of Arts and Social Science,
Universiti Tunku Abdul Rahman,
in partial fulfillment of the requirements for the degree of
Doctor of Philosophy (Social Science)
October 2023

ABSTRACT

DEVELOPMENT AND VALIDATION OF THE ADOLESCENT FAMILY FUNCTIONING SCALE IN MALAYSIA

Chin Wen Cong

Family functioning is a culturally sensitive construct that has been related to various adolescent psychological outcomes (e.g., depression, life satisfaction, and emotional well-being). To better understand family functioning in Malaysian adolescents, a reliable and valid measurement of family functioning is needed. Therefore, the present research aims to develop and validate an indigenous instrument, the Adolescent Family Functioning Scale (AFFS), to measure Malaysian adolescents' perceptions of family functioning. An exploratory sequential mixed method was adopted to collect the data in three studies (i.e., Study 1: item development, Study 2: scale development, and Study 3: scale validation). Study 1 explored Malaysian adolescents' perceptions of family functioning through in-depth semi-structured interviews ($N = 13$). The thematic analysis revealed five dimensions of adolescent family functioning: (1) family culture, (2) family cohesiveness, (3) family relationship, (4) family affection, and (5) family pride. Based on the dimensions, an item pool consisting of 107 items was generated. To establish the content validity, a panel of five experts rated the essentiality of each item in reflecting adolescents' family functioning, resulting in a 50-item preliminary version of the AFFS. In Study 2 ($N = 733$), exploratory factor analysis revealed three factors: Family

Relationship, Family Cohesiveness, and Family Pride. Each factor's top five items with the highest factor loadings were selected, resulting in a three-factor 15-item AFFS. Study 3 ($N = 400$) then examined and compared the hypothesized three-factor model, one-factor model, and three-factor second-order model through confirmatory factor analysis on the selected 15 items. Among these models, the three-factor model demonstrated the best fit to the data and hence it is preferred. Besides showing satisfactory internal consistency, different types of validity of the scale have also been established. In terms of construct validity, both convergent and discriminant validity of the AFFS has been established using the Fornell-Larcker criterion (Fornell & Larcker, 1981). For convergent validity, all subscales either had an Average Variance Extracted (AVE) value greater than .50 or a composite reliability coefficient greater than .70. For discriminant validity, all subscales had AVE's square roots greater than their correlation pairs. Moreover, all subscales were negatively associated with the Depression subscale of the Depression, Anxiety, and Stress Scales 21 Items (Lovibond & Lovibond 1995) and positively associated with the Satisfaction With Life Scale (Diener et al., 1985), thus supporting the concurrent validity. Taken together, the 15-item AFFS appears to be an appropriate and useful family functioning instrument for adolescents in the context of Malaysia. Local mental health professionals and researchers are recommended to utilize the AFFS as a tool to assess the adolescent's family functioning.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere gratitude to my esteemed main supervisor, Associate Professor Dr Tan Chee Seng for his invaluable supervision, continuous support, and patience during my Ph.D. study. His immense knowledge and plentiful experience have supported me at every stage of the research project. I would also like to thank my co-supervisors, Assistant Professor Dr Joanna Tan Tjin Ai, Dr. Noew Hooi San, and Dr. Zainab Chaudhry for all their help and advice with my Ph.D. study, especially in the qualitative study. In addition, I would like to express gratitude to Universiti Tunku Abdul Rahman for their financial support through the Research Scholarship Scheme and Tuition Fee Scholarship. Last but not least, I am deeply grateful to my parents. Without their tremendous understanding over the past few years, it would be impossible for me to complete my study.

APPROVAL SHEET

This thesis entitled “DEVELOPMENT AND VALIDATION OF THE ADOLESCENT FAMILY FUNCTIONING SCALE IN MALAYSIA” was prepared by CHIN WEN CONG and submitted as partial fulfillment of the requirements for the degree of Doctor of Philosophy (Social Science) at Universiti Tunku Abdul Rahman.

Approved by:



(Associate Professor Dr Tan Chee Seng)

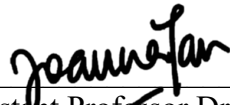
Date: 23 October 2023

Main Supervisor

Department of Psychology and Counselling

Faculty of Arts and Social Science

Universiti Tunku Abdul Rahman



(Assistant Professor Dr Joanna Tan Tjin Ai)

Date: 23 October 2023

Co-supervisor

Department of Languages and Linguistics

Faculty of Arts and Social Science

Universiti Tunku Abdul Rahman

FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

Date: 23 October 2023

SUBMISSION OF THESIS

It is hereby certified that Chin Wen Cong (ID No: 20AAD05579) has completed this thesis entitled “Development and Validation of the Adolescent Family Functioning Scale in Malaysia” under the supervision of Associate Professor Dr Tan Chee Seng (Main Supervisor) from the Department of Psychology and Counselling, Faculty of Arts and Social Science, and Assistant Professor Dr Joanna Tan Tjin Ai (Co-Supervisor) from the Department of Languages and Linguistics, Faculty of Arts and Social Science.

I understand that University will upload softcopy of my thesis in pdf format into UTAR Institutional Repository, which may be made accessible to UTAR community and public.

Yours truly,



Chin Wen Cong

DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UTAR or other institutions.



Name: Chin Wen Cong

Date: 23 October 2023

TABLE OF CONTENTS

	Page
ABSTRACT	ii
ACKNOWLEDGEMENTS	iv
APPROVAL SHEET	v
SUBMISSION SHEET	vi
DECLARATION	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER	
1.0 INTRODUCTION	1
1.1 Research Background	1
1.2 Problem Statements	3
1.3 Research Objectives	7
1.4 Research Questions	7
1.5 Expected Outcomes	8
1.6 Significance of the Study	9
2.0 LITERATURE REVIEW	11
2.1 Family Functioning	11
2.1.1 Family Functioning in Adolescent	14
2.1.2 Theoretical Framework of Adolescent Family Functioning	17
2.1.3 Family Functioning and Ethnicity in Malaysia	21
2.2 Existing Family Functioning Instruments That Have Been Used in Malaysia	23
2.2.1 Family Environment Scale (FES)	23
2.2.2 Family Assessment Device (FAD)	27
2.2.3 Family Adaptability and Cohesion Evaluation Scale III (FACES-III)	30
2.2.4 Malaysian Family Functioning Scale (MFFS)	31
2.3 Limitations of the Existing Instruments That Have Been Used in Malaysia	33
2.3.1 Different Perceptions of Family Functioning Between Adolescents and Adults	33
2.3.2 Cultural Differences in Family Functioning	34
3.0 METHODOLOGY	38
3.1 Research Design	38
3.2 Sample	40

3.3	Ethical Considerations	40
3.4	Language Used for Data Collection	41
3.5	Data Analysis	42
4.0	STUDY 1: ITEM DEVELOPMENT	43
4.1	Identification of Domain and Item Generation	43
4.2	Content Validation	45
4.3	Participants	46
4.4	Results	47
4.4.1	Theme 1: Family Culture	48
4.4.2	Theme 2: Family Cohesiveness	49
4.4.3	Theme 3: Family Relationship	50
4.4.4	Theme 4: Family Affection	51
4.4.5	Theme 5: Family Pride	53
4.4.6	Preliminary Version of the AFFS	53
4.5	Discussion	58
5.0	STUDY 2: SCALE DEVELOPMENT	62
5.1	Pilot Study	62
5.2	Survey Administration	63
5.3	Factor Extraction	64
5.4	Item Reduction	64
5.5	Participants	65
5.6	Results	67
5.7	Discussion	69
6.0	STUDY 3: SCALE VALIDATION	72
6.1	Tests of Dimensionality	72
6.2	Tests of Reliability	73
6.3	Tests of Validity	73
6.4	Participants	74
6.5	Instruments	75
6.5.1	Adolescent Family Functioning Scale (AFFS)	75
6.5.2	Depression, Anxiety, and Stress Scales 21 Items (DASS-21; Lovibond & Lovibond 1995)	76
6.5.3	Satisfaction With Life Scale (SWLS; Diener et al., 1985)	76
6.6	Results	77
6.6.1	Confirmatory Factor Analysis	77
6.6.2	Reliability	82
6.6.3	Validity	82
6.7	Discussion	84
7.0	GENERAL DISCUSSION	86
7.1	Implications	88
7.2	Limitations and Suggestions	90

7.3 Conclusion	92
----------------	----

REFERENCES	93
-------------------	-----------

APPENDIX

A	Ethical Approval Letters	109
B	Permission Letter	113
C	Consent Forms	128
D	Interview Protocol	138
E	Study 1 Verbatim	140
F	Questionnaires	232
G	Quantitative Analysis Outputs	260
H	Adolescent Family Functioning Scale (AFFS)	269

LIST OF TABLES

Table		Page
4.1	Participants' Demographic Information for Study 1 (N = 13)	47
4.2	Frequency of Each Theme and Subtheme across the Interviews (N = 13)	48
4.3	The Step-By-Step Development of the Preliminary Version of the AFFS	54
5.1	Results of the Pilot Study	63
5.2	Participants' Demographic Information for Study 2	66
5.3	Exploratory Factor Analysis Results	69
6.1	Participants' Demographic Information for Study 3	75
6.2	Model Fit Indices from the CFA Using Maximum Likelihood Estimator	78
6.3	Descriptive Statistics and Intercorrelation for Study 3 Variables	83

LIST OF FIGURES

Figures		Page
2.1	Common Dimensions of Adolescent Family Functioning Across Three Studies	19
3.1	Flow Chart for The Present Study	39
6.1	The Three-Factor Model	79
6.2	The Three-Factor Second-Order Model	80
6.3	The One-Factor Model	81

LIST OF ABBREVIATIONS

AFFS	Adolescent Family Functioning Scale
AVE	Average Variance Extracted
CFA	confirmatory factor analysis
CFI	Comparative Fit Index
CR	composite reliability
DASS-21	Depression, Anxiety, and Stress Scales 21 Items
EFA	exploratory factor analysis
FACES-III	Family Adaptability and Cohesion Evaluation Scale III
FAD	Family Assessment Device
FES	Family Environment Scale
KMO	Kaiser–Meyer–Olkin
MFFS	Malaysian Family Functioning Scale
RMSEA	root mean square error of approximation
SRMR	standardized root mean square residual
SWLS	Satisfaction With Life Scale
TLI	Tucker-Lewis index

CHAPTER 1

INTRODUCTION

1.1 Research Background

A family is a building block of a society, which consists of several subsystems such as spousal, parental, and even sibling subsystems. As a concept that is commonly used by researchers to evaluate the functionality of a family, family functioning has been associated with various psychological outcomes. For example, family functioning was positively associated with life satisfaction (Song et al., 2022; Szcześniak & Tułeczka, 2020; Zarei et al., 2022) and negatively associated with depression (Huang et al., 2022; Rafferty et al., 2022; Wu et al., 2022). Thus, it is vital to study family functioning and understand how it enhances an individual's psychological well-being.

Although family functioning has various definitions, researchers generally describe family functioning as a complex phenomenon and a broad concept that comprises of multi-dimensions (Schleider et al., 2015; Walsh, 2016). For example, Olson et al. (2019) have defined family functioning in terms of cohesion, flexibility, and communication within a family. In general, family functioning is defined as “the social and structural properties of the global family environment” (Lewandowski et al., 2010, p. 1027). Examples of

these properties are problem solving, communication, roles, affective responsiveness, affective involvement, and behavioural control.

Adolescence is a period of experiencing major emotional, cognitive, and social changes (Erikson, 1968; Mastrotheodoros et al., 2020). Adjusting to these changes can be challenging for adolescents and they may experience internalising problems (disturbances in emotion or mood) and externalising problems (dysregulations in behaviour) (Lerner & Steinberg, 2004). From a developmental perspective, adolescents' families should provide help to adolescents in completing developmental tasks such as independence, identity achievement, and a sense of responsibility (Tiffin et al., 2011). For example, adolescents' families can adapt to the adolescent's increasing needs for autonomy and independence by maintaining appropriate values and boundaries within a family (Goldenberg et al., 2018; McGoldrick et al., 2016).

Failing to maintain a good family functioning is detrimental to adolescents' psychological well-being. For example, family functioning has been associated with depressive symptoms (Simpson et al., 2018), emotional and behavioural problems (Kim et al., 2007), emotional well-being (Balistreri & Alvira-Hammond, 2016), obsessive-compulsive disorder (Murphy & Flessner, 2015), and suicide attempts (Sheftall, et al., 2013). In general, poor family functioning is a risk factor in the development of mental health problems, while healthy family functioning is a protective factor against the development of such problems. To better understand the influence of family functioning on

adolescent psychological well-being, a measurement tool is needed to evaluate their family functioning.

A number of self-report instruments have been employed to measure family functioning such as the Family Adaptation and Cohesion Evaluation Scale III (FACES III; Olson et al., 1986), the Family Environment Scale (FES; Moos & Moos, 1976), and the Family Assessment Device (FAD; Epstein et al., 1983). These family functioning instruments were usually developed from adults' perspectives and validated in the Western sample. Past studies on Malaysian samples often employ these instruments to assess family functioning in the Malaysian population, including adolescents (Ng & Sulaiman, 2017; Omar et al., 2010; Wo et al., 2018). However, using these instruments to measure family functioning among Malaysian adolescents has its limitations.

1.2 Problem Statements

Local studies often adopt Western instruments by translating them into the Malay language to measure family functioning (e.g., Chin et al., 2020; Ng & Sulaiman, 2017). However, these instruments have consistently resulted in factor structures differ from the original versions (e.g., Adam et al., 2010; Babar et al., 2021; Chin, Tan, Noew, & Wu, 2022), implying the inadequacy of the existing instruments in measuring Malaysian adolescents' family functioning. Although the different factor structure may be caused by the (poor) translation, the possibility is quite low. This is because Chin, Tan, Nainee, and Tan (2022) also found a different factor structure for the original English version of the

McMaster Family Assessment Device – General Functioning Subscale in a sample of Malaysian adults. Therefore, the two major limitations described below are more likely to account for the poor psychometric properties of the existing instruments.

First, adult-centred instruments may not comprehensively reflect the adolescent family functioning due to the discrepancy between adolescents and adults on the perception of family functioning (Bagley et al., 2001; Freed et al., 2016; Walsh, 2016). This discrepancy is due to the developmental differences between adolescents and adults in terms of cognitive capacity (Cohen et al., 2016), maturity (Icenogle et al., 2019), experience, and socioemotional development (Santrock, 2019). For instance, parents might think that asking adolescents' whereabouts is an act of showing their care, but the adolescents might see it as restricting their freedom of movement. Thus, adolescents reported a more negative response to family functioning compared to adults (Ohannessian et al., 2000; Sawyer et al., 1988). In other words, it is difficult to comprehensively capture adolescents' family functioning by using adult-centred instruments.

However, most of the existing family functioning instruments used to measure adolescents' family functioning are adult-centred. These instruments were developed and validated in samples that consist of family members from different age groups such as children, adolescents, and adults (e.g., Epstein et al., 1983; Moos & Moos, 1976; Olson et al., 1986). To better explain adolescents' family functioning for scale development, researchers should

include only adolescents in their study. This is in line with the adolescents' rights to be consulted and listened to and thus their voices should be paid attention to (Tesar, 2017). By including adolescents in the study, researchers can understand adolescents' perspectives on their own lives, which could eventually provide insights that are not available to adults (Moore et al., 2011; Tesar, 2017). Therefore, it is crucial to have an adolescent-centred instrument that is developed based on the adolescents' perception of family functioning.

Second, instruments developed in the Western context lack the culture specificity when measuring family functioning in non-Western cultures. This is evident when comparing the internal reliability of the FES between adolescents from Malaysian culture (Omar et al., 2010) and Australian culture (Boyd et al., 1997). Eight out of ten subscales of the Malay FES had internal reliabilities lower than those of the original version tested on Australian sample. With half of the Malay FES subscales reported Cronbach's alpha below an acceptable level, Omar et al. (2010) explained that it could be due to cultural differences in family functioning. For example, the item "careful about what we say to each other" may not indicate expressiveness because it is a norm in Malaysia. Malaysians practice collectivism and have a strong desire for social harmony, thus they are cautious in expressing themselves to maintain a harmonious relationship with others (Green et al., 2005). Besides that, the low internal reliability for the Expressiveness subscale could be due to the different ways of expressing themselves between the Malaysians and the Western population. This suggests that some of the items or dimensions in the Western instruments may not apply to non-Western individuals due to the cultural differences in the

concept of family functioning (Sumari et al., 2020). Thus, measuring with these instruments does not take culture into account and does not accurately reflect the family functioning in a culture.

Considering the limitation, there is a need to develop an indigenous family functioning instrument for a specific culture (Sumari et al., 2020). This is also supported by Olson (2000) who proposes that every culture has different definitions of optimal family functioning. For example, the Japanese consider an extremely close bonding between mother and child as functional, but the Westerners view it on the opposite (Rothbaum et al., 2002). Cultural differences in family functioning do not only exist between Western and non-Western countries, but even between countries in Asia. While Chinese and Korean adolescents see the importance of parents in their family functioning, they look at different aspects of the family functioning (Kim & Kim, 2007; Shek, 2002). Specifically, Chinese adolescents define family functioning as mutuality, communication, conflict and harmony, parental concern, and parental control (Shek, 2002), whereas Korean adolescents describe family functioning in terms of psychological climate, parent-child relationship, paternal parenting attitude, family cohesion, and maternal parenting attitude (Kim & Kim, 2007). In view of the uniqueness of the Malaysian culture, there is a need to use an indigenous instrument in measuring family functioning in the context of Malaysia.

Based on the literature, most of the existing instruments were developed from adults' perspectives and validated in the Western sample. These instruments may not validly evaluate adolescents' family functioning in

Malaysia due to the different perceptions of family functioning between adolescents and adults as well as across cultures. Therefore, the present study aims to develop and validate an indigenous instrument to measure Malaysian adolescents' perceptions of family functioning.

1.3 Research Objectives

The main objective of the present research is to develop a culturally appropriate scale to measure family functioning among Malaysian adolescents in three studies. Study 1 aims to explore the concept of family functioning among Malaysian adolescents. Next, Study 2 seeks to determine the factor structure of the preliminary version of the Adolescent Family Functioning Scale (AFFS). Finally, Study 3 aims to further examine the psychometric properties of the AFFS.

1.4 Research Questions

Study 1:

1. How do Malaysian adolescents perceive family functioning?

Study 2:

1. What is the factor structure of the preliminary version of the AFFS?

Study 3:

1. How closely does the observed data match the hypothesised model of AFFS?
2. What are the reliability and validity evidence of the AFFS?

1.5 Expected Outcomes

In Study 1, in-depth semi-structured interviews were conducted to explore Malaysian adolescents' concept of family functioning. Thematic analysis was employed to identify the dimensions of family functioning. Then, an item pool corresponding to the dimensions was also generated to construct the AFFS.

In Study 2, exploratory factor analysis (EFA) was conducted to examine and identify the factor structure of the AFFS. The factor structure of the AFFS is expected to correspond to the dimensions identified in Study 1.

In Study 3, the factor structure found in Study 2 is expected to be the best fit model when Study 3 data is analysed through confirmatory factor analysis (CFA). The best fit model of the AFFS is also expected to have good internal reliability, construct validity, and concurrent validity by fulfilling the recommended criteria discussed in Chapter 3.

1.6 Significance of the Study

Due to the limited understanding of adolescent family functioning (especially in the context of Malaysia), the present study is very worth conducting because it contributes to the measurement of family functioning by developing the AFFS with established psychometric properties. Through this study, the AFFS tackles both the major limitations of the existing family functioning scales (i.e., non-adolescent-specific and non-culturally-suitable). Hence, future local researchers can use the AFFS to measure family functioning among Malaysian adolescents.

Besides that, this study contributes to the current literature of family functioning. Based on the literature search at the time of writing this chapter, the most recent literature about the dimensions of adolescent family functioning scale had been published more than ten years (i.e., Tiffin et al., 2011). Thus, the dimensions of adolescent family functioning found in this study may expand the current knowledge of adolescent family functioning. Future researchers in this field could use the AFFS as a key reference for the investigation of adolescent family functioning.

Another importance of this study is that the mental health practitioners could use the AFFS to assess family functioning of Malaysian adolescent clients, which is useful in treatment planning and outcome evaluation. The multi-dimensional AFFS also allows the mental health practitioners to better identify the dimensions of family functioning that the clients need more

attention to. They could provide feedback on the score of each dimension or subscale to facilitate discussions regarding Malaysian adolescent clients' family strengths and weaknesses. Therefore, the AFFS would be beneficial for mental health practitioners to monitor the family functioning of the Malaysian adolescent clients.

CHAPTER 2

LITERATURE REVIEW

2.1 Family Functioning

Family is a basic unit of society and an important venue for individual physical and mental growth. A family performs many functions for its members essential to healthy development and well-being (Miller et al., 2000; Walsh, 2016). A family affects the growth of each member, and it plays an important role in the normal functioning of social system.

Family functioning is a concept that is commonly used by researchers to evaluate the functionality of a family (Afkari et al., 2013; Olson et al., 2019; Patterson, 2002). Family functioning can broadly be defined as “the social and structural properties of the global family environment” (Lewandowski et al., 2010, p. 1027). Examples of these properties are problem solving, communication, roles, affective responsiveness, affective involvement, and behavioural control. However, there is no agreed definition on what constitutes family functioning. Patterson (2002) describes family functioning as the processes in which a family attains its multiple functions, such as providing emotional, financial support, and security to the family members. Moreover, family functioning reflects the quality of family life characterised by the health, competencies, strengths, and weaknesses of the family (Shek, 2002). Besides

that, Afkari et al. (2013) describe family functioning as the active way where family members interact together, solve problems, communicate, maintain relationships, and care for each other. Despite differences in definition exist, family functioning is generally understood as a multi-dimensional concept (Carr, 2006; Olson, 2000; Schleider et al., 2015; Walsh, 2016).

Family functioning has been useful in understanding an individual's mental health and well-being. Berryhill and Smith (2020) found a negative relationship between family functioning and depression among college students. This finding is supported by Shao et al. (2020) and Cheung et al. (2019) who found family functioning to be negatively associated with depression. Shao et al. (2020) also reported a negative relationship between family functioning and anxiety among medical students. This shows that optimal family functioning is linked to fewer psychopathology such as depression and anxiety. Besides that, family functioning was positively associated with life satisfaction and happiness (Botha & Booyesen, 2014; Cheung et al., 2019). Botha and Booyesen (2014) concluded that people in midrange or balanced family functioning types tend to be happier and more satisfied with life compared to those in other family functioning types.

In addition, family functioning is important in promoting better individual social and emotional development. For instance, Alavi et al. (2020) found that two family functioning dimensions (family adaptability and family cohesion) were positively associated with young adults' close and dependent attachments, whereas the anxiety attachment was negatively correlated with

family cohesion but positively correlated with family adaptability. Berryhill and Smith (2020) also noted that individuals with poor family functioning are more likely to use negative interactional styles, resulting in lower levels of positive communication. Besides that, Alavi et al. (2017) found a significant positive relationship between family functioning and trait emotional intelligence among youths. The higher the level of family functioning, the higher the level of youths' emotional intelligence (as characterised by emotionality, sociability, self-control, and well-being).

It has been shown from this review that family functioning is a variable that was frequently cited not only in international studies, but also in Malaysian studies. Several family functioning studies have been conducted on Malaysian samples with different populations. For instance, Arshat et al. (2016) found that a lower level of family functioning was associated with a higher level of parenting stress among the parents of commuter families (families in which a partner of the family lives far away from home due to the long commuting distance). Zamani et al. (2014) also reported that improving drug addicts' family functioning is important to strengthen cognitive abilities and resilience which help control their drug use. Moreover, Isa et al. (2013) found that characteristics such as mothers, non-Malays, being widows, having male disabled children, and having children with a more complex disability were associated with lower levels of family functioning. This section has focused on family functioning in general. The following section will discuss family functioning specifically for the adolescent population.

2.1.1 Family Functioning in Adolescent

Across the literature, family functioning has been related to various adolescent mental health and behavioural outcomes. Adolescent family functioning was negatively associated with depressive symptoms (Freed et al., 2016; Simpson et al., 2018). Simpson et al. (2018) also proposed that the types of family functioning were uniquely linked to the depressive and anxiety symptoms among adolescents. This shows that family functioning may be especially important for preventing internalising symptoms during adolescence.

Adolescence is a period of experiencing significant biological, emotional, cognitive, and psychosocial changes, which can be stressful and challenging for adolescents and their families (Francisco et al., 2016; Mastrotheodoros et al., 2020). Thus, adolescents often experience internalising problems and externalising problems (Lerner & Steinberg, 2004). Changes in family functioning will also trigger changes in adolescent internalising and externalising problems (Mastrotheodoros et al., 2020). Since family members can affect and be affected by the other members, it is important to investigate adolescents' development within the context of family functioning.

From a developmental perspective, adolescents' families should support adolescents in completing developmental tasks such as independence, identity achievement, and a sense of responsibility (Tiffin et al., 2011). Besides that, Goldenberg et al. (2018) and McGoldrick et al. (2016) noted that adolescents' families must adapt to the adolescent's increasing needs for autonomy and

independence by maintaining appropriate values and boundaries within a family. Moreover, there is a need to balance between a sense of belonging and separateness, thus encouraging adolescents to become more autonomous (Roelofse & Middleton, 1985). Families with adolescents should make sure their family functioning is conducive to adolescent development by meeting the needs of adolescents.

Moreover, family functioning has been investigated in adolescent psychopathology studies such as anorexia nervosa (Ciao et al., 2015), obsessive-compulsive disorder (Murphy & Flessner, 2015), and suicide attempts (Sheftall, et al., 2013). Ciao et al. (2015) noted that adolescents with anorexia nervosa with lower degrees of family functioning were related to lower levels of psychosocial functioning and higher levels of clinical severity. Besides that, adolescent suicide attempters reported lower levels of family functioning (Sheftall, et al., 2013). Thus, promoting better family functioning could lead to positive outcomes for adolescents with suicidal thoughts and behaviours.

On the other hand, Balistreri and Alvira-Hammond (2016) reported that adolescents with higher scores of family functioning had higher scores of emotional well-being. They also noted the moderating effect of family functioning on the relationship between adverse childhood experiences and adolescent emotional well-being. This suggests the protective role of adolescent family functioning in the face of increasing adversities such as adverse childhood experiences. The protective role of adolescent family functioning

may be explained by the use of more adaptive coping strategies and psychological adjustment (Francisco et al., 2016).

Despite the importance of family functioning in predicting adolescents' psychological outcomes, a search of the literature revealed only a few studies on adolescent family functioning in Malaysia. For example, Ng and Sulaiman (2017) found that family functioning was negatively associated with depression, with resilience mediated the relationship between family functioning and depression among adolescents from single-parent families. Pai and Arshat (2016) reported that family functioning was positively associated with life satisfaction among adolescents in low-income families. Besides that, Arokiaraj et al. (2011) found that family functioning showed an effect on juvenile delinquents' resilience.

As discussed above, more studies must be carried out to obtain a more comprehensive picture of adolescent family functioning in Malaysia. To help accurately measure Malaysian adolescents' family functioning, an adolescent family functioning instrument with good psychometric properties is in need. Hence, the present study aims to develop a family functioning instrument specifically for Malaysian adolescents. Before proceeding to construct the instrument, there is also a need to review the theoretical framework of adolescent family functioning.

2.1.2 Theoretical Framework of Adolescent Family Functioning

A search of the literature reveals only a few studies that investigated the dimensions of adolescent family functioning. These studies also created instruments that can measure adolescents' family functioning using the proposed dimensions. For example, Roelofse and Middleton (1985) reviewed different models of healthy family systems and suggested dimensions relevant to adolescent development. With these dimensions and the reviews from three experts, the Family Functioning in Adolescence Questionnaire (FFAQ) was developed. However, only two out of six subscales reported satisfactory Cronbach's alpha above .70, indicating poor reliability for the FFAQ subscales. Besides that, the FFAQ lacks the evidence of factorial validity since the item responses data was not submitted to factor analysis. Therefore, the dimensions proposed by Roelofse and Middleton (1985) are inadequate to reflect adolescents' family functioning.

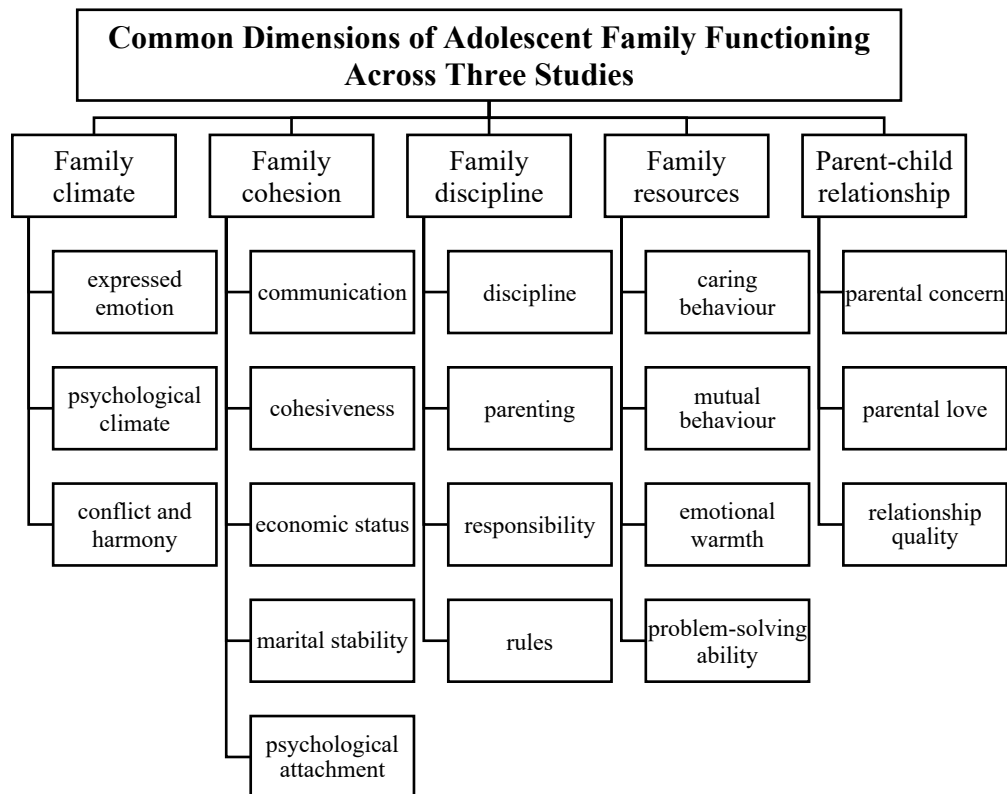
On the other hand, Shek (2002) and Kim and Kim (2007) employed a more rigorous method in developing the dimensions of family functioning for Hong Kong Chinese adolescents and Korean adolescents respectively. Aside from the literature review, both studies have integrated qualitative data (by interviewing adolescents) in drafting the item pool. Then, the items were reviewed by several experts. Moreover, both studies had submitted the item responses to the principal component analysis (PCA). Through the PCA, Shek (2002) identified dimensions of communication, conflict and harmony, mutuality, parental concern, and parental control, whereas Kim and Kim (2007)

found dimensions of family cohesion, maternal parenting attitude, parent-child relationship, paternal parenting attitude, and psychological climate. Besides that, Tiffin et al. (2011) employed factor analysis to identify significant latent traits of adolescent family functioning. The items generated from the literature review were evaluated by 12 experts and 12 adolescents. Finally, exploratory factor analysis was done on the item responses and three dimensions were found (i.e., expressed emotion, family discipline, and family resources).

The present study integrated the adolescent family functioning dimensions outlined in different studies to derive the common dimensions of adolescent family functioning. Only studies that have conducted a factor analysis or principal component analysis on the item responses were included to ensure the factorial validity of the dimensions. As a result, three studies were included (i.e., Kim & Kim, 2007; Shek, 2002; Tiffin et al., 2011). All the items in these studies were evaluated and similar items were categorized. As a result, five common dimensions of adolescent family functioning emerged: (1) family climate, (2) family cohesion, (3) family discipline, (4) family resources, and (5) parent-child relationship (see Figure 2.1).

Figure 2.1

Common Dimensions of Adolescent Family Functioning Across Three Studies



The first dimension, Family Climate describes the predominant psychological climate of the family environment (e.g., critical, disharmony, dissatisfaction, hostile, intrusive, mistrust, quarrelling, and tension). This dimension includes items of expressed emotion (Tiffin et al., 2011), psychological climate (Kim & Kim, 2007), as well as conflict and harmony (Shek, 2002). For example, “No mutual concern”, “My family members have disputes frequently with one another”, and “Voices are raised”. The second dimension, Family Cohesion refers to the cohesiveness and its characteristics such as communication, economic status, marital stability, and psychological attachment. This dimension includes the items related to family cohesion (Kim

& Kim, 2007) and communication (Shek, 2002). Examples of items are “My family is poor in socioeconomic terms” and “Parents share children’s concern”.

Next, Family Discipline is the third dimension that addresses how behaviour is regulated in the family as characterized by discipline, parenting, responsibility, and rules. Family Discipline consists of the items of behavioural boundaries and responsibility (Tiffin et al., 2011), maternal and paternal parenting attitude (Kim & Kim, 2007), as well as parental control (Shek, 2002). For instance, “High standards of behaviour are expected”, “Parents scold and beat children”, and “My father educates his children strictly”. The fourth dimension, Family Resources refers to the characteristics that contribute to effective family functioning, i.e., caring and mutual behaviour, emotional warmth, and problem-solving ability. This dimension consists of items describing nurture and problem-solving (Tiffin et al., 2011) and mutuality (Shek, 2002). For example, “Worries are properly listened to” and “Family members support each other”.

Finally, Parent-Child Relationship is the last dimension that describes the relationship qualities between parents and children (e.g., concern and love). This dimension comprised the items related to parent-child relationship (Kim & Kim, 2007) and parental concern (Shek, 2002). Examples of items are “Parents love their children” and “My parents do not take care of their children with devotion”.

In the present study, the five common dimensions of adolescent family functioning were used to develop the interview protocol for the qualitative exploration of family functioning among Malaysian adolescents. Having discussed the theoretical framework of adolescent family functioning that is very much relevant to the development of an adolescent family functioning instrument, the next section discusses family functioning and ethnicity in Malaysia.

2.1.3 Family Functioning and Ethnicity in Malaysia

Malaysia is a multi-ethnic and multicultural country that consists of mostly Malays (67.4%), Chinese (24.6%), and Indians (7.3%) (Department of Statistics Malaysia, 2011). Although the three ethnicities practise collectivism, the level of family functioning may vary across ethnicities due to different religious and cultural beliefs. However, there is relatively limited research that examines the effect of ethnicity on family functioning in Malaysia. Only a few studies were found to investigate the ethnic differences among Malaysians' family functioning.

In a study conducted by Sumari (2006), Chinese undergraduates reported significantly lower levels of family functioning compared to Malay and Indian undergraduates. Sumari (2006) further elaborated that the low family functioning in Chinese undergraduates may be due to the higher expectations placed on children in Chinese families compared to Malay and Indian families.

This finding suggests that Malaysians from different ethnicities may have different levels of family functioning due to their unique cultural backgrounds.

Moreover, Krishnan (2004) found significant ethnic differences in parent-adolescent conflict (a characteristic of family functioning) among Malaysian adolescents, in which Chinese adolescents experienced significantly lower levels of conflict with parents compared to Malay and Indian adolescents. Chinese children receive a stricter discipline and demands before reaching adolescence compared to children from other ethnicities (Krishnan, 2004). As a result, Chinese adolescents are more conscious of their behaviours to reach their parents' expectation (e.g., avoid having a conflict with parents). This shows that adolescents from different ethnicities experience different levels of conflict in their families.

Based on the literature, ethnic differences were evident in the levels of family functioning. However, these ethnic differences do not necessarily imply that adolescent from different ethnicity perceives family functioning differently. Due to the similarity in terms of geographical area (i.e., Malaysia) and cultural beliefs that focus on harmony, Malaysian adolescents is expected to have a similar perception regarding family functioning and its proposed dimensions (e.g., family climate, family cohesion, family discipline, family resources, and parent-child relationship). Therefore, it is appropriate to develop a scale specifically for Malaysian adolescents. The present study will recruit participants from different ethnicities (i.e., Malay, Chinese, and Indian) to ensure the scale's validity. After discussing family functioning and ethnicity in

Malaysia, the following section reviews the existing family functioning instruments that have been used in Malaysia.

2.2 Existing Family Functioning Instruments That Have Been Used in Malaysia

A review of the literature shows that the existing family functioning instruments that have been used on Malaysians were developed from adults' perspectives and validated in the Western sample. The examples include the Family Environment Scale (FES; Moos & Moos, 1976), the Family Assessment Device (FAD; Epstein et al., 1983), and the Family Adaptation and Cohesion Evaluation Scale III (FACES-III; Olson, 1986). Besides these instruments that have been used in the context of Malaysia, the recently developed Malaysian Family Functioning Scale (MFFS; Sumari et al., 2020) is a potential family functioning instrument for Malaysians. However, the MFFS was developed based on Malaysian adults' perspectives and thus more suitable for Malaysian adults.

2.2.1 *Family Environment Scale (FES)*

Moos and Moos (1976) developed the Family Environment Scale (FES) to evaluate family functioning in three dimensions: (1) relationship, (2) personal growth, and (3) system maintenance. The FES consists of 90 items and 10 subscales: (1) Cohesion, (2) Expressiveness, (3) Conflict, (4) Independence, (5) Achievement Orientation, (6) Intellectual-Cultural Orientation, (7) Active-

Recreational Orientation, (8) Moral-Religious Emphasis, (9) Organisation, and (10) Control. Each subscale consists of nine items that are answered by using a dichotomous scale of true or false. Scoring on the Conflict and Control subscales are reversed so that all subscales would be in the same direction. Higher scores on each subscale imply higher levels of family functioning in each area.

The original FES subscales have moderate internal reliabilities, ranging from .61 to .78 (Moos & Moos, 2009). The subscales with Cronbach's alpha above .70 are the Cohesion, Conflict, Intellectual-Cultural Orientation, Moral-Religious Emphasis, and Organisation subscales. For adolescents, the FES subscales have lower internal reliabilities ranging from .31 to .72 (Boyd et al., 1997). Only the Conflict and Moral-Religious Emphasis subscales have Cronbach's alpha greater than .70. In terms of factor structure, two to six factors and eight factors have been generated from the FES subscales, with heterogeneous samples showing more factors (Moos, 1990).

Omar et al. (2010) translated the FES into the Malay language and tested the scale among 295 Malaysian adolescents. However, the reliability analysis showed a low range of Cronbach's alpha (.10 - .70), with only the Cohesion subscale having Cronbach's alpha of .70. Thus, the Malay FES is inadequate to measure family functioning among adolescents in Malaysia. Omar et al. (2010) further recommend future researchers to consider developing a new instrument or revising the FES for Malaysian adolescents.

Omar et al. (2010) compared the subscale mean scores of Malaysian adolescents and the original FES study. Only the Cohesion and Conflict subscales were similar in both studies. Malaysian adolescents reported poorer functioning in dimensions of Expressiveness, Independence, Intellectual-Cultural Orientation, and Active-Recreational Orientation, whereas greater functioning in the dimensions of Achievement Orientation, Moral-Religious Emphasis, Organisation, and Control subscales. This indicates Malaysian adolescents and the Western population are different in many areas, which Omar et al. (2010) attributed to the cultural factor.

Malaysian families encourage achievements and adhere more to moral-religious values, which contribute to higher scores in the related subscales compared to that of the Western population. Malaysian adolescents are also less expressive and independent due to the hierarchical structure of Malaysian families. This family structure also contributes to greater functioning in the Organisation and Control subscales.

For the Expressiveness subscale, low internal reliability could be explained by the differences between Malaysian adolescents and Western people in how they voice out themselves. Malaysian adolescents scored high for the items “family members do not often keep feelings to themselves” and “they are usually careful about what they say to each other”, which are contradicting each other. “Careful about what we say to each other” is considered a norm in Malaysian and thus difficult to reflect the degree of expressiveness.

For the Independence subscale, a very low internal reliability ($\alpha = .10$) could be due to the different perceptions of independence between Malaysian adolescents and that of Western cultures. Before leaving the house to somewhere else, it is a common practice for Malaysian adolescents to obtain permission from their parents. Hence, the item “in our family, we have the freedom of movement” may be less appropriate to indicate independence for Malaysian adolescents. Besides that, this item may also not appropriate for adolescents as it is more reasonable for adults to have more freedom of movement in a family.

For the Active-Recreational Orientation subscale, the item “our friends often come over to our house for dinner” may not be appropriate since it is not that common for Malaysian adolescents to invite their friends to their homes for meals. The item “sometimes family members attend courses or classes to acquire knowledge on new hobbies or interests (outside school)” may also less appropriate because it is rare to see Malaysian adolescents have extra time to learn for their hobbies or interests.

Adam et al. (2010) run an exploratory factor analysis (EFA) using the same data from Omar et al. (2010). Only subscales with Cronbach’s alpha above .50 were included in the EFA. Results showed that two factors were extracted from four subscales: Relationship and Control. The findings indicated that cohesion, conflict, and organization are good indicators of a good relationship in a family. In the original FES, Cohesion and Conflict subscales are in the relationship dimension, whereas the Organisation and Control are in

the system maintenance dimension (Moos & Moos, 1976). However, Adam et al. (2010) found that the Organisation subscale is placed under the relationship dimension. This may be due to the impact of the relationship among family members on the organisation of the family.

In summary, the FES subscales show less than adequate internal reliability, especially in a sample of adolescents. The FES also has an unstable factor structure across studies, ranging from two to six and eight factors. In Malaysia, the Malay version of FES is not a reliable instrument for measuring family functioning among adolescents due to the poor internal reliability of the subscales. Many items may not appropriately reflect the subscale measured due to the cultural differences that exist in the items. Besides cultural factor, the low reliability may also be due to the development of the FES from adults' perspectives. Therefore, the items and dimensions of the FES may not appropriately reflect adolescents' family functioning.

2.2.2 Family Assessment Device (FAD)

Epstein et al. (1983) developed the Family Assessment Device (FAD) as a screening instrument that helps to identify problem areas of family functioning. The FAD consists of 60 items and seven subscales: (1) Problem-Solving, (2) Communication, (3) Roles, (4) Affective Responsiveness, (5) Affective Involvement, (6) Behaviour Control, and (7) General Functioning. The first six subscales are corresponding to the six dimensions outlined in the McMaster Model of Family Functioning (Epstein et al., 1978).

The FAD has good internal reliability with all subscales having Cronbach's alpha of .70 and above except the Roles subscale ($\alpha = .57$) in a sample of nonclinical cases (Kabacoff et al., 1990). In general, reliability for the General Functioning subscale is higher than that of the other six subscales (Sumari, 2006; Speranza et al., 2012; Tsamparli et al., 2018). Kabacoff et al. (1990) supported the six-factor model of the FAD when excluding the 12 items of the General Functioning subscale.

However, different numbers of factors have been reported in different translation version of FAD. For example, three factors in the French version (Speranza et al., 2012) and the Spanish version (Barroilhet et al., 2009), six factors in the Greek version (Tsamparli et al., 2018), and eight factors in the Icelandic version (Juliusdottir & Olafsdottir, 2014) and the Chinese version (Chen et al., 2003). Speranza et al. (2012) noted that cultural differences in family functioning may account for the different numbers of factors and the loadings of the items in different factors.

Sumari (2006) translated the FAD into Malay language and tested it among undergraduate students. A low range of the Cronbach's alpha was found (.43 - .68) for all the subscales, except the General Functioning subscale (.91). The low internal reliability of the subscales suggests that the six dimensions of the McMaster Model may not measure the concept of family functioning accurately in the Malaysian context. For adolescents, Jalal (2005) reported a high Cronbach's alpha of .80 on the entire Malay FAD. Although the internal reliability of the Malay FAD is high, its validity remains unclear. Considering

the inconsistent factor structure of the FAD across cultures, it is rational to believe that the factor structure of the FAD for Malaysian adolescents could be different from the original version. Besides that, there is a possibility of discovering a new factor of family functioning due to the cultural uniqueness of Malaysia.

On the other hand, there are three different versions of the General Functioning (GF) subscale in Malaysia. Chin, Tan, Nainee, and Tan (2022) found that the original English version of the GF shows a one-factor model different from the original version in a sample of adults. For the Chinese version, Wo et al. (2018) discovered the hypothetical one-factor model in parents. Besides that, Babar et al. (2021) reported a two-factor model for the Malay version in Malay parents. Based on the literature review, the factor structure of the GF is inconsistent in the context of Malaysia.

In summary, the FAD subscales demonstrate good internal reliability, especially in the General Functioning subscale. However, the FAD has reported inconsistent factor structure across cultures which may be due to the cultural differences in family functioning. In Malaysia, only the General Functioning subscale and the full scale have shown good internal reliability, which indicates that the dimensions of FAD may not be culturally suitable for Malaysians. Considering that the FAD was not originally developed from adolescents' perspectives, the FAD may not appropriately measure family functioning among adolescents in Malaysia.

2.2.3 Family Adaptability and Cohesion Evaluation Scale III (FACES-III)

Olson (1986) designed the Family Adaptability and Cohesion Evaluation Scale III (FACES-III) to evaluate family cohesion and adaptability. The FACES-III consists of 20 items and two subscales: (1) Cohesion and (2) Adaptability. The two subscales measure the two main dimensions proposed in the Circumplex Model of Marital and Family Systems (Olson et al., 1979). The Cohesion subscale with 10 items assesses the emotional bonding between family members, whereas the Adaptability subscale with 10 items refers to the change in a family's leadership, roles, and rules in response to needs.

In terms of internal reliability, Olson (1986) reported the Cronbach's alpha of .68 for the FACES III full scale, .77 for Cohesion subscale, and .62 for Adaptability subscale. For adolescents, the Cronbach's alphas are .88 for the Cohesion subscale and .63 for the Adaptability subscale (Green, 1989). The internal reliability of the Adaptability subscale is less adequate than the Cohesion subscale. The two-factor structure of the FACES III is supported in the Spanish version (Forjaz et al., 2002) and in the Japanese version (Hasui et al., 2004). However, some items from the Adaptability subscale of the Japanese FACES III were loaded on the Cohesion factor (Hasui et al., 2004). For example, "our family changes its way of handling tasks" which originated from the Adaptability dimension was placed under the Cohesion factor could be explained by the thinking that family members have to deal with family problems together in Japan.

In Malaysia, several researchers have used Malay-translated FACES-III to measure family functioning in their studies (Chin et al., 2020; Ng & Sulaiman, 2017). Both Chin et al. (2020) and Ng and Sulaiman (2017) reported high internal reliability for the Malay FACES-III in adolescent samples. However, Chin, Tan, Noew, and Wu (2022) found a different factor structure for the Malay FACES-III in Malaysian adolescents. Their study showed that the original 20-item two-factor model is of poor fit, whereas its shorter version (11-item two-factor model) is of good fit. However, the shorter version does not have satisfactory convergent validity. Although the FACES-III had high internal reliability, its validity is not adequate in the context of Malaysia.

In summary, the FACES-III generally shows adequate internal reliability. Its two-factor structure is also stable across cultures, with some items loaded on a different dimension as proposed. This indicates the cultural differences in perceiving family functioning. In Malaysia, although good internal reliability was reported for the FACES-III, the validity of the FACES-III in Malaysia is inadequate. Besides that, the FACES-III does not focus on adolescence since it was developed from adults' perspectives. Thus, the FACES-III may not be a suitable instrument to measure family functioning among adolescents in Malaysia.

2.2.4 Malaysian Family Functioning Scale (MFFS)

Sumari et al. (2020) developed the first indigenous instrument, known as the Malaysian Family Functioning Scale (MFFS) to measure the family

functioning of Malaysian families. The MFFS consists of 30 items and four subscales: (1) Communication, (2) Cohesion, (3) Rules, and (4) Roles. The MFFS is created based on the data collected from interviews with family experts and previous findings. The MFFS items are scored using a five-point Likert-type scale: 1 = strongly agree, 2 = agree, 3 = slightly disagree, 4 = disagree, and 5 = strongly disagree. Higher scores on each subscale imply more family functioning difficulty in each area.

The MFFS is an indigenous family functioning instrument that was developed from adults' perspectives. This makes the MFFS as a culturally appropriate instrument for assessing adults' family functioning in Malaysia. The MFFS subscales also demonstrate good internal reliabilities, ranging from .93 to .97 (Sumari et al., 2020). However, the development and validation of the MFFS only include a sample of adults, without any adolescent. Due to the different perception of family functioning between adolescents and adults, the MFFS may not accurately measure adolescents' family functioning (see Section 2.3 for the discussion of the differences). Thus, there is a need to develop an indigenous family functioning instrument for Malaysian adolescents.

To conclude this section, all local studies have provided at least reliability evidence for the full scale of the family functioning instruments, with only a few of them have reported the validity evidence. For Malaysian adolescents, the FES subscales demonstrate inadequate internal reliability (Omar et al., 2010) and a factor structure differs from the original version (Adam et al., 2010). Moreover, the full scales of the FAD and FACES-III have

good internal reliabilities, but no internal reliability was reported on the subscales for both instruments (Jalal, 2005; Ng & Sulaiman, 2017). In terms of dimensionality, there is a lack of local studies that conduct exploratory factor analysis and/or confirmatory factor analysis. The test of dimensionality is required to support the family functioning concept as multi-dimensional. Moreover, the existing instruments used in Malaysia have several limitations when they are used to assess adolescent family functioning in the Malaysian context. The details are presented in the next section.

2.3 Limitations of the Existing Instruments That Have Been Used in Malaysia

The existing instruments that have been used in Malaysia may not accurately measure family functioning among Malaysian adolescents due to two major limitations: (1) different perceptions of family functioning between adolescents and adults and (2) cultural differences in family functioning.

2.3.1 Different Perceptions of Family Functioning Between Adolescents and Adults

In most cases, the family functioning instruments were developed from adults' perspectives. Past studies often found that adolescents reported family functioning more negatively than their adult parents when using these instruments (Ohannessian et al., 2000; Sawyer et al., 1988). Hampson et al. (1994) also found that individuals report their families as more functional as

recalled during children than during their adolescence. This indicates that individuals in different age group perceive family functioning differently. Thus, instruments that were developed from adults' perspectives may not accurately reflect the adolescent family functioning due to the discrepancy between adolescents and adults on the perception of family functioning.

From a developmental perspective, adolescents and adults are different in terms of cognitive capacity (Cohen et al., 2016), maturity (Icenogle et al., 2019), experience, and socioemotional development (Santrock, 2019). These differences may account for the different perceptions of family functioning between adolescents and adults. Thus, it is important to understand adolescents' perspectives on their own lives to gain insights that are not available to adults (Moore et al., 2011; Tesar, 2017). Adolescents should be included in the development of an adolescent family functioning instrument. However, this is not the case for most of the existing family functioning instruments that include family members from different developmental stages (e.g., children, adolescents, and adults). Therefore, it is important to develop a family functioning instrument from adolescents' perspectives so that the instrument is sensitive to the developmental stage of adolescents.

2.3.2 Cultural Differences in Family Functioning

There are several adolescent-centred family functioning instruments available in the literature, such as the Family Functioning in Adolescence Questionnaire (FFAQ; Roelofse & Middleton, 1985), the Family Perceptions

Scale (FPS; Tiffin et al., 2011), the Chinese Family Assessment Instrument (C-FAI; Shek, 2002), and the Family Dynamic Environment Scale (FDES; Kim & Kim, 2007). Although the subscales of adolescent family functioning are more consistent when they were developed in a similar culture (i.e., collectivism or individualism), there are still some differences. In other words, the components of family functioning could be different even between two highly identical cultural contexts. This is because family functioning is a culturally sensitive construct with every culture having different views of optimal family functioning (Olson, 2000). Malaysia is a country known to practice collectivism, while the Western countries practice individualism. Collectivism focuses on coherence, conformity, and interdependence, whereas individualism is characterised as independence, self-reliance, uniqueness, and achievement-oriented (Green et al., 2005).

Collectivistic culture tends to see family as intergenerational interdependence, which means that the children will be dependent on parents and then the parents will be dependent on the children during their old age (Kagitcibasi, 2013). In collectivistic cultures, optimal family functioning is often characterised by family bonding, gender-specific roles, hierarchical order, interdependency, and relationships with elders and extended families (Sumari et al., 2020). These characteristics may be regarded as dysfunctional in the individualistic culture. Besides that, Chung and Gale (2009) described that family in individualistic culture may promote autonomy to a greater level while maintaining connectedness to a lower level, which may be contrary to the family in collectivistic culture.

Although some common components of family functioning are similar across cultures such as boundaries, cohesiveness, communication, and flexibility, the meaning and family processes of the component may not be universal (Siu & Shek, 2005). Rothbaum et al. (2002) presented an example of how family processes work differently in Western and non-Western cultures. They found that the Japanese view an extremely close bonding between mother and child as adaptive, but Westerners see it as maladaptive. This is supported by Sumari et al. (2020) who proposed that cultural differences affect how individuals think, act, and view family functioning. It is important to understand family functioning from a cultural point of view.

Some of the items and dimensions in the Western instruments may not apply to non-Western individuals due to the cultural differences in the concept of family functioning (Sumari et al., 2020). This is evident when Omar et al. (2010) and Sumari (2006) reported lower internal reliabilities for the subscales of Western instruments when tested on Malaysians. Nevertheless, indigenous instruments are often more culture-sensitive and accurate (Shek, 2002). This is why several researchers have developed instruments to measure family functioning in their own countries (e.g., Kim & Kim, 2007; Shek, 2002).

As there are two major limitations of the existing instruments, it is rational to develop a new family functioning scale for adolescents that fits the Malaysian culture. The goal can be achieved by exploring the concept of family functioning among Malaysian adolescents using a qualitative approach to generate the items that reflect Malaysian adolescents' family functioning. Then,

the scale will be validated using quantitative method to examine the psychometric properties of the scale.

CHAPTER 3

METHODOLOGY

3.1 Research Design

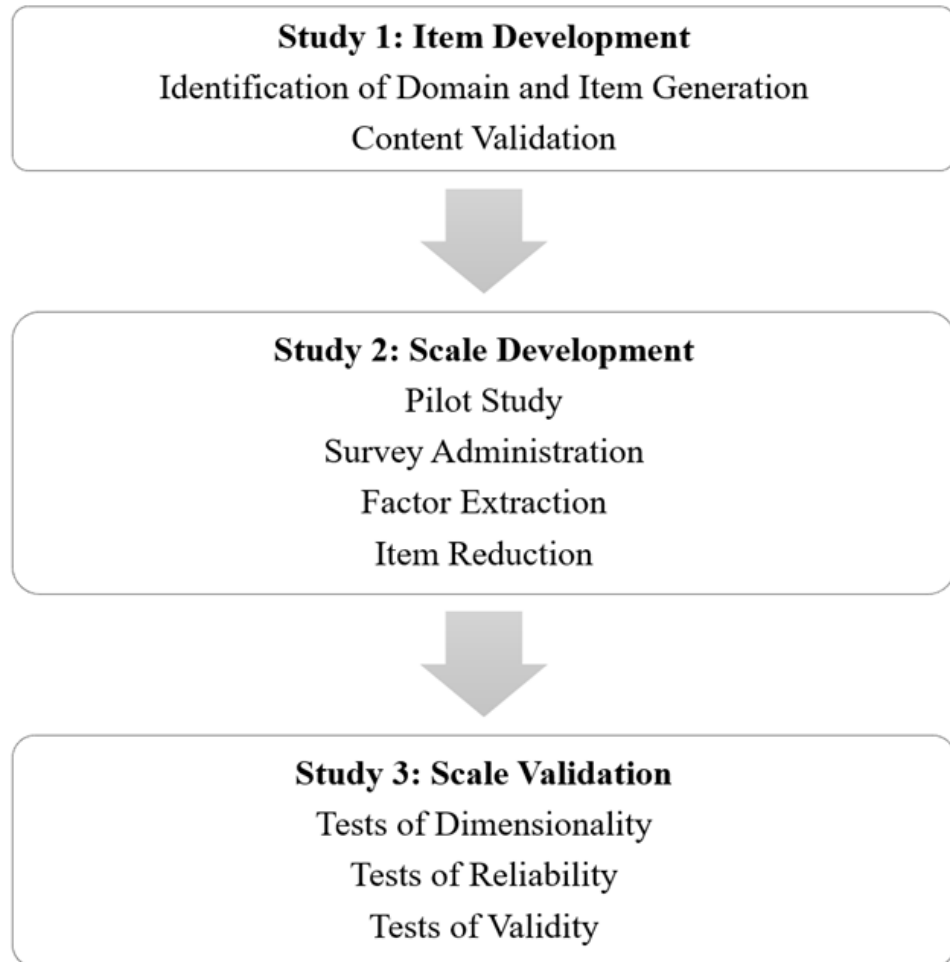
A mixed method is the most appropriate research design for developing a reliable and valid instrument due to reasons such as the breadth and depth of item generation as well as the thorough validation of new items (Zhou, 2019). Thus, the present study adopts an exploratory sequential mixed method design to collect the data. Creswell and Creswell (2018) described an exploratory sequential mixed method design for scale development in three phases: (1) a qualitative phase in defining the construct of an instrument, (2) an instrument development phase including item generation and revision, and (3) a confirming quantitative phase to test the instrument.

