

**EXPLORATION OF PARENTING STYLES AND  
PERSONALITY TRAITS THROUGH EXPRESSIVE ARTS  
AMONG MALAYSIAN PRIVATE COLLEGE EMERGING  
ADULTS: A CASE STUDY**

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**FACULTY OF EDUCATION  
UNIVERSITY OF MALAYA  
KUALA LUMPUR**

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**DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF EDUCATIONAL PSYCHOLOGY**

**FACULTY OF EDUCATION  
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## **ABSTRACT**

Parenting style is one of the essential factors that affects the holistic development of every child especially as the child grows up into emerging adult. Parenting style plays vital and important role that determine the personality of an emerging adult which includes their level of self-esteem and the development of identity status. For the purpose of this study, the researcher explored the parenting styles and the personality traits of Malaysian private college emerging adults through expressive arts since expressive arts enables the researcher to explore and understand the psychic of the participants. This is a case study that involved five participants. The finding from this research showed that all the parents of the research participants practiced different types of parenting styles that influenced the personality traits of the participants in various ways. There were six emerging themes that were found in this study which are: a) types of parents; b) childhood experiences; c) life at school/ college; d) future/dreams; e) spirituality; f) personality traits. At the end of this research, the researcher concluded that emerging adults who grew up with parents who practiced healthy parenting style will grow up as emerging adults who has healthy personality traits with high sense of self.

Keywords: parenting styles, personality traits, expressive arts, emerging adults, sense of self.

**PENEROKAAN STAIL KEIBUBAAPAN DAN TRET PERSONALITI  
MELALUI SENI EKSPRESIF DALAM KALANGAN WARGA MALAYSIA  
PRA DEWASA DI SEBUA**

**ABSTRAK**

Stail keibubapaan merupakan suatu faktor yang penting yang mempengaruhi perkembangan holistik setiap anak terutamanya apabila anak tersebut menuju ke arah pra-dewasa. Stail keibubapaan memainkan peranan yang sangat penting dalam mempengaruhi dan menentukan personaliti individu pra-dewasa yang merangkumi tahap kepercayaan sendiri, serta perkembangan status identiti. Dengan ini, tujuan kajian ini dijalankan adalah untuk meneroka stail keibubapaan dan tret personaliti golongan pra-dewasa warga Malaysia yang menuntut di salah sebuah kolej swasta melalui teknik penggunaan seni ekspresif. Seni ekspresif diimplementasikan dalam kajian ini kerana seni ekspresif dapat membantu pengkaji untuk meneroka dengan lebih mendalam psikik peserta kajian. Kajian kes ini melibatkan lima peserta kajian. Keputusan kajian ini mendapati bahawa setiap ibu bapa peserta kajian ini telah mengaplikasikan stail keibubapaan yang berbeza yang telah mempengaruhi tret personaliti pra-dewasa ini dalam pelbagai aspek. Terdapat enam tema yang telah dikenal pasti daripada kajian ini iaitu: a) jenis ibu bapa; b) pengalaman pada zaman kanak-kanak; c) kehidupan di sekolah/kolej; d) impian/ masa hadapan; e) kerohanian; dan f) tret personaliti. Pada akhir kajian ini, pengkaji telah merumuskan bahawa individu pra-dewasa terbentuk melalui ibu bapa yang mengamalkan stail keibubapaan yang sihat. Hal ini kerana, melalui stail keibubapaan yang sihat, individu pra-dewasa akan mempunyai tret personality yang sihat serta kepercayaan sendiri yang tinggi.

Kata Kunci: stail keibubapaan, tret personaliti, seni ekspresif, pra-dewasa, kepercayaan sendiri

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

Many popular psychologists and development psychology's theorists such as Bowlby (1969, 1973, 1980), Ainsworth (1967, 1982), Baumrind (1987), Erikson (1950), Marcia (1966) and many more, often address the question of nature versus nurture in the context of raising and shaping children. Some argue that an environment can shape a child's lifestyle, personality, self-esteem, identity etc., while others believe that these things are innate within the children. For most people, a child's parents are the most influential people in their lives up until the teen years. Most children are dependent upon their parents for food, shelter, finances and companionship for the first 18 years of their lives. During emerging adult years, some children start to develop their own identity, personality and sense of self which shapes up their esteem (Chang, 2007).

But first, we need to explore and understand about emerging adults (in this context of research, college students) and the parenting styles and importantly how these parenting styles relates and influences these emerging adults' personality traits which includes self-esteem and identity status. The researcher looped on this research based on the Malaysian context.

According to Shaffer & Kipp (2010), parents influence their children at every stage of life. It starts from infancy in which parents choose the type of clothing, diet and entertainment for the children. They determine with whom the children should

interact, the activities that they should join in and how the children manage their emotions.

During adolescence, parents impose their influence by providing advice about schoolwork, social dilemmas and values. Throughout development from childhood to adolescence, parents play an important role and become the foundation for the formation of their child's regulation of emotions, behaviours, self-esteem, identity and personality. These researches are proven to be true not only in the United States, but in many other nations as well such as Arab, India, China, Spain etc. (Farruggia, Chen, Greenberger, Dhitrievan, & Macek, 2004).

In Malaysia, emerging adults comprise the largest group of Malaysia's population which consists of about 13.5 million people or 44.6% of the total population (Department of Statistics Malaysia, 2014). In a research that was done in Malaysia about parenting styles, Nordin (2008) found that emerging adults make up half of the entire Malaysian population and it is particularly significant since Malaysia is a developing country. Besides that, Nordin (2008) also suggested that emerging adults are one of the great assets for the country as they are the future leaders and offer the opportunity to bring Malaysia to better heights. Nurturing and educating emerging adults to live their life functionally and effectively are very important and crucial to build a citizen who is not only academically excellent but has charismatic personality and high sense of self. Parents' involvement through parenting styles which received by emerging adults throughout their life is known to have influenced the emerging adults' psychosocial competence.

The scientific studies of emerging adults were pioneered by G. Stanley Hall (1904) who viewed this formative years as the best decade of life in which the emerging adults from the age of 18 to 25 years go through changes and development

in their bodies, minds and societal roles and this group of people are expected to figure out who they are and what they want from life. The formation of their life goals, values and belief are influenced by family, peers, school and the society. However, parents remain as the highly influential aspect of emerging adults' life (Hill, 1983).

Prinstein & Dodge (2008) said that emerging adults are a clay mud; they can be developed and shaped in different ways. The study of emerging adults has traditionally been an interesting subject to explore. Adolescence is the most vulnerable age group in the society. Growing up as a teenager is usually stressful and exciting at the same time. It is because socially, the adolescents are no longer a child, yet the adult. In fact, it is considered that the adolescent is a time of self- discovery and self- exploration.

Hilgard (1996) also shares that emerging adulthood is a stage where a young person is in search and want to establish their identity and wants to be an individual apart from their family. Hilgard concludes that it is a stage where this young person is in a period of personality development. Furthermore, researchers believe that emerging adults are the beginning of physiological and psychological changes of a person, in which issues can follow the young person standing at the starting point of life choices.

According to Santrock (2010) as he quoted in his book, emerging adulthood is a period for young people to sort out emotionally what they will take along from the family of origin, what they will leave behind, and what they will create. Emerging adulthood, and the college experience, is widely recognized as a period of tremendous growth. Psychological theorists such as Erikson (1968) have indicated

that during this time, emerging adults are in the process of modifying their relationships with parents and creating a unique identity.

As emerging adults' transition from children to adults, they go through different domain of issues and concerns- from excelling in school, selecting majors in colleges and universities, selecting career of interest, friendship and relationship etc. which do shape their personality at the end of the day. Towards the end of their high school years, young people face numerous personal decisions that can have wide- ranging and long – lasting effects on their lives (Mann, Harmoni, & Power, 1989).

