FACTOR ANALYSIS OF CHILDREN'S PERCEPTION ON INTER-PARENTAL CONFLICT AND PSYCHOSOCIAL ADJUSTMENT

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Abstract

The primary purpose of the study is to investigate the number of items and the dimensions of the scale from children's perception of inter-parental conflict and psychosocial adjustment. Descriptive survey research method was applied and quantitative data analysis was executed in this study. For inter-parental conflict, three instruments were used with 65 items. For psychosocial adjustment, four instruments were used with 128 items. The total of 843 students from basic education schools (435 males and 408 females) were randomly selected. Grade 6 & 7 students in Shan State, Mandalay Region and Magway Region were examined. And then, exploratory factor analysis (EFA) was used to investigate the number of items and the dimensions of the scale. It was also used to reduce data to a smaller set of summary variables and to postulate that there is a smaller set of unobserved (latent) variables or constructs that underlie the variables that actually were observed. Confirmatory factor analysis (CFA) is a multivariate statistical procedure that is used to test how well the measured variables represent the number of constructs. CFA was conducted to determine the existing structure of the scale and to test how the variables are related to underlying constructs. For inter-parental conflict, three subscales (threat, conflict properties and self-blame) were used with 21-items. For self-esteem, two subscales (performance, social self-esteem) were used with 17-items. For social skill, two subscales (prosocial behaviour, delinquency) were used with 21-items.

Keywords: inter-parental conflict, psychosocial adjustment, self-esteem, social skill

Introduction

Family environment is the most critical development of a child's personality, psychological and physical growth. The family is an effective social agent; especially parents play a primary role in many areas of a child development such as self-esteem and social skills. In contrast, the conflict in the family has the impact on the child's development. Psychosocial denotes the mental and the social factors in a person's life, for instance, relationships, education, age, and employment that pertain to a person's life history (Pugh, 2002). Psychosocial Adjustment is the psychosocial accommodation of a person to a life-altering event or transition (Anderson, Keith & Novak, 2002). The children may accept their parents' conflict in different ways. Moreover, children of parents who engage in significant conflict are more likely to experience internalizing and externalizing symptoms (Buehler et al., 1997). Child internalizing symptoms refer to difficult feelings that are turned inward, such as anxiety, depression, and somatic symptoms, while externalizing symptoms typically refer to negative behaviors directed at others, such as verbal and physical aggression, destruction of property, and theft (Mash & Dozois, 2003).

Purpose of the study

The main purpose of the study is to investigate the number of items and the dimensions of the scale from children's perception of inter-parental conflict and psychosocial adjustment.

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Definition of Key Terms

Interparental Conflict: Inter-parental conflict is a term that represents a continuum of parental behaviors ranging from verbal disagreements to physical violence (Grych & Finchman F, 1993).

Psychosocial Adjustment: Psychosocial adjustment is the psychosocial accommodation of a person to a life-altering event or transition (Anderson, Keith, & Novak, 2002).

Children's Self-esteem: Self-esteem of children is rather difficult to define, but a skeleton definition of it relates to the level of satisfaction or dissatisfaction that a kid has about himself/ herself (Kernis, 2013).

Children's Social Skill: Socially acceptable learned behavior that enable an individual to interact effectively with others and to avoid or escape negative social interactions with others (Gresham & Elliott, 1990).

Review of Related Literature

Children's Perception of Inter-parental Conflict: When examining the effects of community violence on early childhood behavior, it is important to consider that young children may have concurrent exposure to family conflict. Family conflict is defined as interparental or interpartner aggression that is characterized by a range of behaviors from verbal or emotional abuse to physical abuse, such as hitting a partner (Straus, 1979). Family conflicts are related to human love, and literature is about human feelings and behavior, also love and romance. That's the reason why inter-parental conflicts can be constructive or destructive, depending on whether their impact on children's development is positive or negative (McCoy *et al*., 2009).