First, a qualitative exploration was conducted in which the participants were asked to respond to open-ended questions about family functioning. From this initial exploration, the qualitative findings were used to develop items of the Adolescent Family Functioning Scale (AFFS). Then, the AFFS was tested with larger samples by collecting quantitative data. Overall, the study followed the guidelines of scale development and validation outlined by Boateng et al. (2018) in three studies: Study 1: item development, Study 2: scale development,

and Study 3: scale validation. The flow chart for the present study is illustrated in Figure 3.1.

Figure 3.1

Flow Chart for The Present Study



Like other mixed-methods studies, the present study is based on the pragmatism philosophical worldview, which emphasises the research problem and the use of diverse methods to gain knowledge about the problem (Creswell & Creswell, 2018). Pragmatism allows mixed-methods research to be conducted since both qualitative and quantitative assumptions can be drawn.

This philosophical worldview encourages multiple methods, different worldviews, different assumptions, and different kinds of data collection and analysis. In the study, pragmatism philosophical worldview guides both the qualitative and quantitative approaches in providing the best understanding of family functioning among Malaysian adolescents.

3.2 Sample

According to the World Health Organization (2020), adolescents are individuals between the age of 10 to 19 years old. In the present study, secondary school students in the age range of 13 to 18 years old were selected as a sample of Malaysian adolescents. Since the majority of Malaysian adolescents enrolled in public secondary schools (Ministry of Education, 2018), students from public secondary schools were recruited in the three stages of data collection.

3.3 Ethical Considerations

The present study received ethical approval from the UTAR Scientific and Ethical Review Committee in two phases: (1) Study 1 (Reference number: U/SERC/25/2021; Approval date: 27 January 2021); and (2) Study 2 and Study 3 (Reference number: U/SERC/61/2022; Approval date: 16 March 2022). Moreover, this study obtained permission from the Ministry of Education Malaysia, State Education Departments, and principals of the participating secondary schools. All participants read a research protocol describing the aim

of the study and the research procedure, as well as the voluntary and confidential nature of their participation. To maintain confidentiality, all responses remained anonymous.

Besides that, this study employs online data collection due to the COVID-19 pandemic. Prior to the data collection, with the help of respective school authorities, all participants submitted their parental consent and informed consent either through Google Form (for Study 1 participants) or Qualtrics (for Study 2 and Study 3 participants). This procedure is in line with the existing guideline (Ministry of Education, 2020) that states that parental consent is necessary for data collection outside school hours or involving applications and games.

3.4 Language Used for Data Collection

Since the previous sources regarding adolescent family functioning are available in English, it is important to collect the data in English to ensure the consistency of the meaning. Besides that, international researchers can easily refer to and/or evaluate the scale items in English. However, the ultimate goal is to create the AFFS in the Malay language to ease the administration of the scale in Malaysian adolescents. Before achieving this goal, the present study aims to first develop and validate the scale in English version. Therefore, the English language was used for data collection in this study.

3.5 Data Analysis

Quantitative data were analysed using the IBM SPSS Statistics (version 25) and the JASP software (version 0.16.1). The SPSS was employed for data cleaning and descriptive analyses, whereas the JASP was used for inferential analyses (e.g., EFA, CFA, and correlation analyses). The significant level for all the inferential analyses was fixed at $p < .05$.

CHAPTER 4

STUDY 1: ITEM DEVELOPMENT

The item development phase involves two steps: (1) identification of domain and item generation and (2) content validation.

4.1 Identification of Domain and Item Generation

The domain investigated in this study was family functioning. In-depth semi-structured interviews were used to explore Malaysian adolescents' family functioning or what contributes to their family functioning. The interview protocol (see Appendix D) was developed based on the common dimensions of adolescent family functioning identified in the literature to elicit data related to perceptions of family functioning among Malaysian adolescents. Due to the COVID-19 pandemic, all the interviews were conducted virtually through video conferencing platforms (i.e., Google Meet and Zoom). Each interview took about 40 minutes to an hour, and they were audio recorded.

Open-ended questions were used primarily in eliciting responses from the participants. After receiving the answers to the main question "What are the characteristics of your ideal family?", the participants were asked more questions in order to get more details on each issue by exploring the elements that supported or discouraged the attributes of a family that made the family live

together effectively. For example, “Could you tell me more about how you communicate in your family?”. The data collection procedure was stopped after the data obtained was saturated. The data is deemed saturated once the new interview does not produce any new categories compared to those that emerged in previous interviews.

The thematic analysis six-phase guide by Braun and Clarke (2006) was used to analyse the interview data. First, the audio recordings were transcribed and read several times for familiarization. After importing the transcripts into the NVivo software (version 11), initial codes were generated using line-by-line coding that revealed the characteristics of family functioning. Following that, the open codes were refined and grouped to develop the themes and/or subthemes that emerged from the data. Subsequently, the themes were reviewed and defined to see whether the data support them.

To ensure the reliability of the themes, the codes were sent to an independent coder (i.e., a Ph.D. student in Psychology who is familiar with qualitative analysis) to generate the themes (Creswell & Poth, 2018). Both sets of themes (generated by me and the independent coder) were further validated and finalized by an external expert in qualitative analysis (i.e., a retired Psychology faculty member). Finally, the resulting themes were agreed upon by both me and the independent coder.

The resulting themes act as the main dimensions of adolescent family functioning to help generate the items. The initial set of items for each

theme/dimension was developed. Each item is scored on a 6-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = slightly agree, 5 = agree, 6 = strongly agree); with higher scores indicate a more positive family functioning in its dimension.

4.2 Content Validation

In this study, the content validity of the AFFS was assessed through expert judges by using the Delphi method. The Delphi method is a controlled feedback process used to attain the most reliable consensus of opinions among a panel of experts (Dalkey & Helmer, 1963). Feedback was obtained from a panel of five experts in the field of family and/or psychology. The expert panel consists of professionals such as clinical psychologists and counsellors with an average of 12 years of working experience. All of them have had experience working with adolescents (i.e., the target population of the AFFS).

The item pool (with dimensions made unknown) in a Word document was sent to the experts for content validation through e-mail. The dimensions were blinded to the experts to ensure that the experts only judge each item based on the construct of adolescent family functioning and not its dimensions. Besides that, the dimensions/subscales of the AFFS were also not decided until exploratory factor analysis (EFA) was conducted in Study 2. Hence, the experts rated each item from 1 = not essential at all to 10 = very essential in reflecting adolescents' family functioning and provided feedback (if any) to improve the items. Finally, the items were accepted based on the majority opinion (i.e., items

with high scores). This helps to develop the preliminary version of the AFFS by identifying the possible items to include.

To ensure the suitability of the scale items for public secondary school students, the preliminary version of the AFFS (in a Word document) was then sent to five public secondary school teachers for item validation. The participating teachers had an average of 22.2 years of experience in teaching the English language in public secondary schools. The teachers evaluated adolescents' comprehension of each item by choosing either Yes = Malaysian adolescents might understand the statement or No = Malaysian adolescents might NOT understand the statement. They were also asked to suggest how to improve the item to help adolescents understand it if they believe adolescents might not understand it. Appropriate amendments were made to the preliminary version of the AFFS before proceeding to the pilot study.

4.3 Participants

In Study 1, 13 Malaysian adolescents (seven females, six males) from 15 to 18 years old (mean age 16.3 years old) joined the interview session (see Table 4.1). They were recruited from different regions of Peninsular Malaysia: seven from Central Region, three from East Coast Region, two from Northern Region, and one from Southern Region. The final sample size was determined upon data saturation (i.e., the 13th participants did not provide any new inputs suggesting that the data are saturated and hence, the data collection was suspended), and it also passed the minimum sample size for a phenomenological

study (i.e., six participants) suggested by Morse (1994). To ensure the validity of the qualitative findings for Malaysian adolescents, the sample consisted of three major ethnicities in Malaysia: seven Chinese, three Malays, and three Indians. To avoid any unusual cases, the participants were screened prior to the interview session. Thus, all participants were from nuclear families, had no family history of mental problems and/or suicide, and had no family crisis within three months before the interview. The data collection was conducted from April 2021 to June 2021.

Table 4.1

Participants' Demographic Information for Study 1 (N = 13)

Participant ID	Age	Gender	Location	Ethnicity
F1	18	Female	Melaka	Chinese
F2	17	Female	Pahang	Chinese
F3	18	Female	Pahang	Indian
F4	18	Female	Kelantan	Malay
F5	16	Female	Kuala Lumpur	Chinese
F6	16	Female	Kuala Lumpur	Indian
F7	16	Female	Selangor	Malay
M1	15	Male	Selangor	Chinese
M2	16	Male	Kuala Lumpur	Indian
M3	16	Male	Kuala Lumpur	Chinese
M4	16	Male	Kuala Lumpur	Malay
M5	15	Male	Penang	Chinese
M6	15	Male	Penang	Chinese

4.4 Results

In-depth semi-structured interviews were conducted in Study 1 to explore Malaysian adolescents' concept of family functioning. Table 4.2 presents the five themes that emerged from the analysis. The themes are (1) family culture, (2) family cohesiveness, (3) family relationship, (4) family

affection, and (5) family pride. An explanation of each theme is described in the sections that follow.

Table 4.2

Frequency of Each Theme and Subtheme across the Interviews (N = 13)

Theme	Subtheme	Frequency
1. Family Culture		13
	a. Values	13
	b. Rules	13
2. Family Cohesiveness		13
	a. Togetherness	13
	b. Mutuality	13
3. Family Relationship		13
	a. Communication	13
	b. Interaction	13
4. Family Affection		13
	a. Warmth	13
	b. Resolution	13
5. Family Pride		13

4.4.1 Theme 1: Family Culture

The family culture theme includes two subthemes: (1) values and (2) rules. Family culture is often reflected by family values. Examples of family values shared by adolescents are, “In order to produce a good environment, the children should be respectful to their parents” (Participant F4), “If it’s parents, of course they are elder, we use proper words, we can’t use any vulgar words and even though we are angry, we can’t scold them back, be patient and talk to them normally” (Participant M2), “You have made any promise to your child, then you must do that lah, so that they will believe you” (Participant M5), “Children’s responsibility is to listen to their parents’ instructions and also maybe if they have different opinion, they can share with their parents”

(Participant M6), and “Although I’m the youngest, they (parents) still respect my space. They are not like over controlling me” (Participant F6).

Another component of family culture is family rules. Adolescents commented that, “We will vote, and the minority obeys the majority” (Participant F2), “When you are having your lunch, you cannot play your phone. It’s like a really serious thing” (Participant F1), “My parent is like setting a time when I can use and when I cannot use the computer, so these things apply same to my brother” (Participant F5), “Every family must have got one brother or sister to lead. Everyone must listen to him, so he must lead” (Participant M4), and “One day must take a shower for 2 to 3 times. If you just take 1 time, then you will be scolded” (Participant M6).

4.4.2 Theme 2: Family Cohesiveness

The family cohesiveness theme comprises two subthemes: (1) togetherness and (2) mutuality. Family cohesiveness is clearly indicated by the sense of togetherness in the family. For example, adolescents shared that, “I think an ideal family is obviously we are being close together” (Participant F6), “We will not feel alone, it’s like we have parents to be with us all the time” (Participant F2), “If everyone is responsible and doing each other’s part and not causing trouble to one and other, then it’s automatically a united family” (Participant F3), “You know everyone has their own problems, right? And sometimes they won’t give up own their things, so I think like we tolerate, everyone tolerates with each, it will be easier to be united” (Participant M2),

and “They (siblings) do not have to do anything to make me happy, just I want them to be together, that’s all” (Participant M4).

Mutuality is another aspect of family cohesiveness described by adolescents. They commented, “My ideal family is like we will be taking care of each other” (Participant F2), “Caring each other, like if you see someone is upset, you can just talk to him, try to make him happy” (Participant M5), “I don’t want to get into an argument, so I say “Sorry” even though I don’t think I am wrong” (Participant F1), “Family needs to be supportive, supposed to be. So, support, yeah, no matter what another is going through, you just have to support” (Participant F3), and “Children and parents need to be how to say... need to be good and also uhh each of them needs to be uhh very good to each other so that the family can grow longer” (Participant M2).

4.4.3 Theme 3: Family Relationship

The family relationship theme has two subthemes: (1) communication and (2) interaction. Communication plays a major role in adolescents’ family relationship. Adolescents stated that, “I think communication and trust are the most important because if without communication, it doesn’t feel like it’s a family, it’s just like stranger together” (Participant M5), “For me, communication is very very important. I feel like even if my parents ask me every day, “How was school?” all that, I will be really happy to explain to them” (Participant F6), “I think the parents should listen to their children about their opinion or their perception towards the solution, how to solve the problem lah”

(Participant M6), “We need to have like a communication day, like Sunday. Everyone sits down and really sit down, no phone, no television, and then we just talk about what happening in previous days” (Participant F1), and “Don’t hide too much secret, that’s the first way. Secondly, if they have any emotion no matter is happy, sad, good, angry, just share it out” (Participant F5).

The interaction between family members also reflects adolescents’ family relationships. For example, adolescents shared that, “Spending time together is the most important in a family to make sure the family bond is still there and strong” (Participant M3), “After having dinner or we having lunch or we having something a meal at the river, everyone do their duty like I clean the dishes and someone wipe the table and someone arrange the plate in the sink” (Participant F4), “We will celebrate like Happy Birthday together, Father’s Day or Mother’s Day” (Participant M5), “Our likes on something is same, we have the same interest in something like what to watch, what to eat, what to wear, and then uhm we like to share each other’s things” (Participant F7), and “He (father) doesn’t really value family time, he is always working. So, maybe he will take a break for a while, then yeah I think it will be fine. Like Saturday and Sunday is time to be with family” (Participant F6).

4.4.4 Theme 4: Family Affection

The family affection theme consists of two subthemes: (1) warmth and (2) resolution. Family warmth can be easily seen through adolescents’ interactions with family members through their actions, for example, giving

hugs, kisses, presents and helping each other. Adolescents shared that “Sometimes, we will hug, kiss, and make fun of each other” (Participant F2), “The son and daughter should help their parents, so that the work and the load can be lightened a little bit” (Participant F4), and “Love is quite important. When you see that your brother is sad or your mom has faced some problem, you should help them” (Participant M5). Besides that, adolescents reported feelings that show family warmth, e.g., “Maybe on my birthday, they will give me some surprise or maybe give me some gifts lah. So, I feel like very warmth” (Participant M6) and “I’m grateful that my family is very harmony” (Participant F5).

Family affection is also characterized by the resolution of conflict and problems in the family. In terms of family conflict, adolescents mentioned, “We also will have arguments, but we will become reconciled at the end” (Participant F2), “Maybe after they (parents) fight or like they quarrel, they apologize to each other” (Participant M3), and “For my ideal family, I think that there are not many conflicts in the family, which means that they will not argue frequently like maybe one week many times like four or five times” (Participant M6). In facing problems, adolescents reported that “Each member can talk their problem out loud to each of their parents” (Participant F4) and “It’s like any money issue, then my parents will discuss, and we will like share our ideas to them how to overcome it” (Participant M2).

4.4.5 Theme 5: Family Pride

This theme captures how adolescents maintain the dignity of the family. For example, “We do good in our studies and then like do our best to make them (family) proud” (Participant M3), “When there is a gathering, they (children) should attend the gathering even their friends ask them to go out” (Participant F7), and “I don’t really tell my problem because mostly I can solve them on my own” (Participant F5). Not only adolescents, but parents also play their part in maintaining family pride. Adolescents commented, “She (mother) is like throw in a lot of money for my study lah. It’s like she goes find a very nice tuition teacher or what. Then, she really cares about my results” (Participant M1) and “When I have good results in exam, they (parents) will give me some rewards” (Participant M5).

4.4.6 Preliminary Version of the AFFS

Table 4.3 illustrates how the preliminary version of the AFFS was developed from the initial item pool. The first column shows the initial items generated based on the themes in Study 1 and the top 10 items in each theme rated by the experts (during the content validation) are in bold. The ranges of the total scores for the selected items are 37–45 (Family Culture), 42–48 (Family Cohesiveness), 41–46 (Family Relationship), 40–45 (Family Affection), and 27–35 (Family Pride). Meanwhile, the second column demonstrates the preliminary version of the AFFS after item validation by secondary school teachers, modified items are in italic.

Table 4.3*The Step-By-Step Development of the Preliminary Version of the AFFS*

Item pool	Preliminary version item
Theme 1: Family Culture	
1. I respect my parents.	I respect my parents.
2. We respect each other.	We respect each other.
3. My parents respect me.	My parents respect me.
4. My parents listen to my views.	<i>My parents listen to my opinion.</i>
5. I show good attitude to my parents.	
6. I talk to my parents in a polite way.	
7. I take care of my words when I speak to my parents.	
8. We trust each other.	
9. My parents fulfil their promises made to me.	<i>My parents keep their promises to me.</i>
10. There is no violence or abuse of power in my family.	<i>There is no violence or abuse between family members.</i>
11. I listen to what my parents say.	I listen to what my parents say.
12. I follow my parents' order.	
13. We vote and the minority obeys the majority.	
14. There is a leader in my family.	
15. We have rules to follow at home.	We have rules to follow at home.
16. My parents punish me when I do something wrong.	
17. Everyone in my home gets to participate in making decisions.	<i>Everyone in my home gets to take part in making decisions.</i>
18. My family practices a reward-punishment system.	
19. I am expected to follow the rules in my home.	<i>I have to follow the rules in my home.</i>
Theme 2: Family Cohesiveness	
20. We get along well together.	
21. My family is united.	
22. We help each other.	We help each other.
23. I do not feel lonely/left out at home.	
24. In my family, everyone plays their part well.	
25. My family members are involved in solving problems together.	<i>My family members solve problems together.</i>
26. My family members know their responsibilities.	<i>Everyone in the family knows their responsibilities.</i>
27. My family members are supportive of each other.	My family members are supportive of each other.

Table 4.3 continued

The Step-By-Step Development of the Preliminary Version of the AFFS

28. My family members take care of each other.	My family members take care of each other.
29. I take care of my parents when they are not feeling well.	
30. I think everything will be better in my family.	
31. My family is accepting.	
32. My parents care about my feelings.	My parents care about my feelings.
33. I care about my parents' feelings.	I care about my parents' feelings.
34. My parents do not compare me to my siblings.	
35. My parents do not compare me to other children.	
36. We are kind to each other.	We are kind to each other.
37. We care for each other.	We care for each other.
38. We tolerate with each other.	
39. My parents accept me for who I am.	My parents accept me for who I am.
Theme 3: Family Relationship	
40. I seek for my parents' help if I have any problem.	<i>I ask for my parents' help if I have any problems.</i>
41. My parents take the time to ask me about my life.	<i>My parents take the time to ask me about my day.</i>
42. My parents teach/advise me.	My parents teach/advise me.
43. My parents seldom scold/nag me.	
44. We do not keep secrets from each other.	
45. I do not keep secrets from my parents.	
46. We have good communication.	We have good communication.
47. We listen to each other.	We listen to each other.
48. My parents and I share our feelings.	My parents and I share our feelings.
49. My parents and I share our thoughts.	My parents and I share our thoughts.
50. My parents and I always talk to each other.	My parents and I always talk to each other.
51. We talk to each other in a straightforward manner.	
52. We understand each other.	
53. My parents and I understand each other's way of communication.	<i>My parents and I understand each other.</i>

Table 4.3 continued

The Step-By-Step Development of the Preliminary Version of the AFFS

54. We always spend time on activities together (e.g., eating, travelling, watching TV, playing).	<i>We always spend time together.</i>
55. We celebrate special occasions together (e.g., birthday).	
56. We have a 'family day'.	
57. We have discussions about our interests.	
58. We grow together (e.g., supporting each other, learning from each other).	
59. We have the same interest in something (e.g., hobby, preferences).	
60. All of us help with house chores.	
 Theme 4: Family Affection	
61. I am thankful for my parents' love.	I am thankful for my parents' love.
62. I am thankful for my family members' support.	I am thankful for my family members' support.
63. I am thankful for my home.	I am thankful for my home.
64. I am happy in my home.	I am happy in my home.
65. I feel warm at home.	
66. I feel comfortable at home.	I feel comfortable at home.
67. I have freedom to do my own things.	I have freedom to do my own things.
68. I help my parents to reduce their burden.	
69. My family atmosphere is good.	
70. My family members always have good mood.	
71. My parents and I hug/kiss each other.	
72. My parents are not too strict.	
73. My parents are not conservative.	
74. My parents are patient with me.	
75. My parents never beat me.	
76. We give gift/surprise to each other.	
77. We love each other.	
78. We make joke with each other.	
79. My parents satisfy my basic needs and wants.	

Table 4.3 continued

The Step-By-Step Development of the Preliminary Version of the AFFS

80. It is easy to resolve conflicts/arguments in my family.	It is easy to resolve conflicts/arguments in my family.
81. We always work things out together.	<i>We always solve problems together.</i>
82. It is easy to apologize to my family members.	
83. We do not argue easily at home.	
84. We can talk about problems.	<i>We can share our problems in the family.</i>
85. When facing problem, we discuss with each other for the solution.	
86. We discuss our disagreements to reach an agreement.	<i>When we disagree with one another, we discuss to find a solution.</i>
87. We try to solve disagreements together.	
Theme 5: Family Pride	
88. I am independent.	I am independent.
89. I always try to do things myself before asking for help.	I always try to do things myself before asking for help.
90. I think of family first before anything else.	
91. I spend more time with my family compared to my friends.	I spend more time with my family compared to my friends.
92. I try my best to achieve my parents' expectation.	
93. I focus on my study.	
94. My parents focus on my education.	
95. My parents support my education.	My parents support my education.
96. My parents care about my academic results.	
97. I receive good education.	
98. My parents raise me well.	
99. My parents reward me when I do something good.	My parents reward me when I do something good.
100. My parents praise me when I do something good.	My parents praise me when I do something good.
101. My parents want the best for me.	My parents want the best for me.
102. My family's reputation is important to me.	My family's reputation is important to me.
103. I want my family to be proud of me.	I want my family to be proud of me.

Table 4.3 continued

The Step-By-Step Development of the Preliminary Version of the AFFS

104. My family's needs come first before mine.

105. My parents are proud of me. *My parents are proud of me.*

106. We try to maintain good reputation of our family.

107. I do not let other people to make fun of our family.

Note. The top 10 items in each theme are in bold. The modified items are in italic.

4.5 Discussion

Study 1 explored the dimensions of family functioning from the perspective of adolescents. Contrary to past studies that did not report much about their qualitative findings on adolescent family functioning, for example, Kim & Kim (2007), Shek (2002), Tiffin et al. (2011), this study focuses primarily on providing an in-depth knowledge of family functioning from the perspectives of adolescents in Malaysia. Based on the thematic analysis, five main themes emerged as the dimensions of adolescent family functioning, namely family culture, family cohesiveness, family relationship, family affection, and family pride.

Out of the five dimensions, three of them (i.e., family affection, family relationship, and family cohesiveness) are similar to the existing adolescent family functioning dimensions found in Kim & Kim (2007), Shek (2002), and Tiffin et al. (2011). The findings showed that family affection consists of warmth and resolution subdimensions. These subdimensions are comparable to Nurture and Problem-Solving dimensions suggested by Tiffin et al. (2011).

Although Tiffin et al. (2011) outlined Nurture and Problem-Solving as separate dimensions, we categorized warmth and resolution as subdimensions of family affection. The findings emphasize that family affection is not merely about family warmth, but also involves the family's responses in the face of crisis (e.g., family disputes). That is, a family with good affection can resolve conflicts effectively.

Moreover, the family relationship is reflected by the communication and interaction subdimensions. Although this dimension is analogous to the Parent-Child Relationship dimension by Kim and Kim (2007), the Family Relationship dimension is more comprehensive by including elements of communication and extending the dimension beyond the parent-child relationship. Although having the same name, the Communication dimension by Shek (2002) describes both the characteristics of communication and cohesiveness, while the communication subdimension depicts only the communication qualities.

The separation between communication and cohesiveness allows a more comprehensive understanding of how each of them contributes to family functioning because the findings show that they carry different meanings. For example, communication reflects the qualities of communication within the family, whereas cohesiveness describes characteristics of togetherness and mutuality. In the same vein, Sumari et al. (2020) also regarded communication and cohesiveness as separate family functioning dimensions in the Malaysian context due to different meanings they hold. Meanwhile, the interaction

subdimension focuses on how adolescents get along with their family members, which is crucial in maintaining the family relationship.

Furthermore, the Family Cohesiveness dimension involves the togetherness and mutuality dimensions. This dimension is akin to the Family Cohesion dimension by Kim and Kim (2007) and the Cohesiveness dimension by Sumari et al. (2020). While Kim and Kim (2007) operationalized the family cohesiveness in terms of economic status, psychological attachment, and marital stability within the family, the Family Cohesiveness dimension is manifested by the sense of togetherness and mutuality. Besides that, the subdimensions are supported by the dimensions suggested by Shek (2002). Specifically, the togetherness subdimension corresponds to parts of his Communication dimension, while the mutuality subdimension is the same as his Mutuality dimension. Instead of having separate dimensions, we combined both togetherness and mutuality subdimensions to describe family cohesiveness because both of them demonstrate the extent to which the family is viewed as a united whole.

Interestingly, these dimensions, Family Culture and Family Pride that emerged from the data are considered new in adolescent family functioning. To further elaborate, family culture can be defined by values and rules subdimensions. Family values commented by Malaysian adolescents are largely influenced by the concept of filial piety, originally from Confucian teachings. However, the responses obtained from this study highlighted that the concept of filial piety is not only evident in Chinese adolescents but also among Malay and

Indian adolescents, hence pointing to the role of filial piety in the Malaysian family system. Nainee et al. (2016) emphasized that filial piety is one of the important ethics practiced widely throughout Asia, regardless of ethnicity and culture.

Meanwhile, the rules subdimension that corresponds to the Behavioural Boundaries dimension outlined by Tiffin et al. (2011) and the Family Rule dimension proposed by Sumari et al. (2020) is believed to be closely connected to the process of setting rules in a family. This is largely dependent on the shared values, which in turn are determined by the cultural background that they are from.

On the other hand, the Family Pride dimension suggests that family dignity is valued among Malaysian adolescents. This is consistent with the notion that family is regarded as the basic unit of life, rather than the individual, in Asian cultures (Ho et al., 2017). Based on the findings, Malaysian adolescents' families strive to maintain a good reputation of their families in society. For example, Malaysian adolescents try their best to achieve good results in academics and their parents also support them as much as they can.

In short, the five themes describe how Malaysian adolescents perceive family functioning. Based on the themes, the preliminary version of the Adolescent Family Functioning Scale (AFFS) was developed.

CHAPTER 5

STUDY 2: SCALE DEVELOPMENT

The scale development phase consists of four steps: (1) pilot study, (2) survey administration, (3) factor extraction, and (4) item reduction.

5.1 Pilot Study

A pilot study was conducted to ensure that the scale items are meaningful to the target population (i.e., Malaysian adolescents) before the actual survey administration. This involves administering the scale to participants and then obtaining feedback from them regarding the process of answering the scale (Beatty & Willis, 2007). The feedback was collected using the feedback form attached with the preliminary version of the AFFS. In the feedback form, four questions were asked: (a) “Did you encounter any questions that are confusing?” (b) “Did you encounter any questions that are difficult to answer?” (c) “What is your opinion of the response options (1: strongly disagree – 6: strongly agree)?”, and (d) “What is your opinion of the order of the questions?”.

As shown in Table 5.1, more than 90% of the participants reported positive responses to each feedback question. This indicates that most of the participants did not face any problems in answering the preliminary version of

the AFFS. Thus, no changes were made to the preliminary version of the AFFS, and hence the data in the pilot study was incorporated into the Study 2 dataset for subsequent analyses.

Table 5.1

Results of the Pilot Study

Feedback question	<i>n</i>	%
1. Did you encounter any questions that are confusing?		
No	100	96.15
Yes	4	3.85
2. Did you encounter any questions that are difficult to answer?		
No	97	93.27
Yes	7	6.73
3. What is your opinion of the response options (1: strongly disagree – 6: strongly agree)?		
Appropriate	101	97.12
Inappropriate	3	2.88
4. What is your opinion of the order of the questions?		
Appropriate	102	98.08
Inappropriate	2	1.92

Note. *N* = 104.

5.2 Survey Administration

After the pilot study, the actual online survey administration took place via Qualtrics, in which the 50-item preliminary version of the AFFS with a 6-point Likert scale (1 = strongly disagree to 6 = strongly agree) was administered to the participants. The data was collected for factor extraction and item reduction.

5.3 Factor Extraction

Factor extraction is the step in which the optimal number of factors or dimensions that fit the scale items are determined through exploratory factor analysis (EFA). It is important to make sure that at least three items load primarily on each factor (Albano, 2018) and only items with factor loadings of 0.4 or higher were accepted (Boateng et al., 2018). Besides that, the optimal number of factors to be drawn from the items was determined using the parallel analysis method. In comparison with other statistical methods, the parallel analysis method has been found to produce more accurate results in determining the number of factors (Çokluk & Koçak, 2016; Zwick, & Velicer, 1986).

5.4 Item Reduction

To ensure that the desirable items are selected from the preliminary version of the AFFS, the number of items should be at least two times longer than the desired final scale (Boateng et al., 2018). Based on Study 1 results (i.e., five dimensions of adolescent family functioning), the desired AFFS was expected to have five subscales, with each subscale having five items. Therefore the preliminary version of the AFFS has 50 items (i.e., 10 items for each subscale).

After conducting parallel analysis in the Factor Extraction step, the items that are the least related to their corresponding factors of adolescent family functioning were deleted. That is, the item with the lowest factor loading was

deleted and the EFA was performed again and again (for each deletion) until only the top five highest factor loadings items of each factor were remained in the final version of the AFFS.

5.5 Participants

A multi-stage cluster sampling method was used in the present study to recruit participants. In the first stage, the states in Peninsular Malaysia were divided into three regions (i.e., Northern Region, Central Region, and Southern Region). A state was then randomly selected to represent each region, resulting in three states in total (i.e., Kedah, Kuala Lumpur, and Johor). In the second stage, at least two public secondary schools were randomly chosen from each state. Finally, the school authorities (e.g., the school counsellors) selected the classes to recruit participants.

Following the 10:1 ratio of participants to items (Boateng et al., 2018), at least 500 participants are required to achieve a stable result in factor analysis. After considering an estimated 20% of invalid cases (i.e., miscellaneous and/or missing cases), the target sample size for Study 2 is 600 participants.

In total, 780 participants were recruited from public secondary schools in Johor, Kedah, and Kuala Lumpur (including 104 students recruited in the pilot study). The data collection was done from June 2022 to August 2022. To ensure the data quality, only qualified responses were remained. The disqualified cases were deleted with the following reasons: (a) Incomplete case:

participants did not answer all the items of a scale; and (b) Miscellaneous case: participants reported the same value for all the items of a scale. After removing disqualified responses ($n = 47$), the final sample size is 733.

A total of 733 participants (462 females and 270 males, one missing value) were included in the sample with an age range from 13 years old to 19 years old ($M = 14.57$, $SD = 1.26$). At the time of data collection, the participants were attending public secondary schools at Kedah (36.15%), Kuala Lumpur (32.33%), and Johor (31.51%). Majority of the participants identified themselves as Malays (53.34%) and practiced Islam (54.16%). Further information of the participants' demographic can be referred to Table 5.2.

Table 5.2

Participants' Demographic Information for Study 2

Characteristic	<i>n</i>	%
Age		
13	181	24.69
14	204	27.83
15	119	16.23
16	185	25.24
17	31	4.23
18	1	0.14
19	2	0.27
Missing	10	1.36
Gender		
Female	462	63.03
Male	270	36.83
Missing	1	0.14
Location		
Johor	231	31.51
Kedah	265	36.15
Kuala Lumpur	237	32.33
Ethnicity		
Malay	391	53.34
Chinese	181	24.69

Table 5.2 continued*Participants' Demographic Information for Study 2*

Indian	139	18.96
Others	21	2.86
Missing	1	0.14
Religion		
Islam	397	54.16
Buddhist	167	22.78
Christian	28	3.82
Hindu	128	17.46
Others	12	1.64
Missing	1	0.14

Note. $N = 733$. Participants were on average 14.57 years old ($SD = 1.26$).

5.6 Results

An exploratory factor analysis (EFA) was conducted to determine the number of factors that fit the preliminary version of the 50-item AFFS. Using the parallel analysis method (with maximum likelihood estimation and Promax rotation), the sampling adequacy measure reported a Kaiser–Meyer–Olkin (KMO) value of .976. Bartlett's test of sphericity was statistically significant, $\chi^2(1225) = 26097.22, p < .001$, supporting the appropriateness of factorability. A seven-factor solution was revealed which explained 57.4% of the total variance. However, the seven-factor solution is very problematic as nine items had factor loadings below .40, an item loaded on two factors, and three factors had less than three loaded items. Hence, item with the lowest factor loading was removed and then the EFA was re-conducted (for each removal).

As such, 11 items were removed so that all retained items have factor loadings above .40. A five-factor solution was discovered which explained

58.3% of the total variance. However, two items were found to be cross-loaded on two factors, and two factors had less than three loaded items. Therefore, the problematic item with the lowest factor loading was deleted and then the EFA was re-performed (for each deletion).

Another six items were removed, resulting in a 33-item three-factor model that explained 55.8% of the total variance. In this model, 19 items loaded on the first factor, eight items loaded on the second factor, and six items loaded on the third factor. To reduce the number of items to the desired length of the AFFS (i.e., 15 items), the top five items (i.e., based on highest factor loadings) of each factor were selected to form the 15-item version AFFS. Starting with the first factor with the most loaded items, items with the lowest factor loading were deleted (one per time) and then the EFA was re-run.

The factorability of the 15-item three-factor model was supported, KMO = .940, Bartlett's test of sphericity $\chi^2(105) = 6587.45$, $p < .001$. All items reported factor loadings above .50 (see Table 5.3). The first factor (Family Relationship) with items 24, 26, 27, 31, and 36 accounted for 23.9% of the variance (eigenvalue = 3.587), the second factor (Family Cohesiveness) with items 12, 13, 14, 16, and 17 explained 21.1% of the variance (eigenvalue = 3.159), and the third factor (Family Pride) with items 20, 43, 45, 47, and 49 accounted for 14.7% of the variance (eigenvalue = 2.201). Overall, the model explained 59.6% of the total variance. Based on the EFA results, the final (desired) version of the AFFS consists of three subscales, and each subscale has five items, respectively.

Table 5.3*Exploratory Factor Analysis Results*

AFFS preliminary item	Factor loading		
	1	2	3
Factor 1: Family Relationship			
26. My parents and I share our feelings.	.994	-.105	-.023
27. My parents and I share our thoughts.	.892	-.092	.063
24. My parents take the time to ask me about my day.	.725	-.006	.055
31. We always solve problems together.	.688	.200	-.072
36. We can share our problems in the family.	.672	.238	.072
Factor 2: Family Cohesiveness			
14. My family members take care of each other.	-.104	.789	.082
16. We are kind to each other.	.051	.779	-.055
17. We care for each other.	.055	.772	.036
13. We help each other.	.066	.718	.038
12. My family members are supportive of each other.	.225	.596	-.003
Factor 3: Family Pride			
49. I want my family to be proud of me.	-.081	-.105	.803
43. My parents want the best for me.	.048	-.023	.746
47. My family's reputation is important to me.	.150	.014	.603
45. I always try to do things myself before asking for help.	-.072	.097	.525
20. I care about my parents' feelings.	.077	.198	.502

Note. $N = 733$. The factor loadings above .50 are in bold.

5.7 Discussion

The three factors discovered in the present study reflect the key areas in assessing family functioning among Malaysian adolescents. In particular, the Family Relationship factor combines the items initially developed for the Family Relationship and Family Affection themes observed in Study 1. This finding suggests that Malaysian adolescents regard both the Family Relationship and Family Affection themes as a similar dimension of family functioning. Malaysian adolescents' family relationship is reflected through

items such as “My parents and I share our feelings”, “We always solve problems together”, and “We can share our problems in the family”. This factor is also well supported by the existing dimensions such as a part of the Communication dimension (Shek, 2002) and Problem-Solving dimension (Tiffin et al., 2011).

Other than that, the Family Cohesiveness factor is consistent with its corresponding theme that emerged in Study 1. All the items (e.g., “My family members take care of each other”, “We are kind to each other”, and “We help each other”) loaded primarily on this factor as initially planned. As mentioned in the discussion of the results of Study 1, the Family Cohesiveness factor is supported by the existing dimensions: Family Cohesion dimension (Kim & Kim, 2007) and Mutuality dimensions (Shek, 2002). This reveals that Malaysian adolescents, like adolescents in other collectivist cultures, view cohesiveness as an important aspect of family functioning.

Furthermore, the Family Pride factor is corresponding to its respective theme found in Study 1. This factor implies that family dignity is highly concerned among Malaysian adolescents when perceiving family functioning (e.g., “I want my family to be proud of me”, “My family’s reputation is important to me”, and “My parents want the best for me”). The Family Pride factor emerges as a novel dimension of adolescent family functioning. Like other Asian cultures that emphasise the family as the basic unit of life (Ho et al., 2017), Malaysian adolescents are also in agreement with the importance of maintaining a good family reputation to have optimal family functioning.

Interestingly, the item “I care about my parents’ feelings” (initially developed for the Family Cohesiveness factor) unpredictably loaded on the Family Pride factor. This highlights that “parent’s feelings” may play a critical role in the dimension of family pride. In other words, adolescents maintain family reputations by showing care for their parents’ feelings, which eventually improves their family functioning.

It is also worthwhile to note that the absence of the Family Culture factor in the EFA results is in line with past studies (e.g., Kim & Kim, 2007; Shek, 2002). This finding shows that family culture (characterised by values and rules) might play a less significant role in adolescents’ perception of family functioning in comparison with family relationship, family cohesiveness, and family pride. Nevertheless, Study 2 findings offer the preliminary quantitative evidence to the dimensionality of Malaysian adolescent’s family functioning through the EFA.

CHAPTER 6

STUDY 3: SCALE VALIDATION

To further investigate the psychometric properties of the three-factor 15-item AFFS, Study 3 consists of three steps: (1) tests of dimensionality, (2) tests of reliability, and (3) tests of validity.

6.1 Tests of Dimensionality

Using the Study 3 data, a confirmatory factor analysis (CFA) was performed using the JASP software (version 0.16.1) to verify the factor structure for the AFFS. The recommended thresholds of the model fit indices are the ratio of chi-square to degrees of freedom ($\chi^2/df \leq 3$; Tucker-Lewis index (TLI) and Comparative Fit Index (CFI) $\geq .90$ (acceptable), $\geq .95$ (desirable); root mean square error of approximation (RMSEA) $\leq .05$ (good), $\leq .08$ (acceptable); and standardized root mean square residual (SRMR) $\leq .08$ (Hair et al., 2019; Hu & Bentler, 1999; Jackson et al., 2009). Based on the EFA results, it was hypothesized that the 15-item three-factor model would yield acceptable model fit indices in the CFA.

6.2 Tests of Reliability

The internal consistency of each AFFS subscale was assessed by using Cronbach's alpha coefficient and McDonald's omega coefficient. A coefficient higher than .70 indicates acceptable internal consistency (Albano, 2018).

6.3 Tests of Validity

In terms of construct validity, convergent and discriminant validity were examined using the Average Variance Extracted (AVE) values. The AVE values were calculated by taking the sum of squares of the factor loadings and dividing it by the number of indicators associated with a particular construct (Hair et al., 2019). According to the Fornell-Larcker criterion, AVE values of greater than .50 indicate acceptable convergent validity, while discriminant validity is achieved when the AVE's square root is greater than the correlation between construct pairs for any single latent construct (Fornell & Larcker, 1981). Besides that, the concurrent validity of the AFFS was assessed through Pearson correlations with variables that have shown significant relationship with family functioning in the literature such as depression (e.g., Huang et al., 2022; Zahra & Saleem, 2021) and life satisfaction (e.g., Cacioppo et al., 2013; Shek & Liang, 2018). It was hypothesized that the AFFS subscales would correlate negatively with depression and correlate positively with life satisfaction.

6.4 Participants

Following the same sample size determination rule in Study 2, at least 150 participants are required for a 15-item AFFS. After considering an estimated 20% of invalid cases (i.e., miscellaneous and/or missing cases), 180 participants (i.e., 60 students from each state) are needed for Study 3. In Study 3, 481 public secondary school students were recruited from Negeri Sembilan, Perak, and Selangor using the same multi-stage cluster sampling method as in Study 2. The period of data collection was from August 2022 to October 2022. Following the same inclusion criteria in Study 2, 81 disqualified responses were eliminated, resulting in a final sample of 400.

A total of 400 participants (264 females and 136 males) were included in the sample with an age range from 13 years old to 19 years old ($M = 15.42$, $SD = 1.33$). Of the sample, the participants were from public secondary schools at Negeri Sembilan (39.75%), Perak (32.50%), and Selangor (27.75%). Most of the participants were Malays (71.50%) and practiced Islam (72.50%). A detailed information about the participants' demographic is presented in Table 6.1.

Table 6.1*Participants' Demographic Information for Study 3*

Characteristic	<i>n</i>	%
Age		
13	47	11.75
14	49	12.25
15	85	21.25
16	131	32.75
17	77	19.25
18	1	0.25
19	5	1.25
Missing	5	1.25
Gender		
Female	264	66.00
Male	136	34.00
Location		
Negeri Sembilan	159	39.75
Perak	130	32.50
Selangor	111	27.75
Ethnicity		
Malay	286	71.50
Chinese	33	8.25
Indian	63	15.75
Others	18	4.50
Religion		
Islam	290	72.50
Buddhist	30	7.50
Christian	8	2.00
Hindu	62	15.50
Others	9	2.25
Missing	1	0.25

Note. *N* = 400. Participants were on average 15.42 years old (*SD* = 1.33)

6.5 Instruments

6.5.1 Adolescent Family Functioning Scale (AFFS)

The AFFS consists 15 items that measure three dimensions of adolescent family functioning: (a) Family Relationship, (b) Family Cohesiveness, and (c) Family Pride. Participants were required to rate the items based on a 6-point

Likert-type scale from 1 (strongly disagree) to 6 (strongly agree) to indicate their agreement with each item. Example of items included “My parents and I share our feelings” (Family Relationship), “My family members take care of each other” (Family Cohesiveness), and “I want my family to be proud of me” (Family Pride). A high mean score indicates a healthier family functioning in the respective dimension.

6.5.2 *Depression, Anxiety, and Stress Scales 21 Items (DASS-21; Lovibond & Lovibond 1995)*

The seven-item Depression subscale of the DASS-21 was used to measure depression. Items were rated on a 4-point Likert-type scale from 0 (did not apply to me at all) to 3 (applied to me very much or most of the time) to indicate how much each item applied to the participants. Sample items included “I couldn’t seem to experience any positive feeling at all” and “I felt that life was meaningless”. A high mean score reflects greater severity of depression.

6.5.3 *Satisfaction With Life Scale (SWLS; Diener et al., 1985)*

The 5-item SWLS was used to measure participants’ global life satisfaction. Participants were required to rate on a 7-point Likert-type scale from 1 (strongly disagree) to 7 (strongly agree) to indicate their agreement with each item. Example of items included “In most ways my life is close to my ideal” and “The conditions of my life are excellent”. A high mean score indicates a high level of life satisfaction.

6.6 Results

6.6.1 *Confirmatory Factor Analysis*

To determine whether the three-factor 15-item model of AFFS (suggested by the EFA results in Study 2) is acceptable, Study 3 data was analysed by using confirmatory factor analysis (CFA) with the maximum likelihood estimator. The proposed three-factor model was evaluated and compared with two competing models: (a) one-factor model and (b) three-factor second-order with three first-order factors (i.e., family relationship, family cohesiveness, and family pride) and a general (second-order) factor of adolescent family functioning.

Based on the model fit indices (see Table 6.2), the three-factor model (see Figure 6.1) demonstrates the best fit for the data, followed by the three-factor second-order model (see Figure 6.2) and the one-factor model (see Figure 6.3). Although most of fit indices of the three-factor second-order model are acceptable, the factors are not highly correlated (i.e., the correlation between family relationship and family pride). Since the empirical feasibility of the higher-order model (i.e., second-order factor) should be evidenced by the patterning of correlations among factors in the first-order model (Brown, 2015), it is deemed inappropriate to consider a second-order factor when the relationships between the first-order factors are low. Therefore, the proposed three-factor model is preferred and was tested for reliability and validity in the following sections.

Table 6.2*Model Fit Indices from the CFA Using Maximum Likelihood Estimator*

Model	χ^2	df	χ^2/df	TLI	CFI	RMSEA [90% CI]	SRMR
1-factor	674.572	90	7.495	.747	.783	.127 [.119 – .137]	.089
3-factor	234.988	87	2.701	.934	.945	.065 [.055 – .075]	.048
3-factor second- order*	310.160	89	3.485	.903	.918	.079 [.069 – .088]	.107

Note. $N = 400$. TLI = Tucker–Lewis Index, CFI = Comparative Fit Index, RMSEA = root mean square error of approximation, CI = confidence interval, SRMR = standardized root mean square residual. All χ^2 were significant with $p < .001$. *The model was specified by using the marker method, in which the factor loading of the first item of each factor and the three first-level factors were set to 1.

Figure 6.1

The Three-Factor Model

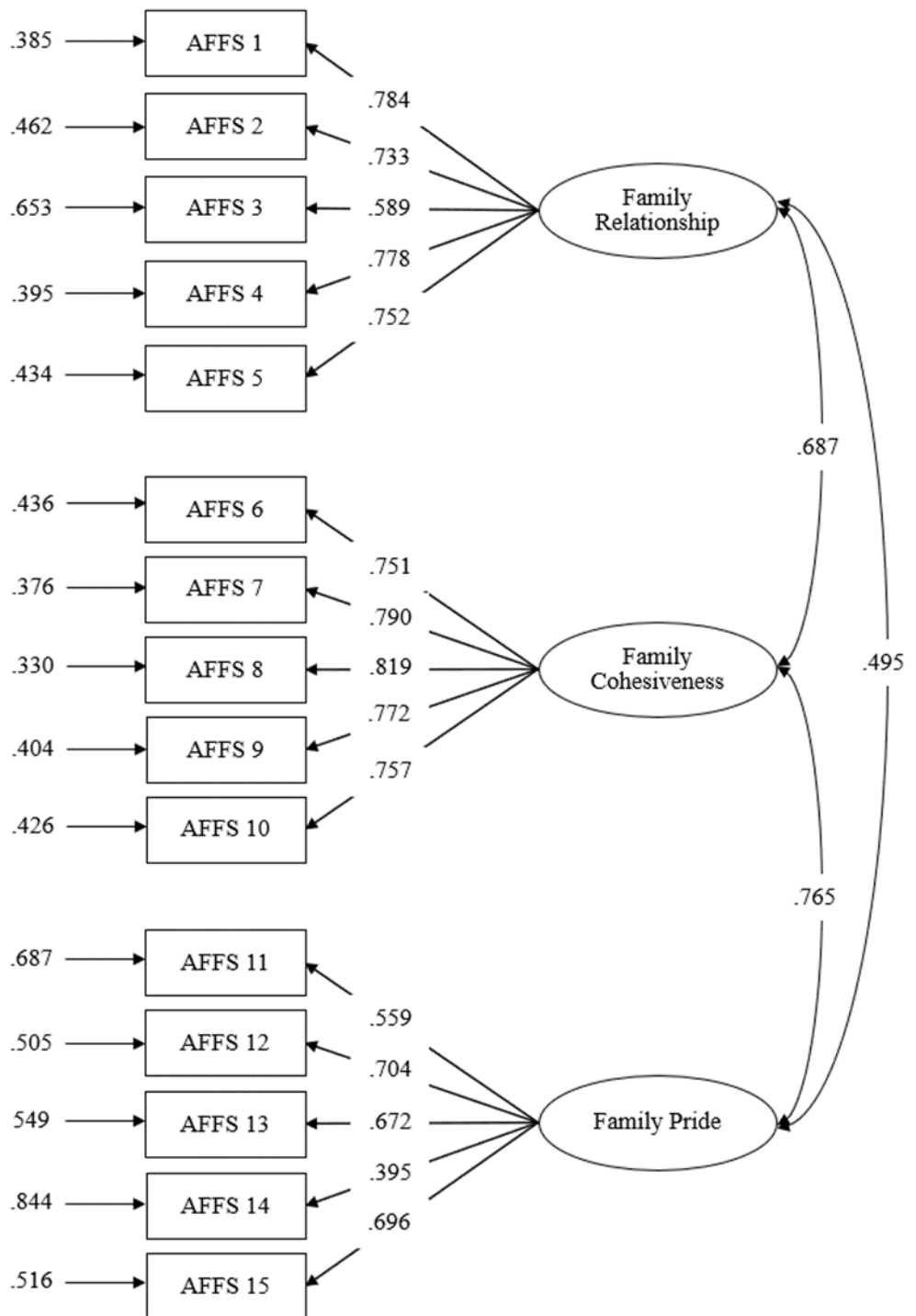


Figure 6.2

The Three-Factor Second-Order Model

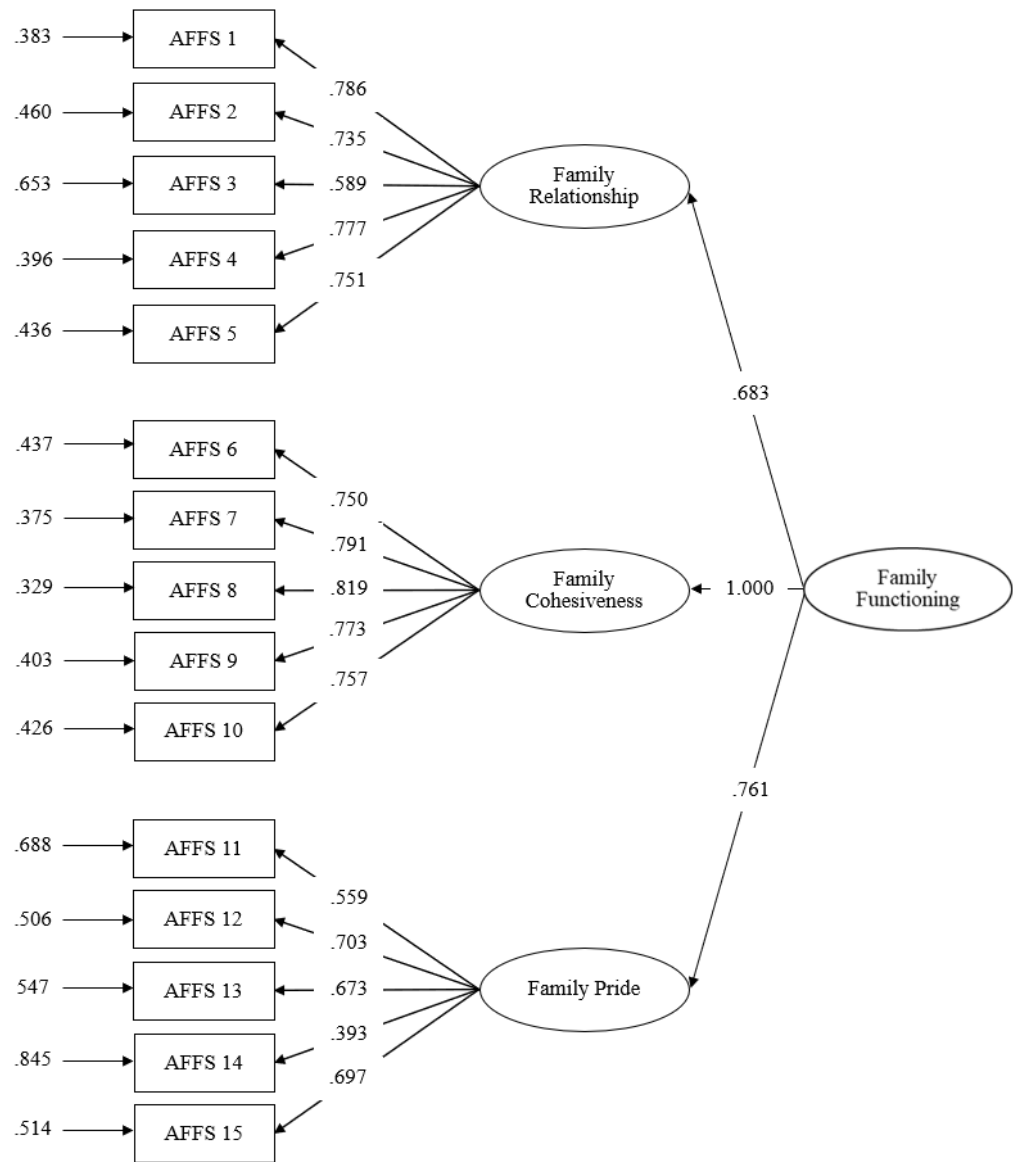
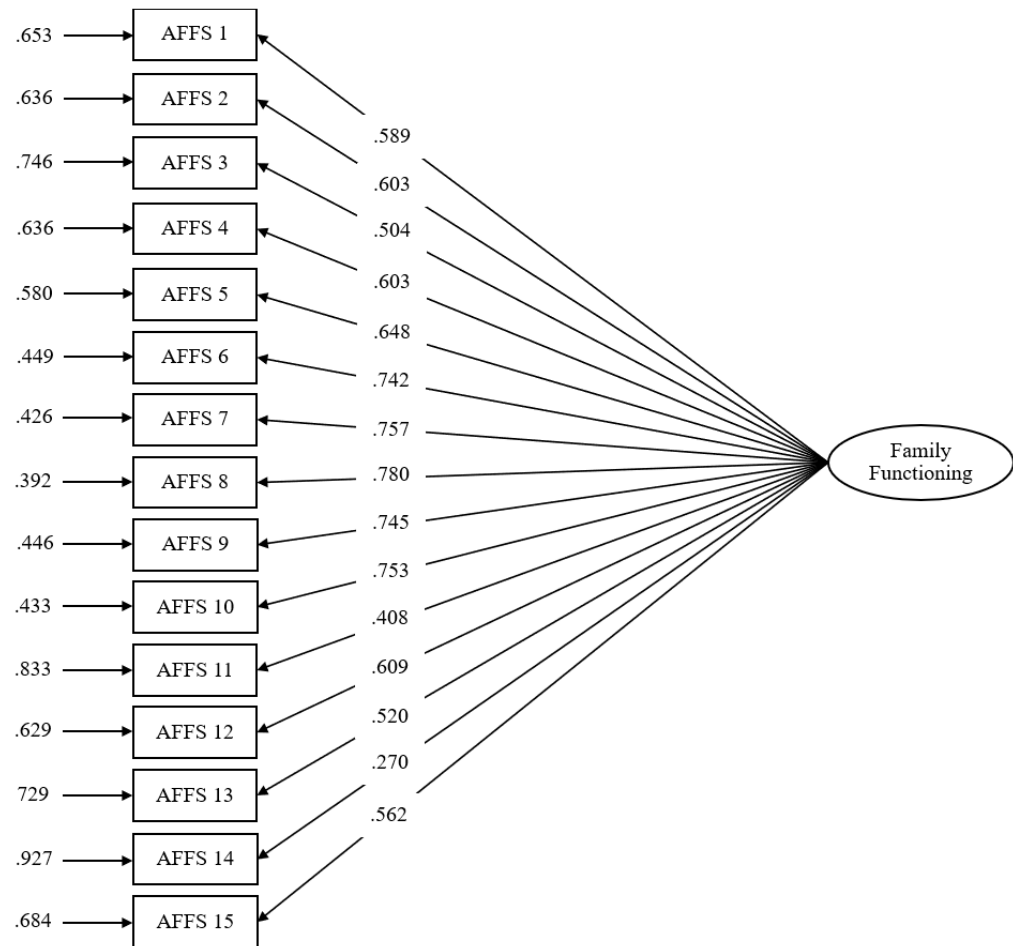


Figure 6.3

The One-Factor Model



6.6.2 Reliability

To assess the internal consistency, Cronbach's alpha (α) and McDonald's omega (ω) were reported for the AFFS subscales: (1) Family Relationship ($\alpha = .846$; $\omega = .849$), (2) Family Cohesiveness ($\alpha = .879$; $\omega = .881$), and (3) Family Pride ($\alpha = .740$; $\omega = .745$). With all the coefficients greater than .70, the AFFS demonstrated satisfactory internal consistency.

