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PATHWAY: RESE8419

Honours Research Study

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TITLE:

Exploring the Perceived Relationship between Parenting Styles and the Development of Adult Personality Traits in Later Life; A Quantitative, Cross Sectional Study using Young Adults and Caregivers, using adapted Questionnaires.

Date of submission: 28 October 2020

Declaration: I declare that this Research Projective was composed by myself, that the work contained herein is my own except where explicitly stated otherwise in the text, and that this work has not been submitted for any other degree or processional qualification except as specified.

Word Count: 11,181

DECLARATION BY THE RESEARCHER			
1. I declare that all statements made by myself in this application are true and accurate.			
2. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.			
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I declare that: Matthew, Christian Langford			
1. Is enrolled at the institution/ employed by the organisation to which the undersigned is attached.			
2. That the research proposal and or study has been approved by the Ethics Committee of The Independent Institute of Education.			
3. The questionnaires / structured interviews / tests meet the criteria of: • Educational Accountability; • Proper Research Design; • Sensitivity towards Participants; • Correct Content and Terminology; • Acceptable Grammar; • Absence of Non-essential / Superfluous items.			
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Acknowledgements

During the time of this research study, the world was impacted by the Covid-19 Virus. As a result, many people are living difficult and unhappy lives. This study would like to acknowledge, the pain, loss and hardship that has taken place over the year of 2020.

Secondly, this research study would like to extend a warm gratitude to Romy Perkins and John Hunter, who supported the researcher, the study as well as the effort and passion put into this study. With their guidance, the standard of this study would be incomparable and the knowledge and skills developed as a result of their efforts, will be cherished and put to good use within the future.

Finally, a thank you to all those who have support this study including the participants. It is my hope that this study is valuable to those who read it.

ABSTRACT

An authoritative approach to parenting, which balances warmth and control is perceived as the most commonly used style of parenting and it is currently unknown if the perceptive use of the authoritarian style of parenting is associated with the development of desirable personality traits in later life. This study aimed to explore the perceived change in the style of parenting in relation to the development of personality traits within young adults in later life. Data was gathered through two questionnaires which were based on Costa and McCray's (2020), Personality trait theory as well as Baumrind's' Four styles of parenting. Data was analysed through the use of descriptive statistics and research was conducted from a positivistic, quantitative perspective. A balance between high and low variations in warmth and control was found to have a relationship with the most desirable development of personality traits and adopting an authoritative, neglectful or uninvolved approach to care-giving is associated with the development of undesirable personality traits within young adults in later life. While more research is necessary to establish the effectivity of various parenting styles, an authoritative style of parenting was found to coincide with the development of the most desirable personality traits.

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1. INTRODUCTION

This research proposal aims explore the relationship between parenting styles and the emergence of adult personality traits within later life. This proposal will introduce the topic by contextualising the problem and outlining relevant background information. Following an introduction, the problem of this research study will be identified and a hypothesis and purpose statement will be proposed. This research study will make use of personality trait theory and the four parenting styles approach to create a theoretical foundation in which a literature review will be conducted to address developments and relevant gaps in the parenting and personality literature. This research study will then propose a practical and methodological meanings of gathering and analysing data with the intent to generate findings and support conclusions. A methodological approach/ design has been created, in combination with two questionnaires in order to evaluate gathered data. Finally, other considerations such as limitations, supportive appendices and ethical considerations will be stated. A summary of findings as well as a conclusion and anticipation of contribution will be discussed with the purpose of concluding the research study.

1.1. Contextualisation

“Among other things, you’ll find that you’re not the first one who was ever confused, frightened and even sickened by human behaviour. You're by no means alone on that score, you'll be excited and stimulated to know.”

J. D Salinger (1951). *The Catcher in the Rye*.

The task of looking after another person can be a difficult task to take on, both psychologically and physiologically. Salinger’s (1951) quote from, "Catcher in the Rye" speaks to exactly this difficulty during one of its most crucial times. The relationship between parent and a child is a complex but essential part of foundational development. As a caregiver, you are solely responsible for the needs and desires of the child. How you approach dimensions of control and warmth whilst attending to these needs, ultimately dictates your style of parenting. It is the proposal of this research study that this style of parenting has an influence on the personality traits emergence in later adult life.

Over the past 75 years, research exploring the impact of parenting practices on the development of children, has been the focus of psychological research however despite extensive research, parents still report high levels of parental anxiety. Child rearing practices and its emerging counterpart, parental anxiety is a well-established and extensively researched phenomenon reported by both mothers and fathers just before or after having a child (Biederman et al., 2006). Due to numerous and recent social and culture changes influencing child rearing practices, a need has emerged to address concerns regarding the ideal and commonly used approach to parenting. Zero to Three (2016), is a supportive, community initiative dedicated solely to gathering, generating, and conducting research on parenting and child development. In 2016, as many as 48% of parents report having an inadequate support system and 73% of participants report parenting to be their biggest challenge (Zero to Three, 2016). 57% of parents state they struggle to develop effective parenting strategies to manage their child and a further 69% of parents express a desire to learn and practice positive parenting strategies. These statistics do not aim to empirically determine facets of parenting but rather serve as a means of contextualising the state of parenting and bringing attention to those problems and phenomenon occurring within the parenting discipline.

1.2. Rationale

Academic Rationale

To explore the relationship between of various parenting styles and their impact on personality development within later in life, which will inform clinical insights and applications.

Personal Rationale

To explore relevant literature regarding parental practices which will guide personal approaches to child rearing and family decisions within later life.

1.3. Problem Statement

Currently, many care-givers are unaware of how their style of parenting influences the emergence of adult personality traits in late life. Recent changes in social and cultural factors relating parental practices have created uncertainty about the impact and variety of the parenting styles on personality traits. Parenting styles are influenced by a variety of factors such as a parent's personality, which impacts the development of personality traits. As a result, it is currently not known if parents are aware about new developments in parental pedagogies such as interpersonal neurobiology, attachment theory or their current parenting style and how it may impact the development of their child's future personality traits.

1.4. Purpose Statement

The purpose of this research study is to explore the gap in literature and provide clarity regarding the impact of various current parenting styles on the development of young adult personality traits in later life.

1.5. Research Question

Is there a relationship between parenting styles and the emergence of personality traits within adults?

1.6. Hypotheses

Null Hypothesis

Ho – Parenting styles do not influence the emergence of personality traits within adulthood.

Alternative Hypothesis

Ha – Parenting Styles influence the emergence of personality traits within adulthood.

2. LITERATURE REVIEW

2.1. Theoretical foundation and how it links to the research problem

The two foundational theories used within this study are Four Parenting Styles Approach (Baumrind, 1966; Maccoby & Martin, 1983), and Personality Trait Theory (Costa and McCrae, 2020; Allport and Allport, 1921).

Four Parenting Styles Approach (Baumrind, 1966; Maccoby & Martin, 1983)

Within developmental psychology, scholars such as Baumrind (1966), Maccoby and Martin (1983), and Siegel (2009), have all explored the role of parenting styles in shaping personality traits in later life. This research has fuelled new parental pedagogies such as Interpersonal Neurobiology (Siegel, 2009), Positive Parenting (Sanders, 1999), and Attachment Theory (Bowlby, 1958). However, none of these works have addressed the central question of the relationship between parenting styles and personality traits in later life.

Four identified approaches of this theory include authoritarian, authoritative, permissive and neglectful parenting styles. Later criticism by Maccoby and Martin (1983) of the three types of parenting styles/approaches to the child rearing practice identified by Baumrind (1966), led to the expansion of the permissive parenting style and confirmed the validity of the other three styles. Parenting styles are measured using indicators such as warmth, acceptance, demand, cold and unaccepting and under-demanding. This typology of parenting styles will be used to provide a framework to parenting and the various advantages and disadvantages to each approach to parenting.

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The nature of parenting is ambiguous in its nature and more than four approaches to parenting exist despite the theoretical framework adopted within this study. Due to the importance placed within parents to attempt to create happy and successful children, and the universal applicability of parenting practices across the world. Baumrind (1966), suggests within a study conducted about the nature of parenting styles, four approaches or styles of parenting emerged out of a combination of two characteristics. Namely warmth and control, in order to categorise and outline possible areas of improvement within parenting styles and their influence on personality traits in later life.

Personality Trait Theory (Costa and McCrae, 2020; Allport and Allport, 1921)

The American Psychiatric Association Dictionary of Psychology (2020), defines personality as a stable set of qualities or behaviours that emerge as a result of an individual's unique adaptation to their life and their environment. Some factors that comprise personality include major traits, interests, drives, values, self-concept, abilities, and emotional patterns. Mischel (2013), famously known for the Stanford Marshmallow Experiment, emphasises the dynamic and unique nature of personality and its possibility to be used as an indicator for future success. For the purpose of this research study, personality is defined as characteristics and behaviours that are stable over a period of time which are unique and dynamic in nature. Within personality focused psychology, authors such as Costa and McCrae (2020), and Allport and Allport (1921), have all explored the nature of personality and how these personality traits manifest over a lifetime. Within parenting Studies, meanwhile, scholars such as Baumrind (1966), have focused on how these different types of approaches that manifest from caregivers impact a child within the future. However, none of these works have addressed the central question of the relationship between parenting styles and personality traits in later life.

During a book titled "The Scientific Use of Factor Analysis in Behavioural and Life Sciences" by Cattell (1978), he made use of factor analysis, a popular English literary method to reduce over 4000 identified traits first presented by Allport and Allport (1921), into five measurable, universal dimensions of personality. This strong theoretical base is comprised of repetitive, systematic, and methodical research and serves as another support for validity and reliability. The research of personality by Allport and Allport (1921), would later be succeeded by Costa and McCrae (2020), however these theories aim to comprehensively aid in this research studies understanding of personality traits and how they can be assessed in young adults. These studies suggest that the nature of personality is largely unknown and abstract and thus harder to measure and quantify, despite recent advances within the field. The big five or five factor theory is an approach that aims to account for the variance of traits amongst individuals through the use of five primary traits (Costa & McCrae, 2020). These traits according to the most recent research by Costa and McCrae (2020), of personality include openness, conscientiousness, extraversion, agreeableness, and neuroticism.

