

Kertas Asli/Original Articles

Malay-Translated Version and Content Validation of Parent Goals for Shared Reading Questionnaire

(Versi Terjemahan Bahasa Melayu dan Pengesahan Kandungan bagi *Parent Goals for Shared Reading Questionnaire*)

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ABSTRACT

The interaction between adults and children during shared reading contributes to the conversation and reading in hand and makes the activity interactive. It is, therefore, imperative to understand parents' goals for shared reading with their children as it will influence their behaviour and, in turn, affect their children's development of language and literacy skills. In Malaysia, no local psychometric instrument identifying parent goals for shared reading is available. This study aims to translate the English version of the Parent Goals for Shared Reading Questionnaire (PGSRQ) into Malay and validate the translated questionnaire. Four qualified translators carried out the translation processes, and a panel of eight experts subsequently validated the Malay-translated version of PGSRQ. Of 33 items, the validation assessment revealed that 17 items had a content validity ratio (CVR) value of 1.0, while 12 items had a CVR value of 0.8. Only four items had a CVR value lower than 0.78 and were retranslated and modified. The findings of this study can pave the way for more research efforts in the field of shared reading in Malaysia. The questionnaire can also assist a speech therapist in assessing the goals that parents have on shared reading to come up with better designs for shared book reading intervention.

Keywords: PGSRQ; shared reading; content validity; content validity ratio; speech-language pathologist

ABSTRAK

Interaksi antara orang dewasa dan kanak-kanak semasa pembacaan bersama menyumbang kepada perbualan dan bacaan di tangan serta membuatkan aktiviti ini interaktif. Justeru itu, adalah penting untuk memahami matlamat ibu bapa dalam pembacaan bersama dengan anak-anak mereka kerana ia akan mempengaruhi tingkah laku mereka dan seterusnya menyumbang kepada perkembangan bahasa dan kemahiran literasi anak-anak. Di Malaysia, tiada instrumen psikometrik tempatan bagi mengenalpasti matlamat ibu bapa untuk pembacaan bersama. Kajian ini bertujuan untuk menterjemahkan versi Bahasa Inggeris Parent Goals for Shared Reading Questionnaire (PGSRQ) ke dalam bahasa Melayu dan mengesahkan soal selidik yang diterjemahkan. Empat orang penterjemah bertauliah telah melaksanakan proses terjemahan, diikuti dengan lapan panel pakar mengesahkan versi terjemahan bahasa Melayu bagi PGSRQ. Daripada 33 item, penilaian pengesahan mendapati 17 item mempunyai nilai nisbah kesahan kandungan (CVR) 1.0, manakala 12 item mempunyai nilai CVR 0.8. Hanya empat item mempunyai nilai CVR rendah daripada 0.78 dan telah diterjemahkan semula serta diubah suai. Dapatan kajian ini dapat membuka jalan kepada lebih banyak usaha penyelidikan dalam bidang pembacaan bersama di Malaysia. Soal selidik ini juga dapat membantu ahli terapi pertuturan dalam menilai matlamat ibu bapa terhadap pembacaan bersama bagi menghasilkan reka bentuk yang lebih baik untuk intervensi bacaan buku bersama.

Kata kunci: PGSRQ; pembacaan bersama; kesahan kandungan; nisbah kesahan kandungan; patologis pertuturan-bahasa

INTRODUCTION

Shared book reading is defined as an adult reading a book with a child (Egan et al. 2020; Ahmad 2015; Shahaeian et al. 2018) as the child follows along in the text. Shared reading is also known as adult-child reading and is a form of “reading along” with children (Honchell & Schulz 2012). This interaction allows the adult and child to contribute to the conversation and reading in hand and interact in the activity. Moreover, shared book reading is a relaxed and participatory activity (Beauchat et al. 2009). The activity is found to facilitate children’s language, literacy, and empathy development (Aram & Aviram 2009). It also helps children develop their understanding of print’s forms and functions. It starts with selecting any text that is engaging to the children, followed by the parent realizing the potential of the text to build language and literacy (Beauchat et al. 2009). During shared book reading activities, adults share and discuss texts with children, promoting text meaningfulness development (Morgan 2005). According to Saracho and Spodek (2010), parents may expose children to informal or formal literacy experiences at home. Informal literacy activities are those where the message is in print. During bedtime storytelling, parents may focus on the story in print, including the words and illustrations in a book. Parents may interact with their children to help them understand the story’s meaning, words, relationships between text and pictures, and events in the book. Saracho and Spodek (2010) stated that parents and their children would focus on print for formal literacy activities. Parents may discuss the relationship between letters and sounds or the name and sound of specific letters. Hence, shared reading is an important way for children and parents to spend quality time together to bond and develop reading and language skills (Audet et al. 2008; Audet 2013).