6.6.3 Validity

For the construct validity, the Average Variance Extracted (AVE) values were mainly used to assess the convergent and discriminant validity. The AVE values reported for the AFFS subscales were (1) Family Relationship (.534), (2) Family Cohesiveness (.606), and (3) Family Pride (.380). The Family Relationship and Family Cohesiveness subscales (with AVE > .50) demonstrated acceptable convergent validity.

Since the Family Pride subscale reported an AVE less than .50, an additional analysis was conducted to test the composite reliability (CR). The CR is a measure of internal consistency reliability, which is also an alternative indicator of convergent validity (Fornell & Larcker, 1981; Hair et al., 2019). The CR value was computed using the (online) Composite Reliability Calculator (http://www.thestatisticalmind.com/calculators/comprel/composite_reliability.htm). As a result, the Family Pride subscale had a CR value of .747 (> .70),

indicating adequate convergent validity (Fornell & Larcker, 1981). Taken together, the convergent validity of the AFFS was supported in this study.

Besides that, the AFFS had shown good discriminant validity, with all the three subscales having AVE's square roots greater than their correlation pairs (see Table 6.3).

Table 6.3

Descriptive Statistics and Intercorrelation for Study 3 Variables

Variable	1	2	3	4	5
1. Family Relationship					
2. Family Cohesiveness	.613				
3. Family Pride	.367	.601			
4. Depression	-.413	-.393	-.167		
5. Life Satisfaction	.496	.430	.174	-.474	
Mean	4.031	4.914	5.256	0.960	4.406
Standard Deviation	1.140	0.907	0.665	0.734	1.279
Skewness	-0.689	-1.028	-1.944	0.770	-0.378
Kurtosis	-0.199	1.217	6.017	-0.212	-0.565
α	.846	.879	.740	.875	.815
ω	.849	.881	.745	.878	.816
AVE	.534	.606	.380		
Square roots of the AVE	.731	.778	.616		

Note. $N = 400$. SE Skewness = 0.122, SE Kurtosis = 0.243. All correlations were significant at .001 level.

For the concurrent validity, all the AFFS subscales were negatively correlated with depression and positively correlated with life satisfaction. The significant correlations demonstrate good concurrent validity of the AFFS.

6.7 Discussion

After developing the 15-item AFFS, Study 3 aims to assess its psychometric properties in a new sample. First, confirmatory factor analysis (CFA) was conducted to determine whether the proposed AFFS factor structure (i.e., three-factor) provides the best fit for Malaysian adolescents. As hypothesised, both the CFA results and EFA results (in Study 2) are consistent in supporting the three-factor model of the AFFS. Hence, the present study is in line with previous findings that adolescent family functioning is multi-dimensional (e.g., Kim & Kim, 2007; Shek, 2002; Tiffin et al., 2011).

While all the AFFS items showed factor loadings above .50, it is important to note that item AFFS 14 (“I always try to do things myself before asking for help”) had a factor loading of .395. This low factor loading may be due to adolescents perceiving it as a sign of independence, instead of family pride. Due to its high factor loading (i.e., >.50) reported in the EFA results of Study 2, item AFFS 14 was retained. However, future studies are suggested to further examine the suitability of item AFFS 14. Overall, the AFFS demonstrated good reliability and validity in the present study.

Based on the CFA results, the AFFS is best represented by its three factors. Hence, only the internal consistency of the AFFS subscales was examined and not the full scale. All the AFFS subscales reported satisfactory internal consistency. Besides that, the findings establish the construct validity (i.e., convergent and discriminant validity) of the AFFS by satisfying the

Fornell-Larcker criterion (Fornell & Larcker, 1981). In the present study, The AFFS subscales were also found to inter-relate with one another, in which family relationship and family cohesiveness had the strongest relationship, while family relationship and family pride had the weakest relationship. In other words, the three dimensions of the AFFS are related to but still conceptually different from one another. In addition, the concurrent validity of the AFFS was supported by the significant correlation between the AFFS subscales and two well-established measures related to family functioning (i.e., the Depression subscale of the DASS-21 and SWLS).

CHAPTER 7

GENERAL DISCUSSION

The primary objective of the present research is to develop a culturally appropriate scale to measure family functioning among adolescents in the Malaysian context by adopting a mixed-method design. In summary, the AFFS with 15 items was developed across three studies. In Study 1, the thematic analysis revealed five dimensions of adolescent family functioning (i.e., family culture, family cohesiveness, family relationship, family affection, and family pride). A total of 50 items (with 10 items for each dimension) were generated to develop the preliminary version of the AFFS. In Study 2, the 50 items were submitted to EFA and three factors were extracted (i.e., family relationship, family cohesiveness, and family pride), resulting in a three-factor 15-item model (i.e., five items with highest factor loadings for each factor were remained). In Study 3, the three-factor 15-item model was supported by the CFA results and reported good reliability and validity.

It should be noted that five dimensions were found in Study 1, whereas three dimensions were found in Study 2 (which were then validated in Study 3). The inconsistent findings of adolescent family functioning dimensions (between Study 1 and Study 2) are in line with those observed in earlier studies, in which the factor analysis results are not consistent with what the researchers proposed at first (e.g., Kim & Kim, 2007; Shek, 2002; Tiffin et al., 2011). A possible

reason for the inconsistency might be that adolescents and adults perceive family functioning differently (Freed et al., 2016; Walsh, 2016). In Study 1, thematic analyses and theme validation were all done from the adult's perspectives. Thus, the inconsistency also suggests that a theme that appears important to adolescents (from the adult's perspectives) might not be so when perceived by adolescents. Compared to past studies, the advantages of the present study include the use of EFA to decide the dimensionality of the AFFS (Study 2) and also CFA to further confirm the factor structures.

Interestingly, the Family Pride dimension appears as the new element of adolescent family functioning (i.e., other adolescent family functioning scales do not have this dimension). In the Malaysian context, filial piety is a key element of the family system, in which it has been associated with several family-related variables among Malaysian adolescents, e.g., parental involvement (Nainee et al., 2016) and parental autonomy support (Tan et al., 2021). By practising filial piety, adolescents work hard to meet parental expectations (which place high values on bringing honour to the family) (Leung & Shek, 2019). This helps to clarify why family pride is important to Malaysian adolescent's family functioning. The present findings also provide opportunity to the future researchers to determine whether family pride dimension is applicable to adolescents in Western cultures.

Based on the CFA results in Study 3, the 15-item three-factor model is promising. Therefore, it is advised to score the AFFS according to the subscales and not the full scale. All the AFFS subscales also reported satisfactory internal

consistency (i.e., Cronbach's alpha and McDonald's omega coefficients $> .70$). In terms of validity, the findings established the construct validity (i.e., convergent and discriminant validity) of the AFFS using the Fornell-Larcker criterion (Fornell & Larcker, 1981). All subscales either had an AVE value greater than $.50$ or a composite reliability coefficient greater than $.70$ (convergent validity) and had AVE's square roots greater than their correlation pairs (discriminant validity). Moreover, the AFFS subscales were negatively associated with depression scores and positively associated with life satisfaction scores. That is, Malaysian adolescents who have a higher level of family functioning (in terms of family relationship, family cohesiveness, and/or family pride) are more likely to have a lower level of depression and a higher level of life satisfaction. The results are consistent with previous studies that found (1) a negative relationship between family functioning and adolescent depression (e.g., Huang et al., 2022; Zahra & Saleem, 2021) and (2) a positive relationship between family functioning and adolescent life satisfaction (e.g., Cacioppo et al., 2013; Shek & Liang, 2018). Hence, the concurrent validity of the AFFS was supported in the present study.

7.1 Implications

Overall, the AFFS is very suitable for adolescents in the Malaysian context. Using a mixed-method design, Malaysian adolescents' perceptions were highly valued, in which they were included in the in-depth semi-structured interviews, pilot study, and two rounds of survey administration. Besides showing promising psychometric properties, the AFFS is short (i.e., with only

15 items) and is thus suitable for adolescents to answer. In order to reduce adolescent respondent's cognitive burden, self-report instruments with fewer items have been preferred for use with adolescent populations (e.g., Fossati et al., 2015; Li, 2022; Martončík et al., 2021). Malaysian adolescents could also easily understand the AFFS items as simple English language is used. The AFFS items have been validated by secondary school English teachers and pilot tested with secondary school students as young as 13 years old. Taken together, the AFFS appears to be the most appropriate and useful adolescent family functioning instrument for research and assessment purposes in the context of Malaysia (and possibly Asian context).

In addition, this study contributes to the current literature by developing and validating the first adolescent family functioning scale (i.e., the AFFS) in the Malaysian context. The present study contributes greatly to the body of knowledge regarding fundamental factors for Malaysian adolescents to function in a healthy manner in their families. The dimensions of AFFS that have been developed and validated could serve as a theoretical framework for adolescent family functioning. This framework could be an important reference for researchers in the investigation of adolescent family functioning, especially in the Malaysian context. As the sample is culturally rich with adolescents from different ethnicities, the AFFS could comprehensively assess the family functioning of Malaysian adolescents and potentially adolescents in other Asian cultures.

Furthermore, this study provides an evidence-based framework for strengthening Malaysian adolescents' family functioning. The mental health professionals (e.g., counsellors, clinical psychologists, and family therapists) could utilize the AFFS as a tool to assess the Malaysian adolescents' family functioning. The AFFS could be a valuable assessment tool in planning interventions, treatment, and outcome evaluation. The three dimensions of the AFFS also allow mental health practitioners to better identify the area(s) of family functioning that the clients need to improve on. In other words, the AFFS would be beneficial for mental health practitioners to monitor the family functioning of Malaysian adolescent clients.

7.2 Limitations and Suggestions

Several potential limitations to the present study need to be considered. First, the cutoff score of the AFFS was not defined in this study. For the AFFS, the cutoff score may refer to the value that differentiates adolescents between normal and clinical ranges of family functioning. The cutoff score could provide valuable information when scoring the AFFS to identify easily whether the adolescent's family functioning is considered normal or problematic. The reason for not establishing the cutoff score in this study is that only adolescents who were physically fit to attend classes (i.e., non-clinical sample) were recruited. To determine the cutoff score for the AFFS, future researchers are thus suggested to conduct a psychometric study on a sample that consists of both clinical and non-clinical adolescents.

Moreover, the English language of the AFFS is another issue often raised by the school authorities during the data collection. The school authorities expressed their concern that younger secondary school students (e.g., Form 1 and Form 2 students) might face difficulty in answering the English version of the AFFS. Extra works were carried out (e.g., validation by secondary school English teachers and pilot test with secondary school students) to ensure that the English version of the AFFS is easily understood by Malaysian adolescents as young as 13 years old. However, it should be noted that the Malay language is Malaysia's official language and is understood by all local citizens regardless of their original ethnic heritage. The Malay version of the AFFS (AFFS-M) is in need to benefit majority of the Malaysian adolescents that speak Malay language as native language. Therefore, a further study could translate the AFFS into Malay language using a back-to-back translation method.

Furthermore, the quality of the survey data collected in Study 2 and Study 3 may be compromised with the use of online methods. To ensure the online data quality, several steps were taken such as removing incomplete data (participants did not answer all the items of a scale) and miscellaneous data (participants reported the same value for all the items of a scale). However, more can be done to further improve the online data quality. Future researchers who plan to collect the data online are suggested to include some attention filter questions to screen out respondents who do not give the required attention to the online survey.

Other limitations of this study include female over-representation (i.e., 66% of the participants in Study 3) and the lack of data on participants' living areas (urban or rural), which have potential confounding effects. Future researchers are hence recommended to examine the psychometric qualities of the AFFS using a comparable sample size of the two gender groups and the two groups of living areas (i.e., urban versus rural). It is also suggested to administer the AFFS and the other adolescent family functioning scales simultaneously in future studies to compare their effects on Malaysian adolescents' psychological outcomes. This could help to verify whether the AFFS is more appropriate than the other adolescent family functioning scales in measuring Malaysian adolescents' family functioning.

7.3 Conclusion

Before this study was conducted, local researchers measure adolescents' family functioning by adopting the scales developed by Western researchers. Most of these scales were created primarily based on adults' perspectives. Unfortunately, the validity of these scales was questioned due to different perceptions of family functioning between adolescents and adults as well as across cultures. To fill the research gap, there is a need to develop and validate an indigenous family functioning instrument for Malaysian adolescents (i.e., the Adolescent Family Functioning Scale; AFFS). Through a mixed method design, the present study managed to develop a reliable and valid AFFS. Given its sound psychometric properties, it is highly recommended to use the AFFS to assess adolescents' family functioning in the Malaysian context.

REFERENCES

- Adam, B., Ramli, M., Jamaiyah, H., Azimah, M. N., & Khairani, O. (2010). Comparison of Family Environmental Scale (FES) subscales between Malaysian setting with the original dimension of FES. *Malaysian Journal of Psychiatry*, *19*(1), 1–7. <http://www.mjpsychiatry.org/index.php/mjp/article/view/77/71>
- Afkari, M. E., Ghasemi, A., Shojaeizadeh, D., Tol, A., Foroshani, A. R., & Taghdisi, M. H. (2013). Comparison between family function dimensions and quality of life among Amphetamine addicts and non-addicts. *Iranian Red Crescent Medical Journal*, *15*(4), 356–362. <https://doi.org/10.5812/ircmj.9947>
- Alavi, M., Latif, A. A., Ninggal, M. T., Mustaffa, M. S., & Amini, M. (2020). Family functioning and attachment among young adults in western and non-western societies. *The Journal of Psychology*, *154*(5), 346–366. <https://doi.org/10.1080/00223980.2020.1754153>
- Alavi, M., Mehrihezah, S. A., Amini, M., & Singh, M. K. P. (2017). Family functioning and trait emotional intelligence among youth. *Health Psychology Open*, *4*(2), 1–5. <https://doi.org/10.1177/2055102917748461>
- Albano, T. (2018). *Introduction to educational and psychological measurement using R*. <http://cehs01.unl.edu/aalbano/intro-measurement-r/intro-measurement.pdf>
- Arokiaraj, A. S., Nasir, R., & Shahrazad, W. S. W. (2011). Gender effects on self-esteem, family functioning and resilience among juvenile delinquents in Malaysia. *Pertanika Journal of Social Sciences & Humanities*, *19*, 1–8. [http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%2019%20\(S\)%20Oct.%202011/7%20Pg%201-8.pdf](http://www.pertanika.upm.edu.my/Pertanika%20PAPERS/JSSH%20Vol.%2019%20(S)%20Oct.%202011/7%20Pg%201-8.pdf)
- Arshat, Z., Pai, F. S., Ismail, Z., & Baharudin, R. (2016). Parenting stress and family functioning of commuter family in Malaysia. *Asian Social Science*, *12*(7), 178–185. <https://doi.org/10.5539/ass.v12n7p178>
- Babar, M. G., Bilal, S., Yusof, Z. Y. M., Chinna, K., Doss, J. G., & Pau, A. (2021). *Cross-cultural adaptation of the General Functioning Subscale of the McMaster Family Assessment Device*. Research Square. <https://doi.org/10.21203/rs.3.rs-79354/v1>

- Bagley, C., Bertrand, L., Bolitho, F., & Mallick, K. (2001). Discrepant parent-adolescent views on family functioning: Predictors of poorer self-esteem and problems of emotion and behaviour in British and Canadian adolescents. *Journal of Comparative Family Studies*, 32(3), 393–403. <https://www.jstor.org/stable/41603760>
- Balistreri, K. S., & Alvira-Hammond, M. (2016). Adverse childhood experiences, family functioning and adolescent health and emotional well-being. *Public Health*, 132, 72–78. <https://doi.org/10.1016/j.puhe.2015.10.034>
- Barroilhet, S., Cano-Prous, A., Cervera-Enguix, S., Forjaz, M. J., & Guillén-Grima, F. (2009). A Spanish version of the Family Assessment Device. *Social Psychiatry and Psychiatric Epidemiology*, 44, 1051–1065. <https://doi.org/10.1007/s00127-009-0022-8>
- Beatty, P. C., & Willis, G. B. (2007). Research synthesis: The practice of cognitive interviewing. *Public Opinion Quarterly*, 71(2), 287–311. <https://doi.org/10.1093/poq/nfm006>
- Berryhill, M. B., & Smith, J. (2020). College student chaotically-disengaged family functioning, depression, and anxiety: The indirect effects of positive family communication and self-compassion. *Marriage & Family Review*. Advance online publication. <https://doi.org/10.1080/01494929.2020.1740373>
- Boateng, G. O., Neilands, T. B., Frongillo, E. A., Melgar-Quinonez, H. R., & Young, S. L. (2018). Best practices for developing and validating scales for health, social, and behavioral research: A primer. *Frontiers in Public Health*, 6, Article 149. <https://doi.org/10.3389/fpubh.2018.00149>
- Botha, F., & Booyesen, F. (2014). Family functioning and life satisfaction and happiness in South African households. *Social Indicators Research*, 119, 163–182. <https://doi.org/10.1007/s11205-013-0485-6>
- Botha, F., Booyesen, F., & Wouters, E. (2018). Family functioning and socioeconomic status in South African families: A test of the social causation hypothesis. *Social Indicators Research*, 137, 789–811. <https://doi.org/10.1007/s11205-017-1600-x>
- Boyd, C. P., Gullone, E., Needleman, G. L., & Burt, T. (1997). The Family Environment Scale: Reliability and normative data for an adolescent sample. *Family Process*, 36(4), 369–373. <https://doi.org/10.1111/j.1545-5300.1997.00369.x>

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, T. A. (2015). *Confirmatory factor analysis for applied research* (2nd ed.). The Guilford Press.
- Cacioppo, M., Pace, U., & Zappulla, C. (2013). Parental psychological control, quality of family context and life satisfaction among Italian adolescents. *Child Indicators Research*, 6, 179–191. <https://doi.org/10.1007/s12187-012-9164-4>
- Carr, A. (2006) *Family therapy: Concepts, process and practice* (2nd ed.). John Wiley & Sons Ltd.
- Chen, E., Brody, G. H., & Miller, G. E. (2017). Childhood close family relationships and health. *American Psychologist*, 72(6), 555–566. <https://doi.org/10.1037/amp0000067>
- Chen, J.-L., Kennedy, C., Kools, S., Slaughter, R. E., Franck, L., Kong, S. K. F., & Wong, T. K. S. (2003). Culturally appropriate family assessment: Analysis of the Family Assessment Device in a pediatric Chinese population. *Journal of Nursing Measurement*, 11(1), 41–60. <https://doi.org/10.1891/jnum.11.1.41.52063>
- Cheung, R. Y. M., Leung, M. C., Chiu, H. T., Kwan, J. L. Y., Yee, L. T. S., & Hou, W. K. (2019). Family functioning and psychological outcomes in emerging adulthood: Savoring positive experiences as a mediating mechanism. *Journal of Social and Personal Relationships*, 36(9), 2693–2713. <https://doi.org/10.1177/0265407518798499>
- Chin, W. C., Tan, C.-S., Noew, H. S., & Wu, S. L. (2022). Psychometric evaluation of the Malay version of the Family Adaptability and Cohesion Evaluation Scale III for Malaysian adolescents. *International Journal of Environmental Research and Public Health*, 19(1), Article 156. <https://doi.org/10.3390/ijerph19010156>
- Chin, W. C., Tan, S. A., Nainee, S., & Tan, C.-S. (2022). Psychometric qualities of the McMaster Family Assessment Device–General Functioning Subscale for Malaysian samples. *International Journal of Environmental Research and Public Health*, 19(4), Article 2440. <https://doi.org/10.3390/ijerph19042440>

- Chin, W. C., Wu, S. L., & Fitriana, M. (2020). Family functioning, coping strategy, and suicidal ideation among adolescents. *Journal of Child and Adolescent Mental Health, 32*(2–3), 131–140. <https://doi.org/10.2989/17280583.2020.1848852>
- Chung, H., & Gale, J. (2009). Family functioning and self-differentiation: A cross-cultural examination. *Contemporary Family Therapy, 31*, 19–33. <https://doi.org/10.1007/s10591-008-9080-4>
- Ciao, A. C., Accurso, E. C., Fitzsimmons-Craft, E. E., Lock, J., & Grange, D. L. (2015). Family functioning in two treatments for adolescent anorexia nervosa. *International Journal of Eating Disorders 48*(1), 81–90. <https://doi.org/10.1002/eat.22314>
- Cohen, A. O., Breiner, K., Steinberg, L., Bonnie, R. J., Scott, E. S., Taylor-Thompson, K., Rudolph, M. D., Chein, J., Richeson, J. A., Heller, A. S., Silverman, M. R., Dellarco, D. V., Fair, D. A., Galván, A., & Casey, B. J. (2016). When is an adolescent an adult? Assessing cognitive control in emotional and nonemotional contexts. *Psychological Science, 27*(4), 549–562. <https://doi.org/10.1177/0956797615627625>
- Çokluk, Ö., & Koçak, D. (2016). Using Horn's parallel analysis method in exploratory factor analysis for determining the number of factors. *Educational Sciences: Theory & Practice, 16*(2), 537–551. <https://doi.org/10.12738/estp.2016.2.0328>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- Dalkey, N. C., & Helmer, O. (1963). An experimental application of the Delphi method to the user of experts. *Management Science, 9*, 458–467. <https://doi.org/10.1287/mnsc.9.3.458>
- Dallos, R., & Draper, R. (2015) *An Introduction to Family Therapy: Systemic Theory and Practice* (4th ed.). Open University Press.

- Department of Statistics Malaysia. (2011). *Population Distribution and Basic Demographic Characteristics 2010*.
<https://www.mycensus.gov.my/index.php/census-product/publication/census-2010/659-population-distribution-and-basic-demographic-characteristics-2010>
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49(1), 71–75.
https://doi.org/10.1207/s15327752jpa4901_13
- Epstein, N. B., Baldwin, L. M., & Bishop, D. S. (1983). The McMaster Family Assessment Device. *Journal of Marital and Family Therapy*, 9(2), 171–180. <https://doi.org/10.1111/j.1752-0606.1983.tb01497.x>
- Epstein, N. B., Baldwin, L. M., & Bishop, D. S. (2000). Family Assessment Device (FAD). In American Psychiatric Association (Ed.), *Handbook of Psychiatric Measures* (pp. 245–247). American Psychiatric Association.
- Epstein, N. B., Bishop, D. S., & Levin, S. (1978). The McMaster Model of Family Functioning. *Journal of Marital and Family Therapy*, 4(4), 19–31. <https://doi.org/10.1111/j.1752-0606.1978.tb00537.x>
- Erikson, E. H. (1968). *Identity: Youth and crisis*. Norton.
- Forjaz, M. J., Cano, P. M., & Cervera-Enguix, S. (2002). Confirmatory factor analysis, reliability, and validity of a Spanish version of FACES III. *The American Journal of Family Therapy*, 30(5), 439–449.
<https://doi.org/10.1080/01926180260296332>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39–50. <https://doi.org/10.2307/3151312>
- Fossati, A., Somma, A., Borroni, S., Markon, K. E., & Krueger, R. F. (2015). The Personality Inventory for DSM-5 Brief Form: Evidence for reliability and construct validity in a sample of community-dwelling Italian adolescents. *Assessment*, 24(5), 615–631.
<https://doi.org/10.1177/1073191115621793>
- Francisco, R., Loios, S., & Pedro, M. (2016). Family functioning and adolescent psychological maladjustment: The mediating role of coping strategies. *Child Psychiatry & Human Development*, 47, 759–770.
<https://doi.org/10.1007/s10578-015-0609-0>

- Freed, R. D., Rubenstein, L. M., Daryanani, I., Olino, T. M., & Alloy, L. B. (2016). The relationship between family functioning and adolescent depressive symptoms: The role of emotional clarity. *Journal of Youth and Adolescence*, *45*(3), 505–519. <https://doi.org/10.1007/s10964-016-0429-y>
- Goldenberg, I., Stanton, M., & Goldenberg, H. (2018). *Family therapy: An overview* (9th ed.). Cengage Learning.
- Green, E. G. T., Deschamps, J.-C., & Páez, D. (2005). Variation of individualism and collectivism within and between 20 countries: A typological analysis. *Journal of Cross-Cultural Psychology*, *36*(3), 321–339. <https://doi.org/10.1177/0022022104273654>
- Green, R. G. (1989). Choosing family measurement devices for practice and research: SFI and FACES III. *Social Service Review*, *63*(2), 304–320. <https://www.jstor.org/stable/30012021>
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed.). Cengage Learning.
- Hampson, R. B., Beavers, W. R., & Hulgus, Y. F. (1989). Insiders' and outsiders' views of family: The assessment of family competence and style. *Journal of Family Psychology*, *3*(2), 118–136. <https://doi.org/10.1037/h0080536>
- Hampson, R. B., Hyman, T. L., & Beavers, W. R. (1994). Age-of-recall effects on family-of-origin ratings. *Journal of Marital and Family Therapy*, *20*(1), 61–67. <https://doi.org/10.1111/j.1752-0606.1994.tb01012.x>
- Hasui, C., Kishida, Y., & Kitamura, T. (2004). Factor structure of the FACES-III in Japanese university students. *Family Process*, *43*(1), 133–140. <https://doi.org/10.1111/j.1545-5300.2004.04301010.x>
- Ho, A. H. Y., Car, J., Ho, M.-H. R., Tan-Ho, G., Choo, P. Y., Patinadan, P. V., Patinadan, P. V., Chong, P. H., Ong, W. Y., Fan, G., Tan, Y. P., Neimeyer, R. A., & Chochinov, H. M. (2017). A novel Family Dignity Intervention (FDI) for enhancing and informing holistic palliative care in Asia: study protocol for a randomized controlled trial. *Trials*, *18*, Article 587. <https://doi.org/10.1186/s13063-017-2325-5>

- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, *6*(1), 1–55. <https://doi.org/10.1080/10705519909540118>
- Huang, X., Hu, N., Yao, Z., & Peng, B. (2022). Family functioning and adolescent depression: A moderated mediation model of self-esteem and peer relationships. *Frontiers in Psychology*, *13*, Article 962147. <https://doi.org/10.3389/fpsyg.2022.962147>
- Icenogle, G., Steinberg, L., Duell, N., Chein, J., Chang, L., Chaudhary, N., Di Giunta, L., Dodge, K. A., Fanti, K. A., Lansford, J. E., Oburu, P., Pastorelli, C., Skinner, A. T., Sorbring, E., Tapanya, S., Uribe Tirado, L. M., Alampay, L. P., Al-Hassan, S. M., Takash, H., & Bacchini, D. (2019). Adolescents' cognitive capacity reaches adult levels prior to their psychosocial maturity: Evidence for a “maturity gap” in a multinational, cross-sectional sample. *Law and Human Behavior*, *43*(1), 69–85. <https://doi.org/10.1037/lhb0000315>
- Ide, B., Dingmann, C., Cuevas, E., & Meehan, M. (2010). Psychometric testing of the FACES III with rural adolescents. *Journal of Family Social Work*, *13*(5), 410–419. <https://doi.org/10.1080/10522150903513993>
- Isa, S. N. I., Aziz, A. A., Rahman, A. A., Ibrahim, M. I., Ibrahim, W. P. W., Mohamad, N., Othman, A., Rahman, N. A., Harith, S., & Rostenberghe, H. V. (2013). The impact of children with disabilities on parent health-related quality of life and family functioning in Kelantan and its associated factors. *Journal of Developmental & Behavioral Pediatrics*, *34*(4), 262–268. <https://doi.org/10.1097/DBP.0b013e318287cdfe>
- Ismail, N., Tan, J.-P., & Ibrahim, R. (2009). The relationship between parental belief on filial piety and child psychosocial adjustment among Malay families. *Pertanika Journal of Social Science & Humanities*, *17*(2), 215–224. <http://psasir.upm.edu.my/id/eprint/17300/1/21%20Pages%20215-224.pdf>
- Jackson, D. L., Gillaspay, J. A., & Purc-Stephenson, R. (2009). Reporting practices in confirmatory factor analysis: An overview and some recommendations. *Psychological Methods*, *14*(1), 6–23. <https://doi.org/10.1037/a0014694>
- Jalal, F. H. A. (2005). *Family functioning and adolescent delinquency in Malaysia* [Doctoral dissertation, Iowa State University]. Digital Repository @ Iowa State University. <https://doi.org/10.31274/rtd-180813-15382>

- Juliusdottir, G. M., & Olafsdottir, H. (2014). An Icelandic version of McMasters Family Assessment Device (FAD). *Research on Social Work Practice, 25*(7), 815–827. <https://doi.org/10.1177/1049731514538673>
- Kabacoff, R. I., Miller, I. W., Bishop, D. S., Epstein, N. B., & Keitner, G. I. (1990). A psychometric study of the McMaster Family Assessment Device in psychiatric, medical, and nonclinical samples. *Journal of Family Psychology, 3*(4), 431–439. <https://doi.org/10.1037/h0080547>
- Kagitcibasi, C. (2013). Adolescent autonomy-relatedness and the family in cultural context: What is optimal? *Journal of Research on Adolescence, 23*(2), 223–235. <https://doi.org/10.1111/jora.12041>
- Kim, H. K., Viner-Brown, S. I., & Garcia, J. (2007). Children’s mental health and family functioning in Rhode Island. *Pediatrics, 119*, 22–28. <https://doi.org/10.1542/peds.2006-2089e>
- Kim, H.-S., & Kim, H.-S. (2007). Development of a family dynamic environment scale for Korean adolescents. *Public Health Nursing, 24*(4), 372–381. <https://doi.org/10.1111/j.1525-1446.2007.00646.x>
- Krishnan, U. D. (2004). *Parent-adolescent conflict and adolescent functioning in a collectivist, ethnically heterogenous culture: Malaysia* [Doctoral dissertation, The Ohio State University]. OhioLINK. http://rave.ohiolink.edu/etdc/view?acc_num=osu1079038747
- Lerner, R. M., & Steinberg, L. (2004). *Handbook of adolescent psychology* (2nd ed.). John Wiley & Sons Ltd.
- Leung, J. T. Y., & Shek, D. T. L. (2019). The influence of parental expectations and parental control on adolescent well-being in poor Chinese families. *Applied Research in Quality of Life, 14*, 847–865. <https://doi.org/10.1007/s11482-017-9540-9>
- Leung, J. T. Y., Shek, D. T. L., & Li, L. (2016). Mother-child discrepancy in perceived family functioning and adolescent developmental outcomes in families experiencing economic disadvantage in Hong Kong. *Journal of Youth and Adolescence, 45*, 2036–2048. <https://doi.org/10.1007/s10964-016-0469-3>

- Lewandowski, A. S., Palermo, T. M., Stinson, J., Handley, S., & Chambers, C. T. (2010). Systematic review of family functioning in families of children and adolescents with chronic pain. *The Journal of Pain, 11*(11), 1027–1038. <https://doi.org/10.1016/j.jpain.2010.04.005>
- Li, Y. (2022). Validation and Short-Form Development of the Generic Scale of Being Phubbed and Phubbing and relationship between being phubbed and phubbing in Chinese adolescents. *Current Psychology*. Advance online publication. <https://doi.org/10.1007/s12144-022-03222-8>
- Lovibond, S. H., & Lovibond, P. F. (1995). *Manual for the Depression Anxiety & Stress Scales*. (2nd ed.). Psychology Foundation.
- Martončík, M., Kačmárová, M., Hruščová, E., Žilková, I. M., & Kravcová, M. (2021). Factor structure and reliability of the Career Decision Self-Efficacy Scale-Short Form in Slovak adolescent sample. *Current Psychology, 40*, 1429–1438. <https://doi.org/10.1007/s12144-018-0078-2>
- Mastrotheodoros, S., Canário, C., Gugliandolo, M. C., Merkas, M., & Keijsers, L. (2020). Family functioning and adolescent internalizing and externalizing problems: disentangling between-, and within-family associations. *Journal of Youth and Adolescence, 49*, 804–817. <https://doi.org/10.1007/s10964-019-01094-z>
- May, T. (2001). *Social research: Issues, methods and process*. Open University Press.
- McGoldrick, M., Carter, B., & Preto, N. G. (2016). *The expanding family life cycle: Individual, family, and social perspectives* (5th ed.). Pearson Education.
- Miller, I. W., Ryan, C. E., Keitner, G. I., Bishop, D. S., & Epstein, N. B. (2000). The McMaster Approach to Families: Theory, assessment, treatment and research. *Journal of Family Therapy, 22*(2), 168–189. <https://doi.org/10.1111/1467-6427.00145>
- Ministry of Education. (2018). *Quick facts 2018: Malaysia educational statistics*. <https://www.moe.gov.my/penerbitan/1587-quick-facts-2018-malaysia-educational-statistics-1/file>
- Ministry of Education. (2020, November 24). *Syarat-syarat permohonan*. <https://eras.moe.gov.my/syarat-syarat.cfm>

- Minuchin, S., & Fishman, H. C. (1981). *Family Therapy Techniques*. Harvard University Press.
- Moore, T., Saunders, V., & McArthur, M. (2011). Championing choice—Lessons learned from children and young people about research and their involvement. *Child Indicators Research*, 4, 249–267. <https://doi.org/10.1007/s12187-010-9083-1>
- Moos, R. H. (1990). Conceptual and empirical approaches to developing family-based assessment procedures: Resolving the case of the Family Environment Scale. *Family Process*, 29(2), 199–208. <https://doi.org/10.1111/j.1545-5300.1990.00199.x>
- Moos, R. H., & Moos, B. S. (1976). A typology of family social environments. *Family Process*, 15(4), 357–371. <https://doi.org/10.1111/j.1545-5300.1976.00357.x>
- Moos, R. H., & Moos, B. S. (2009). *Family Environment Scale manual and sampler set: Development, applications and research* (4th ed.). Mind Garden.
- Morse, J. M. (1994). Designing funded qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 220–235). Sage Publications.
- Murphy, Y. E., & Flessner, C. A. (2015). Family functioning in paediatric obsessive compulsive and related disorders. *British Journal of Clinical Psychology*, 54(4), 414–434. <https://doi.org/10.1111/bjc.12088>
- Nainee, S., Tan, S. A., & Tan, C. S. (2016). Role of reciprocal filial piety in the relationship between parental involvement and filial behavior among Malaysian adolescents. *Journal of Techno-Social*, 8(2), 25–32. <https://publisher.uthm.edu.my/ojs/index.php/JTS/article/view/1520>
- Ng, Y. Y., & Sulaiman, W. S. (2017). Resilience as mediator in the relationship between family functioning and depression among adolescents from single parent families. *Akademika*, 87(1), 111–122. <https://doi.org/10.17576/akad-2017-8701-08>
- North, R. J., Holahan, C. J., Moos, R. H., & Cronkite, R. C. (2008). Family support, family income, and happiness: A 10-year perspective. *Journal of Family Psychology*, 22(3), 475–483. <https://doi.org/10.1037/0893-3200.22.3.475>

- Ohannessian, C. M., Lerner, R. M., Lerner, J. V., & Eye, A. V. (2000). Adolescent-parent discrepancies in perceptions of family functioning and early adolescent self-competence. *International Journal of Behavioral Development*, 24(3), 362–372. <https://doi.org/10.1080/01650250050118358>
- Olson, D. H. (1986). Circumplex Model VII: Validation studies and FACES III. *Family Process*, 25(3), 337–351. <https://doi.org/10.1111/j.1545-5300.1986.00337.x>
- Olson, D. H. (2000). Circumplex Model of Marital and Family Systems. *Journal of Family Therapy*, 22(2), 144–167. <https://doi.org/10.1111/1467-6427.00144>
- Olson, D. H. (2011). FACES IV and the Circumplex Model: Validation study. *Journal of Marital and Family Therapy*, 37(1), 64–80. <https://doi.org/10.1111/j.1752-0606.2009.00175.x>
- Olson, D. H., Sprenkle, D. H., & Russell, C. S. (1979). Circumplex model of marital and family systems: I. Cohesion and adaptability dimensions, family types, and clinical applications. *Family Process*, 18(1), 3–28. <https://doi.org/10.1111/j.1545-5300.1979.00003.x>
- Olson, D. H., Waldvogel, L., & Schlieff, M. (2019). Circumplex Model of Marital and Family Systems: An update. *Journal of Family Theory & Review*, 11(2), 199–211. <https://doi.org/10.1111/jftr.12331>
- Omar, K., Musa, R., Hanif, J., Muhammad, N. A., Bujang, A., & Fadhlullah, F. M. (2010). Reliability of Bahasa Malaysia version of Family Environment Scale and its measurement issues. *ASEAN Journal of Psychiatry*, 11(1), 1–12. <http://irep.iium.edu.my/4062>
- Pai, F. S., & Arshat, Z. (2016). Family functioning, peer relationships and life satisfaction among adolescent of low income family. *Proceedings of 60th The IIER International Conference, Malacca, Malaysia*, 40–43. <http://psasir.upm.edu.my/id/eprint/54022>
- Patterson, J. M. (2002). Integrating Family Resilience and Family Stress Theory. *Journal of Marriage and Family*, 64(2), 349–360. <https://doi.org/10.1111/j.1741-3737.2002.00349.x>

- Rafferty, D., Preston, M., Sullivan, W., & Ekas, N. (2022). Chaotic family environments and depressive symptoms in parents of autistic children: The protective role of optimism. *Research in Autism Spectrum Disorders*, 96, Article 102000. <https://doi.org/10.1016/j.rasd.2022.102000>
- Roelofse, R., & Middleton, M. R. (1985). The family functioning in adolescence questionnaire: A measure of psychosocial family health during adolescence. *Journal of Adolescence*, 8(1), 33–45. [https://doi.org/10.1016/S0140-1971\(85\)80005-1](https://doi.org/10.1016/S0140-1971(85)80005-1)
- Rothbaum, F., Rosen, K., Ujiie, T., & Uchida, N. (2002). Family systems theory, attachment theory, and culture. *Family Process*, 41(3), 328–350. <https://doi.org/10.1111/j.1545-5300.2002.41305.x>
- Russel, C. S. (1979). Circumplex Model of Marital and Family Systems: III. Empirical evaluation with families. *Family Process*, 18(1), 29–45. <https://doi.org/10.1111/j.1545-5300.1979.00029.x>
- Santrock, J. W. (2019). *Life-span development* (17th ed.). McGraw-Hill Education.
- Sawyer, M. G., Sarris, A., Baghurst, P. A., Cross, D. G., & Kalucy, R. S. (1988). Family Assessment Device: Reports from mothers, fathers, and adolescents in community and clinic families. *Journal of Marital and Family Therapy*, 14(3), 287–296. <https://doi.org/10.1111/j.1752-0606.1988.tb00748.x>
- Schleider, J. L., Ginsburg, G. S., Keeton, C. P., Weisz, J. R., Birmaher, B., Kendall, P. C., Piacentini, J., Sherrill, J., & Walkup, J. T. (2015). Parental psychopathology and treatment outcome for anxious youth: Roles of family functioning and caregiver strain. *Journal of Consulting and Clinical Psychology*, 83(1), 213–224. <https://doi.org/10.1037/a0037935>
- Shao, R., He, P., Ling, B., Tan, L., Xu, L., Hou, Y., Kong, L., & Yang, Y. (2020). Prevalence of depression and anxiety and correlations between depression, anxiety, family functioning, social support and coping styles among Chinese medical students. *BMC Psychology*, 8, Article 38. <https://doi.org/10.1186/s40359-020-00402-8>

- Sheftall, A. H., Mathias, C. W., Furr, R. M., & Dougherty, D. M. (2013). Adolescent attachment security, family functioning, and suicide attempts. *Attachment & Human Development, 15*(4), 368–383. <https://doi.org/10.1080/14616734.2013.782649>
- Shek, D. T. L. (2002). Assessment of family functioning in Chinese adolescents: The Chinese Family Assessment Instrument. In N. N. Singh, T. H. Ollendick, & A. N. Singh (Eds.), *International perspectives on child and adolescent mental health* (pp. 297–316). Elsevier. [https://doi.org/10.1016/S1874-5911\(02\)80013-6](https://doi.org/10.1016/S1874-5911(02)80013-6)
- Shek, D. T. L., & Liang, L.-Y. (2018). Psychosocial factors influencing individual well-being in Chinese adolescents in Hong Kong: A six-year longitudinal study. *Applied Research in Quality of Life, 13*, 561–584. <https://doi.org/10.1007/s11482-017-9545-4>
- Simpson, E. G., Vannucci, A., & Ohannessian, C. M. (2018). Family functioning and adolescent internalizing symptoms: A latent profile analysis. *Journal of Adolescence, 64*, 136–145. <https://doi.org/10.1016/j.adolescence.2018.02.004>
- Siu, A. M. H., & Shek, D. T. L. (2005). Psychometric properties of the Chinese Family Assessment Instrument in Chinese adolescents in Hong Kong. *Adolescence, 40*(160), 817–830. <https://pubmed.ncbi.nlm.nih.gov/16468674/>
- Skinner, H. A., Steinhauer, P. D., & Santa-Barbara, J. (1983). The Family Assessment Measure. *Canadian Journal of Community Mental Health, 2*(2), 91–105. <https://doi.org/10.7870/cjcmh-1983-0018>
- Skinner, H., Steinhauer, P., & Sitarenios, G. (2000). Family Assessment Measure (FAM) and Process Model of Family Functioning. *Journal of Family Therapy, 22*(2), 190–210. <https://doi.org/10.1111/1467-6427.00146>
- Smith, M. C. H., Babchuk, W. A., Stevens, J., Garrett, A. L., Wang, S. C., & Guetterman, T. C. (2019). Modeling the use of mixed methods-grounded theory: Developing scales for a new measurement model. *Journal of Mixed Methods Research, 14*(2), 184–206. <https://doi.org/10.1177/1558689819872599>

- Song, Y., Cui, C., Jia, Y., Zhang, W., Meng, L., Sznajder, K. K., Xu, Y., & Yang, X. (2022) Family functioning and optimism as protective factors of life satisfaction among stroke patients during the COVID-19 Epidemic in Shenyang, China. *Frontiers in Public Health*, *10*, Article 738634. <https://doi.org/10.3389/fpubh.2022.738634>
- Speranza, M., Guénolé, F., Revah-Levy, A., Egler, P.-J., Negadi, F., Falissard, B., & Baleyte, J. M. (2012). The French version of the Family Assessment Device. *The Canadian Journal of Psychiatry*, *57*(9), 570–577. <https://doi.org/10.1177/070674371205700908>
- Steinhauer, P. D., Santa-Barbara, J., & Skinner, H. (1984). The Process Model of Family Functioning. *Canadian Journal of Psychiatry*, *29*(2), 77–88. <https://doi.org/10.1177/070674378402900202>
- Sumari, M. (2006). *Family functioning and career decision-making self-efficacy: A study of first year Malaysian undergraduate students* [Doctoral dissertation, Western Michigan University]. Digital Commons. <https://scholarworks.wmich.edu/dissertations/993/>
- Sumari, M., Khalid, N. M., Zulnaidi, H., Ibrahim, N. H., Baharudin, D. F., & Tharbe, I. H. A. (2020). Development of a Malaysian Family Functioning Scale (MFFS). *Journal of Family Social Work*. Advance online publication. <https://doi.org/10.1080/10522158.2020.1770145>
- Szcześniak, M., & Tułeczka, M. (2020). Family functioning and life satisfaction: The mediatory role of emotional intelligence. *Psychology Research and Behavior Management*, *13*, 223–232. <https://doi.org/10.2147/PRBM.S240898>
- Tan, S.-A., Nainee, S., & Tan, C.-S. (2021). The mediating role of reciprocal filial piety in the relationship between parental autonomy support and life satisfaction among adolescents in Malaysia. *Current Psychology*, *40*, 804–812. <https://doi.org/10.1007/s12144-018-0004-7>
- Tesar, M. (2017). Childhood studies, an overview of. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory* (pp. 135–140). Springer. https://doi.org/10.1007/978-981-287-532-7_261-1
- Tiffin, P. A., Kaplan, C., & Place, M. (2011). Brief report: Development of the family perceptions scale; a novel instrument for evaluating subjective functioning in the families of adolescents. *Journal of Adolescence*, *34*(3), 593–597. <https://doi.org/10.1016/j.adolescence.2010.03.001>

- Tsamparli, A., Petmeza, I., McCarthy, G., & Adamis, D. (2018). The Greek version of the McMaster Family Assessment Device. *PsyCh Journal*, 7(3), 122–132. <https://doi.org/10.1002/pchj.218>
- Walsh, F. (2016). *Strengthening Family Resilience* (3rd ed.). The Guilford Press.
- Wo, S. W., Lai, P. S. M., Ong, L. C., Low, W. Y., Wu, D. B. C., Nathan, A. M., & Wong C. P. (2018). Factorial validation of the Chinese General Functioning Subscale (GF-12) of the Family Assessment Device in Malaysia. *Journal of Health and Translational Medicine*, 21(2), 23–30. <https://jummec.um.edu.my/article/view/15433>
- Wu, Q., Zhu, P., Liu, X., Chen, C., Ji, Q., & Gu, Q. (2022) The impact of family function on mental health status in patient with inflammatory bowel disease: The mediating role of self-esteem. *Frontiers in Psychiatry*, 13, Article 1007318. <https://doi.org/10.3389/fpsy.2022.1007318>
- World Health Organization. (2020, December 17). *Adolescent health in the South-East Asia Region*. <https://www.who.int/southeastasia/health-topics/adolescent-health>
- Yan, W., Li, Y., & Sui, N. (2014). The Relationship between recent stressful life events, personality traits, perceived family functioning and internet addiction among college students. *Stress and Health*, 30(1), 3–11. <https://doi.org/10.1002/smi.2490>
- Zahra, S. T., & Saleem, S. (2021). Family cohesion and depression in adolescents: A mediating role of self-confidence. *Journal of the Pakistan Medical Association*, 71(2), 677–680. <https://doi.org/10.47391/JPMA.1384>
- Zamani, Z. A., Nasir, R., Desa, A., Khairudin, R., & Yusoooff, F. (2014). Family functioning, cognitive distortion and resilience among clients under treatment in drug rehabilitation centres in Malaysia. *Procedia - Social and Behavioral Sciences*, 140, 150–154. <https://doi.org/10.1016/j.sbspro.2014.04.401>
- Zarei, S., & Fooladvand, K. (2022). Family functioning and life satisfaction among female university students during COVID-19 outbreak: The mediating role of hope and resilience. *BMC Women's Health*, 22, Article 493. <https://doi.org/10.1186/s12905-022-02103-3>

Zhou, Y. (2019). Mixed methods model of scale development and validation analysis, *Measurement: Interdisciplinary Research and Perspectives*, 17(1), 38–47. <https://doi.org/10.1080/15366367.2018.1479088>

Zwick, W. R., & Velicer, W. F. (1986). Comparison of five rules for determining the number of components to retain. *Psychological Bulletin*, 99(3), 432–442. <https://doi.org/10.1037/0033-2909.99.3.432>

APPENDIX A

Ethical Approval Letters

Study 1



UNIVERSITI TUNKU ABDUL RAHMAN

Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

Re: U/SERC/25/2021

27 January 2021

Dr Tan Chee Seng
Department of Psychology & Counselling
Faculty of Arts and Social Science
Universiti Tunku Abdul Rahman
Jalan Universiti, Bandar Baru Barat
31900 Kampar, Perak

Dear Dr Tan,

Ethical Approval For Research Project/Protocol

We refer to your application for ethical approval for your research project (PhD student's project) and are pleased to inform you that your application has been approved under Expedited Review.

The details of your research project are as follows:

Research Title	Understanding Malaysian Adolescents' Perception of Family Functioning: A Qualitative Study
Investigator(s)	Dr Tan Chee Seng Dr Neow Hooi San Chin Wen Cong (UTAR Postgraduate Student)
Research Area	Social Sciences
Research Location	Selected Public Secondary Schools in Peninsular Malaysia
No of Participants	Upon reach of data saturation (Age: 13 - 18)
Research Costs	Self-funded
Approval Validity	27 January 2021 - 26 January 2022

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research,
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia
Tel: (605) 468 8888 Fax: (605) 466 1313
Sungai Long Campus : Jalan Sungai Long, Baudar Sungai Long, Cheras, 43000 Kajang, Selangor Darul Ehsan, Malaysia
Tel: (603) 9086 0288 Fax: (603) 9019 8868
Website: www.utar.edu.my



Should you collect personal data of participants in your study, please have the participants sign the attached Personal Data Protection Statement for your records.

The University wishes you all the best in your research.

Thank you.

Yours sincerely,



Professor Ts Dr Faiz bin Abd Rahman
Chairman
UTAR Scientific and Ethical Review Committee

c.c. Dean, Faculty of Arts and Social Science
Director, Institute of Postgraduate Studies and Research

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia
Tel: (605) 468 8888 Fax: (605) 466 1313
Sungai Long Campus : Jalan Sungai Long, Bandar Sungai Long, Cheras, 43000 Kajang, Selangor Darul Ehsan, Malaysia
Tel: (603) 9086 0288 Fax: (603) 9019 8868
Website: www.utar.edu.my



Study 2 and Study 3



UNIVERSITI TUNKU ABDUL RAHMAN

Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

Re: U/SERC/61/2022

16 March 2022

Dr Tan Chee Seng
Department of Psychology and Counselling
Faculty of Arts and Social Science
Universiti Tunku Abdul Rahman
Jalan Universiti, Bandar Baru Barat
31900 Kampar, Perak

Dear Dr Tan,

Ethical Approval For Research Project/Protocol

We refer to your application for ethical approval for your research project (PhD student's project) and are pleased to inform you that your application has been approved under Expedited Review.

The details of your research project are as follows:

Research Title	Development and Validation of the Adolescent Family Functioning Scale (AFFS)
Investigator(s)	Dr Tan Chee Seng Dr Joanna Tan Tjin Ai Chin Wen Cong (UTAR Postgraduate Student)
Research Area	Social Sciences
Research Location	Online Study
No of Participants	1,290 participants (Age: 13 - 18)
Research Costs	Self-funded
Approval Validity	16 March 2022 - 15 March 2023

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research,
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.
- (4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia
Tel: (605) 468 8888 Fax: (605) 466 1313
Sungai Long Campus : Jalan Sungai Long, Bandar Sungai Long, Cheras, 43000 Kajang, Selangor Darul Ehsan, Malaysia
Tel: (603) 9086 0288 Fax: (603) 9019 8868
Website: www.utar.edu.my



Should you collect personal data of participants in your study, please have the participants sign the attached Personal Data Protection Statement for your records.

The University wishes you all the best in your research.

Thank you.

Yours sincerely,



Professor Ts Dr Faiz bin Abd Rahman
Chairman
UTAR Scientific and Ethical Review Committee

c.c Dean, Faculty of Arts and Social Science
 Director, Institute of Postgraduate Studies and Research

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia
Tel: (605) 468 8888 Fax: (605) 466 1313
Sungai Long Campus : Jalan Sungai Long, Bandar Sungai Long, Cheras, 43000 Kajang, Selangor Darul Ehsan, Malaysia
Tel: (603) 9086 0288 Fax: (603) 9019 8868
Website: www.utar.edu.my



APPENDIX B

Permission Letters

Ministry of Education Malaysia (Study 1)



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT Pentadbiran Kerajaan Persekutuan
62604 PUTRAJAYA

TEL : 0388846591
FAXS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(9361)
Tarikh : 26 Februari 2021

CHIN WEN CONG



Tuan,

**KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :
UNDERSTANDING MALAYSIAN ADOLESCENTS' PERCEPTIONS OF FAMILY FUNCTIONING: A QUALITATIVE STUDY**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan dengan syarat :

" KELULUSAN INI BERGANTUNG KEPADA PERTIMBANGAN PENTADBIR SEKOLAH. PENGUTIPAN DATA TIDAK BOLEH MELIBATKAN MURID KELAS PEPERIKSAAN. "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **1 April 2021** hingga **1 September 2021**

5. Tuan dikehendaki menyerahkan senaskah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Ketua Penolong Pengarah Kanan
Sektor Penyelidikan dan Penilaian Dasar
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN NEGERI SEMBILAN
JABATAN PENDIDIKAN PULAU PINANG
JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN KUALA LUMPUR

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *



KEMENTERIAN PENDIDIKAN MALAYSIA

Jabatan Pendidikan Negeri Sembilan
Jalan Dato' Hamzah,
Karung Berkunci No. 6,
70990 Seremban,
Negeri Sembilan Darul Khusus.

Tel : 06-7653100
Faks : 06-7639969
Laman Web : jpns.moe.gov.my

Ruj. Kami : JPNS.SPS.MTE.500-12/4 Jld.2(12)
Tarikh : 29 MAC 2021

CHIN WEN CONG



Tuan,

KEBENARAN BERSYARAT UNTUK MENJALANKAN KAJIAN KE SEKOLAH MENENGAH DI NEGERI SEMBILAN DARUL KHUSUS DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Saya dengan segala hormatnya memaklumkan bahawa permohonan tuan untuk menjalankan kajian bertajuk: "**UNDERSTANDING MALYSIAN ADOLESCENTS' PERCEPTIONS OF FAMILY FUNCTIONING: A QUALITATIVE STUDY**" telah diluluskan dengan syarat:

"KELULUSAN INI BERGANTUNG KEPADA PERTIMBANGAN PENTADBIR SEKOLAH DAN TERTAKLUK KEPADA PEMATUHAN PERATURAN SEMASA PERINTAH KAWALAN PERGERAKAN YANG SEDANG BERKUATKUASA"

2. Tuan hendaklah menghubungi dengan Pengetua sekolah berkenaan untuk meminta persetujuan dan membincangkan kajian tersebut di tempat seperti berikut:

i. SEKOLAH MENENGAH NEGERI SEMBILAN

3. Dimaklumkan bahawa kebenaran ini diberikan berdasarkan surat kelulusan dari pihak Kementerian Pendidikan Malaysia, Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, nombor rujukan KPM.600-3/2/3-eras (9361) bertarikh 26 Februari 2021 dan sah digunakan bermula dari **1 April 2021 hingga 1 September 2021**

4. Tuan hendaklah menghantar satu naskah hasil kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat Pdf di dalam CD ke Jabatan Pendidikan Negeri Sembilan (u.p : Unit Menengah dan Tingkatan Enam).

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"PRIHATIN RAKYAT: DARURAT MEMERANGI COVID-19"

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

(HAJI MD FIAH BIN MD JAMIN)
Pegawai Pendidikan
Jabatan Pendidikan Negeri Sembilan

Nota :- Sila beri satu salinan surat kelulusan semasa membuat kajian di sekolah



Ruj. Kami: JPNPP(MEN) 100-3 Jld. 6 (11)
Tarikh: 07 April 2021

Chin Wen Cong



Tuan,

PERMOHONAN KEBENARAN MENJALANKAN KAJIAN PENYELIDIKAN PHD DI SEKOLAH MENENGAH PULAU PINANG

Dengan segala hormatnya saya merujuk surat tuan yang diterima pada 25 Mac 2021 mengenai perkara di atas.