Children's Self-esteem: Self-esteem is defined as the set of positive or negative evaluations of individuals about their own selves (Rosenberg 1965). Self and self-esteem constitute two different dimensions of personality. The self represents the cognitive part of the personality, whereas self-esteem represents the affective and psychologic dimension. Self-esteem also plays a significant role in students' participation in schools and formal activities as those with high self-esteem appear to be more active and enthusiastic than those with low self-esteem (Zuffiano, et. al., 2011). A high level of perceived satisfaction indicates that the individual has high self-esteem, whereas a low level of satisfaction indicates low self-esteem. Berg and Kelly (1979) compared the self-esteem of children from three different family types. Children classified their families as either intact or satisfactory, intact but unsatisfactory (i.e., "my family fights a lot"), and divorced. Children who viewed their families as intact but unsatisfactory had the lowest self-esteem. Interestingly, children from divorced families were not different from the children from intact, satisfactory families.

Children's Social Skill: According to Elliot and Gresham (1993), the first assumption is that social skills are generally acquired through observing, modeling, rehearsing, and receiving feedback. Second, social skills are acquired by interacting with others, and having effective and appropriate responsiveness from others is a necessary part. Third, characteristics of the environment influence whether or not the appropriate social skills will be used. These three assumptions can be used to explain how children acquire inappropriate social skills through observing parental disagreements and the disagreements' corresponding influence on reduced parental responsiveness. Long et al. (1987) found that children whose parents display high levels of interparental conflict have lower levels of teacher-rated social competence.

Method

Sample of the Study

In this research, 843 students (435 males and 408 females) were selected as the sample by using simple random sampling method. Grade 6 & 7 students from Shan State, Mandalay Region and Magway Region were examined.

Instrumentation

In order to study the children' s perception of interparental conflict, the instrument was adapted from Marital Conflict Subscale of the Family Structure Survey (FSS) developed by Lopez (1986), Children's Perception of Interparental Conflict (CPIC) developed by Grych et. al. (1992) and The Child Threat Measure Scale (CTM) developed by Atkinson, E. R., Dadds, M. R., Chipuer, H., & Dawe, S. (2009) was used. Total number of items in inter-parental conflict is 65 items with three subscale; 21 items for conflict properties, 17 items for self-blame and 27 items for threat.

Psychosocial denotes the mental and the social factors in a person's life (Pugh, 2002). In order to study the Psychosocial Adjustment, self-esteem and social skill will be measured. The State Self-Esteem Scale (SSES) developed by Heatherton and Polivy (1991) and The Coopersmith Self-Esteem Inventories (CSEI) developed by Coopersmit (2002) were applied in order to measure the self-esteem skill. Total number of items in Self-esteem is 58 items with three subscales; 22 items for performance self-esteem, 23 items for social self-esteem and 13 items for physicalself-esteem.

In order to measure the social skill, the instrument were adapted from Social Skills Rating System (SSRS) developed by Gresham & Elliott (1990) and Reda-Norton Scale (RNS) developed by Reda-Norton, L.J.(1995). Total number of items in social skill is 70 items with three subscales; 33 items for prosocial behaviour, 13 items for delinquency and 24 items for offensive. So, total number of items in psychosocial adjustment is 128 items. These items are measured on 4 point Likert scales such as 1(Strongly Disgree), 2 (Disgree), 3 (Agree) and 4 (Strongly Agree).

Procedure

Firstly, the related literature was studied through intensive reading from a variety of sources such as books, journals, thesis, research papers and internet sources. Next, research instruments were prepared under the guidance of the supervisor to collect data. In order to validate the prepared instruments, expert reviews were requested. According to the suggestions of the experts, some items were modified. And then, pilot testing was carried out to assess the reliability coefficient of the respective questionnaires. After the pilot testing, factor analysis was carried out and the researcher analyzed the received data. For children's psychosocial adjustment; some of the values of cronbach alpha were found unsatisfactory. So, 52-items were excluded from 128-items for psychosocial adjustment and the rest 76-items were used to continue the procedure.

Result

Exploratory Factor Analysis (EFA) of Children's Perception of Inter-parental Conflict (IC)

Firstly, exploratory factor analysis was conducted with 65-items for inter-parental conflict and some of the results in extraction of communalities were found unsatisfactory. Thus, 41-items were excluded from 65-items and 24-items were finally used to continue the subsequent procedures. Next, Kaiser-Meyer-Olkin (KMO) and Bartlett's test were used for data analysis.

According to Table 1, the KMO value of 24-items was 0.847 so that it was greater than 0.60 and the Bartlett's test was found to be significant (as cited in Yuce & Onel, 2018). This meant that the variables were correlated highly enough to provide a reasonable basis for factor analysis. Thus, the data from Inter-parental were appropriate to run EFA. To calculate eigenvalue, a scree plot method was used. The result was shown in following Figure 1.