On the other hand, parenting styles have become the focus in the early part of the 21<sup>st</sup> century (Caporella, 2007) and it plays a critical role in the development of children, especially emerging adults who are important to the future. Many researches were done since 1920s (Darling, 2010) and the researchers agree that parenting is one of the most relevant perspectives in the study of relationships between parents and children.

Most researches have demonstrated that the parenting style to which children are exposed during early development significantly affects their behaviour later in life as they become adult. Parke & Buriel (1998) stated that family especially parents are a highly influential context for children's development hence the influence of parenting processes and the quality of parent- child relationships have been a key focus of family research. According to Arnett (2009), family members especially parents are the people admired most by the emerging adults and parents are among the people whom they have the closest bonding and attachments (Allen & Land, 1999; Claes, 1998, Halvor, Hanne- Trine, & Bjorkheim, 2000).



Parents therefore have significant roles to play in seeing to it that the emerging adults acquire the appropriate social, psychological, moral and academic development. Generally, it is the responsibility of the family to train and bring up the child in the norms and values of the society. They are supposed to be responsible for the psychological and emotional welfare of the child- as quoted by Salami and Alwode (2014) in their research.

Getswicki (2007) believes and states that family is important to emerging adults and it continues to be an enduring human social institution (Smith, 2006). According to Nik Azis (2002), he believes that family's function is to nurture the children where the parents play the most important role in it. As for Bohannan (1985), he states that the ultimate purpose of the family is parenting, and parenting is considered as the most fundamental and universal concern of every society (Hoghughi & Long, 2004).

Santrock (2010) suggests that parenting and family characteristics experienced during childhood and adolescence continue to share important relationships with a variety of outcomes for emerging adults. It may be that earlier experiences with parents set up the foundation for a lasting relationship that influences emerging adults. Emerging adults may experience a time of self-exploration and change rather than settling immediately into more adult roles. Family provides significant support to emerging adults, and connectedness with the family was favourable for emerging adults' development (Santrock, 2010). Parents remain important to emerging adults throughout their lives. Positive pattern of emerging adults-parent relationship is linked to emerging adults' development in many aspects (Santrock, 2010).

## 1.2 Statement of Problem

According to Arnett (2009), emerging adults state that their parents are among the most significant figures in their lives, and that most young people maintain a sense of emotional closeness to their parents throughout emerging adulthood.

Compare to the elementary and high school years, the influence of parenting style is believed to be most prominent and influential in emerging adults' life during a time of transition to life away home especially when it is related with personality traits development which includes the level of self- esteem and identity status, choice of major and academic in higher and tertiary studies, choice of career etc. (Chandler, 2006; Maccoby, 1992; Strage 1998; Strage, & Brandt, 1999; Turner, Chandler, & Heffer, 2009; Turner & Heffer, 2005; Wintre & Yaffe, 2000).

Joshi, Sharma and Mehra (2009) stated that parenting styles were found to be an important element in defining the behaviour and attitude of parents towards their emerging adults while Mahasneh, Al-Zoubi, Batayenh, & Jawarneh (2013) stated that parenting style is studied extensively for human development in which these researchers believe that the way parents take care and parent their child will impact the child's (in this context of study- the emerging adults) personality traits, social interaction and relationships with significant other.

Parents today are much more likely to remain involved in the care of their emerging adults, even as emerging adults attend college and or begin their careers (McKinney, Milone, & Renk, 2011). Mc Kinney, Milone, & Renk (2011) stated that one of the most debated issues in family- focused research today is about achieving optimal parenting in which they believe that the type of parenting styles adopted by parents will help to guide the choices parents make in parenting their emerging adults and it may influence the emerging adults' overall personality development. This

finding was also supported by Malaysian researchers such as Faizah, Suraya and Azian (2014) in their studies and the researcher found that this topic is indeed relevant to the Malaysian context.

Ainsworth (1989) believes that parents continue to impose a strong influence on emerging adults' well-being even though there are certain developmental changes in parental attachment during the emerging adulthood stage. Parents and the family system and the changes which occur within and among emerging adults contribute to the challenges of raising the emerging adults especially at this fast-paced generation. In providing guidance for parents to handle these challenges, psychologists and mental health professionals have been concerned about the type of parenting styles that is best for the emerging adults. This is because psychologists and mental health professionals believe that the type of parenting styles has its effects on emerging adults especially in their personality which includes the level self-esteem and identity status. The finding would assist them to gain valuable insights that would help to nurture self-sufficient future adults.

Emerging adults, who receive love, encouragement, acceptance and approval by others especially by their parents, will portray positive personality and well-enhanced self-esteem, compared to emerging adults who receives rejection or no validation by others especially their parents, will only portray low self-esteem and negative personality (DuBois, 2003; Greene & Way, 2005; Farruggia, et al., 2004; Harter, 1990b, 1999; Berenson, Crawford, Cohen, & Brook, 2005).

Nelson (2011) who examined parenting during young adulthood concluded that, while classical parenting styles were applicable to their sample, other parenting styles may be more relevant during emerging adulthood. This is because, it has been

quoted that parenting research has revealed some differences across cultures and ethnic groups (Chao, 1994; Wahler & Cerezo, 2005).

Chao (1994) stated that many Asian cultures emphasize family obligation and academic achievement as ways of emerging adults can bring honour to the family. Traditional Asian families further endorse collectivism, interdependence, conformity, emotional self- control, and humility. Apart from that, the Asian parents have high expectation in their children, for example they want their children to be successful in all fields, and constantly uphold the family's name (Choi, Kim, Kim, & Park, 2013) compare to the Western cultures which emphasize independence, self- esteem and personal growth (Chao & Tseng, 2002). Tumbokon (n.d) stated that authoritarian parents who are more in the East believed that treating their children in a tough way makes them strong. These differences in core family values and practices bring out the issue and debate of the effective parenting styles for the children- especially the emerging adults.

There are several studies that specifically used the Asian subject populations. Leung et al. (1998) stated that authoritarian parenting had a positive effect on emerging adults' academic achievement. Besides that, Elias and Yee (2009) stated that authoritative, authoritarian and permissive parenting styles were neither beneficial nor harmful towards one's academic performance. Moreover, McBride and Chang (1998) stated that authoritative parenting had hindered the autonomy development in adolescents. Furthermore, Ang (2006) reported that as for Malay adolescents, both the authoritative and the authoritarian parenting styles were beneficial to social adjustment. Hence, we can see that the influences of parenting styles in a child's life vary despite of differences in one's diversity or culture- either one being a Westerner or an Easterner.

A study done by Huang and Gove (2015) stated that Asian parents tend to be highly responsive towards their child's needs in terms of academic achievement; however, they have lower priority in supporting the child's interest. This is because many Asian families believe that education success will lead to better life, higher social status, good job, and better marriage (Cheon, 2006; Hildebrand, Phenice, Gray, & Hines, 2008; Louie, 2004; Lien, 2006). If the emerging adult unable to achieve well in their academics (since that is the main priority of Asian families), they are accused of bringing shame and embarrassment to the family (Huang, & Gove, 2015) and the parents may regard themselves as a failure as a parent and end up feeling disappointed, anxious, and embarrassed (Kim, 2006). On the other hand, if the emerging adult succeeds in academics, it represents the victory in the family and it is considered as family achievement.

The Easterners especially Asians believe that a child who respects their parents will become good citizens (Terry, 2005) and therefore, filial piety is highly valued through obedience on parental demands and authority (Leung, Wong, Wong, & Chang, 2010). This shows that most Asian children do not have many choices but to comply with parents' expectations which is like the authoritarian parenting styles. This is because, rebellion is considered sinful and unacceptable and it will result in harsh consequences (Huang & Gove, 2015). This indicates the difference between the Western and Eastern parenting styles which is the reason the researcher chose to do this study in the context of Malaysian parents to explore their parenting styles and the relationship with the personality traits of the emerging adults.

