

An Exploratory Study of the Derivation of the Constructed Factors of the Parents' Strength Through the Phenomenological Study and the Revised Delphi Survey

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ARTICLE INFO

Article history:

Received 01 December 2022

Revised 19 December 2022

Accepted 19 December 2022

Keywords:

Strengths of Parents,
Phenomenological Research,
Revised Delphi Survey

ABSTRACT

The purpose of this study is to define the concept of the parents' strengths and derive the constructed factors. To this end, a draft concept and the constructed factors were prepared by reviewing the literatures on the parents' strengths, and the components of strengths necessary for the parents were explored and confirmed through a phenomenological study and a modified Delphi survey. After collecting the daily experience data that reconstructed activities and situations in which their parents' strengths were expressed from 13 parents selected through an intentional sampling method, over 3 weeks, the components of the parents' strengths were corrected through the in-depth interviews. Ten experts on parent education or positive psychology were selected as an expert panel, and a Delphi survey was conducted twice on the components of the parents' strengths, and the content validity was secured by analyzing the mean, standard deviation, and the CVR values. According to the results, the parents' strengths were consisted of the four factors of strengths related to growing, strengths related to building relationships, strengths related to problem-solving, and strengths related to contributing. Examining each sub-factor yielded what follows: 1) Strengths related to growing: Self-confidence, Introspection, Curiosity, Courage, Learning, Sincerity, Future-orientated, and Aesthetic, 2) Strengths related to building relationships: Love, Gratitude, Bonding, Accepting, Empathy, Expression, Individualization, and Caring, 3) Strengths related to problem-solving: Self-regulation, Flexibility, Deliberation, Insight, Resource utilization, Execution, Creativity, and Concentration, 4) Strengths related to contributing: Positive, Compassionate, Humorous, Vitality, Responsibility, Facilitating, Fairness, and Structuring. By identifying the definition of the parents' strengths and their constituent factors, this study could contribute to the development of tools to measure the parents' strengths and a strengths-based approach in the parenting education.

1. Introduction

According to the positive psychology, everyone seeks happiness and growth, and wants to be happy. To this end, we desire to develop and demonstrate our potential and live a life of growth, and our strengths are at the center of it. Recognizing one's own strengths is a process by which people understand and give meaning to their own positive values (Lopez & Snyder, 2008). This helps to build a healthy self-concept by facilitating the use of one's strengths (Linley, Willars, & Biswas-Diener, 2010), and ultimately leads to a happy and fulfilling life (Lee & Lee, 2013).

The interest in strengths is high in the fields of business administration, education, and psychology, and there are several reasons for this. First, from the perspective of business administration, strength means excellent performance and talent that contributes to an outstanding performance (Drucker, 2002; Linley & Joseph, 2004). For this reason, many companies are investing in identifying the potential strengths of their people, assigning them the roles that can make a good use of their strengths, and shaping the culture. Gallup developed the Clifton Strengths Finder 2.0 for the adults to foster strengths coaches who can recognize and utilize their strengths, while consulting to induce their work commitment by establishing a strengths-based organizational culture (Magyar-Moe, 2015).

Second, in a similar context, the importance of strengths has been emphasized in the field of education. Such strengths are approached by integrating the defining characteristics and outstanding ability related dimensions that appear in the learning context, and considering the positive psychology, multiple intelligences theory, and the curriculum contents through which the strengths are extracted and the cognitive, emotional, and relational aspects are dealt with in a balanced manner.

Finally, examining the approach of the field of psychology, the positive psychology defines the positive traits reflected in the human behavior, thinking, and the emotion necessary for leading a good life as strengths, and presents them by classifying them into the 24-character strengths (Peterson & Seligman, 2004). Character strengths include the morality that is valuable in itself even without tangible results and leads to a good life for individuals, societies, and nations (Peterson & Seligman, 2004). To measure the personality strengths, VIA-IS for adults, VIA-Youth for adolescents, and CST (Kwon, Yoo, Lim, & Kim, 2010) and CST-A (Ha, Kwon, & Kim, 2012), which were validated considering the Korean cultural characteristics, and the Child Personality Strengths Test (Kim et al., 2015) have been developed. This is because they could help induce the individual and organizational growth and contribute to the superior performance. As such, the interest in strengths is increasing, yet it is difficult to find a case in which a strengths-based approach is made in the context of home, which is the home of all lives.

Recently, there has been an interest in the strength-based parenting, which emphasizes the discovery of the children's strengths and emphasis on the strength-based parenting, but it usually focuses on the child's strengths and how to foster the talents that are based on the strengths. For example, the studies on utilizing the mothers' strengths to raise children in infancy (Kim & HWANG, 2016; Kim, 2020) and a study on the women's strengths and resources in the single-parent families (Kim & Kim, 2018).

Strengths traits and strengths models are based on a variety of roots and should be reviewed to meet the needs of the context and environment in which the strengths are applied. Wagner,

Pindeus, and Ruch (2021) found that the frequency and intensity of strengths recognized and manifested differs according to the context of different areas of life (work, education, leisure, and relationships, etc.), and the need to reconstruct the existing strengths diagnosis tool suggested. Furthermore, since the approach to be taken determines the direction of subsequent development of strengths, an approach that considers the interaction between strength characteristics and the environment is necessary (MacKie, 2016). That is, considering that certain strengths may tend to be emphasized according to a given context or organizational/social demand, it is necessary to redefine te parents' strengths based on a healthy family and parental image.

Hence, in this study, in order to help discover the parents' strengths, the concept of the parents' strengths is newly defined and the components of the parents' strengths are identified. The research questions of this study are as follows. First, what is the conceptual definition of the parents' strengths? Second, what are the components of the parents' strengths?