Table 1 KMO and Bartlett's Test of Inter-parental Conflict (IC)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.847
Bartlett's Test of Sphericity	Approx. Chi-Square	4002.032
	Df	276
	Sig.	.000

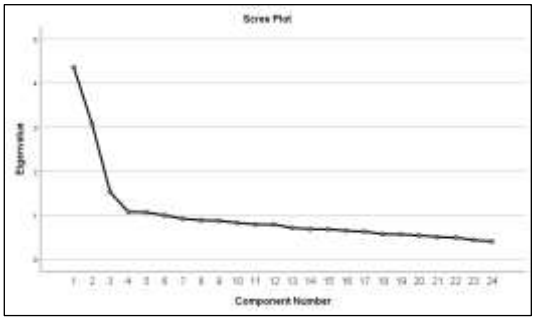

Figure 1 Scree Plot of Inter-parental conflict

One of the reasons for running a factor analysis in this study is to *reduce* the large number of variables that describe a complex concept such as interparental conflict to a few interpretable latent variables (factor). Based on Figure 1, eigenvalues of three factors were found to be greater than one.

Table 2 Factor Loading for Inter-parental Conflict (IC)

Item No.	Factor		
	1	2	3
C43	.665		
C42	.662		
C52	.654		
C44	.637		
C15	.611		
C24	-.576		
C14	.422		
C37	-.408		

Item No.	Factor		
	1	2	3
C23		.730	
C20		.680	
C56		.677	
C32		.651	
C16		.591	
C61		.586	
C41		.559	
C29		.526	
C33		.505	

Item No.	Factor		
	1	2	3
C50			.678
C45			.558
C53			.541
C39			.537
C40			.531
C46			.530
C55			.525

After factor rotation, the number of items for each factor was determined. The first factor; conflict properties (C) included 8-items, the second factor; threat (T) included 9-items and third factor; self-blame (S) included 7-items. With these factor loading values of the items, inter-parental conflict indicated a good result. If the factor loading value of the item is 0.4 or higher, it is an indicator of a good result (as cited in Qrcan, 2018).

Confirmatory Factor Analysis (CFA) of Children's Perception of Inter-parental Conflict

Confirmatory factor analysis (CFA) is a multivariate statistical procedure that is used to test how well the measured variables represent the number of constructs.

Table 3 Model Fit Indices of Children's Perception of Inter-parental Conflict Factors

Chi-square	*p*-value	Df	CMIN/Df	CFI	NFI	GFI	AGFI	RMSEA
612.664	< .001	782	2.294	.876	.833	.875	.852	0.014

Note; CMIN (chi-square statistics), GFI (Goodness-of-fit index), AGFI (Adjusted Goodness-of-fit index, RMSEA (root mean square error of approximation), CFI (comparative fit index)

If the CFI, NFI, GFI and AGFI values are higher than 0.90 (Hooper, Coughlan, & Michael, 2008; Sumer, 2000) and CMIN/Df (Chi-square/Df) was not exceeded 3, the data fit to the model (as cited in Al-Mamary, Shamsuddin, 2015). Because of the above values of CFI, NFI, GFI and AGFI were low; the data is not fit to the model. However, Hooper, Coughlan and Michael (2008) expressed that it is good to remove the items with low R^2 values (less than 0.2) from the analysis to improve a better model fit. In the present analysis, three items that R^2 value was less than 0.1 were removed from the study. Therefore, children's perception on inter-parental conflict (IC) questionnaire included 21-items and the next model fit indices were shown in Table 4.

Table 4 Model Fit Indices of Children's perception on Inter-parental Conflict Factors

Chi-square	*p*-value	Df	CMIN/Df	CFI	NFI	GFI	AGFI	RMSEA
612.673	< .001	796	1.624	.916	.950	.920	.906	.014