The identified five personality traits will be operationalised with the use of the NEO-PI-3, which is a personality assessment based on trait theory and has proven high in reliability and validity (Costa & McCrae, 2020). The choice and reliance on the extensive reliability and validity-based research by Costa and McCrae (2020), provides empirically based support for the measurement and identification of important facets of the five personality domains. Costa and McCrae (2020), have conducted extensive cultural studies on an international level and it is the belief of this researcher that this research is valid in the culture, context and sample of this study. It is necessary to draw on this important piece of literature/assessment as the measurement and identification of item validity is a concern especially when the measurement concerns such an ambiguous concept such as personality. By making use of the Basic trait theory, statistical relationships will be drawn to assess personality in which parenting styles can be compared. As indicated by Costa and McCrae (2020), an understanding of personality traits facilitates and allows this study to focus on identification and examination of relationships rather than creating a new ground up approach to personality which would be subject to intensive review.

2.2. Review of previous literature

Introduction

During this section, a discussion regarding parenting styles as well as their relationship to the development of big five personality traits will be provided. This discussion will be conducted in the form of a review of recent literature pertaining to the research problem. Various academic journals have been consulted and literature included within this review serves the purpose of informing this research study and reader with relevant theoretical and practical insights into the relationship between parenting styles and the development of personality traits within later life.

Currently, many parents understand parenting through Baumrind's (1975) four styles of parenting which are categorised by the dimensions of warmth and involvement have been identified as universal. The Authoritarian style of parenting has been identified as associated and is suggested to be correlated with various positive outcomes (Rinaldi & Howe, 2012). Parents may however be unaware of the various developments within the field of parenting and new theoretical advancements. As a result, parents may be unaware of the new and available approaches to parenting. Furthermore, parents may not know how to raise their child in accordance with who they desire their child to be. Theories regarding parenting that previously had been established such as Attachment Theory has been revisited and integrated with scientific research at present. Approaches backed by research include positive parenting (Sanders, 1999), attachment theory (Bowlby, 1958), and interpersonal neurobiology (Siegel, 2009).

One study by Kuppens and Ceulemans (2019), review the use of support and control within parental relationships among 600 families. Findings suggest that an authoritative style of parenting, was associated with the most favourable outcomes whereas an authoritarian and intrusive styles of parenting were associated with least favourable outcomes (Kuppens & Ceulemans, 2019). Another study by Rinaldi and Howe (2012), explored the relationship between parenting styles and personality traits. However, Rinaldi and Howe (2012), were primarily interested in how both the maternal and paternal role of caregiving interacts and plays a unique role in the child's development. Finding suggest that a preference for authoritative parenting style is the most effective in promoting adaptive behaviour during interactions with the environment (Rinaldi & Howe, 2012). Finally, literature based on Rinaldi

and Howe (2012), support the notion proposed by Kuppens and Ceulemans (2019) that an authoritative style of parenting, was associated with the most favourable outcomes.

According to studies such as (Baumrind, 1991; Lamborn et al., 1991; Steinberg et al, 1994), an authoritative parenting style has been strongly associated with positive outcomes such as maturation, resilience, social competence, optimism, and achievement. In contrast, an authoritarian parenting styles has been found to coincide with negative outcomes such as aggressive behaviour, anxiety and delinquency (Hoeve et al. 2008; Steinberg et al. 1994; Williams et al. 2009; Wolfradt et al. 2003). Permissive parenting styles have been suggested to be associated with higher rates of depression, anxiety and were more likely than other parenting styles to externalise problems through delinquency, social skills and ability to cope (Lamborn et al. 1991; Steinberg et al. 1994; Williams et al. 2009; Wolfradt et al. 2003). However, among all personality traits, parents who adopt or display a neglectful parenting style are most likely to raise children who display the least favourable outcomes as adults, some of which include; an inability to self-regulate, poor social competency, antisocial behaviour, depression and anxiety (Baumrind, 1991; Hoeve et al. 2008; Lamborn et al. 1991; Steinberg et al. 1994).

A study conducted by Valcke, Bonte, De Wever and Rots (2010), attempted to account for how these parenting styles extended in to internet usage, a controversial topic within current child rearing practices. The study confirmed findings by Rinaldi and Howe's (2012), and suggested that the authoritarian approach to be most effective in developing adaptive tendencies. However, although the effectivity of authoritarian approach to parenting has been identified within prior cited studies, Hoeve, Dubas, Gerris, van der Laan and Smeenk (2011), examined the relationship between delinquency in young adults and parenting styles and suggested that permissive and neglectful parenting is associated with delinquent behaviour. Furthermore Hoeve, Dubas, Gerris, van der Laan and Smeenk, (2011) acknowledge the value and role of both paternal and maternal perspectives and that both parents' approach to parenting influences the behaviour of the child.

Parents who have children often express concern over their capacity and the manner in which to bring up their children. It is well established by many studies that parental anxiety

is both a real phenomenon and has a subsequent impact on a child (Beidel & Turner 1997; Biederman et al. 2006; Merikangas et al. 1999; Merikangas et al. 1998). Parents are however able to identify positive traits which may coincide with their desire of who they would like their child to be. Recent changes in the social, economic, psychological, and political landscapes have required parents to adapt and now re-evaluate the way they approach parenting. Grusec (2011), notes that the importance of parental influences in the development of social conventions and moral practices during child development. Grusec (2011), further identifies and suggests that parents are a primary source of socialisation and parenting styles heavily impact the outcomes of children. Adults adopting parental approaches are tasked with teaching and conveying the importance of practices, attitudes and behaviours that are socially and culturally acceptable that allows them to act and be understood in the larger context (Grusec, 2011). Each interaction with a young child always poses the possibility that a child may emerge as a productive member of society.

Dated but relevant research about the future of parenting styles by Sanders (1999), indicates that in the future, the most recent understandings in parenting research will promote an intervention aimed at effectively developing a child's well-being by implementing a unique multi-level parenting and family support strategy designed to reduce the prevalence of behavioural and emotional problems during early childhood development. Sanders (1999), later developed positive parenting as a means of establishing new research findings. New approaches to how children self-regulate and reduce undesirable behaviour have been proposed and suggested (Haug, 2014; Sanders, 1999; Sigel, 2001). Hicks (2013), identifies teachable moments, as an alternative strategy which has become a focus of child rearing practices. Haug (2014), states that these opportunities that arise in daily experience have the capacity to be transformed in to learned experience, an opportunity for socialisation, successful parenting, and long-term child well-being. Teach-ability or teachable moments are suggested by Hicks (2013), to be an opportunity to create mutual understanding of experiences as well as relevant trigger's predisposing factors such as stress and present them in a positive and interesting manner which generates mutually valuable interaction and self-regulation. Families making use of these identified opportunities to develop a stronger relationship and greater sense of self-regulation with their child are suggested by Leidy, Guerra and Toro (2010), to have greater social competence and experience greater family cohesion. A meta-analytic study of child rearing practices that are based on a positive parenting theoretical foundation are said to have a 'large – positive' effect on a mothers

parenting practices, whilst having a 'small – positive' impact on a fathers' parenting practices (Fletcher, Freeman and Matthey, 2011).

Siegel (2001), is a pioneering researcher and psychologist who created and developed Interpersonal Neurobiology, a multidisciplinary evidence based theoretical approach which attempts to understand how children develop within their social world and the physiological and psychological responses that accompany it. One facet of interpersonal neurobiology relates to the ability and value of mindfulness in creating an integrated child mind which is flexible, adaptive, and coherent in processing information (Siegel, 2009). Siegel (2009) suggests that children develop top-down mindfulness which establishes a vital sense of resilience. Hicks' (2013), identification of teachable moments are similar to those parenting practices that can be seen during development of mindsight skills. These moments are proposed to be an alternative consideration built into this research study as an idealised future of parenting that is void of physical punishment. By gauging current and future parenting styles that have research-based support will inform this study and data analysis.

External consideration and influences that may impact this research study are subsequently suggested. A study by Rinaldi and Howe (2012), assessed reactions to experiences in children and their relation to Baumrind's (1966) parenting styles. Reports making use of the Parenting Styles and Dimensions Questionnaire (Robinson, Mandleco, Olsen, & Hart, 1995), confirmed and reinforced the taxonomy of parenting styles. This serves as a means of creating validity and reliability of items based on the Parenting Styles and Dimensions Questionnaire (Robinson, Mandleco, Olsen, & Hart, 1995), in relation to assessing the approaches to parenting. It should be noted that the influence of factors such as socio-economic status, race, poverty, stress and culture on parenting styles and the outcome of personality traits. These considerations will be accounted for and serves as an important focal point in the South African context in which this study takes place, due to the importance placed in its socio-economic history during research (Bøe et al., 2013; Dotterer, Iruka & Pungello, 2012). The valued use of Baumrind's (1975), parenting styles research is to access a common understanding of how parenting styles are categorised and understood. Authoritative parenting has been identified as the 'gold standard', of parenting as of previous years despite the growing emergence of alternative parenting theories and changes to punishment (Pinquart, 2017; Rinaldi & Howe, 2012; Valcke, Bonte, De Wever & Rots, 2010).

Traditionally, over the past 20 years physical punishment has been the common practice of socialising, controlling, and disciplining a child to create successful members of society (Durrant, & Ensom 2012). Parents who, 'discipline' their child often make use of consequence in the form of punishment, either psychological (taking something away or being sent to a room alone) or physical punishment (colloquially known as a smack). As time has shifted, issues and concerns have emerged in relation to how discipline, especially physical discipline, impacts a child and their future development. Physical punishment was once seen as widely acceptable however a shift away from this view has emerged over the last 20 years. Although this research study does not primarily concern itself with discipline, as previously established, control is a universal and fundamental aspect of successful parenting.

