

Systematic Review of Psychometric Instruments for Assessing Positive Parenting

Revisão sistemática de instrumentos psicométricos para avaliação da parentalidade positiva

Revisión sistemática de instrumentos psicométricos para la evaluación de la parentalidad positiva

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Received: 09/10/2025

Accepted: 04/20/2026

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How to cite: Nascimento Dias, D. G., Nunes da Fonseca, P., Gomes Pereira, A. F., Guimarães Tannuss, & Machado, M. de O. S. (2026). Systematic Review of Psychometric Instruments for Assessing Positive Parenting. *Ciencias Psicológicas*, 20(1), e-4838.
<https://doi.org/10.22235/cp.v20i1.4838>

Funding: This research was funded by the authors' own resources.

Conflict of interest: The authors declare no conflicts of interest.



Abstract: Positive parenting refers to parents raising children by considering them as subjects of rights and developing a relationship based on respect, acceptance, and the absence of violence. This article aimed to identify instruments for assessing positive parenting and to analyze their psychometric properties. A systematic literature review was conducted in the Web of Science, Lilacs, PsycInfo, Scielo, and Scopus databases from 2014 to 2024. Of the 925 files found, 25 studies were eligible, in which five distinct instruments for assessing positive parenting were identified: Alabama Parenting Questionnaire (APQ), Escala de Parentalidad Positiva (E2P), Parental Behavior Scale (PBS), Positive Parenting Practices (PPP), and Nicomachus-Positive Parenting (NPP). It was found that three instruments were developed specifically to assess the construct of positive parenting, and two addressed it as a parenting factor. Regarding psychometric properties, these were evaluated through factor analyses (exploratory and confirmatory) and internal consistency (Cronbach's Alpha). The methodological quality assessment indicated 21 studies with high scores, robust evidence, and low risk of bias. A lack of available psychometric instruments in the Brazilian context was noted. It is expected that the findings will support future studies aimed at validating instruments for other contexts, offering reliable and accurate tools for professionals to investigate positive parenting.

Keywords: positive parenting; instruments; psychometric evidence; parents

Resumo: A parentalidade positiva refere-se à educação das crianças pelos pais, considerando-as sujeitos de direitos e desenvolvendo um relacionamento pautado no respeito, no acolhimento e na ausência de violência. Este artigo teve como objetivo identificar os instrumentos que avaliam a parentalidade positiva e analisar suas propriedades psicométricas. Realizou-se uma revisão sistemática da literatura nas bases de dados Web of Science, Lilacs, PsycInfo, Scielo e Scopus, de 2014 a 2024. Dos 925 arquivos encontrados, 25 estudos foram elegíveis, nos quais foram identificados cinco instrumentos distintos para avaliação da parentalidade positiva: Alabama Parenting Questionnaire (APQ), Escala de Parentalidad Positiva (E2P), Parental Behavior Scale (PBS), Positive Parenting Practices (PPP) e Nicomachus-Positive Parenting (NPP). Verificou-se que três instrumentos foram desenvolvidos especificamente para avaliar o construto da parentalidade positiva e dois o abordavam como um fator da parentalidade. Quanto às propriedades psicométricas, avaliaram-se por meio de análises fatoriais (exploratórias e confirmatórias) e de consistência interna (alfa de Cronbach). A avaliação da qualidade metodológica indicou 21 estudos com pontuações altas, evidências robustas e baixo risco de viés.

Constatou-se a ausência de instrumentos psicométricos disponíveis no contexto brasileiro. Espera-se que os achados subsidiem estudos futuros voltados à validação dos instrumentos em outros contextos, oferecendo ferramentas confiáveis e precisas para que os profissionais possam investigar a parentalidade positiva.

Palavras-chave: parentalidade positiva; instrumentos; evidências psicométricas; pais

Resumen: La crianza positiva se refiere a la crianza de los hijos considerándolos sujetos de derecho y desarrollando una relación basada en el respeto, la aceptación y la ausencia de violencia. Este artículo tuvo como objetivo identificar instrumentos para evaluar la crianza positiva y analizar sus propiedades psicométricas. Se realizó una revisión sistemática de la literatura en las bases de datos Web of Science, Lilacs, PsycInfo, Scielo y Scopus desde 2014 hasta 2024. De los 925 archivos encontrados, 25 estudios fueron elegibles, en los que se identificaron 5 instrumentos distintos para evaluar la crianza positiva: Alabama Parenting Questionnaire (APQ), Escala de Parentalidad Positiva (E2P), Parental Behavior Scale (PBS), Positive Parenting Practices (PPP) y Nicomachus-Positive Parenting (NPP). Se encontró que tres instrumentos fueron desarrollados específicamente para evaluar el constructo de crianza positiva y dos lo abordaron como un factor de la crianza. En cuanto a las propiedades psicométricas, se evaluaron mediante análisis factorial (exploratorio y confirmatorio) y de consistencia interna (alfa de Cronbach). La evaluación de la calidad metodológica indicó 21 estudios con puntuaciones altas, evidencia sólida y bajo riesgo de sesgo. Se observó una falta de instrumentos psicométricos disponibles en el contexto brasileño. Se espera que los hallazgos respalden estudios futuros orientados a validar instrumentos en otros contextos al ofrecer herramientas confiables y precisas para que los profesionales investiguen la crianza positiva.

Palabras clave: parentalidad positiva; instrumentos; evidencia psicométrica; padres

Early family experiences are crucial for healthy child development and directly impact well-being. According to Article 27 of the United Nations Convention on the Rights of the Child (UNICEF, 1990), parents are responsible for providing the conditions necessary for their children's physical, psychological, and social development. Parents must develop their parenting skills to provide for their children's survival, care, and development in a safe environment that promotes socialization and autonomy (Pluciennik et al., 2015).

UNICEF emphasizes the importance of positive parenting, which is defined as an integrated system of caregivers' beliefs, emotions, attitudes, behaviors, and knowledge regarding child care (Altafim et al., 2023). Positive parenting is effective when grounded in acceptance, respect, stimulation, the absence of violence, and the establishment of appropriate boundaries, all of which are necessary for a child's holistic development (Basaran et al., 2024).

In recognition of the importance of this issue in promoting children's rights, Brazil enacted Law No. 14,826 in 2024. This law establishes positive parenting and the right to play as strategies for preventing violence against children. The law defines positive parenting as an educational process within families that recognizes children as rights-holders. Therefore, parents must promote welcoming practices that respect children without the use of violence. The legislation identifies six fundamental dimensions of positive parenting: (1) life preservation, which includes protective measures to ensure the child's survival and health; (2) emotional support, which involves attending to and welcoming the child's emotions; (3) structure, which involves promoting cultural practices related to leisure and sports; (4) stimulation, which involves activities that stimulate the child's neurological capacities; (5) supervision, which involves fostering autonomy; and (6) non-violent and playful education, which involves teaching through play and without violence (Brazil, 2024).

Positive parenting is influenced by positive discipline and the Positive Parenting Program (Triple P), which emerged in the 1970s. The Positive Discipline Program was created to teach strategies that promote positive relationships between parents and children and move away from authoritarian practices such as physical punishment (Nelsen, 2006). Similarly, Triple P (Sanders, 2008) was developed to teach parents practical strategies to establish healthy bonds with their children, prevent behavioral issues, and address parental satisfaction and affection.