2. Research Method

2.1 Study procedures

In this study, after exploring the components of the parents' strengths through the literature analysis and the FGI (Focus Group Interview), it was validated through the expert consultation and Delphi survey. The overall outline of the research progress is summarized and presented in the following Table 1.

In order to derive the definition and constituent factors of the parents' strengths, the related literature such as parental role, parental competence, and the parental character strengths were analyzed, and a draft of the parents' strengths definition and constituent factors was prepared. Thereafter, the FGI for the parents was used to reflect the viewpoint on the parents' strengths, and secure the ecological validity by including the behavioral patterns for the parents' strengths found in the daily life. Specifically, a total of 13 research participants were selected, and through the first FGI, the meaning and examples of the parents' strengths were explored through the open-ended questions such as 'What are parents' strengths?' and 'How was my experience of the parents' strengths?' Thereafter, the research participants sampled their parents' strengths-related experiences based on the social media over a period of 2 weeks.

Table 1. Stages of research and main contents

| | Schedule | Content | Remarks |
|---|---------------------|---|------------|
| Draft preparation of the parents' strength components through previous studies and literature analysis | 2020.11.01. - 11.13 | Consideration and analysis of related preceding studies Derivation of draft parents' strength components | |
| Contextualization of the components of the parents' strength through strength experience sampling in daily life | 2020.11.14 | 1st FGI for the parents | 13 parents |
| | 2020.11.16 - 12.01 | Parent strength experience sampling in daily life | |
| | 2020.12.05 | Conducted the 2nd FGI for the parents | |
| Validation of the parents' strength Components through Modified Delphi Survey | 2020.12.10 | Expert advisory meeting | 3 experts |
| | 2020.12.17 | Conducted the 1st Delphi survey | 10 experts |
| | 2020.12.24 | Conducted the 2nd Delphi survey | 10 experts |

The research participants ‘expressed their strengths with hashtags’ and posted on social media about ‘how their strengths were expressed under certain circumstances.’ Through the 2nd FGI for the parents, the parents’ strengths search process and results were shared, and the definition and components (draft) of the parents’ strengths were refined.

Thereafter, based on the expert advice and the 1st and 2nd Delphi surveys, the validity of the definition and components of the parents’ strengths was secured. The first Delphi survey was consisted of questions to confirm the validity of the definition of the parents’ strengths and sub-factors, and was collected after distributing via email to 10 expert panelists. The 2nd Delphi survey was consisted of questions to confirm the validity of the definitions and elements after modifying and supplementing them by analyzing the responses to the 1st Delphi survey results. Likewise, opinions were collected through email, and an opinion finally agreed upon was sought.

2.2 Subject of study

In order to contextualize the definition and components of the parents’ strengths based on the parents’ lives, research participants were recruited. Recruitment criteria are the parents who are curious about strengths in the family, agree to share experiences, and are willing to actively participate. Based on which, 13 study participants were selected. The characteristics of the research participants selected through the purposeful sampling method are as illustrated in Table 2, and the names of the research participants were all pseudonyms to respect the individual privacy. In the process of confirming their intention to participate in the study, all participants were informed of the purpose of the study, anonymity, the possibility of giving up mid-participation, and confidentiality according to the ethical regulations.

Table 2. Background information of study participants

| Participants | Nickname | Residence | Age | Child age | Note |
|----------------|-----------------|-----------|-----|-----------|----------------|
| Participant 1 | Donggun Jang | Bucheon | 37 | 5, 2 | married couple |
| Participant 2 | Olive | Bucheon | 33 | 5, 2 | |
| Participant 3 | Cry | Seoul | 44 | 14, 11 | married couple |
| Participant 4 | Three countries | Seoul | 48 | 14, 11 | |
| Participant 5 | Dongdongi | Seongnam | 33 | 8, 6 | |
| Participant 6 | You | Yongin | 35 | 1 | |
| Participant 7 | Happy Kyakyumam | Namyangju | 35 | 5, 3 | |
| Participant 8 | Helen | Seoul | 46 | 7 | Twins |
| Participant 9 | Pearl | Seoul | 39 | 10, 8, 4 | |
| Participant 10 | Pandora | Daejeon | 43 | 17, 16 | |
| Participant 11 | Mugwort | Seoul | 31 | 3 | |
| Participant 12 | Spring rain | Suwon | 42 | 11, 4 | married couple |
| Participant 13 | Traffic Light | Suwon | 47 | 11, 4 | |

In order to confirm the validity of the concept definition and components of the parents' strengths, a total of 10 experts on the parent education and strengths formed an expert panel as illustrated in Table 3. In order to secure the content validity through the experts, the expert panel selection is important. The standard criteria for forming an expert group are not presented, but according to Murray & Hammons (1995), useful results can be obtained with a group of 10 to 20 experts. The structure of the expert group should consider the expertise of the panel more important than the size of the panel. Hence, in this study, experts were selected on the basis of a doctor of education who has experiences in developing and operating the parent education programs, a certification qualification related to strengths, or a person who has conducted research and education.