Two important authors are key in understanding the role of discipline and undesirable behaviour. Dostoevsky (1860), a key figure in understanding the role of discipline suggests that a society should be judged on the basis of how it treats those who do wrong and not merely by their ability to reduce it. Foucault, (1977), suggested during his book, 'Discipline and Punishment' that a gentle form of punishment exists that serves the function of discipline whereby the general goal is to reduce behaviour and thoughts that produce deviant behaviour and promote through promotion of fear of consequence. Furthermore, it is suggested by Charles (2002), during his book on effective discipline, that discipline especially in regards to a child, should attend to the following six characteristics; Affective bond with child, consistency, a perception of fair treatment by the child, age appropriate discipline, temperamental approach and these characteristics aim to promote self-discipline.

Many studies over the years have however suggested a link between physical punishment and child aggression, delinquency, and spousal assault in later life (Straus, 1983). The findings of these studies were further improved in reliability and validity as many important extraneous variables were accounted for such as parental stress (Travillion & Snyder, 1993) and socio-economic status (Straus, 1991). Although the necessity and effectivity of discipline has often been brought into question, alternative approaches to parenting have brought in to the question the ambiguous relationship between styles of parenting and their relationship to personality traits in later stages of life.

The taxonomy and subsequent categorisation of parenting styles can be divided into two universal aspects, warmth, and control (Baumrind, 1966; Maccoby & Martin, 1983). A large multi-cultural, longitudinal study of warmth and control across thirteen different cultures by Deater-Deckard et al., (2011), confirms the presence of these characteristics within all cultures however the degree in which these factors are present, vary in degree. These factors present as universal across all cultures and thus can be regarded as culture free factors that can be assessed in order to understand the approach to parenting by a family. Kail and Cavanaugh (2019), suggest that warmth represents the openness, responsiveness and affection displayed towards a child, whereas control refers to a manipulation of a child's emotional state and control of behaviour. A meta-analytic study by Pinquart (2017), examined the prevalence and influence that derives from warmth and control within 1453 studies, stated that a relationship between lower warmth and higher control have been associated with externalising behaviour in children and, factors such as a child's age moderates results.

Conclusion

This literature review has attempted to synthesise the current and past literature by accounting for new developments within the field of child rearing practices such as Siegel, (2009); Sanders (1999), and measure and understand them through previous research by (Kuppens & Ceulemans, 2019); (Rinaldi & Howe, 2012); (Pinquart, 2017); (Costa & McCrae, 2020); and (Baumrind, 1975), suggest research that defines and understands child rearing practices through varying degrees of warmth and control, although many new developments suggest alternative conceptualisations of these facets.

2.3. Conceptualisation

Personality Trait:

Allport and Allport (1921), state that traits are fundamental and pervasive tendencies which constitute the main currents of human personality. The American Psychiatric Association Dictionary of Psychology (2020), defines a personality trait as an internal characteristic that is stable, consistent, and enduring which is derived from a pattern of behaviours, attitudes, feelings, and habits within an individual. For the purpose of this research study, a personality trait is defined as an internal characteristic that arises as a result of patterned internal influences that defines and form the foundation of an individual's personality. Costa and Mccrae (2020), both devoted their careers to the understanding of personality traits through stringent adherence to validity and reliability within all their studies. This research study aims to draw on the research of Costa and Mccrae (2020), to negate a new, ground-up, inductive understanding of personality traits that would not share the same reliability and validity as previous, well established research.

Figure 1.1 indicates and summarises the various facets identified by Costa and Mccrae (2020), which comprise the primary five domains of personality traits. This list of characteristics has been constructed to measure the five domains of personality and serve as a means of conceptualisation, operationalisation as well as construct validity of personality traits (Costa & Mccrae, 2020). The figure below developed by Costa and Mccrae (2020), will serve as this research studies' primary means of understanding and gauging personality traits in young adults.

Figure 1.1.(Costa & Mccrae, 2020).

Domains and Facets Measured by the NEO-PI-3		
Domains	Extraversion (E) facets	Agreeableness (A) facets
N: Neuroticism	E1: Warmth	A1: Trust
E: Extraversion	E2: Gregariousness	A2: Straightforwardness
O: Openness	E3: Assertiveness	A3: Altruism
A: Agreeableness	E4: Activity	A4: Compliance
C: Conscientiousness	E5: Excitement-Seeking	A5: Modesty
	E6: Positive Emotions	A6: Tender-Mindedness
Neuroticism (N) facets	Openness (O) facets	Conscientiousness (C) facets
N1: Anxiety	O1: Fantasy	C1: Competence
N2: Angry Hostility	O2: Aesthetics	C2: Order
N3: Depression	O3: Feelings	C3: Dutifulness
N4: Self-Consciousness	O4: Actions	C4: Achievement Striving
N5: Impulsiveness	O5: Ideas	C5: Self-Discipline
N6: Vulnerability	O6: Values	C6: Deliberation

Parenting Styles:

Sanders (1999), defines parenting styles as a unique multi-level strategy aimed at supporting the parent and the family. Parenting styles are furthermore, designed to reduce the prevalence of behavioural and emotional problems during early childhood development (Sanders,1999). The APA Dictionary of Psychology (2020), defines parenting as any action or interaction between a parent and a child whereby factors of warmth and control categorise approaches. Clinical and developmental psychologist Baumrind (1975), observed and categorised four parenting styles based on varying degrees of warmth and control during her book titled, 'Early Socialization and the Discipline Controversy'. Parenting styles are categorised in to four styles, namely authoritative, authoritarian, permissive, and neglectful. For the purpose of this research study, a parenting style is defined as a support strategy emerging from interaction, to raising a child with varying degrees warmth and control that reduce the impact of behavioural and emotional problems.

The following indicators characterise each approach (Baumrind, 1975); Indicators relating to an authoritative parenting style are represented in moderate warmth, responsiveness, clear rules, frequent explanations, support, and value of independence. Whereas an authoritarian parenting style is indicated by a relationship that is unresponsive, strict, obedient and strives to high expectations. Permissive parenting styles are linked to indicators such as under-demanding, warm and accepting, indulgent, and lenient. Finally, the neglectful parenting style is categorised by parents who are cold, unresponsive and lack an emphasis on rules.

Emerging Adult:

The World Health Organisation (2016), recognises individuals over the age of 19 as an adult, except within other countries which recognise adulthood at an earlier age. Arnett (2000), originally coined the term 'emerging adult' within his developmental theory whereby identity formation was proposed as the main developmental milestone of this phase of life. Some activities that occur during identity formation include tertiary education, family planning and marriage. The APA Dictionary of Psychology (2020), identifies an adult as an individual who is at least 18 years of age. An emerging adult is thus defined within this research study as

individuals who are between the ages of 18 - 25 and are undergoing identity formation and thus part-take in employment, tertiary education, marriage, and family planning.

Caregiver

The APA Dictionary of Psychology (2020), defines a caregiver as someone who provides assistance to someone in need. People who are examples of caregivers include parents, step-parents, grandparents, legal guardian. Schulz and Sherwood (2008), suggest that caregivers play a crucial role in the dependant or child's life. A caregiver is defined for the purpose of this research study as an adult who is tasked with providing crucial assistance to a child during development.

3. RESEARCH DESIGN AND METHDOLOGY

COVID – 19 DISCLOSURE

It should be noted that this research study was proposed and will be conducted during a global pandemic caused by the Coronavirus (COVID – 19). This study recognises the impact that this virus has had on the world and possibly the participants of this study. If it is deemed necessary by the University body, various considerations such as distancing and other precautions will be required during all interaction with respondents. If and where possible, participants will be given the opportunity to respond online or through email. It is the hope of this research study to both uphold all recommendations and guidance about the nature of research during these trying times and by no means does this study aim to contribute to the spread of the virus or cause any harm or distress. Our thoughts are with those affected.

3.1. Outline of Research paradigm

This research study and subsequent literature review attempts to make use of a positivistic paradigm. Positivism as a research paradigm focuses on objectivity and a belief that phenomena can be primarily understood empirically (Pham, 2018). The paradigm will inform this research study as assessment and measurement of personality traits and a subsequent examination of this data in relation to the identified parenting styles adopted by parents of young adults. The paradigm will not attempt to substantiate empirical reasons for this connection but rather examine relationships through the use of descriptive statistics, this will inform perspective and will provide statistical support for relationships. The quantitative positivistic approach to this research study aims to examine emerging patterns between the two data sets and thus identify statistically significant relationships.

The benefit to making use of a positivistic quantitative approach is that generally, if the validity and reliability of the study is high, findings have the ability to be generalised to the population. This research study would benefit from a qualitative perspective as understanding how the experience of an individual's parents have shaped their experiences and personality. This study will however make use of a quantitative approach to provide empirical support for identified relationships and provide structure and support for variables and domains. The positivistic paradigm of this research phenomenon attempts to make use of empirically based literature and to bring structure to ambiguous and difficult to quantify concepts such as personality and parenting styles. The operationalisation and

conceptualisation of personality and its measurement can be approached from many theoretical backgrounds which acknowledge different facets and characteristics of personality. Costa, and McCrae (2020), and Baumrind (1975), provide empirically based operationalised means of understanding and measuring parenting styles and different personality traits. This serves as a foundation for measuring and generating statistical descriptive data which is grounded in the positivistic paradigm. These operationalised means of measuring personality traits and parenting styles will allow for valid, reliable and a standardised means of assessing these variables and data sets.

3.2. Research approach and design

This research study will make use of a quantitative research for the purpose of aiming to take a universal approach favouring validity and reliability over in-depth subjective understanding. A quantitative approach to this research study provides the advantage of identifying and assessing universal facets and variables contained within various available parental styles and personality traits. Personality is abstract in nature, making use of a quantitative design could provide values that can be described using descriptive statistics through identification of relationships based on empirical data. Understanding the relationship between parenting styles and personality traits is complex, however for the purpose of defining a scope, dimensions of control, warmth and openness, conscientiousness, extroversion, openness, and neuroticism. A qualitative approach may have been useful in understanding why some of the potential relationships have emerged and its subsequent impact on the individual in later life however, this study aims to empirically support emerging relationships within the data rather than understand why or gain an in-depth understanding, of how these relationships between facets of parenting styles and personality traits emerge. The use of quantitative approach to this research study also may neglect some of the key influences such as culture or geographical location or socio-economic status within the systematic process.