2. Surat Kelulusan Bersyarat Untuk Menjalankan Kajian: *Understanding Malaysian Adolescents' Perceptions of Family Functioning: A Qualitative Study* daripada Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia, No. Ruj.: KPM.600-3/2/3-eras(9361) bertarikh 26 Februari 2021 adalah dirujuk.
3. Sukacita dimaklumkan bahawa Pihak Jabatan Pendidikan Negeri Pulau Pinang **tiada halangan** untuk pihak tuan menghubungi sekolah mengenai kajian seperti di atas. Surat kebenaran ini **harus dibaca bersama** surat daripada Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, KPM seperti di atas. Pihak tuan dibenarkan berurusan dengan **Pengetua / Guru Besar** sekolah berkenaan untuk mengadakan perbincangan secara maya bagi tujuan perkara di atas.
4. Walau bagaimanapun pihak tuan juga adalah tertakluk kepada syarat-syarat seperti berikut:
 - 4.1 **Mendapat kebenaran daripada Pengetua / Guru Besar sekolah berkenaan.**
 - 4.2 Tidak mengganggu perjalanan pengajaran dan pembelajaran, peraturan dan disiplin sekolah.
 - 4.3 Pengutipan data / maklumat secara dalam talian dan segala data / maklumat yang dikumpul adalah untuk tujuan akademik sahaja.
 - 4.4 Sekiranya laporan diterbitkan atau disiarkan dalam mana-mana platform media, bahan tersebut perlu mendapat persetujuan terlebih dahulu daripada pihak kementerian.
 - 4.5 Penyertaan murid / guru adalah secara sukarela, tanpa sebarang unsur paksaan.
 - 4.6 Tiada implikasi kewangan kepada Jabatan Pendidikan Negeri, Pejabat Pendidikan Daerah dan sekolah-sekolah yang terlibat.
 - 4.7 Menghantar satu salinan laporan kajian ke jabatan ini setelah selesai kajian.

...2/-

PERMOHONAN KEBENARAN MENJALANKAN KAJIAN PENYELIDIKAN PHD DI SEKOLAH MENENGAH PULAU PINANG

JPNPP(MEN)100-3 Jld.6 (II)

7 April 2021

- 4.8 Perlu patuhi SOP dan tidak boleh bersemuka dengan murid / guru secara fizikal.
- 4.9 Surat ini sah digunakan bermula dari **1 April 2021 hingga 1 September 2021**.
- 4.10 Kelulusan ini tertakluk kepada pematuhan peraturan semasa Perintah Kawalan Pergerakan Bersyarat (PKPB) yang sedang berkuatkuasa.
5. Pihak tuan diminta untuk **menghubungi Pengetua / Guru Besar sekolah** untuk membincangkan sebarang aktiviti berkaitan dengan kajian tersebut.

Sekian, terima kasih.

"PRIHATIN RAKYAT : DARURAT MEMERANGI COVID-19"

"BERKHIDMAT UNTUK NEGARA"

"PULAU PINANG PENERAJU TRANSFORMASI PENDIDIKAN NEGARA"

Saya yang menjalankan amanah,



(ROSMALIZA BINTI MOHAMMED AMIN)
Ketua Penolong Pengarah Kanan
Sektor Pengurusan Sekolah
b.p. Pengarah Pendidikan
Jabatan Pendidikan Negeri Pulau Pinang

s.k. 1. Fail berkenaan



KEMENTERIAN PENDIDIKAN MALAYSIA

Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur
Persiaran Tuanku Syed Sirajuddin
50604 Kuala Lumpur

Tel : 03 6204 6000
Fax : 03 6204 6801
Portal : jpwpk1.moe.gov.my
E mel : jpw.wp@moe.gov.my

Ruj. Tuan : -
Ruj. Kami : JPWPKL.600-9/1/5(49)
Tarikh : 5 Mac 2021

Chin Wen Cong



Tuan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN :
UNDERSTANDING MALAYSIAN ADOLESCENTS' PERCEPTIONS OF FAMILY FUNCTIONING:
A QUALITATIVE STUDY**

Dengan sukacitanya perkara di atas dirujuk dan e-mel tuan serta surat dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia KPM.600-3/2/3-ERAS(9361) bertarikh 26 Februari 2021 adalah berkaitan.

2. Dimaklumkan bahawa permohonan tuan untuk menjalankan kajian bertajuk "**UNDERSTANDING MALAYSIAN ADOLESCENTS' PERCEPTIONS OF FAMILY FUNCTIONING: A QUALITATIVE STUDY**" diluluskan dan tuan adalah tertakluk di bawah syarat-syarat berikut:

- 2.1 Kelulusan ini adalah tertakluk kepada kandungan dalam cadangan penyelidikan yang telah diluluskan oleh Kementerian Pendidikan Malaysia;
- 2.2 Sila kemukakan surat kebenaran ini ketika berurusan dengan pihak pengurusan di Sektor/Pejabat Pendidikan Wilayah atau Pengetua/Guru Besar di sekolah berkenaan;
- 2.3 **Kebeneran ini bergantung kepada pertimbangan pihak pentadbir sekolah berkenaan;**
- 2.4 Kelulusan ini hanya untuk sekolah-sekolah di bawah pentadbiran Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur sahaja;
- 2.5 Maklumat penyelidik dimasukkan dalam instrumen kajian;
- 2.6 Tuan hendaklah mengemukakan senaskhah hasil kajian kepada jabatan ini sebaik sahaja ia siap sepenuhnya.

3. Kebeneran ini adalah untuk tujuan dipohon sahaja dan sah digunakan bermula dari **1 April 2021** hingga **1 September 2021**.

4. Bagi mengelak penularan Covid-19, tuan dinasihatkan agar mengedar dan mengumpul maklum balas borang kaji selidik melalui **pos atau e-mel**. Tuan juga perlu mematuhi peraturan-peraturan semasa yang sedang berkuatkuasa.

Sekian, terima kasih.

"PRIHATIN RAKYAT: DARURAT MEMERANGI COVID-19"

" BERKHIDMAT UNTUK NEGARA "

Saya yang menjalankan amanah,

(**ZAINAL BIN ABAS**)

Pengarah Pendidikan
Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur.

...2/-

"JPWPKL MERCU KEGEMILANGAN "

JPWPKL.600-9/1/5(49)

- s.k
1. Pegawai Pendidikan Daerah,
Pejabat Pendidikan Daerah Keramat, Kuala Lumpur.
 2. Pegawai Pendidikan Daerah,
Pejabat Pendidikan Daerah Bangsar dan Pudu, Kuala Lumpur.
 3. Pegawai Pendidikan Daerah,
Pejabat Pendidikan Daerah Sentul, Kuala Lumpur.
 4. Pengetua,
Sekolah Menengah Kebangsaan, Kuala Lumpur.

Haliza Hadfifah Razali

Ministry of Education Malaysia (Study 2 and Study 3)



KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT Pentadbiran Kerajaan Persekutuan
62604 PUTRAJAYA

TEL : 0388846591
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(12285)
Tarikh : 4 April 2022

CHIN WEN CONG



Tuan,

**KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :
DEVELOPMENT AND VALIDATION OF THE ADOLESCENT FAMILY FUNCTIONING SCALE (AFFS)**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan dengan syarat :

" KELULUSAN INI BERGANTUNG KEPADA KEBENARAN PENGARAH JPN DAN PERTIMBANGAN PENTADBIR SEKOLAH. PENGUTIPAN DATA TIDAK BOLEH MELIBATKAN MURID KELAS PEPERIKSAAN. "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **18 April 2022** hingga **13 Oktober 2022**

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

Ketua Penolong Pengarah Kanan
Sektor Penyelidikan dan Penilaian Dasar
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN JOHOR
JABATAN PENDIDIKAN KEDAH
JABATAN PENDIDIKAN NEGERI SEMBILAN
JABATAN PENDIDIKAN PERAK
JABATAN PENDIDIKAN SELANGOR
JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN KUALA LUMPUR

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *

State Education Departments (Study 2)



KEMENTERIAN PENDIDIKAN MALAYSIA
Jabatan Pendidikan Negeri Johor
Jalan Tun Abdul Razak
80604 Johor Bahru
Johor Darul Ta'zim

Telefon : 07-231 0000
Pegarah : 07-231 0198
Timbalan : 07-231 0191
Faks : 07-234 7132
Laman Web : <http://jpn.moe.gov.my/jpnjohor>
e-mel : jpn.johor@moe.gov.my

Rujukan Kami : JPNJ.PS.600-1/1/2 Jld.13 (26)

Tarikh : 27 Jun 2022

CHIN WEN CONG

Tuan,

**KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN:
DEVELOPMENT AND VALIDATION OF THE ADOLESCENT FAMILY FUNCTIONING
SCALE (AFFS)**

Dengan hormatnya surat daripada Kementerian Pendidikan Malaysia Bil. KPM.600-3/2/3-eras(12285) bertarikh 4 April 2022 adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian di atas diluluskan mengikut syarat seperti mana tertera pada surat kelulusan dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan serta syarat tambahan seperti berikut:

2.1 Kelulusan ini bergantung kepada pertimbangan pentadbir sekolah

2.2 Kelulusan ini tertakluk kepada pematuhan Pelan Pemulihan Negara 2022

3. Tuan boleh berhubung terus dengan Pegawai Pendidikan Daerah dan Pengetua / Guru Besar sekolah-sekolah berkenaan untuk mendapatkan maklumat dan tindakan selanjutnya. Surat kelulusan ini sah digunakan bermula 27 Jun 2022 hingga 13 Oktober 2022.

4. Sila bawa surat ini semasa membuat kajian dan tuan hendaklah kemukakan kepada jabatan ini laporan akhir kajian dalam bentuk softcopy berformat pdf setelah selesai kelak.

Sekian, terima kasih.

"WAWASAN KEMAKMURAN BERSAMA 2030"

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

AHMAD FAIDZUL BIN MAT YAZID
Penolong Pendaftar Institusi Pendidikan dan Guru,
Jabatan Pendidikan Negeri Johor
b.p. Ketua Pendaftar Institusi Pendidikan dan Guru,
Kementerian Pendidikan Malaysia



KEMENTERIAN PENDIDIKAN MALAYSIA
JABATAN PENDIDIKAN NEGERI KEDAH
KOMPLEKS PENDIDIKAN, JALAN STADIUM
05604 ALOR SETAR
KEDAH DARUL AMAN

Telefon : 04-740 4000
Faks : 04-740 4342
Laman Web : <https://jpnkedah.moe.gov.my>

Ruj.Kami : JPNK.600-11/1/1 Jld.5(40)
Tarikh : 7 Jun 2022

CHIN WEN CONG
NO. KP: [REDACTED]

Tuan / Puan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN / PENYELIDIKAN DI SEKOLAH-SEKOLAH
DI NEGERI KEDAH**

Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2. Dimaklumkan bahawa permohonan tuan / puan untuk menjalankan penyelidikan yang bertajuk "**DEVELOPMENT AND VALIDATION OF THE ADOLESCENT FAMILY FUNCTIONING SCALE (AFFS)**" telah *diluluskan dengan syarat pengutipan data secara dalam talian (contoh: GOOGLE FORM)*.
3. Jika melibatkan murid-murid, pihak tuan perlu mendapat kebenaran pihak waris yang berkenaan dahulu, dan mematuhi sepenuhnya *Standard Operating Procedure (SOP)* pengawalan penularan jangkitan *Coronavirus Disease 2019 (COVID-19)* yang dikeluarkan oleh KPM, Majlis Keselamatan Negara dan Kementerian Kesihatan Malaysia.
4. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan penyelidikan yang tuan / puan kemukakan ke Kementerian Pendidikan Malaysia. Tuan / puan dikehendaki mengemukakan senaskah laporan akhir kajian setelah selesai kelak dan diingatkan supaya mendapat kebenaran terlebih dahulu daripada Jabatan ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media.
5. Kebenaran ini adalah tertakluk kepada persetujuan Pengetua / Guru Besar sekolah berkenaan dan adalah sah dari 18 April 2022 hingga 13 Oktober 2022 sahaja.

Sekian, terima kasih.

"WAWASAN KEMAKMURAN BERSAMA 2030"
"BERKHIDMAT UNTUK NEGARA"
"PENDIDIKAN CEMERLANG KEDAH TERBILANG"

Saya yang menjalankan amanah,


(SHAHRUL AMRI BIN SALLEH)
Penolong Pendaftar Institusi Pendidikan Dan Guru
Jabatan Pendidikan Negeri Kedah
b.p. Ketua Pendaftar Institusi Pendidikan Dan Guru
Kementerian Pendidikan Malaysia



Ruj. Tuan : -
Ruj. Kami : JPWPKL.600-9/1/5 Jld.6(26)
Tarikh : 15 Jun 2022

Chin Wen Cong



Tuan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN :
DEVELOPMENT AND VALIDATION OF THE ADOLESCENT FAMILY FUNCTIONING
SCALE (AFFS)**

Dengan segala hormatnya perkara di atas dirujuk dan e-mel tuan serta surat dari Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia KPM.600-3/2/3-eras(12285) bertarikh 4 April 2022 adalah berkaitan.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian bertajuk "**DEVELOPMENT AND VALIDATION OF THE ADOLESCENT FAMILY FUNCTIONING SCALE (AFFS)**" diluluskan dan tuan adalah tertakluk kepada syarat-syarat berikut:

- 2.1 Kelulusan ini adalah tertakluk kepada kandungan dalam cadangan penyelidikan yang telah diluluskan oleh Kementerian Pendidikan Malaysia;
- 2.2 Sila kemukakan surat kebenaran ini ketika berurusan dengan pihak pengurusan di Sektor/Pejabat Pendidikan Daerah atau Pengetua/Guru Besar di sekolah berkenaan;
- 2.3 **Kebenaran ini bergantung kepada pertimbangan pihak pentadbir sekolah berkenaan;**
- 2.4 Kelulusan ini hanya untuk sekolah-sekolah di bawah pentadbiran Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur sahaja.
- 2.5 Maklumat penyelidik dimasukkan dalam instrumen kajian.
- 2.6 Tuan hendaklah mengemukakan senaskhah hasil kajian kepada jabatan ini sebaik sahaja ia siap sepenuhnya;
- 2.7 **Penyelidik perlu mendapatkan kebenaran bertulis daripada ibu bapa/penjaga murid yang terlibat dalam kajian ini;**
- 2.8 Rakaman video terhadap aktiviti pengajaran dan pembelajaran murid di dalam bilik darjah **tidak dibenarkan.**
- 2.9 Maklumat peribadi serta data murid adalah sulit dan tidak boleh dikeluarkan tanpa kelulusan jabatan ini.

...2/-

3. Kebenaran ini adalah untuk tujuan dipohon sahaja dan sah digunakan bermula dari **18 April 2022** hingga **13 Oktober 2022**.

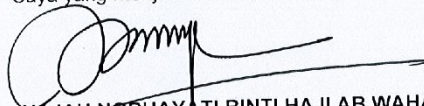
4. Bagi mengelakkan penularan COVID-19, tuan dinasihatkan agar mengedar dan mengumpul maklum balas borang kaji selidik melalui pos atau e-mel. Bagi kaedah kualitatif seperti **temubual** dan **pemerhatian**, hanya **penyelidik yang telah mendapat vaksin lengkap dan berstatus 'Risiko Rendah'** dibenarkan masuk ke dalam kawasan **sekolah**. Tuan juga hendaklah sentiasa mematuhi *Standard Operating Procedure (SOP)* yang ditetapkan oleh Kementerian Kesihatan Malaysia (KKM) serta Majlis Keselamatan Negara (MKN) sepanjang masa ketika menjalankan kajian tersebut.

Sekian, terima kasih.

" WAWASAN KEMAKMURAN BERSAMA 2030 "

" BERKHIDMAT UNTUK NEGARA "

Saya yang menjalankan amanah,



(HAJAH NORHAYATI BINTI HAJI AB WAHAB)

Pengarah Pendidikan

Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur

- s.k
1. Timbalan Pengarah Pendidikan
Sektor Pengurusan Sekolah,
Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur.
 2. Pegawai Pendidikan Daerah,
Pejabat Pendidikan Bangsar/Pudu, Kuala Lumpur.
 3. Pegawai Pendidikan Daerah,
Pejabat Pendidikan Keramat, Kuala Lumpur.
 4. Pegawai Pendidikan Daerah,
Pejabat Pendidikan Sentul, Kuala Lumpur.
 5. Pengetua,
Sekolah Menengah Kebangsaan, Kuala Lumpur.

Haliza Hadfizah Razali/Fail Permohonan Menjalankan Kajian

State Education Departments (Study 3)



KEMENTERIAN PENDIDIKAN MALAYSIA

Jabatan Pendidikan Negeri Sembilan
Jalan Dato' Hamzah,
Karung Berkunci No. 6,
70990 Seremban,
Negeri Sembilan Darul Khusus

Tel : 06-7653100
Faks : 06-7639969
Laman Web : jpns.moe.gov.my

Ruj. Kami : JPNS.SPS.MTE.500-12/4 Jld.6(9)
Tarikh : 20 JULAI 2022

CHIN WEN CONG

NO. KP : [REDACTED]

Tuan,

**KEBENARAN BERSYARAT UNTUK MENJALANKAN KAJIAN KE SEKOLAH -SEKOLAH
DI NEGERI SEMBILAN DARUL KHUSUS DI BAWAH KEMENTERIAN PENDIDIKAN
MALAYSIA**

Saya dengan segala hormatnya memaklumkan bahawa permohonan tuan untuk menjalankan kajian bertajuk: "**DEVELOPMENT AND VALIDATION OF THE ADOLESCENT FAMILY FUNCTIONING SCALE (AFFS)**" telah diluluskan dengan syarat:

**"KELULUSAN INI BERGANTUNG KEPADA KEBENARAN DAN PERTIMBANGAN
PENTADBIR SEKOLAH. PENGUTIPAN DATA TIDAK BOLEH MELIBATKAN MURID
KELAS PEPERIKSAAN"**

2. Sehubungan dengan itu, tuan hendaklah menghubungi dengan Pengetua sekolah berkenaan untuk meminta persetujuan dan membincangkan kajian tersebut di tempat seperti berikut:

i. SEKOLAH MENENGAH DI NEGERI SEMBILAN

3. Dimaklumkan bahawa kebenaran ini diberikan berdasarkan surat kelulusan dari pihak Kementerian Pendidikan Malaysia, Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, nombor rujukan KPM.600-3/2/3-eras (12285) bertarikh 4 April 2022 dan sah digunakan bermula dari 18 April 2022 hingga 13 Oktober 2022.

4. Tuan hendaklah menghantar satu naskah hasil kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat Pdf di dalam CD ke Jabatan Pendidikan Negeri Sembilan (u.p : Unit Menengah dan Tingkatan Enam).

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

**"WAWASAN KEMAKMURAN BERSAMA 2030"
"BERKHIDMAT UNTUK NEGARA"**

Saya yang menjalankan amanah,


(DATO' HAJID FAH BIN MD JAMIN)
Pengarah Pendidikan
Jabatan Pendidikan Negeri Sembilan

Nota :- Sila beri satu salinan surat kelulusan semasa membuat kajian di sekolah



KEMENTERIAN PENDIDIKAN MALAYSIA

Jabatan Pendidikan Negeri Perak
Jalan Tun Abdul Razak
30640 Ipoh, Perak Darul Ridzuan

Tel : 605 501 5000
Faks : 605 527 7273
Laman Web : <http://jppnperak.moe.gov.my>

"PENDIDIKAN BERKUALITI, SEKOLAH UNGGUL, MURID HOLISTIK"

Ruj. Kami : JPNPk.SPS.USJK.600-1 Jld.4(87)

Tarikh : 2 Jun 2022

Chin Wen Cong

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH DI NEGERI PERAK DI BAWAH JABATAN PENDIDIKAN NEGERI PERAK

Dengan segala hormatnya, perkara di atas adalah dirujuk dan surat tuan yang diterima pada 27 Mei 2022 adalah berkaitan.

2. Sehubungan dengan itu, dimaklumkan bahawa Jabatan Pendidikan Negeri Perak tiada halangan untuk membenarkan pihak tuan menjalankan kajian yang bertajuk "**DEVELOPMENT AND VALIDATION OF THE ADOLESCENT FAMILY FUNCTIONING SCALE (AFFS)**" seperti dinyatakan dalam surat tuan dengan syarat-syarat berikut:

- 2.1 Pihak tuan perlu mendapatkan kebenaran terlebih dahulu daripada Pegawai Pendidikan Daerah dan Pengetua / Guru Besar sekolah berkenaan untuk menggunakan sampel kajian;
- 2.2 Kajian yang dijalankan hendaklah tidak mengganggu proses pengajaran dan pembelajaran yang telah ditetapkan oleh pihak sekolah;
- 2.3 Pihak tuan bertanggungjawab menjaga keselamatan dan kebajikan murid dan guru yang terlibat dalam kajian ini;
- 2.4 Murid, guru dan warga sekolah tidak boleh dipaksa terlibat dalam kajian ini;
- 2.5 Pihak tuan hendaklah bertanggungjawab menanggung semua kos kajian;
- 2.6 Pihak tuan dipohon agar menghantar satu (1) salinan laporan kajian dalam tempoh 30 hari ke jabatan ini selepas kajian tersebut dilaksanakan;
- 2.7 Tiada sebarang implikasi kewangan kepada Jabatan Pendidikan Negeri Perak, Pejabat Pendidikan Daerah dan pihak sekolah;

.../2

We Del/ver

Sila catitkan rujukan Jabatan ini apabila berhubung

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH DI NEGERI PERAK DI BAWAH JABATAN PENDIDIKAN NEGERI PERAK

Ruj. Kami : JPNPk.SPS.USJK.600-1 Jld.4(87)
Tarikh : 2 Jun 2022

3. Sukacita juga diingatkan, sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa, pihak tuan perlu mendapatkan kebenaran terlebih dahulu daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia dan satu (1) salinan kepada Jabatan Pendidikan Negeri Perak.

4. Kebenaran ini adalah untuk tujuan yang dipohon dan melibatkan sekolah dalam daerah yang dinyatakan sahaja dan luput selepas tarikh 13 OKTOBER 2022.

Sekian, terima kasih.

"WAWASAN KEMAKMURAN BERSAMA 2030"

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,



(AZMI BIN BAHALI)
Timbalan Pengarah Pendidikan
Sektor Pengurusan Sekolah
b.p Pengarah Pendidikan Negeri Perak

s.k : Pengarah Pendidikan Negeri Perak

"SEJAHTERA RAKYAT PERAK DARUL RIDZUAN"



CHIN WEN CONG



Tuan,

KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN : *DEVELOPMENT AND VALIDATION OF THE ADOLESCENT FAMILY FUNCTIONING SCALE (AFFS)*

Dengan segala hormatnya perkara di atas dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti tersebut di atas telah diluluskan dengan syarat:

"KELULUSAN INI BERGANTUNG KEPADA PERTIMBANGAN PENTADBIR SEKOLAH. PENGUTIPAN DATA TIDAK BOLEH MELIBATKAN MURID KELAS PEPERIKSAAN."

3. Pihak tuan diingatkan agar mendapat persetujuan daripada Pengetua/Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dimohon. Kajian/Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.

4. Surat kelulusan ini sah digunakan bermula dari **18 April 2022 hingga 13 Oktober 2022**.

5. Tuan juga diminta menghantar senaskah hasil kajian ke Sektor Perancangan dan Pengurusan PPD, Jabatan Pendidikan Selangor sebaik selesai penyelidikan/kajian.

Kerjasama dan perhatian tuan amat dihargai dan didahului dengan ucapan terima kasih.

Sekian.

"WAWASAN KEMAKMURAN BERSAMA 2030"

"BERKHIDMAT UNTUK NEGARA"

Saya yang menjalankan amanah,

(NOR FARIDAH BINTI) A. BAKAR, K.M.N.)
Timbalan Pengarah
Sektor Pembelajaran
b.p. Pengarah Pendidikan
Jabatan Pendidikan Negeri Selangor

RSMKS/07062022

"Jabatan Pendidikan Selangor Terbilang"



APPENDIX C

Study 1 Consent Forms

6/10/23, 4:28 PM

PARENTAL CONSENT FORM

PARENTAL CONSENT FORM

Understanding Malaysian Adolescents' Perceptions of Family Functioning: A Qualitative Study

Principal Investigator:

Chin Wen Cong, Ph.D. student, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman

Supervisors:

Dr. Tan Chee Seng, Universiti Tunku Abdul Rahman

Dr. Noew Hooi San, Universiti Tunku Abdul Rahman

Introduction

The purpose of this form is to provide you (as the parent of a prospective research study participant) information that may affect your decision as to whether or not to let your child participate in this research study. If you decide to let your child be involved in this study, this form will be used to record your permission.

Purpose of the Study

Family functioning is related to various adolescent mental health issues. In general, healthy family functioning is a protective factor against the development of such problems. Therefore, to better understand the role of family functioning in Malaysian adolescents' psychological well-being, it is essential to have a reliable and valid scale of family functioning. The goal can be achieved by first exploring the concept of family functioning among Malaysian adolescents using a qualitative approach to generate the items that reflect Malaysian adolescents' family functioning. We plan to recruit adolescents between the ages of 13 and 18 to participate for our interview session to explore how they perceive family functioning.

What is my child going to be asked to do?

If you allow your child to participate in this study, he/she will be asked to participate in an interview. The interview will take about an hour.

We would like to audio tape the interview to make sure that the conversation is recorded accurately. Only the researchers will have access to the audio recordings, and they will be stored in a locked file cabinet for at least five years after the publication of the results.

Voluntary Nature of The Study

Your child's participation in this study is completely voluntary.

Benefits

While your child may not receive a direct benefit from participating, others may benefit from the scale developed in this study.

Risks and Discomforts

We do not foresee any risk for participating in this study. If your child finds it uncomfortable to answer a question, he/she can choose not to answer, or may stop at any time.

https://docs.google.com/forms/d/1MjuRhGITDeKfNXiWPrf_EeKNc7exWWYsUn2QfwIKGxM/edit

1/3

Confidentiality

What your child has shared in the interview session would not be shared with anyone he/she know (e.g., teachers, parents, and friends), except when the information is against the law or causes harm to him/herself or to another person. To protect confidentiality, all responses will be anonymous. We plan to publish the results of this study without any information that would identify your child.

Contact Information

Principal Investigator: Mr. Chin Wen Cong

Email Address: chinwencong@1utar.my

** Indicates required question*

1. Your child's INTERVIEW ID *

2. Today's date *

Example: January 7, 2019

3. I agree to let my child to participate in this study. *

Mark only one oval.

- Yes
 No

4. I agree to have my child's interview audiotaped. *

Mark only one oval.

- Yes
 No

ASSENT

By signing this document, you are allowing your child to participate in this study. You understand your child's right to withdraw from participating and that his/her responses and identity will be kept confidential.

This content is neither created nor endorsed by Google.

Google Forms

INFORMATION SHEET & INFORMED CONSENT FORM

Understanding Malaysian Adolescents' Perceptions of Family Functioning: A Qualitative Study

Principal Investigator:

Chin Wen Cong, Ph.D. student, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman

Supervisors:

Dr. Tan Chee Seng, Universiti Tunku Abdul Rahman

Dr. Noew Hooi San, Universiti Tunku Abdul Rahman

Overview and Purpose

Family functioning is related to various adolescent mental health issues. In general, healthy family functioning is a protective factor against the development of such problems. Therefore, to better understand the role of family functioning in Malaysian adolescents' psychological well-being, it is essential to have a reliable and valid scale of family functioning. The goal can be achieved by first exploring the concept of family functioning among Malaysian adolescents using a qualitative approach to generate the items that reflect Malaysian adolescents' family functioning. We plan to recruit adolescents between the ages of 13 and 18 to participate for our interview session to explore how they perceive family functioning.

Description of Your Involvement

If you agree to be part of this study, you will be asked to participate in an interview. The interview will take about an hour.

We would like to audio tape the interview to make sure that our conversation is recorded accurately. Only the researchers will have access to the audio recordings, and they will be stored in a locked file cabinet for at least five years after the publication of the results.

Voluntary Nature of The Study

Participating in this study is completely voluntary.

Benefits

While you may not receive a direct benefit from participating, others may benefit from the scale developed in this study.

Risks and Discomforts

We do not foresee any risk for participating in this study. If you find it uncomfortable to answer a question, you can choose not to answer, or you may stop at any time. Just tell the interviewer you want to stop.

Confidentiality

What you have shared in the interview session would not be shared with anyone you know (e.g., teachers, parents, and friends), except when the information is against the law

or causes harm to themselves or to another person. To protect confidentiality, all responses will be anonymous. We plan to publish the results of this study without any information that would identify you.

Contact Information

Principal Investigator: Mr. Chin Wen Cong
Email Address: chinwencong@1utar.my

Counselling Services

• Talian Kasih LPPKN
Telephone number: 15999

• Befrienders
Telephone number: 03 76272929
Skype address: BefKL Skype 1

• Women's Aid Organisation
Telephone number: 03 7956 3488
Whats App: 018 988 8058

• Malaysian Relief Agency
Telephone number: 03 8322 7049 | 03 8322 9201

* Indicates required question

1. INTERVIEW ID *

2. Email address *

3. Phone number (e.g., 01XXXXXXXX) *

4. Age *

5. Gender *

Mark only one oval.

- Female
- Male

6. Live with both parents *

Mark only one oval.

- Yes
- No

7. Have family history of mental problems and/or suicide *

Mark only one oval.

- Yes
- No

8. Have family crisis in the past three months *

Mark only one oval.

- Yes
- No

9. Have access to videoconferencing platform *

Mark only one oval.

- Yes
- No

10. Ethnicity *

Mark only one oval.

- Malay
- Chinese
- Indian
- Other: _____

11. Nationality *

Mark only one oval.

- Malaysian
- NOT Malaysian

12. Location *

Mark only one oval.

- Johor
- Kedah
- Kelantan
- Kuala Lumpur
- Labuan
- Melaka
- Negeri Sembilan
- Pahang
- Penang
- Perak
- Perlis
- Putrajaya
- Sabah
- Sarawak
- Selangor
- Terengganu

13. School you are attending *

Mark only one oval.

- PRIVATE secondary school
- PUBLIC secondary school
- Other: _____

14. Please suggest a videoconferencing platform you are familiar with *

Mark only one oval.

- Zoom
- Google Meet
- Other: _____

15. Proposed date of the online interview *

Example: January 7, 2019

16. Proposed time of the online interview *

Example: 8:30 AM

17. Today's date *

Example: January 7, 2019

18. I agree to participate in this study. *

Mark only one oval.

- Yes
- No

19. I agree to have my interview audiotaped. *

Mark only one oval.

- Yes
- No

ASSENT

By signing this document, you are agreeing to be in the study. Be sure that we have answered your questions about the study, and you understand what you are being asked to do. You may contact the researcher if you think of a question later.

This content is neither created nor endorsed by Google.

Google Forms

APPENDIX D

Interview Protocol

Interview Details

Interviewee ID: A01

Date:

Place:

Time of interview:

Introductory Script

Hello. I would like to thank you for participating in this interview. This interview is important to my research project, which focuses on understanding Malaysian adolescents' perceptions of family functioning. In this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. Our interview today will last about one hour. If you have any questions or unclear throughout the interview, please let me know.

As stated in the respondent's information sheet and informed consent form, all responses will be anonymous to protect confidentiality. What you have shared with me in this interview would not be shared with anyone you know (e.g., teachers, parents, and friends), except when the information is against the law or causes harm to yourself or to another person.

Besides that, you have completed the informed consent form indicating that I have your permission to audio record our conversation. Only the researchers will have access to the audio recordings, and they will be destroyed immediately after transcription. Before we begin the interview, do you have any questions? [*If yes, discuss questions*]

Opening Questions

1. To begin, could you please tell me a little about yourself?
2. Could you briefly describe your family?
 - a. How many family members do you have?

Content Questions

1. What are the characteristics of your ideal family?
 - a. Could you tell me more about this?
 - b. Could you give me an example of this?
2. As an adolescent, what do you expect from your family?
 - a. What are the similarities compared to the time when you were a child attending primary school?
 - b. What are the differences compared to the time when you were a child attending primary school?
 - c. Please share some of your experiences regarding this.
3. What make your family special?
 - a. What are the strengths of your family?

- b. In what aspects do you wish your family to improve?
4. Please describe the atmosphere in your family.
 - a. What are the family issues you have experienced before?
 - b. How do you feel about these issues?
 - c. What do you expect to see in a family with good atmosphere?
 5. How do you communicate in family?
 - a. Have you ever faced any communication difficulty in your family?
 - b. How do you feel about these difficulties?
 - c. What do you expect to see in a family with good communication?
 6. How your family members get along with each other?
 - a. How do you feel about this?
 - b. What do you expect to see in a family with good family relationship?
 7. How do you get along with your parents?
 - a. How your parents treat you?
 - b. How do you feel when your parents do this?
 - c. How do you want your parents to treat you?
 8. How does parenting work in your family?
 - a. How do you feel when your parents do this?
 - b. What kind of parenting do you expect from your parents?

Closing Script

Before we conclude this interview, is there any further information that you would like to share that we have not covered? [*If yes, explore more*]

I think we have covered all the questions today. Thank you so much for your time, I really appreciate it.

Ethical Considerations

[Only if the participant finds it upsetting to think about his/her experiences with family]

I see that you are upset when thinking about your experiences with family. I think we will end our interview session today. Thank you so much for your time and I am sorry for triggering your feelings.

I would like to let you know that it is completely fine to feel upset about something in your life. It's good that through this interview, you get to know your feelings better. If you need any help, you could refer to the contacts of counselling services listed in the respondent's information sheet.

APPENDIX E

Study 1 Verbatim

Participant F1

I:	<i>Hello. Thank you for participating in this interview. This interview is important to my research project, which focuses on developing the Adolescent Family Functioning Scale in Malaysia. In this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. If you have any questions or unclear throughout the interview, please let me know. All responses will be anonymous to protect confidentiality. What you have shared with me in this interview would not be shared with anyone, except when the information is against the law or causes harm to yourself or to another person. And then you have completed the informed consent form indicating that I have your permission to record our conversation. Only the researchers will have access to the audio recordings, and they will be destroyed immediately after transcription. Before we begin the interview, do you have any questions?</i>
F1:	No.
I:	<i>To begin, could you please tell me a little about yourself?</i>
F1:	Uhh. My name is F1. Uhh. I'm 18 years old. Uhh. That's all, I think.
I:	<i>Ok. So, are you currently studying?</i>
F1:	Yes, I'm studying in HELP university now. And I'm going to take my Degree in Mass Communication.
I:	<i>Ok. Great. Can you briefly describe your family?</i>
F1:	Alright. Uhh. Basically, I have four siblings, including me. Uhh. I have two brothers and one sister. Uhh. I live with my grandmother and grandfather and also my dad and mom, together.
I:	<i>Ok. What are the characteristics of your ideal family?</i>
F1:	I think family members should be in their part of their responsibility. It's like father should be like go out to work and mother should be like stay at home. But, it's not like really women should be in the house lah. If you want to go out whatever, just go out. For siblings, I think should be uhm more comfortable to each other. Just like you can talk anything, especially when you have an argument with your parents, sibling is a great person to express your expression about what you actually argued with your parents. Yeah. That is what I think.
I:	<i>So, besides responsibility and being comfortable with each other for siblings, what are other things that make a healthy family?</i>
F1:	Well. I think family members should not be like keeping secrets with the other. And supposedly, some of the... like fathers you know, like men, they think about they have the responsibility to like take the... how to say it uhh take the role to like not talk any problems in works to their family members. That is what majority of the men think about it. But what I think is they should be like say out to all the family

	members to like maybe some of the... maybe like women can also solve the problem or children can also solve the problem too.
I:	<i>So, it's like family members should share their problems with each other.</i>
F1:	Yeah.
I:	<i>Besides that, any other things that make a healthy family?</i>
F1:	I think argument is necessary because if you don't have any argument, it's like very fake. It's like the harmony is very fake.
I:	<i>So, you talked about argument?</i>
F1:	Yeah. It's like argument is like making the problem become more worse, but it makes each of the family members to know what actually they are thinking.
I:	<i>So, it's a way of expressing themselves?</i>
F1:	Yeah.
I:	<i>Ok. What do you think of your family environment?</i>
F1:	Quite harmony.
I:	<i>So, what makes you think that your family is harmony?</i>
F1:	Well. Uhm. I didn't have any problem, like financial problem.
I:	<i>Ok. What do you expect to see in a family with good environment?</i>
F1:	I expect no argument. I don't like argument. It's like if you work a whole day, it is a problem for you if you are very tired and then you get into argument. But argument is one of the factors that make each of them to like knowing each other.
I:	<i>Or do you think that there are better options besides argument?</i>
F1:	I think uhh what I think is argument is the way.
I:	<i>May I know how your family members usually respond to problems?</i>
F1:	Uhh. For my father, he will just keep quiet because he thinks he can handle himself. For my mother, uhh usually she will say out to me because our age range is quite near, it's like two rounds, it means 24 years. So, she will like talk to me and then ask for any advice. Yeah.
I:	<i>Will it better if you father uses the same approach as your mother?</i>
F1:	For me, I think yes. Instead of just keep quiet and I don't know anything. Maybe because of the problem, you can take the emotion come to house and then will affect other family members. And we don't know what actually you are thinking. So, that is why I say better you say out instead of just keep quiet.
I:	<i>Will you do the same to your family members if you encounter any problem?</i>
F1:	I will choose. It's like some of the topic is not necessary to like talk to family members. Uhh some of the topic might, should be.
I:	<i>Ok. What are the things that make your family harmonious?</i>
F1:	Uhh. I think communication. It's like soft-voice communication.
I:	<i>Can you elaborate more on what is soft-voice communication?</i>
F1:	Because for my mom, uhh her voice pitch is like very high. And when she was like excited or get into anger, she will higher her pitch and become a high-voice communication. But it's not like argument or fighting. It's like the volume is higher than you and you can't like say something against the voice.
I:	<i>It's quite like uncomfortable to you?</i>

F1:	Yeah. It's like feeling she wants to fight with you, but the main purpose is not.
I:	<i>Ok. Besides communication, what are other things that make your family harmonious?</i>
F1:	I think that's all.
I:	<i>What are the things that make you feel good in family?</i>
F1:	The environment of my family. Because uhh for my family environment is like quite peaceful and then we are treat like friends. Like some of the uhh little problem, we will solve like friend's advice. For some of the like serious problem, like financial, like job, like working, they will treat me like dad and mum. It's like very serious, you need to consider many things. So, the changes of the role makes me feel like they are understandable, understand me and they try to understand me. Yeah, that is the thing.
I:	<i>Ok. So, what are the things that make your family united?</i>
F1:	Uhh. United...I think uhh whenever everyone wants to like try to destroy our family members, one of the family members, or try to like fight with one another, we were united.
I:	<i>Can you give me an example?</i>
F1:	Like somebody, like my father is a businessman, and then someone is like saying bad to my father, we will like try to protest, like try to say something to against it. But, I think is a bad thing. It's like we need to be like in the middle. Like we need to know as what actually the thing is happened. Then, we consider which one is right, which one is wrong.
I:	<i>Ok. How do you communicate with your family members?</i>
F1:	Well. Uhh. For me, I will first filter the thing. And then I will consider which person I need to talk. That is what I communicate. And when I communicate, I will test their mood first. Then, I will go through the communication process.
I:	<i>So, how communication actually looks like in your family?</i>
F1:	Uhh. If it is a very serious thing, I will make it serious lah. It's like "Dad, I have something to talk to you, please like close your phone or close the TV". And then they will know it's serious lah. But, if I just directly go through the topic, it's like not very serious, they will like just listen.
I:	<i>What do you think of this kind of communication?</i>
F1:	I think for me because I am an extrovert, so I will like uhh active to like communicate with my parents. But for my brother, he is a passive communicator, so my parents will not like go to like really communicate with my brother. It's like they are lack of communication. So, I think that is what... parents need to like uhh instead of passive, sometimes we need to active.
I:	<i>You mean parents should be active communicator?</i>
F1:	Yeah, yeah, yeah.
I:	<i>So, what characteristics help your family to function effectively?</i>
F1:	Uhh. The answer still communication. Another thing is empathy. It's like family members should know what actually, family members need to know what actually like how they feel. It's like you need to

	like uhh go into other's shoes, like think about what actually... You put yourself into other people's shoes and then you think what actually will like solve the problem or also the feeling that he feel.
I:	<i>Other than communication and empathy, what else?</i>
F1:	A little bit care to each other. Yeah. It's like uhh most of the people are not really care about their family members. They think the care from their parents like uhh usual, so they are more focusing on their friends. They think more to their friends.
I:	<i>Can you give some examples how they should demonstrate care?</i>
F1:	Uhh. Maybe today your father looks like very sad in his face, you can maybe like ask some questions like "What happened today?" or "What's wrong with you?". It's like a kind of care from the children. The father would probably like cry, "Oh my god".
I:	<i>How about the care from parents?</i>
F1:	Parents need to like uhh sometimes need to like go into children's rooms, then like having a short talk.
I:	<i>Ok. How your family members show their care and support?</i>
F1:	Uhh. For my father, he will just... I think he will give financial support for me. It's like he can't do anything to solve my problem. He will like giving some financial support for me and also uhh try to use listening skills to like help me to listen the problems. And sometimes... because my father is like more technical thinking and good in problem-solving. The problem-solving is in the field of like some of the working problems all that. It's not the relationship thing. For my mother, she will talk to me more about the experience from her past uhh and also teach me something, like some moral value.
I:	<i>What do you expect to see this care and support in ideal family?</i>
F1:	I expect uhh we need to have like a communication day, like Sunday. Everyone sit down and really sit down, no phone, no television, and then we just talk about what happening in previous days.
I:	<i>Ok. When facing a problem, how your family respond?</i>
F1:	My father will directly give you the solution. Uhh. For my mother, she will make the problem more complicated.
I:	<i>Let's say you have family conflict, how family members usually respond?</i>
F1:	I usually have argument with my mother. Uhh. Like three times a week. It's like a routine thing. So, my father will respond... because he thinks he can't change my mother uhh thinking and also try to like uhh talk to her, so he comes to me. And then ask me to change my mind and change my attitude and try to say "Sorry" to my mother. And I don't want to get into an argument, so I say "Sorry" even though I don't think I am wrong.
I:	<i>So, you kind of like compromise?</i>
F1:	Yeah.
I:	<i>Do you expect the same thing to happen in an ideal family?</i>
F1:	Yes.
I:	<i>Ok. What are the things that make you feel warm in family?</i>
F1:	Uhh. Can I say a story? It's like a very quite long story.
I:	<i>Of course.</i>

F1:	My mother is actually like not really give us... Because some of the family, like parents, they will like give their children the best thing in the world. It's like all the financial, the computer is the best version all that. But, for my family, their teaching style is like "This computer still can use, you just use it, I don't want to buy a new one", "If this computer was spoiled, you must take your responsibility because it's on your hand". That is what their teaching style. So, when they give me some presents or some like money, like 200 or 300 something, I will very kind of like feeling warm. It's like unbelievable thing. They doesn't like really give me that much but I feel that it's very warm. And then they are very care like uhm even though I am using the older version, they still like sometimes they will like "Ok lah, ok lah, just buy you a new one lah". But sometimes, it's not all the time. So, that point is very warm to me but for others, they will think like it's normal because there is a comparison thing. It's like very contrast.
I:	<i>Other than that, do you have any example that make you feel warm?</i>
F1:	Just now, I mentioned my father uhh doesn't like really talk to me, right? And then one time, he talk to me like "How do you feel today?" because that day is my first day to work. And then I was like "Oh my god! Did you just ask me a question?". That point is very warm.
I:	<i>It's like showing his care to you?</i>
F1:	Yeah. It's like very precious.
I:	<i>Ok. Other than that, do you have anything to add on?</i>
F1:	Uhh. Let me say a little bit about my sister. Uhh. What I think is very warm is for example I ask her to like take the soup to me and then she will like "I don't want to take for you" but she just take it. Yeah, that is very warm.
I:	<i>Ok. How do you get along with your parents?</i>
F1:	What do you mean "get along"?
I:	<i>How do you describe your relationship with your parents?</i>
F1:	Friends and parents.
I:	<i>Will you do the same if you are a parent?</i>
F1:	Yes. I think this is the best relationship.
I:	<i>Ok. Can you describe more about this?</i>
F1:	Uhm. Uhh. Friends... When I get into a relationship, I will first of all, I will ask my mother because she is more experienced than me. I will ask about the comments and the advice. So, at that point, my mom became my friend. It's like changing the role into friend. But sometimes like I get into troubles, like an accident, car accident, I try to solve the problem myself but it's out of my range, it's out of my control. So, my father was mad to me because I can't like really uhm like take the responsibility and I'm not say out to him so he was parent's role at that point. It depends on situation.
I:	<i>So, what is his reaction?</i>
F1:	He's very mad and uhh basically he tried to teach me how to solve the problem but need to consider which problem you can solved by yourself and another one is which one you need the parents' help. It's

	like I'm not really like adult, I'm just an adolescent. So, some of the problem, I need to talk to them. It's like very serious.
I:	<i>Ok. How your parents show concern to their children?</i>
F1:	Uhh. I don't know. Every morning, after I graduated my Form 5, every morning, I'm sitting down and then I eat my breakfast, my father will like come pass by me and then just beat me.
I:	<i>Beat you?</i>
F1:	Yeah. Just beat me. It's like playing.
I:	<i>What does it mean to you?</i>
F1:	It's like caring me lah, concern me. This is his way lah.
I:	<i>Ok. How about your mother?</i>
F1:	Giving me pocket money. It's like now is MCO, so I actually should be in KL now, but I come back to Melaka, so that means I don't have any pocket money. And then I need uhh my mother will like give some bonus for me like sometimes she's happy and then she gives some bonus for me, like 200 or 300, enough for me to eat, it's like can survive for 3, 4 months.
I:	<i>Ok. How your parents show love to their children?</i>
F1:	(Laughing). It's the same answer with previous.
I:	<i>Ok. How do you describe the discipline in your family?</i>
F1:	Uhh. When you are having your lunch, you cannot play your phone. It's like a really serious thing. You can't play your phone. And even though you like uhh you must sit properly like your feet need to be like on the floor. Like you cannot on the chair or something else.
I:	<i>What about when children did something wrong, how they discipline you guys?</i>
F1:	For me, because my age range with my uhh younger brother is like very massive huge, so for me, they will beat me, they will like punish me. For my little brother, actually the punishment is from me, I beat my little brother. My father and mother will be like angel to save him. But the punishment is just for me because my sister and my elder brother doesn't have any punishment. I think I'm more naughty, so the punishment is all on me.
I:	<i>Ok. What kind of parenting you receive from your parents?</i>
F1:	I receive confidence. Let me describe it. My father is an engineer, so every single decision, he needs to be like very confident to make the decision. But I can't, I'm very careless. So, I learn from him is like I need to something like very confident. And for my mother, it's not really she's like teaching me lah, but it's actually like emotional control because I'm actually is not a really controlled person. It's like my uhh I really easy to get mad. So, when my mother is easily to get mad, I'm easily to get mad, so we are easily to get into an argument. I learn from it is I need to control my emotion because she is my mother and it's really like no manner to like uhh saying bad things to my mother.
I:	<i>Ok. How your family members take and share responsibility?</i>
F1:	Uhh. My father needs to like being a father. It's like all the... I don't know. My logical thinking is like father needs to be like very strict and then my mother needs to be like the angel. But the reality is they

	are changing their roles. It's like my father is the angel and my mother is devil. But sometimes my mother is the devil and my father is a more devil, so no one is the angel. I can't really give you an answer.
I:	<i>So, what do you think about this?</i>
F1:	I think is good for them lah. Wait wait. It's also bad ohh. (Laughing). It's kind of flexible. If you're like always the father is the devil, then everyone knows the mother is the angel, so all the children will like go to the mother more lah. It's like not balance.
I:	<i>Ok. I think I have covered all the questions. Thank you.</i>

Participant F2

I:	<i>Hello. Thank you for participating in this interview. This interview is important to my research project, which focuses on developing an Adolescent Family Functioning Scale in Malaysia. In this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. If you have any questions or unclear throughout the interview, you can let me know. All responses will be anonymous to protect confidentiality. What you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person. Besides that, you also completed the informed consent form indicating that I have your permission to record the conversation. Only the researchers will have access to the recordings, and they will be destroyed after transcription. Before we begin the interview, do you have any questions?</i>
F2:	Can I speak Chinese?
I:	<i>Yes. You are encouraged to speak English but if you don't know how to say out some words, maybe you can use Chinese. Ok?</i>
F2:	Ok.
I:	<i>To begin, could you please tell me a little about yourself?</i>
F2:	I am F2. 17 years old. Uhh. I fresh graduated, waiting for the SPM result. Uhh. I have one elder sister and one younger sister. Uhh. (Nodding head).
I:	<i>Ok. What is family to you?</i>
F2:	Family has blood ties. It has the close relationship to each other. Is a... is a... people that live together and then grow together, and they will teach you a lot. They will be with you since small. And then will let you learn a lot of things. And then they will be with you to accomplish many things together.
I:	<i>Ok. So, what are the characteristics of your ideal family?</i>
F2:	My ideal family is like having my father, mother, younger sister, elder sister, grandfather, and grandmother. It's like we are living together. Although we will have arguments, we will still get along well together. If we have any problems, we will solve together and will not cause the relationship to become bad. And then we will learn together and know a lot of things. We will watch movie together. And then get along with each other and we will not feel alone. It's like we have parents to be with us all the time.
I:	<i>Ok. You mentioned about learning together. Could you tell me more about learning together?</i>
F2:	It's like we sometimes saw handcraft things online and we feel interested. And then we will share the screen on television and do the handcraft together if we bought the materials. It's like paper folding, paper cutting, and drawing. We will sometimes join those competition together. It's like a whole family have to complete a task.
I:	<i>So, other than these, do you have anything to add in terms of the characteristics of your ideal family?</i>

F2:	My ideal family is like we will taking care of each other. It's like we will not dislike each other. We will not like sitting down with nothing to talk. And then we will like unconsciously have many things to talk about such as movies, cooking, we will have something to talk about. And then when feeling not well, we will take care of each other.
I:	<i>Can you please describe your family environment?</i>
F2:	My father is a businessman, and my mother is helping my father. We are also not getting along with each other all the time, but because my father and mother go to work in the morning and then come back at night. And then I am now waiting for SPM result, so I go to my father's shop to help him, like tidy the stocks and something easy.
I:	<i>Ok. So, what do you think about your family environment?</i>
F2:	I think it's pretty good. I myself feel very comfortable. And then my family focuses on education, so there are many books at home. From before, my mother teaches us to read more to have a better future. And then we are also quite hard-working in our study. Our home also has some reference books and novels. Our family members enjoy reading books.
I:	<i>So, if you have your own family one day, will you want it to be like your current family?</i>
F2:	My current family is not bad. But I hope if it's my family, I would not be like my mother in nagging. Sometimes she is not satisfied with something, she will nag and nag. And then we know that she is caring about us, but we feel a little annoyed because she is like a little angry, making it feel like almost leading to an argument. But we know that my mother loves us and then she actually cares about us, just that her tone is a little incorrect.
I:	<i>Ok. So, what are the things that make your family harmonious?</i>
F2:	It's like have to telling what is wrong, being truthful, and not to hide something. It's like solving problem together. And then we will sit down and talk. If it's not right, just talk until it's all right. It's like we won't fight but communicate with each other.
I:	<i>What are the things that make you feel good in family?</i>
F2:	It's like when my family and I are doing things together such as cycling together, watching movies together, making handicrafts together, and joining competition together. It's like doing things together and then the feeling of accomplishing things together. And then when we are doing our things quietly, we feel very comfortable without any sense of constraint, which is like a comfortable condition.
I:	<i>Besides doing things together, what else make you feel good?</i>
F2:	Hmm. It's like we will taste some food together and discuss the cooking together. Sometimes, we will cook together and share with family members. Sometimes, we will go to watch competitions together that are participated by my elder and younger sisters.
I:	<i>So, doing things together make you feel good in family?</i>
F2:	Actually, it's easy to feel good. Sometimes, when we are doing our things, we can also feel the satisfaction and happiness, it's like not demanding too much.

I:	<i>Ok. What are the things that make your family united?</i>
F2:	One time, fire broke out in our neighbour's house and the fire was almost spreading to our house. That time was during midnight, because my mother was the first to discovered, she told us to escape and help to put out the fire.
I:	<i>Ok. What are the things that can make family to be more united?</i>
F2:	Parents play an important role. It's like we need to have the sense of participation, like we are doing one thing together. And then we will not have a lot of complaints. It's like having a leader. It's like discussing together although with different opinions, so that a task can be completed well.
I:	<i>How do you communicate with your family members?</i>
F2:	Talking, chatting, watching movies together, and eating together. These kinds of communication. It's like very normal daily life. We also will have arguments, but we will become reconciled at the end and getting along well together.
I:	<i>Ok. What characteristics help your family to function effectively?</i>
F2:	Communication.
I:	<i>Ok. Besides that?</i>
F2:	Hmm. It's like helping each other and taking care of each other. We try to not to have too much criticism. We must sit down and discuss some things together, so that those things can function effectively.
I:	<i>Ok. How your family members show their care and support?</i>
F2:	It's like any of us joined competition, our parents will go together. My mother will prepare breakfast and lunch for us. And then for dinner, sometimes my mother will cook, sometimes I will cook, sometimes my younger sister will cook, and sometimes my elder sister will cook.
I:	<i>So, how do you feel the support from parents?</i>
F2:	It's like encouraging words. Sometimes, when you are facing challenges or failed, they will console you. It's like losing a competition, they will tell you "It doesn't matter to fail this time, keep working hard next time".
I:	<i>You keep mentioned about competitions, do you guys join them voluntarily or asked by parents?</i>
F2:	Voluntarily. If we don't want to join, our parents also won't force us. We join the competition when we want, and we won't join if we don't want.
I:	<i>Ok. When facing a problem, how your family usually respond?</i>
F2:	Hmm. Usually, we will sit down and talk. If we have disagreement, we talk until we reach an agreement. And then we will communicate, it's like talk about the problems openly to solve them, it's like each of us will give opinions, if cannot, we will vote and the minority obeys the majority.
I:	<i>Ok. Will the minority feel upset?</i>
F2:	Feeling upset also they have to accept because they are the minority.
I:	<i>Ok. What are the things that make you feel warm in family?</i>
F2:	You mean during usual time?
I:	<i>It can be during usual time, anything that that make you feel warm.</i>

F2:	It's like last time I was sick, my mother woke up in the midnight to take care of me, feed me medicine and something like that. And then my parents usually also take good care of me. If we are not feeling well, they will take the medicine from the refrigerator for us to eat. And then they will prepare healthy food.
I:	<i>How about among your sisters, anything that makes you feel warm?</i>
F2:	Once upon a time, when we were cycling, my vision suddenly black out and almost, like almost pass out. And then, my younger sister held me. That time, I feel quite warm.
I:	<i>Ok. Anything else can makes you feel warmer in family?</i>
F2:	It's like how we usually get along with each other. The sense of participating together.
I:	<i>Ok. How do you get along with your parents?</i>
F2:	Quite good. It's like when we were small, we will be beaten when did something wrong. But when we grow older, this doesn't happen anymore. After we grow up, the most is kneeling at altar.
I:	<i>How old is considered grown up?</i>
F2:	11 or 12 years old. Now, they usually scold and then forget about it like that.
I:	<i>Anything else in terms of your relationship with your parents?</i>
F2:	We are close to each other. My relationship with my parents is quite good. Sometimes, we will hug, kiss, and make fun of each other like a friend. It's like closer than a friend.
I:	<i>Ok. How your parents show concern to their children?</i>
F2:	They will ask us whether we face any problem in study, whether we did our homework, and then whether we have something that we want to learn. It's like they will make us feel we are cared of. Like usually during conversation when having dinner, they will ask us about how we are doing at school and then like that.
I:	<i>Ok. How your parents show love to their children?</i>
F2:	The most direct way is through hugging, kissing, it's like my mother is more kind of opened. It's like those simple things. And then during important festivals, we will send a gift. Like when my mother's birthday, we will follow my father to pick a present. And then when my father's birthday, we will also send a gift like that.
I:	<i>Besides that, anything else makes you feel your parents' love?</i>
F2:	They take a very good care of me, show consideration for me. It's like when there's something I don't want, they won't force me to accept. It's like have to tell them my thoughts directly, so that they will accept our opinions.
I:	<i>How do you describe the discipline in your family?</i>
F2:	We will be punished when we did something wrong. But if it's too serious, then will be punished. If it's not too serious, then only some nagging or scolding. It's like discipline starts from childhood. It's like we will understand those taboo such as chopsticks cannot be inserted on the rice. If we do that, we will be scolded. And then some table manners like these that starts from childhood.
I:	<i>So, what do you think about this?</i>

F2:	It's also very good. They will also explain why we cannot insert the chopsticks on the rice because it's like worshipping ancestors, so cannot insert like this. They will explain to us the reasons behind.
I:	<i>If you have our own family, will you practise discipline like this?</i>
F2:	Also like this lah. But won't be scolding so badly. Also have to let the children know the reasons why they will be scolded or punished. It's like have to let them know the "why" so that they can be convinced.
I:	<i>So, you talked about not having strict discipline?</i>
F2:	Ah. Not so strict like that. Too strict also not good.
I:	<i>What are the good rules in family?</i>
F2:	It's like table manners, uhh first come first served it's like when someone is using something, you have to ask for permission first if you want to use it. You cannot snatch it to use, else you will be scolded. Something like this, first come first.
I:	<i>What kind of parenting you receive from your parents?</i>
F2:	It's like we've been reading story books since we were young. Through stories, they explain the moral values. So, we have a lot of children's comics at home. It's like my parents will choose reading materials that are suitable for us. Because I also like to read stories.
I:	<i>You mentioned about strict parenting previously. Can you tell me more about it?</i>
F2:	It used to be stricter compared to now because we are now grown up. Back then, they beat us with cane and then sometimes when we did something wrong, the most severe one I remember is to stand outside the house gate for about 30 minutes. It's like the gate was locked and cannot go into house.
I:	<i>How old are you that time?</i>
F2:	8 or 9 years old.
I:	<i>After attending secondary schools, no more punishment like this?</i>
F2:	Yeah. No more.
I:	<i>How do you feel that time when was standing outside?</i>
F2:	Feeling like being abandoned. It's like very sad because I also know that I was wrong. It's also like feeling ashamed for why not think before doing and why have to commit such mistake.
I:	<i>Ok. How your family members take and share responsibility?</i>
F2:	If there are dishes there, we must wash the dishes. Usually, we must do our own task independently. Sometimes, we will help family members to share the chores.
I:	<i>So, can you give me five important elements of a family?</i>
F2:	Communication, and then getting along, rules like discipline, and also two more. It's like don't complain so much, "Happiness lies in contentment". And the last one is we must self-reflect. It's like don't repeat the same mistake.
I:	<i>So, may I know what self-reflection is about?</i>
F2:	It's like when we did something wrong, although there is not much scolding, we have to learn from the mistake so that we won't repeat it next time. Sometimes, I feel upset why I didn't think before doing like that. It's like must self-reflect, must repent.