Besides that, for emerging adults of colours or from low socioeconomic backgrounds, the authoritarian parenting styles may not be as harmful but beneficial (Brody & Flor, 1998; Furstenberg et al. 1999; Hill et al. 2003). For example,

Mexican- American and African- American families who practices strict and harsh control, had children with fewer conduct problems and antisocial behaviour, but a better self- regulation and less chance of victimization (Bowers et al., 2014). Moreover, being reared by authoritative parents is associated with positive outcomes for emerging adults, including areas of competence and resilience (Masten et al. 2004) and self- esteem and self- actualization (Buri et al. 1988; Dominguez and Carton, 1997).

Different parenting styles have relationship towards the child's personality differently, either positively or negatively (Chao & Tseng, 2002). However, much research was only done in Western countries and it is still a myth for Eastern population (Choi, Kim, Kim, & Park, 2013) especially in Malaysia regarding the statistics and research between parenting styles and emerging adults's especially the college students' personalities. Since the Western researches only fit the Western countries and do not fit to Malaysia's population due to diversity and culture aspects, hence, the researcher thought that it is important to conduct a research to explore the parenting styles and the personality traits among Malaysian private college emerging adults.

Malaysian researchers, Abd Rahim (2006) and Azizi (2008) stated that parenting styles can lead to different behaviour depending on the personality and temperament of the child, and the differences or diversity in family structure and composition can influence different personality development in the child.

In the context of Malaysia, Malaysia is an Asian multi- racial country that predominantly consists of Malays, Chinese and Indians. According to Krishnan (2004), The proportion of Malays, Chinese and Indian in the country are 65%, 24.6% and 6.9% respectively. Besides that, Malaysian families are known to practise

Eastern cultural values (Abd Rahim, 2006). Hence, most Malaysian parents might be unaware of the influence and the relationship of their parenting styles towards the personality traits of their emerging adults. According to Mofrad and Uba (2014), earlier studies on parenting style in Malaysia indicate that the dominant style among Malay parents was permissive parenting while Chinese parents practiced authoritative parenting.

As per mentioned by Ang & Goh (2006), most Asian parents especially now in Malaysia, practice the authoritarian style because the Asian parents want their children to be excellent in academic, able to compete with the Western countries to obtain a good career which guarantees their future. Little they are aware of, that life is not all about academic but also their personality development which comprises of their emotion, mental, self- esteem and identity status which determine the long-term success in one's life. Besides that, Keshavarz and Baharudin (2009) identified Malaysian parents as applying an authoritarian parenting style as it is found agreeable in that context. Although Asians perceive the authoritarian approach as a positive parenting style in their collective societies, cultural and economic transitions have changed the parenting styles and childrearing perceptions to Western standards in many different cultures (Chao, 2006).

Since Malaysia is a developing country, government thirst for young generation who is academically well- qualified to rule the country without much thought given to one's personality- social, emotional and mental state (Faizah, Syuaibatul, & Azian, 2014). This makes the parents to push their children to be tied-up with academic achievements and to do what is 'right' for the parents (Faizah, Syuaibatul, & Azian, 2014) for them to obtain stability and sustainability in the country with less thoughts about their emerging adults' interest.

Based on clinical observations being a coach and student counsellor in tertiary education with four years of experiences, the researcher would state that it is sad to say when most emerging adults in Malaysia are somewhat being ignored by their parents emotionally and mentally which in the end lead them to live an unhealthy life either by living a vicarious life (Baranovich, 2013, 2017) or perhaps do something that is against their interest or liking, or being involved in unhealthy lifestyle.

The researcher stated this because emerging adults at this day and age belong to the Generation Y (80s and 90s) baby and the Generation Z (2000s) baby. These emerging adults are portrayed to be fragile, sensitive, tech- savvy, competitor, flexible, strive for excellence etc. Due to their laid-back personality, here come their parents who belong to the Generation X (60s and 70s) baby, who focuses solely on academic excellence and achievements as mentioned above. The parents impose their values on their emerging adults which differ from these young people's values. Due to these conflicting values, some of the emerging adults especially the college students face difficulties and challenges in their life. Besides that, according to Suhaimi (2016) stated that low confidence, worry and stress due to pressure from the parents and the education institution lead Malaysian emerging adults to have more challenges in life. Suhaimi (2016) added that it is important for the parents to help their emerging adults to live a normal life and rebuild the confidence through unconditional support and encouragement. Since the researcher has experience working with college students, she believes that part or most of the issues that these emerging adults face are rooted because of their upbringing and childhood experiences. This is what shapes the emerging adults to become a person with a healthy or unhealthy personality.



One needs to understand that according to Rice and Dolgin (2008), family background especially parents and their parenting style has an important influence on emerging adults' personality traits development besides their social conduct and adjustment. Hence, the researcher concluded that an appropriate parenting style is important to promote healthy personality traits among the emerging adults.

### **1.3 Rationale of the Study**

According to Arnett (2009), one of the most crucial and important features of emerging adults is that this is their time to think about who they are, where their life is going, what is their believe and how they want their life to fit into this world. This is the period of life where these groups of people are exploring various aspects of life and identity and getting involved in commitments that will set a foundation for their adult life. Those are the reasons and the rationale for the researcher to choose this age group of the population to devote and pay attention to help them based on this research. This is because, the researcher believed that parents need to allow their college aged emerging adults to explore about themselves and their college environment for them to build an independent, higher self- esteem and a positive personality development.

An important part in every emerging adult that need to be understood here is their personality which includes their traits, self- esteem and identity status of them are closely related and highly determined by the parenting style that they have grown up with (Baumrind, 1991; Cooper & Cooper, 1992; Eisenberg, 1991; Hauser, Powers & Noam, 1991).

Li, Costanzo, & Putallaz (2010) in their research entitled “Maternal socialization goals, parenting styles, and social- emotional adjustment among Chinese and European American young adults”, cited that according to Arnett, an emerging adult experience a unique developmental transition from adolescence to adulthood period. During emerging adulthood, parenting style that emerging adults received at their younger time or present plays critical role in their adjustment. If the emerging adult experienced positive parenting, the person would have established high self- esteem and positive personality development which will enhance his or her progress to move forward in life, while on the other hand, if the emerging adult experienced negative parenting, the person would have established low self- esteem and negative personality development which may inhibit his or her progress of moving forward in life.

It is important for one to understand that parental warmth and harshness which are based on their parenting styles respectively can be either positively or negatively associated with emerging adults’ personality development. Strong evidence in the literatures affirms that parenting quality as a predictor of both behaviour problems and successes in diverse domains of social competence in early childhood (Masten, Burt, & Coatsworth, 2006).

Wentzel (1994, 1998, 1999, 2001) discussed about the importance of parenting styles over time. The importance of parenting styles depends on the focus of the parents. Wentzel also mentioned that the importance of parenting styles decreases as the child enters late adolescence and emerging adulthood. More importantly, Spera (2005) cited that some classical researches done by De La Rosa (1990), Muller and Kerbow (1993) and Stevenson (1990) stated that the focus of parents on their parenting styles does not vary based on ethnicity, while Wentzel

(1994, 1998, 1999) in her study found that African American parents reported stronger achievement values and educational aspirations for their children if compared to the Caucasian parents. This finding is against the hypothesis of the researchers above because Wentzel clarifies that parents' focus in their parenting styles towards their emerging adults do vary according to their ethnicity. Hence, the researcher wanted to explore if this concept and study by Wentzel and other researchers (Chao, 2002; Choi, Kim, Kim, & Park, 2013; Ang, & Goh, 2006) applicable in the context of Malaysian parents based on this qualitative research since parents from Asian culture are more involved in their children's lives and living.

Hsieh (1998) mentioned that a variety of countries found that they have their main or optimum parenting styles that are different from each other which depend on the differences in ethnics, cultures, and beliefs within this multicultural society. This is because even though many researches were carried out regarding parenting styles and the effects upon the children and adolescents, it is very rare and only less amount of research was carried out to relate parenting style to emerging adulthood from a cross cultural perspective.