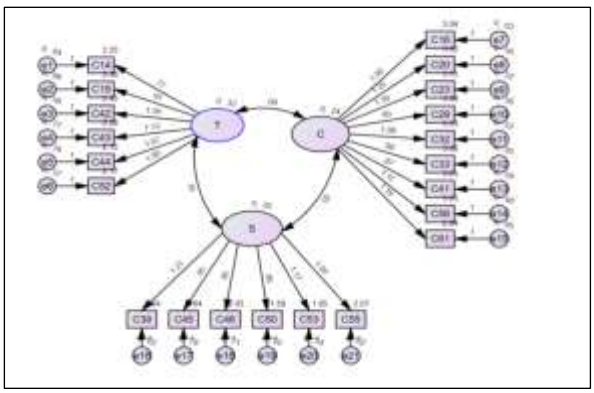

Figure 2 The Confirmatory Factor Analysis after deleting three items

And then, the evaluated fit indices were also calculated. These indices involved the unstandardized estimates (b), standard errors (S.E), critical ratio (C.R) and standardized estimates (β). At the significant level of 0.05, the magnitude of C.R is higher than 1.96, it could be

considered as significant (as cited in Arbuckle, 2012). The significant level *(p* values) and R^2 values were also calculated.

Convergent Validity of Children's Perception of Inter-parental Conflict Questionnaire

Convergent validity is also an evidence to test construct validity**.** To establish convergent validity, factor loadings of the indicator variables, composite reliability (CR) and average variance extracted (AVE) should be used.

Table 5 Composite Reliability (CR) and Average Variance Extracted (AVE) of Children's Perception of Inter-parental Conflict (IC) Questionnaire

Factors	Number of Items	CR	AVE
Conflict Properties	6	0.93	0.32
Threat	9	1.08	0.31
Self-blame	6	0.95	0.24

The AVE values range from 0.24 to 0.33. The CR value range from 0.93 to 1.08. According to Hunang et al., (2013), AVE should be above 0.5 and CR should be 0.7 and above. Fornell and Larcker (1981) stated that if AVE values were below the acceptable minimum cutoff point of 0.5, convergent validity may be adequate because all latent factors had CR values above 0.7 (as cited in Hamid, Samiz & Sidek, 2017).

Discriminant Validity of Children's Perception of Inter-parental Conflict (IC)

Discriminant validity was used to show that the construct is actually differing from one another empirically. Discriminant validity was evaluated with square root of AVE with correlations of latent constructs.

Table 6 Square root of AVE with Correlations of Latent Factors of Children's Perception of Inter-parental Conflict (IC)

Factors	Threat	Conflict Properties	Self-Blame
Threat	***0.57***		
Conflict Properties	0.160	***0.56***	
Self-Blame	0.267	0.035	***0.50***

The diagonal numbers ***in italic*** are the square root of IC values

According to Table 6, all the square root of AVE values was greater than 0.5 and these values were greater than all the inter-latent factor correlations for all factors in the relevant rows and columns. Thus, the results of the discriminant validity of inter-parental conflict were congruent with Fornell and Larcker (1981). Overall, discriminant validity can be accepted for the measurement model and the discriminant validity between the constructs.

Reliability Coefficients of Children's Perception of Inter-parental Conflict (IC)

Table 7 Number of items and Reliability Coefficients in Each Subscale of IC

Subscales	Number of Items	Cronbach Alpha
Conflict Properties	6	.727
Threat	9	.791
Self-blame	6	.649
Total	21	.794

Exploratory Factor Analysis of Self-esteem

Exploratory factor analysis was conducted with 41-items for self-esteem and some of the results in Extraction of Communalities were found unsatisfactory. Thus, 24-items were excluded from 41-items and 17-items were finally used to continue the subsequent procedures.

Table 8 KMO and Bartlett's Test of Self-esteem

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.844
Bartlett's Test of Sphericity	Approx. Chi-Square	2699.273
	Df	136
	Sig.	.000

According to Table 8, the KMO value of 17- items was 0.844 so that it was greater than 0.60 and the Bartlett's test was found to be significant (as cited in Yuce & Onel, 2018). This meant that the variables were correlated highly enough to provide a reasonable basis for factor analysis. Thus, the data from self-esteem were appropriate to run EFA. To calculate eigenvalue, a scree plot method was used. The result was shown in following Figure 3.