Shared reading is considered an early literacy activity that provides children with opportunities to acquire skills, knowledge, and attitudes for reading and writing (Ahmad et al. 2018). It helps to promote children’s language and literacy development, improve chances of success in school-based literature instruction, and increase children’s reading achievement, vocabulary, and comprehension skills (Saracho & Spodek 2010). Shared reading performed in naturalistic instruction allows children to encounter and learn words they rarely or never heard before (Wasik & Bond 2001), leads children to gain phonemic awareness (Ukrainetz et al. 2000) and strengthens literacy growth (Gonzalez 2016) and linguistic abilities (Niklas et al. 2020). Furthermore, increasing young children’s contact with print during shared reading could foster children’s short-term gains in print knowledge (Piasta et al. 2012). In brief,

studies on shared reading activities have shown great benefits for children. However, there are limited studies regarding parents’ goals for shared reading. According to Audet (2013), the goals will affect how parents perform their shared reading activity with their children.

Audet et al. (2008) and Audet’s (2013) studies showed that parents’ goals for shared reading contribute to their behaviour during shared book reading, which affects children’s language and literacy development. For example, parents whose primary goal for shared reading is to foster reading development made more print-referencing comments (Audet et al. 2008). Higher quality shared book reading due to good maternal instructional quality is strongly associated with higher emergent reading skills among children (Fletcher & Reese 2005). Therefore, the parents’ goals in shared reading are a critical element in the children’s language and literacy development. Shared reading is also a strong predictor of reading achievement and affects the acquisition of written language, which is a prerequisite for reading comprehension (Bus et al. 1995). Some examples of activities in shared reading include teaching a specific concept, extending the meaning, and noticing the features of print. The most critical element in this interaction is the book or text, accompanied by readers’ engagement goals, interaction, and active thinking (Honchell & Schulz 2012).

Moreover, Holdaway (1979) introduced the idea of shared reading as a strategy involving instruction that mirrors lap reading during bedtime story reading that involves parents and children. His Theory of Literacy Development viewed learning to read as a natural developmental phenomenon, as children observe parents reading and reading to them. Holdaway (1979) believes that children go through four “Natural Learning Model” processes, which include demonstration, participation, roleplay or practice, and performance. Holdaway (1982) further suggested that children must be exposed to book-handling activities at an early age to let them experience the unique forms and types of language processes before mastering the oral language.

As shared book reading involves the interaction between children and adults, it benefits children by promoting language development and developing emergent literacy skills as stepping-stones to later academic achievements. Emergent literacy denotes that literacy acquisition is best conceptualized as a developmental continuum, with its origins early in children’s lives, rather than an all-or-none phenomenon that begins when children start school (Whitehurst & Lonigan 2008). The components of emergent literacy include phonological processing and print awareness (Neuman & Dickinson 2003). Therefore, parents must understand the importance of their involvement in their children’s emergent literacy development and create

an environment that encourages reading as an enjoyable activity (Ashasim 2015). The interactive nature of shared reading is a better predictor of children's literacy development than the frequency of reading books at home (Newland et al. 2011).

To date, many studies on shared reading have been carried out across the world, including in Canada (Audet et al. 2008; Audet 2013; Sénéchal et al. 2008) how these goals are related to parent beliefs about the development of literacy skills, and how these goals may differ across the primary years. The second examined how goals relate to parent behavior. From a different sample of 119 parents completing the same goal survey and observed in shared book reading, a subsample of 42 parents with contrasting goals was selected for analysis. Findings indicated 5 distinct parent goals for shared book reading--Stimulate Development, Foster Reading, Bond With Child, Soothe Child, and Enjoy Books--with the goals of enjoying books and bonding with the child rated the highest and equally highly at each grade. These were followed by fostering reading, stimulating their child's development, and lastly soothing their child. The goal of fostering reading was more highly rated by parents of Grade 1 children than by parents of children in any other grade. Only a modest relationship between goals and beliefs was found. Finally, parents who rated fostering reading high as a goal engaged in more print-referencing behaviors and echoed more reading than did parents with contrasting goal profiles. (PsycINFO Database Record (c, the United States of America (Grolig 2020), and Australia (Farrant & Zubrick 2012; Shahaecian et al. 2018). Research about shared reading activity has also been done across several countries in Asia, such as in India (Pandith et al. 2022), China (Lee 2007), Taiwan (Chang & Huang 2015), Hong Kong (Fung et al. 2005) and Pakistan (Sturges et al. 2021). For Southeast Asia countries, the study was carried out in Singapore and Indonesia. In Singapore, Sun et al. (2020) explored the relationship between teachers' instructional strategies and linguistic features during the SBR sessions with children's language development. Instructional strategies with a medium-level cognitive load were found to positively affect children's growth in receptive vocabulary and word reading skills. At the same time, teachers' lexical sophistication shows a positive association with children's vocabulary size. In addition, Satriani et al. (2022) study in Indonesia reported that reading books using interactive book media can stimulate children's language, cognitive, and motor development.