This program, which focuses on reducing violence and abuse during childhood and adolescence (Pickering & Sanders, 2016), continues to be used in various contexts to this day, including Chile, Iran, Australia, and Canada (Boyle et al., 2023; Bruna et al., 2021; Gagné et al., 2023; Norouzi-Panahi et al., 2024).

Research shows that positive parenting is significantly linked to children's cognitive and socio-emotional development. This is reflected in better academic and behavioral outcomes (Basaran et al.,

2024). It is also correlated with improved executive functions (Bernal-Ruiz et al., 2018) and the development of social skills such as self-control and assertiveness (Hosokawa & Katsura, 2017). Conversely, parents with lower-quality bonds with their children are more vulnerable to parental stress, and their children exhibit more executive functioning problems (Cock et al., 2017).

It is also evident that positive parenting serves as an early protective factor against developmental delays, fostering healthy cognitive, emotional, and social growth. According to Cprek et al. (2015), positive parenting practices such as shared reading, engaging with stories and music, and having family meals reduce the likelihood of developmental delays. Frequent and combined implementation of these practices plays a significant role in child development (Bai et al., 2021).

Despite increased scientific output and conceptual advances in the field, challenges remain in standardizing operational definitions and selecting valid instruments to measure positive parenting. Available literature reviews thus focus on evaluating instruments for assessing positive and negative parenting practices developed in the Brazilian context (Gomide & Trapple, 2022) and instruments developed internationally that are used in Brazil (Gomide & Silva, 2024). Several instruments assess general aspects of parenting, but few were originally developed to capture the specifics of positive parenting (Dias-Viana & Noronha, 2025).

Therefore, the lack of studies that systematically evaluate positive parenting instruments used with parents is a significant gap in the literature. Given the importance of positive parenting for children and adolescents, it is crucial to identify valid and reliable psychometric measures for assessing this construct to select appropriate instruments for future research and interventions.

With this in mind, the present study conducted a systematic review of national and international literature to identify instruments that assess positive parenting and understand their psychometric properties.

Specifically, the objectives are: (1) examining how psychometric instruments have been used to measure positive parenting, (2) analyzing the psychometric parameters of existing instruments, (3) identifying variables correlated with positive parenting, and (4) assessing the methodological quality of studies on positive parenting.

To this end, a preliminary search was conducted in the International Prospective Register of Systematic Reviews (PROSPERO) database to identify protocols and reviews related specifically to positive parenting. The absence of any prior records directly addressing this topic underscores the need for systematic reviews to identify psychometric instruments for assessing positive parenting from parents' perspectives.

Method

Study Design

This exploratory and descriptive study consists of a systematic review of Brazilian and international scientific publications on positive parenting as assessed in parents. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) recommendations were followed to standardize the systematic review process. To ensure transparency and methodological rigor, a protocol for this review was registered in PROSPERO under registration number CRD42025642587.

Research Question

To guide this review and characterize the sources examined, the following guiding question was formulated: What instruments are available in the literature for assessing positive parenting? Given the relevance of the topic and the importance of having adequate psychometric instruments for developing effective psychosocial interventions and expanding knowledge about positive parenting, a complementary question was formulated to analyze the identified instruments further: Do the instruments available for assessing positive parenting possess adequate psychometric properties?

Search Strategy and Selection Criteria

The search strategy covered the period from 2014 to 2024, and the searches were conducted from January to May of 2025. Studies were identified in the Web of Science, Lilacs, PsycInfo, Scielo, and Scopus databases and were selected for their scientific relevance. Initially, we consulted the DeCS and MeSH descriptors; however, we did not find a specific match encompassing the construct of positive

parenting, as these vocabularies contain only more general terms, such as "parents" and "parental relationship." Therefore, we opted to use uncontrolled descriptors, i.e., free-text terms and their synonyms, that were most frequently identified in researchers' literature searches to capture the phenomenon more accurately. Based on this search strategy, the keywords consisted of a combination of the following descriptors: ("positive parenting") AND (scale OR questionnaire).

Eligibility Criteria

The inclusion criteria for the studies selected for this article were as follows: (1) quantitative empirical articles, (2) psychometric instruments (i.e., scales or questionnaires) assessing positive parenting, (3) publication between 2014 and 2024, (4) samples composed exclusively of parents (i.e., fathers and/or mothers), (5) open access availability, (6) writing in Portuguese, English, or Spanish, and (7) research conducted in any country.

Studies were excluded if they met at least one of the following criteria: (1) insufficient information about the instrument used (e.g., lack of description, psychometric indicators, or method of administration), (2) did not assess positive parenting using a psychometric instrument (e.g., use of a single item or an intervention program), (3) used the instrument only as a secondary measure without describing its psychometric properties, (4) were publications in the form of reviews, theoretical studies, qualitative studies, intervention research, theses, dissertations, or book chapters, and (5) the full text was not available.

Assessment of Methodological Quality and Risk of Bias in Studies

We assessed the methodological quality of the studies using the JBI Critical Appraisal Checklist for Analytical Cross-Sectional Studies. This tool was developed to evaluate the consistency and reliability of cross-sectional studies (Munn et al., 2020). The eight-item checklist assesses the following: (1) the clarity of the definition of participant inclusion criteria, (2) the clarity of the characterization of participants and the setting, (3) the validity and reliability of the measurement of the variable, (4) the reliability of the measurement instruments, (5) the identification of confounding factors, (6) the description of strategies used to address confounding factors, (7) the reliable reporting of results, and (8) the appropriateness of statistical analyses (Peters et al., 2015). Each item was rated according to the option that best described the study: "yes," "no," "unclear," or "not applicable." To obtain the final score for each study, only the "yes" responses were summed. Scores of five or higher indicate high methodological quality; scores between four and three reflect moderate quality; and scores of two or lower indicate low quality (Peters et al., 2015). The closer the total score is to eight, the higher the methodological reliability and the lower the risk of bias in the evaluated studies. Three independent reviewers analyzed methodological quality and risk of bias to ensure objectivity and consistency in the assessment.

Data Extraction

The studies identified were imported into the Rayyan software, developed by the Qatar Computing Research Institute, which comprises five analytical dimensions: abstract, keywords, authors' names, journal names, and publication type. Two independent reviewers (D.G.N.D. and A.F.G.P.) were responsible for selecting and evaluating the studies.

Using the defined eligibility and exclusion criteria, the titles and abstracts of non-duplicate articles were analyzed. In cases of ambiguity, the reviewers conducted a detailed evaluation of the full text. In cases of disagreement, a third researcher (A.D.G.T) was consulted to ensure the validity and impartiality of the process. Finally, a full-text analysis was conducted on the studies deemed relevant.