As part of the research design of this study, Du Plooy-Cillers, Davis, and Bezuidenhout (2014), identify various types of research studies whereby this study would be categorised as exploratory. Exploratory research is concerned with developing and obtaining new insights, identifying key concepts and stakeholders, developing hypotheses, and ultimately becoming more familiar with unknown situations, conditions, and behaviours. This

exploratory study of parenting styles and personality traits attempts to gain insight into the ambiguous relationship between these variables and attempt to identify consequences as well as promote well-being through its investigation. The exploratory choice of research is suitable for the investigation of this research as it is best suited to understanding the research question over other types of research such as predictive or descriptive research. This is due to the relationship between the domains of parenting styles and personality being correlational and thus can be explored but not determined causally as it is largely influenced by other confounding factors.

This study will furthermore make use of deductive reasoning where exploration of broad general aspects of a theory allow for the investigation of smaller more specific topics such as the relationship between parenting styles and personality traits. This choice of reasoning/theorising is beneficial in understanding the relationship between variables and mitigates the necessity for ground-up, inductive research which may be complex and difficult to empirically support. This research study aims to make use of a cross-sectional design in order to take a 'snapshot' of a particular time frame as well as its context and attempt to understand the relationship between facets of parenting styles and personality traits. Parenting Styles are likely to develop and diversify within the future and other, yet unknown parenting approaches may emerge with research based empirical support to suggest its effectivity in the near future. This study aims to take a, 'snap-shot' of a particular time frame and understand how parenting styles currently and have recently affected emerging adults. A cross sectional research design aims to allow for detailed empirical investigation between data sets, however a longitudinal study may assist in understanding developmental progression and further allow for empirical validation.

3.3. Population

3.3.1. Population

The population of this research study consists of two groups of people, young adults and caregivers.

3.3.2. Unit of analysis

These respondents are the source of information and thus form the unit of analysis as 'people' in which data can be gathered and analysed.

3.3.3. Target and accessible population

The target population of this research study was care-givers and young adult pairs, who were willing to participate within the study and complete a questionnaire. Due to the inability to gather information from every participant within the sampling frame, an accessible population was used. The accessible population of this research study were identified as care-giver and young adult pairs who had access to email and were able to complete a questionnaire.

3.3.4. Population parameters (characteristics)

Young adults are identified as being people who are between the ages of 18 – 24 and are either male or female. Care-givers were identified as being one stable source of support for a developing young adult. Both young adults and care-givers who participated within the study were required to be available and willing to participate in the study by responding to a questionnaire.

3.4. Sampling

3.4.1. Probability or non-probability sampling

This study makes use of non-probability sampling. Although this study would benefit significantly with the use of a probability sampling method, however not all participants within the target population could be accessed due to the large number of care-giver and young adult participant relationships. Due to the scope of this research study, a non-probability sampling method is used for feasibility and convenience.

3.4.2. Sampling method

A mix of convenience sampling and snowball sampling was used. These methods of sampling are a type of non-probability sampling. Not all members of the population could be reached due to large target population and scope of this research study. Participants were contacted through referral. The participant was not known or had any direct relationship with the participant. Participants were asked to refer an additional participant.

3.4.3. Sample size

15 participants were selected for the purpose of this study. 15 Participants are the primary target of input whereas 2 additional responses will be gathered to account for incomplete or invalid questionnaire responses. It should be noted that each participant is required to have their care-giver figure complete a separate questionnaire. In total (34 Questionnaires) will be administered to young adults and their caregivers.

3.5. Data collection

3.5.1. Data collection method

The data collection method will make use of two questionnaires based on Psychometric Assessments. The caregiver questionnaire is informed by 'Parenting Styles and Dimensions Questionnaire' (Robinson, Mandleco, Olsen, & Hart, 1995), and the young adult questionnaire will be based on the highly reliable and valid assessment for personality, the NEO PI-3 (Costa & McCrae, 2020). These questionnaires will be administered and returned through email.

3.5.2. Data collection application

If the data collection process is not influenced by the effects of COVID-19, the collection process may look as follows. A participant between the ages of 18 – 24 as well as their relevant caretaker or parent will be seated in a controlled environment which is free of distractions and comfortable to the participant. Instructions provided on the participant's questionnaire will be reiterated and both the young adult and their subsequent caretaker will be provided a space to provide written consent on the questionnaire, the participant will not be identifiable by their written consent and the principle of anonymity will be upheld. Both participants will be given the questionnaire relevant to their role and will be required to complete the questionnaires. If the impact of COVID-19 is deemed necessary by the institutional body, the participants will be emailed their questionnaires as well as a detailed information document which includes a place to indicate informed consent. If any questionnaires are returned incomplete or completed incorrectly upon completion, the participant responsible for the error will be provided with a new questionnaire and adequate time adjustments will be made. The length of the assessment will take between five and ten minutes to complete however in rare instances participants will be provided five additional minutes if required. Participants will be given a week to complete the questionnaire and a follow up email will be issued if the questionnaire has not been returned. Results will be returned to the researcher and will be kept confidential through the use of a password to encrypt all data. Only the researcher will have access to view the results and interpret the data analysed through descriptive statistics.

3.6. Data analysis

3.6.1. Data analysis method

This research study will make use of descriptive Statistics which is defined by Kaur, Stoltzfus and Yellapu, (2018) as a systematic method of analysing data by summarising and describing the relationship between variables, ie. Parenting styles and personality traits. Descriptive statistics include types of variables (nominal, ordinal, interval, and ratio) as well as measures of frequency, central tendency, dispersion/variation, and position (Kaur, Stoltzfus & Yellapu, 2018).

3.6.2. Data analysis application

The purpose of this research study was to explore the relationship between parenting styles and the development of young adult personality traits. The research methodology that guided the analysis and interpretation of findings gathered from both questionnaires within this research study was quantitative and positivistic in nature. This suggests that findings that are interpreted from the data analysis are based in evidence and findings aim to be useful across contexts. This limited the in-depth understanding of the perceived relationship between care-givers and young adults, which may have been possible from a qualitative perspective. However, findings which will be discussed and contextualised below will serve the explicit purpose of solving and informing the research problem by gaining theoretical and practical insight into the relationship between young adult and care-giver participants.

Although what constitutes as healthy personality traits and unhealthy personality traits is subjective, questions within the 'Young Adult Personality Questionnaire' provide insight into the adaptive or maladaptive personality behaviours possible in relation to the approach adopted by care-takers. Questions within the Young Adult Personality Questionnaire which are associated with the development of healthy personality traits include questions one, two, three, five, seven and nine. The data gathered from these questions aim to give insight in to healthy and adaptive behaviours that emerge during young adulthood. Within the analysis of data within this study, what constitutes healthy and unhealthy personality traits may vary greatly between cultures and individual perceptions, this is acknowledged in the attempt to answer the proposed research problem and established hypothesis and will subsequently be discussed during finding and 'anticipated contribution'. Secondly, unhealthy personality traits which are similarly subjective in nature have been gathered through the responses to

questions one, six, eight, ten and eleven. These categorisations do not aim to insightfully explore the personality of an individual in an in-depth manner but rather aims to differentiate personality amongst young adults in an objective and valuable manner, such that descriptive statistics may inform the perceived relationships which may emerge as a result of comparing data sets.

4. FINDINGS AND INTERPRETATION OF FINDINGS

This study aimed to explore the relationship between styles of parenting and the emergence of personality traits within young adults, later in life. It was hypothesised with the alternative hypothesis of this study that, 'Parenting Styles influence the emergence of personality traits within adulthood.' Findings gathered through the use of the care-givers questionnaire indicated the distribution of parenting styles among care-givers as indicated in Figure 1.2.

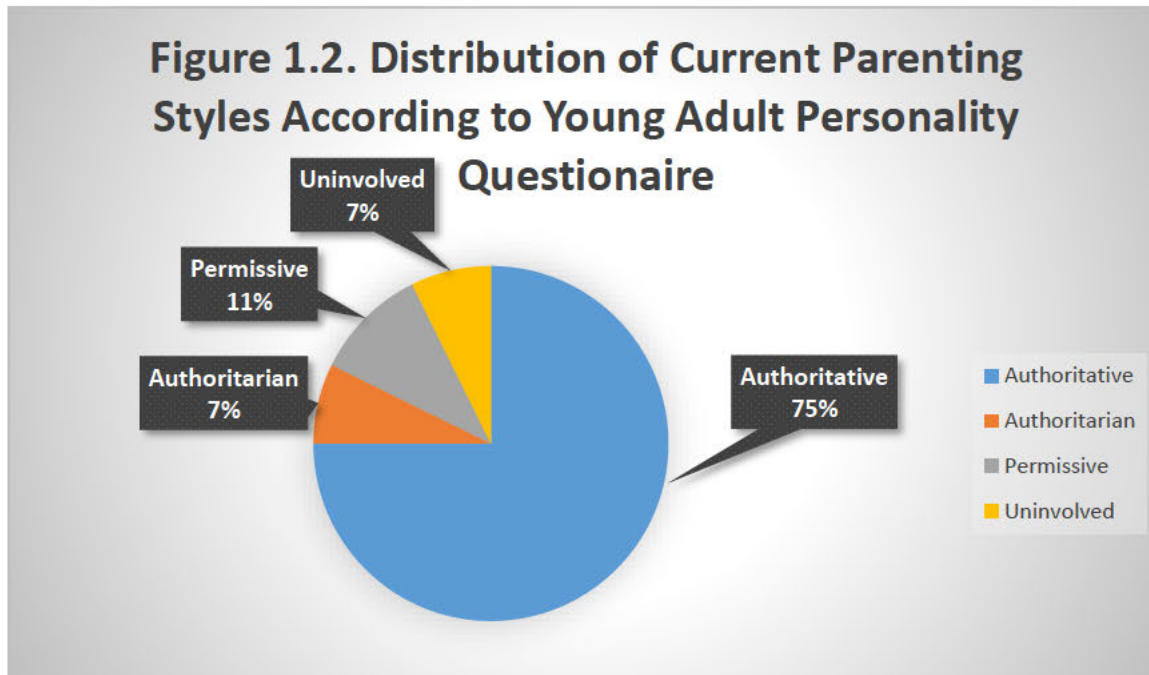


Figure 1.2. Distribution of Parenting Styles

75% of respondents indicated that they used an authoritative style of parenting. This coincides with research by Kuppens and Ceulemans (2019), which indicates that the authoritative style of parenting is most commonly practiced. As indicated in Figure 1.2., 25% of participants used alternative parenting styles to the authoritative style of parenting (Authoritarian, permissive and uninvolved). Literature by Hoeve et al. (2008), suggests that authoritarian, permissive and uninvolved parenting styles were more commonly associated with the development of undesirable personality. Undesirable personality traits include high levels neuroticism, low levels of conscientiousness, low levels of openness and low levels of agreeableness. Desirable personality traits are identified as being high conscientiousness, high openness, high agreeableness, low neuroticism.