Fewer studies on shared reading have been conducted in Malaysia, including identifying Malaysian mothers' beliefs in developing emergent literacy by reading to their children (Md Husain et al. 2011), the impact of shared book reading on promoting emergent literacy skills of young

Indigenous Malaysian children (Ma'rof et al. 2012), understanding preschool teachers' knowledge, attitudes, and behaviours toward shared reading (Ahmad et al. 2018), and investigating the use of Big Books in teaching primary English in classrooms (Yaacob & Pinter 2008). There was also a study that looked at the partnership of parents, children, and teachers in developing literacy in the context of English as a second language, which includes shared reading as an activity (Harji et al. 2017). Despite this, Ahmad et al. (2018) reported that Malaysia's home literacy culture was not strong. On the other hand, Audet et al. (2008) how these goals are related to parent beliefs about the development of literacy skills, and how these goals may differ across the primary years. The second examined how goals relate to parent behavior. From a different sample of 119 parents completing the same goal survey and observed in shared book reading, a subsample of 42 parents with contrasting goals was selected for analysis. Findings indicated 5 distinct parent goals for shared book reading--Stimulate Development, Foster Reading, Bond With Child, Soothe Child, and Enjoy Books--with the goals of enjoying books and bonding with the child rated the highest and equally highly at each grade. These were followed by fostering reading, stimulating their child's development, and lastly soothing their child. The goal of fostering reading was more highly rated by parents of Grade 1 children than by parents of children in any other grade. Only a modest relationship between goals and beliefs was found. Finally, parents who rated fostering reading high as a goal engaged in more print-referencing behaviors and echoed more reading than did parents with contrasting goal profiles. (PsycINFO Database Record (c found that parents' goal priorities influenced how they typically conduct shared reading at home. Several studies have shown that the parents' goals for shared reading contribute to their behaviour during shared book reading activities (Audet et al. 2008; Audet 2013). Thus, more research efforts in shared reading are warranted among the Malaysian population for a better understanding.

Shared book reading intervention has been studied in clinical practices by speech-language pathologists (SLPs) to understand its efficacy in the management of language impairment and boosting the development of literacy skills (Lonigan et al. 2008; Pile et al. 2010; Justice et al. 2015). It is designed based on a home-based literacy environment and has shown that this intervention has helped improve the children's language skills. Hence, SLPs need to understand parents' goals for shared book reading to come up with better designs for shared book reading intervention and to be able to recommend to parents how to improve shared book reading to maximize children's language and literacy development. SLPs will also be able to give better counselling and advice to parents on how to improve their shared book reading activities.

Undeniably, identifying parents' goals in shared book reading will help professionals better understand how parents think shared book reading helps in children's development and how they conduct shared book reading (Audet 2013). Thus, it is crucial to have an instrument covering this aspect of activities and be validated in the population's culture for the research findings to be valid and reliable (Sperber 2004). In line with this, the Parent Goals for Shared Reading questionnaire (PGSRQ) has been used to investigate parents' goals when they conduct shared reading with their children (Evans & Williamson 2003; Audet et al. 2008; Audet 2013). The goals are assessed using items that reflect parents' intentions for a shared book reading and divided into several goal subsets. The goal subsets are "foster reading," "stimulation," "closeness," and "enjoyment," with high-reliability coefficients for each subset (Audet 2013). As such, the objective of the present study was to translate the English version of PGSRQ into the Malay language and validate the questionnaire accordingly. It is hoped that the findings from the present study could pave the way for more research efforts in the field of shared reading involving the Malay population and promote the application of this questionnaire in various settings.

MATERIALS AND METHOD

PROCEDURE

The procedure of this study consisted of two phases. The first phase was translating the English version of PGSRQ into the Malay language. In the second phase of the study, the content validity of the Malay-translated version of PGSRQ was determined. Prior to the data collection, ethical approval to conduct this study was obtained from the Human Research Ethics Committee USM (Universiti Sains Malaysia). The required permission was also obtained from the respective author of PGSRQ.