Furthermore, most of the researches were based on the Western culture in which the respondents or the participants in most researches are reported to be American emerging adults and not many were done based on the Eastern culture. Many researchers also claim that both the Western and the Eastern parents have different type of parenting styles based on their culture. Fung (1999) noted that Asian parents actively pressure their children to internalize feelings of shame for not conforming to the norms or for failing to perform as parents expect. Hence, the researcher wanted to explore on this issue and the ways the Asian parenting styles

especially in the context of Malaysia would influence the personality traits of the emerging adult.

Abesha (2012) quoted that emerging adults need trusting, supporting, and caring relationships with their families especially with their parents for them to be successful in their academic, life, to build a high self- esteem, to have an established identity along with positive personality development. This is the most crucial and important reason that made many researchers claimed and suggested that the family's support for the emerging adults becomes a stepping stone and an important safeguard throughout their lives especially during their transition to university or college (Henton, Lamke, Murphy, & Haynes, 1980; Hoffman & Weiss, 1987; Rice, Cole, & Lapsley, 1990; Lee, Casillas, Robbins, & Langley, 2005; Spera, 2005, 2006; Abesha, 2012).

Moreover, Spera (2005) stated that there is possibility that parents of different ethnicities hold unique educational aspirations, goals, and values for their children and therefore they have their own parenting styles and practices. To add more, the same parenting practices and styles can have different meanings according to the characteristics of each culture which brings to different objectives of parenting style (Rudy & Grusec, 2006; Kim & Rohner, 2002; Rao, McHale, & Pearson, 2003). This adds more to the researcher's curiosity to explore the parenting styles and the personality traits among the Malaysian private college emerging adults.

Lastly, the researcher strongly believes that the emerging adults' upbringing and experiences shape them to become who they are presently. One way the researcher chose to measure the emerging adults' upbringing and experiences is through parenting style and hence she came up with this topic for her research. The researcher wanted to explore the parenting styles and the personality traits of

Malaysian private college emerging adults. This would help the readers and the researcher to understand which parenting style is appropriate and importantly knowing the consequences of every parenting style towards the emerging adults' life especially in terms of personality traits. Thus, the researcher believes that with appropriate parenting style, it will promote a healthy personality – emotionally, mentally and socially healthy, with higher self- esteem and stable identity status in the emerging adults especially the college students.

#### **1.4 Objectives of the study**

The objectives of this study are as stated below.

1. To explore the parenting styles practiced by the parents of Malaysian private college emerging adults.
2. To explore the influences of parenting styles on personality traits including the level of self- esteem and identity status among Malaysian private college emerging adults.
3. To explore the influences of parenting styles on Malaysian private college emerging adults' sense of self as a whole.

#### **1.5 Research Questions**

The research questions of this study are as stated below.

1. What are the parenting styles practiced by the parents of Malaysian private college emerging adults?
2. What are the influences of parenting styles on the personality traits including the level of self-esteem and identity status among Malaysian private college emerging adults?

3. What are the influences of parenting styles on Malaysian private college emerging adults' sense of self as a whole?

### **1.6 Significance of the Study**

The researcher believes that this study will be very useful and beneficial for many individuals such as emerging adults, parents, education institutions which consist of the educators, program administrators, and mental health professionals which include the counsellors.

Firstly, the researcher will discuss about emerging adults. The researcher believes that this study would benefit the emerging adults in many aspects and perspectives. For example, through this research, the emerging adults would understand that part of their personality and who they are now is being shaped by the way they were parented.

Hence, with that, they would know that their self-esteem, identity and other aspects of life is not only shaped by genetics but also through the environment especially their parents. With this understanding, the emerging adults would be able to understand about themselves better and will be able to know their own strength which can be sustained and their drawbacks which can be improved. Importantly, emerging adults will realize and understand that they are unique individuals and will learn to accept and love themselves for who they are. Besides that, emerging adults whose parents are supportive of their choices, behaviours, and attitudes, will highly value their family, and thus base a portion of self-esteem on their family relationship.

The findings of this study will foster a better understanding to parents of the emerging adults. This is because, through this study, the parents will know and understand that their type of parenting style will influence and affect their emerging adults' personality traits including their self-esteem, and identity status. Simply put, the ways the parent's parent their children have deep influence towards their mental, emotional and social development. With this understanding, the parents then will know which parenting style suits them or best suits to raise their children. Despite of that, the exposure of the influences that take place from each parenting styles will bring the awareness to the parents on how to deal with their emerging adults especially emerging adults in this Generation Y and Z who were born after 1980s and in millennium years.

Apart from that, this study would also open the door for the parents to take the initiative to understand their emerging adults rather than simply imposing their values, opinions and thoughts which may not necessarily benefit them. Parents will be aware that every action and verbal and non-verbal language of theirs would affect their emerging adults in either positively or negatively. Parents will soon realize they have the highest and biggest influence and impact in their emerging adult's life before putting the blame on other parties.

Furthermore, the researcher believes that the findings of this research would be very helpful to the educational institutions. For example, this information from this research especially which is related with one's personality, could be used by the faculty and administrators to help identify the reasons behind emerging adults' proclivity toward specific academic programs and this can help the administrators to develop curriculum and instructional methods in those programs.

To add more, when emerging adults meet their administrator or the head of program to choose the major or course to study, perhaps through this personality assessment, the administrator or the head of program would be able to assist and guide the emerging adults in selecting the right course or major for them. For example, knowing that the emerging adult is an introvert, it would be impossible to allow him or her to study a course which is related to the outdoor environment. From this the administrators and the head of programs will realize that emerging adults deserve to select and be in the courses which are at their best interest and not the best interest of the administrators or the head of programs.

Moreover, these findings can also help educators especially in developing their teaching strategy and their pedagogy. This is because the educator will realize that not all teaching methods or techniques would suit every type of the individuals. For example, if the educator has an emerging adult who is an extrovert, the educator should not be giving a task to the person to work indoor but create an opportunity for the emerging adult to explore oneself to the outdoor environment. All this knowledge is important to cater to the emerging adults with the right knowledge for them not only to excel in academic but also to shape them as someone healthy emotionally, mentally and socially.

Counsellors and others from the mental health professionals such as psychotherapists and family and marriage therapists would benefit from these research findings. This is because, today, parent- child problems are among the most common problems that counsellors and mental health professionals encounter in their practices (Carey, 1999; Crane, 2000; Doherty & Simmons, 1996; Gill, 1994; Zilbach, 1994) and by having the knowledge and exposure from this research, it may help



them to deliver effective support and care towards parent and emerging adults apart from understanding them.

The researcher also believes that counsellors at college counselling centres may benefit from this research about the role of parental attachment and identity status have in fostering general mental health and college adjustment. Family problems such as conflict with parents, communication difficulties, autonomy issues and divorce are among the issues most frequently presented at college counselling centres (Benton, Robertson, Tseng, Newton, & Benton, 2003).

The researcher believes that this finding would be helpful for the counsellors and other mental health professionals because, being a counsellor who has experience working with emerging adults especially college students, the researcher has dealt with many emerging adults who mostly have issues related to their relationships with their parents. Understanding the affect and effect that parents bring upon emerging adults, the counsellor and the other mental health professionals could discuss and talk about the issues between parent and emerging adult openly for them to have healthy bonding and relationship. In the end of the day, as parents, they need to realize that their emerging adults need to be supported and given the freedom of choice within the limit and, as emerging adults they need to understand that even though their parents have their strengths and flaws, but the emerging adults are given the choice to take charge of their life.