Table 3. Expert panel for validation

| Category | Expert | Career | Related experience |
|----------------------------------|----------|----------|---|
| Experts on Parents education (5) | Expert A | 11 years | Development and attendance of parent education programs, Doctor of Education (Educational Technology) |
| | Expert B | 5 years | Development and attendance of parent education programs, Doctor of Education (Educational Technology) |
| | Expert C | 7 years | Parent education program development and attendance, Doctor of Education (Lifelong education) |
| | Expert D | 5 years | Development and attendance of parent education programs, Doctor of Education (Educational Technology) |
| | Expert E | 5 years | Parent education program development and attendance, doctorate in education (Educational psychology) |
| Experts on Strengths (5) | Expert F | 20 years | Master's and Doctorate in Psychology (Industrial and Organizational Psychology), University Professor |
| | Expert G | 15 years | Gallup Certified International Strengths Coach and Strengths Disposition Expert, Doctor of Education |
| | Expert H | 15 years | Master's and Doctorate in Psychology (Counseling Psychology Major), University Professor, Lecturer in Positive Psychology |
| | Expert I | 15 years | Gallup certified international strengths coach and strengths propensity expert |
| | Expert J | 10 years | Gallup certified international strengths coach and strengths propensity expert |

2.3 Data analysis

In this study, Giorgi's phenomenological research method was applied to contextually derive the definition and components of the parents' strengths. Phenomenon means the psychological concept experienced by the subject of study, and the phenomenological research has the advantage of enabling an essential approach by analyzing one's subjective experience. In particular, Giorgi's phenomenological research method helps to explore the subject of research in depth by exploring the essence

of experience. After printing and repeatedly reading the entire content posted on social media by the research participants about their experience of using the parents' strengths, sentences or the phrases directly related to strengths were selected and extracted as the meaningful factors. Lastly, based on the meaningful statements, it went through the stage of organizing components by linking common themes. In order to minimize the researcher's subjectivity, the entire process of data analysis was accompanied by two parent education experts in addition to the three researchers, and the described research data and collected data were repeatedly reviewed. Rereading the selected data focused on the main keywords, selected repetitive concepts and grouped them into the common items to derive the representative keywords. As for the original data, it was integrated into the common concepts through the classification by strength and semantics, and the categorization was made from detailed areas to higher areas to ensure that the contents of each semantic category were mutually exclusive and distinguished from each other. In the process of data analysis, the researchers demonstrated an agreement rate of about 90% or more, and when there was a difference of opinion, a consensus was reached through discussion. Furthermore, in the process of semantizing the original data in an inductive way, in naming the category name of each category, the words with comprehensiveness and representativeness were selected. Through this process, the examples for each semantic category were presented, and the preliminary validity was secured through a review of the parents and experts who participated in the study.

In order to confirm the content validity of the definition and components of the derived parents' strengths, an attempt has been made to verify the appropriateness of the parents' strength components through a modified Delphi technique targeting an expert panel. It is difficult to secure mutual exclusivity in the structure of the domain of the parents' strengths, and it is intended to go through the process of agreeing on the constituent factors in consideration of the importance and suitability of the strengths required of parents. A Delphi survey is generally conducted in three stages. The first stage is consisted of the open-ended questions and undergoes the process of collecting various opinions of experts. If the analysis of previous studies and the collection of opinions of various members were preceded, the modified Delphi method (Park, 2014; Murry & Hammons, 1995) can be applied, omitting step 1 and confirming validity through structured questions. In this study, the preliminary work was conducted through the literature research and phenomenological research methods instead of step 1, and a validity evaluation was conducted in parallel with a structured questionnaire and an open questionnaire method that allows for revision and other opinions to be presented. As for the collected data, descriptive statistics were conducted to calculate average, standard deviation, and CVR values, and the contents were modified and supplemented by reflecting other opinions. Content validity was verified by calculating CVR (Content Validity Ratio) developed by Lawshe (1975) and reviewing whether it exceeds the minimum value according to the number of panels. In this study, according to Lawshe's CVR formula, the number of respondents (10 people) was based, while the CVR reference value was set to 0.62. If the CVR value was lower than the reference value (0.62), it was determined that the validity of the content was not secured, and the correction and supplementation were carried out.

3. Results

3.1 Results of Literature Review

In order to explore the strengths of parents, an analysis of the existing strength classification system and diagnostic tools was conducted. The personality strengths and virtues classification system proposed by Peterson and Seligman (2004) classified 6 core virtue convergence and 24 personality strengths based on literature review across time and place. Seligman (2002) selected only the scientifically measurable strengths in consideration of temporal stability and cultural universality and presented 24 personality strengths for the six core virtues of wisdom, knowledge, courage, charity, justice, moderation, and transcendence. Character strengths are the processes and mechanisms that can lead to virtues (Peterson & Seligman, 2004), and each virtue contains three to five disparate character strengths. Based on the theoretical considerations, character strengths and virtues are organized into the mutually exclusive categories. With the establishment of the VIA system that classifies the strengths and weaknesses of personality, a scientific foundation was laid to enhance the understanding of human positive characteristics. Peterson and Seligman (2004) presented the VIA (Values-in Action Classification Strengths and Virtues) classification system for the strengths and virtues of character and identified life characteristics that are the basis of happiness. The six core virtues are consisted of the strengths of wisdom and knowledge, charity, courage, moderation, justice, and transcendence (Peterson & Seligman, 2004; Peterson, 2009; Seligman, 2004).

The Clifton Strengths Finder was designed by Donald Clifton and Gallup. Having studied success in business and education for more than 50 years, Clifton began developing the Clifton Strengths Finder under the assumption that talent could be operationally defined, studied, and highlighted in a career or educational setting (Buckingham & Clifton, 2001). He saw strength as an extension of talent. That is, the construct of strength is a combination of an individual's talents and related knowledge, skills, and effort, and can be defined as the ability to consistently perform a specific task with near perfection. Clifton identified individual talent through the empirically validated semi-structured interviews, which created the Structured Talent Test in the 1990s. Based on his initial interview data, Clifton identified 400 talent themes, 34 of which were prevalent in society and related to success in life. The Strengths Finder outcome was consisted of 178 item pairs measuring 34 talent themes (Buckingham & Clifton, 2001). Clifton and Nelson (1992) defined the construct of strengths as "a combination of an individual's talents and related knowledge, skills, effort, and ability to consistently achieve near-perfect performance on a particular task." The Clifton Strengths Finder provides the information on the five highest-scoring talents, or "five signature themes," and the diagnostic results tend to remain stable over time.