Results

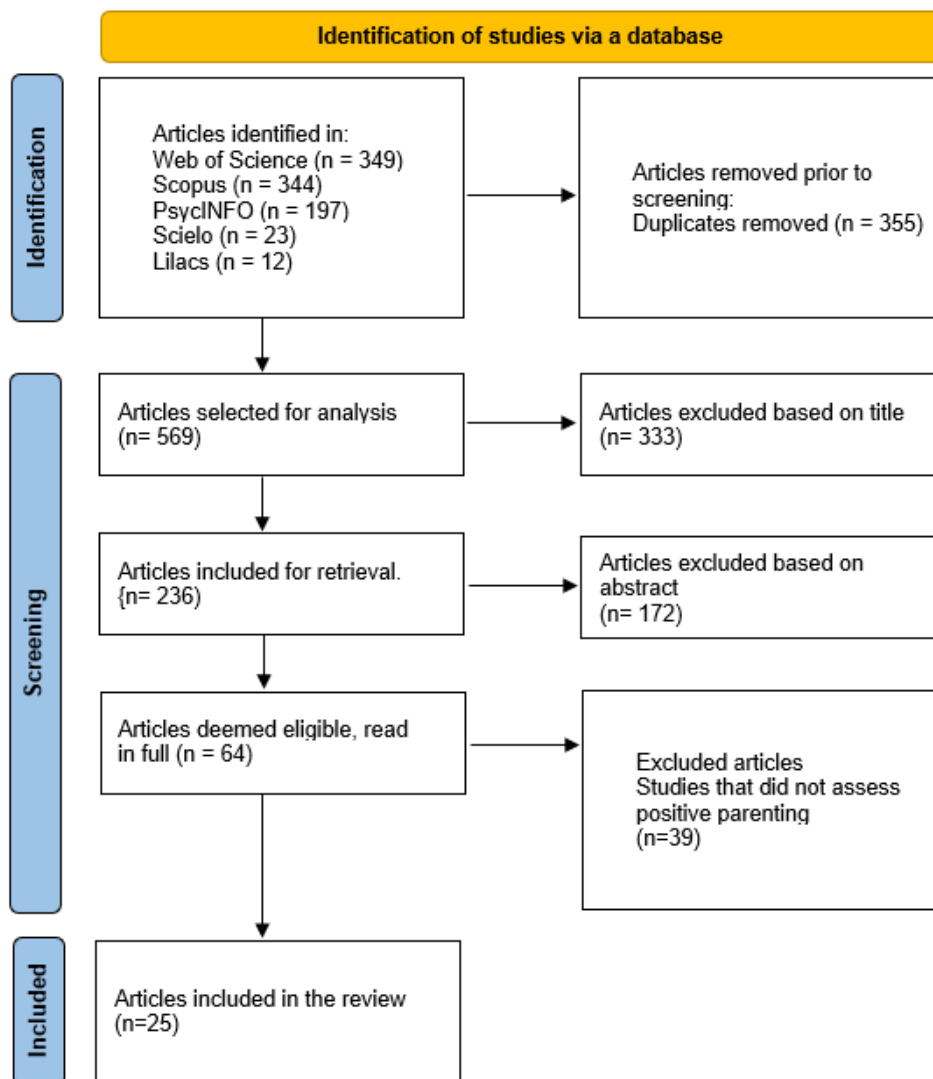
Results of the Article Selection Process

An initial search of the Web of Science, Scopus, PsycInfo, Scielo, and Lilacs databases yielded 924 records, as shown in Figure 1: Web of Science (349), Scopus (344), PsycInfo (197), Scielo (23), and Lilacs (12). All records were imported into Rayyan, which was used for systematic screening. In the first stage, 355 duplicates were identified and removed, leaving 569 unique records. These were initially screened by title, resulting in the exclusion of 333 studies. The remaining 236 studies underwent abstract review, resulting in the exclusion of 172 studies that did not meet the previously established eligibility criteria.

In the next stage, the remaining 64 articles were read and evaluated in full. Of these, 39 were excluded because they lacked psychometric instruments to assess positive parenting, such as a single-item assessment, or because they lacked sufficient information about the measure, such as a description of the instrument and its psychometric indicators. Ultimately, 25 studies that met all the defined criteria were included in this review. Five instruments for assessing positive parenting were identified among these studies.

Figure 1

Flowchart of the study selection process



Results of the Positive Parenting Assessment Tools

The search yielded 25 studies in which five distinct instruments for assessing positive parenting from the parents' perspective were identified, either as the main construct or as a subscale. The identified instruments were: (1) the Alabama Parenting Questionnaire (APQ); (2) the Positive Parenting Scale (E2P); (3) the Parental Behavior Scale (PBS); (4) the Positive Parenting Practices (PPP); and (5) the Nicomachus-Positive Parenting (NPP) (see Table 1). The analysis revealed that the APQ and the E2P were the two measures with the highest frequency of use, appearing in 13 (52 %) and nine (36 %) studies, respectively, including three and one validation studies, respectively. The remaining instruments were used in only one study. Only two instruments were developed within the last 11 years: the NPP in 2019 and the E2P in 2014.

The APQ (Frick, 1991; Shelton et al., 1996) assesses five domains of parenting practices. The scale consists of 35 items divided into five factors: Involvement (10 items; $\alpha = .80$), Positive Parenting (six items; $\alpha = .78$), Inadequate Monitoring/Supervision (10 items; $\alpha = .67$), Inconsistent Discipline (six items; $\alpha = .60$), and Corporal Punishment (three items; $\alpha = .46$). The scale includes seven additional items that measure other disciplinary practices, for a total of 42 items. Items are rated on a five-point Likert scale ranging from 1 (*never*) to 5 (*always*).

Most of the studies in this review ($n = 10$) used the APQ in correlational studies investigating the relationships between positive parenting, social support, meaning in life (Kelada & Zamir, 2024), parental stress (Burlaka et al., 2017; Cucinella et al., 2022; Rudnova & Kornienko, 2024), parental resilience (Widyawati et al., 2021), children's emotional and behavioral problems (Cucinella et al., 2024; Das et al., 2023), marital satisfaction (Hershkowitz et al., 2017), marital conflict (Hosokawa & Katsura, 2017), intimate partner violence (Burlaka et al., 2017), and socioeconomic status (Fævelén et al., 2023). Disorders such as ADHD, OCD (Świącicka et al., 2023), and PTSD (Hershkowitz et al., 2017) are included. Three studies have validated the APQ scale: the Swedish version (Basaran et al., 2024), the Portuguese version (Nogueira et al., 2020), and the Polish version (Świącicka et al., 2023).

Basaran et al. (2024) conducted a validation study using the 42-item version of the APQ. The results of the exploratory factor analysis demonstrated that a 23-item version had adequate psychometric properties in the Swedish context. This reduced version identified four factors that resemble the domains of the original APQ: positive parenting (four items; $\alpha = .69$), parental involvement (five items; $\alpha = .70$), deficient monitoring (six items; $\alpha = .66$), and inconsistent discipline (six items; $\alpha = .62$). Additionally, a new factor, Contingency Management, emerged, consisting of two items for which internal consistency could not be calculated. The Corporal Punishment factor was excluded due to poor internal consistency ($\alpha = .12$). Nogueira et al. (2020) validated the 35-item version of the APQ. The results of confirmatory factor analysis demonstrated adequate psychometric properties for a 20-item Portuguese scale. The reduced scale yielded a three-factor model: Positive Parenting (11 items; $\alpha = .84$), Ineffective Discipline (4 items; $\alpha = .63$), and Deficient Monitoring (5 items; $\alpha = .85$). Finally, Świącicka et al. (2023) validated the 35-item version of the APQ for Polish maternal and paternal roles. The results of the confirmatory factor analysis supported the scale's five-factor structure: Involvement (maternal: $\alpha = .82$; paternal: $\alpha = .79$), positive parenting (maternal: $\alpha = .81$; paternal: $\alpha = .74$), deficient monitoring (maternal: $\alpha = .86$; paternal: $\alpha = .70$), inconsistent discipline (maternal: $\alpha = .66$; paternal: $\alpha = .53$), and corporal punishment (maternal: $\alpha = .75$; paternal: $\alpha = .67$).