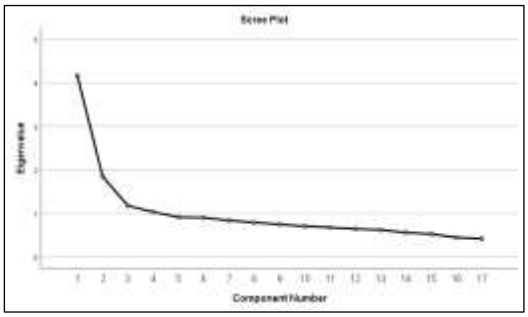

Figure 3 Scree Plot of Self-esteem

Based on Figure 3, eigenvalues of three items were found to be greater than one.

Table 9 Factor Loading for Self-esteem

Item Numbers	Factor	
	1	2
S64	.692	
S66	.684	
S42	.624	
S67	.617	
S65	.516	
S35	-.508	
S28	.505	
S7	.493	
S56	.478	
S19	.448	

Item Numbers	Factor	
	1	2
S51		.684
S70		.596
S74		.593
S63		.580
S54		.577
S62		.545
S9		.535

After factor rotation, the number of items for each factor was determined. The first factor; social self-esteem(S) included 10-items and the second factor; performance self-esteem (P) included 7-items. With these factor loading values of the items, self-esteem indicated a good result. If the factor loading value of the item is 0.4 or higher, it is an indicator of a good result (as cited in Qrcan, 2018).

Confirmatory Factor Analysis of Self-esteem

Confirmatory factor analysis (CFA) is a statistical technique used to verify the factor structure of a set of observed variables.

Table 10 Model Fit Indices of Children's Self-esteem

Chi-square	*p*-value	Df	CMIN/Df	CFI	NFI	GFI	AGFI	RMSEA
376.991	< .001	720	3.536	.870	.839	.856	.875	.001

If the CFI, NFI, GFI and AGFI values are higher than 0.90 (Hooper, Coughlan, & Michael, 2008; Sumer, 2000) and RMSEA value range from 0.05 to 0.1 (Awang, 2012) and CMIN/Df (Chi-square/Df) was not exceeded 3, the data fit to the model (as cited in Al-Mamary, Shamsuddin, 2015). Because of the above values of CFI, NFI, GFI and GFI were low; the data is not fit to the model. However, Hooper, Coughlan and Michael (2008) expressed that it is good to remove the items with low R^2 values (less than 0.2) from the analysis to improve a better model fit. In the present analysis, two items that R^2 value was less than 0.1 were removed from the study. Therefore, Children's Self-esteem questionnaire included 15-items and the next model fit indices were shown in Table 11.

Table 11 Model Fit Indices of Children's Self-esteem

Chi-square	*p*-value	Df	CMIN/Df	CFI	NFI	GFI	AGFI	RMSEA
893.765	< .001	768	2.119	.970	.919	.901	.921	.001

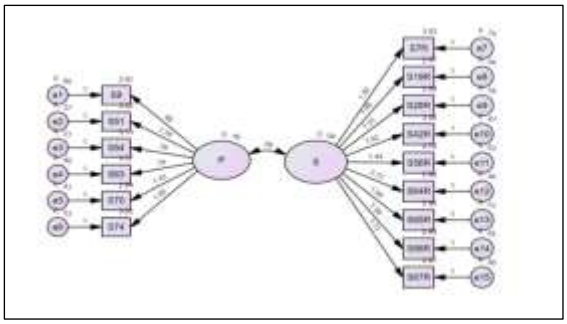

Figure 4 The Confirmatory factor analysis after deleting two items

And then, the evaluated fit indices were also calculated. These indices involved the unstandardized estimates (b), standard errors (S.E), critical ratio (C.R) and standardized estimates (β). At the significant level of 0.05, the magnitude of C.R is higher than 1.96, it could be considered as significant (as cited in Arbuckle, 2012). The significant level *(p* values) and R^2 values were also calculated.

Convergent Validity of Children's Self-esteem Questionnaire

To establish convergent validity, factor loadings of the indicator variables, composite reliability (CR) and average variance extracted (AVE) should be used.

Table 12 Composite Reliability (CR) and Average Variance Extracted (AVE) of Children's Self-esteem Questionnaire

Factors	Number ofItems	CR	AVE
Performance Self-esteem	6	0.93	0.28
Social Self-esteem	9	1.07	0.27

According to Table 12, Fornell and Larcker (1981) stated that if AVE values were below the acceptable minimum cutoff point of 0.5, convergent validity may be adequate because all latent factors had CR values above 0.7 (as cited in Hamid, Samiz & Sidek, 2017). So, self-esteem was assumed that it was a valid instrument to measure the children's self-esteem.