Examining the existing typical strengths classification system and the development process of diagnostic tools, it can be seen that the strengths ultimately have goal-oriented characteristics in common. Examples include VIA's 'Core Virtues' or Clifton Strengths Finder's 'Success.' Hence, in this study, in order to define the strengths of parents, an attempt has been made to specify the goals that the parents should aim for at the individual and community level, and specifically set the goals for 'happy adults' and 'healthy families.'

Parents should live well as adults before becoming parents themselves, and ‘happy adults’ become the basic premise of ‘happy and healthy families and society.’ According to the previous studies on well-being and happiness by philosophers and social scientists, happiness can be defined as subjective well-being (Diener, 1984). Subjective well-being refers to the cognitive and emotional evaluation of one’s life and the way one perceives and emotionally experiences one’s life. That is, a high subjective well-being means that, cognitively, satisfaction of life is high, and emotionally, there are many positive emotional experiences and a few negative emotional experiences. Ryff (1989) criticizes that the subjective well-being, which represents the quality of life in the subjective aspect, overlooks an important aspect in which the individuals function positively as the members of society. It advocated for the psychological well-being, composed of the subcomponents of self-acceptance, positive interpersonal relationships, autonomy, environmental control, purpose of life, and personal growth. To sum up these meanings implicitly, a person with a high psychological well-being accepts himself as he is, continues to maintain the positive interpersonal relationships, has the ability to be independent or self-regulate his behavior, and chooses and changes his environment. It can be seen as a life in which there is control over what one can do, purpose in life, and motivation to realize one's potential (Cha, 2004). Furthermore, subjective well-being is a subjective evaluation of the cognitive and emotional aspects of quality of life, and psychological well-being refers to the sum of psychological aspects that are considered to affect an individual's life in terms of social functioning (Ryu & Lee, 2007).

A ‘happy family’ can be approached in terms of family health. Stinnett et al.'s study of strong families, Barnhill's study of healthy family systems, Curan's study of healthy family characteristics, Walsh's study of normal family processes, and Hall's new family study are the representative examples. Summarizing the concepts presented in the previous studies, a healthy family can be defined as a socio-psychological relationship in which a positive sense of family identity, satisfactory interactions among family members are formed, and individual potential is encouraged (Otto, 1962). Stinnett (1977) defined a healthy family as a family in which the family members achieve self-actualization or self-actualization, all family members enjoy a high level of happiness, and each other's needs are sufficiently met. Taken together, a healthy family can be defined as a family that promotes the development of each member, promotes the functional and harmonious interactions among the family members, and promotes improvement of the family's communal, emotional and moral (values) relationships. Based on the information above, an attempt was made through this study to explore the strengths that can contribute to this based on the framework of happy adults and healthy families.

3.2 Results of the Phenomenological Research

Based on the results of the literature analysis and the analysis of the participants' experiences of using their strengths, the parents’ strengths could be divided into the four areas of growth strengths, relationship strengths, problem-solving strengths, and contribution strengths. The examples of specific examples of the strengths experienced by the participants and the derived strength areas are as illustrated in Table 4 below.

Table 4. Derived areas and sampling examples of the parents' strength through the phenomenological research

| Examples of experience sampling | Characteristic | Derived strengths |
|---|--|---|
| <p>#Learning Today, I couldn't remember my strengths, so I asked my husband who came back from work directly what my strengths were as a parent. After thinking about it for a long time, the first thing that came to me was trying to be a good mother. I receive education, receive counseling, read books, go to study... (omitted) ... As a parent, I still have many things I don't know and I'm not good at it, so I desire to learn more.</p> | Strengths that help you understand yourself and the world and achieve continuous growth based on your innate inner ability | Strengths related to growing |
| <p>#Curiosity I'm still adjusting to life in the upper region, but in the eyes of my partner (husband), I think I'm half of the locals. They say it's amazing how they can get around well using public transportation, meet new people, attend events or meetings they're interested in, and get around so well and meet new people while feeling shy. Just like my partner (husband) thinks, I'm afraid of meeting new people and doing things for the first time, but I guess there's an unknown #Curiosity #Timid brave #Sociality inside me.</p> | | |
| <p>#Looking for, recognizing, and caring for emotions I try to take care of the emotional state by examining the facial expressions of my family. I've been thinking all along how to ease the heart of the big kid who's been upset since last night. Shall I write a letter? Shall we talk? I thought about when would be a good time all day.</p> | Strengths needed in the process of building a healthy relationship with family members and giving and receiving love | Strengths related to building relationships |
| <p>#Grateful As I focus on my strengths and the parts I did well every day, I get a lot of positive energy! I think there are more things to be thankful for. Thank you for being able to spend the day without a big accident, and thank you to the second one who took care of me in the car seat when it took over an hour to get off work! I was worried that I wouldn't have time to cook at all, but thanks to my husband for packing sundae soup! Furthermore, I am grateful for this moment when I can look back on my day like this.</p> | | |
| <p>#Express my heart My heart felt lighter after I cried and confessed my feelings that I hadn't struggled with all day. I was grateful to him for taking my side and wiping away my tears... and then it wasn't until then that 'Ah... there are things that don't go your way.' So, 'don't regret your hard work and let it go. I considered, 'It's okay though.</p> | | |
| <p>#Courage It's been almost a year since my child was born, but as a new mom, I couldn't even go to the pediatrician without my husband. Today, I was alone with my child, so I had to go to the pediatrician with a nervous + trembling heart. I was sweating seeing my child cry so much, but as a mother, I still felt like I had cleared one mission.</p> | The mindset needed to solve problems, strengths linked to one's own strategy | Strengths related to problem-solving |
| <p>#Creativity During last year's summer vacation, I was thinking about what to do in the evening at the dorm, washed the bottle caps of the drinks the children had finished drinking, and we called this a treasure, and Dad will hide it. When I was looking for it, I had fun playing without noticing the time passing. Even after that, the two children at home hide towels from each other, hide stopwatches, find them... Even trivial things in everyday life become treasures, play happily, and enjoyment of daily life always helps to enjoy life. Seems to.</p> | | |