I:	<i>Ok. I think I have covered all the questions. Any further information that you would like to add regarding family?</i>
F2:	Family is like a haven, so it gives you a comfortable feeling and comfortable in getting along with family members. It's like a very good condition. Your most comfortable condition is at home.
I:	<i>Ok. I think we can end the interview now. Thank you.</i>

Participant F3

I:	<i>Hello. Thank you for participating in this interview. So, this interview is important to my research project, which focuses on developing a scale, called Adolescent Family Functioning Scale. So, in this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. So, if you have any questions or unclear throughout the interview, please let me know. And all the responses will be anonymous to protect your confidentiality. And what you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person. Besides that, you have completed the form indicating that I have your permission to record this conversation. So, only the researchers will have access to the recordings, and they will be destroyed immediately after transcription. So, before we begin the interview, do you have any questions?</i>
F3:	No.
I:	<i>Ok. So, to begin, could you please tell me a little bit about yourself?</i>
F3:	Ok, so I'm F3. I come from a family of four. I have a elder sister and two elder brothers and yeah my parents and I, yeah.
I:	<i>So, can you briefly describe about your family?</i>
F3:	Ok, so my family is kind of conservative and not that open towards many things, which is a normal thing nowadays. Like as the era evolves, certain things like clothing, fashion senses changed, but like my parents are still slightly conservative. They are like overprotective over me, that's how my family is uhm yeah. Other than that, very loving, but sometimes uhm it's just too much till like there is no freedom, yeah.
I:	<i>Ok, so you talked about conservative. What do you think about this?</i>
F3:	You mean in what way?
I:	<i>In an ideal family, do you think family member should be conservative or more open, what do you think?</i>
F3:	I think like they should be more open because that's how people grow. You can't expect someone to grow based on your order just because you don't want them to get hurt. Everyone is gonna get hurt, that's life, that's how it works and that's how we learn things. You can guide them, but not uhm how to say pull them back, you can't do that, that's not how it works and not supposed to be like that, yeah.
I:	<i>So, in a family setting, can you like give some examples regarding being more open?</i>
F3:	I would say uhm communication is very important. You have to know how uhm each other is feeling based on your act. If like you say "No, you can't go out", you have to know how others feel and you have to listen to their opinion why do she wanna go out or like yeah just like understand each other's feelings, that's the most important thing. If it's not necessary, when I feel like ok, something silly maybe like ok if let's say kids wanna just go and party, they could. Family could allow them to go party, but they have to know the limit and the boundary, so this is why communication is

	important. They have to uhm give them some knowledge, so the kids can have fun but with the boundaries, so it's a win-win situation. Kids have fun, parents know they are safe, then yeah that's how it supposed to be.
I:	<i>Ok, so you mean the conservative way is like in terms of letting the children to go out?</i>
F3:	Ok, conservative is... what I meant was you can't think uhm the things going on on nowadays, everything is totally wrong, you can't say that.
I:	<i>Ok, maybe you can give some examples like how you think that they are kind of conservative?</i>
F3:	Oh, ok. You can't wear hmm kind of how they say it's not revealing, but it's like you can't wear crop tops, uhm you can't drink alcohol, you can't uhm you can't go out with your friends, that's the most simplest thing, you can't go out with your friends. Just stay at home, stay safe, stay at home, stay safe, those kind of things. Yeah, can't talk much to guys.
I:	<i>So, these are some rules that appear in your family. So. what do you think of these rules?</i>
F3:	Like I said, you can guide me, but not pull me back.
I:	<i>Then, you talked about boundary. So, can you like talk about boundary in family?</i>
F3:	Ok, in my family?
I:	<i>Yeah.</i>
F3:	Basically, they just shutting it down, they not having, they not talking about boundaries, they like no, no, no at all, no. Yeah, I have to learn thing by myself.
I:	<i>Ok, so maybe you can suggest some ways like to improve this boundary in family?</i>
F3:	Ok, so hmm maybe you could say you wanna talk with your friend, you have to... you want to have guy friend and stuff, it's ok, but you have to know when someone's intention are wrong. You have to be wise like that, that's what I mean. You need to learn your own boundaries, you can't step out of your line.
I:	<i>This is about personal relationship, but can you like give some examples in term of in a family setting?</i>
F3:	Uhh. I'm a little confused about that, as in?
I:	<i>Because you mentioned about boundary is important in family just now, so maybe you can talk about how this boundary works in a family.</i>
F3:	Oh, I said... I didn't say it's important in a family, I said like it's important for them to teach you that these things are important, rather than saying to a child "Don't do at all", that's what I meant.
I:	<i>Oh, you mean they should teach you this?</i>
F3:	To have limit, yeah.
I:	<i>What are the characteristics of your ideal family?</i>
F3:	Ideal family. Uhm. I would say open, supportive, understanding, yeah open, supportive and understanding and accepting.
I:	<i>Can you talk about open more?</i>

F3:	Ok, open means you can't, if you were born in one era and your child is being born in another era, you can't expect your child to be growing in the same situation as the previous era. So, you have to open, open up to changes.
I:	<i>So, you mean the parents should be open up to these changes?</i>
F3:	Yeah, changes like this kind of 2021's life, how it is? That's how your child is gonna be growing in that situation, you can't expect them to be in the 1970's or 1980's.
I:	<i>Any example you can think of regarding this, what are the things that they should be opening to?</i>
F3:	Hmm. I would say basically just going out and having more friends. That's not a wrong thing, but then they were afraid to have friends. I don't know for what reason, but now, why not?
I:	<i>Ok, then you talked about supportive. What are the examples that you can give for this supportive family?</i>
F3:	If uhm the child has an interest in doing something, give support for that child to involve in that particular aspect, yeah.
I:	<i>Then, understanding?</i>
F3:	Understanding is more to emotional side. Everyone is different, everyone is... everyone is allowed to cry, everyone has feelings, so you have to be understanding when someone is hurt, you can't be like "Don't be a baby", you can't say that.
I:	<i>And then the last one you talked about is accepting. So?</i>
F3:	Accepting is when uhm yeah the children they grow, so they change. So, you have to accept that they are changing, and they are growing, and they are going to go out the family, you have to accept all those. They can't be your 10-year-old, 5-year-old child forever, that's not how it works, yeah.
I:	<i>So, you mentioned about open, supportive, understanding and accepting which are the important characteristic of an ideal family. So, what else do you want to add on?</i>
F3:	I think that is all, that's the main things.
I:	<i>Ok, can you please describe about your family environment?</i>
F3:	Ok, that's a hard question. Ok, uhh.
I:	<i>When I talked about family environment, what's come to your mind?</i>
F3:	It can be chaotic sometimes. Then, it is good but chaotic sometimes.
I:	<i>So, when you said chaotic, what does it mean to you?</i>
F3:	Uhm. I mean hmm I mean like every family has their own problems and like yeah, slightly problems here and there going on and yeah those kinds of stuff.
I:	<i>So, you expect family to be having no problems?</i>
F3:	Uhh. To be honest, yes, but in reality, that's not possible. Uhm. I just expect that to be improving changes, not to be stagnant. Yeah, that's how I can put, yeah.
I:	<i>Ok. So, what are the things that you think can make a family harmonious?</i>
F3:	Communication.
I:	<i>So, how do you think this communication can like improve family harmony?</i>

F3:	Uhm. If you going through a hard time, instead of uhm you know sometimes going to friend's house and crying about it and then the friend was like "Nah, chill" and then giving a bad advice, you can just talk to your dad about it sometimes. I know it can be hard, but it's not wrong to like open up to your family, even like you have a lot of siblings. I mean if you have siblings, just a reach out to the family member cause I feel like no one can replace the position of your family. They have been with you since you were born, so no one can understand you better than them too. So, communicating with them will be helpful as like they would understand what are you going through and you can have some knowledge to put in your life. So, yeah, it won't be like "Why he's like that?" and "I don't understand why my dad always holding me". So, yeah.
I:	<i>So, mutual understanding is important in family harmony?</i>
F3:	Yeah.
I:	<i>Ok, so what are the things that make you feel good in family?</i>
F3:	Hmm. They are always loving. They don't give up on each other.
I:	<i>Can you describe more on loving? How they show their love?</i>
F3:	Uhm. Although I'm away from home, uhm they kind of uhm how. Ok this is a simplest thing, they uhm or they ordered me my favourite food on my birthday, so I thought like no one realizes smallest thing in your life and your favourite smallest things, but they did. So, yeah, that's caring and loving.
I:	<i>Ok, and then "don't give up on each other"? Can you like elaborate more on this?</i>
F3:	Uhm. Basically, ok, if you like do something wrong and stuff, they are not like "Ok, get out of my house and never come back until you get a job or something". They always like uhm they like they would scold and stuff which is kind of bad, but still they won't let you go just like that, they will still care for you. Yeah, those kinds of things I'm talking about.
I:	<i>Then you talked about scolding, so you don't think scolding is good? Do you think scolding is good or bad in a family? What is your point of view?</i>
F3:	Hmm. So, it's not that good.
I:	<i>So, in an ideal family, what do you think can be done instead of scolding?</i>
F3:	Communication, just talk, talk and talk and talk, understanding and patient. That's all the real major important thing.
I:	<i>Ok. And then, what are the things that make your family united?</i>
F3:	Love.
I:	<i>Love? Loving each other?</i>
F3:	Yeah.
I:	<i>Besides that?</i>
F3:	Hmm. Hope.
I:	<i>Hope? What do mean by hope?</i>
F3:	Sometimes I feel like although they are being in a certain type of way like now, they can change and they will change, those kinds of hope. They will get better, those kinds of things.

I:	<i>So, in your own mind, you think that family will be getting better? Is it what you mean?</i>
F3:	Yeah.
I:	<i>Ok, so do you think your family is a united one?</i>
F3:	It is.
I:	<i>Maybe you can give some examples like why you think that your family is united?</i>
F3:	Uhm. Mainly because like usually if you get married, you go out of the house, right? For the girl side, you will live with your husband. But like in my family, my sister's husband is like living with us. So, it's like a under a big roof, big family, kind of thing. So, yeah, we eat together, those kinds of things makes me feel like it's a united family.
I:	<i>So, doing things together, staying together makes you think that your family is a united one. Other than that, what do you think can make your family more united?</i>
F3:	Uhm. If everyone is responsible and doing each other's part and not causing trouble to one and other. Then, it's automatically a united family, with no problem and ideal family as you said. Yeah.
I:	<i>You mentioned that the important thing called responsibility, playing each other roles. So, maybe you can give some examples on this responsibility?</i>
F3:	Hmm. So, responsibility as in like if you are a grown person and adult and you are working, make sure like some amount of the money is like going to your parents because you are still staying their roof. So, you contribute some to them as in return for letting them stay under the house.
I:	<i>Let's say today you are still adolescent in your secondary schools, so what are the responsibility you can think of as an adolescent?</i>
F3:	Can help your mom to do some house chores, that's the simplest. Yeah, so your mom doesn't have to do a huge part.
I:	<i>Ok, how about your parent's responsibility?</i>
F3:	Their responsibility is much bigger, they have to make sure that uhm the kids are having a proper place to sleep, they are safe, having food and make sure that they are comfortable.
I:	<i>Ok, how do you communicate with family members?</i>
F3:	It's rare for me to talk to them because in their perspective, I'm still like young child, is not supposed to speak back. So, even I don't know how to answer your question, I'm so sorry. I'm just being honest here.
I:	<i>So, you don't think communication is good in your family?</i>
F3:	I think it is good but it's just for my, my thing uhm how do say it doesn't work that way. They yeah I don't talk that much to them.
I:	<i>So, in an ideal family, what do you think family member should do in terms of this communication?</i>
F3:	Hmm yeah, just like I told that those three qualities like supporting, open, and understanding. Yeah, those kinds of thing. Yeah, it must be there.
I:	<i>Ok, so if you want to improve this kind of communication, what are the ways you will do to improve this communication?</i>

F3:	Me?
I:	<i>Yeah. If you want to have a higher level of communication or better communication, what will you do?</i>
F3:	I would have to if that day comes, I would have to uhh talk to them, face to face and uhm basically just let them know how I feel. So, I could understand how they are treating me, them treating me in those kind of way is making me feel. So, I would have a better communication with them next time.
I:	<i>Alright. In your opinion, so what are the things that can help a family to function effectively?</i>
F3:	Uhh. A lot of support, family needs to be supportive, supposed to be. So, support, yeah, no matter what another is going through, you just have to support. It doesn't mean in a wrong way but the good way. Just support when they are willing to step out of that circle of your family, just support, yeah.
I:	<i>Other than that, what else can like improve the family to like function effectively?</i>
F3:	I can't think of any.
I:	<i>Ok, it's alright. Ok, how your family member shows their care and support?</i>
F3:	Their care, they will show through uhm talking sometimes just like expressing, like uhm doing something you like surprising, uhm hugs, I guess that those are the caring things. Supportive, supportive from my family?
I:	<i>Yeah.</i>
F3:	Oh, ok. Yeah, they ok. For education purpose, they are supportive. Uhm they uhm for example, me being Kuala Lumpur and me, I was in Thailand before coming here for six months. So, being out of the family to a new area without them, uhm yeah they would really supportive by giving me encouraging words like "You can do this, this is for your own good because you are going to go somewhere else to where I not gonna to be there forever". So, those kind of supportive words, motivation uhm always being there when I needed them or call sometimes cause uhm I had something sad going on too so, yeah. They were supportive in that way, I would say.
I:	<i>Ok, so when facing a problem in a family, how your family members usually respond?</i>
F3:	Sometimes, my family is not the perfect family. So, sometimes would be like argument, sometimes it's like uhm denial and just moving away from the problem. Sometimes, it's sitting down and solving the problem, yeah.
I:	<i>So, you mention argument, denial, moving away and also sitting down. So, which is the best way do you think is?</i>
F3:	Sitting down.
I:	<i>Sitting down?</i>
F3:	Yeah, confronting and settling the problem.
I:	<i>Ok, so what are the things make you feel warm in a family?</i>
F3:	Family love. I just can't explain how, like no matter how much you hate them, you still love them, yeah.

I:	<i>So, what are the actions, for example that will make you feel very warm in a family?</i>
F3:	Uhm. Spending time together.
I:	<i>Spending time together?</i>
F3:	Yeah.
I:	<i>Ok. So, how do you get along with your parents?</i>
F3:	Hmm. Quite ok.
I:	<i>So, what are the things that you look at when you say it's ok?</i>
F3:	Now is getting better because I have the chance to sometimes, sometimes voice out my opinion uhm and my mom is like if she wants to talk about something, she sometimes calls and like talks to me and sometimes, I can give her advice also, it seems like the bond between us is like getting better, yeah.
I:	<i>How about your father?</i>
F3:	My father, hmm my father usually works most of the times. So, we don't talk that much but, yeah. If we do, it will be him talking about knowledge and I will be listening. Yeah, those kinds of things.
I:	<i>So, how do you feel about this?</i>
F3:	It's nice to learn things from him.
I:	<i>So, are you satisfied with this parent-child relationship or do you think it can be improved?</i>
F3:	For my father, I have no problem at all but for my mother, I feel like she could be little more open and accepting and supportive.
I:	<i>Ok, I think that conservative part you mean your mother, right?</i>
F3:	Yeah, and my brothers.
I:	<i>Ok, how your parents show concern to their children?</i>
F3:	Concern? As in their worried?
I:	<i>In any way, how they show it?</i>
F3:	My mom might nag a little, she will be like "Why, why, why, why?", "Who are you going with?", "When would you be back?" and stuff, yeah. That's how she shows she worried. Yeah, and if you like off the time limit she gives you, she will be calling more than 10 times until you reach back home safely. So, yeah.
I:	<i>So, if you are parent, how would you like to show your concern to your children?</i>
F3:	Uhm. I would let her know what are the possible dangers out there, and that is why sometimes I, myself might be restricting my child not completely, but I might nag if they are off limit too. So, but I will explain what are the reasons, why, yeah.
I:	<i>Explaining the reason?</i>
F3:	Yeah.
I:	<i>Ok, so how your parent show love to their children?</i>
F3:	Uhm.
I:	<i>Or how you feel the love from them?</i>
F3:	They kind of want the best for you. So, when he comes to you, I mean like a children, they would do anything to make you happy but in their way, somehow, yeah.
I:	<i>What do you mean by "in their way"?</i>

F3:	It's like you can't have anything you want but I will make you happy, like that.
I:	<i>Ok, so if you are parent, how would you want to like show this love to your children?</i>
F3:	Uhh. I will make sure my children don't feel me being a strict mom and I will be like a friend if you want to talk to, those kinds of mom. Not like someone you have to have fear on, but you have to have respect instead of fear, yeah. I'll make sure that, I'll do that.
I:	<i>Ok, how do you describe the discipline in your family?</i>
F3:	Very, very, very disciplined.
I:	<i>So, how they discipline you and your siblings?</i>
F3:	Examples?
I:	<i>Like how they control your behaviour?</i>
F3:	Uhh. It's the normal thing you have, like sit properly, talk properly, those kinds of things. Be bed by this time and you have manners while communicating. That's for good, I thank my mom for being that strict because of who I am right now.
I:	<i>So, when you and your siblings did something wrong, what will they do?</i>
F3:	Whack. I got the least cause I'm the youngest, I got the least, but my siblings, my elder siblings got the most of the whackings.
I:	<i>So, how do you feel about this?</i>
F3:	Honestly, my friend who never had whacking kind of turn out to be a little spoiled. So, whacking is not good too so I can't explain that. I don't know.
I:	<i>Ok, will you do whacking to your children?</i>
F3:	If it's necessary, yes.
I:	<i>So, this is how they control the behavior of children, right?</i>
F3:	Yeah.
I:	<i>So, what are the good rules in your family?</i>
F3:	Hmm. You mean in disciplining?
I:	<i>It can be or some unique rules that appear in your family?</i>
F3:	Ok, we don't have unique rules that we set out for now. But for disciplining, I would just say like yeah everything, the way we talk, the way even like getting out of the having a meal, you can't scratch your chair. So, those kinds of things, it's like really nice now to look at yourself and someone who hasn't known that. When you look at it, you feel like ok, my mom raises me well, like that, yeah. Simple, simple things matter.
I:	<i>So, how do you describe their parenting style?</i>
F3:	Hmm. My mom is uhm strict, she is more to hands on, whacking, that's how she teaches us. My dad is like more to uhm emotional and mental, kind of thing, it's like "I trust you, so don't break it". So, when it comes from your dad, you feel like ok, he trusts me, so I not really gonna break it. So, you have that thing within you, you won't be like uhh you get what I mean? Yeah, my dad is more to emotional things and my mom is more to physical things.
I:	<i>Ok. So, which kind of parenting do you expect, or do you want the most?</i>

F3:	My dad. Emotional kind of things.
I:	<i>So, will you practice the same parenting style for your children in the future?</i>
F3:	Yeah, I would.
I:	<i>Ok, so I can think this is the last question, how your family members take and share responsibility?</i>
F3:	(Laughing). Uhm. My parents are taking good responsibility, my sibling, they are having a little fun, a little too much fun, so they are not having much of responsibility within them, I'm gonna to be a little honest because I trust you. This video is not gonna get anywhere, right?
I:	<i>Yeah, it's sure, of course.</i>
F3:	Ok, so yeah, sibling kind of not being that responsible. But now, I hope they will change. Other than that, that's all, yeah.
I:	<i>Ok, I think I have covered all the questions, is there any further information that you would like to share that we have not covered in terms of this family?</i>
F3:	I don't this so, so far. I feel like I told everything, yeah.
I:	<i>Ok. Thank you so much for your time.</i>

Participant F4

I:	<i>Hello. Thank you for participating in this interview. So, this interview is important to my research project, which focuses on developing the Adolescent Family Functioning Scale in Malaysia. So, in this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. So, if you have any questions or unclear throughout the interview, please let me know. And all the responses will be anonymous to protect your confidentiality. And what you have shared with me in this interview would not be shared with anyone, except when information is against the law or causes harm to yourself or to another person. Besides that, you also completed the form indicating that I have your permission to record this conversation. So, only the researchers will have access to the recordings, and they will be destroyed immediately after the transcription. So, before we begin the interview, do you have any questions?</i>
F4:	Uhm. No.
I:	<i>To begin, could you please tell me a little bit about yourself?</i>
F4:	Hello, I am F4. I'm, I studied in Sekolah Menengah XXX in Kelantan, and I already graduated. Uhm. If you want me to tell more about myself, I'm a secretary of prefect board and I'm also have an ability to speak in front of others, I mean like debate or public speaking and I also have a good relationship with my family. That's all about me.
I:	<i>Ok. Could you please describe about your family?</i>
F4:	Family, my family have eight members, including me and uhm. I also have six siblings and I'm the oldest and my siblings also study right now, all five of them are studying in school right now and yeah have a happy family.
I:	<i>Ok. So, in your opinion, what are the characteristics of your ideal family?</i>
F4:	Characteristic of ideal family... ideal family must have... each member have to do their own responsibility uhh such as their father, their father need to find the money and need to care a lot about the son and daughter. And the mother also should put a lot of care, should know what is the son and daughter problem. And the sibling also uhh they, they should not make their parent uhm they should not take their parents easy. I mean like the son and daughter should help their parent, so that the work and the load can be lightened a little bit.
I:	<i>So, each member plays an important role, is it?</i>
F4:	(Nodding head).
I:	<i>Besides responsibility, other than that? What do you think makes your ideal family?</i>
F4:	Ideal family also hmm ahh each member can talk their problem out loud to each of their parents, I mean like they are comfortable among each other. If they are not comfortable among each other, then they will just load their feeling in their heart and just take a lot of time to clear it. So, I mean like if we uhh each member have angers pent up

	in the heart, they should speak it out loud to the parents and discuss it and how to solve it. I mean like if we don't solve it, if we don't try to uhh speak out our feeling to the parents or to our sibling, they will never understand what we, others go through. Yeah.
I:	<i>So, in your opinion, what makes them to be like comfortable to share their problems?</i>
F4:	Uhm. In my family, uhh since we are young, uhh our parents uhh always ask me how was my day at school, always ask me how's my feeling after meeting someone, after undergoing something new and that makes me feel like oh they love me, oh they care about me. So, they just like, I mean like, it's kind of like since youngster, parents need to show to their children that they love them. If they didn't show, since they are, since the son are not young, it will be difficult for them to show their love and care. Since they are getting older, and they know that, oh my parents are not caring about me uhh when I'm young. So, why they should care about me when I'm old, they will think like that. So, I mean like this should be implemented since we are young, since the children are young, like that.
I:	<i>So, this is about being comfortable with your parents. How about with siblings?</i>
F4:	Uhh. Sibling also. Uhh. We do a lot about sharing about something like that, but I'm the eldest daughter and I have to somehow like just give it out to them this thing. And oh yeah I don't feel like, I'm not felling that good because when I got something, my parents will uhh make an effort to get that for me but uhh if I have to share something that I own with my siblings, I'll share with them. I don't think it's a big deal. It just like yeah the siblings, they are my own sibling with five of them. I feel like happy and if I don't have them, it's just like kind of empty in the house. Ahh when my sibling, I is uhh after the SPM and my siblings are not home because they are going to their hostel and I feeling empty here, feeling alone. So, I don't have them, I don't have someone to argue with, I don't have someone to share my things with.
I:	<i>So, besides responsibility and also comfortable in sharing problems, what else?</i>
F4:	What else? What else? Hmm I don't have lah.
I:	<i>It's ok. So, what do you think are important in a family?</i>
F4:	Important in a family, important in family, love. Love and I think that the core is love because if you don't love someone, then you never do anything by your heart, in your fully heart, to do something for them. Because my parents, they make an effort, they do a lot of effort because they love my siblings, they love their daughter, they love their son. So, that's why they are putting their effort. I think that love is main core of everything for me.
I:	<i>Ok. So, how your family member show love to each other?</i>
F4:	I mean like, they don't hug, or kiss, or something like that. They just uhh show that uhh they ask me. They ask me and they also like individually, they ask my siblings on they feel about this issue and how they feel about this issue and I think that the kind of, the best way to solve the problem and to show that they care actually about

	my problem at school and at home and with my friend too. Yeah, like that.
I:	<i>Ok. Can you describe your family environment?</i>
F4:	Environment. Environment, we have a small house in the residential area, and we have eight members and I think that this a lot. Because I think that we just have enough spaces for us to discuss, to play around, to cook, to study together. I don't think that the, first of all, I don't think I need a special house like I think that a special house uhh may separate us because everyone has their own space. But, in here, I share my bedroom with my three other sisters and uhh my brother also shares their room with their brothers, and I think that the best environment that I could have ever in my life. Yeah.
I:	<i>Ok. So, what do you expect to see in a family with good environment?</i>
F4:	I mean like uhm good environment is when someone will not use their power to abuse. I mean like if I am eldest brother, I should not hit my siblings, I should not order them. I mean like if this kind of like we care much, we hope, we should hold our power, we should uhh not be too much in our ego. Uhh. In order to produce a good environment, the children should be respectful to their parents. They should know that their parents are not scary, they should know that their parents are actually caring about them. If the children think, they all think that their parents scary and they should not talk to them and you will be produce a really, really bad environment.
I:	<i>Ok. Just now you talked about respect. So, how do you like demonstrate respect to each other in a family?</i>
F4:	I mean like if you hit someone, I know that kind of sibling here, the oldest like to hit the youngest and the oldest like to order the youngest. I mean like that's the reality in here, in our home. I mean like I think I learn from my parents, she never hit me, he never hit me, but he takes me to somewhere like separate from others and he lecture me there. And I know oh he loves me, but he just doesn't love my doings right now. So, my mindset is oh my parents love me. So, I think like I, I am respect to them. So, if I am doing this thing to my sibling, so we also do the same, like I don't hit them, I don't order them, uhm in any way that I like. So, that's why they are, I think that they are more caring about me, they are respectful to me and then they never act up to me. So, I think yeah.
I:	<i>Alright. So, what are the things that make your family harmonious?</i>
F4:	I think that we always talk to each other. At night, we watch TV together and I think that's the most important time. That time is the most important time when everyone speak uhh how their day today, how their day at school. I think that that's when that we know about each other's situation. Uhh at that time we know, oh she needs to undergo an exam tomorrow, so we have to be considerate, we should not be loud, something like that. They should speak out, they should be speak it out loud, so that we could understand. I think that that time at night when the time we are watching television as the most important time and that time also we can harmonize, hmm like that.
I:	<i>Ok. So, what are the things that make you feel good in a family?</i>

F4:	Uhm. Ahh. Because since I'm young, I always get something if I ask them, like book or stationery. I mean like some of my friends, they are not lucky, lucky enough and they just have to beg for them. They have to beg for a book, they just have to beg for their parents for the fee, but I just say to the parents and the parents kind of like "Ok, ok" and in the morning, they just give it to me. So, I think that that's make me feel good because I like someone who is just like follow their heart, like my parents just have to give and give, like don't have to think, just give.
I:	<i>Ok. Besides that, what make you feels good in a family like from your sibling?</i>
F4:	Uhm. My siblings always ask me how's my day go, and we always have a chat together late at night when my parents are sleeping, we have a chat late night, and we talk about something privacy and private like that. Oh I think that my sibling kind of like love that and I also love that because we could be open to each other. So, I think that the most happy memories that I ever have with family is midnight chat with my sibling.
I:	<i>Ok. What are things that make your family united?</i>
F4:	I think that we have already been into like trip in the nearest area like waterfall, like the river, the picnic and the river. I think that some family should go on a trip because I think is kind of make us... So, I think sometimes they should go on trip to tighten their relationship.
I:	<i>Ok. How do you communicate with your family members?</i>
F4:	Uhm. I think we should not swear, I think we should not uhm use higher, higher volume. We should just like calm in a calm voice, in calm volume, we should talk to them like we are diplomat, I mean like discussing something, uhh like that in a calm way. I mean like some, some son and daughter, they talk like they want to fight, they want to fight with their parents and they make their parents angry with them. So, I have to talk to them like they are my most, they are the most special person in my life. So, I have to talk to them like that. I don't like to talk in a loud manner, in a unpolite manner. I mean like they are my parent, so I shouldn't talk to them like that.
I:	<i>So, what do you think of your family communication?</i>
F4:	Yeah, I think that is very good. If you have misunderstanding about something, I think we should discuss about that and try to solve it. Sometimes when they might misunderstanding get longer, then longer and longer, it actually hurts us in both ways. I mean like the person also hurt and the parent also hurt. I mean like we should talk it out so that they will solve it.
I:	<i>Ok. So, what characteristics help your family to function effectively?</i>
F4:	Characteristic, characteristic.
I:	<i>Or things that help your family to function effectively?</i>
F4:	Hmm. Everyone should do their own responsibility. They have their own thing, they don't have to think about other thing, they have to think about... Like me, I'm the oldest daughter, I only think about how should I make money for my family, how should I get my family to a higher place than before, I just think about that. So, I think like my sibling also think like that or how should I achieve better than my

	sister they will think like that, how should I, I mean like they have their own goals in their life. So, I mean like the parents also have their goals in life. My parents want all my sibling to get an education, get a really good education so that they can work and they can uhm fulfill their duty as a son and daughter at home. So, I mean like every member should have, should have their own roles for the family. So that the family uhh is united and have a good condition for each other, to live together. Yeah.
I:	<i>Ok. So, how your family member show care and support to each other?</i>
F4:	Uhm. I think that we should be... My parents actually they provide me a lunch box to the school, and I think that they care about me because I see that other students and my friends have to buy their own food when it's lunch time. But me, me just have to open my lunch box and eat it. Also, my parents always show up when I have graduation day or I have the award ceremony day, they want to show me that "Oh, I feel proud" when I up on stage and I receive the award, my parents are always waving at me and I think that is the best support they can show to their daughter. So that me and my siblings always know that there are someone on their back.
I:	<i>Alright. So, when facing a problem, how your family usually respond?</i>
F4:	I think that when my sibling, when facing a problem, if not related to them, I think they just silent, they just don't go to talk it more about them because they know nothing about that. So, I'm the oldest, I always talk to my parents and want to know more about that. My parents always told me and they like discuss it. Yeah, I think we should talk, we should talk and we should discuss what is the next step. I mean if someone just blabbering, someone is just uhm accusing him because of something that he do, I think that it's not effective, because it's blabbering, he just make the person become more anger.
I:	<i>Ok. So, what are the things that make you feel warm in family?</i>
F4:	Ahh. We always work together. Ahh when this Hari Raya coming soon and we are ready making biscuit Raya together and uhh. Oh we always get together and I don't think it's something special but I think that the best... I know that other family, they do not gather together as much as we. So, I think the best way that I have in the family is actually we work together and ahh after having dinner or we having lunch or we having something a meal at the river, everyone do their duty like I clean the dishes and someone wipe the table and someone arrange the plate in the sink and I think that is the best way, that's the effective way to warm the... I think that everyone, when everyone do their duties, when everyone do their jobs, everything will be clear and no complaints because everything will be done, yeah.
I:	<i>Ok. Alright. So, how do you get along with your parents?</i>
F4:	I think that uhh I usually don't show a lot of affection to others. I don't like skinship and I don't like something like that. I just like my parents to be affectionate to me. They ask me uhh they always hug

	me when I'm crying, they always uhm comfort me. They actually they show much love than I show them. So, I think that I am comfortable because I know that they are loving me and I am also comfortable to that. I can talk anything to them like my boyfriend or something like that.
I:	<i>Ok. How your parent show concern to their children?</i>
F4:	If someone is feeling down, uhm at that time, they don't ask in front of others, they just, ok, just keep silent and just do their things and when everyone is doing their own things, then the parents will approach the sibling or me in room to ask what is actually my problem, why do I look down uhm that day, what's the reason.
I:	<i>Ok. Then I think you talked about how parent show love to their children just now. Do you want to like add something more about this? How parents show love to their children?</i>
F4:	I know that uhm some parent is kind of like they do not know how to express their love towards their son and daughter. They just know to find money, they just know like if they provide the facility uhh is enough. I mean like being affectionate and show love is something different. Be affectionate is you just like just hug your parent, you just hug your son and daughter without their feeling and if you show love, I mean like if you ask about them, you are being caring. I mean like you don't have to show this instead, you don't have to hug them, you don't have to hold their hand or something like that, you just have to show that you are caring about them and how do you show that you are caring about them, you have to ask about it, about their day. You have to ask about their feeling, you have to explore more about your son and daughter. You have to know better, you have to know them better than others because if other friends know better, if their friends know your son and daughter better, I mean like it's a fail. I see that much parent always like uhh let their uhh children do their own thing freely, I think that it's not the best thing that they should do, because if they are not educated with something like their parent is well-behave, their parent is actually caring about them, they will never know that they actually uhh love them.
I:	<i>Ok. So, how do you describe the discipline in your family?</i>
F4:	Uhh. My parents play two roles actually, my mother is a like discipline teacher, my mother is kind of like the strict one. When she scolds us or somehow like you know rotan, they hit us when we are doing wrong, only when we are young. When we are older after the graduation of primary school, she never hit us. When we are young and when we are being hit, the father will come to comfort us. When the mother scold us then the father will comfort us. Yeah, I think that is the best discipline ever because when we are hit, we are crying and we don't have someone to be beside us and when the father is uhm is applying the ointment.
I:	<i>How about during your adolescence times, so you said no canning during adolescence time, right?</i>
F4:	Ahh.
I:	<i>So, how they discipline you?</i>

F4:	When I'm young, they hit us with a cane, and I think that it's just like oh I'm young and I know that is wrong. When I'm in adolescence, I kind of like act up to my parents and will like "I want to do this, why I shouldn't do this, why I am not allowed to do this?". Then, my parents always discuss what actually my reason to do that, why, why should I do that, they ask me why, why, why, why and I don't have an answer to that, and I feel like, yeah, I don't have to do that. They just trying to make up a reason, they just trying to let me know why I shouldn't do that. Yeah.
I:	<i>Ok. So, what do you think about this?</i>
F4:	Yeah, I think that when I'm an adolescent, actually is my time of transition, I mean like transition to adulthood and when I'm being adult, yeah. Uhh. I think that it's just good because at this time, I can think and I can apply this to my future, I mean like I know that it's bad, so why should I do that? I know it's wrong, so why should I do that? I mean like it kind of like I have to think and it improve my thought in becoming a better person. I don't think something wrong with them because uhm the adolescent, they like to act up and they like to fight for what they want. So, they don't use their mind enough for that. So, when I act up, I'm grateful because my parents always uhh ask me why, why, why, why and I always think why, why, why, why. So that's why I, yeah, I think I have become a better person than before. Yeah.
I:	<i>So, will you do the same if you are parent to your adolescent child or children?</i>
F4:	Yeah, I'll to do same because I think that's the best way for them to, if I hit them, they didn't listen to us anymore. So, I think that if I were want to be a parent, I'll also to do the same and I'll also teach them the same way that my parent teach me because I think that I had already become a person, I already become a someone. So, if I do the same with my daughter and son, I think that they will be the same, yeah.
I:	<i>Ok. So, what are the good rules in a family?</i>
F4:	Rule Number 1, we should be respectful to each other, I mean like uhh the someone should not speak in impolite manner to each other. Like, uhm like swearing or saying cruel words to each other. If someone just told it, someone just speak it, we just like hit her shoulder, "Why you use that word?", yeah like that. And rule Number 2, uhh if we argue, someone should calm the person. Like when the second and the third sibling are fighting, the sibling should calm the both person, yup. I think that it's a good rule among us sibling, among us sibling and yeah, and I set the rule.
I:	<i>Ok. So, what kind of parenting you receive from your parents?</i>
F4:	They just love me, and they just show that they are caring with me and they always asking me. Ahh like the parent doesn't know much about the technology and they always ask me on how to chat on WhatsApp and how to play Facebook. Yeah, I think that the something that oh the parenting actually, actually my parent, they just let us to go to the school and they just let us being educated by the teacher and I think that whenever we coming home, we apply what

	we learn at the school at home and the parent never question my what I'm learning at the school so like they are just good parents.
I:	<i>So, if you are parent, will you practice the same parenting style you receive from your parents?</i>
F4:	I think that because uhh my parenting style actually is kind of like uhm they just asking about each other. They are just showing that they are caring about us and I think that is a good way, yeah.
I:	<i>Ok. I think this is the last question, how your family members take and share responsibility?</i>
F4:	Uhh. We just know what should we do, what should they do. My parents always like uhh uhm asking us to be considerate to each other. I mean like if I, if I'm already do the laundry and then the other siblings do the dishes. If other siblings do the dishes and someone will do the laundry. I mean like we should be considerate, we should just know, we should observe more. Yeah, I think is like that, yeah.
I:	<i>Ok. So, before we conclude this interview, is there any further information that you would like to share that we have not covered about this family?</i>
F4:	I think we have covered all, I think I don't have much to say.
I:	<i>Ok. Thank you so much for your time.</i>

Participant F5

I:	<i>Hello. Thank you for participating in this interview. So, this interview is important to my research project, which focuses on developing the Adolescent Family Functioning Scale in Malaysia. So, in this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. So, if you have any questions or unclear throughout the interview, please let me know. All the responses will be anonymous to protect confidentiality. What you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person. Besides that, you also completed the form indicating that I have your permission to record this conversation. So, only the researchers will have access to the recordings, and they will be destroyed immediately after transcription. So, before we begin the interview, do you have any questions?</i>
F5:	Uhm. For now, no.
I:	<i>Ok. To begin, could you please tell me a little bit about yourself?</i>
F5:	I'm F5. I'm 16 this year, I'm the eldest daughter in the family. Uhm. I have a younger brother. My both parents are working currently. Uhm. So far, I don't have any problems in my family, I'm very happy. Uhm. Just a very simple family and like that lo.
I:	<i>Ok. So, in your opinion, what are the characteristic of your ideal family?</i>
F5:	My ideal family, well I hope my family uhh they spend more time with me. Spend more time with me because now both of my parent are working especially my mother. She found a new job, so she's like taking most of her time facing the computer than facing with her family. And my father is also having his own business, so also he is very busy uhm sometimes going out for meetings like that. So, sometimes at home it's just depends on me and my brother at home. So, I hope just both of them if they can spend more time, it will be better.
I:	<i>Besides spending more time, what else do you think is important?</i>
F5:	Hmm. Family interaction is important. Uhm. Other than this, I don't think other, uhh anything else is more important than this.
I:	<i>So, you think that spending time together, interacting with each other are the important characteristics of your ideal family?</i>
F5:	Yes.
I:	<i>Ok. Can you describe your family environment?</i>
F5:	Uhm. how environment?
I:	<i>Like your family atmosphere, how is it? How is it like?</i>
F5:	It's very comfortable. Hmm when I have any problem, it's the first place where I will find them, especially my mother because sometimes, no, because me and my mother sleep together. So, before we sleep, we always like have a small talk and we can talk for very long. So, if I got any problem, I'll find her first. So, if me and my father, uhh my father is an outgoing person, so sometimes he will be out with his partner or anybody, but he also likes to bring us for trip,

	whole family trip. So, I also like this a lot and my brother sometimes we have small argument but it's ok, we get along very soon.
I:	<i>So, when you have an argument with your brother, what will you do?</i>
F5:	Sometimes uhm I'll get a little bit frustrated because like every day we argue about very small thing. So, sometimes we fight, not fight just argue then sometimes we when we go over, we will like stop talking to each other for a few minutes, after that we will get back too.
I:	<i>So, what do you think about this?</i>
F5:	Hmm. For me, I think is normal la, because uhm if I see my other friend, rights. They are really strict to their brothers or sisters especially if they are the eldest. If they are the youngest, I'm not sure lah, because I'm the eldest so I stand from the eldest sibling's vision. Uhm they really strict uhm from my friend's view, I mean from what I see, they are really strict but uhh in a opposite way, in my way is I really soft to my brother. So, sometimes my brother is like really open to me. He will like just say anything, very straight forward like that. I also straight to him, he also straight to me, like that. That's why we argue sometimes because sometimes we too straight forward, yeah.
I:	<i>Ok. So, what do you expect to see in a family with good environment or good atmosphere?</i>
F5:	Hmm. In this case, the family will be very happy, they will be hmm very harmony and then sometimes I'm sure they will have conflicts, but they will get along very soon. Uhh. I believe that in a good atmosphere family, everything will be better, like that.
I:	<i>Ok. So, what are things that make your family harmonious?</i>
F5:	My parents are actually not very strict person, so they will like allow us to do anything we want as long if not against the law first and then secondly is uhh not dangerous. Sometimes they will allow us to go to our friend's house and have fun like that. So, unlike some family they don't even allow their children to go to their friend's house when they think it's not safe lah. Hmm. So, my parents allow us to do a lot of things. So, they allow us to think more, they will ask us for own opinion and sometimes uhh it's just that they will allow us to do a lot of things, it's very hard to say, but they allow us to do a lot of things. So, I feel ok, is not very stressful in a family like that.
I:	<i>Ok. So, you are saying that your parents allow you to do what you want. So, how about your part, as a children, what are the things that can make the family harmony?</i>
F5:	As long I try my best as a children at home, I think it will be fine. I, I'm a person that don't really go against other people's opinion or don't go against my parent's order. I just follow what they want, and I just try my best.
I:	<i>So, in ideal family, you also expect that the children should follow parent's instruction and so on to like maintain the harmony of the family?</i>
F5:	Yes, they have to follow, but if the parent's orders are a bit too strict or like really hard to complete their order, it's better to like confront, not confront, just like uhh give an opinion to the parent to say like "I

	try my best but I can't meet your expectation, so I hope you are ok with this and I'll try this and do other way to do it better or maybe just bring it on forward and try it better next time".
I:	<i>Ok. So, other than that, what else you think can like make the family harmonious?</i>
F5:	Hmm. Apart from family interaction, I think how, I'm not sure how but because my family is very harmony already so uhm for me, I'm grateful that my family is very harmony so I'm not sure how, how more to get more harmony already.
I:	<i>Ok, it's ok. So, what are the things that make you feel good in a family?</i>
F5:	Comfortable and a cozy home, hmm and a loving family sometimes with a little stalk of fire from my brother, uhm and like that lo.
I:	<i>So, you talked about loving family, so what are characteristics of this loving family?</i>
F5:	Loving family can be from a lot of aspects. From my family, it's like they are supportive, they are caring, they think of family first other than everything.
I:	<i>Ok. So, what are the things that make your family united?</i>
F5:	United, uhh sometimes my family will like share the same interest. Like my brother, he is like having a new hobby in having this reptile pet as a hobby so my parent and me, I'm also very happy because my brother has a new hobby which is very interesting also. So, sometimes my brother will like share his uhh like what he know in the internet, what he go to search. So, he would like share his information to us and then we will be like very interested and we will like yeah, yeah like that and we will like play a lot of things.
I:	<i>So. Do you think that your family is united?</i>
F5:	Yes, they are very united. Uhh. It's united in how to say, they are united. It's very hard to explain say how united because normally we do things all together or sometimes, uhh even though without my parents' help, I also can do things with my brother, so quite united.
I:	<i>So, you are saying that how you look at the family unity is through doing things together?</i>
F5:	Yeah.
I:	<i>Ok. So, how do you communicate with your family members?</i>
F5:	I communicate with them very normal, uhh how to explain normal, I share all my opinions with them, they also share their opinions with me.
I:	<i>So, are you satisfied with this kind of communication in the family?</i>
F5:	Yes, I'm satisfied as long sometime no, as long they don't like bring out their temper and...
I:	<i>Pardon?</i>
F5:	Sometimes my uhh how to say, my brother has a very short tempered. So, sometimes he will like when he says an opinion and I don't really agree, then he will be a little angry. So, he will like sometimes argue a bit and I will argue back. Uhh. This one I don't like. Uhm. Apart from this, sometimes my parents also will get angry because sometimes it's a little bit stressful from their work and from their

	working environment is also very stressful, they have meeting every day, they are having calls every day. So, I know uhh how is their emotion's going. So, I will try to avoid going to sensitive topic and sometimes after their work, they will like come out to the hall room then my parents will like start chatting, I will just be at the side listening, like that.
I:	<i>So, what do you expect to see in an ideal family regarding this communication?</i>
F5:	Hmm. I don't really uhh expect much but as long in a family, we have good communication, we have everything, we will be happy, everything will be fine. So, it will be ok. Simple family with a simple communication is ok.
I:	<i>So, what are the things that can help your family to function effectively?</i>
F5:	Uhm. How to say function effectively?
I:	<i>Like family we have some functions to play, right? So, what are the things that can help your family to like function effectively, to like be a stable family or strong family?</i>
F5:	Don't hide too much secret, that's the first way. Secondly, if they have any emotion no matter is happy, sad, good, angry, just share it out. Although sometimes it will little uhm like not nice to listen, but at least we know what they are thinking. Then, you have to have good communication. So, I think just communication is really important. So, if you want to say function, I need communication no matter how good your expression is and need to know how you think, so at least I know what should I say, what I should not say. Uhh. And then no, don't like small small thing like you want to like uhh disturb me or something else lah. Just good communication, we go peace, fine, ok.
I:	<i>Ok. So, how your family members show their care and support?</i>
F5:	For example, my brother hmm he has a lot of pet mah. So, sometimes his pet will like pass away just a few days so my parents will like hmm like bury the animal behind our house and then have a small small praying. Because my brother is also, he really likes his animal and when they passed away, he will be very sad. So, we will like show some care to him and to his animal and then will try to do our best as a supporter at the side and like that. For my brother is like that. For my mother, because now she uhm having really stressful time at her new company because she is a project manager. So, sometimes she has calls and then her worker beside her sometimes is like they don't communicate with their other partners so make her very frustrated when they don't communicate with each other behind. So, after the meeting, she will like come out and then she will like just pour out everything she wanted to say, then my father will like give his opinion like that. Because my father and mother are doing IT work, so they understand more each other. From as a daughter side leh, uhm I will just listen or maybe like ask why, how's the day, like that.
I:	<i>So, in an ideal family, how family members should show their care and support?</i>

F5:	How, don't really need to show out but a simple like asking "How are you?", "Are you doing well recently?" or anything like asking or something warm also can like for example, if my mother is sick, I will like make her some warm water, warm honey water. Just to like make her feel warm or even my father, he has a coughing. So, I will make warm water, a simple care of action will doing very very warm touching to the heart.
I:	<i>Ok. So, when facing a problem, how your family usually respond?</i>
F5:	My parents when they face problem, they will like tell each other because their work scope is almost the same. When my brother face problem, he will also tell but he don't tell everything like he uhh actually he tell everything but not all lah. Sometimes he will like hide a bit, hide a bit and we need to guess. For me, I don't really tell my problem because mostly I can solve them on my own.
I:	<i>So, let's say you have a family conflict, how would you like respond to this family conflict?</i>
F5:	If I have a family conflict, normally family conflict happens between my parent. So, when they argue, they will like argue for few days. So, it makes me feel very worried, because uhm I don't like my parents to argue because when they argue is really hurtful to me and I cannot really stand that pressure when they don't bother each other. If ask me how to, how to help them to like get back together, right? It's very hard for me because my mother is a strong one, so she will like not get soft so fast, need time. So, sometimes I will like maybe let her be for maybe one or two days and then my father will do his own thing also. Then after that, after a few days, then they will get back like my father apologizes or something like that or just eventually they will get well, like that.
I:	<i>Ok. So, what are the things that can make you feel warm in a family?</i>
F5:	Make me feel warm. They understand what am I going through as a student. Uhm. What I feel warm ah. Hmm. The most warm thing I feel is when I really sick, they really take care of me until very late night. That makes me feel very warm and I'm very grateful because that time I am having a high fever and I like vomiting here and there. So. I'm like high fever and they really took care of me until late night like that and I don't think they barely sleep even though it's a holiday trip and it's quite suffering but luckily for me next day, for the next morning, I am fine already.
I:	<i>Other than that, what are the things that can make you feel warm?</i>
F5:	Make me feel warm. When my mother cook good food, it's always makes me warm...
I:	<i>Pardon? Can you be louder please?</i>
F5:	When my mother cook really nice food, it makes me feel warm like the taste of home, yeah. It's different from outside, even though is a same dish, but with the different feeling.
I:	<i>Ok. So, how do you get along with your parents?</i>
F5:	I get along with my parents very very well because basically what I tell them is what I know only. From what I know, then I just tell them like I always share with them my experience uhm after school because normally they will ask me uhh "How is school?", then I will

	just say everything loh like for example, my school happen something, something, like that. I will just share everything with them.
I:	<i>So, you are satisfied with this?</i>
F5:	I'm very satisfied as at least I have a chance, not a chance, at least I told them what happened to me and they tell them what happened to them and they will like "Oh, like that ah, ok", then they will like talk very very long.
I:	<i>So, how your parent show concern to their children?</i>
F5:	They show very high concern to our children which is me and my brother. Sometimes and when exams I mean especially, they will like asking us to study, study, study when actually me and my brother don't study a lot but we will try lah. Uhm. They show very, they are very caring to us, they put a little expectation but not as strict as other parents. They're like "At least you try your best, you study hard and then you try your best in no matter how much you get will be fine, as long you try", so they don't really set high expectations. They are very caring, they are very love me. They love me and my brother with all their heart, so I'm very happy.
I:	<i>Ok, so how your parent show love to their children?</i>
F5:	A simple hug is nice.
I:	<i>Other than hug?</i>
F5:	On special days, we give kisses on the forehead, on the cheek, simple hug, simple wishes, and sometimes I will cook also, but mostly is my mother cook before this. After she found a job, my father sometimes will like bring food back from the outside, then we will sit together in a round table and eat, then will chit chat, like that.
I:	<i>Ok. So, let's say if you are parent, how do you show your love to your children?</i>
F5:	If I'm a parent, uhh. Firstly, I must have a dinner with my husband, my children and everybody because having at least a meal together is very important because that maybe the only chance we get to communicate and we get to know what happened throughout the day. And then, I will try not to put too high expectation, because sometimes I give a high expectation to myself and I can't really make it. So, I will try not to put this pressure onto other people. That's all. I would not like also control too much, because sometimes I control a lot. So, sometimes this is also the reason why my brother fight with me over this control.
I:	<i>Ok. So, how do you describe the discipline in your family?</i>
F5:	My discipline in my family is not very strict, uhh because me and my brother are the type that don't really follow hundred percent, and then my parents also like "Aiyoh, ok lah, ok lah", but sometimes when they ask us to do and we don't do, of course they will scold lah. So, actually not very strict, they are very loose to us, they will like tell us properly like after a few times, they warn us then like one day if we really do it wrong again, uhh my father will like ask me and my brother to come and they will like say "I already say a lot of time, but then you all didn't listen, so it's time for some punishment or something". Then, for example, like don't get my phone or get uhh

	cannot to use my laptop, for my brother also the same, cannot use the laptop or need to do something else. So, he will be very calm and say "I already give a lot of chances ah, I'm not very strict ah". Because he is not really strict because me and my brother are already in secondary school. My parents uhh they also told us before, after we go the secondary school, uhm they will try not to control too much, because we are big already, they want us to think ourselves what are the consequences. So, they will like give a few chances, so after a few chances also cannot, then they will take some action.
I:	<i>So, what they usually do when you and your brother did something wrong?</i>
F5:	It depends lah, but sometimes I have a small habit to lie when I'm small. So, sometimes they want me to stop this uhh bad habit, so sometimes, small that time lah, they will like ask me to think why I do like that, why I have a habit to lie like that.
I:	<i>How about during your adolescent times, after you go to secondary school?</i>
F5:	I'm the big sister ma, so I'm quite disciplined compared to my brother. So, my parents are quite uhh relief or it's like don't care, not don't care, it's just that they don't uhh really put too much on me. They will like as long I'm ok, I'm doing fine, then they are ok. But my brother just he needs a little bit more concern lah because he don't like to study mah. Not don't like to study, just that he not put too much interest.
I:	<i>So, what are the good rules in family?</i>
F5:	Good rules ah, hmm do not do things over the law. Hmm try your best as a student, not student, as a children or parent, just try your best. Don't keep anything to yourself. If it's really personal, then no choice lah, can keep it to yourself, but just don't keep too much. If you are sad, just pour it out, when you are angry, just scold it out, when you are happy, just share your happy with everybody. And then the children try not to scold the parent lah.
I:	<i>Ok. So, what kind of parenting you receive from your parents?</i>
F5:	It's quite good lo.
I:	<i>Quite good?</i>
F5:	Yeah.
I:	<i>If you are a parent, will you like practice the same parenting style you receive to your own children?</i>
F5:	I will practice some but not all.
I:	<i>So, what are the things that like can be improved?</i>
F5:	Hmm...
I:	<i>Or you will do it differently?</i>
F5:	It's very hard to like confiscate the electronics for now, but I'm worried that I will use this one to control because sometimes these electronic devices are very addicting, I'm also addicted a little bit. So, sometimes my parents also will keep them away. This is not a bad way, but I may use it if it's over. Hmm. Now they are, now my parent is like setting a time when I can use and when I cannot use the computer, so these things apply same to my brother. So, I think this is

	ok to control the time of electronic devices. So, at least we spend some time outside the room, at the living room. Like that loh. Uhh. For me, it's fine lah, maybe I will use the same parenting way, but maybe I will change a little bit, I'm just not sure the way.
I:	<i>Ok. So, how your family members take and also share responsibility?</i>
F5:	Uhh. Both of my parents responsible in earning money to or to look after the house. For me, I will try to look after my brother's study. Uhm. I also will like help out with the chores, my brother also will help out with the chores. Normally, cooking is a very rare thing now because my mother found a job so it's very rare to cook, for her to cook. If washing dishes sometimes I wash, sometimes my brother wash. In terms of cleaning the house, vacuuming and moping the floor, I will take and washing all those, my brother will take.
I:	<i>Ok, I think we have covered all the questions today, so is there any further information that you would like to share that we have not covered about this family?</i>
F5:	Hmm. I don't this so. I think you asked basically the in and out already.
I:	<i>Ok. Thank you very much.</i>

Participant F6

I:	<i>Hello F6. Thank you for participating in this interview. So, this interview is important to my research project, which focuses on developing the Adolescent Family Functioning Scale in Malaysia. So, in this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. So, if you have any questions or unclear throughout the interview, please let me know. And all the responses will be anonymous to protect confidentiality. What you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person. Besides that, you completed the form indicating that I have your permission to record this conversation. So, only the researchers will have access to the recordings, and they will be destroyed after transcription. So, before we begin the interview, do you have any questions?</i>
F6:	No. (Shaking head). No question.
I:	<i>To begin, could you please tell me a little about yourself?</i>
F6:	I'm F6. I'm 16 and I'm from SMK XXX.
I:	<i>Sorry. I can't hear you.</i>
F6:	Ok. My name is F6 and I'm 16. I'm from SMK XXX.
I:	<i>Ok. Can you describe your family?</i>
F6:	Uhm. Ok. I have two siblings. They are both sisters. Uhm. They actually a bit older than me. My eldest sister is 27 and my second sister is 24.
I:	<i>So, in your opinion, what are the characteristics of your ideal family?</i>
F6:	I think an ideal family is obviously we are being close together. And for me, communication is the most important. When in the family, the parents and the children and the siblings, communication is very very important. Yup.
I:	<i>Other than that, what are the other characteristics that you think are important in a family?</i>
F6:	I think now, most parents are a bit busy, right? So, like maybe people should spend more time together, spend more time with the children.
I:	<i>I think we have to switch the mode because I think there is too much noise. Maybe we can change to a telephone interview. Is that ok?</i>
F6:	No problem.
I:	<i>So, I think I will call you. So, you just answer through the phone. Thank you.</i>
F6:	Thank you.
I:	<i>Hello F6. Ok. Can you hear me?</i>
F6:	Yes, I can.
I:	<i>Ok. So, I think we can continue with the last question, you talked about staying close together and also communication are important.</i>
F6:	Yes.
I:	<i>So, anything else that you think are important in a family?</i>
F6:	Uhm. I think those two are the most important.