Discriminant Validity of Children's Self-esteem

Discriminant validity was evaluated with square root of AVE with correlations of latant constructs.

Table 13 Square Root of AVE with Correlations of Latent Factors of Children's Self-esteem

Factors	Performance Self-esteem	Social Self-esttem
Performance Self-esteem	***0.53***	
Social Self-esttem	0.272	***0.52***

The diagonal numbers ***in italic*** are the square root of self-esteem values

According to Table 16, all the square root of AVE values was greater than 0.5 and these values were greater than all the inter-latent factor correlations for all factors in the relevant rows and columns. Therefore, discriminant validity can be accepted for the measurement model and the discriminant validity between the constructs.

Reliability Coefficients of Self-esteem

Table 14 Number of Items and Reliability Coefficients in Each Subscale of Self-esteem

Subscales	Number of Items	Cronbach Alpha
Performance Self-esteem	6	.686
Social Self-esteem	9	.753
Total	15	.781

Exploratory Factor Analysis of Social Skill

Exploratory Factor Analysis was conducted with 35-items for Social Skill and some of the results in Extraction of Communalities were found unsatisfactory. Thus, 14-items were excluded from 35-items and 21-items were finally used to continue the subsequent procedures.

Table 15 KMO and Bartlett's Test of Social Skill

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.881
Bartlett's Test of Sphericity	Approx. Chi-Square	3847.457
	df	210
	Sig.	.000

According to Table 15, the KMO value of 21- items was 0.881 so that it was greater than 0.60 and the Bartlett's test was found to be significant (as cited in Yuce & Onel, 2018). This meant that the variables were correlated highly enough to provide a reasonable basis for factor analysis. Thus, the data from social skill were appropriate to run EFA. To calculate eigenvalue, a scree plot method was used. The result was shown in following Figure 5.

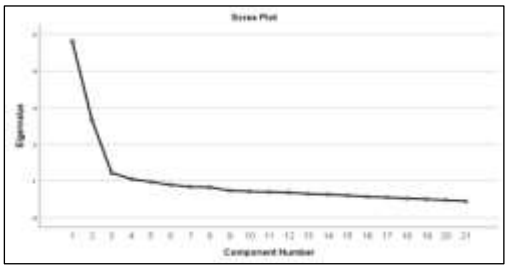

Figure 5 Scree Plot of Social Skill

Based on Figure 5, eigenvalues of three items were found to be greater than one.

Table 16 Factor Loading for Two Factors of Social Skill

Item No.	Factor	
	1	2
S24	.680	
S30	.675	
S26	.665	
S48	.641	
S31	.639	
S38	.605	
S25	.600	
S3	.578	
S46	.538	
S39	.534	
S17	.517	

Item Numbers	Factor	
	1	2
S45		.613
S60		.585
S73		.575
S44		.566
S37		.555
S53		.548
S52		.529
S68		.521
S72		.513
S15		.481

After factor rotation, the number of items for each factor was determined. The first factor; delinquency (D) included 11-items and the second factor, pro-social behavior (P) included 10-items. With these factor loading values of the items, social skill indicated a good result because according to Buyukozturk (2002), if the factor loading value of the item is 0.4 or higher, it is an indicator of a good result (as cited in Qrcan, 2018).

Confirmatory Factor Analysis of Social Skill

CFA was conducted to determine the existing structure of the scale and to test how the variables are related to underlying constructs.

Table 17 Model Fit Indices of Children's Social Skill

Chi-square	*p*-value	Df	CMIN/Df	CFI	NFI	GFI	AGFI	RMSEA
626.441	< .001	151	4.149	.855	.819	.885	.865	.000

If the CFI, NFI, GFI and AGFI values are higher than 0.90 (Hooper, Coughlan, & Michael, 2008; Sumer, 2000) and RMSEA value range from 0.05 to 0.1 (Awang, 2012) and CMIN/Df (Chi-square/Df) was not exceeded 3, the data fit to the model (as cited in Al-Mamary, Shamsuddin, 2015). Because of the above values of CFI, NFI, GFI and GFI were low; the data is not fit to the model. However, Hooper, Coughlan and Michael (2008) expressed that it is good to remove the items with low R^2 values (less than 0.2) from the analysis to improve a better model fit. In the present analysis, two items that R^2 value was less than 0.1 were removed from the study. Therefore, Children's social skill questionnaire included 19-items and the next model fit indices were shown in Table 18.