The Positive Parenting Scale (E2P; Gómez & Muñoz, 2014) assesses positive parenting in terms of parenting competencies. The scale consists of 54 items divided into four domains: Attachment (14 items; $\alpha = .90$), Formative (12 items; $\alpha = .86$), Protective (17 items; $\alpha = .84$), and Reflective (11 items; $\alpha = .82$). Respondents are asked to indicate how often they engage in each behavior on a four-point Likert scale ranging from 1 (*almost never*) to 4 (*always*).

In the present review, Vargas-Rubilara et al. (2020) adapted and validated a brief version of the E2P for the Argentine context, presenting a 26-item model. The reduced scale has four factors similar to those of the original scale: Attachment (six items; $\alpha = .76$), Formative (six items; $\alpha = .85$), Protective (six items; $\alpha = .81$), and Reflective (six items; $\alpha = .77$). Other studies using the E2P have investigated relationships between parenting competencies and parentalization and alexithymia (Pastén Cortés & Galdames Cruz, 2023); parental burnout and children's internalizing and externalizing behaviors (Woine et al., 2024); executive functions and academic performance (Bernal-Ruiz et al., 2018); personality and religiosity (Diana et al., 2021); children's motivation (Mancini et al., 2023); and motor development (Meléndez-Jara et al., 2021).

The Parental Behavior Scale (PBS; van Leeuwen & Vermulst, 2004) measures dimensions of parental behavior. It consists of 32 items, divided into five factors: Positive Parenting (11 items), Discipline (6 items), Physical Punishment (5 items), Material Rewards (4 items), and Rule-Setting (6 items). It does not report internal consistency. A five-point Likert scale ranging from 1 (*rarely*) to 5 (*almost always*) is used. Maljaars et al. (2014) examined the correlation between children's behavioral problems and maternal parenting behavior.

The Positive Parenting Practices (PPP; Dahlberg et al., 2005) scale measures the frequency with which parents reward good behavior with things like verbal praise, hugs, and gifts. The scale consists of six items grouped into a single factor ($\alpha = .84$) and is rated on a five-point Likert scale ranging from 1

(*rarely*) to 5 (*almost always*). Lange et al. (2019) investigated the relationship among positive parenting practices, mothers' adverse childhood experiences, and parental stress.

The Nicomachus–Positive Parenting (NPP; Kyriazos & Stalikas, 2019) scale measures positive parenting practices toward children. It consists of 20 items ($\alpha = .93$) with four factors: Nurturing Values (nine items; $\alpha = .92$), Identification and Reinforcement of Strengths (five items; $\alpha = .85$), Parental Context (three items; $\alpha = .80$), and Involvement (three items; $\alpha = .75$). A five-point Likert scale is used, ranging from 1 (*absolutely false*) to 5 (*absolutely true*). The study by Kyriazos and Stalikas (2022) sought to replicate the reliability of the four-factor structure of the NPP, and the results showed good psychometric indicators. The four-factor structure was confirmed with adequate internal consistency for the overall scale ($\alpha = .96$) and for each factor: Nurturing Values ($\alpha = .94$), Identification and Reinforcement of Strengths ($\alpha = .89$), Parental Context ($\alpha = .86$), and Involvement ($\alpha = .81$).

Results of the Article Analysis

Of the 25 articles included in this review, five were published in both 2023 and 2024 (20 % each year). Three articles were published in 2017 and 2021 (12 % each year), two articles were published in 2018, 2019, 2020, and 2022 (8 % each year), and one article was published in 2014 (4 %). No articles meeting the criteria of this review were found in 2015 or 2016.

Regarding geographic origin, the studies were conducted on the following continents: Europe ($n = 9$), South America ($n = 8$), Asia ($n = 7$), and North America ($n = 1$). Specifically, in Europe, two studies were conducted in Italy, and one each in Sweden, Greece, Belgium, Ukraine, Portugal, Norway, and Poland. In South America, four studies were conducted in Chile, two in Argentina, and one each in Peru and Ecuador. In Asia, two studies were conducted in Indonesia and Israel, and one study was conducted in Japan, India, and Russia. Finally, one study was conducted in the United States. Of the publications, 19 were in English (76 %), six were in Spanish (24 %), and none were in Portuguese.

All studies were quantitative. In terms of study type, psychometric, correlational, and mixed-methods studies were included. Most of the selected articles were correlational studies ($n = 20$), accounting for 80 % of the total. Additionally, three articles were psychometric studies (Basaran et al., 2024; Nogueira et al., 2020; Vargas-Rubilara et al., 2020), and two were mixed methods studies (Kyriazos & Stalikas, 2022; Świącicka et al., 2023).

In terms of data collection methods, 23 articles presented cross-sectional studies (92 %), while only two were longitudinal (Cucinella et al., 2022; Widyawati et al., 2021). Regarding the sample, the studies included mixed samples comprising both fathers and mothers ($n = 15$) and samples comprising only mothers ($n = 10$). Thus, no study was conducted with fathers alone. Additionally, three studies focused on parents of children with developmental disabilities (Montandon, 2018; Morán & Miranda, 2019; Widyawati et al., 2021). The results can be viewed in Table 2.

Table 1

Characteristics of Assessment Tools for Positive Parenting

Instrument	Author (year)	No. of articles	Construct assessed	No. of items	Factors and reliability (α) of the original scale
<i>Alabama Parenting Questionnaire (APQ)</i>	Frick (1991); Shelton et al. (1996)	13	Parenting practices	35	Engagement ($\alpha = .80$) Positive Parenting ($\alpha = .78$) Inadequate Monitoring/Supervision ($\alpha = .67$) Inconsistent Discipline ($\alpha = .60$) Corporal Punishment ($\alpha = .46$)
<i>Positive Parenting Scale (PPS)</i>	Gómez & Muñoz (2014)	9	Parenting skills	54	Binding ($\alpha = .90$) Formative ($\alpha = .86$) Protective ($\alpha = .84$) Reflective ($\alpha = .82$)
<i>Parental Behavior Scale (PBS)</i>	van Leeuwen & Vermulst (2004)	1	Parental behavior	32	Positive Parenting Discipline Physical Punishment Material Rewards Setting Rules
<i>Positive Parenting Practices (PPP)</i>	Dahlberg et al. (2005)	1	Parental rewards	6	Parental rewards ($\alpha = .84$)
<i>Nicomachus-Positive Parenting (NPP)</i>	Kyriazos & Stalikas (2019)	1	Positive parenting practices	20	Nutritional Values ($\alpha = .92$) Identification and Reinforcement of Strengths ($\alpha = .85$) Parental Context ($\alpha = .80$) Involvement ($\alpha = .75$)