RESEARCH INSTRUMENT

The PGSRQ consists of 33 items that are categorized into four goal subsets (i.e., foster reading, stimulation, closeness, and enjoyment) (Audet 2013). The importance of these items is rated based on a 5-point Likert scale, from 1 ("not an important purpose") to 5 ("a purpose of great importance"). The rating is conducted by choosing the desired rating number for each item in each goal subset.

TABLE 1. Goal subsets and total items in the PGSRQ

Goal Subset and Description	Total Items
Foster reading development	9
Stimulation	9
Closeness	8
Enjoyment	7

The ratings are accumulated for each subset and can identify which goals parents prioritize more for shared book reading with their children. Thus, the higher the rating, the more parents prioritize the goal assessed (Audet 2013). The goal subsets, their descriptions, and the total items for each subset are listed in Table 1.

TRANSLATION OF ENGLISH VERSION OF THE PGSRQ INTO THE MALAY LANGUAGE (FIRST PHASE)

In the first phase of the study, the translation process of PGSRQ was carried out by four independent and bilingual translators. All of them were Malay, and three were females. The average age was 43.5 years ($SD = 6.7$) and their working experience ranged from 10-25 years ($M = 15.0$, $SD = 7.1$). Initially, a forward translation method was

used to translate the items from the original English version into the Malay language, and two translators were involved. The first translator is a Malay psychologist who was aware of the concept that the questionnaire intends to measure so that a translation closely resembles the original questionnaire can be produced. Meanwhile, the second translator, an English language teacher, was unaware of the measurement of the questionnaire, so subtle differences in the original questionnaire could be detected (Beaton et al. 2007).

CONTENT VALIDITY OF THE MALAY VERSION OF PGSRQ (SECOND PHASE)

The translated Malay PGSRQ questionnaire was then assessed for its content validity in this second phase of the study. This task was carried out to check if the questionnaire's items represent the entire theoretical construct it is designed

to assess (Shultz & Whitney 2005). Herein, a panel of experts evaluated the questionnaire's content validity (Tsang et al. 2017). Eight relevant experts with the average age were 41.0 years ($SD = 7.4$) were approached face-to-face to obtain their consent to be involved in this study. All of them were staff members of the respective institution and were chosen based on their expertise and experience. Among them, seven were females. In particular, four speech-language pathologists, two kindergarten teachers, one developmental psychologist, and one medical specialist were involved. In terms of race, there were six Malay raters and two raters of Chinese descent. Their working experience ranged from 10-27 years ($M = 15.6$, $SD = 6.1$).

Upon the agreement to join the study, a hardcopy document of the letter of invitation was given to each panellist. The researcher also gave them the translated Malay version of the questionnaire and an evaluation form for content validity ratio (CVR). The experts were required to rate the items based on a scale of 1 to 3 (i.e., 1 = "not necessary", 2 = "useful but not essential", and 3 = "essential"). They were given a period of one week to complete the evaluation form. The analysis of the CVR was carried out once all of the evaluation forms for the questionnaire were received by the researchers.

DATA ANALYSIS

The collected data were tabulated and analysed using Microsoft Excel 2016. Numerical codes were used to replace the experts' identities for confidentiality purposes. The data were double-checked to avoid mistyping or missing data errors after being keyed in. The CVR values were calculated based on the formula suggested by Lawshe (1975). Lawshe (1975) considered two assumptions when quantifying consensus among the panel of experts. The first assumption states that any item's performance that is perceived to be "essential" by more than half of the panellists will have some degree of content validity. The second assumption explains that the more panellists (beyond 50%) perceive the item as "essential", the greater the extent or degree of its content validity. The calculated CVR may range from -1 to 1, where a CVR of -1 means none of the panellists rated the item as "essential," while a CVR of 1 means all panellists rated the item as "essential".

For simplicity, the CVR value for each item was assessed for significance by employing the method provided by Polit and Beck (2006). In particular, a CVR value of 0.78 or higher with three or more experts was considered evidence of good content validity. Items with a CVR between 0.4 and 0.78 require modifications, while items with a CVR of less than 0.4 should be eliminated (Polit & Beck 2006).