I:	<i>Ok. Can you tell me more about how family members should stay close together?</i>
F6:	Uhm. I think like I said just now uhm communication and spending more time together, I think that is really important. It's like little things like maybe having dinner together. Not all family have like time to do that because their parents are really busy. I think just little things like that is important and maybe in the dinner table we can talk about what is going on in everyone's live and that should bring the family together.
I:	<i>Alright. Can you tell me more about communication?</i>
F6:	Uhm. Ok. Uhm. Obviously, everyone in the house although they live together, we all have different things going on in our lives. And maybe once a week or every day even, maybe we should have like a communication about what's going on in their lives, so you know that the person is ok, you know? I mean you don't want to live in a house with someone and you don't even know the person is not fine, you know? So, I think it's important to just talk with someone, make sure they are ok, make sure everything in their lives are doing great. And if it's not, then you are there to help.
I:	<i>Ok. Can you describe your family environment?</i>
F6:	Ok. Uhm. I think we are all pretty close. Obviously, my parents are really busy cause my dad is working in IT company, so uhm I would say I'm not really close to him because he is always been busy, he is always working. But, I am really close to my mom and my siblings.
I:	<i>So, in your opinion, how would you like to improve the relationship with your father?</i>
F6:	Uhm. I feel like maybe if he was uhm not so busy, maybe he wasn't always caught up with work, then I think he would definitely have time to spend with us. I don't think he wants to be busy, I think he doesn't have a choice because obviously he's working, I think he has no other choice. So, yeah.
I:	<i>Ok So, what do you expect to see in a family with good environment?</i>
F6:	Uhm. I think Number 1 the children will be raised up really well, with good education and all that and I think in overall is the happier family, they have happy environment, they learn to respect each other more, there is more communication going on, and they always spending time together.
I:	<i>So, about respecting each other, any examples you can give?</i>
F6:	Uhm. I have seen children not respecting their parents, but I wouldn't blame the children because they were brought up that way, you know? Maybe if the parents put him like proper manner since they were little, they would be fine, yeah.
I:	<i>So, in what way do you see that the children are not respecting the parents?</i>
F6:	I feel like the way they talk, their tone. Believe it or not there are some children who like they say mean words to their parents, and I think that is just too much.
I:	<i>So, how you usually show respect to your parents or even siblings in the family?</i>

F6:	Uhm. I am the youngest, so obviously everyone is bigger than me, so I have to show more respect. Uhm. I feel like obviously the way I speak to them, my tone, and what I say to them, yeah.
I:	<i>So, do you feel the respect they give you?</i>
F6:	Yes, definitely.
I:	<i>Ok. How they show their respect to you?</i>
F6:	Uhm. Although I'm the youngest, they still respect my space. They are not like over controlling me. They are not always picking at me, yeah.
I:	<i>Ok. So, what are the things that make your family harmonious?</i>
F6:	Uhm. I feel like although my dad is always busy, we still find time to spend together, you know the whole family? Like maybe in car, right? Going to function, things like that. We do spend time, yeah.
I:	<i>Besides spending time together, what are the important things that you think can make your family to be harmony?</i>
F6:	Uhm. Besides spending time, I don't think there is anything else. (Laughing). I think it's already harmony enough.
I:	<i>Or what are the things that can destroy this harmony?</i>
F6:	Oh. Ok. Uhm. I think once everyone... I feel like if we don't care about each other enough, then yes, it can destroy the harmony in the family.
I:	<i>So, you're saying that caring each other is important?</i>
F6:	Yes, it is important.
I:	<i>Other than that, can you think of anything else?</i>
F6:	Uhm. Not really. (Laughing).
I:	<i>It's ok. What are the things that make you feel good in family?</i>
F6:	Make me feel good. Hmm. I don't really understand the question.
I:	<i>So, what are the things that can make you feel happy in family?</i>
F6:	Ok. I think for me, just being able to communicate with my parents. For me, communication is very very important. I feel like even if my parents ask me every day, "How was school?" all that, I will be really happy to explain to them about what's going on in school, in my life, with my friends, yeah.
I:	<i>Ok. What are the things that make your family united?</i>
F6:	United. Hmm. I think it's... although we are all busy with our own lives, we still care about each other, we still talk to each other, yeah.
I:	<i>So, how you show your care to each other?</i>
F6:	Ok. Like recently was Mother's Day, I feel like even doing something small, maybe hugging her and giving her a gift, a flower something like that, I think that itself would be good.
I:	<i>So, how do you communicate with your family members?</i>
F6:	Uhm. Obviously, we are all living in a house here, always talking to each other, we make joke with each other. Like I'm really close to my second sister, so we are always doing things together.
I:	<i>So, what are the things that can help your family to function effectively?</i>
F6:	Uhm. I think obviously now is COVID, so we can't really go out much. But, I think uhm maybe like going to beach together, I mean if

	it wasn't COVID lah, maybe just going out to the beach or something like that.
I:	<i>Ok. So, do you have anything to add regards to how to make your family to function effectively?</i>
F6:	Uhm. No, not really. Like I said just now, communication is the most important.
I:	<i>So, maybe you can talk more about communication. So, in a family with good communication, what are the characteristics you can tell me?</i>
F6:	Ok. Uhm. Ok. Like now, parents are busy and all that, so they don't spend time with their children enough, right? And I feel like because of that, they feel like their children is fine, but maybe the children is not. They don't know what the children is going through, right? Because for them, uhm they have bigger problem, so when they see like children they see like children, their problem is not so big, so they leave it aside, they don't really talk to their children to get to know what their problem is and maybe help them to solve it. But because they are too busy lah like I know, I read about a few cases where the children committed suicide and their parents didn't know. They don't know they are suffering like depression and all, yeah. So, I think it's very important to communicate with your children, like even your siblings, and just to find out if they are ok or not. Because people can seem ok but maybe they are not, yeah.
I:	<i>Ok. So, what are the things that can improve communication in your family?</i>
F6:	Uhm. I feel like once you are at home, it should be just family time. It should not be time to be working or anything. I feel like once you are at home, you should do a lot of things together. Because obviously, most of the time, more than half of a day, the kids are at school and the parents are at work and they all come back, they only sit together like at night, you know? So, even in that small period of time, at night, maybe should do something together like watch a movie together or have dinner together, yeah.
I:	<i>Ok. So, how your family members show care?</i>
F6:	Uhm. Obviously, we are a family, so we always talking to each other. Yes, they do ask me once in a while, how everything is going and stuff like that. And obviously, we do show like physical like care like with hugs and stuff like that, yeah.
I:	<i>Ok. So, when facing a problem, how your family usually respond?</i>
F6:	Do you mean like a family problem or I have a problem?
I:	<i>Can be both. Maybe you talk about family problem first.</i>
F6:	Uhm. When there is a family problem, we don't really have much, but few years ago, I think we sort of had a family problem. So, uhm we all sort of like we sat down and we... because my sister studies Psychology, so she prepared like a few questions and then we all answered this and we discussed about it. Yeah, that's how we solve that problem few years ago.
I:	<i>So, how do you feel about this?</i>

F6:	Uhm. I think it is good because obviously we didn't just leave the problem and not do anything about it and let the problem be there, we immediately solve it. And yeah, it was effective.
I:	<i>Ok. So, now maybe we can move on to when you face your own problem, how your family will respond.</i>
F6:	Uhm. I'm actually quite quiet. When I do have a personal problem, I don't really talk about it. Uhm. But even if I do, it's probably to my mom or my sister. Yeah, they do give me advice because they are older, yeah.
I:	<i>So, what do you think about sharing your problem to your mother and sister?</i>
F6:	I think it depends on what the problem is. I feel like if someone is suffering from a depression maybe, for them to tell it to their parents, something really really hard. But, I feel like small problem for me, because I don't talk much, it was still hard for me to tell them if I have problem. But at the end of the day, uhm I don't regret doing it.
I:	<i>So, you mentioned that you are quiet in family. Can you elaborate more on this?</i>
F6:	Uhm. I've always been quiet because everyone is older than me, even in family function like I don't really talk much. Uhm, yeah.
I:	<i>So, regarding this, what do you expect to see in an ideal family?</i>
F6:	Uhm. I feel like this is one of the reasons why I think communication is important because I was always quiet and if people talk to me, I will talk back to them, right? So, I feel like uhm because maybe since I was little, my parents have always been busy, so they don't have much communication with me compared to my siblings. So, that is why I think you have to communicate with your children since a very young age.
I:	<i>Do you think that not only children, but also the parents have some roles to play in terms of communication?</i>
F6:	Yes, yes. Uhm. I think like parents, they, at a very very young age, they need to talk about uhm their children, like how their days have been. They need to make sure that when their children grow up, the children are going to like be able to share problems comfortably with their parents. And I feel like the only way to do that is to have communication with your children at a young age.
I:	<i>I see. Ok. So, what are the things that can make you feel warm in family?</i>
F6:	I think maybe it's uhm family time together and being able to talk and doing something together that everybody enjoy doing.
I:	<i>Ok. Besides spending time or doing things together, what are the actions from maybe your siblings or your parents that can make you feel warm?</i>
F6:	I feel like uhm maybe just hugging or getting a gift. These show me that they care, yeah.
I:	<i>Ok. How do you get along with your parents?</i>
F6:	If my dad, obviously he's been busy, so we do get along but it's a bit hard for me to talk to him. Uhm but with my mom, yes, she's always there.

I:	<i>Ok. You talked about it's hard to talk to your father. What do you think can improve this?</i>
F6:	Uhm. I think because my dad uhm he breaks even on Saturday and Sunday, so he doesn't really value family time, he is always working. So, maybe he will take a break for a while, then yeah I think it will be fine. Like Saturday and Sunday is time to be with family, you know? So, yeah.
I:	<i>So, in future, if you are a parent, will you maintain this kind of relationship with what you're having with your parents right now?</i>
F6:	Uhm. Yes, I would. But, maybe I would obviously have more communication with them, so that I know when they are older, they would not be afraid to share their problems and I will be able to help them.
I:	<i>Ok. How your parents show concern to their children?</i>
F6:	Uhm. Like whenever we are not at home, my mom always asks us "Where are you?", "Is everything ok?", yeah stuff like that.
I:	<i>Ok. How your parents show love to their children?</i>
F6:	Uhm. I feel like even like I said just now, my mom and my dad sometimes always worry about where we are. I feel like just like that makes me know that they care about me, which is because they love me, yeah.
I:	<i>Ok. What makes you feel the love from them?</i>
F6:	Uhm. They are always uhm making sure I am doing well in school, making sure I am doing well in sports events, and they always make sure I am happy, make sure I am achieving my aim.
I:	<i>Ok. So, how do you describe discipline in your family?</i>
F6:	It's like... like I said just now, there are children who talk to their parents in a mean way. So, I feel like we don't have anything like that because obviously, we are well-educated, yeah. So, we know how to respect everyone in the house.
I:	<i>I'm sure there are sometimes, you and your siblings did something. So, how your parents will react?</i>
F6:	Because me and my sisters, we all have like a huge age gap. If we do something wrong now, we don't get much scolding. But, when we do something, it's more like memories for us. So, when we do something and we know it's wrong, we will be laughing about it and we will tell our mom and then we know she gonna scold us, yeah.
I:	<i>Ok. So, will you practice the same if you are a parent?</i>
F6:	Yes, I would. I think people are not going to learn from mistakes unless they are scolded or something like that, right?
I:	<i>So, what are the good rules in your family?</i>
F6:	Uhm. I feel like we always inform each other like if we are leaving the house, where we are. We always inform each other. And even though we all have our own personal lives, we still spend time together.
I:	<i>Ok. You mentioned a lot about spending time together. So, what are the things that you can do to spend time together?</i>
F6:	Uhm. Ok. Like I feel like to spend time together, you have to make sure everyone is enjoying, is not valuable if someone is not uhm

	happy by spending time together. So, I feel like maybe once a week, on Saturday, Sunday, maybe we should do like a fun family activity together and make sure everyone is having fun.
I:	<i>Ok. Any examples of activity you can do to spend time together?</i>
F6:	Because now is COVID, there's not much you can do because we have to stay at home. I mean you can have maybe like uhm a family potluck together, something like that. But, I feel like if it wasn't COVID, then so many things we can do, you can probably go swimming, or you can go hiking, stuff like that.
I:	<i>I see. So, what kind of parenting you receive from your parents?</i>
F6:	Uhm. I feel like they are very... they are not the type of parents who control their children. They understand that all their children are different, they have different personalities, and they brought us up according to our personalities. They didn't try to change us, and they were not controlling. If we want to do something, they always allow us to do it. Even if it's dangerous, they allow us to do it because they believe that you have to do something and learn from your mistake and then only you will not do it again, yeah.
I:	<i>What do you think about this kind of parenting style?</i>
F6:	Uhm. I think it's actually really good because I feel like most parents like they... let's say in something dangerous and their child wants to do it, most parents would be like "No, you cannot do it", then what happened is the child gets really sad because the child wants to do it, right? My parents are different, they will obviously say "You cannot do it, but if you want to do it, you go do it" and once you realize it's dangerous and it's not good for you, then you will stop by yourself. I think that is important.
I:	<i>Ok. So, how your family members take and share responsibility?</i>
F6:	Uhm. I feel like my parents are not biased, so when it comes to doing chores, everyone has like everyone does their equal part.
I:	<i>So, what do you think about this?</i>
F6:	Uhm. I think in my family, everyone is doing what they are supposed to do, yeah.
I:	<i>Ok. I think I covered all the questions, then so is there any further information that you would like to share that we have not covered in terms of this family?</i>
F6:	Uhm. No, not really.
I:	<i>Ok. Thank you very much.</i>

Participant F7

I:	<i>Hello F7. Thank you for participating in this interview. So, this interview is important to my research project, which focuses on developing a scale, called Adolescent Family Functioning Scale in Malaysia. In this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. So, if you have any questions or unclear throughout the interview, please let me know. And all the responses will be anonymous to protect confidentiality. And what you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person. Besides that, you also completed the form indicating that I have your permission to record this conversation. So, only the researchers will have the access to the recordings, and they will be destroyed after the transcription. So, before we begin the interview, do you have any questions?</i>
F7:	No.
I:	<i>Ok. So, to begin, could you please tell me a little about yourself?</i>
F7:	Hmm. I'm a student, 16 years old student and I have four siblings.
I:	<i>Ok. So, in your opinion, what is family?</i>
F7:	Family is my life. I can't live without family.
I:	<i>Ok. So, in your opinion, what are the characteristics of your ideal family?</i>
F7:	Hmm. Uhm. Happy-go-lucky family.
I:	<i>Happy-go-lucky. Can you elaborate more?</i>
F7:	Uhm. Family that likes to spending time together, sharing stories, and like that.
I:	<i>Ok. So, what are the characteristics that you think are important in a family?</i>
F7:	Uhm. Understanding each other, not pushing for something specific.
I:	<i>Ok. Understanding each other. Can you give some examples?</i>
F7:	Hmm. Support what others want, what others like, not what?
I:	<i>You can use Malay if you're not comfortable.</i>
F7:	Do not stop them from doing things they like, do not against them.
I:	<i>Ok. Other than that, what are the other characteristics?</i>
F7:	Hmm. Time.
I:	<i>Time?</i>
F7:	Spending time.
I:	<i>Spending time with family?</i>
F7:	Yeah.
I:	<i>So, what will you do if you are spending time with family?</i>
F7:	Sharing some stories about school, about uhm friends, about studies.
I:	<i>Ok. Can you describe your family environment?</i>
F7:	My family is happy lah. Just like my ideal family.
I:	<i>So, when you say happy, what are the things that you look at?</i>
F7:	Uhm. Our communication, our relationship, like that.
I:	<i>So, can you tell me more about communication?</i>

F7:	Uhm. Communication that connects each other, do not hurt the family members, straightforward. Hmm. Like that.
I:	<i>How about relationship?</i>
F7:	Relationship uhm do not always stay alone, have to stay together. If there is a time, we will try to gather together to make the relationship closer.
I:	<i>Ok. So, what do you expect to see in a family with good environment?</i>
F7:	Hmm. Togetherness, the complete family.
I:	<i>Can you tell me more about what is complete family?</i>
F7:	All the children gather.
I:	<i>So, all the family members stay together?</i>
F7:	Yeah.
I:	<i>Besides that?</i>
F7:	Hmm. Even though it is far away, they try to communicate using the technology like phone or...
I:	<i>Ok. What else do you expect to see in a family with good environment?</i>
F7:	Hmm. I think just having each other and their communication.
I:	<i>So, what are the things that make your family harmonious?</i>
F7:	Uhm. When the children follow what the parents say, not raising voice. Uhh. Listen to what parents say like follow what parents ask to do.
I:	<i>Ok. So, you're saying on the children's part. So, how about the parents' part? What should they do to make the family harmonious?</i>
F7:	Hmm. They must keep their marriage relationship ok to make sure the children not affected with their fights or what. They must love their children equally, not comparing among the siblings, always give encouragement.
I:	<i>Ok. Other than that, from actions from children and also from parents, what else that you think is important to make a family harmonious?</i>
F7:	Hmm. I think some jokes to make the family laugh.
I:	Ok. Do you have anything else to add?
F7:	Maybe no.
I:	<i>Ok. So, what are the things that make you feel good in family?</i>
F7:	Make me feel good. Hmm. Their... make me feel good. I don't really understand.
I:	<i>What are the things that will make you feel happy in family?</i>
F7:	Make me feel happy in family. They are always there when I need them. They will try to look for a solution to help me. They do not keep a secret when they have a problem.
I:	<i>You mean parents? When they have problems, they shouldn't keep a secret?</i>
F7:	Yeah. But if that one is like need to keep it, that's ok lah.
I:	<i>So, what are the secrets that they can share to the children?</i>
F7:	About their relationship.
I:	<i>Ok. Other than that, anything else to add on what makes you feel good in a family?</i>

F7:	Hmm. Our likes on something is same, we have the same interest in something.
I:	<i>Can you give some examples what are the interest that are same with other family members?</i>
F7:	Like what to watch, what to eat, what to wear, and then uhm we like to share each other's things.
I:	<i>Ok. So, how about some actions or something that you siblings do that can make you feel good?</i>
F7:	They will tell me childhood story when I was small.
I:	<i>So, are you the youngest?</i>
F7:	Yes.
I:	<i>Ok. How about your parents, what did they do that will make you feel good?</i>
F7:	They will always cook in the morning to make sure that we eat. They will try hard to gather with us even though they are working. Hmm. They will play with our jokes, they are not like strict like that.
I:	<i>Ok. So, what are the things that can make your family united?</i>
F7:	Gathering together, make some activities that fun to do. Hmm. That's all.
I:	<i>Or what are the important things that can maintain this unity?</i>
F7:	Uhm. Our time, our spending time even though we are far away or busy, never find an excuse to make it happen.
I:	<i>Ok. So, how do you communicate with your family members?</i>
F7:	By sitting together, while eating or while watching TV, we will talk together.
I:	<i>Ok. So, how do you describe your communication with family members? Do you think it's good or do you think there is something to improve on?</i>
F7:	I think for now is good and I'm okay with it.
I:	<i>Ok. So, when you say it's good, what are the things that you look at to say that it is a good communication?</i>
F7:	Never hurt others, communication about advice. Advise each other.
I:	<i>Ok. Other than that, what are the characteristics of good communication in a family?</i>
F7:	Hmm. Good communication. Uhm. I think that's all.
I:	<i>Ok. It's ok. So, what are the things that can help your family to function effectively?</i>
F7:	I would say that the family needs to spend time together, uhm have to have a great communication like to discuss. Hmm. Ah the relationship is important. And the time together.
I:	<i>Ok. Just now, you said about relationship. How do you wish the relationship is like?</i>
F7:	Hmm. Maybe not too strict, not to restrain what we do.
I:	<i>Ok. So, other than that, what else do you think if your family lack of these things, then the family cannot function effectively?</i>
F7:	Affection.
I:	<i>Can you give some examples?</i>

F7:	Hmm. The affection towards the family should be more than the affection towards friends. Never make friends above the friends. Family is the first one.
I:	<i>So, you mean that you should focus more on family than friends, right?</i>
F7:	Right. And then when there is a gathering, they should attend the gathering even their friends ask them to go out.
I:	<i>Ok. So, how your family members show their care and support?</i>
F7:	Hmm. By advice, by words of encouragement, their actions to do somethings.
I:	<i>So, what are the actions?</i>
F7:	Hmm. Maybe try to solve the problem. That's all.
I:	<i>Ok. How parents show their care and support to children?</i>
F7:	They must keep the children think positively. Never like putting ourself in the stress.
I:	<i>How about from siblings, how they show their care and support to you?</i>
F7:	They will say that "It's ok, don't worry too much". (Nodding head).
I:	<i>Ok. So, what do you expect to see in an ideal family on how family members should show their care and support?</i>
F7:	Hmm. They try to make a time on listen to the problem, sibling's problem. They will try to comfort and then try to give some motivation, their experience, so that we can, I can take that as a lesson.
I:	<i>Ok. So, when facing a problem, how your family respond?</i>
F7:	Hmm. My family will say what I need to do, what is the mistake, what I should do to become a better...
I:	<i>Ok. So, let's say your family is having a conflict, for example among family members. How your family usually respond to this?</i>
F7:	They will try hard to improve the relationship. Someone will try to say sorry first. Then, they will try to care about others even though they are arguing. They will try, someone will try to understand another.
I:	<i>So, how to care another? Can you give an example?</i>
F7:	Ask them whether they are stressed or having a problem, maybe we can help them and uhh always encourage them to be a good person.
I:	<i>Ok. So, you talked about understanding others. So, how to understand others?</i>
F7:	By supporting what they like, never stop them from doing what they like.
I:	<i>In an ideal family, do you expect the same way of solving the problem like what you do in your family?</i>
F7:	Hmm. Maybe some differences.
I:	<i>Some differences?</i>
F7:	Some like uhm invite them to do something like what they like shopping or what, something that makes them release the problem.
I:	<i>Ok. So, how an ideal family solve the problem?</i>
F7:	They will try to make the others forget about the problem.
I:	<i>But the problem is still there, right?</i>

F7:	Or want to get rid of that problem.
I:	<i>So, how they should get rid of the problem?</i>
F7:	Maybe the problem, try to solve it. Try to find a way together to solve it in a different situation.
I:	<i>Ok. So, what are the things that make you feel warm in family?</i>
F7:	Their hug, their words.
I:	<i>What kind of words?</i>
F7:	Words that are kind like praising.
I:	<i>Other than words and hugs, what else that makes you feel warm?</i>
F7:	Their caring.
I:	<i>So, how they should show their care to make you feel warm?</i>
F7:	Hmm. They must... their caring like "How's the day?"...
I:	<i>Other than that, what makes you feel warm?</i>
F7:	Their smiles. I think they are happy.
I:	<i>So, what you wish them to do to make you feel warm?</i>
F7:	Maybe always care about each other, never stop on give advice, never stop on keep us to be a good person.
I:	<i>So, how to make you a good person?</i>
F7:	Based on their experience, they must say what is not good for us.
I:	<i>Ok. So, how do you get along with your parents?</i>
F7:	Try to ask what they are doing, always ask what they are doing even though we are seeing it. I will always ask what they are doing and how is their work.
I:	<i>So, how do you see your relationship with your parents?</i>
F7:	Uhm. I'm ok with the relationship.
I:	<i>Ok. So, what are the characteristics that can describe this relationship?</i>
F7:	Hmm. Our love, uhm our care.
I:	<i>So, will you do the same if you are parent? Will you have the same kind of relationship with your own children someday?</i>
F7:	Yes.
I:	<i>So, if you want to improve something, what are the things that you want to improve with your own children?</i>
F7:	Uhh. If I am already a parent?
I:	<i>Yeah.</i>
F7:	Uhm. Your attitude must be good, never raise voice to me, always lighten the burden, not all I must do, they must try to be independent.
I:	<i>Ok. If you are parent, what you should do to maintain a good relationship with your own children?</i>
F7:	Show love to the children.
I:	<i>How would you show your love to your children?</i>
F7:	Act that we are care about them, we are try to make them to be a good person, try to make them happy.
I:	<i>Ok. So, how your parents show concern to their children?</i>
F7:	Hmm. Sometimes they will try to ask, try to get to know, and they try to make us face the problem, to face the problem more wisely.
I:	<i>Ok. So, how do you feel that they concerned about you?</i>

F7:	When they are trying to solve the problem with their actions, with their words, with their experience, they will try to help to solve the problem.
I:	<i>Ok. So, how your parents show love to their children?</i>
F7:	By supporting the children.
I:	<i>Or what are the things that makes you think that they love you?</i>
F7:	They will try to express the love.
I:	<i>So, how they express the love?</i>
F7:	By saying or actions.
I:	<i>Can you give an example how they show love?</i>
F7:	They will do whatever to make the children happy.
I:	<i>Ok. So, if you are a parent, what will you do to show your love to your children?</i>
F7:	Spend time with them, never put work as an excuse. Hmm. Always care about their schools, their problems with their friends, yeah.
I:	<i>Ok. So, how do you describe the discipline in your family?</i>
F7:	Hmm. Always be independent, not blame to parents.
I:	<i>So, when you or your siblings did something wrong, how your parents discipline you guys?</i>
F7:	They will talk about it, what are our mistakes, what are we must do, and try to not to make it happen again.
I:	<i>Ok. So, what are the good rules in your family?</i>
F7:	Good rules in our family. Not to go home late if go out. Always inform them who we are going out with. Focus on studies.
I:	<i>Ok. How about the parents? What they should focus on?</i>
F7:	They must focus on the children.
I:	<i>Ok. So, what kind of parenting you receive from your parents?</i>
F7:	Much of love, not too strict, always like try to make it happen even though they are busy.
I:	<i>You mean spending time, right?</i>
F7:	Spending time or when we are must go to school, they will try to send us, even though they are busy.
I:	<i>Ok. So, if you are a parent, what kind of parenting will you give to your children?</i>
F7:	Hmm. A caring parent, not too strict like my parents, hmm just support what they like, never put much stress on them.
I:	<i>So, how to be a caring parent?</i>
F7:	By showing love to them, always say that they are the best for the parents.
I:	<i>Ok. So, if your adolescent children did something wrong, how would you discipline them?</i>
F7:	Hmm. Always say what their doing are wrong, always find a solution to make them better and go out from the situation.
I:	<i>Ok. So, how your family members take and also share responsibility?</i>
F7:	They will try to do their things first before they tell us.
I:	<i>Ok. So, what do you think the responsibility of a parent?</i>
F7:	Try to make the relationship between the children more effective, try to make them be in a good relationship, never show love unequally. And also maintain their marriage relationship.

I:	<i>How about the children's responsibility?</i>
F7:	Their attitude must be good to the parents, what their parents dream of them, they must try to achieve it and make them happy.
I:	<i>Ok. I think I have covered all the questions today, is there any further information that you would like to share that we have not covered about family?</i>
F7:	I think no.
I:	<i>Ok. Thank you for your time.</i>

Participant M1

I:	<i>Hello. Thank you for participating in this interview. This interview is important to my research project, which focuses on developing the Adolescent Family Functioning Scale in Malaysia. So, in this interview, I would like to learn about how you as an adolescent get along with your family members as well as your view on ideal family. So, if you have any questions or unclear throughout the interview, please let me know.</i>
M1:	<i>Yeah.</i>
I:	<i>So, all responses will be anonymous to protect confidentiality. What you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person.</i>
M1:	<i>Ok.</i>
I:	<i>So, and also you have completed the form indicating that I have your permission to audio record our conversation. Only the researchers will have access to the audio recordings, and they will be destroyed immediately after transcription. So, before we begin the interview, do you have any questions?</i>
M1:	<i>No.</i>
I:	<i>To begin, could you please tell me a little bit about yourself?</i>
M1:	<i>My name is M1. I'm 15 years old this year.</i>
I:	<i>So, could you please describe your family?</i>
M1:	<i>My family is... Let me think yeah...My father is kind of businessman, then it's like go out very early, then came back very late lah. Example is like fetch me to school like about 6 or 5 something, then came back 11 or 10, it's quite late. Then, my father and I, relationship is quite good lah. Then, my mother is like quite strict, then yeah.</i>
I:	<i>Ok, you talked about your father is busy. So, how do you feel about this?</i>
M1:	<i>Ok lah because Chinese is like get used to it.</i>
I:	<i>So, will you do the same to your child if you are a parent?</i>
M1:	<i>No.</i>
I:	<i>So, how would you want it to be different?</i>
M1:	<i>Uhh. It's like keep more time to uhh to understand. Take a lot of time for them lah. It's like accompany them.</i>
I:	<i>And you talked about your mother is strict. So, can you give an example like how she's strict?</i>
M1:	<i>From Standard 1 I think, then she's strict. Everything lah like example, the results loh. If I get 80 marks, I sure got beat lah. Uhh. Even though from Standard 1 to Standard 6, she's like throw in a lot of money for my study lah. It's like she go find a very nice tuition teacher or what. Then, she really care about my results lah. If I got less than 80 or 90 something, even though I get 80 something, I also got beaten. Because it's not enough good lah compared to the other students lah. Because my primary school uhh. Because I live in PJ here. Then, here also like the parents here have mindset like the</i>

	results must be good. Because like here everyone was very stressed lah because parents will compare the results. It's like "Ehh, why my son got 90 or something", anything lah. It's like to compare lah between me or my friends something like that lah. Then, sometimes when I got 80 something, but all my friends got 90, I also like... My mother will ask me for what lah, what's the reason for that. Then, why I get so low or something like that.
I:	<i>So, she is more concerned about your result?</i>
M1:	Yeah.
I:	<i>So how do you feel about this?</i>
M1:	Something is like uhh very stressed, then I try my best to get this mah, but then it's like she's not understand me lah. Then, I really put a lot of effort into that, then I also don't know why I get so low lah. It's not low lah, it's quite good for the other students, but I'm in the top class, and then because everyone was very good lah.
I:	<i>So, if you are a parent, will you do the same thing to your child or will you do something different?</i>
M1:	I will try to encourage, but I definitely will not beat them lah.
I:	<i>So, may I know how many family members do you have?</i>
M1:	In my house?
I:	<i>Yeah.</i>
M1:	Uhh. My father, my mother, my younger sister, my younger brother. Got four loh.
I:	<i>Ok. So, what are the characteristics of your ideal family?</i>
M1:	Let me think yeah. It's like just live more happy lah. Because it's quite stressed living in my family, then my mother always like she will take me and my sister to compare also lah. It's like "Eh, why gor gor can do, then you cannot". Because my sister is not like really good in result lah. Then, every time will compare lah, like "Why you so stupid ah?", then "See gor gor, gor gor got A, why you cannot get A ah?". Quite stressed in my family lah. Then, I wish like more happy loh.
I:	<i>You talked about doing comparison between siblings. So, what do you want it to be like different or improved?</i>
M1:	They don't care about result for so much lah because... Be happy loh, then we share more things and my father maybe can take more time for us lah, something like that.
I:	<i>Ok. What are the characteristics of a happy family in your opinion?</i>
M1:	Maybe parents should try to encourage us lah because they're like never approve us. They're like very strict or something lah.
I:	<i>So, do you wish them to like not to use such a harsh word for example "stupid" or something like that?</i>
M1:	Because my family, their talking is like won't give face lah. It's like uhh very strict lah. Like why my friend can get 99 marks, something like that lah, why I cannot ahh. We both are same people ahh, then go same tuition, same teacher also, same school, why people can do, then you cannot. Something like that lah.
I:	<i>So, what do you wish they can improve on?</i>

M1:	It's like to think from our perspective. It's like we really put a lot of effort into it, then it's like they don't see lah. They only see the result, they don't care about the process. Every time go back home very late, then need to do homework, tuition, the exercise, a lot a lot of other things lah like extra lah to improve our skills or result lah. Then, it's like we try our best lah, but they don't see lah. They was like "Eh, you should do this, then I give you so much money to study, then you give me such shit result", something like that lah.
I:	<i>Ok. Then you talked about stress. So, what are the things that you think cannot reduce the stress in family?</i>
M1:	Because last time in my class, then everyone's standard was almost same lah. It's like uhh my class got 30 people or something, then it's like my standard is same with like almost 20 students, so I need to compare to 20 students. Then, it's kind of stressed lah because everyone was very very hardworking, they got a lot of tuition, learn a lot of things, then I can't be lazy lah. It's like because I rest for a minute, then maybe people will try to surpass me lah. Like last time I think, I remember lah compared to the other students, I number 2 lah. It's like whole class number 2. Yeah. Then, they also like so weak like that, why other people can get number 1, I cannot ah, something like that. They also got beat me, I think.
I:	<i>So, I can see that now the stress is coming a lot from your academic side. Other than that, do you see any other stress in the family?</i>
M1:	Uhh. Maybe got lah, but not really remember lah. It's like a lot of things is pushing me lah.
I:	<i>So, the main problem is the academic side, right?</i>
M1:	Yeah.
I:	<i>You also mentioned about you want your father to spend more time with family. Can you give some examples how your father can spend more time with you or other family members?</i>
M1:	Uhh. Go back home earlier, then have dinner with us lah. Then, I think I very happy already lah because so many years like haven't like really eat with us lah. I think after Standard 1, so quite long lah. Then, yeah, I hope lah, but it's unrealistic.
I:	<i>So, do you talk to him about this?</i>
M1:	Because I know it's very... also like very stressed lah because of the business or something lah. The pandemic time is like very very busy also lah, then I like not disturbing him lah.
I:	<i>So, what are important in family besides living happily?</i>
M1:	Uhh. The way to teach children is quite important lah I think. Because I don't really like uhh the way of beating lah. It's like very not good lah I think.
I:	<i>So, how do you think an ideal family will do in parenting or like teaching children instead of beating?</i>
M1:	Uhh I think they should be more patient lah. Be patient, then can like see sit beside and teach slowly because my father or mother lah, they will like "Ehh, I teach one time, you don't know", then they will start to beat me lah I think or scolding me or something lah.
I:	<i>Ok. So, can you describe your family environment?</i>

M1:	It's quite cold lah compared to other families.
I:	<i>Why do you think so?</i>
M1:	Yeah. Because everybody go back home, then do their own things, don't spend time in talking to each other. Something like that lah. We don't talk lah. We don't talk very much.
I:	<i>So, you wish to have more time talking to each other?</i>
M1:	Yeah.
I:	<i>So, what do you expect to see in a family with good environment?</i>
M1:	I think it's like don't argue easily. Then, it's like more care loh.
I:	<i>So, can you elaborate more on how they should care about you?</i>
M1:	It's like uhh can ask for how I am doing in school ah or is it any stress or what. They will not only care about result lah.
I:	<i>Ok. So, what do you think are the things that can make your family harmonious?</i>
M1:	Maybe my father or mother just don't use violence lah I think. Then, my father maybe put aside the work temporarily, spend more time lah.
I:	<i>Spend more time with the children?</i>
M1:	Yeah.
I:	<i>So, what are the things that make you feel good in your family?</i>
M1:	Travel lah because I think the most memorable thing is travel lah. The other days everyone was busy also lah, then we do our things loh.
I:	<i>So, what are the things that make your family united?</i>
M1:	United. Not really lah because like never united before. Everyone give different opinion lah. But, I don't know lah because we never discuss about the thing lah. I don't think my family is united lah.
I:	<i>So, you think that the reason of not being united is because lack of discussion?</i>
M1:	Yeah.
I:	<i>Other than that, what are the other reasons can you think of?</i>
M1:	Because I'm not really close to my mother also, so we talk less lah. I think my sister and brother also lah. Even though my mother lah is like we talk very less, then we don't usually talk lah, I think. I think it's the reason lah.
I:	<i>You talked about are you all have different opinions. So, what do you think an ideal family will do if they have family members with different opinions?</i>
M1:	They will like discuss together, then discuss the best way or maybe they have different opinion about what we want to eat. Maybe my brother say sushi, my sister say Korean food, then I say Chinese food, so I think they might take turns lah.
I:	<i>So, how do you usually communicate with your family members?</i>
M1:	I talk with them first. Almost all the time is like for money to buy what. They don't really care what I do lah.
I:	<i>How do you see communication in an ideal family?</i>
M1:	They will like try to ask what I'm doing, what I'm going to do, then is it dangerous or what something like that lah. It's like caring lah.

I:	<i>Ok, So, in order for family to function effectively, what are the important characteristics?</i>
M1:	I think think about each other lah I think. It's like mutual understanding. Then, take care about each other loh.
I:	<i>Can you give some examples like how you take care of each other?</i>
M1:	For example is my father lah, I know he is very stressed to find money or very busy in business. I try to like uhh do a lot of things myself lah. I won't ask him unless necessary. Not really important thing, then I would do it myself lah, then like don't disturb him loh.
I:	<i>Ok. So, how your family members showed their care and support?</i>
M1:	They don't really support us lah. It's like my mother lah. She only support the thing that she thinks is good.
I:	<i>So, how do you want her to be improved on?</i>
M1:	Her thinking is like very tradition. I hope she can just change her mind lah.
I:	<i>So, how you want her to like show her support and care?</i>
M1:	I hope she can let me do what I like because what I like in her mind is like also not good one lah.
I:	<i>If you have some conflict with other family members, how do you like usually respond?</i>
M1:	I usually don't respond because I don't really talk to them lah. We talk very less lah.
I:	<i>Do you think it's good to like not responding?</i>
M1:	Because if I respond, then my mother, if I am correct, then my mother will beat my brother or sister, then if I'm wrong, then I also get beat.
I:	<i>So, in your opinion, how a healthy family will respond?</i>
M1:	Parents will together help to settle the conflict loh, try to explain or what.
I:	<i>Alright. So, what are the things that make you feel warm in the family?</i>
M1:	My mother will give me more money, scared I do not have enough money.
I:	<i>Ok. How do you see your relationship with parents?</i>
M1:	Very cold, not warm.
I:	<i>Let's say you want to improve on this relationship, what do you wish them to improve on to make the relationship warmer?</i>
M1:	Uhh. It's like take care of us lah.
I:	<i>How should they take care of you and your siblings?</i>
M1:	It's like respect our opinions lah. Listen but don't belittle lah.
I:	<i>So, how your parents show love to their children?</i>
M1:	I don't really see lah.
I:	<i>Can you elaborate why you cannot see this love?</i>
M1:	Because my mother is really strict lah, then my father also don't really take time for us lah.
I:	<i>So, if your mother is less strict, your father spent more time, then you will feel the love.</i>
M1:	Yeah.
I:	<i>Other than that, how you can feel the love in family?</i>

M1:	It's like my father or mother kind of encourage us lah. Like not scolding us.
I:	<i>So, how do you describe the discipline in your family?</i>
M1:	The table manner, I think. On the table, don't talk or don't do something like no manners lah.
I:	<i>You talked about scolding and beating. So, how do you want them to improve on this kind of parenting?</i>
M1:	Stand from our point of view lah. I work hard, but they can't see lah.
I:	<i>So, I think we have covered all the questions, so before we conclude this interview, is there any further information that you would like to share that we have not covered?</i>
M1:	No.
I:	<i>Ok. So, I think that's all. Thank you for your time. Do you have any question to me?</i>
M1:	No.
I:	<i>Thank you, bye.</i>

Participant M2

I:	<i>Hello M2. Thank you for participating in this interview. This interview is important to my research project, which focuses on developing a scale. In this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. So, if you have any questions or unclear throughout the interview, please let me know. All the responses will be anonymous to protect confidentiality. And then what you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person. And you also completed the informed consent form indicating that I have your permission to record this conversation. Only the researchers will have access to the recordings, and they will be destroyed after transcription. Before we begin the interview, do you have any questions?</i>
M2:	<i>So, basically what is this interview about?</i>
I:	<i>This interview is to understand how adolescents view family functioning.</i>
M2:	<i>Ok.</i>
I:	<i>So, to begin, could you please tell me a little about yourself?</i>
M2:	<i>Uhh my name is M2 and I'm studying at SMK XXX. My family, there are 4 members including me, my father, my mother, and my elder sister, she's studying at Form 5 and I am Form 4.</i>
I:	<i>Ok. So, in your opinion, what are the characteristics of your ideal family?</i>
M2:	<i>Uhh. I don't know. Loving each other, taking care of each other, and also uhh working together so that can easily overcome any situation in our family.</i>
I:	<i>So, you talked about loving each other. So, how do you like demonstrate this love?</i>
M2:	<i>By uhh how to say by going out together, like we can go shopping at malls or any picnic by going to the beach, then spend our time together. So, that's just express our love indirectly.</i>
I:	<i>Any other examples how family members can express their love?</i>
M2:	<i>Examples are parents taking good care of us, like me and my sister. They are taking very well. And we expressing our gratitude by uhh we always uhh me and my sister always get good marks in the exam so yeah that's the way lah.</i>
I:	<i>Ok. And then you also talked about care. So, can you elaborate more on how to care about each other?</i>
M2:	<i>Uhh. So, since we are... I and my sister are school students, right? They always give our pocket money more than RM10, not like you know like other students, they always get like RM2 each day, RM5 per week. We always get money every day and they always buy clothes, all the things we need on the spot. And that's it.</i>
I:	<i>Ok. And then you talked about working together to solve a problem. May I know examples of how you guys work together?</i>

M2:	Like uhh if there's any problem or situation in my family, then we will sit together and discuss what's the problem and how to overcome it. It's like any money issue, then my parents will discuss and we will like share our ideas to them how to overcome it.
I:	<i>Ok. So, in an ideal family, you think that loving each other, caring each other, and working together to solve a problem are important. Other than that, do you have any other characteristics that you think are important in an ideal family?</i>
M2:	Hmm. Other characteristics. I don't know but it must be positive lah.
I:	<i>Do you have some examples?</i>
M2:	Hmm. Not much but I think I can say uhh we just we need to do great things to take care of them.
I:	<i>Ok. Can you please describe your family environment now?</i>
M2:	Uhh. It's kind of bad now since my family is just... we just moderate state and since it's the MCO, we are struggling a bit. That's it.
I:	<i>Why do you think that MCO is influencing your family?</i>
M2:	Uhh. Of course is their work because their work are... My dad is a taxi driver, and my mom is a bookstore operator. So, since the schools are closed, my mom can't work, she can't even work from home like online anything. And my father is struggling to find passengers.
I:	<i>Understood. What do you expect to see in a family with good environment besides financial stability?</i>
M2:	I don't know. I think the mood. It's like we are always stressed out like it's not like old times cheerful or anything. It's like kind of stressed now. We are normal but indirectly we are stressed out.
I:	<i>Can you think of way to improve this mood and also reduce the stress in the family?</i>
M2:	Uhh. In ways, I think we should not think about the works that... At home, we just need to focus on each of ourselves, among our family members and I know it's hard, but then there's no choice since this MCO, we can't avoid it also. So, at home, we need to be as a family, and we can't bring work-related issues inside the family.
I:	<i>So, what are the things that make your family harmonious?</i>
M2:	Harmonious. I don't know. Uhh. We just chat for a long time and then my mom will just cook the food we want and eating together.
I:	<i>So, do you think that your family is harmonious?</i>
M2:	I think so. Yup.
I:	<i>When you say your family is harmonious, so what are the things you look at?</i>
M2:	When my parents are like in a good mood, and they are always laughing and smiling and not moody or something. By looking at them, I can say that we are harmonious.
I:	<i>Ok. What are the things that make you feel good in family?</i>
M2:	My parents are not like dragging me or my sister to their personal issues or like talking bad or...
I:	<i>Can you please be louder? I can't hear you.</i>

M2:	My parents are not like bringing their children to their personal stuff or whatever or comparing them. They just taking care of us, the children very well.
I:	<i>Ok. So, what are the things that make your family united?</i>
M2:	Uhh. Of course by helping each other and also uhh not misunderstanding all the time. We do have misunderstanding sometimes, but I think the love and care...
I:	<i>Love and care will overcome this misunderstanding?</i>
M2:	Yes.
I:	<i>And then you talked about helping each other. Can you give some examples?</i>
M2:	Example when I'm facing any issue at school uhh anywhere, I'll just share to my parents, my dad or my mom. And they will just give me a solve for the problem. And also when my parents, my mom and my dad are like uhh like you know uhh for financial issues, right? I and my sister won't force them too much or ask them to buy many things for us. We just uhh we just don't ask that much things lah.
I:	<i>Ok, understood. So, how do you usually communicate with family members?</i>
M2:	Uhh. We just use Tamil language and sometimes we just use English and we don't... we do talk but we don't communicate as much these days cause uhh everyone got their gadgets, right? So, we just use our gadgets and doing our own business. But we do talk when during lunch, dinner time, and yeah like some other times.
I:	<i>Ok. So, do you think your communication in family is good?</i>
M2:	Yeah. It's great.
I:	<i>Can you share some content or some examples of your communication?</i>
M2:	Uhh. My mom will... it's uhh daily life basis such as "Are you ok?" all the things and if she needs any favour, she will just ask me to help her out or anything. And uhh if they got any uhh problem with the gadgets, they will just call me to fix this and fix that. And they will talk about uhh will talk about our relatives, all the things we want to do soon in the future.
I:	<i>And then you talked about misunderstanding just now. So, do you think communication can help?</i>
M2:	Uhh. We just need to explain it further until they understand the problem and we also how to say like tell them in their way so that they will be more comfort and they will understand it more.
I:	<i>Tell them in their way. What do you mean by that?</i>
M2:	Uhh. You know everyone got their own way, right? So, it's like if my way, I will say it aggressively. If their way, I will just say it calmly, I will be patient and explain everything.
I:	<i>How about your communication with your sibling, your sister?</i>
M2:	Uhh. She uhh it's normal. Sometimes, we do fight and after we fight we just uhh get together again.
I:	<i>Ok. So, what are the characteristics that can help your family to function effectively?</i>

M2:	Uhh. We... I think we need to uhh communicate more, of course. And also uhh we need to uhh even though it's personal, I think we need to share the personal feelings out. Yeah, that's it.
I:	<i>Ok. So, communication and also sharing feelings. What else are important to help family to function effectively?</i>
M2:	(Shaking head). No ideas.
I:	<i>Or what makes a strong family?</i>
M2:	Uhh. Respecting each other and also uhh tolerance.
I:	<i>Can you give some examples on how to respect each other in a family?</i>
M2:	Uhh. So, if it's parents, of course they are elder, we use proper words, we can't use any vulgar words and even though we are angry, we can't scold them back, be patient and talk to them normally. And even though my sibling, my sister, sometimes I will get angry and scold her but then after that we will be normal lah, I will ask for forgiveness, then will be normal. But we need to use proper words and not to be too aggressive.
I:	<i>So, you mentioned about respecting elders. Do you think that your parents and elder sister should have respect towards you?</i>
M2:	Yeah, of course. (Nodding head).
I:	<i>So, how they show their respect to you?</i>
M2:	They don't do the things that I don't like and when they are angry, they don't shout at me or whatever. And even if I'm angry, they will come to me and act normally.
I:	<i>Can you tell me more about tolerance?</i>
M2:	Uhh. You know everyone has their own problems, right? And sometimes they won't give up own their things, so I think like we tolerate, everyone tolerates with each, it will be easier to be united and express our feelings, to share the feelings.
I:	<i>Ok. So, how your family members show their care and support?</i>
M2:	Uhh. As I mentioned before, they buy us the things we want, they taking good care of us. We are getting food, clothes, and enough things that we want. We got a good home to live in and we got all the things we actually need.
I:	<i>Ok. So, when facing a problem, let's say a conflict or crisis, how your family usually respond?</i>
M2:	First, uhh we don't... if there's a conflict, we don't talk at all. And after that, when time goes by, we just uhh either me or my parents or my sister just come forward and then ask me what's the actual problem all the things. And we sort it out lah by communicating and by talking what's the main problem and all the things. Yup.
I:	<i>So, do you think this is a good way?</i>
M2:	Yes and also it's the simple way I think. That's not too much complicated things.
I:	<i>Ok. What are the things that make you feel warm in family?</i>
M2:	Uhh. When I'm not the only one left out in the family, when my parents give the same equality to me just as they give it to my sister, so I don't feel left out or whatever. And also when I'm with them lah.