Literature proposed by Rinaldi and Howe (2012), suggests that parenting styles associated with moderate levels of warmth and control such as in the case with the authoritative style of parenting, was more likely to be associated with healthier personality traits. Figure 1.3. below indicates the comparison between authoritative styles of parenting and desirable personality traits.

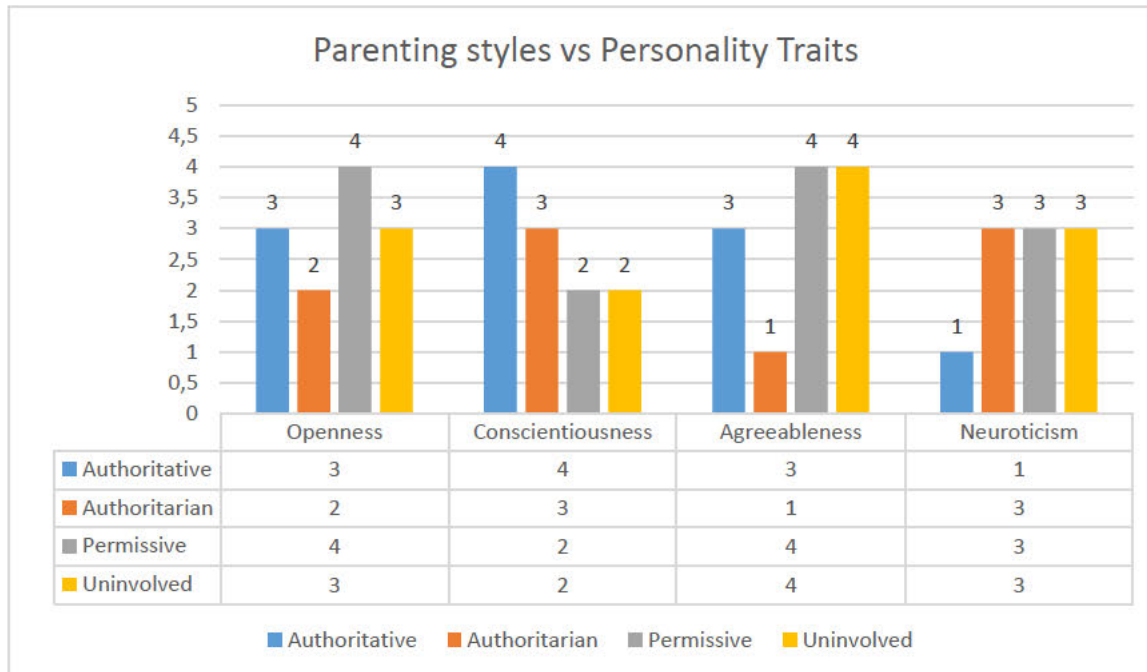


Figure 1.3. Parenting Styles Vs Personality Traits

Figure 1.3. demonstrates how this research study found a relationship between an authoritative parenting style and healthier personality traits such as high conscientiousness, high openness, high agreeableness, low neuroticism. Figure 1.4. below demonstrates the responses of young adults to the personality questionnaire, who were identified as being brought up with an alternative parenting style to authoritative style of parenting.

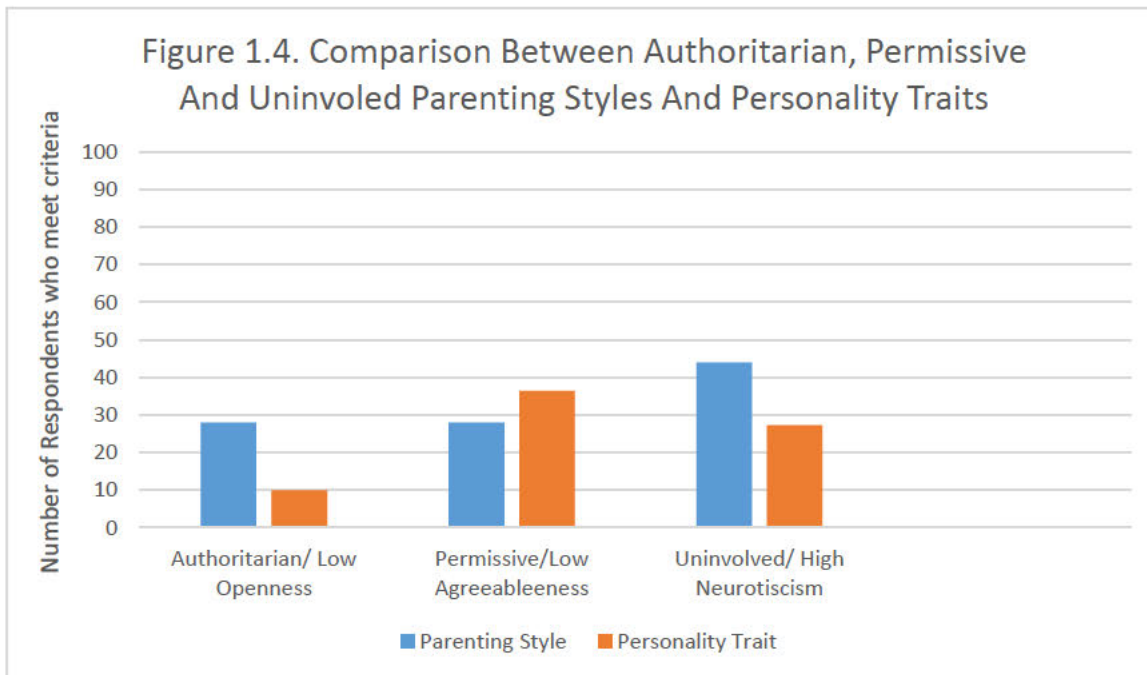


Figure 1.4. Comparison Between Authoritarian, Permissive and Uninvolved Parenting Styles and Personality Traits.

Data displayed within Figure 1.4. demonstrates how many care-takers met the criteria for a specific parenting style as well as the relationship of this value to the number of young adults who met the criteria for undesirable personality traits. Therefore, young adults who were raised with an authoritarian, permissive and uninvolved style of parenting were more likely to identify with undesirable personality traits. These findings support the hypothesis in concluding that parentings styles do indeed have an impact on the development of personality traits within young adults. Interestingly two findings from responses that drew the attention of this research study and the first of which is displayed within Figure 1.5.

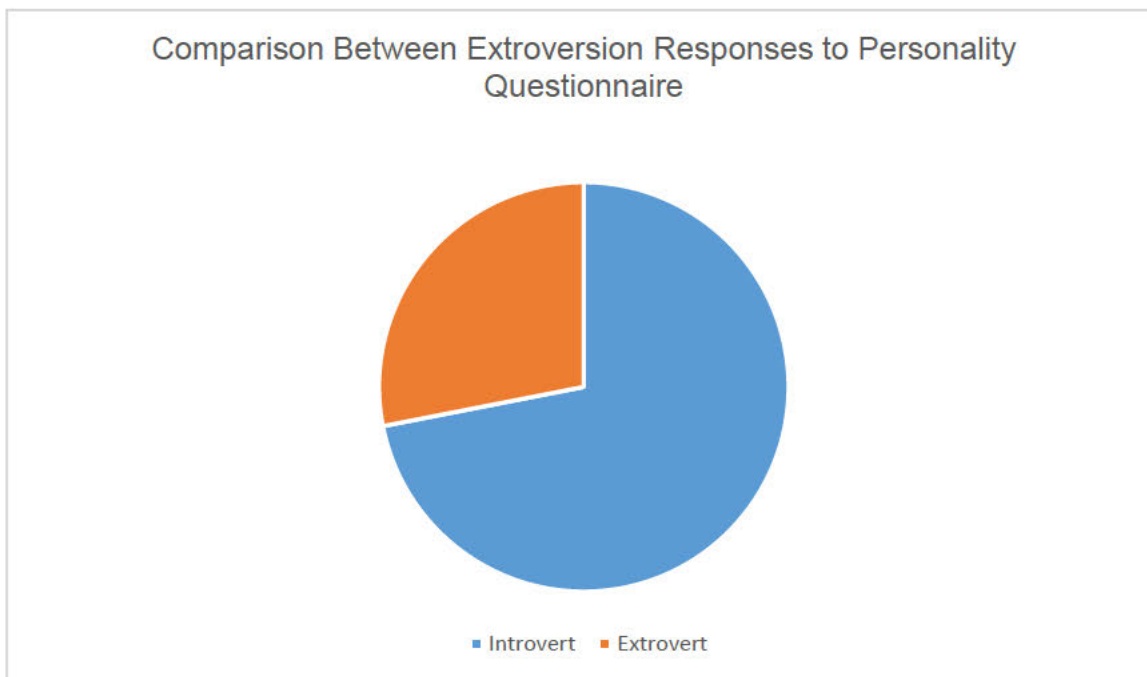


Figure 1.5. Comparison Between Extroversion Responses to Personality Questionnaire

Figure 1.5. indicates that extroversion and introversion, a preference for introversion was found in proportionate relationship to the 75% use Authoritative parenting style. However, it is likely that this has no direct relationship to any parenting style. Many other influences such as environment and care-giver structure (such as being adoptive parents and single parenthood, for example), can have a significant impact on the development of personality within young adults especially within a South African context (Bøe et al., 2013; Dotterer, Iruka & Pungello, 2012).