RESULTS

FORWARD TRANSLATION

The translated Malay questionnaire was presented at the committee meeting to compare with the original English version and identify any ambiguities and discrepancies in words, sentences and meaning. Overall, it was found that the translation by both translators showed no excessive discrepancies. The discrepancy is due to the choice of words used to translate the term, which has numerous terms in Malay. Nevertheless, the translated version does not depart from the original meaning of the original version. Modifications were made based on discrepancies in both translations to bring the meaning as close as possible to the original version. The wording chosen was selected based on the consideration of its understandability for the intended population, which are parents. Ambiguities and discrepancies were reviewed and resolved using a committee-consensus approach to produce a reconciled version of the translated questionnaire (e.g., altering word selections, making it easier to grasp, and adding a word). All revisions made were meticulously documented in a reconciliation table showing the source language version, target language version, comments and modifications made.

BACK TRANSLATION

Following amendment, the translated questionnaires (Malay; target language) were translated backward into the source language (English) by the other two translators to ensure consistency between the translated English version and the original English items of PGSRQ. As a result, two different versions of English-translated questionnaires were discussed and reconciled for any discrepancies and ambiguities. Finally, the Malay version was revised and modified. All revisions and modifications were done with consensus among all the translators and research team members. In brief, the back-translation was valuable. The final version of Malay-translated PGSRQ was produced and ready to be tested for its content validity in the second phase of the study. Table 2 tabulated the original item for English and translated item for the Malay version of PGSRQ.

VALIDATION OF THE QUESTIONNAIRE

The content validity of the questionnaire was assessed with the calculation of the CVR. The CVR was used to evaluate whether an item was to be rejected or retained (Wilson et

al. 2012). It was calculated for each item based on the formula shown:

N is the total number of experts, while n is the number of experts identifying an item as “essential” (Wilson et al. 2012).

The CVR of all 33 items in the Malay version of the PGSRQ were calculated based on the ratings of the eight experts. Table 3 presents these values with the number of experts rated 3 (“essential”) for the items. As indicated, the evaluation from the experts showed that out of 33 items, 88% (29 items) were accepted or retained in the translated

TABLE 2. Comparison of PGSRQ items in the original English version and translated Malay language

Item	Original item (English version)	Translated item (Malay version)
1	To develop my child’s understanding of the way that the sound of language related to letters in printed words.	<i>Untuk membina pemahaman anak saya terhadap hubungan antara bunyi bahasa dengan huruf dalam perkataan yang dicetak.</i>
2	To increase my child’s knowledge of printed letters and words.	<i>Untuk meningkatkan pengetahuan anak saya tentang huruf dan perkataan yang dicetak.</i>
3	To help my child develop his/her vocabulary (learn new words).	<i>Untuk membantu meningkatkan kosa kata anak saya (belajar perkataan baru).</i>
4	To provide a context for the direct teaching of literacy skills.	<i>Untuk memberi suasana pengajaran sehalu bagi kemahiran literasi.</i>
5	To increase my child’s ability to understand the meaning of stories and text read (reading comprehension skills).	<i>Untuk meningkatkan kebolehan anak saya memahami makna cerita dan teks yang dibaca (kemahiran pemahaman bacaan).</i>
6	To monitor my child’s development of literacy skills.	<i>Untuk memantau perkembangan anak saya dari aspek kemahiran literasi.</i>
7	To develop my child’s confidence in learning to read.	<i>Untuk meningkatkan keyakinan diri anak saya untuk belajar membaca.</i>
8	To increase my child’s listening skills.	<i>Untuk meningkatkan kemahiran mendengar anak saya.</i>
9	To prepare my child for formal reading instruction or supplement the instruction he/she is already receiving.	<i>Untuk menyediakan anak saya terhadap arahan pembacaan yang formal dan menambahkan arahan yang sedia ada.</i>
10	To provide a context for the discussion of new ideas and explanation of new concepts.	<i>Untuk menyediakan ruang perbincangan idea-idea baru dan penerangan bagi konsep-konsep yang baru.</i>
11	To help develop my child’s ability to see different perspectives.	<i>Untuk membantu membangunkan kebolehan anak saya melihat sesuatu dalam perspektif yang berbeza.</i>
12	For my child to learn new facts and things about the world.	<i>Untuk anak saya belajar fakta-fakta dan perkara-perkara baharu tentang dunia.</i>
13	To give my child the opportunity to experience or understand different emotional responses through story books (e.g., joy, anger, jealousy)	<i>Untuk memberi peluang kepada anak saya mengalami dan memahami tindak balas emosi yang berbeza melalui buku cerita. (eg. gembira, marah, cemburu)</i>
14	For my child to learn to understand different forms of humor and jokes.	<i>Untuk anak saya belajar memahami perbezaan bentuk jenaka atau gurauan.</i>
15	To develop an appreciation of the beauty of books and illustrations in them.	<i>Untuk membangunkan perasaan menghargai keindahan buku dan isi kandungannya.</i>
16	To expose my child to different types of language not typically used in everyday life (e.g., rhymes, poetry).	<i>Untuk mendedahkan anak saya kepada perbezaan jenis bahasa yang jarang digunakan dalam kehidupan harian (contoh: puisi, sajak).</i>
17	For my child to develop morals/ethics through books.	<i>Untuk anak saya membina nilai moral/etika melalui buku.</i>
18	For my child to learn about people, places, and things.	<i>Untuk anak saya belajar tentang manusia, tempat dan benda.</i>

continue...