I:	<i>Besides that, what are the actions that can suddenly make you feel warm in family?</i>
M2:	I think when they buy the things I want and when they realize what my actual problem is and then come forward and ask. They don't just ignore me and let me do whatever I want.
I:	<i>Ok. So, how do you get along with your parents?</i>
M2:	Uhh. To be honest, I am close to them, but I think I am close more to my friends than them. So, whenever... sometimes I just... most of the times, I just go out with my friends and also whenever I come back, I just talk to them. After talking to them, I just talk to my friends again. So, I think I'm talking to my friends more than my parents.
I:	<i>So, do you think that at this stage of adolescence, in your stage, are you satisfy with this kind of parent-child relationship?</i>
M2:	Uhh. For me, yes. But for others, I don't think so. Of course, they want to spend more time with their parents. But I'm good with me being alone. Of course, I need my parents to be with me sometimes, I don't prefer all the time.
I:	<i>So, if you are a parent someday, will you do the same to your adolescent child to maintain the same kind of relationship like yours?</i>
M2:	Uhh. I don't know. I don't think so. I will monitor what is my child doing all the time and I'll make her or him to stay close to me not like me staying with friends more than my parents.
I:	<i>But your child is already adolescent age.</i>
M2:	If he or she reaching an adult stage, I will make sure uhh yeah she can be independent or he can be independent but also I will make sure to not forget us and also when they are... reach a successful stage in their future already, they must not forget us and also take good care of us.
I:	<i>So, listening to what you shared, can I say that you expect more or closer relationship with your parents?</i>
M2:	Uhh. (Nodding head). Yes, I think.
I:	<i>So, what do you think can improve this relationship with parents?</i>
M2:	What are the ways?
I:	<i>Yeah, what are the ways from you, or your parents can do to make this relationship closer?</i>
M2:	Uhh. I think I need to spend more time with my parents more than my friends. And whenever... even though they are not... they are busy or anything, I need to go to them and talk to them and communicate with them. And also uhh if they are... normally if they ask me to go out or go somewhere for event or anything, I won't follow them. Instead, I will just stay at home or follow my friends. So, if after this, if they ask me to follow them, I need to be with them lah.
I:	<i>Ok. So, this is your part. How about your parents' part? What can they do to improve this relationship?</i>
M2:	Uhh. They must uhh same thing, they must talk to me all the time. If they are busy, the need to like communicate with me and also when

	they are... when they need help, they can't just expect me help them all the time. They need to come forward and ask me to help them also.
I:	<i>Ok. How your parents usually show concern to their children?</i>
M2:	Uhh. Whenever when they talk to us about how they day went, how our day went, that is communication.
I:	<i>So, how your parents show love to their children?</i>
M2:	Taking good care of them and creating a successful path for their children like arranging all the stuff they need, their education, money, all the things.
I:	<i>Ok. How do you describe discipline in your family?</i>
M2:	Uhh. Discipline is... We are not that strict, we are not even strict, I think. We are just family-friendly. We are always friendly uhh talking and joking all the time. But, in discipline, I think we do have some rules in our home, to clean our house, to be tidy.
I:	<i>So, what do you think about this discipline?</i>
M2:	I think it's ok, it's normal. We don't have to be too be strict or we don't have to be too playful or anything.
I:	<i>So, when you and your sibling maybe did something wrong, what your parents will do?</i>
M2:	If it's not that serious, my parent will just come and tell us or warn us, "Don't do this stuff again". If it's actually serious, uhh my parents will... either one of them will just come to me and talk personally and ask what is the problem, they will give advice all the thing.
I:	<i>So, no beating?</i>
M2:	Uhh. No. That was during childhood, but now, no.
I:	<i>Ok. I think you just now mentioned about rules in family. So, what are the other good rules in family?</i>
M2:	We need to keep our house clean and even me and my sister need to do all the house chores, not only my parents. I think that's it. That's not much rules.
I:	<i>And then, what kind of parenting you receive from your parents?</i>
M2:	My parents are not strict. They are ok, they are normal. But, when they are facing some issue or any problem, they will get... cause they have hypertension, they are already mad, right? They got stressed and all the thing, so they will get mad easily. So, even though we did something like slightly bad or against them, they will be so mad and they will start scold us.
I:	<i>So, what do you think about this?</i>
M2:	I think I don't know. We can't tell them not to do this as they are facing serious issue, their works, their daily lives. I think for me and my sister, I think it's ok to cooperate with them. But if they get too mad and always scolding us, I think then it will be bad lah. I think we will start to ask them like to not to do this anymore.
I:	<i>Regarding this parenting, what do you expect to see in an ideal family?</i>

M2:	Uhh. For parents, I think even though they are stressed or they got any anger issue anything, I think if they act they way their children wanted them to be, I think it will be great, it will be awesome.
I:	<i>How your family members take and share responsibility?</i>
M2:	Uhh. When it comes to responsibility, of course uhh to be divided equally, not giving one person too much of work and and one person less work. So, everyone has their same equal responsibility.
I:	<i>Can you tell me more about equal responsibility?</i>
M2:	For example, house chores, me and my sister need to do all the house chores. I and my sister will do the equal amount of work.
I:	<i>I think we have covered all the questions. Is there any further information that you would like to share that we have not covered about how you view family?</i>
M2:	I think family is a thing that is sensitive that we need to uhh take good care of. So, children and parents need to be how to say... need to be good and also uhh each of them need to be uhh very good to each other so that the family can grow longer.
I:	<i>Thank you very much.</i>

Participant M3

I:	<i>Hello. Thank you for participating in this interview. So, this interview is important to my research project, which focuses on developing a scale, called Adolescent Family Functioning Scale in Malaysia. In this interview, I would like to learn about how you as an adolescent get along with family members and also your view on ideal family. If you have any questions or unclear throughout the interview, please let me know. And all the responses will be anonymous to protect confidentiality. What you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person. And then you have completed the form indicating that I have your permission to record this conversation. Only the researchers will have the access to the recordings, and they will be destroyed after transcription. Before we begin the interview, do you have any questions?</i>
M3:	No.
I:	<i>To begin, could you please tell me a little about yourself?</i>
M3:	Uhh. My name is M3. I'm 16 and I'm studying at SMK XXX now, yeah.
I:	<i>So, could you briefly describe your family?</i>
M3:	Uhh. I live with 11 family members together with and then uhm I have 4 siblings and I'm the second one and yeah basically that's the thing.
I:	<i>Ok. So, in your opinion, what are the characteristics of your ideal family?</i>
M3:	Yeah. Able to understand what I want, I'm able to understand what they want, and then we work everything out together and yeah.
I:	<i>Ok. Other than that?</i>
M3:	Other than that ah. Like we get to spend time together for every single occasion, especially like Mother's Day, Father's Day, or like New Years, and holidays, together and do things.
I:	<i>And then you talked about understanding each other. So, what can be done to improve this mutual understanding?</i>
M3:	To improve this ah. We can like share our problems to them and then like they understand us, maybe they can help us out with that particular problem. Like for example, me as a student maybe like in school or like study wise, maybe we have some problem, maybe like just share it to them, maybe they are able to help me out.
I:	<i>So, can you describe your family environment?</i>
M3:	Family environment. Uhh. Quite good like sometimes uhh maybe we do quarrel or argue just over little things, especially with my siblings. So, uhh that maybe uhh may be a little bit disturbing to my grandparents who are living together. And we try not to quarrel so much lah.
I:	<i>So, how you try to avoid quarrelling?</i>

M3:	Sometimes if like they want to take my stuff and then I just let them take. And then after that, I just make sure they all put it back or give it back to me, something like that.
I:	<i>Ok. What do you expect to see in a family with good environment?</i>
M3:	Uhh. Family with good environment. Uhm. In a family where everyone do things together, without like any problem.
I:	<i>What do you mean by that?</i>
M3:	Like everything works out perfectly and then like everything is organized.
I:	<i>So, what do you think can make everything to work out perfectly?</i>
M3:	Plan together before anything happens. Like example like a birthday party, like the day before, we are like plan everything and then everything will be carried out perfectly.
I:	<i>Ok. What is important in a family?</i>
M3:	Caring and understanding.
I:	<i>Can you tell me more about that?</i>
M3:	Like uhh as a parent, like my mom, like my dad, they should if they are able to spend time with us, then they should lah. We as their child also, try to help them with house chores, take care of our grandparents like that. And then spending time together is the most important in a family to make sure the family bond is still there and strong.
I:	<i>Ok. So, you talked about spending time together. What are the activities you usually do when you are spending time together?</i>
M3:	Like near Chinese New Year, we do clean the house, like the storeroom, our bedrooms, our study rooms, and stuff. And then like sometimes after dinner, we just like sit at the living room, watch the TV, and then we just like talk about the movie and stuff. And then like we randomly talk stuff also.
I:	<i>Ok. So, what are the things that make your family harmonious?</i>
M3:	The personality, I guess.
I:	<i>Can you like elaborate more?</i>
M3:	Like uhh personality wise ah, we know each others' like pattern or their things, so maybe we try to adjust ourselves to their pattern. And then like they should also arrange themselves, so that we, each other like get along well together in doing something, yeah.
I:	<i>Besides personality, what else can maintain family harmony?</i>
M3:	Hmm. The way we speak, the way we communicate with the family members. We shouldn't be rude and then like uhh if they need help, then maybe we can like ask them in a proper way. Like we don't raise our voice or use some inappropriate words to them.
I:	<i>Ok. What are the things that make you feel good in family?</i>
M3:	Makes me feel good ah. Uhh. Maybe the things I do or my actions like uhh among all my siblings, I can say like maybe I am the one who lead, who brings them along to do something. And then uhh we all will try to do our best to like bring out the best results in exam or help them as much as possible to like make sure that they don't get stressed or burden too much.
I:	<i>So, this makes you feel good in a family?</i>

M3:	Yeah.
I:	<i>So, it's like being a leader to lead your siblings?</i>
M3:	Yeah. And then like to take care of them also.
I:	<i>Anything else makes you feel good? Maybe actions from your parents or other siblings?</i>
M3:	Uhh. Action from my other siblings, yes. Like sometimes if I see them like quarrel or whatever, I'll try to stop them and then like uhh like anything goes wrong, then I'll just like also try, but if I cannot, then I just leave it.
I:	<i>How about from your parents? What are the actions from your parents that will make you feel good?</i>
M3:	When they get along well, then we all also will be happy and something like that.
I:	<i>In an ideal family, what do you think can like make you feel good?</i>
M3:	The living environment and the way we all do our things.
I:	<i>Ok. So, what do you mean by living environment? Can you elaborate more about this?</i>
M3:	Uhh. Like example the living room is clean and neat. And then like we don't buy everything like we only buy the things we need and then uhm the way we do things also. Like taking, for example, taking one thing from the shelf and then we just put it back to make sure everything is neat and clean.
I:	<i>Ok. So, what are the things that make your family united?</i>
M3:	Gathering, like during celebrations.
I:	<i>Besides that, any other important things or characteristics that can make your family more united?</i>
M3:	The communication, yes.
I:	<i>So, how communication can help to improve this family unity?</i>
M3:	We don't uhh fight over small things, so that uhh we don't disrupt the family bond or communication thingy like that. And then another one is like tolerate with each other.
I:	<i>So, what characteristics help your family to function effectively?</i>
M3:	The cooperation between the family members.
I:	<i>Can you talk about cooperation more? How should they cooperate with each other?</i>
M3:	Like uhm for example when doing something, we like spread out the things to do. Like some do this, some do that, and then everything can just finish as soon as possible.
I:	<i>Other than that? What else?</i>
M3:	Don't have already.
I:	<i>So, how your family members show their care and support?</i>
M3:	Uhh. Like they will be there, they will be by my side if I have like any problem. And then like uhh when anything bad happens, they can like help me out or something like that.
I:	<i>So, when facing a problem, how your family usually respond?</i>
M3:	First, they will like see what's going on first, they try to understand what is going on. And then uhh they will ask more about it. And then maybe if it is just a small matter, then maybe they say "Aiyah, never mind lah, this one, one time only, next time don't want

	already". And then if it is like a serious one or something, then maybe if school matter, then maybe they might contact the teacher or something like that.
I:	<i>So, let's say you have a family conflict, so how your family will respond? For example, an argument between the family members.</i>
M3:	Maybe after the argument, they might sit down and then discuss about it.
I:	<i>So, what do you think about this?</i>
M3:	Uhh. It will actually help if it works out. And then uhh both of them also have to like understand, have to know what is going on, and then like whose mistake is that, so that uhh and then like how to avoid this thing from happening again.
I:	<i>Ok. So, what are the things that make you feel warm in the family?</i>
M3:	When everyone is together.
I:	<i>Other than staying together?</i>
M3:	I think don't have already.
I:	<i>Ok. So, how do you get along with your parents?</i>
M3:	Sometimes in their office, maybe if they need help, then maybe I can just like go over and help them. And then uhh sometimes we will prepare like some surprise or whatever it is when it's their birthday or the Father's Day, Mother's Day, and stuff. And then uhh we as their child, we try not to like make them so stressed out when we fight or like quarrel or something like that.
I:	<i>So, what do you think of your relationship with your parents?</i>
M3:	Uhh. Not bad, quite good.
I:	<i>How your parents show concern to their children?</i>
M3:	They will try their best to like help us and then like if maybe if they also cannot do anything, then maybe they try to contact like one or two of our closest uhh relatives like ask if there is any way to help or whatever.
I:	<i>So, they are trying to help the children. Anything else that can show their concern besides helping you and your siblings?</i>
M3:	(Shaking head). Don't have.
I:	<i>How your parents show love to their children?</i>
M3:	Uhm. Maybe like if we got good results like in those major exams like UPSR last time uhh maybe they are like treat us a meal or like bring us out somewhere. And then uhh other than that, maybe they will like throw a small party for us and yeah like that.
I:	<i>Ok. Besides that, what do you expect to see in an ideal family on how parents should show their love?</i>
M3:	Maybe the parents like if got time, then maybe they should like spend some time with their kids like help them out in the educational aspect.
I:	<i>How do you describe discipline in your family?</i>
M3:	I wouldn't say it's strict, but uhh still can control.
I:	<i>So, what do you think about this?</i>
M3:	But a good discipline is uhh really important like because we as child, when we go out, we are actually bringing our family's name

	also. So, if like uhh parents hit us or like scold us, it's also a good thing because we learn from the mistakes and stuff.
I:	<i>So, will you do the same if you are a parent?</i>
M3:	Yeah.
I:	<i>You will practice the same discipline as what you receive in your family? Or do you have something to like improve on?</i>
M3:	Maybe I won't uhh hit them as much like try to only use uhh verbally like educate them and something like that.
I:	<i>Ok. So, what are the good rules in your family?</i>
M3:	Uhh. We don't... Like my father don't allow us to like watch or look at our phone when we are eating and stuff. And then like when we are eating, we sit at the dining table at the living room and yeah everything uhh he does is for our good.
I:	<i>So, how do you feel about this?</i>
M3:	Uhh. It's annoying sometimes, but I feel like whatever he is doing is correct.
I:	<i>So, will you do the same if you are a parent one day?</i>
M3:	Most probably.
I:	<i>Ok. How your family members take and also share responsibility?</i>
M3:	Can you explain the question again?
I:	<i>How your family members actually see this responsibility? Can you like elaborate their responsibilities?</i>
M3:	Like uhh for example like my mom sometimes she has to go outstation for her business purpose. Then, my dad also busy on his own business there. So, maybe my auntie or my uncle will come over to my house and like take care of us and like help to take care of my grandparents also and stuff.
I:	<i>So, in an ideal family, what do you think the parents' responsibility are?</i>
M3:	To educate their children well and then uhh to ensure the family's harmony.
I:	<i>So, how should they fulfil this responsibility?</i>
M3:	Maybe they don't uhh have to spend most of their time on their work or business. Like during the weekends, maybe they should like spend more time with us and do this, do that and stuff.
I:	<i>Ok. How about the children's responsibility in a family?</i>
M3:	We do good in our studies and then like do our best to make them proud.
I:	<i>Any other things that you are doing as part of your responsibility at home?</i>
M3:	Uhh. Taking care of grandparents and then helping out with the chores.
I:	<i>So, I think I have covered all the questions today, but the answer is quite limited. So, maybe you can like elaborate more on what are the criteria or aspects you are looking at when we talk about a family is functioning well or not.</i>
M3:	The way the family carries things out and the way they communicate with each other.
I:	<i>Can you list the five most important things in a family?</i>

M3:	Understanding each other, uhh time management, and then the communication, uhh the love and care between each other, and the responsibility of each family members.
I:	<i>So, can you talk about why understanding each other is important in a family?</i>
M3:	Understanding each other maybe uhh like for example, a brother and a sister, like the sister having problem, if the brother don't understand about the sister, like what problem she's having, her personality type, and then everything else, maybe uhh there might be a problem in helping the sister out in solving the problem.
I:	<i>Ok. How about with parents in regard to this understanding?</i>
M3:	Understanding like our parents' problem like for example financially, especially doing this time. So, maybe we, as their child try not to give them too much stress and yeah.
I:	<i>Ok. How about your parents' side?</i>
M3:	They sometimes might fight a little bit.
I:	<i>Do you think they should like understand the children?</i>
M3:	Yes.
I:	<i>Can you give some examples how they should take the initiative to understand the children?</i>
M3:	Maybe if they are able to help out in the study's aspect, education aspect, then maybe they can also help, try to help, and then uhh I think no more.
I:	<i>Do you expect the parents to understand the children more?</i>
M3:	No. I mean like if they understand a bit already, then I think uhh that's ok already because they also have their own matters and problems also.
I:	<i>How about in an ideal family, do you think that the parents should understand the children more?</i>
M3:	In an ideal family, maybe yes. But uhh what I think is that most of the family won't be perfectly ideal, they also have their own problems. So uhh, try their best lah to understand their child and themselves also.
I:	<i>Ok. Then, just now you mentioned about financial status will also affect the family. So, how do you think it can affect the family?</i>
M3:	Maybe they won't be able to pay up the fees like the study, school fees, or like tuition fees and stuff. And then like if we as a child, we don't understand them, then maybe we might ask "Why are you not paying?", and then uhh we may start a fight or something like that.
I:	<i>Ok. And then, parent's fighting. Do you think it will affect the family also?</i>
M3:	Yes, a little bit.
I:	<i>How do you think it can affect the family?</i>
M3:	Uhh. I think it's like if the parents quarrel and then uhh we as their child, if we don't know what is going on, then we might take that as an uhh action, then maybe we are going to repeat the same thing, and then the family relation might get worse and stuff like that.
I:	<i>So, in an ideal family, what do you expect to see in regard to parents' fighting?</i>

M3:	Maybe after they fight or like they quarrel, they apologize to each other and then like they understand each other already, and then yeah.
I:	<i>Then, you talked about time management as an important aspect of family. Can you talk more about it?</i>
M3:	Like maybe uhh we all try to arrange some time on certain days and then we try to like gather together and then we like talk about some issues or like something and then we like go out on a trip or things like that.
I:	<i>Ok. Then, communication also an important aspect. Do you want to add something about communication?</i>
M3:	I think no.
I:	<i>And then, love and care. What do you mean by love and care?</i>
M3:	Love and care. Like we take care of each other, we uhh understand each other in an aspect on mentally and physically like maybe uhh if our grandparents are like disabled, then maybe we should like take more care about them and things.
I:	<i>And then the last one is responsibility. So, can you elaborate more on responsibility?</i>
M3:	We as the child and then like the youngest in the family, our responsibility is to like uhh make sure our future generations are better and then like we try our best to do the best in education and then like help them out a lot more in the future.
I:	<i>I think that's all. Do you have anything else to share that we have not covered?</i>
M3:	I think that's all.
I:	<i>Ok. Thank you very much.</i>

Participant M4

I:	<i>Hello. Thank you for participating in this online interview. So, this interview is important to my research project, which focuses on developing a family functioning scale in Malaysia. In this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. So, if you have any questions or unclear throughout the interview, please let me know. All the responses will be anonymous to protect confidentiality. And what you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person. And then you also completed the form indicating that I have your permission to record this conversation. So, only the researchers will have access to the recordings, and they will be destroyed after the transcription. So, before we begin the interview, do you have any questions?</i>
M4:	No.
I:	<i>To begin, could you please tell me a little about yourself?</i>
M4:	My name is M4 and I am 17. I like, like my hobby, I like to take a picture, editing. That's all I think.
I:	<i>Ok. So, could you please briefly describe your family?</i>
M4:	My family. I live in a colourful, wonderful family. Every day, I can feel like everyone is with me lah, like that. So, we can do many activities. I can do many activities with them.
I:	<i>Ok. So, how many family members do you have?</i>
M4:	Six.
I:	<i>So, are you the eldest or?</i>
M4:	Number 3.
I:	<i>Ok. So, in your opinion, what are the characteristics of your ideal family?</i>
M4:	Friendly.
I:	<i>Can you tell me more about like example how friendly?</i>
M4:	My father like to do many activities at the field, so he will do some activities every day, so I will help him to do the thing, the activities, and he like to cook also. My mom, she will just every day must do the homework lah, like normal. And ok I got four brothers, two big and I am Number 3, and I got little brother. My first brother is working uhh but he lives here also and my Number 2 brother just arrives home as before this, he is in Nilai, Seremban, so now only he come back because he studies at Nilai. And then my little brother uhh he like to play game.
I:	<i>So, in a family, what are the things that you think are important?</i>
M4:	Talking is very important in family, but sometimes got some family like father come, he just quiet, don't want to say anything, so talking is uhh the best way lah to make the relationship in family. If like father does not talk, the son must talk, must create any idea to talk with his father.

I:	<i>Ok. So, you talked about being friendly and also talking to each other. Are there other characteristics?</i>
M4:	Like me, with my brothers all, I will sometimes we will watch movie and we will play a game like PlayStation, so we can communicate with our brothers.
I:	<i>Ok. So, talking with each other. Other than that, do you have anything else to add like what are the important things in the family?</i>
M4:	Got one more uhh we must cooperate lah to do the work at home, not just one do and another one just sit, not like that.
I:	<i>So, everyone should be involved in doing. Ok. So, can you describe your family environment?</i>
M4:	My family environment is very... I think for me is very happy because every day I wake up, I can see both of my parents and after all the work done, we will sit together at the hall and we will talk. So, I feel like it's very happy and colourful day lah every day for me to see them like that.
I:	<i>Ok. So, what do you expect to see in a family with good environment?</i>
M4:	I expect that the children will not do something with their feelings lah, just they must think first, not follow their feelings, but follow their mind because sometimes I see lah got some family, they do not care about the child, but they think that they care, but actually they do not because they do not spend the time for them. So, the child will go to another people to ask for that thing, sometimes with the wrong way.
I:	<i>So, parents play an important role. Other than that?</i>
M4:	Actually, like father ah, do not be a father, just be a friend with the child.
I:	<i>You wish father to be like a friend to the child?</i>
M4:	Yeah. But the attitude like father and son, but the talking like I want to tell what in your life what all, you must tell like your friend because if... like you also, you will tell more to your friend than your parents or your anything, you will tell more to your friends. So, think that your father are your friends so that you can tell the thing you lah you want to tell.
I:	<i>So, you think that parents should also be like a friend?</i>
M4:	Yes.
I:	<i>So, this is on parents' part. So, how about the children's part? What do you wish them to do to have a good environment?</i>
M4:	Like me, my brother is the most, the very important man lah because if he do, we all will do. So, like my brother will go to the playground and tell us to go also, we four play together at the park, so we go play lah. Like my brother must be the main character, he must do the thing. Every family must have got one brother or sister to lead. Everyone must listen to him, so he must lead lah. Don't like tell what to do, just... can tell, if got idea, just tell, but don't go against to him, just respect him as my brother, the biggest brother in the house.

I:	<i>So, what are the things that make your family harmonious?</i>
M4:	Like I said just now, we do not think with our feelings, we think with our mind. Do not do something crazy or what but sometimes we will do, just don't do it bigger lah, just got small small also of course yes, got, but my father will just... he do not angry, he just tell me, he gives advice. Like my father say, do not teach son like want to teach animal, teach how we teach people, so they will become people, not animal.
I:	<i>Ok. Besides that, what else that you think can maintain the family's harmony?</i>
M4:	The family must go out lah for anything, go to see their relatives and go see how their lives, not only our lives, go see how people's lives in the world, so we can take the good and pass the rest.
I:	<i>Ok. So, having a family trip to relative's house?</i>
M4:	Yeah.
I:	<i>So, what things make you happy at home?</i>
M4:	When we don't have work to do, so we can spend more time with family. Actually, my mom, I will sit at her and just play with her or something lah, just got the time for her and my father.
I:	<i>So, have more time to spend together. When spending time together, what activities your family usually do?</i>
M4:	If me and just my father, just both of us, we will at our garden, we will do something lah, just do anything like that. If got family members all, we will sit at hall or play something like Saidina or anything. If not, we just watching movie.
I:	<i>Ok. What your parents do will make you happy?</i>
M4:	My parents will support me in my hobby and on the way to my business, means photographer.
I:	<i>Ok. And then how about your siblings. What they do that will make you happy?</i>
M4:	They do not do anything to make me happy, just I want them to be together, that's all. That is the happiest day in my life lah, they all come together, sit together, play together.
I:	<i>Ok. So, what are the things that make your family united?</i>
M4:	Don't compare about each other, you can compare, but you must not tell to other people your brother like this, your sister like this, just if you know, you keep and do not tell other people about your family. So, just keep the secret between our family, don't tell to others, don't let people make fun of us, make something to talk about us, just keep it in our family.
I:	<i>Ok. Besides that, anything else that can make your family united?</i>
M4:	Uhm. Yes. Like I said just now, don't tell about others because other people will tell something else that we do not know also, he will tell to us like example, "Your brother like this, don't hear your brother what he say" or something. So, the little brother also will, he will not listen to his biggest brother. So, the respect is already gone lah. Whatever will happen, don't listen to others, just see it with your eyes.
I:	<i>So, how do you communicate with your family members?</i>

M4:	Sometimes if I go to my grandmother's house, I will use my phone to call or anything. If not, we will sit together to eat lah, lunch or dinner, we will talk what we want to.
I:	<i>Ok. So, what you usually talk about with your family members?</i>
M4:	Uhh. We more talk to like religion, about the history, how the religion comes, that's all lah.
I:	<i>Ok. So, what are the things that can help your family to function effectively?</i>
M4:	I don't know because I think for me, my family is already good enough, I think.
I:	<i>So, you think that your family is functioning effectively. So, what are the characteristics that you can tell from this?</i>
M4:	Like just now from the earlier I tell, my father, the main and my brother is the main and the most main also my mom. My mom do not have at home, then the house will be so quiet, very quiet.
I:	<i>Why?</i>
M4:	Because if she are in home, she will talk anything. Sometimes just play play lah, like that, she call me "M4", if I say "Yes", then she will call "M4" louder, and call me again and again. Just making fun at home lah.
I:	<i>Ok. So, how your family members show their care?</i>
M4:	Like my father, he will show care by advise me. If anything wrong with me, he will tell. Like my mom, she will scream. If I do wrong, she will tell me she will tell to the father about this, then my heart will be ok because father is just give advice and he know I can accept. If he beat me or what, he know I will not listen, so he do the right way lah, I think.
I:	<i>So, in an ideal family, what do you think parents can do to show their care to the children?</i>
M4:	Spend their time with children uhh play something lah, do activities with their children, with their family. Then, make a family trip lah like I just now said. That's all.
I:	<i>Ok. How your family members show their support?</i>
M4:	Just now I already tell ah this question?
I:	<i>So, you think that care and support are the same?</i>
M4:	Yeah.
I:	<i>Ok. So, when facing a problem, how your family respond?</i>
M4:	Myself, I will go to first go to my mom, I will tell, then I will go to my father and get advice form him. If the thing I do right, then I will continue to do. If not, don't care about it anymore.
I:	<i>Ok. So, let's say your family have a conflict like argument, how your family will respond?</i>
M4:	Uhm. Just keep quiet for a while lah, just go out, go take some fresh air, and just forget about it because if not, will start argue every day about that if they not stop. So, someone must stop and just leave to someone to win the conversation lah.
I:	<i>So, do you think this is the ideal way in a family? Or do you think there is something to improve?</i>

M4:	For me, in my family, I think nothing because day by day I wake up in the morning, I see everything is beautiful for me in my family. I feel like I got everything if my family is with me.
I:	<i>So, what are the things that can make you feel warm in your family?</i>
M4:	What do you mean by warm?
I:	<i>Like very touch your heart, very touching.</i>
M4:	When my father tell about his story, like his young story lah, like the children's story, how he grows up, in what family, what situation he must see at that time, he tell, then I like "Why he can, why I cannot?". So, I must be like him, more better than him.
I:	<i>Other than that, what else make you feel warm?</i>
M4:	My mom will like if I fail in some subject, my mom will tell "Never mind uhh, everybody will fail of course, just try the same thing next time or do another way".
I:	<i>So, like encourage you?</i>
M4:	Yes.
I:	<i>So, in an ideal family, what are the things that you think can make the children feel warm?</i>
M4:	They can... like the brothers if got brothers, just give a good advice lah, like that and guide something.
I:	<i>How about on parents? What they do that can make the children feel warm in an ideal family?</i>
M4:	Just take the children, the son or daughter, maybe got some fresh air, go sit out for a while and just ask her or him to talk about it, to tell everything that he feel like to tell, like expressing feelings, like that.
I:	<i>Ok. So, how do you get along with your parents?</i>
M4:	Very good actually because for me lah, it's very good already. I'm very happy because my family always with me in any kind of things. They will support me in everything like two days back, my birthday, they give me present like photography equipment, so they're like everything like nobody can support me like this like my family can do for me.
I:	<i>Ok. So, will you do the same if you are a parent one day? Will you maintain the same relationship with your own children?</i>
M4:	Yes, I will because my father already told me a lot of things to see in life but I know I must see more in future. But I already know also, I already saw many of things in my life, many characteristics of people in my life. Sometimes, I will sit with my cousin, they got some problems, they ask for advice from me, so the same thing with me and my father is if got any problem in any family, they will find my father. I can see many characteristics and many kind of people.
I:	<i>Ok. So, how your parents show concern to their children?</i>
M4:	By spending their time. For me, just spend their time in activities or in anything, just spend their time.
I:	<i>So, if you are a parent, how will you show you concern to your children?</i>
M4:	By spending my time with them and tell them experience in my life.
I:	<i>So, how your parents show love to their children?</i>

M4:	By... Only can think about this. Spending their time with family because if they spend their time with their children, that's all will make the love.
I:	<i>Or what makes you think that they love me?</i>
M4:	By talk to me like anything lah he or she want to ask about like he buy a cloth or what and he want to talk to me, this also makes the love with me lah. I know my parents will talk to me lah, they will give suggestion lah if got anything.
I:	<i>Ok. So, when you and your sibling did something wrong, how your parents will control your behaviour?</i>
M4:	Just tell not to do like that, if want to do ah, you will give an advice don't do the wrong way, like give advice lah. Actually, that's from my father, sometimes from my mother also.
I:	<i>So, do you think that this discipline is good in your family?</i>
M4:	Yes, but sometimes if like telephone, our phone uhh, they must control the use.
I:	<i>Will you practice the same discipline with your own children in the future?</i>
M4:	Yes, I may.
I:	<i>So, what are the good rules in family?</i>
M4:	Do not just beat the children and the parents must be get the time to the children to tell about what he want to tell, don't just simply beat. Maybe got something wrong with the children, so just spend time to listen what the children want to say. While they listen, they do not just beat because when they listen, they will feel like ok, then they will just give an advice, yeah.
I:	<i>Ok, So, how your parents raise you guys?</i>
M4:	Just by taking the what they want. Then if they talk to me and we do not listen, just don't care about it.
I:	<i>How would you raise your children in the future?</i>
M4:	The same thing like my parents raise me like that I will raise my children to make them feel like the family life is important than others.
I:	<i>Will you improve this parenting style?</i>
M4:	I think no, but if got anything I will improve. If got anything wrong, anything like do not talk to each other, then need to improve that.
I:	<i>So, what are the responsibilities of your parents?</i>
M4:	Like they give uhh give me to eat, to do anything like I want, like my hobby, I like to do that thing, they will give that, so I know that they are happy with me also, like that.
I:	<i>So, how about children's responsibilities in a family?</i>
M4:	Children must give what their parents want like example, their studies, do the best in their studies.
I:	<i>Ok. So, I think I have covered all the questions today, is there any further information that you would like to share that we have not covered about family?</i>
M4:	No.
I:	<i>Thank you for your time.</i>

Participant M5

I:	<i>Hello. Thank you for participating in this online interview. So, this interview is important to my research project, which focuses on developing an adolescent family functioning scale in Malaysia. So, in this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. So, if you have any questions or unclear throughout the interview, please let me know. And all the responses will be anonymous to protect confidentiality. And what you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person. Besides that, you also completed the form indicating that I have your permission to record this conversation. So, only the researchers will have the access to the recordings, and they will be destroyed after the transcription. So, before we begin the interview, do you have any questions?</i>
M5:	No.
I:	<i>So, to begin, could you please tell me a little about yourself?</i>
M5:	Ok. Hi. I'm M5 from XXX High School and I'm 13 years old.
I:	<i>You're 13?</i>
M5:	Yeah.
I:	<i>I think the form you're submitting is like...</i>
M5:	15, 15. Sorry.
I:	<i>Form 3, right?</i>
M5:	Yup. (Laughing)
I:	<i>Ok. Can you briefly describe about your family?</i>
M5:	I think I have a lovely family and we always interact together every night or when we are free, we will play like some games or we will like cook together, something like that.
I:	<i>Ok. How many family members do you have?</i>
M5:	Five.
I:	<i>So, are you the eldest?</i>
M5:	Yeah. I'm the eldest.
I:	<i>Ok. In your opinion, can you tell me what are the characteristics of your ideal family?</i>
M5:	I think full of interaction because like if they have any problem, we can help each other to solve the problem together.
I:	<i>Other than interacting with each other, helping each other, what else?</i>
M5:	Be more positive.
I:	<i>Like how?</i>
M5:	For example, we can like discuss something that is happy and talk about something that is... the news is good, positive.
I:	<i>Ok. So, what do you think are important in a family?</i>
M5:	I think communication and trust is the most important because if without communication, it doesn't feel like it's a family, it's just like stranger together.
I:	<i>So, you think that communication is important in a family?</i>

M5:	Yeah.
I:	<i>How about trust?</i>
M5:	If you don't believe someone, then they might have any argument, so I think that trust is important too.
I:	<i>So, how a family can improve on trust?</i>
M5:	Maybe we can do some activities together and also prevent, don't have some argument because this will harm the, what should I say uhh, harm the relationship between us.
I:	<i>Ok. So, what do you expect to see in a family with good environment?</i>
M5:	Uhm. Full of communication lah like we can talk to each other most of the time. Don't just like playing with games, watching TV. I mostly play board games together with my family or chess and sometimes we also help to cook together for dinner.
I:	<i>Anything else that you think are important in a family with good environment?</i>
M5:	So that we can be happy.
I:	<i>So, what are the characteristics of a happy family?</i>
M5:	Well, love is quite important. When you see that your brother is sad or your mom has faced some problem, you should help them like we will help each other when we face something, like "I don't understand in this subject", so I will teach you.
I:	<i>Helping each other lah?</i>
M5:	Yeah.
I:	<i>So, what are the things that can make your family harmonious?</i>
M5:	I think watching TV together because we can make everyone relax and also laughing and also talking about thing that is funny.
I:	<i>Ok. So, besides watching TV together, what else do you think can maintain the family harmony?</i>
M5:	Have lunch together, eat together when we are free. And while we are eating, we will communicate with each other, we will tell some stories at school or when we are working together.
I:	<i>Ok. So, what are the things that can make you feel good in family?</i>
M5:	When I'm feeling upset, they will talk to me and help me to solve the problem, and this make me feel very happy and very warm too.
I:	<i>Besides helping you to solve problem, what else?</i>
M5:	They will spend time and we will like read a book together, study together.
I:	<i>Ok. So, mostly doing things together makes you feel good in a family?</i>
M5:	Yeah.
I:	<i>So, what are the things that make your family united?</i>
M5:	Probably, all of us have almost same ambition, like I want to be a doctor in future, my brother also want to be a doctor in future, so we have the same topic to discuss about, so it make us feel like very united together because we have the same direction to go.
I:	<i>So, how do you communicate with your family members?</i>
M5:	So, every night, we will take an hour or 2 hours to watch TV or read a book together and when we are using the time, we also like talk

	about the past or what had happened today and talk about something that is happy or if you face any problem, we will discuss together and help you.
I:	<i>So, do you think your family communication is good?</i>
M5:	Yeah, I think so because we will have a communication session every night together.
I:	<i>Ok. So, what characteristics or things that can help your family to function effectively?</i>
M5:	I think responsible because most of us are responsible and also hard working, so if you face any problem, you can pass it to me, and I will try to solve it by today.
I:	<i>So, other than being responsible, what else?</i>
M5:	Caring each other, like if you see someone is upset, you can just talk to him, try to make him happy.
I:	<i>Ok. Do you have anything more to add?</i>
M5:	For me, I think that communication is the most important thing because nowadays, almost all of the children like to play with the gadgets and they are like no communication, everyone, they just like swiping the phones, play computer games or what.
I:	<i>So, you think that your family is not like that?</i>
M5:	Yeah.
I:	<i>So, what is the reason do you think there is a difference between your family and other families?</i>
M5:	I think because we love each other.
I:	<i>Can you tell me more about this?</i>
M5:	Because at the past, we also faced some difficulties like uhm my brother has a bit health condition problem at the past, so we have to help him because he stayed at the hospital. We have to like take time to take care him because not all of us are free all of the time. So, it makes us unite together.
I:	<i>So, how your family members show their care?</i>
M5:	We will celebrate like Happy Birthday together, Father's day or Mother's Day, so it shows that we care each other.
I:	<i>Besides celebrating, anything else that show that your family members are showing their care?</i>
M5:	I think no.
I:	<i>So, how they show their support in family?</i>
M5:	Sometimes when I have bad results on the exam, they won't like scold me strictly, they will ask me "What happened? Do you need any help?".
I:	<i>You mean the parents?</i>
M5:	Mhm.
I:	<i>In an ideal family, what do you think family can do to show their care and support?</i>
M5:	Helping each other.
I:	<i>Other than that?</i>
M5:	To show our caring and loving together.
I:	<i>So, how to show your love to each other?</i>

M5:	Helping them to solve the problem they are facing and like give them confidence when they are like facing any problem.
I:	<i>Ok. So, when facing a problem, how your family usually respond?</i>
M5:	So, firstly they will ask about my feelings and they will ask me about anything that I need them to help, and they will make me confidence. For example, like if I am having an exam coming and I'm a bit panic, they will give me confidence and help me for the rest.
I:	<i>Ok. Let's say you have argument with sibling, or you have conflict with your father or mother. So, how the whole family will respond?</i>
M5:	First, we have to understand the situation, so they will ask two of us about what happened that causes this argument, and they will discuss with me and also the people I have argument with, and we will try the best solution to solve the problem.
I:	<i>So, do you expect the same thing to happen in an ideal family?</i>
M5:	Yes.
I:	<i>So, what are the things that can make you feel warm in family?</i>
M5:	When my mom and my dad cook something that I like and when I have good results in exam, they will give me some rewards. This makes me feel warm.
I:	<i>So, in an ideal family, how family can make someone to feel warm?</i>
M5:	I think give some target to them and if they successfully hit the target, give them some rewards.
I:	<i>Ok. Anything parents can do to make you feel warm?</i>
M5:	Probably like do sports together, for example like badminton, so like we can spend time together.
I:	<i>So, when parents are spending time together with children, it will make you feel warm?</i>
M5:	Yeah.
I:	<i>Other than that?</i>
M5:	They can tell them some experience of their working and also their past time when they are a child, what do they do, share their experience.
I:	<i>So, what your siblings do that can make you feel warm?</i>
M5:	Probably, we will study together because we have the same goals. So, if we face any problem, I will teach him and sometimes because I will also face problem too and they will also help me.
I:	<i>So, how do you get along with your parents?</i>
M5:	We will spend time together, for example cook lunch or like having board games together.
I:	<i>So, how do you describe your relationship with your parents?</i>
M5:	I think we have a quite close relationship together.
I:	<i>So, will you maintain the same relationship with your own children one day?</i>
M5:	Yes, and I hope I can.
I:	<i>So, if there is something to improve on, what are the things that you can improve on?</i>

M5:	Communication, I think because the technology is getting more, so I'm scared that probably in future our child will just like play with the computers and just chatting together without speaking.
I:	<i>So, you think that communication is important in maintaining this relationship. Other than that?</i>
M5:	Trust between me and my child too.
I:	<i>So, what makes the trust between children and parents?</i>
M5:	You can show that you do some effort in your study and then you have some friends at school, so it can make you parents to believe you that you are really studying.
I:	<i>Ok. So, this is how you make parents to trust the children. How about making children to trust their parents?</i>
M5:	For example, you have done any promise to your child, then you must do that lah, so that they will believe you.
I:	<i>Ok. So, how your parents show concern to their children?</i>
M5:	Sometimes when I get sick, they will be like very panic, they will like call me to drink more water and ready the medicine when the time is up.
I:	<i>Ok. So, what do you expect parents to do to show their concern in an ideal family?</i>
M5:	Can ask about their feelings every day. For example, today I am very upset, so they will try to do something to make me happy.
I:	<i>Ok. So, how your parents show love to their children?</i>
M5:	They will like do something I like, for example they will cook some dishes that are my favourites. So, celebrate some specific days, for example my birthday, Mother's Day or Father's Day too.
I:	<i>Ok. So, if you are a parent, will you do the same thing to show your love to your own children?</i>
M5:	Yeah. I think this is very important.
I:	<i>So, besides the things you have mentioned just now, what else you that think you can do to show your love to your children?</i>
M5:	Do something they like together, for example they like to play badminton and I will try to play with them together too.
I:	<i>Ok. So, how do you describe the discipline in your family?</i>
M5:	I think my dad sometimes is a bit strict.
I:	<i>Compared to your mom lah?</i>
M5:	Yeah.
I:	<i>So, strict in what way?</i>
M5:	He will get mad easily than my mom. So, sometimes probably you make him disappointed, he will get mad easily.
I:	<i>So, when you or your sibling did something wrong, how you parents do something about it?</i>
M5:	So, first thing they will scold us first and if the problem is very serious, they will give some punishment to us.
I:	<i>So, in an ideal family, what do you think about this style of discipline?</i>
M5:	I think it's not suitable because will harm the relationship between us because sometimes when we are getting mad, we will like scold backwards or cursing each other.

I:	<i>Ok. So, if you are a parent and you have adolescent children just like your age, how would you discipline him or her?</i>
M5:	I will set a timetable or give them a target, so they will make themselves disciplined.
I:	<i>If they don't follow, how?</i>
M5:	If really can't control, I think should give punishment.
I:	<i>Do you think there are better ways besides punishment?</i>
M5:	I think no because punishment can control them but sometimes will also harm them too.
I:	<i>So, it's good and bad?</i>
M5:	Yeah, have its good and its bad too.
I:	<i>So, do you think there are some families who do not use punishment, but they can discipline the children well?</i>
M5:	I think no.
I:	<i>Ok. So, what are the good rules in your family?</i>
M5:	So, just like I mentioned before, we will have communication session every day, every night, for 1 hour or 2 hours.
I:	<i>So, all the family members will gather to talk?</i>
M5:	Yup.
I:	<i>So, what do you talk about in this session?</i>
M5:	Talk about some news we heard or what have been happening today or some jokes, we can share with each other.
I:	<i>Ok. So, how do you describe the parenting style from your parents?</i>
M5:	I think that it's quite good, just sometimes will be a bit strict.
I:	<i>So, how do you want them to be like not so strict?</i>
M5:	Probably they have to like control their anger.
I:	<i>In regard to this parenting, what kind of parenting will you give to your children one day?</i>
M5:	I will try my best to maintain the loving together. I will not be so strict as my dad.
I:	<i>Ok. So, what do you think of scolding and beating?</i>
M5:	I think that scolding is ok but beating is not really suitable.
I:	<i>Are there any better ways than scolding to control behaviour in family?</i>
M5:	Give them target, I think. For example like I give you target to wake up when when and then if you can make it every day and then I will give some rewards to you. So, this will make them disciplined in a happy way.
I:	<i>Rewarding instead of punishment?</i>
M5:	Yes.
I:	<i>Ok. So, how your family members take and share responsibility?</i>
M5:	We will done the job together. For example, I have to sweep the floor today and I will sweep it. I have to wipe the windows today, I will wipe it.
I:	<i>So, can you describe your parents' responsibility in a family?</i>
M5:	My mom is a housemaid, so that she will always like cook and also tidy up house and she always wake the earliest every day because she has to make breakfast for my dad before going to work. So, it

	shows that she is responsible. And my dad, he will try his best in his job.
I:	<i>So, in an ideal family, what do you think are the responsibilities of parents?</i>
M5:	I think except for the job, they also like have to take care of their child too.
I:	<i>So, if you are a parent one day, what do you think is your responsibility in a family?</i>
M5:	Have to make them happy too because sometimes they will face some problem and get upset about it. I will help him.
I:	<i>Ok. So, do you think your relationship with your future wife will affect the whole family?</i>
M5:	Yes, it will because if I always have argument with her, our child will be like very scared.
I:	<i>Ok. How about the children's responsibility in a family?</i>
M5:	Try their best to have to study well.
I:	<i>So, besides studying, what else do you think are also the responsibility of the children?</i>
M5:	Done the house chores. Taking care of parents when they are old just like how parents taking care of us.
I:	<i>So, I think I have covered all the questions today. Before we conclude this interview, do you have any further information that you would like to share that we have not covered about family?</i>
M5:	I think no.
I:	<i>Ok. Thank you for your time.</i>

Participant M6

I:	<i>Hello. Thank you for participating in this interview. So, this interview is important to my research project, which focuses on developing a scale, called Adolescent Family Functioning Scale in Malaysia. So, in this interview, I would like to learn about how you as an adolescent get along with family members as well as your view on ideal family. So, if you have any questions or unclear throughout the interview, please let me know. And all the responses will be anonymous to protect confidentiality. And what you have shared with me in this interview would not be shared with anyone you know, except when the information is against the law or causes harm to yourself or to another person. And then you also completed the form indicating that I have your permission to record this conversation. So, only the researchers will have the access to the recordings, and they will be destroyed after the transcription. So, before we begin the interview, do you have any questions?</i>
M6:	No.
I:	<i>So, to begin, could you please tell me a little about yourself?</i>
M6:	Ok. So, my name is M6 and currently I am studying in Form 3 and now I am 15 years old. Ok. Uhm. Just yeah 15 years old. And then I will start with introducing my family. Is it ok?
I:	<i>Yeah. Sure.</i>
M6:	So, my family is ok uhm, my family members only consist of my parents, who is my mom, my dad, and only me. I'm the only son to them. Ok and I think that my family is not that poor or not that wealthy lah, just a normal family. And then so far, I think that my family is very ok lah, no like a lot of conflict or something like that. I think my family is very peaceful and yeah.
I:	<i>Ok. So, in your opinion, what are the characteristics of your ideal family?</i>
M6:	For my ideal family, I think that there are not many conflicts in the family, which means that they will not argue frequently like maybe 1 week many times like 4 or 5 times lah I think. Then, I hope, I think that an ideal family would not have many conflicts and they do not argue at all. I mean not "not at all", just sometimes we can argue. I think in my opinion lah, an argument is for each other to know more about themselves, like maybe to know that the each other's opinions or the idea on a solution for a problem. So, I think that an argument for sometimes actually ok but not that frequent lah in my ideal family. And then I think that the parents must support their son or their daughter and like to show that they love them, or they are caring them. Like for example, the son or the daughter maybe they are suffering from a problem, maybe from their academics, they face some failure in their academics, their results, and the the parents should know about them maybe give some advice or to assure them not like don't care at all. Yeah, that's all for my ideal family, the characteristics that I can think lah.

I:	<i>So, just now you mentioned about having conflict or argument. So, how should an ideal family handle this kind of argument or conflict?</i>
M6:	Ok. So, in my opinion, for the argument, a family which when an argument is happening, maybe they can sit down and discuss together towards the solution of the problem, maybe they can share each other's opinion like not uhh they argue, then they don't want to listen to each other at all. Ok, maybe some of them are right, some of them are not correct, so maybe they can share, and they can discuss, so next time in the future, they will not uhh have same argument again. So, I think this is the, in my opinion lah, the best solution or the best way to handle this argument or problem.
I:	<i>Ok. So, can you describe your family environment?</i>
M6:	Environment. Ok. I think that the atmosphere of my family is really good. And they are not like other families, maybe I saw some families, they always argue, and they always like for example the son or daughter don't love his parents and they hate their parents because of the parents always scolding them or limit their freedom, so they don't like their parents to do like that. But I think that my parents or my family will not do that. First, they really support me and they really give me the freedom or they give a lot of spaces for me to do the things that I like. So, they are not like restricting me and then the family environment, I would not feel worry about that because like just now what I said, there are very less argument in my family, so I think so far my family is good. But uhm when I am in primary school, it's not that good lah, but until now I think that improve a lot and really good.
I:	<i>Ok. So, what do you expect to see in a family with good environment?</i>
M6:	Ok. The good environment. I hope to see that maybe they have to communicate with each other frequently, like not uhh like for example, not the son stay in the room and just keep on in the room and don't communicate with other family members all the time. Then, I think this family is not that good lah, then I think that they should communicate frequently and they should take care of others or support them. Then, the important one is they must learn how to love the family members like maybe give me a surprise or always care about them lah.
I:	<i>Ok. So, what are the things that can make your family harmonious?</i>
M6:	Ok. So, let me think for a while ah. Uhh. Ok. I think actually just now I mentioned that my family is really good, right? But, one thing that I think can be improved is the communication. Although my family is really good lah, I mean like my parents are really good, we seldom communicate with each other because maybe they are very busy and they are always work, so there are less communication among them. So, I think that the only thing that can be improved is the communication part because nowadays they are always busy with their work and so far I seldom see lah the communication among them.

I:	<i>So, how do you think that communication can contribute to family harmony?</i>
M6:	Ok. Communication is a way to family members or anyone lah just if anyone got communicate with others, maybe they can learn more about others and share their opinions. For example, if they are not having communication at all, maybe they will not really recognize about others. Ok. Maybe for example lah, ok uhh two people are staying for a long time but they have less communication, so although they had get along with a long time, but they don't really recognize or know about each other because they have less communication, they do not communicate frequently. So, I think communication is the very important thing lah to relationship, to family or anything. Communication, that's why human, we have mouth, mouth is important for them to communicate, my opinion lah.
I:	<i>Besides communication, what else do you think are important to maintain the family harmony?</i>
M6:	I think that the support given by the family members. Ok maybe uhh dad is working busily and just coming home from the work and then the mom lah must support him and just like maybe uhm share with him, uhm tell him anything like don't blame him lah because he already very busy working and then still blame him to something. Then, I think that this family is already not that good lah because through this action, the dad would have some resentment, or some don't-like to the mom lah. Ok I hope you understand.
I:	<i>Yeah. Ok. So, what are the things that can make you feel good in family?</i>
M6:	So, it's getting the love lah or getting the care, maybe I meet some failure in my academic, then when I feel sad, I look sad, I seem like not very good, not feeling very happy, maybe the parents can care more about me like ask me like "What is happening today?", "Why you look so sad?".
I:	<i>Ok. Besides that?</i>
M6:	I think that the other families, just like what I said lah, some families, they don't really give too much freedom to their sons or daughters, then because I think that uhm I think that this is very cruel action lah. So, it's lucky that it's not happening in my home and I hope that if I am in that family, I hope that I can get the freedom because freedom is really important.
I:	<i>Ok. So, what are the things that make your family united?</i>
M6:	Actually, I think that my mom is really good, she really cares about my dad and always asks him about what things are happening today, like get some food or get some drinks or like that, really cares about my dad. So, actually, I don't really know about what makes my family united, but I think this is also one of the reasons contributed to this united. And then yeah because I don't really know what is the exact reason, maybe like in their mindset maybe if they have marriage, they must uhh they must get along forever, maybe not to divorce or anything.

I:	<i>So, do you think that relationship between your father and mother will influence the family functioning?</i>
M6:	Yes, I think that yeah because if one of my parents, maybe my mom or my dad, maybe they scold each other, then as a son, I feel like very worried. So, I think this, the relationship between my mom and my dad is really important lah, will influence the family functioning.
I:	<i>Ok. So, how do you communicate with your parents?</i>
M6:	I have a habit lah since I am child, when I am in primary school, I always like to share with my mom, my dad about the interesting things that happening in my daily life, maybe in the school or something. So, until now, I still able to communicate with my parents about that. So, I think there is no any barrier on my communication with my parents lah.
I:	<i>Ok. So, do you think that this communication can be improved?</i>
M6:	Hmm. Communication with my mom, I think that my communication with my mom is really good, but with my dad, uhm sometimes lah although I already mentioned that since I am in primary school, I always love to share with them. But sometimes with my dad, I don't really share with him because sometimes I seldom meet my dad lah because my dad maybe only come home from the work at night and at night, I still got tuition. So, I think yeah really less moment for us to meet each other.
I:	<i>So, if you would like to improve this communication with your father, how would you like to improve it?</i>
M6:	Uhm. I think maybe we can uhm talk with each other or plan some activities on the holidays lah because he coming home from the work at night, I seldom have the moment to meet him. So, I think the best moment to communicate with him is on holidays, maybe we can plan some activities, maybe go to cinema, maybe shopping or something like yeah just plan some family activities lah.
I:	<i>Ok. So, in order to let your family to function effectively, what are the things that are important?</i>
M6:	Ok. I think is the (Laughing). Just back to the main point, I think is the communication lah and the relationship between my mom and my dad. I hope I answer your question.
I:	<i>Yeah, Sure. So, how your family members show their care and support?</i>
M6:	When I meet some failure in my academics, maybe my results, I already mentioned that I will share with them about this. I won't be afraid, I just share with them because they are really good in one point is that they won't blame me if I scored bad results. Of course lah, I didn't do that lah, but I know that they won't blame me because got one time I dropped a lot in the results and they don't blame me. They give me advice and the only one advice that I remember is uhh "If you drop in your results, only then you got the opportunity to improve". So, they always give me this type of support, yeah emotional support, it helps me a lot.
I:	<i>Ok. So, when facing a problem, how your family respond?</i>

M6:	At first, maybe they will have some normal argument but after that they can solve it like after 1 week. Maybe the first day, maybe today, they meet the problem, maybe they blame each other, they have some argument, but the next day, maybe tomorrow, they can discuss together lah and then solve this problem.
I:	<i>So, what do you think about this?</i>
M6:	Uhm. So, I think this is very good lah, not like in some families, maybe the argument is happening, and they still argue the whole way lah, this is serious lah.
I:	<i>Ok. So, in an ideal family, how the family can solve the problem?</i>
M6:	They will sit down and discuss with each other for the solution of the problem.
I:	<i>Ok. What are the things that make you feel warm in family?</i>
M6:	One of the most important one is getting the support and care that I mentioned just now and also maybe on my birthday, they will give me some surprise or maybe give me some gifts lah. So, I feel like very warm, I got cared by them, yeah.
I:	<i>Ok. So, how do you get along with your parents?</i>
M6:	Maybe sometimes my father will scold me lah because every Asian parent will scold the son. I think yeah they still very good lah, the relationship between me and my mom and also my dad, I think so far is very good lah.
I:	<i>So, if you are a parent one day, how would you like to have a good relationship with your adolescent children?</i>
M6:	Just give them more care and support and also know how to communicate with them lah as communication is the best way to recognize and learn more about each other. So, yeah I think this is what I can do.
I:	<i>So, how would you like to give your care and support to your adolescent children?</i>
M6:	Ok. Maybe we can talk to each other, maybe like in a dinner, ok my family is different from other families like I saw other families, they will have dinner together and they will communicate with each other just like in the television programme. My family is different with that, my family is like my mom cook the meal, then maybe when I am free, I will eat, then my dad is free, then he will eat or have the meal outside. So, what I can do for my children is sit down and maybe when we are having a dinner, we can communicate and like ask him what are the problems or what are the interesting issues that are happening today, maybe you can share with us, you can share with me, then I will like talk with you, give you some reactions and also the advice.
I:	<i>So, you wish that family should have meal together?</i>
M6:	Yes, because this is the way that they can sit down together and like so-called reunion lah.
I:	<i>Ok. And then you talked about communication with adolescent children, so how parents should communicate with them?</i>
M6:	So, the communication is parents must respect the children lah, yeah must give them some respect and also the freedom, maybe like not

	restrict them for talking any issue that is really bad, maybe like the son or daughter is sharing with parents about the career they are interested in, the parents must support them lah and tell him the pros and cons about the careers. Back to the main point, the respect lah sometimes we must give the children some respect because everyone has their own strength and also weaknesses, just respect them like not hurting them lah.
I:	<i>Ok. So, how your parents show concern to you?</i>
M6:	They will always ask me about what is happening, and they will give me some advice. So, this is the same answer lah with the question I answered just now.
I:	<i>So, how your parents show love to you?</i>
M6:	Show love to me by giving me the care and support and willing to communicate with me, share with me, and then maybe my birthday, they will give me the surprise or give me gifts, bring me to some places. They will give me the things that I like, I don't hope to get some things that are really expensive lah, maybe be like the gadgets or something, I don't hope to get that, I just hope to get some uhm maybe like the simple things lah. Ok maybe I am a food lover, maybe I hope to have the chances to try some food, then maybe they can bring me to go.
I:	<i>Ok. So, how do you describe the discipline in your family?</i>
M6:	I am the most naughty member in my family. (Laughing) And then my mom will always scold me. My dad will not care about me because my dad don't really have the time to care about me and we seldom have the moment to meet each other. So, my mom will usually blame me lah, but not like... Ok. So, when I am a child, when I am in primary school, my mom will beat me and all that. But when I am gradually growing up, my mom will not beat me anymore.
I:	<i>So, in an ideal family, how do you think the parents should control their adolescent children's behaviour?</i>
M6:	Ok. Uhm. They should only talk with them about what they are doing wrong or what is the mistake that they have done, use a proper tone to talk with them lah. So, because adolescents, they will have their own opinions, their own ideas, so maybe the moms or the parents can just share with them about what is the correct action and maybe the children will also share with the parents about why they act like that or why they are doing that because maybe the children is also correct. So, maybe the children can share with the parents and the parents should listen to it properly uhh like they don't want to listen to their opinions, right? So, I think the parents should listen to their children about their opinion or their perception towards the solution, how to solve the problem lah.
I:	<i>Ok. What are the good rules in your family?</i>
M6:	Let's start with the basic ones like today, one day must take a shower for 2 to 3 times. If you just take 1 time, then you will be scolded. And then, you must know how to take care of yourself and don't like stay up late ok don't stay up late until 2 or 3 o'clock. And then you must keep your things organized lah, don't make your

	room looks like very messy. And then when you are coming home from outside, must take a shower like coming home from school, must take a shower immediately. You must listen to teacher's instruction and complete the homework on time because my parents don't want to listen to or receive any call from the teachers lah. So, yeah I think these are the basic rules I have to abide with.
I:	<i>Ok. So, can you describe the parenting style you receive from your parents?</i>
M6:	So, my parent is... let's talk about my mom lah. My mom is a typical Asian parent, they always like to scold you and when I am in primary school, they always beat me every day. So far, sometimes I will just get scolded, but not beat me anymore lah because I am already uhm matured and know more things.
I:	<i>Ok. So, if you are a parent, what kind of parenting style would you give to your adolescent children?</i>
M6:	Ok. So, I must respect my children's opinions and give them the freedom to think or say, not like restricting them. Then, uhm just don't always beat the adolescents lah because they already know mah, then if you just keep beating them, it's also useless lah because if they don't want to do this, then if you just beat them for a lot of times, they also don't want to do this or listen to you because maybe in their opinion, they think that your action is very weird, maybe not correct at all. So, you must listen to their opinions or their ideas about the solution that they give maybe like what is wrong about your solution.
I:	<i>Ok. So, how your family members take and also share responsibility?</i>
M6:	So, my family will...
I:	<i>Maybe you start with parents. What are their responsibilities in family?</i>
M6:	The parent's responsibility is like they must ensure that their children is getting the basic needs lah, not like getting their children hungry, something like that. And also always communicate, always teach the children about the manners. The parent is the first so-called teacher in the children's live, what are the children acting in the future is depending on how they get the education from the parent, maybe like uhm when the children get outside and don't act like having good manners, maybe this reflects the parent's education.
I:	<i>So, how about children's responsibilities in a family?</i>
M6:	Children's responsibility is to listening to their parents' instructions and also maybe if they have different opinion, they can share with their parents. And then the children must act properly to maintain the good reputation of the family.
I:	Ok. So, I think I have covered all the questions today. So, is there any further information that you would like to share that we have not covered on family?
M6:	I think no.
I:	<i>Ok. Thank you so much for your time.</i>

APPENDIX F

Questionnaires

Pilot Study

6/10/23, 4:46 PM

Qualtrics Survey Software



Wholly owned by UTAR Education Foundation
(Co. No. 578227-M)
DU012(A)

Parental Consent

PARENTAL CONSENT FORM

Development and validation of the Adolescent Family Functioning Scale (AFFS)

Principal Investigator:

Chin Wen Cong, Ph.D. candidate, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman

Supervisors:

Dr. Tan Chee Seng, Universiti Tunku Abdul Rahman

Dr. Joanna Tan Tjin Ai, Universiti Tunku Abdul Rahman

Introduction

The purpose of this form is to provide information regarding the study and your child's participation. If you decide to allow your child to be involved in this study, this form will be used to record your permission.

Purpose of the Study

Family functioning is related to various adolescent mental health issues. In general, healthy family functioning is a protective factor against the development of such problems. Therefore, to better understand the role of family functioning in Malaysian adolescents' psychological well-being, it is essential to have a reliable and valid measurement of family functioning. The present study aims to develop and validate the Adolescent Family Functioning Scale (AFFS) to measure Malaysian adolescents' perceptions of family functioning. We plan to recruit adolescents between the ages of 13 and 18 to participate in our study.

What is my child going to be asked to do?

If you allow your child to participate in this study, he/she will be asked to answer a survey. The survey will take about 10 to 15 minutes.

Voluntary Nature of The Study

Your child's participation in this study is completely voluntary.

Benefits

While your child may not receive a direct benefit from participating, others may benefit from the scale

https://utarpsy.au1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV_0quiBpZYUUe5JlI&ContextLibraryID=... 1/9

developed in this study.

Risks and Discomforts

We do not foresee any risk for participating in this study. If your child is uncomfortable while answering any questions, he/she can choose not to answer or may stop at any time.

Confidentiality

To protect the confidentiality, all responses will be anonymous. We plan to publish the results of this study without any information that would identify your child.