| Examples of experience sampling | Characteristic | Derived strengths |
|--|--|-----------------------------------|
| <p>#Vitality #Passion The older child is tired of studying. I was thinking about what to do to regain my strength, and I suggested going to get some fresh air, but it was rejected. It's a short time, but it feels good to think that a middle school girl is doing something with her dad.</p> <p>#Positive When I saw the child's test results at the hospital, I felt a little bad. Since she is in front of the child, she calmly listens and comes out, but she is a little anxious about the child. So she comforted the child saying it was okay and gave her understanding according to her child's level. When the child fell asleep in the car on the way home, only then did I begin to worry as I started thinking about all sorts of things. Still, the conclusion I came to at the end of my thoughts was, where can I get better by being treated without surgery? At times like this, I don't fall into 'why' and I'm just thankful for my brain circuit that always gives way to 'I'm glad.' Well done!</p> | Strengths that have the power to contribute to oneself and others, to the community and to the world | Strengths related to contributing |

Strictly classifying the areas of the parents' strengths presented above and dividing them into exclusive jobs may only be a theoretical implementation, but it is meaningful in that it shows the direction and multiple characteristics that the parents' strengths should aim for. The FGI was conducted for the research participants and the experts to outline the sub-strength factors for each of the four areas, and the basis and results are as illustrated in Table 5.

Table 5. Criteria for deriving the parents' strength factors

| Impact | Growing | | | | | | Building relationships | | | | | | | | | | | |
|---------------------|---------|---|---|----|---|---|------------------------|----|---|----|----|---|----|---|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Strengths | | | | | | | | | | | | | | | | | | |
| Literature review | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | - | ○ |
| Experience sampling | 4 | 1 | 5 | 11 | 3 | 1 | 11 | 10 | 6 | 10 | 16 | 9 | 10 | 1 | 5 | 3 | 13 | 1 |
| FGI | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | - |

| Impact | Problem-solving | | | | | | | | Contributing | | | | | | | | | |
|---------------------|-----------------|---|---|----|---|---|---|---|--------------|---|---|---|---|---|---|----|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Strengths | | | | | | | | | | | | | | | | | | |
| Literature review | ○ | ○ | ○ | ○ | - | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | - | |
| Experience sampling | 7 | 7 | 3 | 13 | 6 | 4 | 2 | 7 | 6 | 8 | 6 | 4 | 3 | 3 | 2 | 11 | 2 | 8 |
| FGI | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | - | |

Strengths related to growing

1: Self-confidence 2: Introspection 3: Curiosity 4: Learning 5: Sincerity 6: Future-oriented

Strengths related to building relationships

1: Love 2: Gratitude 3: Bonding 4: Accepting 5: Empathy 6: Expression 7: Individualization 8: Fairness 9: Kindness 10: Self-regulation 11: Caring 12: Optimization

Strengths related to problem-solving

1: Courage 2: Flexibility 3: Deliberation 4: Insight 5: Analysis 6: Fulfillment 7: Execution 8: Creativity 9: Concentration

Strengths related to contributing

1: Humorous 2: Vitality 3: Positive 4: Compassionate 5: Facilitate 6: Responsibility 7: Structuring 8: Aesthetic 9: Leadership

3.3 Results of the 1st Delphi Investigation

3.3.1 Examining the feasibility of defining the parents' strengths

As a result of converging the experts' opinions, the average score for the definition of the parents' strengths was 4.56 (likert 5-point scale), and the value for content validity (CVR value) converged to 1.00. Other opinions included 1) that it should be expressed more concisely, and 2) that the context of raising children was expressed somewhat less. The concept was refined by collecting the opinions, yet the role of a healthy adult, a caregiver, and a member of the community, rather than a function-focused parent to raise children, was tried to be expressed in a balanced manner. The final refined definition of the parents' strengths is the "positive characteristics that parents can contribute to the health of individuals, families, and society while living as complete selves, healthy fosters, and members of the community including the family."

3.3.2 Validity review of the areas of the parents' strength and components

As a result of collecting the experts' opinions on the areas of the parents' strength, all areas secured a CVR value (.62) above the standard.

Table 6. Result of the feasibility study for the areas of the parents' strength

| Impact | Strength | M(SD) | CVR |
|---|--|------------|------|
| Strengths related to growing | Strengths that help you understand yourself and the world and achieve continuous growth based on your innate inner ability | 4.67(0.71) | 0.78 |
| Strengths related to building relationships | Strengths needed in the process of building a healthy relationship with family members and giving and receiving love | 4.78(0.44) | 1.00 |
| Strengths related to problem-solving | The mindset needed to solve problems, strengths linked to one's own strategy | 4.78(0.44) | 1.00 |
| Strengths related to contributing | Strengths that have the power to contribute to oneself and others, to the community and to the world | 4.67(0.71) | 0.78 |

As a result of converging the experts' opinions on the parents' strength component, most of them secured a CVR value (.62) above the standard, yet some areas (aesthetic and feel) demonstrated the values below the standard. 'Aesthetic sense' was supplemented by changing the terms from 'contribution' to 'growth' and 'filling' to 'resource utilization.' As for the other opinions, opinions were suggested that 1) the middle domain names of 'Fundamental' and 'Technical' did not appeal to them, and 2) that the movement of sub-domain strength components between the domains was required. Accordingly, the expressions of 'Fundamental' and 'Technical' were changed to 'root' and 'wing' strengths to make the classification more intuitive and easier to understand, and an attempt was made to create the parents' strength model that achieves the purpose through the movement between the areas.