Moreover, the researcher believes that the career counsellors can help the emerging adults to understand various occupational requirements and identify work environments best suited for their personality preferences, design ways of working within the environment or changing it or envision a different environment with the goal ultimately to increase job satisfaction. This is because some of the emerging

adults who enrol in college are most likely still exploring their interest, who they are and what they want to do in life. As a counsellor, when he or she can expose to the emerging adults about the choice that they can make based on his or her personality and interest, surely the emerging adults would be more enlightened in selecting the course and the career that he or she wants. This would surely make them feel more motivated knowing that they have purposes that need to be fulfilled in their life.

Lastly this study is highly relevant for Malaysia considering that emerging adults make up to almost 50% of the Malaysian population.

In conclusion, according to Curtis & Newman (2004), parenting is a family dynamic that often has direct impact toward and within a family. The researcher hopes that this research will bring awareness, expose and disclose to the Malaysian parents and especially future parents to understand that their practice of parenting styles has a deep impact and influences in their children's personality traits which will sustain and brought forward to their adulthood. Moreover, this research will also help the college going emerging adults and parents to sort out the issues which are bothering and challenging them for them to have a decent living environment. We need to remember that parents play a vital role because they are the backbone of the emerging adults, while the educators, counsellors and mental health professionals will directly and indirectly shape the life of the emerging adults. An appropriate and healthy parenting style will produce a healthy and happy individual while an inappropriate and unhealthy parenting style will produce an unhealthy and unhappy individual. The option is wide open for the parents to opt for.

## **1.7 Limitations of the Study**

This research consumed a long and lengthy period. Since this is a qualitative research, the researcher carried out interviews by conducting almost ten to twelve research sessions for the participants individually to gather the information and data. Hence, it took a long and lengthy period to complete this research.

Besides that, being a qualitative research, the researcher only had a small number of participants- six of them. However, upon completing three sessions, one of the male participants withdrew since he admitted that he was not able to commit for the research. Hence, at the end of this research, there were five participants who participated in this research.

Besides that, the data which were collected from this research cannot be generalized to other populations other than this research's participants. This is because the data which were collected are solely based from the perspective of the participants' personal life hence; it cannot be generalized to other populations.

Apart from that, another limitation that can be observed from this research is that the information and data collected from this research were solely based from the perspective and idea of the participants. This is because the researcher collected information from the participants. The researcher believes that if she could have collected the data from the participants' parents, it might have enlightened and gave more in-depth information about the research topic.

Finally, the researcher believes that there were limited published empirical research in Asia especially Malaysia, which explores the parenting styles and personality traits through expressive arts among Malaysian private college emerging adults. Thus, it was difficult to find sufficient information, journals, and studies that

were related to Asian countries especially Malaysia, in order to be related with this research topic.

### **1.8 Delimitations of the Study**

There were few boundaries that the researcher has set for this study. Firstly, the researcher did not implement the quantitative methodology in this study which includes survey, correlation, experimental and numerical data. The researcher firmly believes that quantitative methodology does not suit this study because the researcher wants to explore and understand the parenting styles and personality traits of Malaysian private college emerging adults in a form of case study. The researcher believes that numerical data or any form of quantitative methodologies would not answer the objectives of the study. This study is carried out to understand the life of the participants since they are unique 'case' rather than to generalize this research to other populations or samples which can defeat the objectives of this study.

The second delimitation of this study is the population that the researcher chose not to be included in this study. Since this is a study that will be done in Malaysia, hence, the researcher only wants to focus on Malaysian emerging adults especially from the three main races in Malaysia which are the Malay, Chinese and Indian. The researcher does not have any interest to include foreign college students or emerging adults from the expatriate families, because this might affect the findings and the data collections in this study. Hence, the researcher only wants to solely focus and concentrate on Malaysian emerging adults. Apart from that, the researcher chose to conduct this study in one private college in Klang Valley. One of the reasons is because, this private college is a very well-known college in Klang Valley. Besides that, the researcher believes it would be easier to gather and meet the

participants at the same setting (controlled setting) to avoid any external factors that may influence the findings of this research.

Moreover, the researcher chose to have a controlled and fixed setting for this study. The researcher does not want to have different setting because she wants to avoid and reduce the effect and influence of the external factors that may contribute to the mood, well-being, and the state of mind of the participants and the overall observations throughout the research sessions. With a fixed or controlled setting, the researcher will be able to observe the verbal and non-verbal body language of the research participants. Besides that, the researcher believes that the participants will be more focused during the research sessions rather than having their mind diverted due to uncontrolled environment or setting.

Next is the instrumentation that the researcher implemented in this study. In this study, the researcher used tools which were used in expressive artworks which were adapted from Baranovich (2010). Besides that, to complement the results of this research study, the researcher also implemented personality inventories which were validated by numerous researchers (will further explain in Chapter Three). The researcher implemented these instrumentations in this study to explore and understand about the participants' personality traits based on their parents' parenting styles. There is no other instrumentation such as survey, treatment (s) or action plans that was implemented in this study because those instrumentations do not fit or serve the objectives of this study.

Lastly, the researcher chose to review literatures about the relationship between parenting styles and emerging adults' personality traits which include self-esteem, identity status and their psychics based on the expressive artworks. The review of literatures of parenting styles with emerging adults suits the best for the

reading because firstly it is completely related with the title of the study and importantly knowing that emerging adulthood is the stage where a human being strives to create their own identity, will know their level of confidence based from decision making and most importantly, they will explore, understand and finally know their sense of self. The review of literatures was not taken among the early or mid-adolescence because they are still in the stage to explore about themselves and can easily be influenced by parents or any other factors, or among the adults because they are almost at the decision-making stage or perhaps have settled or become more stable in their life. Hence, the review of literatures among these groups would not be helpful or useful for this study.

## **1.9 Definition of Key Terms**

### **1.9.1 Parenting Styles**

As quoted by Abesha (2012), Bradley & Caldwell (1995) defined parenting as the regulation of behaviour and development of the children, with the intention that they can live a socially desirable life, adapt to their environment, and pursue their own goals. That is, parenting is a socialization process through which parents transfer their cultural values, beliefs, traditions, and norms as well as other socially and culturally desirable behaviours to their children, adolescents, and young adults to be good citizens of the society and for the attainment of adult competence.

Furthermore, according to Darling & Steinberg (1993) parenting style is a characteristic of the parent for example; it is a feature of the child's social environment, independent of characteristics of the developing person. Apart from that, parenting styles also can be described as patterns of behaviour that primary

caregivers use to interact with their children (Baumrind, 1971, 1977; Coplan, Hasting, Lagace- Seguin, & Moulton, 2002; Darling & Steinberg, 1993).

Abesha (2012) stated that parenting styles refer to a global construct reflecting the parental behaviours and attitudes towards their children and the qualities of interactions and relationships among parents and children and it is used to categorize parents' typology. Finally, Baranovich (2013) states that parenting styles are ways in which a parent communicates verbally and non- verbally with his/her child which allows a certain type of parent and child rapport to be built.

### **1.9.2 Personality Traits**

In this chapter, the researcher will explain the general meaning and idea of personality. However, the researcher will elaborate more and in-depth about personality in Chapter Two which comprises the aspects of traits, self- esteem and identity status.

The term personality is rooted in the Greek word *persona*, meaning mask, a mediator between the person and his or her world (Dameyer, 2001) or a theatrical mask work by performers to either project different roles or disguise their identities.

According to Funder (1997), personality refers to individuals' characteristic patterns of thought, emotion, and behaviour, together with the psychological mechanisms, hidden or not, behind those patterns.

As for Feist and Feist (2009), personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behaviour.

Personality is usually described as a set of psychological characteristics that lead one to behave in a meaningfully consistent way and it is described as the distinguishing and characteristic patterns of thoughts, feelings and behaviours that define a person's interaction with physical and social environment (Atkinson et. al., 1999).

According to Fernald and Fernald (2007), personality typology is a system for classifying people according to a few basic types, each of which involves certain pervasive characteristics.