Table 2

Summary of the Studies Included in the Systematic Review of Positive Parenting

Author (year)	Country	Type of Study	Sample	Objective	Instruments	Results
E1 Maljaars et al. (2014)	Belgium	Correlational	552 mothers of children and adolescents with ASD and 437 mothers of children and adolescents without ASD.	To compare parenting behaviors among mothers of children and adolescents with and without Autism Spectrum Disorder (ASD) and to examine associations between childhood and adolescent behavioral problems and maternal parenting behaviors.	Parental Behavior Scale-short version (PBS)	Mothers of children with ASD scored higher on measures of positive parenting, developmental stimulation, and environmental adaptation, with variations associated with the child's age. In addition, children with ASD exhibited higher levels of externalizing and internalizing behavioral problems, which correlated with specific parenting practices, such as discipline, harsh punishment, and parental adaptations.
E2 Hosokawa & Katsura (2017)	Japan	Correlational	2,931 mothers of children aged five to six.	To examine the direct and indirect effects of destructive and constructive marital conflicts on the development of social skills in preschool children, as mediated by negative and positive parenting practices.	Alabama Parenting Questionnaire (APQ)	Destructive marital conflict was positively associated with negative parenting practices and lower levels of self-control in children. In contrast, constructive marital conflict was positively associated with positive parenting practices and higher levels of cooperation and assertiveness in children. Positive parenting practices mediated the relationship between constructive marital conflict and greater self-control and assertiveness.
E3 Burlaka et al. (2017)	Ukraine	Correlational	320 parents with children and adolescents aged 9 to 16.	To investigate how family factors, intimate partner violence, substance use, and parental stress are associated with parenting practices in Ukrainian families.	Alabama Parenting Questionnaire (APQ)	Higher levels of parental stress, intimate partner violence, and paternal alcohol use were significantly associated with negative parenting practices, such as inadequate supervision, corporal punishment, and inconsistent discipline. On the other hand, positive parenting was negatively associated with levels of parental stress and intimate partner violence.

Author (year)	Country	Type of Study	Sample	Objective	Instruments	Results
E4 Hershkowitz et al. (2017)	Israel	Correlational	200 fathers and mothers who have experienced trauma.	To examine the relationships between symptoms of post-traumatic stress disorder (PTSD), marital satisfaction, and aspects of parenting. Specifically, the study investigated whether marital satisfaction mediates the effects of PTSD and depression on parenting.	Alabama Parenting Questionnaire (APQ)	Symptoms of PTSD were associated with negative parenting behaviors, while depressive symptoms hurt both marital satisfaction and satisfaction with parenting. Marital satisfaction fully mediated the relationship between depression and parenting, but did not mediate the relationship between PTSD and parenting.
E5 Bernal-Ruiz et al. (2018)	Chile	Correlational	31 parents of children in the second grade of elementary school.	To examine the relationship between parenting skills (PS) and the development of executive functions (EF) and academic performance (AP) in second-grade elementary school children.	Positive Parenting Scale (PPS)	Parents with more highly developed protective, reflective, and formative competencies had children with higher levels of executive functioning. Overall, there was no significant correlation between parenting competencies and academic performance. However, a significant relationship was observed between mathematics performance and protective and reflective competencies.
E6 Montandon (2018)	Chile	Correlational	52 parents of children aged 0 to 12 with mild to moderate neuromusculoskeletal disabilities.	To describe the level of parenting skills (PS) among fathers and mothers of children with neuromusculoskeletal disabilities treated at the Teletón Institute in Puerto Montt.	Positive Parenting Scale (PPS)	30.8% of parents demonstrated excellent overall parenting skills, 40.4% were at the monitoring level, and 28.8% were in the at-risk category. There was a significant association between higher total parenting competence and parental age (parents over 34 years old had better scores). Parents whose child with a disability was their firstborn demonstrated better bonding skills. Formative competence showed the highest percentage at the optimal level (48.1%), suggesting greater parental confidence in aspects such as guidance and positive discipline.

	Author (year)	Country	Type of Study	Sample	Objective	Instruments	Results
E7	Lange et al. (2019)	US	Correlational	81 mothers	To investigate the association between adverse childhood experiences experienced by mothers and their current levels of parental stress and positive parenting practices.	Positive Parenting Practices (PPP)	There was a significant positive association between adverse childhood experiences among mothers and stress. However, there was no association between adverse childhood experiences and positive parenting practices.
E8	Morán & Miranda (2019)	Equator	Correlational	107 pais e mães de crianças e adolescentes entre quatro e sete anos com deficiência	To analyze the impact of emotional parenting skills on the education of children with disabilities, relating them to educational skills, in the context of school inclusion.	Positive Parenting Scale (PPS)	Emotional parenting competence was lower (at-risk level) among parents of children aged 4 to 7 and adolescents aged 13 to 18, with a better balance observed in the 8–12 age group. Cognitive parenting competence was higher among parents of older children (8–18 years). There was a relationship between affective and formative competence, especially in the 4–12-year-old groups.
E9	Nogueira et al. (2020)	Portugal	Psychometric	499 mothers of children and adolescents aged 10 to 17	To evaluate the psychometric properties of the APQ-P in a community sample of Portuguese mothers with children aged 10 to 17.	Alabama Parenting Questionnaire (APQ)	Both the five-factor model (engagement, positive parenting, inadequate monitoring, inconsistent discipline, and corporal punishment) and the three-factor model (positive parenting, ineffective discipline, and inadequate monitoring) showed poor fit to the data. The final model included 20 items in a three-factor structure, with reliability ranging from good to questionable.
E10	Vargas-Rubilara et al. (2020)	Argentina	Psychometric	546 parents of children aged 9 to 12.	Adapt and validate a shortened version of the Positive Parenting Scale (PPS) for Argentina.	Positive Parenting Scale (PPS)	The 26-item abbreviated model fit satisfactorily. Of the two models tested, the abbreviated model, which includes a second-order factor, was deemed the most appropriate. The scale and its factors exhibited satisfactory internal consistency.