...cont.

19	To help soothe my child when he/she is upset.	<i>Untuk membantu menenangkan anak saya ketika dia sedih.</i>
20	To help my child relax.	<i>Untuk membantu menenangkan tingkah laku anak saya.</i>
21	To give my child 1:1 attention that he/she is less likely to receive during the rest of the day.	<i>Untuk memberi anak saya tumpuan sepenuhnya yang kurang dirasakan pada waktu yang lain.</i>
22	To develop a predictable routine for bedtime.	<i>Untuk menjadikan amalan membaca sebagai rutin sebelum tidur.</i>
23	To strengthen the relationship between myself and my child.	<i>Untuk mengeratkan perhubungan antara saya dengan anak.</i>
24	To help prepare my child for bed/sleep.	<i>Sebagai persediaan anak saya untuk tidur.</i>
25	To experience physical closeness with my child.	<i>Untuk merasai kedekatan fizikal dengan anak saya.</i>
26	To give my child experience participating in quiet activities.	<i>Untuk memberi anak saya merasai pengalaman dalam aktiviti yang tenteram.</i>
27	To share an activity that I enjoy with my child.	<i>Untuk berkongsi aktiviti yang menyeronokkan antara saya dan anak.</i>
28	To increase the chance that my child will later read books on his/her own for enjoyment.	<i>Untuk meningkatkan peluang bahawa suatu masa nanti anak saya akan membaca buku mengikut minatnya sendiri.</i>
29	To help my child develop a respect for literature and books.	<i>Untuk membantu membangunkan rasa hormat anak saya terhadap buku dan bahan bacaan</i>
30	To make reading a habit.	<i>Untuk menjadikan membaca sebagai kebiasaan.</i>
31	To create a positive childhood experience for my child that he/she will always remember.	<i>Untuk mencipta pengalaman zaman kanak-kanak yang positif kepada anak saya yang akan sentiasa diingatnya.</i>
32	To develop my child's creativity and imagination.	<i>Untuk mengembangkan kreativiti dan imaginasi anak saya.</i>
33	For my child to enjoy hearing a good story.	<i>Untuk anak saya berasa seronok mendengar cerita yang baik.</i>

questionnaire (i.e., CVR \geq 0.78), while 12% (4 items) needed to be modified (i.e., CVR between 0.4 and 0.78). None of the items was eliminated. It is important to note that if many of the expert panels evaluated the item as very important, then the item was considered to have satisfied face validity (Lawshe 1975). Based on the findings, there was high content validity for most of the items in the Malay version of PGSRQ, where 17 items had a CVR value of 1.0 and 12 items had a CVR value of 0.8. However, four items needed to be modified with reference to the evaluators' comments.

The choice of terms for the modified items was the main reason the experts gave the rating "not necessary". Based on the feedback received, the expert panels commented that the phrases "membantu menenangkan anak saya ketika dia sedih" (item 19), "membantu menenangkan tingkah laku anak" (item 20), and "membantu membangunkan rasa hormat" (item 29) were too

complicated and not successful in conveying the intended meaning. The wordings in items 19 and 20 were then modified for easier understanding and reduced length. The word "persediaan" in item 24 was suggested to be changed to "persiapan" by the experts who rated this item as "not necessary." Subsequently, due to the lower CVR, the second translation and modifications for items 19, 20, 24, and 29 were carried out based on the comments by the panel of experts. This second translation process was conducted by a psychologist and an English language teacher who were not the same individuals involved in the first phase of the study. Table 4 shows the final translation of the questionnaire after the modifications were made based on the experts' comments, with the original items and the initial translation as a comparison, for items 19, 20, 24, and 29.