Keirsey & Bates (1998) stated that a personality is made up of an individual's temperament and character. Temperament is a configuration of inclinations, while character is a configuration of habits in which C. Robert Cloninger who pioneered the Temperament and Character Model quoted that personality which is thought to be determined largely either by genetics and biology or by environment and experiences. Contemporary research suggests that most personality traits are based on the joint influence of genetics and environment.

According to PsycINFO Database (2012) and Matthews (2003) a trait is known as a conceptual characterization of a reactive nature of an individual that is based upon certain behavioural characteristics especially that manifest the constitutional nature of the individual. Schultz (2013, 2009, 2005) added that according to one of the personality theorists, Allport, trait is used to study human personality. Traits are defined as habitual patterns of behaviour, thought and emotion that are relatively stable over time, which is different based on individuals and influence one's behaviour.



To sum, personality traits can be defined as characters of a person based on behaviour, thought and emotion that are stable over time which is different from one person to another that influences one's behaviour.

### **1.9.3 Expressive Arts**

For this chapter, the researcher will explain briefly about expressive arts since more detailed information is presented in Chapter Two in this research.

According to Bengtson (2014), art is an area that all need to experience, and it can be used to help anyone to express themselves in both positive and constructive ways that no other method can address.

Expressive art is the use of multimodal forms of art for therapeutic purposes (Levine & Levine, 1999). This approach is implemented to broaden one's awareness and encourage emotional growth (Malchiodi, 2005).

There are various forms of creative approaches within the context of expressive arts, including art therapy, music therapy, drama therapy, dance/movement therapy, poetry therapy and bibliotherapy, play therapy, sand play therapy, and an integrated arts approach, or, intermodal therapy, that involves two or more expressive therapies (Malchiodi, 2005). These therapies can each be considered individually and have their own unique theories and bases of practice. As for this research, the researcher used the multimodal expressive arts therapy approach which included visual art and journaling.

According to Or and Ishai (2016), expressive arts invites the clients to represent their subjective experiences through art materials.

#### **1.9.4 Emerging Adults**

According to Arnett (1998a, 2000a, 2004a, 2006a), emerging adults are individuals between the ages of 18 to 25 who are in the phase of reaching to young adulthood. Arnett (2004) outlined five features and characteristics of emerging adults. Arnett stated that emerging adults are in the age of identity explorations in which they want to try out various possibilities especially in terms of love and work, they are instable, they are self- focused, they feel in between or in transition since they are no more adolescent, nor adult, and importantly emerging adults are in the age of possibilities in which they are hopeful and have an unparalleled opportunity to transform their lives.

With this, the researcher chose to carry out this research on emerging adults in Malaysia based on the unique characteristics that were stated by Arnett. The researcher believes that with these unique characteristics, she will be able to gain more information and knowledge on the emerging adults' personality traits based on the parenting styles that they experienced as they were growing.

#### **1.9.5 Case Study**

According to Feagin, Orum, & Sjoberg (1991), case study is a holistic and in-depth investigation which is particularly implemented in sociological studies. Stake (1995) added that case studies are designed to bring out the details from the perspective of the participants by using multiples sources of data.

Yin (1994, 2009) presented four applications for case study models. The first application is to explain the complex causal links in real- life interventions. Secondly is to describe the real- life context in which the intervention has occurred, and, next

is to describe the intervention and lastly is to explore the situations in which intervention being evaluated has no clear set of outcomes.

According to Yin (1993, 2009), there are three types of case studies which are the exploratory, explanatory, and descriptive, while Stake (1995) included another three types of case studies which are the intrinsic, instrumental and collective.

For this research, the researcher chose to have a descriptive and intrinsic type of case study which will be further explained and discussed in Chapter Three.

### **1.10 Summary**

In conclusion, knowing that parents are very important in one's life – especially in the life of the emerging adults, the researcher chose to devote herself in a great deal of research to explore the parenting styles and personality traits of Malaysian private college emerging adults through expressive arts. This is because the researcher believes that the types of parenting styles will determine the types of personality in the emerging adults especially the college students in which the healthy parenting styles will produce an emerging adult with healthy personality traits.

In this chapter, the researcher has discussed the background of the study which discusses the background information of the research topic, followed by statement of problem and the rationale of the study which discusses the reasoning of the researcher for choosing this study. The researcher also discussed three main research objectives and questions apart from defining the important key terms that were used in this research study.

As for this research, the researcher focuses on qualitative research which is a case study to obtain in depth information on this research. Even though this research has some limitations, for example, the findings from this study cannot be generalized

to other populations, the researcher believes that this research study will benefit the emerging adults, parents, education institutions and the mental health professionals to understand and guide the emerging adults for better living.

Universiti Malaya

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the researcher discussed about the theoretical framework based on several theories regarding, parenting styles, expressive arts, personality traits which includes self- esteem and identity status. Apart from that, the researcher included the theoretical and conceptual framework in this study besides discussing about the past studies from abroad and within the country and, finally the summary for chapter two.

#### **2.2 Theoretical Framework**

##### **2.2.1 Parenting Styles**

What kind of parents do emerging adults want and need? A research done by Newman (1989) states those emerging adults want and need parents who display the following qualities:

- a. Are interested in us and available to help us when needed
- b. Listen to us and try to understand us
- c. Let us know they love us
- d. Show approval to us
- e. Accept us as we are, faults and all
- f. Trust us and expect the best of us
- g. Treat us like grown-ups
- h. Guide us

- i. Are happy people with good dispositions and a sense of humour, who create a happy home, and who set a good example for us.

The researchers mapped out three key components of parenting based on the findings above (Barber, 1997). The first is connection or the presence of warm, stable, loving, attentive bond between parents and child. Connection provides a sense of security that allows an emerging adult to explore the world outside the family. And one of the aspects in the component of connection is the attachment theory which will be discussed further below.

The second component is psychological autonomy which is the freedom to form one's own opinions, have privacy, and make decisions for one. If autonomy is lacking, emerging adults are vulnerable to problem behaviour and have trouble becoming independent adults. There are two aspects of autonomy which are behavioural autonomy which involves becoming independent and free enough to act on your own without excessive dependence on others for guidance. The second one is the emotional autonomy which means becoming free of childish emotional dependence on parents.

Finally, the third component is the regulation. Successful parents monitor and supervise their emerging adults' behaviour and set rules that limit that behaviour. Regulation teaches the emerging adults self- control and helps them avoid antisocial behaviour. One of the aspects in the regulation component is the parenting styles which will be discussed further in this chapter.

It is widely acknowledged that sensitive parenting contributes to the healthy psychosocial development of the emerging adults. Many studies confirm that sensitive parenting causally influences the development of secure attachment in the

infant to a young child until the adolescent and emerging young adult (Bakermans-Kranenburg, van IJzendoorn, & Juffer, 2003; De Wolff & van IJzendoorn, 1997). The researchers also agree that the degree of attention and support provided by parents towards children will affect the quality of parent- child attachment relationships.

According to Arnett (2009), emerging adults consistently state that their parents are among the most important figures in their lives, and that most young people maintain a sense of emotional closeness to their parents throughout emerging adulthood.

Parents are so important in the development of every individual hence, social scientists have devoted a great deal of research on the quality of parent- child relationships and the effects of parenting (Arnett, 2009). One branch of this research has involved the study of parenting styles, that is, the kinds of practices that parents exhibit in relation to their children and the effects of these practices. Hoghughi and Long (2004) assert that parenting is the most fundamental and universal concern of every society. Parenting styles can also be described as patterns of behaviour that primary caregivers use to interact with their children.

Furthermore, parenting style has been also referred to as a socialization approach to raising children through which parents teach their children norms, values, behaviour, and social skills (Deci, Eghrari, Patrick, & Leone, 1994; Deci & Ryan, 1995). In addition, in the case of emerging adults, the question of what kinds of parents are most helpful involves the effects not only of current patterns of parent- child interaction but of a history of prior interactions extending back to early childhood (Conger, & Galambos, 1997). It is also believed that each parenting styles

effects and affects the overall personality development including the level of self-esteem for the children especially the emerging adults.