Contact Information

Principal Investigator: Mr. Chin Wen Cong
Email Address: chinwencong@utar.my

UTAR Scientific and Ethical Review Committee

Prof. Ts. Dr. Faiz bin Abd Rahman (Chairperson)
Email Address: faizdar@utar.edu.my
Telephone Number: 05 468 8888 | 03 9086 0288 (Ext: 395)

Consent

By selecting "Yes, I agree to let my child participate in this study", you are allowing your child to participate in this study. You understand your child's right to withdraw from participating and that his/her responses and identity will be kept confidential.

Yes, I agree to let my child participate in this study.

Student_Consent**STUDENT CONSENT FORM****Development and validation of the Adolescent Family Functioning Scale (AFFS)**

Principal Investigator:

Chin Wen Cong, Ph.D. candidate, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman

Supervisors:

Dr. Tan Chee Seng, Universiti Tunku Abdul Rahman

Dr. Joanna Tan Tjin Ai, Universiti Tunku Abdul Rahman

Overview and Purpose

Family functioning is related to various adolescent mental health issues. In general, healthy family functioning is a protective factor against the development of such problems. Therefore, to better understand the role of family functioning in Malaysian adolescents' psychological well-being, it is essential to have a reliable and valid measurement of family functioning. The present study aims to develop and validate the Adolescent Family Functioning Scale (AFFS) to measure Malaysian

adolescents' perceptions of family functioning. We plan to recruit adolescents between the ages of 13 and 18 to participate in our study.

Description of Your Involvement

If you agree to be part of this study, you will be asked to answer a survey. The survey will take about 10 to 15 minutes.

Voluntary Nature of The Study

Participating in this study is completely voluntary.

Benefits

While you may not receive a direct benefit from participating, others may benefit from the scale developed in this study.

Risks and Discomforts

We do not foresee any risk for participating in this study. If you feel uncomfortable while answering any questions, you can choose not to answer or may stop at any time.

Confidentiality

To protect the confidentiality, all responses will be anonymous. We plan to publish the results of this study without any information that would identify you.

Contact Information

Principal Investigator: Mr. Chin Wen Cong
Email Address: chinwencong@utar.my

UTAR Scientific and Ethical Review Committee

Prof. Ts. Dr. Faidz bin Abd Rahman (Chairperson)
Email Address: faidzar@utar.edu.my
Telephone Number: 05 468 8888 | 03 9086 0288 (Ext: 395)

Counselling Services

Talian Kasih LPPKN
Telephone number: 15999

Befrienders

Telephone number: 03 76272929
Skype address: BefKL Skype 1

Women's Aid Organisation

Telephone number: 03 7956 3488
Whats App: 018 988 8058

Malaysian Relief Agency

Telephone number: 03 8322 7049 | 03 8322 9201

Consent

By selecting "Yes, I agree to participate in this study", you indicate that:

- You have read and understood the information provided above.

- You participate in this survey voluntarily.
- You agree that the data you provide in this survey will be used for scientific research.
- You will answer all questions attentively and honestly and will read all information carefully.

Yes, I agree to participate in this study.

Demographic

Please enter your age

Please select your gender

- Female
 Male

Please select your ethnicity

- Malay
 Chinese
 Indian
 Others (please specify)

Please select your religion

- Islam
- Buddhist
- Christian
- Hindu
- Others (please specify)

AFFS&Feedback

Please choose how much you agree or disagree with the statements below regarding your family. Please be open and honest in your response.

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. We trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My parents listen to my opinion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Everyone in my home gets to take part in making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have to follow the rules in my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I respect my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My parents respect me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My parents keep their promises to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. There is no violence or abuse between family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. We have rules to follow at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
10. I listen to what my parents say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
11. My parents accept me for who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My family members are supportive of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. We help each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My family members take care of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My parents care about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. We are kind to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. We care for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My family members solve problems together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
19. Everyone in the family knows their responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I care about my parents' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I ask for my parents' help if I have any problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. We have good communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. We listen to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. My parents take the time to ask me about my day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My parents teach/advise me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. My parents and I share our feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. My parents and I share our thoughts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
28. My parents and I always talk to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. My parents and I understand each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. We always spend time together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. We always solve problems together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. When we disagree with one another, we discuss to find a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I am happy in my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I feel comfortable at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I have freedom to do my own things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. We can share our problems in the family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
37. I am thankful for my parents' love.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I am thankful for my family members' support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I am thankful for my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. It is easy to resolve conflicts/arguments in my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I am independent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. My parents praise me when I do something good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. My parents want the best for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. My parents support my education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I always try to do things myself before asking for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
46. My parents reward me when I do something good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. My family's reputation is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. My parents are proud of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. I want my family to be proud of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I spend more time with my family compared to my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

Thank you very much for taking the time to answer this survey.

Your feedback on the questions below will help me in making improvements to the study.

Referring to the above section,

Did you encounter any questions that are confusing?

- No
- Yes (please state the question number)

Did you encounter any questions that are difficult to answer?

- No
- Yes (please state the question number)

What is your opinion of the response options (strongly disagree to strongly agree)?

- Appropriate
- Inappropriate (please state the reason)

What is your opinion of the order of the questions?

- Appropriate
- Inappropriate (please state the reason)



Study 2

6/10/23, 4:42 PM

Qualtrics Survey Software



Wholly owned by UTAR Education Foundation
(Co. No. 578227-M)
DU012(A)

Parental Consent

PARENTAL CONSENT FORM

Development and validation of the Adolescent Family Functioning Scale (AFFS)

Principal Investigator:

Chin Wen Cong, Ph.D. candidate, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman

Supervisors:

Dr. Tan Chee Seng, Universiti Tunku Abdul Rahman

Dr. Joanna Tan Tjin Ai, Universiti Tunku Abdul Rahman

Introduction

The purpose of this form is to provide information regarding the study and your child's participation. If you decide to allow your child to be involved in this study, this form will be used to record your permission.

Purpose of the Study

Family functioning is related to various adolescent mental health issues. In general, healthy family functioning is a protective factor against the development of such problems. Therefore, to better understand the role of family functioning in Malaysian adolescents' psychological well-being, it is essential to have a reliable and valid measurement of family functioning. The present study aims to develop and validate the Adolescent Family Functioning Scale (AFFS) to measure Malaysian adolescents' perceptions of family functioning. We plan to recruit adolescents between the ages of 13 and 18 to participate in our study.

What is my child going to be asked to do?

If you allow your child to participate in this study, he/she will be asked to answer a survey. The survey will take about 10 to 15 minutes.

Voluntary Nature of The Study

Your child's participation in this study is completely voluntary.

Benefits

While your child may not receive a direct benefit from participating, others may benefit from the scale

https://utarpsy.au1.qualtrics.com/Q/EditSection/Blocks/Ajax/GetSurveyPrintPreview?ContextSurveyID=SV_ah5sw152IVRDFsG&ContextLibraryID=... 1/8

developed in this study.

Risks and Discomforts

We do not foresee any risk for participating in this study. If your child is uncomfortable while answering any questions, he/she can choose not to answer or may stop at any time.

Confidentiality

To protect the confidentiality, all responses will be anonymous. We plan to publish the results of this study without any information that would identify your child.

Contact Information

Principal Investigator: Mr. Chin Wen Cong
Email Address: chinwencong@utar.my

UTAR Scientific and Ethical Review Committee

Prof. Ts. Dr. Faiz bin Abd Rahman (Chairperson)
Email Address: faidzar@utar.edu.my
Telephone Number: 05 468 8888 | 03 9086 0288 (Ext: 395)

Consent

By selecting "Yes, I agree to let my child participate in this study", you are allowing your child to participate in this study. You understand your child's right to withdraw from participating and that his/her responses and identity will be kept confidential.

Yes, I agree to let my child participate in this study.

Student_Consent**STUDENT CONSENT FORM****Development and validation of the Adolescent Family Functioning Scale (AFFS)**

Principal Investigator:

Chin Wen Cong, Ph.D. candidate, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman

Supervisors:

Dr. Tan Chee Seng, Universiti Tunku Abdul Rahman

Dr. Joanna Tan Tjin Ai, Universiti Tunku Abdul Rahman

Overview and Purpose

Family functioning is related to various adolescent mental health issues. In general, healthy family functioning is a protective factor against the development of such problems. Therefore, to better understand the role of family functioning in Malaysian adolescents' psychological well-being, it is essential to have a reliable and valid measurement of family functioning. The present study aims to develop and validate the Adolescent Family Functioning Scale (AFFS) to measure Malaysian

adolescents' perceptions of family functioning. We plan to recruit adolescents between the ages of 13 and 18 to participate in our study.

Description of Your Involvement

If you agree to be part of this study, you will be asked to answer a survey. The survey will take about 10 to 15 minutes.

Voluntary Nature of The Study

Participating in this study is completely voluntary.

Benefits

While you may not receive a direct benefit from participating, others may benefit from the scale developed in this study.

Risks and Discomforts

We do not foresee any risk for participating in this study. If you feel uncomfortable while answering any questions, you can choose not to answer or may stop at any time.

Confidentiality

To protect the confidentiality, all responses will be anonymous. We plan to publish the results of this study without any information that would identify you.

Contact Information

Principal Investigator: Mr. Chin Wen Cong
Email Address: chinwencong@iutar.my

UTAR Scientific and Ethical Review Committee

Prof. Ts. Dr. Faiz bin Abd Rahman (Chairperson)
Email Address: faizdar@utar.edu.my
Telephone Number: 05 468 8888 | 03 9086 0288 (Ext: 395)

Counselling Services

Talian Kasih LPPKN
Telephone number: 15999

Befrienders

Telephone number: 03 76272929
Skype address: BefKL Skype 1

Women's Aid Organisation

Telephone number: 03 7956 3488
Whats App: 018 988 8058

Malaysian Relief Agency

Telephone number: 03 8322 7049 | 03 8322 9201

Consent

By selecting "Yes, I agree to participate in this study", you indicate that:

- You have read and understood the information provided above.

- You participate in this survey voluntarily.
- You agree that the data you provide in this survey will be used for scientific research.
- You will answer all questions attentively and honestly and will read all information carefully.

Yes, I agree to participate in this study.

Demographic

Please enter your age

Please select your gender

- Female
 Male

Please select your ethnicity

- Malay
 Chinese
 Indian
 Others (please specify)

Please select your religion

- Islam
- Buddhist
- Christian
- Hindu
- Others (please specify)

AFFS

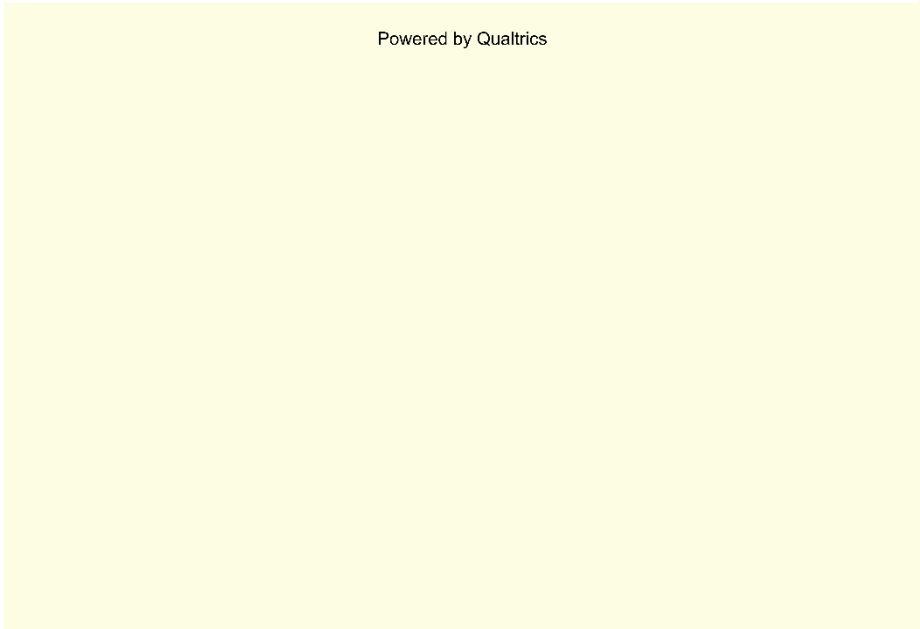
Please choose how much you agree or disagree with the statements below regarding your family. Please be open and honest in your response.

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. We trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My parents listen to my opinion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Everyone in my home gets to take part in making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have to follow the rules in my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I respect my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My parents respect me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My parents keep their promises to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. There is no violence or abuse between family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. We have rules to follow at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
10. I listen to what my parents say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
11. My parents accept me for who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My family members are supportive of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. We help each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My family members take care of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My parents care about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. We are kind to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. We care for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My family members solve problems together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
19. Everyone in the family knows their responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I care about my parents' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I ask for my parents' help if I have any problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. We have good communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. We listen to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. My parents take the time to ask me about my day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My parents teach/advise me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. My parents and I share our feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. My parents and I share our thoughts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
28. My parents and I always talk to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. My parents and I understand each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. We always spend time together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. We always solve problems together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. When we disagree with one another, we discuss to find a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I am happy in my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I feel comfortable at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I have freedom to do my own things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. We can share our problems in the family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
37. I am thankful for my parents' love.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I am thankful for my family members' support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I am thankful for my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. It is easy to resolve conflicts/arguments in my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I am independent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. My parents praise me when I do something good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. My parents want the best for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. My parents support my education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. I always try to do things myself before asking for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
46. My parents reward me when I do something good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. My family's reputation is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. My parents are proud of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. I want my family to be proud of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I spend more time with my family compared to my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree





Wholly owned by UTAR Education Foundation
(Co. No. 578227-M)
DU012(A)

Parental Consent

PARENTAL CONSENT FORM

Development and validation of the Adolescent Family Functioning Scale (AFFS)

Principal Investigator:

Chin Wen Cong, Ph.D. candidate, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman

Supervisors:

Dr. Tan Chee Seng, Universiti Tunku Abdul Rahman

Dr. Joanna Tan Tjin Ai, Universiti Tunku Abdul Rahman

Introduction

The purpose of this form is to provide information regarding the study and your child's participation. If you decide to allow your child to be involved in this study, this form will be used to record your permission.

Purpose of the Study

Family functioning is related to various adolescent mental health issues. In general, healthy family functioning is a protective factor against the development of such problems. Therefore, to better understand the role of family functioning in Malaysian adolescents' psychological well-being, it is essential to have a reliable and valid measurement of family functioning. The present study aims to develop and validate the Adolescent Family Functioning Scale (AFFS) to measure Malaysian adolescents' perceptions of family functioning. We plan to recruit adolescents between the ages of 13 and 18 to participate in our study.

What is my child going to be asked to do?

If you allow your child to participate in this study, he/she will be asked to answer a survey. The survey will take about 10 to 15 minutes.

Voluntary Nature of The Study

Your child's participation in this study is completely voluntary.

Benefits

While your child may not receive a direct benefit from participating, others may benefit from the scale

developed in this study.

Risks and Discomforts

We do not foresee any risk for participating in this study. If your child is uncomfortable while answering any questions, he/she can choose not to answer or may stop at any time.

Confidentiality

To protect the confidentiality, all responses will be anonymous. We plan to publish the results of this study without any information that would identify your child.

Contact Information

Principal Investigator: Mr. Chin Wen Cong
Email Address: chinwencong@utar.my

UTAR Scientific and Ethical Review Committee

Prof. Ts. Dr. Faidz bin Abd Rahman (Chairperson)
Email Address: faidzar@utar.edu.my
Telephone Number: 05 468 8888 | 03 9086 0288 (Ext: 395)

Consent

By selecting "Yes, I agree to let my child participate in this study", you are allowing your child to participate in this study. You understand your child's right to withdraw from participating and that his/her responses and identity will be kept confidential.

Yes, I agree to let my child participate in this study.

Student_Consent**STUDENT CONSENT FORM****Development and validation of the Adolescent Family Functioning Scale (AFFS)**

Principal Investigator:

Chin Wen Cong, Ph.D. candidate, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman

Supervisors:

Dr. Tan Chee Seng, Universiti Tunku Abdul Rahman

Dr. Joanna Tan Tjin Ai, Universiti Tunku Abdul Rahman

Overview and Purpose

Family functioning is related to various adolescent mental health issues. In general, healthy family functioning is a protective factor against the development of such problems. Therefore, to better understand the role of family functioning in Malaysian adolescents' psychological well-being, it is essential to have a reliable and valid measurement of family functioning. The present study aims to develop and validate the Adolescent Family Functioning Scale (AFFS) to measure Malaysian

adolescents' perceptions of family functioning. We plan to recruit adolescents between the ages of 13 and 18 to participate in our study.

Description of Your Involvement

If you agree to be part of this study, you will be asked to answer a survey. The survey will take about 10 to 15 minutes.

Voluntary Nature of The Study

Participating in this study is completely voluntary.

Benefits

While you may not receive a direct benefit from participating, others may benefit from the scale developed in this study.

Risks and Discomforts

We do not foresee any risk for participating in this study. If you feel uncomfortable while answering any questions, you can choose not to answer or may stop at any time.

Confidentiality

To protect the confidentiality, all responses will be anonymous. We plan to publish the results of this study without any information that would identify you.

Contact Information

Principal Investigator: Mr. Chin Wen Cong
Email Address: chinwencong@iutar.my

UTAR Scientific and Ethical Review Committee

Prof. Ts. Dr. Faiz bin Abd Rahman (Chairperson)
Email Address: faizdar@utar.edu.my
Telephone Number: 05 468 8888 | 03 9086 0288 (Ext: 395)

Counselling Services

Talian Kasih LPPKN
Telephone number: 15999

Befrienders

Telephone number: 03 76272929
Skype address: BefKL Skype 1

Women's Aid Organisation

Telephone number: 03 7956 3488
Whats App: 018 988 8058

Malaysian Relief Agency

Telephone number: 03 8322 7049 | 03 8322 9201

Consent

By selecting "Yes, I agree to participate in this study", you indicate that:

- You have read and understood the information provided above.

- You participate in this survey voluntarily.
- You agree that the data you provide in this survey will be used for scientific research.
- You will answer all questions attentively and honestly and will read all information carefully.

Yes, I agree to participate in this study.

Demographic

Please enter your age

Please select your gender

- Female
 Male

Please select your ethnicity

- Malay
 Chinese
 Indian
 Others (please specify)

Please select your religion

- Islam
- Buddhist
- Christian
- Hindu
- Others (please specify)

AFFS

Please choose how much you agree or disagree with the statements below regarding your family. Please be open and honest in your response.

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. My parents and I share our feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My parents and I share our thoughts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My parents take the time to ask me about my day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. We always solve problems together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. We can share our problems in the family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
6. My family members take care of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. We are kind to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. We care for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. We help each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My family members are supportive of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
11. I want my family to be proud of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My parents want the best for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My family's reputation is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I always try to do things myself before asking for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I care about my parents' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree

DASS21

Please read each statement and indicate how much the statement applied to you over the past week. There are no right or wrong answers. Do not spend too much time on any statement.

	Did not apply to me at all <i>Tidak langsung menggambarkan keadaan saya</i>	Applied to me to some degree, or some of the time <i>Sedikit atau jarang-jarang menggambarkan keadaan saya</i>	Applied to me to a considerable degree or a good part of time <i>Banyak atau kerap kali menggambarkan keadaan saya</i>	Applied to me very much or most of the time <i>Sangat banyak atau sangat kerap menggambarkan keadaan saya</i>
1. I found it hard to wind down. <i>Saya dapati diri saya sukar ditenteramkan.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I was aware of dryness of my mouth. <i>Saya sedar mulut saya terasa kering.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Did not apply to me at all <i>Tidak langsung menggambarkan keadaan saya</i>	Applied to me to some degree, or some of the time <i>Sedikit atau jarang-jarang menggambarkan keadaan saya</i>	Applied to me to a considerable degree or a good part of time <i>Banyak atau kerap kali menggambarkan keadaan saya</i>	Applied to me very much or most of the time <i>Sangat banyak atau sangat kerap menggambarkan keadaan saya</i>
3. I couldn't seem to experience any positive feeling at all. <i>Saya tidak dapat mengalami perasaan positif sama sekali.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion). <i>Saya mengalami kesukaran bernafas (contohnya pernafasan yang laju, tercungap-cungap walaupun tidak melakukan senaman fizikal).</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I found it difficult to work up the initiative to do things. <i>Saya sukar untuk mendapatkan semangat bagi melakukan sesuatu perkara.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I tended to over-react to situations. <i>Saya cenderung untuk bertindak keterlaluan dalam sesuatu keadaan.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Did not apply to me at all <i>Tidak langsung menggambarkan keadaan saya</i>	Applied to me to some degree, or some of the time <i>Sedikit atau jarang-jarang menggambarkan keadaan saya</i>	Applied to me to a considerable degree or a good part of time <i>Banyak atau kerap kali menggambarkan keadaan saya</i>	Applied to me very much or most of the time <i>Sangat banyak atau sangat kerap menggambarkan keadaan saya</i>
7. I experienced trembling (e.g., in the hands). <i>Saya rasa menggeletar (contohnya pada tangan).</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Did not apply to me at all <i>Tidak langsung menggambarkan keadaan saya</i>	Applied to me to some degree, or some of the time <i>Sedikit atau jarang-jarang menggambarkan keadaan saya</i>	Applied to me to a considerable degree or a good part of time <i>Banyak atau kerap kali menggambarkan keadaan saya</i>	Applied to me very much or most of the time <i>Sangat banyak atau sangat kerap menggambarkan keadaan saya</i>
8. I felt that I was using a lot of nervous energy. <i>Saya rasa saya menggunakan banyak tenaga dalam keadaan cemas.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I was worried about situations in which I might panic and make a fool of myself. <i>Saya bimbang keadaan di mana saya mungkin menjadi panik dan melakukan perkara yang membodohkan diri sendiri.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I felt that I had nothing to look forward to. <i>Saya rasa saya tidak mempunyai apa-apa untuk diharapkan.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I found myself getting agitated. <i>Saya dapati diri saya semakin gelisah.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I found it difficult to relax. <i>Saya rasa sukar untuk relaks.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Did not apply to me at all <i>Tidak langsung menggambarkan keadaan saya</i>	Applied to me to some degree, or some of the time <i>Sedikit atau jarang-jarang menggambarkan keadaan saya</i>	Applied to me to a considerable degree or a good part of time <i>Banyak atau kerap kali menggambarkan keadaan saya</i>	Applied to me very much or most of the time <i>Sangat banyak atau sangat kerap menggambarkan keadaan saya</i>
13. I felt down-hearted and blue. <i>Saya rasa sedih dan murung.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Did not apply to me at all <i>Tidak langsung menggambarkan keadaan saya</i>	Applied to me to some degree, or some of the time <i>Sedikit atau jarang-jarang menggambarkan keadaan saya</i>	Applied to me to a considerable degree or a good part of time <i>Banyak atau kerap kali menggambarkan keadaan saya</i>	Applied to me very much or most of the time <i>Sangat banyak atau sangat kerap menggambarkan keadaan saya</i>
14. I was intolerant of anything that kept me from getting on with what I was doing. <i>Saya tidak dapat menahan sabar dengan perkara yang menghalang saya meneruskan apa yang saya lakukan.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I felt I was close to panic. <i>Saya rasa hampir-hampir menjadi panik/cemas.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I was unable to become enthusiastic about anything. <i>Saya tidak bersemangat dengan apa jua yang saya lakukan.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I felt I wasn't worth much as a person. <i>Saya tidak begitu berharga sebagai seorang individu.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I felt that I was rather touchy. <i>Saya rasa yang saya mudah tersentuh.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Did not apply to me at all <i>Tidak langsung menggambarkan keadaan saya</i>	Applied to me to some degree, or some of the time <i>Sedikit atau jarang-jarang menggambarkan keadaan saya</i>	Applied to me to a considerable degree or a good part of time <i>Banyak atau kerap kali menggambarkan keadaan saya</i>	Applied to me very much or most of the time <i>Sangat banyak atau sangat kerap menggambarkan keadaan saya</i>
19. I was aware of the action of my heart in the absence of physical exertion (e.g., sense of heart rate increase, heart missing a beat). <i>Saya sedar tindakbalas jantung saya walaupun tidak melakukan aktiviti fizikal (contohnya kadar denyutan jantung bertambah, atau denyutan jantung berkurangan).</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Did not apply to me at all <i>Tidak langsung menggambarkan keadaan saya</i>	Applied to me to some degree, or some of the time <i>Sedikit atau jarang-jarang menggambarkan keadaan saya</i>	Applied to me to a considerable degree or a good part of time <i>Banyak atau kerap kali menggambarkan keadaan saya</i>	Applied to me very much or most of the time <i>Sangat banyak atau sangat kerap menggambarkan keadaan saya</i>
20. I felt scared without any good reason. <i>Saya berasa takut tanpa sebab yang munasabah.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I felt that life was meaningless. <i>Saya rasa hidup ini tidak bermakna.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Did not apply to me at all <i>Tidak langsung menggambarkan keadaan saya</i>	Applied to me to some degree, or some of the time <i>Sedikit atau jarang-jarang menggambarkan keadaan saya</i>	Applied to me to a considerable degree or a good part of time <i>Banyak atau kerap kali menggambarkan keadaan saya</i>	Applied to me very much or most of the time <i>Sangat banyak atau sangat kerap menggambarkan keadaan saya</i>

SWLS

Below are five statements that you may agree or disagree with. Kindly indicate your agreement with each item. Please be open and honest in your response.

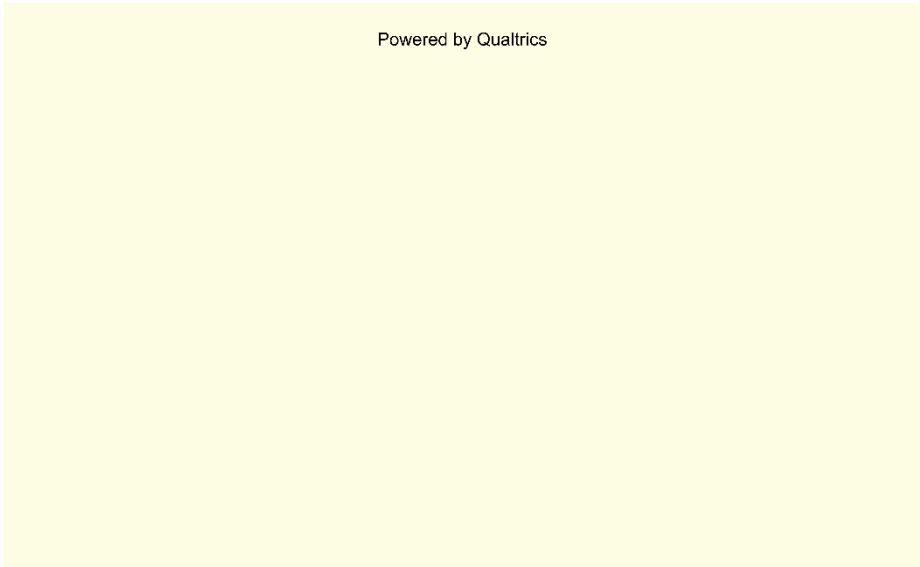
	Strongly disagree <i>Sangat tidak setuju</i>	Disagree <i>Tidak Setuju</i>	Slightly disagree <i>Sedikit tidak setuju</i>	Neither agree nor disagree <i>Neutral</i>	Slightly agree <i>Sedikit setuju</i>	Agree <i>Setuju</i>	Strongly agree <i>Sangat setuju</i>
1. In most ways my life is close to my ideal. <i>Dalam kebanyakan perkara, kehidupan saya hampir sempurna.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The conditions of my life are excellent. <i>Keadaan hidup saya adalah sangat baik.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am satisfied with my life. <i>Saya berpuas hati dengan kehidupan saya.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly disagree Sangat tidak setuju	Disagree Tidak Setuju	Slightly disagree Sedikit tidak setuju	Neither agree nor disagree Neutral	Slightly agree Sedikit setuju	Agree Setuju	Strongly agree Sangat setuju
---	-----------------------------	--	--	--	-----------------	---------------------------------------

4. So far I have gotten the important things I want in life.
Setakat ini, saya telah memperoleh perkara penting yang saya inginkan dalam hidup saya.

5. If I could live my life over, I would change almost nothing.
Sekiranya saya boleh hidup dalam kehidupan saya, saya tidak mempunyai apa-apa yang perlu diubah.

Strongly disagree Sangat tidak setuju	Disagree Tidak Setuju	Slightly disagree Sedikit tidak setuju	Neither agree nor disagree Neutral	Slightly agree Sedikit setuju	Agree Setuju	Strongly agree Sangat setuju
---	-----------------------------	--	--	--	-----------------	---------------------------------------



APPENDIX G

Quantitative Analysis Outputs

EFA

Parallel Analysis ▼

Kaiser-Meyer-Olkin test

MSA	
Overall MSA	0.940
AFFS_12	0.955
AFFS_13	0.946
AFFS_14	0.949
AFFS_16	0.934
AFFS_17	0.943
AFFS_20	0.946
AFFS_24	0.969
AFFS_26	0.913
AFFS_27	0.925
AFFS_31	0.960
AFFS_36	0.953
AFFS_43	0.911
AFFS_45	0.927
AFFS_47	0.950
AFFS_49	0.880

Bartlett's test

X ²	df	p
6587.452	105.000	< .001

Chi-squared Test

	Value	df	p
Model	216.211	63	< .001

Factor Loadings

	Factor 1	Factor 2	Factor 3	Uniqueness
AFFS_26	0.994			0.173
AFFS_27	0.892			0.266
AFFS_24	0.725			0.440
AFFS_31	0.688			0.346
AFFS_36	0.672			0.320
AFFS_14		0.789		0.405
AFFS_16		0.779		0.388
AFFS_17		0.772		0.298
AFFS_13		0.718		0.372
AFFS_12		0.596		0.400
AFFS_49			0.803	0.496
AFFS_43			0.746	0.429
AFFS_47			0.603	0.512
AFFS_45			0.525	0.691
AFFS_20			0.502	0.516

Note. Applied rotation method is promax.

Factor Characteristics

	Unrotated solution			Rotated solution		
	SumSq. Loadings	Proportion var.	Cumulative	SumSq. Loadings	Proportion var.	Cumulative
Factor 1	7.054	0.470	0.470	3.587	0.239	0.239
Factor 2	1.318	0.088	0.558	3.159	0.211	0.450
Factor 3	0.578	0.039	0.597	2.201	0.147	0.596

CFA

CFA 1-factor

Model fit

Chi-square test

Model	X ²	df	p
Baseline model	2804.766	105	
Factor model	674.572	90	< .001

Additional fit measures

Fit indices

Index	Value
Comparative Fit Index (CFI)	0.783
Tucker-Lewis Index (TLI)	0.747
Bentler-Bonett Non-normed Fit Index (NNFI)	0.747
Bentler-Bonett Normed Fit Index (NFI)	0.759
Parsimony Normed Fit Index (PNFI)	0.651
Bollen's Relative Fit Index (RFI)	0.719
Bollen's Incremental Fit Index (IFI)	0.785
Relative Noncentrality Index (RNI)	0.783

Information criteria

	Value
Log-likelihood	-8240.979
Number of free parameters	30.000
Akaike (AIC)	16541.957
Bayesian (BIC)	16661.701
Sample-size adjusted Bayesian (SSABIC)	16566.509

Other fit measures

Metric	Value
Root mean square error of approximation (RMSEA)	0.127
RMSEA 90% CI lower bound	0.119
RMSEA 90% CI upper bound	0.137
RMSEA p-value	2.387×10 ⁻¹⁴
Standardized root mean square residual (SRMR)	0.089
Hoelter's critical N (α = .05)	68.092
Hoelter's critical N (α = .01)	74.597
Goodness of fit index (GFI)	0.763
McDonald fit index (MFI)	0.482
Expected cross validation index (ECVI)	1.836

Parameter estimates

Factor loadings

Factor	Indicator	Symbol	Estimate	Std. Error	z-value	p	95% Confidence Interval		Std. Est. (all)
							Lower	Upper	
Factor 1	AFFS_1	λ11	0.868	0.069	12.499	< .001	0.732	1.004	0.589
	AFFS_2	λ12	0.797	0.062	12.858	< .001	0.676	0.919	0.603
	AFFS_3	λ13	0.748	0.072	10.384	< .001	0.607	0.890	0.504
	AFFS_4	λ14	0.889	0.069	12.859	< .001	0.753	1.024	0.603
	AFFS_5	λ15	0.958	0.068	14.067	< .001	0.824	1.091	0.648
	AFFS_6	λ16	0.911	0.054	16.876	< .001	0.805	1.016	0.742
	AFFS_7	λ17	0.730	0.042	17.376	< .001	0.648	0.812	0.757
	AFFS_8	λ18	0.854	0.047	18.118	< .001	0.762	0.947	0.780
	AFFS_9	λ19	0.713	0.042	16.959	< .001	0.631	0.795	0.745
	AFFS_10	λ110	0.931	0.054	17.233	< .001	0.826	1.037	0.753
	AFFS_11	λ111	0.354	0.043	8.187	< .001	0.270	0.439	0.408
	AFFS_12	λ112	0.575	0.044	13.005	< .001	0.489	0.662	0.609
	AFFS_13	λ113	0.500	0.046	10.770	< .001	0.409	0.591	0.520
	AFFS_14	λ114	0.282	0.053	5.274	< .001	0.177	0.387	0.270
	AFFS_15	λ115	0.513	0.043	11.806	< .001	0.428	0.598	0.562

Factor variances

Factor	Estimate	Std. Error	z-value	p	95% Confidence Interval		Std. Est. (all)
					Lower	Upper	
Factor 1	1.000	0.000			1.000	1.000	1.000

Residual variances

Indicator	Estimate	Std. Error	z-value	p	95% Confidence Interval		Std. Est. (all)
					Lower	Upper	
AFFS_1	1.415	0.107	13.252	< .001	1.206	1.624	0.653
AFFS_2	1.112	0.084	13.270	< .001	0.948	1.276	0.636
AFFS_3	1.642	0.120	13.662	< .001	1.407	1.878	0.746
AFFS_4	1.381	0.104	13.219	< .001	1.176	1.585	0.636
AFFS_5	1.268	0.097	13.018	< .001	1.077	1.459	0.580
AFFS_6	0.677	0.054	12.545	< .001	0.571	0.782	0.449
AFFS_7	0.396	0.032	12.298	< .001	0.333	0.459	0.426
AFFS_8	0.471	0.039	11.948	< .001	0.394	0.548	0.392
AFFS_9	0.409	0.033	12.466	< .001	0.344	0.473	0.446
AFFS_10	0.662	0.053	12.397	< .001	0.558	0.767	0.433
AFFS_11	0.629	0.045	13.863	< .001	0.540	0.717	0.833
AFFS_12	0.562	0.042	13.342	< .001	0.479	0.645	0.629
AFFS_13	0.672	0.049	13.623	< .001	0.576	0.769	0.729
AFFS_14	1.012	0.072	14.034	< .001	0.871	1.153	0.927
AFFS_15	0.569	0.042	13.495	< .001	0.486	0.651	0.684

CFA 3-factor

Model fit

Chi-square test

Model	X ²	df	p
Baseline model	2804.766	105	
Factor model	234.988	87	< .001

Additional fit measures

Fit indices

Index	Value
Comparative Fit Index (CFI)	0.945
Tucker-Lewis Index (TLI)	0.934
Bentler-Bonett Non-normed Fit Index (NNFI)	0.934
Bentler-Bonett Normed Fit Index (NFI)	0.916
Parsimony Normed Fit Index (PNFI)	0.759
Bollen's Relative Fit Index (RFI)	0.899
Bollen's Incremental Fit Index (IFI)	0.946
Relative Noncentrality Index (RNI)	0.945

Information criteria

	Value
Log-likelihood	-8021.187
Number of free parameters	48.000
Akaike (AIC)	16138.373
Bayesian (BIC)	16329.963
Sample-size adjusted Bayesian (SSABIC)	16177.656

Other fit measures

Metric	Value
Root mean square error of approximation (RMSEA)	0.065
RMSEA 90% CI lower bound	0.055
RMSEA 90% CI upper bound	0.075
RMSEA p-value	0.007
Standardized root mean square residual (SRMR)	0.045
Hoelter's critical N (α = .05)	187.858
Hoelter's critical N (α = .01)	206.272
Goodness of fit index (GFI)	0.992
McDonald fit index (MFI)	0.831
Expected cross validation index (ECVI)	0.827

Parameter estimates

Factor loadings

Factor	Indicator	Symbol	Estimate	Std. Error	z-value	p	95% Confidence Interval		Std. Est. (all)
							Lower	Upper	
Factor 1	AFFS_1	λ_{11}	1.155	0.065	17.661	< .001	1.027	1.283	0.784
	AFFS_2	λ_{12}	0.969	0.060	16.042	< .001	0.851	1.088	0.733
	AFFS_3	λ_{13}	0.874	0.072	12.168	< .001	0.733	1.015	0.589
	AFFS_4	λ_{14}	1.146	0.065	17.507	< .001	1.018	1.275	0.778
	AFFS_5	λ_{15}	1.112	0.067	16.633	< .001	0.981	1.243	0.752
Factor 2	AFFS_6	λ_{21}	0.921	0.054	17.009	< .001	0.815	1.027	0.751
	AFFS_7	λ_{22}	0.761	0.042	18.310	< .001	0.680	0.843	0.790
	AFFS_8	λ_{23}	0.897	0.046	19.293	< .001	0.806	0.988	0.819
	AFFS_9	λ_{24}	0.740	0.042	17.722	< .001	0.658	0.821	0.772
	AFFS_10	λ_{25}	0.937	0.054	17.197	< .001	0.830	1.044	0.757
Factor 3	AFFS_11	λ_{31}	0.486	0.044	10.991	< .001	0.399	0.572	0.559
	AFFS_12	λ_{32}	0.665	0.046	14.529	< .001	0.575	0.755	0.704
	AFFS_13	λ_{33}	0.645	0.047	13.677	< .001	0.553	0.738	0.672
	AFFS_14	λ_{34}	0.413	0.056	7.432	< .001	0.304	0.522	0.395
	AFFS_15	λ_{35}	0.635	0.044	14.358	< .001	0.548	0.721	0.696

Factor variances

Factor	Estimate	Std. Error	z-value	p	95% Confidence Interval		Std. Est. (all)
					Lower	Upper	
Factor 1	1.000	0.000			1.000	1.000	1.000
Factor 2	1.000	0.000			1.000	1.000	1.000
Factor 3	1.000	0.000			1.000	1.000	1.000

Factor Covariances

Factor 1	↔	Factor 2	Estimate	Std. Error	z-value	p	95% Confidence Interval		Std. Est. (all)
							Lower	Upper	
Factor 1	↔	Factor 3	0.495	0.050	9.945	< .001	0.398	0.593	0.495
Factor 2	↔	Factor 3	0.765	0.033	23.104	< .001	0.700	0.830	0.765

Residual variances

Indicator	Estimate	Std. Error	z-value	p	95% Confidence Interval		Std. Est. (all)
					Lower	Upper	
AFFS_1	0.834	0.079	10.529	< .001	0.679	0.989	0.385
AFFS_2	0.808	0.071	11.451	< .001	0.670	0.946	0.462
AFFS_3	1.439	0.110	13.029	< .001	1.223	1.656	0.653
AFFS_4	0.856	0.079	10.773	< .001	0.700	1.012	0.395
AFFS_5	0.949	0.085	11.155	< .001	0.782	1.115	0.434
AFFS_6	0.657	0.054	12.125	< .001	0.551	0.763	0.436
AFFS_7	0.349	0.030	11.549	< .001	0.290	0.408	0.376
AFFS_8	0.396	0.036	10.920	< .001	0.325	0.467	0.330
AFFS_9	0.370	0.031	11.857	< .001	0.309	0.431	0.404
AFFS_10	0.652	0.054	11.973	< .001	0.546	0.759	0.426
AFFS_11	0.518	0.041	12.627	< .001	0.438	0.599	0.687
AFFS_12	0.450	0.042	10.762	< .001	0.368	0.533	0.505
AFFS_13	0.506	0.045	11.277	< .001	0.418	0.594	0.549
AFFS_14	0.921	0.068	13.532	< .001	0.788	1.054	0.844
AFFS_15	0.429	0.039	10.961	< .001	0.352	0.505	0.516

#3-factor second-order

#Specified using variance standardization method (fixes the variance of each factor to 1 but freely estimates all loadings)

```
> library(lavaan)
This is lavaan 0.6-7
lavaan is BETA software! Please report any bugs.
> library(semTools)

#####
This is semTools 0.5-4
All users of R (or SEM) are invited to submit functions or ideas for functions.
#####
>
> model<- '
+ F1 =~ NA*AFFS_1 + AFFS_2 + AFFS_3 + AFFS_4 + AFFS_5
+ F2 =~ NA*AFFS_6 + AFFS_7 + AFFS_8 + AFFS_9 + AFFS_10
+ F3 =~ NA*AFFS_11 + AFFS_12 + AFFS_13 + AFFS_14 + AFFS_15
+ F4 =~ 1*F1 + 1*F2 + 1*F3
```

```

+ F4 ~~ 1*F4'
>
> fit<-cfa(model, data = N_400, estimator = "MLR")
Warning message:
In lav_object_post_check(object) :
lavaan WARNING: some estimated lv variances are negative
> summary(fit, fit.measures=T, standardized=T)
lavaan 0.6-7 ended normally after 35 iterations

Estimator ML
Optimization method NLMINB
Number of free parameters 33

Number of observations 400

Model Test User Model:

Test Statistic Standard Robust
Degrees of freedom 234.988 182.746
P-value (Chi-square) 87 87
Scaling correction factor 0.000 0.000
Yuan-Bentler correction (Mplus variant) 1.444

Model Test Baseline Model:

Test statistic 2804.766 1814.116
Degrees of freedom 105 105
P-value 0.000 0.000
Scaling correction factor 1.546

User Model versus Baseline Model:

Comparative Fit Index (CFI) 0.945 0.956
Tucker-Lewis Index (TLI) 0.934 0.947

Robust Comparative Fit Index (CFI) 0.959
Robust Tucker-Lewis Index (TLI) 0.950

Loglikelihood and Information Criteria:

Loglikelihood user model (H0) -8021.187 -8021.187
Scaling correction factor 1.973
for the MLR correction
Loglikelihood unrestricted model (H1) -7903.693 -7903.693
Scaling correction factor 1.589
for the MLR correction

Akaike (AIC) 16108.373 16108.373
Bayesian (BIC) 16240.091 16240.091
Sample-size adjusted Bayesian (BIC) 16135.380 16135.380

Root Mean Square Error of Approximation:

RMSEA 0.065 0.047
90 Percent confidence interval - lower 0.055 0.037
90 Percent confidence interval - upper 0.075 0.056
P-value RMSEA <= 0.05 0.007 0.716

Robust RMSEA 0.056
90 Percent confidence interval - lower 0.043
90 Percent confidence interval - upper 0.069

Standardized Root Mean Square Residual:

SRMR 0.048 0.048

Parameter Estimates:

Standard errors Sandwich
Information bread Observed
Observed information based on Hessian

Latent Variables:
Estimate Std.Err z-value P(>|z|) Std.lv Std.all

```

F1 =~						
AFFS_1	0.770	0.065	11.775	0.000	1.155	0.784
AFFS_2	0.646	0.062	10.459	0.000	0.969	0.733
AFFS_3	0.583	0.062	9.326	0.000	0.874	0.589
AFFS_4	0.765	0.065	11.801	0.000	1.146	0.778
AFFS_5	0.742	0.068	10.849	0.000	1.112	0.752
F2 =~						
AFFS_6	0.948	0.081	11.739	0.000	0.921	0.751
AFFS_7	0.784	0.058	13.416	0.000	0.761	0.790
AFFS_8	0.923	0.066	13.990	0.000	0.897	0.819
AFFS_9	0.761	0.054	14.105	0.000	0.740	0.772
AFFS_10	0.964	0.076	12.689	0.000	0.937	0.757
F3 =~						
AFFS_11	0.361	0.064	5.639	0.000	0.486	0.559
AFFS_12	0.494	0.064	7.679	0.000	0.665	0.704
AFFS_13	0.479	0.063	7.624	0.000	0.645	0.672
AFFS_14	0.307	0.065	4.739	0.000	0.413	0.395
AFFS_15	0.471	0.067	6.995	0.000	0.635	0.696
F4 =~						
F1	1.000				0.667	0.667
F2	1.000				1.030	1.030
F3	1.000				0.743	0.743

Variiances:

	Estimate	Std.Err	z-value	P(> z)	Std.lv	Std.all
F4	1.000				1.000	1.000
.AFFS_1	0.834	0.116	7.210	0.000	0.834	0.385
.AFFS_2	0.808	0.090	8.947	0.000	0.808	0.462
.AFFS_3	1.439	0.121	11.856	0.000	1.439	0.653
.AFFS_4	0.856	0.109	7.845	0.000	0.856	0.395
.AFFS_5	0.949	0.097	9.823	0.000	0.949	0.434
.AFFS_6	0.657	0.094	7.021	0.000	0.657	0.436
.AFFS_7	0.349	0.037	9.465	0.000	0.349	0.376
.AFFS_8	0.396	0.088	4.526	0.000	0.396	0.330
.AFFS_9	0.370	0.051	7.315	0.000	0.370	0.404
.AFFS_10	0.652	0.070	9.347	0.000	0.652	0.426
.AFFS_11	0.518	0.096	5.382	0.000	0.518	0.687
.AFFS_12	0.450	0.071	6.346	0.000	0.450	0.505
.AFFS_13	0.506	0.060	8.393	0.000	0.506	0.549
.AFFS_14	0.921	0.105	8.750	0.000	0.921	0.844
.AFFS_15	0.429	0.068	6.324	0.000	0.429	0.516
.F1	1.248	0.268	4.659	0.000	0.555	0.555
.F2	-0.057	0.084	-0.670	0.503	-0.060	-0.060
.F3	0.813	0.223	3.643	0.000	0.448	0.448

```
> modindices(fit, minimum.value = 10, sort=T)
      lhs op   rhs   mi   epc sepc.lv sepc.all sepc.nox
83  AFFS_1 ~~ AFFS_2 22.687 0.276 0.276 0.336 0.336
137 AFFS_5 ~~ AFFS_10 22.000 0.217 0.217 0.276 0.276
99  AFFS_2 ~~ AFFS_5 20.228 -0.264 -0.264 -0.301 -0.301
42   F1  =~ AFFS_10 17.088 0.203 0.304 0.246 0.246
67   F3  =~ AFFS_10 14.871 -0.275 -0.370 -0.299 -0.299
79   F4  =~ AFFS_12 13.871 0.309 0.309 0.327 0.327
54   F2  =~ AFFS_12 13.464 0.344 0.334 0.354 0.354
68   F4  =~ AFFS_1 11.107 -0.278 -0.278 -0.189 -0.189
122 AFFS_4 ~~ AFFS_5 11.083 0.216 0.216 0.239 0.239
131 AFFS_4 ~~ AFFS_14 10.367 -0.162 -0.162 -0.183 -0.183
90  AFFS_1 ~~ AFFS_9 10.283 -0.108 -0.108 -0.195 -0.195
72   F4  =~ AFFS_5 10.028 0.270 0.270 0.183 0.183
```

#3-factor second-order
#Specified using marker method (the factor loading of the first item of each factor and the three first-level factors were set to 1)

```
> library(lavaan)
> library(semTools)
>
> model<- '
+ F1 =~ AFFS_1 + AFFS_2 + AFFS_3 + AFFS_4 + AFFS_5
+ F2 =~ AFFS_6 + AFFS_7 + AFFS_8 + AFFS_9 + AFFS_10
+ F3 =~ AFFS_11 + AFFS_12 + AFFS_13 + AFFS_14 + AFFS_15
+ F4 =~ 1*F1 + 1*F2 + 1*F3
+ F4 =~ F4'
```

```
> fit<-cfa(model, data = N_400, estimator = "MLR")
> summary(fit, fit.measures=T, standardized=T)
lavaan 0.6-7 ended normally after 31 iterations
```

```
Estimator ML
Optimization method NLMINB
Number of free parameters 31

Number of observations 400
```

Model Test User Model:

```
Standard Robust
Test Statistic 310.160 216.092
Degrees of freedom 89 89
P-value (Chi-square) 0.000 0.000
Scaling correction factor 1.435
Yuan-Bentler correction (Mplus variant)
```

Model Test Baseline Model:

```
Test statistic 2804.766 1814.116
Degrees of freedom 105 105
P-value 0.000 0.000
Scaling correction factor 1.546
```

User Model versus Baseline Model:

```
Comparative Fit Index (CFI) 0.918 0.926
Tucker-Lewis Index (TLI) 0.903 0.912

Robust Comparative Fit Index (CFI) 0.931
Robust Tucker-Lewis Index (TLI) 0.919
```

Loglikelihood and Information Criteria:

```
Loglikelihood user model (H0) -8058.773 -8058.773
Scaling correction factor 2.032
for the MLR correction
Loglikelihood unrestricted model (H1) -7903.693 -7903.693
Scaling correction factor 1.589
for the MLR correction

Akaike (AIC) 16179.545 16179.545
Bayesian (BIC) 16303.280 16303.280
Sample-size adjusted Bayesian (BIC) 16204.915 16204.915
```

Root Mean Square Error of Approximation:

```
RMSEA 0.079 0.060
90 Percent confidence interval - lower 0.069 0.051
90 Percent confidence interval - upper 0.088 0.068
P-value RMSEA <= 0.05 0.000 0.029

Robust RMSEA 0.072
90 Percent confidence interval - lower 0.059
90 Percent confidence interval - upper 0.084
```

Standardized Root Mean Square Residual:

```
SRMR 0.107 0.107
```

Parameter Estimates:

```
Standard errors Sandwich
Information bread Observed
Observed information based on Hessian
```

Latent Variables:

```
Estimate Std.Err z-value P(>|z|) Std.lv Std.all
F1 =~
AFFS_1 1.000 1.073 0.766
AFFS_2 0.876 0.059 14.905 0.000 0.940 0.727
AFFS_3 0.779 0.078 10.023 0.000 0.836 0.571
AFFS_4 1.022 0.080 12.730 0.000 1.096 0.762
```


AFFS_5	0.980	0.087	11.227	0.000	1.051	0.727
F2 =~						
AFFS_6	1.000				0.746	0.661
AFFS_7	0.993	0.088	11.326	0.000	0.741	0.787
AFFS_8	1.173	0.102	11.502	0.000	0.875	0.820
AFFS_9	0.960	0.090	10.668	0.000	0.716	0.765
AFFS_10	1.194	0.108	11.049	0.000	0.891	0.735
F3 =~						
AFFS_11	1.000				0.689	0.692
AFFS_12	0.995	0.098	10.169	0.000	0.685	0.713
AFFS_13	0.968	0.095	10.190	0.000	0.667	0.683
AFFS_14	0.603	0.109	5.525	0.000	0.415	0.395
AFFS_15	0.939	0.105	8.929	0.000	0.647	0.698
F4 =~						
F1	1.000				0.584	0.584
F2	1.000				0.839	0.839
F3	1.000				0.909	0.909

Variations:

	Estimate	Std.Err	z-value	P(> z)	Std.lv	Std.all
F4	0.392	0.075	5.216	0.000	1.000	1.000
.AFFS_1	0.812	0.121	6.696	0.000	0.812	0.414
.AFFS_2	0.788	0.092	8.591	0.000	0.788	0.472
.AFFS_3	1.443	0.122	11.793	0.000	1.443	0.674
.AFFS_4	0.865	0.113	7.679	0.000	0.865	0.419
.AFFS_5	0.985	0.104	9.431	0.000	0.985	0.471
.AFFS_6	0.716	0.104	6.904	0.000	0.716	0.563
.AFFS_7	0.337	0.036	9.353	0.000	0.337	0.381
.AFFS_8	0.375	0.087	4.306	0.000	0.375	0.328
.AFFS_9	0.364	0.052	7.009	0.000	0.364	0.415
.AFFS_10	0.675	0.071	9.523	0.000	0.675	0.460
.AFFS_11	0.516	0.100	5.186	0.000	0.516	0.521
.AFFS_12	0.455	0.070	6.497	0.000	0.455	0.492
.AFFS_13	0.508	0.059	8.608	0.000	0.508	0.533
.AFFS_14	0.931	0.106	8.813	0.000	0.931	0.844
.AFFS_15	0.442	0.068	6.513	0.000	0.442	0.513
.F1	0.759	0.155	4.900	0.000	0.659	0.659
.F2	0.165	0.083	1.974	0.048	0.296	0.296
.F3	0.083	0.050	1.663	0.096	0.174	0.174

> modindices(fit, minimum.value = 10, sort=T)

	lhs	op	rhs	mi	epc	sepc.lv	sepc.all	sepc.nox
78	F4	==	AFFS_11	80.734	-1.028	-0.644	-0.647	-0.647
188	F1	==	F2	75.082	0.372	1.053	1.053	1.053
193	F3	==	F4	75.082	-0.372	-2.068	-2.068	-2.068
18	F4	==	F3	75.082	-0.950	-0.863	-0.863	-0.863
11	F3	==	AFFS_11	75.082	-0.950	-0.655	-0.658	-0.658
53	F2	==	AFFS_11	59.790	-0.604	-0.451	-0.453	-0.453
43	F1	==	AFFS_11	34.785	-0.265	-0.284	-0.285	-0.285
73	F4	==	AFFS_6	34.522	0.705	0.441	0.391	0.391
189	F1	==	F3	34.017	-0.252	-1.007	-1.007	-1.007
6	F2	==	AFFS_6	34.017	0.644	0.480	0.426	0.426
192	F2	==	F4	34.017	0.252	0.993	0.993	0.993
17	F4	==	F2	34.017	0.644	0.540	0.540	0.540
63	F3	==	AFFS_6	25.520	0.487	0.336	0.298	0.298
137	AFFS_5	==	AFFS_10	23.450	0.232	0.232	0.284	0.284
42	F1	==	AFFS_10	23.328	0.263	0.282	0.233	0.233
38	F1	==	AFFS_6	22.134	0.232	0.249	0.221	0.221
99	AFFS_2	==	AFFS_5	19.733	-0.269	-0.269	-0.305	-0.305
83	AFFS_1	==	AFFS_2	18.310	0.252	0.252	0.314	0.314
122	AFFS_4	==	AFFS_5	16.299	0.272	0.272	0.295	0.295
52	F2	==	AFFS_5	14.091	0.358	0.267	0.185	0.185
46	F1	==	AFFS_14	13.186	-0.228	-0.245	-0.233	-0.233
131	AFFS_4	==	AFFS_14	11.210	-0.171	-0.171	-0.190	-0.190
102	AFFS_2	==	AFFS_8	10.491	0.110	0.110	0.202	0.202
54	F2	==	AFFS_12	10.166	0.365	0.272	0.283	0.283

Correlation Analysis

Correlation

Pearson's Correlations

Variable		FR	FC	FP	Dep	LS
1. FR	Pearson's r	—				
	p-value	—				
2. FC	Pearson's r	0.613	—			
	p-value	< .001	—			
3. FP	Pearson's r	0.367	0.601	—		
	p-value	< .001	< .001	—		
4. Dep	Pearson's r	-0.413	-0.393	-0.167	—	
	p-value	< .001	< .001	< .001	—	
5. LS	Pearson's r	0.496	0.430	0.174	-0.474	—
	p-value	< .001	< .001	< .001	< .001	—

APPENDIX H

Adolescent Family Functioning Scale (AFFS)

Please choose how much you agree or disagree with the statements below regarding your family. Please be open and honest in your response.

Rating scale:

- 1: Strongly disagree
- 2: Disagree
- 3: Slightly disagree
- 4: Slightly agree
- 5: Agree
- 6: Strongly agree

- 1. My parents and I share our feelings.
- 2. My parents and I share our thoughts.
- 3. My parents take the time to ask me about my day.
- 4. We always solve problems together.
- 5. We can share our problems in the family.
- 6. My family members take care of each other.
- 7. We are kind to each other.
- 8. We care for each other.
- 9. We help each other.
- 10. My family members are supportive of each other.
- 11. I want my family to be proud of me.
- 12. My parents want the best for me.
- 13. My family's reputation is important to me.
- 14. I always try to do things myself before asking for help.
- 15. I care about my parents' feelings.

Scoring manual:

- Family Relationship: Items 1 – 5
- Family Cohesiveness: Items 6 – 10
- Family Pride: Items 11 – 15