	Author (year)	Country	Type of Study	Sample	Objective	Instruments	Results
E11	Diana et al. (2021)	Indonesia	Correlational	210 parents of school-age children.	To examine whether parents' involvement in their children's character education is influenced by positive parenting and agreeableness (a personality trait), with religiosity acting as a mediating variable.	Positive Parenting Scale (PPS)	Positive parenting had a significant positive effect on parental engagement in character education. Religiosity acted as a partial mediator, strengthening this relationship. Engagement was also significantly affected by the personality trait of agreeableness, mediated by religiosity.
E12	Meléndez-Jara et al. (2021)	Peru	Correlational	242 mothers of infants and children between one month and four years and nine months old.	To determine the relationship between the parenting skills of mothers and their children's adaptive behavior and motor development.	Positive Parenting Scale (PPS)	Perceived levels of maternal competence were positively and significantly correlated with children's adaptive behavior and motor development. Those with higher levels of competence demonstrated greater involvement, sensitivity, and positive stimulation strategies.
E13	Widyawati et al. (2021)	Indonesia	Correlational	497 parents (Phase 1), 224 (Phase 2), and 209 (Phase 3) of children with developmental disabilities.	The goal is to investigate the mediating role of positive parenting in the relationship between parental resilience and the perceived quality of life of children with developmental disabilities.	Alabama Parenting Questionnaire (short form) - APQ	Positive parenting partially mediated the relationship between parental resilience and children's quality of life. Parental resilience had both direct and indirect effects (via positive parenting) on children's quality of life.
E14	Cucinella et al. (2022)	Italy	Correlational	53 Italian mothers of children aged three to six.	To examine the associations over time between mothers' positive parenting, their parental stress, and their preschool-aged children's social-emotional competence, as well as their emotional and behavioral difficulties.	Alabama Parenting Questionnaire (APQ)	Positive maternal parenting at Time 0 (when children were aged 3 to 6 years) was negatively associated with maternal parental stress at Time 1 (two years later). Similarly, maternal parental stress at Time 0 was negatively associated with children's social-emotional competence at Time 1. Children's social-emotional competence was positively associated with positive parenting and negatively associated with parental stress. Children's emotional and behavioral difficulties were positively associated with parental stress.

	Author (year)	Country	Type of Study	Sample	Objective	Instruments	Results
E15	Kyriazos & Stalikas (2022)	Greece	Psychometric and correlational	489 parents of children aged 7 to 11.	To develop and validate a new measure of positive parenting (NPP), as well as to investigate profiles of parental well-being based on positive parenting practices.	Nicomachus-Positive Parenting (NPP)	The factor structure of the NPP was validated with six factors (positive reinforcement, communication, empathy, respect, encouragement of autonomy, and emotional involvement). The scale demonstrated psychometric reliability indices ranging from good to excellent. Furthermore, greater use of positive parenting practices was associated with higher levels of satisfaction with parenting, positive affect, and mental health.
E16	Fævelen et al. (2023)	Norway	Correlational	256 fathers and mothers.	To investigate the association between socioeconomic status and parenting practices in a Norwegian population.	Alabama Parenting Questionnaire (APQ)	Lower socioeconomic status was associated with higher levels of positive parenting practices. When anxiety and depression symptoms were taken into account, the strength of the association decreased but remained statistically significant. On the other hand, the association between socioeconomic status and inconsistent discipline or other disciplinary practices was not statistically significant.
E17	Mancini et al. (2023)	Argentina	Correlational	107 fathers, mothers, or caregivers of children between the ages of zero and three.	To examine the relationship between children's mastery motivation and two parental variables: positive parenting and praise from primary caregivers.	Positive Parenting Scale (PPS)	Positive parenting (nurturing, protective, and bonding competencies) was positively and significantly associated with mastery motivation. The total number of compliments was positively correlated with mastery motivation. The regression analysis indicated that the child's age and positive parenting significantly predict mastery motivation.

Author (year)	Country	Type of Study	Sample	Objective	Instruments	Results
E18 Pastén Cortés & Galdames Cruz (2023)	Chile	Correlational	120 parents and/or caregivers of children and adolescents aged 1 to 17.	To investigate the relationship among three psychosocial variables: history of parenting, alexithymia, and parenting skills.	Positive Parenting Scale (PPS)	Parental caregiving experienced during childhood (caring for siblings and one's own parents) predicted lower levels of attachment-related and reflective parenting skills. The perceived benefits of parental caregiving were also a negative predictor of reflective parenting skills. Difficulty identifying emotions proved to be a significant predictor of the risk of attachment-related, protective, and reflective parenting skills.
E19 Das et al. (2023)	India	Correlational	770 parents of school-age children.	To assess parental supervision and its relationship to emotional and behavioral problems in middle and high school students.	Alabama Parenting Questionnaire (APQ)	Poor supervision was positively correlated with emotional and behavioral problems. Poor monitoring was positively correlated with overall levels of difficulty. Positive parenting practices, such as involvement and positive parenting, were negatively correlated with emotional and behavioral problems.
E20 Świącicka et al. (2023)	Poland	Psychometric and correlational	911 mothers and 497 fathers of children aged 6 to 13.	To verify the factor structure and examine the psychometric properties of the APQ in a Polish sample, as well as to examine the construct validity of the Polish version of the APQ by investigating associations between parenting practices and Attention-Deficit/Hyperactivity Disorder (ADHD) and Oppositional Defiant Disorder (ODD) in children.	Alabama Parenting Questionnaire (APQ)	The five-factor model fit the sample of mothers well and fit the sample of fathers even better. The Polish version of the APQ demonstrated good construct validity. ODD symptoms were positively correlated with negative parenting practices and negatively correlated with positive parenting practices. ADHD symptoms were most strongly correlated with the inconsistent discipline subscale. The relationships between ADHD, TOD, and positive parenting practices were weaker than those with negative parenting practices.

	Author (year)	Country	Type of Study	Sample	Objective	Instruments	Results
E21	Rudnova & Kornienko (2024)	Russia	Correlational	346 mothers of children aged four to seven.	To investigate how parenting practices affect children's perceived stress in relation to their mothers' stress.	Alabama Parenting Questionnaire - (APQ)	Punitive parenting had a positive effect, while positive parenting had a negative effect on children's distress. When mothers' perceived stress was taken into account, positive parenting no longer had significant effects. Punitive parenting and mothers' perceived stress were the only positive predictors of children's distress.
E22	Cucinella et al. (2024)	Italy	Correlational	131 Italian mothers of children aged six to ten.	To investigate the relationship between maternal parenting styles (positive, negative/ inconsistent, and punitive), children's difficulties (such as conduct problems, emotional symptoms, problems with peers, and hyperactivity), and prosocial behaviors.	Alabama Parenting Questionnaire (APQ)	Positive maternal parenting was negatively associated with children's conduct problems and hyperactivity, and positively associated with their prosocial behavior. Negative maternal parenting was positively associated with children's conduct problems, emotional symptoms, and hyperactivity. Punitive maternal parenting was positively associated with children's conduct problems and emotional symptoms.
E23	Woine et al. (2024)	Chile	Correlational	383 mothers of Chilean children between the ages of three and five.	To explore the mediating/moderating effects of positive parenting on parental <i>burnout</i> and children's internalizing and externalizing behaviors.	Positive Parenting Scale (PPS)	Significant associations between parental burnout and children's internalizing and externalizing behaviors. Positive parenting acted as a mediator in the relationship between parental burnout and children's internalizing (total mediation) and externalizing (partial mediation) behaviors.
E24	Basaran et al. (2024)	Sweden	Psychometric	799 parents of children aged 6 to 15.	Translate and validate the Alabama Parenting Questionnaire (APQ) into Swedish.	Alabama Parenting Questionnaire (APQ)	The Swedish version of the 23-item scale showed reliability ranging from questionable to acceptable. The "corporal punishment" factor from the original scale was excluded, and a new factor, termed "contingency," was identified, resulting in a total of five factors: Positive Parenting, Parental Involvement, Inadequate Monitoring, Inconsistent Discipline, and Contingency Management.