Figure 1.6. Care-Giver Response When Asked If They Wish They Could Do Better

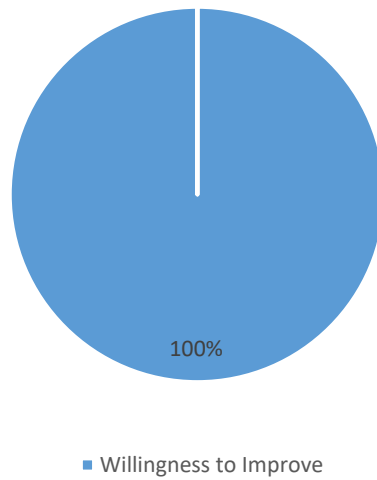


Figure 1.6. Care-Giver Response When Asked If They Wish They Could Do Better

Secondly and finally, figure 1.6. identifies that all care-givers state that given the time and the resources, 100% of caregivers wish to improve their parenting style.

5. VALIDITY AND RELIABILITY OF FINDINGS

The quantitative positivistic paradigm adopted by this study aims to both enforce and create validity and reliability throughout the creation and development of this research proposal (Du Plooy-Cillers, Davis & Bezuidenhout, 2014). This ensures that results will be may be more reliable from a validity and reliability perspective and allow for greater generalisation of results within a population due to absence of bias.

A through literature review was conducted in order to create validity and reliability with the research design of this study. Both data gathering tools were informed by highly reliable empirically based psychometric support. This research study is guided by extensive validity and reliability-based personality research across cultures by Costa and McCrae (2020). The exploration of parenting styles was guided by the valid and reliable study conducted by the Four Parenting Styles Questionnaire (Shyny, 2017).

All data that is gathered from participants will be done so in a time conscious, effective manner, that encourages participants to be insightful and reply honestly. The validity and reliability of this study will not be influenced by deception, harm or any unethical practice that will ultimately render the data invalid. Data security, whether it be in person or through email will be done so through password encryption, confidentially and feedback in order to keep the participant informed, this will ensure no data becomes systematic bias and promotes a sense of validity and reliability.

6. CONCLUSION

6.1. Summary of findings as they relate to the research question, problem, hypotheses or objectives

This research study found a preference for authoritative parenting style, a finding which aligns with literature by Kuppens and Ceulemans (2019), suggesting that the most commonly used parenting style was the authoritative parenting style. Furthermore, this study found that other parenting styles such as the authoritarian, permissive and uninvolved parenting style are still being used. However; this study found that authoritarian, permissive and uninvolved parenting styles were associated with the emergence of undesirable personality traits as suggested in literature by Hoeve et al. (2008). Undesirable personality traits include high levels neuroticism, low levels of conscientiousness, low levels of openness and low levels of agreeableness. This supports and coincides with the literature of Rinaldi and Howe (2012), which suggests that an authoritative parenting style was associated with healthier personality traits than alternative parenting styles. Desirable personality traits include high conscientiousness, high openness, high agreeableness, low neuroticism.

This study proposed that parenting styles were associated with the development of personality traits within emerging adults. With the above research findings in consideration, this study confirms the alternative hypothesis and rejects the null hypothesis. There is a relationship between the use of various parenting styles and the emergence of personality traits within later life. Furthermore, despite social and cultural changes as the problem statement suggests, an authoritative parenting style is still commonly practiced and is perceived to associated with the development of healthier personality traits within emerging adults.

6.2. Anticipated contribution of the study (Implications of findings)

I anticipate this research to contribute to debates on parenting styles and play an important role in shaping debates on development and personality in the near future. This research study anticipates a relationship between various parenting styles and adult personality traits. One anticipated finding is the relationship between authoritarian, neglectful, and permissive parenting styles and the emergence of undesirable personality traits. The use of Authoritative parenting styles is suggested to be associated with development of healthier personality traits however it also contributes to behavioural issues. Another anticipated finding is the report of confusion and lack of confidence in various parenting styles and the willingness to learn about new parental pedagogies. It is clear within the literature and anticipated findings of this research study a that need for further developments to account for this new 'gap' in parental practices which has been identified but not been resolved in a satisfactory manner. Newer parenting styles present opportunities and seem to address many difficulties faced with traditional parenting styles, however new approaches to parenting lack significant longitudinal research support.

Identification of relationships between parenting styles and personality traits may assist in psychotherapy practices by informing clinical insights and applications. A counselling or clinical psychologist may be required to provide therapy for emerging adults who are planning too, or already have a child. Evidence from this study aims to guide clients by promoting parenting approaches associated with the development of desirable personality traits. Identification of correlational relationships between parenting styles and personality traits may be useful in providing information and guidance to caregivers who may not be the biological parent of a child or a variety of other social situations such as adoption. It is the hope of this research study that it will contribute to the reduction of non-ideal styles of parenting in order to promote a healthy and successful parent/child relationship that results in the actualisation of a child's potential, long term.

6.3. Ethical considerations

Informed Consent

Informed consent is a key principle of ethically sound research. Informed consent as stated by Nijhawan, Janodia, Muddukrishna, Bhat, Baiyya, Udupa and Musmade (2013), refers to a mutual understanding generated between the participant and the researcher where a participant voluntarily commits to willingly participate within a research study. In the case of this research study, informed consent is regarded as written consent made between a researcher and the participant as well as their previous caretaker. This agreement pertains to the overarching principle of informed consent but also extends to other ethical considerations which aim to be discussed below. This study will reinforce the principle of informed consent throughout the study and both questionnaires.

Identified Considerations

- Stipulation and transparency about nature of the study including sensitive nature of child rearing practices
- Ethical sensitivity to critique environmental and psychological factors influencing a child's development, thus parental styles will be compared in an unbiased manner.
- This study will refrain from placing judgement of parental values by assessing universal facets of parenting rather specific instances a participant may remember and feel is value.

Anonymity and confidentiality

Identification of participants is not a necessity for the purpose of this research study. This research aims to provide complete anonymity to the respondents of the questionnaires for personal protection and to gather reliable and valid results. All results will be limited to the researcher and the Institution body. No information will be traceable and confidentiality stands as an ethical pillar of this study, due to the possibly sensitive nature of the data. All data will be password encrypted. A code will be allocated to name each set of responses in order to promote structure and reduce the need for identification.

Data protection and limitation to access of information

Information provided by the participant will be completely anonymous and private and will be exclusively subject to review by only the researcher and the private institutional body. All information that is gathered will be password encrypted. A code will be allocated to name each set of responses in order to promote structure and reduce the need for identification.

Potential risks and benefits to the participant

The only potential risk for harm within this study, is due to the possibility of sensitivity regarding the responses to items. Both questionnaires have been designed to minimise risk and sensitivity. There is no physical risk involved within this study. The researcher rather aims to promote well-being through generating understanding about the relationship shared between parenting practice and personality development. The researcher however does not suggest any potential benefits from participating within this study.

Responsibilities of the researcher

The researcher assumes ethical responsibility for the practices of this research study and will seek to conduct research and gather information in an ethically sound manner that promotes well-being rather than harm. Transparency will be accounted for each step of the research process.

Participant safety and indemnity

The researcher guarantees physical safety and will inform the participant of the possibility of sensitive items that may appear within the questionnaire.

6.4. Limitations of the study

- This research study would benefit from adopting a qualitative methodology to explore and understand identified relationships within the data set – these considerations have been noted during the course of this research studies and may serve as a possible future research study.
- Sensitive data may be difficult to gather when categorising parenting styles and previous childhood experiences – considerations about asking or revealing instances of physical and psychological abuse that does occur during some less favourable approaches to parenting have been made throughout this study.
- Participants are not below the age of 18 as this would require legal consent from care – givers and/or guardians and may provide unnecessary ethical complications as this study is concerned with adult outcomes.

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8. ANNEXURES

8.1. Annexure A – Consent Form

To whom it may concern,

My name is **Matthew, Christian Langford** and I am a student at **a private tertiary institution**. I am currently conducting research under the supervision of **Romy Perkins** about **the impact of various parenting styles and emerging adult personality traits in later life**. I hope that this research will enhance our understanding of **parenting styles and play an important role in shaping debates on development and personality in the near future**.

I would like to invite you to participate in my study. In order to explain to you what your participation in my study will involve, I have formulated questions that I will try to fully answer so that you can make an informed decision about whether or not to participate. If you have any additional questions that you feel are not addressed or explained in this information sheet, please do not hesitate to ask me for more information. Once you have read and understood all the information contained in this sheet and are willing to participate, please complete and sign the consent form below.

What will I be doing if I participate in your study?

I would like to invite you to participate in this research because **your input on parenting styles and personality traits is valuable to this study**. If you decide to participate in this research, I would like to **complete the following questionnaire provided and return it to** [REDACTED]

You can decide whether or not to participate in this research. If you decide to participate, you can choose to withdraw at any time or to decide not to answer particular interview questions.

Are there any risks/ or discomforts involved in participating in this study?

Whether or not you decide to participate in this research, there will be no negative impact on you. There are no direct risks or benefits to you if you participate in this study. You might, however, indirectly find that it is helpful to talk about your **personality and your experience with parenting styles**. If you find at any stage that you are not comfortable with the line of questioning, you may withdraw or refrain from participating.

Do I have to participate in the study?

- Your inclusion in this study is completely voluntary;
- If you do not wish to participate in this study, you have every right not to do so;

- Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.

Will my identity be protected?

I promise to protect your identity. I will not use your name in any research summaries to come out of this research and I will also make sure that any other details are disguised so that nobody will be able to identify you. I would like to ask your permission to record the interviews, but only my supervisor, I and possibly a professional transcriber (who will sign a confidentiality agreement) will have access to these recordings. Nobody else, including anybody at **the private tertiary institution**, will have access to your interview information. I would like to use quotes when I discuss the findings of the research but I will not use any recognisable information in these quotes that can be linked to you.

What will happen to the information that participants provide?

Once I have finished all interviews, I will write summaries to be included in my research report, which is a requirement to complete my **Honours Degree - Psychology**. You may ask me to send you a summary of the research if you are interested in the final outcome of the study.