Table 7. Results of the content validity review on the parents' strengths component (1st)

| Strengths | M | SD | Median | Ne | CVR |
|---|------|------|--------|----|------|
| Strengths related to growing | 4.44 | 0.53 | 4 | 9 | 1.00 |
| Fundamental | | | | | |
| Self-confidence | 4.67 | 0.71 | 5 | 8 | 0.78 |
| Introspection | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Curiosity | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Technical | | | | | |
| Learning | 4.11 | 0.93 | 4 | 6 | 0.33 |
| Sincerity | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Future-oriented | 4.67 | 0.71 | 5 | 8 | 0.78 |
| Strengths related to building relationships | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Fundamental | | | | | |
| Love | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Gratitude | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Bonding | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Acceptance | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Empathy | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Technical | | | | | |
| Expression | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Individualization | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Fairness | 4.44 | 0.73 | 5 | 8 | 0.78 |
| Kindness | 4.67 | 0.50 | 5 | 9 | 1.00 |
| Strengths related to problem-solving | 4.67 | 0.71 | 5 | 8 | 0.78 |
| Fundamental | | | | | |
| Self-regulation | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Courage | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Flexibility | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Technical | | | | | |
| Discreet | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Insight | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Fulfillment | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Execution | 4.56 | 1.01 | 5 | 8 | 0.78 |
| Creativity | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Concentration | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Strengths related to contributing | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Fundamental | | | | | |
| Humor | 4.67 | 0.71 | 5 | 8 | 0.78 |
| Vitality | 4.33 | 0.87 | 5 | 7 | 0.56 |
| Positive | 4.44 | 0.73 | 5 | 8 | 0.78 |
| Compassion | 4.33 | 0.71 | 4 | 8 | 0.78 |
| Technical | | | | | |
| Responsibility | 4.44 | 0.73 | 5 | 8 | 0.78 |
| Facilitate | 4.56 | 0.53 | 5 | 9 | 1.00 |
| Structuring | 4.44 | 0.53 | 4 | 9 | 1.00 |
| Aesthetic | 4.11 | 1.17 | 5 | 6 | 0.33 |

3.4 Results of the 2nd Delphi Survey

As a result of gathering the expert opinions on the modified parent cavity component through the first Delphi survey, most of the CVR values (.62) above the standard were obtained, yet some components (aesthetic and Learning) demonstrated the values below the standard. ‘Aesthetic sense’ was supplemented by changing the terms from ‘contribution’ to ‘growth’ and ‘filling’ to ‘resource utilization.’

Table 8. Results of the content validity review on the parents' strengths component (2nd round)

| Strength | M | SD | Median | Ne | CVR |
|---|------|------|--------|----|------|
| Strengths related to growing | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Root | | | | | |
| Self-confidence | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Introspection | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Curiosity | 4.56 | 0.73 | 5 | 8 | 0.78 |
| Courage | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Wing | | | | | |
| Learning | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Sincerity | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Future-oriented | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Aesthetic sense | 4.33 | 0.87 | 5 | 7 | 0.78 |
| Strengths related to building relationships | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Root | | | | | |
| Love | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Gratitude | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Bonding | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Accepting | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Wing | | | | | |
| Empathy | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Expression | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Individualization | 4.56 | 0.53 | 5 | 9 | 1.00 |
| Caring | 4.78 | 0.67 | 5 | 8 | 0.78 |
| Strengths related to problem-solving | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Root | | | | | |
| Self-regulation | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Flexibility | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Deliberation | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Insight | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Wing | | | | | |
| Resource utilization | 4.33 | 0.87 | 5 | 7 | 0.78 |
| Execution | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Creativity | 4.67 | 0.71 | 5 | 8 | 0.78 |
| Concentration | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Strengths related to contributing | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Root | | | | | |
| Positive | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Compassionate | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Humorous | 5.00 | 0.00 | 5 | 9 | 1.00 |
| Vitality | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Wing | | | | | |
| Responsibility | 4.89 | 0.33 | 5 | 9 | 1.00 |
| Facilitating | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Fairness | 4.78 | 0.44 | 5 | 9 | 1.00 |
| Structuring | 4.89 | 0.33 | 5 | 9 | 1.00 |

The finally completed components and definitions for each area of parents' strength are as illustrated in Table 9. The parents' strengths derived from this study are consisted of the strengths related to growing, strengths related to building relationships, strengths related to problem-solving, and the strengths related to contributing, while the strengths of each area are further divided into root strengths, which are the basis for the expression of strengths, and wing strengths, which are linked to the execution. Examining each sub-factor, first, the strengths related to growing are the strengths

with which they ‘have the courage to live independently with subjectivity and creatively practice one’s own way of growth in life.’ They are consisted of the 8 strengths of self-confidence, introspection, curiosity, courage, learning, sincerity, future-orientated, and aesthetic. Second, the strengths related to building relationships are the ‘strengths necessary in the process of establishing the healthy relationships with family members and conveying and receiving love’, which are consisted of the 8 strengths of love, gratitude, bonding, accepting, empathy, expression, individualization, and caring. Third, the strengths related to problem-solving are ‘the strengths that are connected to the mindset and strategies needed to solve these problems’, which are consisted of the 8 strengths of self-regulation, flexibility, deliberation, insight, resource utilization, execution, creativity, and concentration. Fourth, the strengths related to contributing are the ‘strengths that have the power to contribute to oneself and others, the community and the world,’ which are consisted of a total of 8 strengths of positive, compassionate, vitality, humorous, responsibility, facilitating, fairness, and structuring.