Scholars who have studied parenting have described it in terms of two dimensions which are demandingness and responsiveness (also known by other terms such as control and warmth). Parental demandingness is the degree to which parents set down rules and expectations for behaviour and require their children to comply with them and this involves the parental control. Some parents try to regulate every facet of their children's life as if like they are a puppet while at the other extreme, some parents exert little or no control towards their children which allows their children to do whatever they want without asking parents first or worrying about their parents' response. What's best for children is an intermediate amount of control, when parents set a reasonable standard for their children's behaviour, expects their children to meet those standards, and monitor their children's behaviour.

Parental responsiveness is also known as involvement is the degree to which parents are sensitive to their children's needs and express love, warmth, and concern for their children. Parents who are highly responsive are accepting, affectionate, understanding, child- centred, and reassuring. At the other end of the spectrum are parents who are not responsive or not involved with their children and sometimes even hostile toward them. These parents often seem more focused on their own needs and interests than those of their children. Warm parents enjoy hearing their children, but the involved parents do not show any interest towards their children because they find it as a waste of time. Warm parents are there to comfort and console their children in the time of needs, while the uninvolved parents are not there to comfort their children when they are upset. Hence, children, in this context of study-



emerging adults, benefit from the responsive, warm and involved parents (Pettit, Bates, & Dodg, 1997; Zhou et al., 2002).

Currently, the most widely used conception of parenting styles is the one that articulated by Diana Baumrind (1968, 1971, 1991a, 1991b). As for this research, the researcher discussed the parenting styles theory based on the work of Diana Baumrind with parents of pre-schoolers (1968, 1971, 1991a, 1991b), and Diana- Lea Baranovich (2013, 2017) who expanded the theory on parenting styles which include children of all ages- including emerging adults by giving the styles with new terms.

Diana Baumrind who conducted extensive research- through observations and interviews on middle- class American families, has identified three primary parenting styles – authoritarian, authoritative and permissive (1971, 1978, 1989). In review of and reflection on literature, Maccoby and Martin (1983) added a fourth dimension to Baumrind’s parenting styles which is the indulgent parenting style (Collins & Laursen, 2004; Maccoby & Martin, 1983; Steinberg, 2000). The descriptions of all four typologies of parenting styles are as below.

- ***Authoritative parents***

Arnett (2009), Baumrind (1971, 1978, 1989), Maccoby and Martin (1983), and Steinberg (2000) claimed that this type of parent is high in demandingness and high in responsiveness. They set clear rules and expectations for their children. Furthermore, they make clear what the consequences will be if their children do not comply, and they make those consequences stick if necessary. A distinctive feature of authoritative parents is that they explain the reasons for their rules and expectations to their children, and they willingly engage in discussion with their children over issues of discipline, sometimes leading to negotiation and compromise.

Authoritative parents are also loving and warm toward their children, and they respond to what their children need and desire. An authoritative parent will comfort their children and say “You know you should not have done that. Let’s talk about how you can handle the situation better next time”.

More recently, authoritative parenting showed to have beneficial effects on emerging adults’ competence and adjustment across a wide array of domains like academic achievement, mental health, behaviour problems, and psychosocial competence (Fletcher, 2011).

Emerging adults who have authoritative parents tend to be independent, self-assured, creative and socially skilled (Baumrind, 1991a, 1991b; Collins & Larsen, 2004; Steinberg et al., 1994, Steinberg, 2000). They also tend to do well in school and to get along with their peers and with adults (Spera, 2005; Steinberg, 1996, 2000). Authoritative parenting helps emerging adults to develop characteristics such as optimism and self-regulation that in turn have positive effects on a wide range of behaviours (Jackson et al., 2005; Purdie, Carroll, & Roche, 2004). Besides that, Santrock (2010) stated that, emerging adults who belong to authoritative parents are self-reliant and socially responsible.

Harter & Pike (1984) stated that emerging adults who experience warm, supportive, non-conflicted, authoritative relationships report more positive self-concept in area of academics, social relationships, romantic relationships, athletics, and most other areas or domains investigated to date (Steinberg, et al., 1994b; Hetherington, et al., 1999; Reiss, et al., 2000).

- *Authoritarian parents*

Trifan, Stattin, and Tilton- Weaver (2014) stated that authoritarian parenting style was the first parenting style to be described by scholars. The first systematic studies of authoritarian parenting style began in late 1940s (e.g. Baldwin, 1948) followed by the rest of the styles worked on by Baumrind.

As for this parenting style, Arnett (2009), Baumrind (1971, 1978, 1989), Maccoby and Martin (1983), and Steinberg (2000) described that this parent is high in demandingness but low in responsiveness. Authoritarian parent simply tells the child what to do and feels no obligation to explain why “Because I said so!!!” They require obedience from their children, and they punish disobedience without compromise.

These parents expect their commands to be followed without dispute. It means that free discussion or two- way interaction between parent and child is discouraged out of the conviction that the young person should unquestioningly accept the parent’s word about what is right (Baumrind, 1989; Buri at al., 1988).

Also, they show little in the way of love and warmth toward their children. Their demandingness takes place without responsiveness, in a way that shows little emotional attachment and may even be hostile. Emerging adults with authoritarian parents tend to be dependent, passive, and conforming. They are often less self-assured, less creative, and less socially adept than other emerging adults. Santrock (2010) quoted that authoritarian parenting is associated with emerging adults’ socially incompetent behaviour.

Emerging adults of authoritarian parents often are anxious about social comparison, fail to initiate activity, and have poor communication skills. When parents rely on punitive discipline by hitting and shouting, emerging adults often

resort to the negative attributions for example, blaming themselves that can lead to depression (Lau et al., 2007). Besides that, it is reported that runaway girls generally view their parents as more controlling and punitive of their behaviour at home (Rice, & Dolgin, 2008).

Montgomery (2010) found a positive correlation between authoritarian parents and neuroticism, lower openness to experience and dependency personality traits among the emerging adults. Besides that, LeMoyne and Buchanan (2011) reported that authoritarian parenting style was negatively associated with psychological well-being and positively associated with recreational pain pill use and taking prescription medications for anxiety and depression. Moreover, a study of over 500 parents- emerging adults' pairs showed a relation between authoritarian parents and emerging adults' sense of entitlement, or the extent to which emerging adults believe others should solve their problems (Segrin et al., 2012). The National Survey of Student Engagement (2007) reported that college students of authoritarian parents reported higher satisfaction and engagement with college experience.

- ***Permissive parents***

Arnett (2009), Baumrind (1971, 1978, 1989), Maccoby and Martin (1983), and Steinberg (2000) mentioned that these parents are low in demandingness but high in responsiveness. They have few clear expectations for their children's behaviour, and they rarely discipline them. Instead, their emphasis is on responsiveness. They believe that children need love that is truly 'unconditional'. They may see discipline and control as having the potential to damage their children's healthy tendencies for developing creativity and expressing themselves

however they wish. They provide their children with love and warmth and give them a great deal of freedom to do as they please.

Apart from that, permissive parents allow their emerging adults to do what they want, and the result is that these emerging adults will never learn to control their own behaviour and always expect to get their way. It is also stated that emerging adults with permissive parents tend to be immature, impulsive, little self- control and irresponsible. They are more likely than other emerging adults to conform to their peers.

- ***Indulgent parents***

According to Arnett (2009), Baumrind (1971, 1978, 1989), Maccoby and Martin (1983), and Steinberg (2000) these parents are low in both demandingness and responsiveness. Their goal may be to minimize the amount of time and emotion they must devote to parenting. Thus, they require little of their children and rarely bother to correct their behaviour or place their limits on what they can do. They also express little in the way of love or concern for their children. They may seem to have little emotional attachment to them. Santrock (2010) stated that the indulgent parent cannot answer the question “It is 10pm, do you know where your emerging adult is?” This type of parenting is associated with emerging adults’ socially incompetent behaviour, especially lack of self- control. Emerging adults with indulgent parents develop the sense that other aspects of the parents’ lives are more important than they are. Emerging adults with indulgent parents tend to be impulsive.