	Author (year)	Country	Type of Study	Sample	Objective	Instruments	Results
E25	Kelada & Zamir (2024)	Israel	Correlational	100 Israeli mothers undergoing treatment for breast cancer who have children and adolescents aged 6 to 17.	To examine whether social support, emotional regulation, and a sense of meaning in life are associated with positive parenting among mothers undergoing breast cancer treatment.	Alabama Parenting Questionnaire (APQ)	Greater social support from friends and a sense of purpose in life were associated with higher levels of positive parenting, even in the face of various stressors, including disease severity, quality of life after treatment, and time since diagnosis.

Results of the Methodological Quality Assessment

The average score for the 25 studies analyzed in this review was 5.96, ranging from 2 to 8. Thus, 21 studies achieved high scores (≥ 5), indicating a high level of quality and a low risk of bias, as they approached or reached the maximum score of 8 points. Despite the positive scores, three studies received moderate scores (E5, E7, and E6, respectively, from Bernal-Ruiz et al., 2018; Lange et al., 2019; Montandon, 2018) and one study received a low score (E8 from Morán & Miranda, 2019). This demonstrates that selection bias is more evident in these studies. The results can be viewed in Table 3.

Overall, the studies exhibited greater bias, particularly in the identification of confounding factors (Question 5), strategies for addressing confounding factors (Question 6), clarity of inclusion criteria (Question 1), and the validity and reliability of variable measurement (Question 3). Notably, the study by Morán and Miranda (2019) was the only one to present a risk of bias in Question 4 regarding objectivity and measurement standards. The two studies that presented a risk of bias in question 2, which concerns providing a detailed description of the study and setting, received moderate and low quality scores (Bernal-Ruiz et al., 2018; Morán & Miranda, 2019). Similarly, the two studies that responded "unclear" to Question 8, concerning the use of appropriate statistical analysis, were of moderate and low quality (Lange et al., 2019; Morán & Miranda, 2019).

Table 3

Assessment of the Methodological Quality of the Included Studies

Studies	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	SCORES
E1	S	S	S	S	S	S	S	S	8
E2	S	S	S	S	S	S	S	S	8
E3	S	S	S	S	S	S	S	S	8
E4	S	S	S	S	S	S	S	S	8
E5	PC	PC	PC	S	N	N	S	S	3
E6	S	S	PC	S	N	N	PC	S	4
E7	S	S	PC	S	PC	N	S	PC	4
E8	PC	PC	S	PC	N	N	S	PC	2
E9	S	S	S	S	N	N	S	S	6
E10	S	S	S	S	N	N	S	S	6
E11	S	S	S	S	N	N	S	S	6
E12	PC	S	S	S	PC	N	S	S	5
E13	S	S	S	S	S	S	S	S	8
E14	S	S	S	S	PC	N	S	S	6
E15	S	S	S	S	N	N	S	S	6
E16	S	S	S	S	S	S	S	S	8
E17	S	S	S	S	N	N	S	S	6
E18	S	S	S	S	PC	N	S	S	6
E19	S	S	PC	S	N	N	S	S	5
E20	PC	S	S	S	PC	N	S	S	5
E21	S	S	S	S	N	N	S	S	6
E22	S	S	S	S	N	N	PC	S	5
E23	S	S	S	S	N	N	S	S	6
E24	S	S	S	S	N	N	S	S	6
E25	S	S	S	S	S	S	S	S	8

Note. Yes: Y; No: N; Unclear: U; Not Applicable: NA. Q1: Were the criteria for inclusion in the sample clearly defined? Q2: Were the study subjects and the setting described in detail? Q3: Was exposure measured validly and reliably? Q4: Were objective criteria and standard measurement methods used? Q5: Were confounding factors identified? Q6: Were strategies established to address confounding factors? Q7: Were the results measured validly and reliably? Q8: Was an appropriate statistical analysis used?

Discussion

This systematic review aimed to identify instruments for assessing positive parenting and to examine their psychometric properties. Due to the lack of a consensus-based definition of positive parenting, a multidimensional phenomenon, these instruments use various terms to evaluate it,

including parenting competencies, parental rewards, and positive parenting practices. The included instruments were divided into two categories: those that assess positive parenting as a standalone construct (E2P, NPP, and PPP) and those that assess it as one of the factors of parenting (APQ and PBS). The highest number of publications on the topic occurred in 2023 and 2024, reflecting its recent rise in popularity. This increased visibility is evident through notable milestones, such as the 2023 publication of the UNICEF booklet "Comprehensive Care and Positive Parenting in Early Childhood" (Altafim et al., 2023) and the enactment of Brazil's Positive Parenting Law (Law No. 14,826/24, 2024).

Regarding the study samples, none were conducted exclusively with fathers. Thus, even in mixed samples, that is, with both fathers and mothers, there was a predominance of maternal respondents. This demonstrates the invisibility of fathers in research processes and in the parental role (Benczik, 2011). Additionally, publications were distributed across different continents, primarily originating from Europe. This finding aligns with the literature because the European context is one of the primary settings for developing initiatives that promote parenting and address physical violence against children and adolescents (Cravo et al., 2025).

Based on the above, this review included broader parenting scales, such as the APQ (Frick, 1991; Shelton et al., 1996) and the PBS (van Leeuwen & Vermulst, 2004), both of which include the "positive parenting" factor. Furthermore, instruments that specifically assess positive parenting exhibit conceptual diversity and use different terminology. Examples include parenting competencies in the E2P (Gómez & Muñoz, 2014); parental rewards in the PPP (Dahlberg et al., 2005); and positive parenting practices in the NPP (Kyriazos & Stalikas, 2019).

Although the PBS and PPP are instruments for assessing positive parenting, they have been used relatively less frequently than more established scales, such as the E2P and APQ. This lower frequency of use may be associated with the fact that these instruments have predominantly been applied in correlational studies. This demonstrates a scarcity of psychometric evidence on the accuracy, reliability, and validity of these instruments across population groups and cultural contexts, making cross-cultural adaptation difficult.

Specifically, the PBS assesses parenting behaviors but does not specifically assess positive parenting. This may discourage its use when the objective is to assess positive parenting in isolation. In contrast, the PPP focuses on positive parenting practices, specifically addressing parental rewards for children's good behavior. This represents a narrower construct than the broader, multifaceted concept of positive parenting. Nevertheless, further validation evidence and psychometric studies are needed to consolidate the applicability of these instruments in different contexts.

Furthermore, the APQ is a well-established, widely used scale that has been validated across various contexts. However, it has limitations, such as variations in its factor structure and frequent changes in the number of factors. These variations point to the need for rigorous, context-specific psychometric analyses, as well as methodological and cultural adjustments, to ensure the validity, reliability, and accuracy of parenting assessments across different populations.

Additionally, the APQ exhibits low internal consistency in the "corporal punishment" factor, reflecting sociocultural shifts regarding the use of violence.

For instance, Brazil's Spanking Law (Law No. 13,010/2014) prohibits the use of physical punishment and cruel treatment in the education and care of children and adolescents (Brazil, 2014). Concurrently, the APQ was developed to assess a broader approach to parenting, which may lead to the underrepresentation of positive parenting dimensions, as only six items address this topic.