Table 9. Components and definitions by the parents’ strengths (final)

| Impact | Strength | Definition | |
|------------------------------|--|---|--|
| Strengths related to growing | Growing strengths are the strengths needed for one to live a healthy life as a completely grown adult. A completely grown adult means a person who has the courage to live independently with a sense of identity and creatively implements one’s own way of growing up in life. The strengths to grow will help one understand one’s self and the world based on your innate inner ability and achieve the continuous growth. | | |
| | Root | Self-confidence | I believe that I can clearly recognize myself as I am and do what I need to do. |
| | | Introspection | I look back on my daily experiences, such as my words, actions, and emotions, and examine their meaning. |
| | | Curiosity | I desire to see others and the world with an open mind without judgment or prejudice, and to get to know them deeply. |
| | | Courage | When I have a need or want, I put it into action decisively, not intimidated by fear. |
| | Wing | Learning | Learn new things through the process of experiencing and learning new things. |
| | | Sincerity | It is not different from the outside, it is sincere, and it acts in accordance with its beliefs and thoughts. |
| | | Future-oriented | I weigh the possibilities for the future and think and choose from a long-term perspective. |
| | | Aesthetic | I feel and enjoy beauty and awe from nature, art, and everyday experiences. |
| | Strengths related to building relationships | Having the healthy and close relationships is the basis for living a happy life. In a small society called family, a healthy society can be formed by forming healthy relationships with the family members. The relationship building strengths are the strengths needed in the process of one’s building healthy relationships with the family members and giving and receiving love. | |
| Root | | Love | With unconditional affection and interest in existence itself, I cherish and cherish the other person. |
| | | Gratitude | I notice the things I am grateful for in my daily life, and I fully feel them. |
| | | Bonding | I value connection and belonging among people and build deep and intimate relationships with those around us. |
| | | Accepting | Even if situations or other people’s opinions differ from my expectations, I value differences and accept them openly. |

| Impact | Strength | Definition | |
|--------------------------------------|--|--|---|
| | Wing | Empathy | I fully understand the situation and feelings from the other person's point of view and share my feelings with each other. |
| | | Expression | I can easily and skillfully communicate my thoughts, feelings, and desired topics. |
| | | Individualization | I recognize the diversity of individuals and sensitively recognize and respond to each individual's desires and demands. |
| | | Caring | I respect myself and others, treat me warmly, and take care of me affectionately. |
| Strengths related to problem-solving | Living as parents, we are constantly faced with unexpected big and small problems, and we are asked to make choices and take responsibility for them. Furthermore, even if it doesn't feel like an urgent problem right now, I try to close the gap between the ideal I want and the current state. The problem-solving strengths are the strengths that are connected to the mindset and strategies needed to solve these problems. | | |
| | Root | Self-regulation | I can appropriately prioritize my own behaviors, feelings, and needs according to the circumstances. |
| | | Flexibility | I adapt to the situation and solve it by considering various aspects without insisting on a fixed method. |
| | | Deliberation | I am careful about what I say or do and think deeply about the impact and consequences before making any decision. |
| | | Insight | I think from a variety of comprehensive perspectives, see through and deeply understand people, things, and situations. |
| | Wing | Resource utilization | I collect and store information and resources for their usefulness, and use them when appropriate. |
| | | Execution | I put my thoughts, plans, etc. into action. |
| | | Creativity | When I do something, I look at it from a new perspective or find a solution without being bound by the familiar framework. |
| | | Concentration | Once I have a goal set, I put all of my energy into it without being distracted by anything else until I achieve what you want. |
| | Strengths related to contributing | The parents' lives are called upon to play a pivotal role in society in a larger network. My strengths are the elements that add energy to my life and make me happy, but they are also the elements that help or add value to my children, spouse, or someone else. Contributing strengths are the strengths that have the power to contribute to oneself, others, the community and the world. | |
| Root | | Positive | I focus on the bright side of people or things, and treat them with an optimistic and hopeful attitude. |
| | | Compassionate | I understand and accept generously without blaming or holding grudges for my own faults and those of others. |
| | | Humorous | I move productively with zest for life and energy. |
| | | Vitality | I shift thoughts and moods through witty words and actions that bring laughter and joy. |
| Wing | | Responsibility | As a member of the community, I sincerely do our best for the things I must protect. |
| | | Facilitating | I sensitively discover the individual's potential and helps them grow through encouragement and support. |
| | | Fairness | Regardless of personal likes and dislikes, I treat them with the same respect and fairness. |
| | | Structuring | By creating the rules and systems for everyday life, families and communities can remain efficient and stable. |

4. Discussion and Conclusion

Compared to the weakness-based approach, the strengths-based approach is positive in that it focuses on the potential and development potential of individuals and organizations and contributes to forming positive attitudes, emotions, and behaviors (Rashid, 2015). In particular, with the recent emphasis on resilience and flexibility, the value of the strengths-based approach is highlighted in that it induces positive emotions such as confidence, hope, and optimism (Bell, Crabtree, Hall, & Sandage, 2021). However, it is difficult to find the studies on the concept and classification system of strengths that focus on the context of the family, which is the basis of society.