TABLE 3. The CVR for each item of the PGSRQ (Malay version) when evaluated by eight experts

Item	N*	CVR	Interpretation
1	7	0.8	Retained
2	8	1.0	Retained
3	7	0.8	Retained
4	8	1.0	Retained
5	8	1.0	Retained
6	7	0.8	Retained
7	8	1.0	Retained
8	7	0.8	Retained
9	7	0.8	Retained
10	7	0.8	Retained
11	8	1.0	Retained
12	8	1.0	Retained
13	8	1.0	Retained
14	7	0.8	Retained
15	8	1.0	Retained
16	8	1.0	Retained
17	8	1.0	Retained
18	7	0.8	Retained
19	6	0.5	To be modified
20	6	0.5	To be modified
21	7	0.8	Retained
22	8	1.0	Retained
23	8	1.0	Retained
24	6	0.5	To be modified
25	7	0.8	Retained
26	7	0.8	Retained
27	8	1.0	Retained
28	7	0.8	Retained
29	6	0.5	To be modified
30	8	1.0	Retained
31	8	1.0	Retained
32	8	1.0	Retained
33	8	1.0	Retained

* Number of experts evaluated the item as “essential”

DISCUSSION

TRANSLATION AND MODIFICATION OF PGSRQ (MALAY VERSION)

The PGSRQ was translated for adaptation into the Malaysian culture so that it can be conveniently used to find the parents’ goals for shared reading activities with their children. The items were translated from English to Malay, considering the terms used in colloquial settings. During the translation, there were potential cultural differences identified in the terms. For example, the

researcher faced difficulty choosing a Malay term for “physical closeness” in item 29, as it was challenging to retain its meaning after translating the item. The Malay term decided, in the end, was “kedekatan fizikal.” The experts also commented that the Malay version’s term was unsuitable. The Oxford Living Dictionaries (2021) and Kamus Inggeris-Melayu Dewan (2021) were used as references during the final modifications of the translated questionnaire. The translations given for “closeness” were “kedekatan” and “keakraban.” Hence, considering making the questionnaire easily understandable, “kedekatan fizikal” was agreed upon and retained.

TABLE 4. The modifications of the Malay version of the PGSRQ for items 19, 20, 24, and 29

Item	Original item (English version)	First translated item (Malay version)	Second translated item (Malay version)
19	To help soothe my child when he/she is upset.	<i>Untuk membantu menenangkan anak saya ketika dia sedih.</i>	<i>Untuk meredakan kesedihan anak saya.</i>
20	To help my child relax.	<i>Untuk membantu menenangkan tingkah laku anak saya.</i>	<i>Untuk menenangkan anak saya.</i>
24	To help prepare my child for bed/sleep.	<i>Sebagai persediaan anak saya untuk tidur.</i>	<i>Sebagai persediaan untuk tidurkan anak saya.</i>
29	To help my child develop a respect for literature and books.	<i>Untuk membantu membangunkan rasa hormat anak saya terhadap buku dan bahan bacaan.</i>	<i>Untuk membantu anak saya memupuk rasa hormat terhadap buku dan bahan bacaan.</i>

Another term that had a potential risk of failing to convey its original meaning was the term “develop.” According to Kamus Inggeris-Melayu Dewan (2021), the term “develop” has multiple meanings and requires different terms in Malay to convey its specific meanings, which are “maju”, “bangun”, and “kembang.” The term “develop” in item 32 was translated to “mengembangkan” by referring to Kamus Inggeris-Melayu Dewan (2021). However, none of the Malay terms listed was suitable for the phrase “develop morals/ethics through books” in item 17. Thus, the term “memupuk” was used as it was considered more suitable (Kamus Inggeris-Melayu Dewan 2021).

CONTENT VALIDITY OF PGSRQ (MALAY VERSION)

The validation aspect of this study was focused on the content validity of the questionnaire. The analysis showed that most of the items (29 out of 33) had a validity that exceeded the criterion value of 0.78. These items were mostly from the goal subsets “foster reading” and “stimulation”. The analysis results in the present study correspond to the parents’ priority for their children’s development through shared reading in studies by Audet et al. (2008) and Audet (2013). The goal subset “foster reading” had the highest rating among parents with children attending junior kindergarten (Audet et al. 2008; Audet 2013). The parents involved in both studies and the experts involved in the present research understood that the interaction in shared reading is a good predictor of children’s literacy development (Newland et al. 2011). Furthermore, based on the analysis in the present study, the experts understood that shared reading is an activity that encourages the co-regulation of interest and emotions (Farrant & Zubrick 2012). Therefore, the panel of experts had a similar understanding to the parents in Audet et al. (2008) and Audet (2013) and agreed that the items in the subsets were suitable for the questionnaire.