What happens if I have more questions about the study?

Please feel free to contact me or my supervisor should you have any questions or concerns about this research, or if there is anything you need to know before you decide whether or not to participate.

You should not agree to participate unless you are completely comfortable with the procedures followed.

My contact details are as follows:

Matthew, Christian Langford

The contact details of my supervisor are as follows:

Romy Perkins

Consent form for participants

I, _____, agree to participate in the research conducted by Matthew, Christian Langford about the impact of parenting styles on the emergence of adult personality traits in later life

This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. I agree to be interviewed for this research.
2. My confidentiality will be ensured. My name and personal details will be kept private.
3. My participation in this research is voluntary and I have the right to withdraw from the research at any time. There will be no repercussions should I choose to withdraw from the research.
4. I may choose not to answer any of the questions that are asked during the research interview.
5. I may be quoted directly when the research is published, but my identity will be protected.

Signature

Date

8.2. Annexure B – Interview Schedule/Questionnaire

Young Adult Personality Questionnaire

Disclaimer: This Questionnaire is by no means a substitute for a professional assessment and has not been subject to the various validity and reliability related procedures, regulatory bodies and trails. This Questionnaire's sole purpose is for the use of informing research and thus results do not reflect the true nature of the participant.

Adapted and Based on **NEO™ Personality Inventory-3 (NEO™ PI-3) (Costa & McCrae, 2020).**

Information:

The purpose of this questionnaire is to gauge personality traits defined by Costa and McCrae (2020), for the purpose of informing a research study exploring the perceived relationship between parenting styles and personality traits amongst young adults. Please read the instructions below and indicate to the researcher if you have any questions or if there is something that you may not understand and wish to seek clarification on.

Confidentiality and Amenity:

The information contained within this document is confidential and access is limited to the researcher and the Tertiary Institution and its approved marking team. Any responses contained within this document are the sole anonymous property of the participant and will not be published by any means. Some responses may be sensitive and as such you, will not be identifiable by your response. Confidentiality and amenity will remain at the fore-front of this research study and will not be available to anybody but the intended parties.

Culture and Language Considerations:

The Young Adult Personality Questionnaire is intended for a South African population, this may mean that some respondents responses may vary according to culture, this research study sees this an advantage. South Africa recognises 11 official languages, this questionnaire is not offered in any translated version however with the use of an individual who is fluent in both the participants language as well as English, the completion of the assessment is possible.

Instructions:

As the Participant and Respondent of this Questionnaire, you will be required to read and understand the information and instructions presented to you at the beginning of this document. You will be required to then indicate that you both understand what is required of you and the information provided. Providing the researcher amenity from any possible harm that may be caused. After indicating informed consent, please read the questions provided with care and indicate an answer in the space provided that is most truthful and correct. Provide responses in the space provided from question 1 – 11 and return the questionnaire to the researcher.

Indication of Informed Consent:

I understand the information and what is expected of me as a participant	I do not wish to participate in the research study
---	---

I give informed consent

I do not give inform consent

Please answer the following questions that are adapted and based on **NEO™ Personality Inventory-3 (NEO™ PI-3) (Costa & McCrae, 2020)** in a truthful and careful manner:

	Questions	Indicate either True or False
1.	I would prefer to be with people than be on my own.	True / False
2.	I am usually calm, even-tempered, relaxed, and able to face stressful situations without becoming upset or rattled.	True / False
3.	I am sensitive, imaginative and open to new experiences.	True / False
4.	I am assertive, active, and talkative. I like excitement and stimulation and tend to be cheerful. I describe myself as upbeat, energetic, and optimistic.	True / False
5.	I consider myself reserved, independent, and even-paced.	True / False
6.	I regularly experience negative emotions such as being scared, sad, embarrassed, angry, guilty, and disgusted.	True / False
7.	I am purposeful, strong-willed, and determined. I am typically involved in planning, organizing, and carrying out tasks.	True / False
8.	I consider myself disagreeable or antagonistic, egocentric, skeptical of others' intentions, and competitive rather than cooperative.	True / False
9.	I am sympathetic to others and eager to help them, and believe that others will be equally helpful in return.	True / False
10.	I prefer be conservative and prefer being around things that are familiar.	True / False
11.	I am sometimes laid back and prefer completing tasks given to me.	True / False

Thank you for your participation and support! Please return this document to:

Contact Details

Researcher:

Matthew Langford

Care Taker – Parenting Styles Questionnaire

Disclaimer: This Questionnaire by no means is a substitute for a professional assessment and has not been subject to the various validity and reliability related procedures, regulatory bodies and trails. This Questionnaire's sole purpose is for the use of informing research and results do not reflect the true nature of the participant.

Adapted and Based on **Four Parenting Styles Questionnaire (Shyny, 2017).**

Information:

The purpose of this questionnaire is to gauge parenting styles categorised by Baumrind (1975), for the purpose of informing a research study exploring the perceived relationship between parenting styles and personality traits amongst young adults. Please read the instructions below and indicate to the researcher if you have any questions or if there is something that you may not understand and wish to seek clarification on.

Confidentiality and Amenity:

The information contained within this document is confidential and access is limited to the researcher and Tertiary Institution and its approved marking team. Any responses contained within this document are the sole anonymous property of the participant and will not be published by any means. Some responses may be sensitive and as such, you will not be identifiable by your response. Confidentiality and amenity will remain at the fore-front of this research study and will not be available to anybody but the intended parties.

Culture and Language Considerations:

The Care Taker Parenting Styles Questionnaire is intended for a South African population, this may mean that some respondents responses may vary according to culture, this research study sees this an advantage. South Africa recognises 11 official languages, this questionnaire is not offered in any translated version however with the use of an individual who is fluent in both the participants language, as well as English, the completion of this assessment is possible.

Instructions:

As the Participant and Respondent of this Questionnaire, you will be required to read and understand the information and instructions presented to you at the beginning of this document. You will be required to then indicate that you both understand what is required of you and the information provided. Providing the researcher amenity from any possible harm that may be caused. After indicating informed consent, please read the questions provided with care and indicate an answer in the space provided that is most truthful and correct. Provide responses in the space provided from question 1 – 13 and return the questionnaire to the researcher.

Indication of Informed Consent:

I understand the information and what is expected of me as a participant	I do not wish to participate in the research study
---	---

I give informed consent

I do not give inform consent

Please answer the following questions that are adapted and based on the **Four Parenting Styles Questionnaire (Shyny, 2017)** in a truthful and careful manner:

	Questions	Indicate either True or False
1.	I want my child to follow my instructions because I am the authority to decide what to do or what not to do.	True / False
2.	I am very soft with my child and as a result I cannot correct him/her at a proper time through consequence.	True / False
3.	I do not have any demand or control over the person I have raised and I give total freedom to him/her.	True / False
4.	I have little patience to tolerate any misbehaviour from my child or to listen to the excuses for any kind of mistake.	True / False
5.	Important decisions are made together and I give full freedom to my child to share everything with me.	True / False
6.	I prefer to create consequences rather than giving advices to my child because I am sure he/she will not listen to it.	True / False
7.	As I was brought up by strictly disciplined care-takers, I am very liberal with my child.	True / False
8.	I believe that only through punishment can the behaviour of my child be corrected.	True / False
9.	I will not force my child in any direction in his/her future career and I also help him/her to set a realistic goal.	True / False
10.	My child convinces me out of receiving punishment after he/she has done something wrong.	True / False
11.	Whenever my child fails to follow the instructions given to him/her, I remind them of the consequences with a touch of love and affection.	True / False
12.	I like to be a very affectionate parent towards my child and also, I take the responsibility for my faulty guidance.	True / False
13.	As I am busy, I get little time to care for my child and he/she is quite free to make their own decisions.	True / False

Thank you for your participation and support! Please return this document to:

Contact Details

Researcher:

Matthew Langford

8.3. Annexure C – Ethical Clearance Letter



29 July 2020

Student name: Matthew Christian Langford

Student number: 17748804

Campus: IIE's Varsity College Sandton

Re: Approval of Honours in Psychology Proposal and Ethics Clearance

HONOURS/PGDIP ETHICAL CLEARANCE LETTER

Your research proposal and the ethical implications of your proposed research topic were reviewed by your supervisor and the campus research panel, a subcommittee of The Independent Institute of Education's Research and Postgraduate Studies Committee.

There are some aspects that you still need to address in your proposal. You will need to address these aspects in consultation with your supervisor before you may proceed (see below):

Please discuss with your supervisor/navigator/lecturer how you will address these issues listed below:

Please note: **Your fieldwork may only proceed once you address the following issues:**

- Please make all the changes suggested/recommended by your supervisor.
- Possible title change: *"perceived impact"*. Please discuss this with your supervisor.

In the event of you deciding to change your research methodology in any way, kindly consult your supervisor to ensure all ethical considerations are adhered to and pose no risk to any participant or party involved. A revised ethical clearance letter will be issued.

We wish you all the best with your research!

GENERAL CONDITIONS TO BE FULFILLED IN RELATION TO RESEARCH

Permission is granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should any of these conditions be flouted.

Please note: The panel has not considered the merits, accuracy or ethical soundness of the research. The only merits examined are the use of The IIE as a sample.

Permission is granted subject to the following conditions:

1. The researcher(s) will need to obtain informed consent in writing from all of the participants in his/ her sample if the study is not anonymous.
2. The researcher(s) may only use the data collected for research purposes and in no other way.
3. Photographs of human subjects may only be taken if relevant to the research, informed consent was obtained, and even with informed consent, the photographs may not be published on any online platforms.
4. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
5. No names or identifying information of participants may be used within the research and the research must be voluntary.
6. Please make it clear that the information will not be used punitively in any way and participants may in no way be counselled/advised based on this.