Table 18 Model Fit Indices of Children's Social Skill

Chi-square	*p*-value	Df	CMIN/Df	CFI	NFI	GFI	AGFI	RMSEA
756.237	< .001	768	1.245	.912	.931	.922	.915	.031

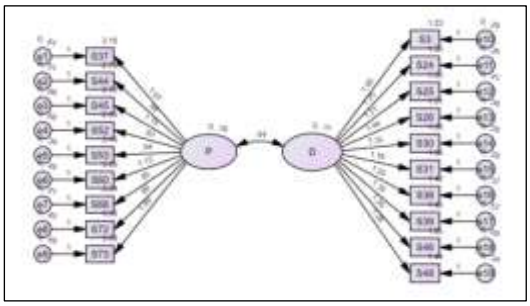

Figure 6 The Confirmatory factor analyses after deleting two items

And then, the evaluated fit indices were also calculated. These indices involved the unstandardized estimates (b), standard errors (S.E), critical ratio (C.R) and standardized estimates (β). At the significant level of 0.05, the magnitude of C.R is higher than 1.96, it could be considered as significant (as cited in Arbuckle, 2012). The significant level *(p* values) and R^2 values were also calculated.

Convergent Validity of Children's Social Skill Questionnaire

To establish convergent validity, factor loadings of the indicator variables, composite reliability (CR) and average variance extracted (AVE) should be used.

Table 19 Composite Reliability (CR) and Average Variance Extracted (AVE) of Children's Social Skill Questionnaire

Factors	Number of Items	CR	AVE
Prosocial Behaviour	9	1.06	0.24
Delinquency	10	1.08	0.33

Fornell & Larcker (1981) stated that if AVE values were below the acceptable minimum cutoff point of 0.5, convergent validity may be adequate because all latent factors had CR values above 0.7 (as cited in Hamid, Samiz & Sidek, 2017). So social skill instrument is a valid instrument to measure children's social skill.

Discriminant Validity of Children's Social Skill

Discriminant validity was used to show that the construct is actually differing from one another empirically. Discriminant validity was evaluated with square root of AVE with correlations of latant constructs.

Table 20 Square root of AVE with Correlations of Latent Factors of Children's Social Skill

Factors	Prosocial Behaviour	Delinquency
Prosocial Behaviour	***0.50***	
Delinquency	- 0.181	***0.57***

The diagonal numbers *in italic* are the square root of Social Skill values

According to Table 20, all the square rot of AVE values was greater than 0.5 and these values were greater than all the inter-latent factor correlations for all factors in the relevant rows

and columns. Therefore, discriminant validity can be accepted for the measurement model and the discriminant validity between the constructs.

Reliability Coefficients of Social Skill

Table 21 Number of items and Reliability Coefficients in Each Subscale of Social Skill

Subscales	Number of Items	Cronbach Alpha
Prosocial Behaviour	9	.731
Delinquency	10	.822
Total	**19**	**.662**

Based on Table 21, reliability coefficient of each subscale ranged from 0.662 to 0.822 and. Thus, social skill questionnaire was reliable to measure the children's social skill.

Discussion

In this study, factor analysis was calculated in order to reduce data to a smaller set of summary variables. The two types of factor analysis _ exploratory factor analysis (EFA) and comfirmatory factor analysis (CFA) were used in this study. EFA provides to the researcher the necessary amout of factors to represent the data and to explore the dimension of a group of items. CFA can confirm how well the analyzed variables represent a smaller of number of constructs and the structural model of an instrument. So, factor analysis was very useful for the researcher to adapt the instruments to be more effective.

Conclusion

This study tried to investigate children's perception of inter-parental conflict with 65-items and examine children's psychosocial adjustment with 76-items. These items are analyzed and reduced by calculating exploratory factor analysis and confirmatory factor analysis. After running these, 21-items were finally left in Inter-parental Conflict and 34-items were left in Psychosocial Adjustment. The instruments for inter-parental conflict and psychosocial adjustment are valid instruments to measure. And then, this study adapted the instruments which are reliable to find out the children's perception of inter-parental conflict and children's psychosocial adjustment in Myanmar societies.

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