Based on the analysis, there were four items with CVR values lower than the critical value of 0.78. In particular, three items (items 19, 20, and 24) were from the goal subset “closeness”, and one item (item 29) was from the goal subset “enjoyment”. The ratings given by the experts in the present study correspond to those of the parents in the study by Audet (2013). As shown by Audet (2013), the goal subset “enjoyment” had the highest rating, followed by “fostering reading”, “stimulation”, and lastly, “closeness” had the lowest rating (Audet 2013). As for “closeness”, it is evident that experiencing closeness with children during shared reading was not deemed important to parents compared to developing their children through reading instructions. Moreover, in this study, most items with CVR values lower than the critical value were from the goal subset “closeness”. Thus, it can be said that the findings in the current study are similar to the results from Audet (2013) for the subset “closeness.”

In the present study, any items that failed to meet the minimal agreement, i.e., a CVR of at least 0.78, needed to be either revised or eliminated (Devon et al. 2007). However, it was decided that the items with CVR values lower than the critical value were to be retained but with modifications based on the comments given by the experts. The reason for retaining the items is in accordance with a study by Hall et al. (2018). In particular, Hall and colleagues were interested in understanding how and why parents do or do not read with their children and how shared reading is operated within the family. They found that the shared reading activity was used in some families to encourage desirable behaviour. Some parents go to the extent of implementing buying books for shared reading as a disciplinary action to reward good behaviour.

Furthermore, many parents viewed the activity as a critical element of a bedtime routine. Some claimed that the absence of shared reading disrupts the bedtime routine, as the children would not sleep without a book. In the said study, shared reading can also be seen as a preparation for children’s bedtime. Parents also reported that the shared reading helped to create a display of “doing family”, where

parents find it an opportunity to be “close” and “cuddly” with their children during the activity (Hall et al. 2018). Hence, the study by Hall et al. (2018) supports the rationale for retaining items 19, 20, 24, and 29 in the current study’s translated questionnaire.

STUDY LIMITATIONS, FUTURE DIRECTIONS AND CLINICAL IMPLICATIONS

The present study had several limitations. Firstly, the Malay-translated PGSRQ underwent only a content validity assessment. To have information on the psychometric property of the questionnaire, it should be administered to the target respondents (i.e., parents), and subsequent validity measures such as construct validity, concurrent validity, and face validity need to be employed. This can be the focus of future research. Secondly, the reliability of the Malay-translated of PGSRQ was not assessed. Thus, further research is warranted to provide this information, as the reliability of the questionnaire should be analysed to determine if the questionnaire could produce stable and consistent results (Tsang et al. 2017).

The availability of the PGSRQ-Malay instrument for the goal of shared reading is very timely for our own research and that of others. The research team hopes the readiness of the Malay-translated PGSRQ will enhance the resources for researchers engaged with Malay-speaking people and other populations. This instrument can be used in clinical settings and counselling sessions by a speech-language pathologist, counsellors and teachers while assessing the goals of shared reading of clients from Malay-speaking countries. The data will allow professionals to identify the client’s aspirations and concerns about the shared reading activity. Moreover, the data offer clinicians and counsellors a framework for exploring and gaining insight into the client’s needs during consultation and counselling sessions. Consequently, this assists the professional in providing valuable information and feedback to clients while helping them evaluate and modify their action plans on shared reading activities, consolidating new thinking patterns and processing feelings about change.

Having precise goals for shared reading would generally affect how parents correct their children’s reading errors, how they deliver instructions to their children, and how parents provide feedback to their children (Nowak & Evans 2013). Examples of counselling include fostering parents’ motivation to read, teaching parents how to teach essential literacy concepts, and explaining the nature of the sharing-reading strategies that

are most effective in facilitating early literacy. Moreover, successful data collection helps future researchers plan and create appropriate intervention programs to enrich parents’ goals and positive attitudes toward shared reading. Herewith, parents will be more compliant in performing shared reading, and children will gain more benefits once parents have appropriate goals and attitudes toward shared reading.

CONCLUSION

Due to its importance in shared reading, the original English version of PGSRQ underwent the respective translation processes; ultimately, the Malay-translated of PGSRQ was produced in the present study. Content validation was assessed through the content validity ratio (CVR), in which eight relevant experts were involved in providing their expert opinions. The present study’s findings demonstrate that the Malay-translated version of PGSRQ has good content validity (based on CVR values). That is, its content is considered valid to measure what it is supposed to measure, and the items included are important for identifying parents’ goals for shared reading. Through this study, the PGSRQ is a step nearer to being used by Malaysian people. It is hoped that with the findings presented in this study, SLPs and future researchers will better understand the intended use of the questionnaire in the Malaysian culture and can apply it in their research. Moreover, this translated questionnaire will allow researchers to study other aspects related to shared reading.

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