Supervisor: Romy Perkins



Campus Postgraduate Coordinator (CPC):



JENNA-LEE RAMNARAIN

8.4. Annexure D – Examples of Data Collected

Indication of Informed Consent:

I understand the information and what is expected of
me as a participant
I give informed consent

I do not wish to participate in the research study

I do not give inform consent

Please answer the following questions that are adapted and based on the **Four Parenting Styles Questionnaire (Shyny, 2017)** in a truthful and careful manner:

	Questions	Indicate either True or False
1.	I want my child to follow my instructions because I am the authority to decide what to do or what not to do.	☒ True / ☐ False
2.	I am very soft with my child and as a result I cannot correct him/her at a proper time through consequence.	☒ True / ☐ False
3.	I do not have any demand or control over the person I have raised and I give total freedom to him/her.	☐ True / ☒ False
4.	I have little patience to tolerate any misbehaviour from my child or to listen to the excuses for any kind of mistake.	☐ True / ☒ False
5.	Important decisions are made together and I give full freedom to my child to share everything with me.	☒ True / ☐ False
6.	I prefer to create consequences rather than giving advices to my child because I am sure he/she will not listen to it.	☐ True / ☒ False
7.	As I was brought up by strictly disciplined care-takers, I am very liberal with my child.	☒ True / ☐ False
8.	I believe that only through punishment can the behaviour of my child be corrected.	☒ True / ☐ False
9.	I will not force my child in any direction in his/her future career and I also help him/her to set a realistic goal.	☒ True / ☐ False
10.	My child convinces me out of receiving punishment after he/she has done something wrong.	☒ True / ☐ False
11.	Whenever my child fails to follow the instructions given to him/her, I remind them of the consequences with a touch of love and affection.	☒ True / ☐ False
12.	I like to be a very affectionate parent towards my child and also, I take the responsibility for my faulty guidance.	☒ True / ☐ False

13.	As I am busy, I get little time to care for my child and he/she is quite free to make their own decisions.	True / <u>False</u>
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Thank you for your participation and support! Please return this document to:

Contact Details

Researcher:

Matthew Langford



Indication of Informed Consent:

I understand the information and what is expected of
me as a participant
I give informed consent

I do not wish to participate in the research study

I do not give informed consent

Please answer the following questions that are adapted and based on **NEO™ Personality Inventory-3 (NEO™ PI-3)** (Costa & McCrae, 2020) in a truthful and careful manner:

	Questions	Indicate either True or False
1.	I would prefer to be with people than be on my own.	☒ True / ☐ False
2.	I am usually calm, even-tempered, relaxed, and able to face stressful situations without becoming upset or rattled.	☒ True / ☐ False
3.	I am sensitive, imaginative and open to new experiences.	☒ True / ☐ False
4.	I am assertive, active, and talkative. I like excitement and stimulation and tend to be cheerful. I describe myself as upbeat, energetic, and optimistic.	☒ True / ☐ False
5.	I consider myself reserved, independent, and even-paced.	☒ True / ☐ False
6.	I regularly experience negative emotions such as being scared, sad, embarrassed, angry, guilty, and disgusted.	☐ True / ☒ False
7.	I am purposeful, strong-willed, and determined. I am typically involved in planning, organizing, and carrying out tasks.	☒ True / ☐ False
8.	I consider myself disagreeable or antagonistic, egocentric, skeptical of others' intentions, and competitive rather than cooperative.	☐ True / ☒ False
9.	I am sympathetic to others and eager to help them, and believe that others will be equally helpful in return.	☒ True / ☐ False
10.	I prefer be conservative and prefer being around things that are familiar.	☒ True / ☐ False
11.	I am sometimes laid back and prefer completing tasks given to me.	☒ True / ☐ False

Thank you for your participation and support! Please return this document to:

Contact Details

Researcher:

Matthew Langford

Indication of Informed Consent:

I understand the information and what is expected of
me as a participant
I give informed consent

I do not wish to participate in the research study

I do not give informed consent

Please answer the following questions that are adapted and based on the **Four Parenting Styles Questionnaire (Shyny, 2017)** in a truthful and careful manner:

	Questions	Indicate either True or False
1.	I want my child to follow my instructions because I am the authority to decide what to do or what not to do.	True / <u>False</u>
2.	I am very soft with my child and as a result I cannot correct him/her at a proper time through consequence.	True / <u>False</u>
3.	I do not have any demand or control over the person I have raised and I give total freedom to him/her.	True / <u>False</u>
4.	I have little patience to tolerate any misbehaviour from my child or to listen to the excuses for any kind of mistake.	<u>True</u> / False
5.	Important decisions are made together and I give full freedom to my child to share everything with me.	<u>True</u> / False
6.	I prefer to create consequences rather than giving advices to my child because I am sure he/she will not listen to it.	True / <u>False</u>
7.	As I was brought up by strictly disciplined care-takers, I am very liberal with my child.	<u>True</u> / False
8.	I believe that only through punishment can the behaviour of my child be corrected.	True / <u>False</u>
9.	I will not force my child in any direction in his/her future career and I also help him/her to set a realistic goal.	<u>True</u> / False
10.	My child convinces me out of receiving punishment after he/she has done something wrong.	<u>True</u> / False
11.	Whenever my child fails to follow the instructions given to him/her, I remind them of the consequences with a touch of love and affection.	True / <u>False</u>
12.	I like to be a very affectionate parent towards my child and also, I take the responsibility for my faulty guidance.	<u>True</u> / False

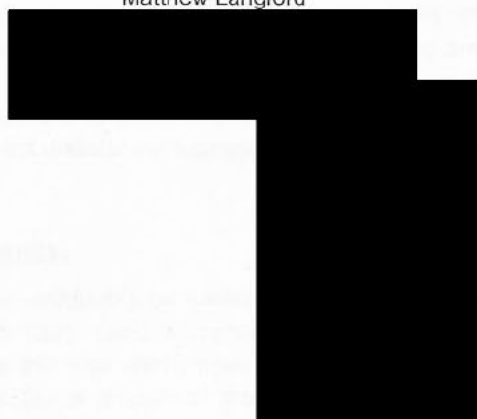
13.	As I am busy, I get little time to care for my child and he/she is quite free to make their own decisions.	True / False
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Thank you for your participation and support! Please return this document to:

Contact Details

Researcher:

Matthew Langford



Indication of Informed Consent:

I understand the information and what is expected of
me as a participant
I give informed consent

I do not wish to participate in the research study

I do not give informed consent

Please answer the following questions that are adapted and based on **NEO™ Personality Inventory-3 (NEO™ PI-3) (Costa & McCrae, 2020)** in a truthful and careful manner:

	Questions	Indicate either True or False
1.	I would prefer to be with people than be on my own.	True / False
2.	I am usually calm, even-tempered, relaxed, and able to face stressful situations without becoming upset or rattled.	True / False
3.	I am sensitive, imaginative and open to new experiences.	True / False
4.	I am assertive, active, and talkative. I like excitement and stimulation and tend to be cheerful. I describe myself as upbeat, energetic, and optimistic.	True / False
5.	I consider myself reserved, independent, and even-paced.	True / False
6.	I regularly experience negative emotions such as being scared, sad, embarrassed, angry, guilty, and disgusted.	True / False
7.	I am purposeful, strong-willed, and determined. I am typically involved in planning, organizing, and carrying out tasks.	True / False
8.	I consider myself disagreeable or antagonistic, egocentric, skeptical of others' intentions, and competitive rather than cooperative.	True / False
9.	I am sympathetic to others and eager to help them, and believe that others will be equally helpful in return.	True / False
10.	I prefer to be conservative and prefer being around things that are familiar.	True / False
11.	I am sometimes laid back and prefer completing tasks given to me.	True / False

Thank you for your participation and support! Please return this document to:

Contact Details

Researcher:

Matthew Langford

076 – 738 – 2581

17748804@vconnect.co.za

8.5. Summary Table

Annexure A: Concept Document Template PROVISIONAL TITLE: The Relationship between Parenting Styles and the Development of Adult Personality Traits

Research Purpose/Objective	Primary Research Question	Research Rationale	Seminal Authors/Sources	Literature Review – Conceptual Framework	Paradigm	Approach	Data Collection Method(s)	Ethics	Anticipated Findings	References
The purpose of this research study is to explore the relationship between existing adult personality traits and parenting styles.	Is there a relationship between parenting styles and the emergence of personality traits within adults?	Personal Rationale To explore research that suggests an approach to parenting that are associated with healthy personality development which may inform long term life choices. Academic Rationale To explore the use of various approaches to parental practices and its subsequent impact to on personality development in order to assist in	Diana Baumrind Robert McCrae and Paul Costa Daniel Siegel Gordon Allport John Bowlby	Theme 1: Parenting Styles Theme 2: Adult Personality Theme 3: Personality Theme 4: Personality Traits	Paradigm <i>Positivism</i> Epistemology <i>Improve knowledge about parent practices</i> Ontology <i>Objective Reality</i> Axiology <i>Positive Healthy Parental Practices</i>	<i>Quantitative</i>	<i>Questionnaires – Informed by Psychometric Assessments</i>	Ethical sensitivity to critique 'suitable' environmental and psychological factors influencing a child's development thus parental styles will be compared in an unbiased manner.	One anticipated finding is the relationship between authoritarian, neglectful and permissive parenting styles and the emergence of unhealthy personality traits.	Allport, F., & Allport, G. (1921). Personality Traits: Their Classification and Measurement. <i>The Journal Of Abnormal Psychology And Social Psychology</i> , 16(1), 6-40. doi: 10.1037/h0069790 Baumrind, D. (1966). Effects of Authoritative Parental Control on Child Behavior. <i>Child Development</i> , 37(4), 887. doi: 10.2307/1126611
						Population				
						Population Parameters Adults are aged between 18 - 24. Participants are required to have at least one, stable, care-giver.				

		clinical insights and applications.	
Research Problem	Secondary Questions/ Hypotheses/ Objectives	Key Concepts	Key Theories
Many parents are unaware of the various approaches to parenting and its relationship to the emergence of personality traits later in adult life.	There are a variety of approaches to parental pedagogies however many care-givers are unaware of new developments within parental practices.	7.1. Parenting Styles 7.2. Care-giver 7.3. Adult 7.4. Personality	<i>Baumrind Parenting Styles Approach</i> <i>Five Factor Trait Theory</i>

8.6. Annexure E – Originality Report