Hence, this study tried to newly define the concept of the parents' strengths and identify the constituent factors. To this end, a draft concept and component factors were prepared by reviewing the previous studies and literature on the parents' strengths, and the components of strengths necessary for the parents were explored and confirmed through phenomenological research methods and modified Delphi techniques. For the 13 parents with children selected through the intentional sampling method, the edaily experience data reconstructed activities and situations in which the parents' strengths were expressed were collected for 3 weeks, and then the parents' strengths were refined through the in-depth interviews. A Delphi survey was conducted twice on the parents' strength components targeting an expert panel consisted of 10 experts in the fields of parent education, strength coach, and positive psychology. By analyzing the average, standard deviation, and the CVR values according to the results of the Delphi survey, the content validity of the parents' strength components was secured. The finally derived strengths of thee parents were further divided into 32 components for the 4 impacts of growing, building relationships, problem-solving, and contributing.

Specifically, the parents' strengths were consisted of the four factors of strengths related to growing, strengths related to building relationships, strengths related to problem-solving, and the strengths related to contributing. Examining each sub-factor, first, strengths related to growing are the strengths with which they 'have the courage to live independently with subjectivity and creatively practice one's own way of growth in life.' They are consisted of the 8 strengths of self-confidence, introspection, curiosity, courage, learning, sincerity, future-orientated, and aesthetic. The research participants using the growth strengths demonstrated that they lead their lives in a healthy way and fulfill their role as parents through the broad understanding and acceptance of themselves and the world. Growth means a desirable change or personal development in a desired direction (Arkoff, 1975), which appears through the process of understanding and accepting oneself, and furthermore, which provides the basis for growing into a mature parent-child and family relationship. This is Bowen's self-differentiation theory, which states that the parents can rationally guide and raise their children in a healthy way by acquiring emotional maturity and individuality, and a growth model of positive psychology that emphasizes the need for the parents to grow into more mature people through the self-reflection (growth model).

Second, the strengths related to building relationships are the 'strengths necessary in the process of one's establishing healthy relationships with the family members and conveying and receiving love', which are consisted of the 8 strengths of love, gratitude, bonding, accepting, empathy, expression, individualization, and caring. The research participants using the relationship strengths demonstrated

that they improved the quality of their relationships by increasing mutual solidarity and making efforts to improve the communication. They had warm, satisfying, and trusting relationships with others, and were interested in the welfare of others. They felt strong affection, intimacy, and empathy, and communicated actively with the understanding that interpersonal relationships are giving and receiving. This is linked to the aspects that are emphasized in the family health related studies (Barnhill, 1979; DeFrain, & Asay, 2007), such as a family atmosphere in which affection can be felt, as well as emotional connection, appropriate affectionate response, solidarity through expression of interest, commitment, strong mutual trust, sufficient positivity and support, provision of help, and clear and effective communication.

Third, the strengths related to problem-solving are 'the strengths that are connected to the mindset and strategies needed to solve these problems', which are consisted of the 8 strengths of self-regulation, flexibility, deliberation, insight, resource utilization, execution, creativity, and concentration. The research participants who used the problem-solving strengths gave meaning to the problems or crisis situations they faced or maintained an optimistic attitude to solve them in their own way or to do their best. These attitudes and practices helped the participants cope with the large and small daily events without difficulty, and helped reduce tension or gain comfort. From the perspective of family resilience (Walsh, 1996), this is related to the ability to strengthen one's own problem-solving ability by mobilizing internal and external resources and abilities, and to achieve adaptation, acceptance, and stability. Based on which, the parents can actively respond to trivial problems or crises and challenges, and can demonstrate the healthy leadership and partnership.

Fourth, the strengths related to contributing are the 'strengths that have the power to contribute to oneself and others, the community and the world,' which are consisted of the 8 strengths of positive, compassionate, humorous, vitality, responsibility, facilitating, fairness, and structuring. It is a strength that fulfills the role as a caregiver and a member of the community. Specifically, it is a strength in providing appropriate physical and social resources for the needs of children and spouses, organizing daily routines and environments, or supporting the decision-making process. As a result of reviewing the 'research on the parental roles that have a positive impact on the children' (Holden and Ritchie, 1988), the common characteristics such as the role of developmental stimulation (encouragement and promotion, etc.) and the parental leadership (intellectual stimulation and empowerment, etc.) are linked to the belief system of family health. This goes beyond simply carrying out the role of parents and provides cohesiveness to the family and contributes to the family members living together.

The parents' strengths have a complex conception of individual characteristics, characteristics as a family member, and characteristics that appear in the process of fulfilling the role as a caregiver. While this reflects various personality strengths dealt with in positive psychology, it was newly defined in consideration of the lives of parents moving beyond universal validity based on phenomenological research methods. Furthermore, it is meaningful that the specific constituent factors were derived to serve as the basis for the practical research on the parents' strengths. Based on which, recommendations are made as follows for the follow-up studies.

First, various existing tools for measuring strengths were generally used by translating foreign tests. This is because there have been insufficient studies on the criteria for diagnosing the parents'

strengths considering the situation in Korea and the lives of parents. In the follow-up studies, it is necessary to develop a tool to measure the parents' strengths, and it will be possible to devise measures to confirm and support the use of the parents' strengths.

Second, in this study, it was confirmed that the interactions between the parents and children and between the spouses are required in the process of defining the parents' strengths. Hence, there is a need to develop the educational programs that can promote such, and it would be necessary to conduct research on the effectiveness of utilizing the parents' strengths to contribute to the positive family relationships, family culture, and family health.

In this study, a more complete strengths approach is possible when the strengths approach is attempted from a family focused on parents who 'live healthy as an adult' rather than the parents who focus on raising children, which ultimately leads to the healthy childrearing and contributes to the healthy society. Since one could feel true happiness when one uses one's strengths in one's daily life (Seligman, 2011), it is necessary to find one's strengths, which are one's unique personality, within one's family while making efforts to develop them. When such efforts are continuously made based on the positive energy, one can 'love oneself as one is, love one's family as they are, and contribute to living a life of satisfaction.'

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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