The NPP and E2P instruments stand out because they are designed to assess positive parenting and are grounded in a theoretical model. Specifically, the NPP is based on positive psychology and the theoretical model proposed by Seligman (2002). It has undergone psychometric validation in two studies with Greek samples (Kyriazos & Stalikas, 2019, 2022), confirming its stable structure. However, psychometric evidence for the instrument remains limited because the results focus exclusively on the Greek population, and the authors have not tested it in other contexts. Thus, more articles that use the scale are needed to gather psychometric evidence on its validity and reliability.

On the other hand, the E2P was developed based on three theoretical frameworks: the Ecological Theory of Human Development (Bronfenbrenner, 1987), Attachment Theory (Bowlby, 1969), and the Theory of Human Resilience (Gómez & Kotliarenko, 2010). Together, these frameworks underpin positive parenting as assessed by parenting competencies. The development of the E2P followed a rigorous protocol involving a systematic review of existing instruments, an operational definition of the

construct, item development based on the theoretical frameworks, expert rater evaluation, a pilot study with the target population, and a detailed analysis of each item's means, standard deviations, skewness, kurtosis, and correlations with the total scale. Finally, the scale was administered in its final version.

In light of this, one limitation of the E2P is that the original study did not perform a factor analysis to validate its internal structure (Gómez & Muñoz, 2014). Subsequent validation studies addressed this gap through exploratory and confirmatory factor analyses, which corroborated the four-factor structure presented in the original study. Thus, the scale's factor structure has proven stable and consistent across contexts. It demonstrates high levels of internal consistency and external validity with other variables, such as parental stress and psychomotor development (Muzzio et al., 2022; Vargas-Rubilara et al., 2020).

Among the instruments evaluated in this review, the E2P stands out for its conceptual consistency and methodological rigor. Designed specifically to measure positive parenting, the E2P encompasses key dimensions of the construct by integrating aspects of the child's physical, cognitive, and social development, as well as parents' perceptions of their parenting practices. This specificity gives the scale an in-depth approach to positive parenting, distinguishing it from broader instruments. Furthermore, the E2P has been validated across various contexts and demonstrates a stable factor structure and high internal consistency across all studies, reinforcing its validity and reliability.

An analysis of correlational studies reveals that positive parenting can be examined through various correlates, which can be understood in terms of Belsky's theoretical model of determinants (Belsky, 1984; Belsky & Jaffee, 2015). According to this model, parenting is influenced by three factors: (1) individual parent factors (e.g., personality, psychopathology), (2) child characteristics (e.g., temperament, behaviors), and (3) social context factors (e.g., marital relationship, support network). The first determinant, individual parental factors, was addressed in studies investigating parental stress (Burlaka et al., 2017; Lange et al., 2019; Rudnova & Kornienko, 2024), parental engagement and personality (Diana et al., 2021), parental well-being (Kyriazos & Stalikas, 2022), emotional distress (e.g., depression; Hershkowitz et al., 2017) and anxiety (e.g., Fævelen et al., 2023), parental resilience (e.g., Widyawati et al., 2021), alexithymia (e.g., Pastén Cortés & Galdames Cruz, 2023), parental burnout (e.g., Woine et al., 2024), emotional regulation, and the meaning of life (e.g., Kelada & Zamir, 2024).

Studies have assessed various aspects of the second determinant of Belsky's model, which pertains to the child's characteristics. These aspects include internalizing and externalizing behavioral problems (Cucinella et al., 2022; Das et al., 2023; Maljaars et al., 2014; Woine et al., 2024), social skills (Hosokawa & Katsura, 2017), academic performance and executive functions (Bernal-Ruiz et al., 2018), childhood stress (Rudnova & Kornienko, 2024), prosocial behaviors (Cucinella et al., 2024), adaptive behavior and motor development (Meléndez-Jara et al., 2021), and diagnoses such as ADHD and TOD (Świącicka et al., 2023). Finally, the articles investigated the third determinant of the model, social context factors, which include marital conflict (Hosokawa & Katsura, 2017), marital satisfaction (Hershkowitz et al., 2017), relationship violence (Burlaka et al., 2017), adverse experiences (Lange et al., 2019), socioeconomic status (Fævelen et al., 2023), parentalization (Pastén Cortés & Galdames Cruz, 2023), and social support (Kelada & Zamir, 2024).

The analysis of the methodological quality of the included studies revealed that most exhibit high rigor, indicating robust evidence and a low risk of bias. This supports the reliability of the results and the validity of the review. However, three studies (Bernal-Ruiz et al., 2018; Lange et al., 2019; Montandon, 2018) exhibited moderate methodological quality. An additional study (Morán & Miranda, 2019) was assessed as having low methodological quality. These studies were included in the present review because of the specificity of the population (i.e., children with disabilities), the relationships found between positive parenting and other variables (e.g., executive functions, academic performance, adverse childhood experiences, and stress), and the use of a specific instrument to assess positive parenting (e.g., the E2P). This decision also helps ensure transparency and enables the identification of limitations that can guide future research, thereby improving the quality of subsequent studies.

Conclusions

Positive parenting was established by Law No. 14,826 (Brazil, 2024) as an essential protective strategy against violence and for child development. This highlights the importance of positive parenting in promoting a healthy childhood. To expand research on this topic, reliable and valid instruments are necessary for measuring positive parenting. With this in mind, this systematic review

provides an overview of the available instruments and evaluates their psychometric properties. It also addresses the variables correlated with this construct. This is a significant contribution because it is the first review to address the psychometric qualities and limitations of instruments in national and international literature.

Despite the favorable findings, it is important to note some limitations: First, the search strategy, centered on the term "positive parenting," may have limited the identification of widely used instruments in parenting practices. Second, the exclusion of studies on intervention programs may have limited the identification of useful instruments for assessing positive parenting.

These limitations do not diminish the validity of the findings presented here. This systematic review synthesizes the instruments used to assess positive parenting and provides a broad overview of the current scientific landscape. The review contributes to the literature on the topic and serves as a useful resource for future studies dedicated to measuring this construct. Furthermore, it provides theoretical and methodological support for professionals in psychology, education, social work, and related fields, facilitating the assessment of positive parenting through appropriate instruments across diverse contexts.

In light of the findings, the following recommendations are made: expand investigations to periods beyond 10 years; include publications in other languages; use additional databases; and examine this construct across different samples. Specific reviews should also be conducted on positive parenting intervention programs and studies investigating the availability and quality of qualitative instruments. This will expand the multidimensional understanding of this construct. Finally, future research should focus on adapting a scale that assesses positive parenting to the Brazilian context and gathering evidence of its validity and reliability to develop more valid and reliable instruments.

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Authors' contribution (CRediT Taxonomy): 1. Conceptualization; 2. Data curation; 3. Formal Analysis; 4. Funding acquisition; 5. Investigation; 6. Methodology; 7. Project administration; 8. Resources; 9. Software; 10. Supervision; 11. Validation; 12. Visualization; 13. Writing: original draft; 14. Writing: review & editing.

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Scientific editor in charge: Dra. Cecilia Cracco.