Partly because of their impulsiveness, and partly because indulgent parents do little to monitor their activities, emerging adults with indulgent parents tend to have higher rates of problem behaviours such as delinquency, early sexual involvement,

and use of drugs and alcohol. Apart from that, emerging adults more often become depressed when their parents are emotionally distant and uninvolved (Karevold et al., 2009; Yap, Allen, & Ladouceur, 2008). Rice & Dolgin (2008) stated that many runaway boys report minimal family control and supervision. Poor parent- child relationships clearly contribute to emerging adults' suicidal behaviour (Yuen et al., 1996). Apart from that, lack of closeness to parents leads to a lack of emotional support when needed.

The theory of parenting styles was further studied and researched by Diana-Lea Baranovich (2013) who came up with new terms and a deeper explanation for the styles pioneered by Baumrind.

- ***Dictating parenting style***

Baranovich (2013, 2017) claimed that this type of parent is control freaks who emphasize the statement, "Because I said so!" in which children are yielded to their authority without question. In fact, these parents do not feel any need to explain the reasons for their rules or to make compromises by considering the children's emotions. This style is like Baumrind's authoritarian parenting style. Baranovich (2013, 2017) stated that this parent is low in connection and involvement. As for these parents, they hardly listen to their children or compliment them, but they are more prone to control, criticize and belittle their children by comparing them with others which make the child to have very low self- esteem. These parents control their children because they want to do the best for their children and to save their face and image in the midst of others.

Apart from that, they are also some parents who impose their values and desires on their children to live the life that they wanted through their children. According to Nielsen (1996), emerging adults who grow up in these families typically respond in one of these two ways. Either they become extremely submissive or they become aggressive and defiant. In terms of their social reasoning, most of these emerging adults are not very mature because they have not had many chances at home to develop skills such as perspective-taking and empathy. Even those who are well-behaved and obedient, however, often feel misunderstood and unloved (Simons, & et., 1991). To add more, families that run in a dictatorial manner usually have the most conflict when their children become emerging adults and want to be granted more freedom. As their reasoning becomes more sophisticated, emerging adults can recognize more of the shortcomings in a parent's logic and more of the hypocrisy in adult's behaviour.

These emerging adults are likely to question their parent's authority and to challenge those rules and regulations that they believe are unreasonable or hypocritical, however, this cannot take place in a dictatorial family. Although these emerging adults usually succeed in school, because they are so well monitored at home, they are usually less self-confident, less socially mature, and less relaxed than other emerging adults from less dictatorial families. Boys from these homes tend to be more hostile and girls are more submissive than emerging adults from less restrictive families. These emerging adults are also likely to choose jobs and make decisions that they believe will please their parents (Nielsen, 1996).

- ***Bonded parenting style***

Baranovich (2013, 2017) claimed that this is the preferred parenting style in which both parent and child are united and together as a team. Bonded parenting is equal to the authoritative parenting in Baumrind's term. This type of parent places high importance to listen to their children's opinion and importantly grant them the freedom within the limits in which their child is required to own his or her own behaviour. The child is free to discover and explore the potentials, needs and desires and the parents will play the role as advisor to the child. Besides that, Nielsen (1996) stated that this type of parents is loving and affectionate, yet firm and consistent when it comes to discipline their children.

As a result, their children generally have the most mature ego, the most independent identities, and the most satisfying peer relationships (Baumrind, 1991; Cooper & Cooper, 1992; Harter 1990; Hauser, Powers, & Noam, 1991; Montemayor & Flannery, 1991; Steinberg, & et al., 1991). Bonded parents are self- confident and wise enough to allow their children to question and to disagree with them, especially during emerging adulthood. Besides that, this type of parent allows their children to experience enough frustration, failure, embarrassment, and punishment to learn to assume responsibility for their own behaviour.

- ***Doormat parenting style***

It is also known as permissive parenting style under the term of Baumrind. As for these parents, they are "Okay" with every deed of their children. These parents are considered as a doormat because they give too much way and freedom without limits to their children because they do not want to upset them. These parents tend to give in to every request of their children while they don't set any boundaries or



guidelines for the children to follow. Hence, these make the children to take advantage and manipulate their parents to get what they want. Besides that, the parents act more like friends than being parents to their children. One of the reasons parents are being a doormat is because, they feel insecure with their children. They want to be liked by their children and this makes them to avoid confrontation and conflict with their children.

Apart from that, this type of parent takes and puts all the blame on them to please and satisfy the children. Although emerging adults with a doormat parent usually get their way at home, they do not get their way in the world beyond the family where their immature, manipulative, or aggressive behaviour offends and hurts the people around them. These emerging adults generally rely on the same behaviours with people outside the family. In short, these emerging adults lack the maturity of most people of their age and behave much like egocentric pre-schoolers and refuse to work toward solving the problem with people.

The doormat parents knowingly or unknowingly taught their children self-defeating attitude that contributes to arrested ego development in which the children feel as if “I don’t have to assume responsibility for how I act because I’ve never had to pay much of a price for my self-centred, manipulative, immature, or aggressive behaviour at home”. Such children often become emerging adults who are too self-centred, childish, demanding, aggressive, or socially inept to get along well with people, let alone to be self-reliant enough to create identities of their own (Hauser, Powers, & Noam, 1991; Patterson, Reid, & Dishion, 1992; Rubin, Lemare, & Lollis, 1990). Emerging adults who have not received enough discipline at home are also more apt to end up with problems such as low self-esteem, schizoid personality

disorders, depression, eating disorders, anxiety disorders, and personality disorders (Goldstein, 1990; Parker, 1983; Putallaz & Heflin, 1993; Rodin, 1990).

- ***Ghost parenting style***

It is also known as indulgent parenting style by Baumrind. As per its name, this type of parent has a high tendency to disappear and go missing in the life of their children. These parents neglect their children emotionally and physically which makes them to be not involved in their children's lives but are too busy with their own matters. This ghost parents can either be very successful parents in their careers, or they may be dysfunctional parents who are involved with substance abuse such as drugs and alcohol. Since, there is no attachment or emotional bonding between the parents and the child, hence, the child needs to grow on own independently, or perhaps send to caretakers such as relatives to take care of their needs. Since these types of parents failed to fulfil the emotional needs and discipline to their children, hence, as these children grow up, they became emerging adults who are egocentric and self- defeating in the way they think and behave.

Basically, these emerging adults have learned that "I don't have to control my feelings or my behaviour. I don't have to empathize with other people's feelings or respect their opinions. I'm entitled to have people do what I want, when I want especially those people who supposedly love me". One of the reasons they have such thought is because these emerging adults have been very independent and raised themselves on their own, hence, they have this entitlement to care for themselves more than others. Or they may have the high possibility to have low self- esteem and emotionally detached from others since they were raised by many and in the end,

they are not able to grow trust on others because they know that nothing is permanent in their life.

- ***Dictating Ghost parenting style***

As per its name, these parents play the role as dictator who dictates the life of their children but at the same time they tend to be distant and invisible in their children's lives because they are like the ghost parents who are either busy with their career or busy handling the messes in their life. This parent tells and instructs their children on what is best for them and how the children should live their life. Since this parent is not able to be visible to their children, hence, they communicate with their children by using devices such as mobile, Skype, emails etc. As a result, the children face the consequences and the effects of both the dictating and the ghost parents in which these children who grow up to emerging adults will feel their life is restricted by the rules and regulations of their parents and at the same time they tend to be rebellious and seek freedom since the parents are around to check on them.

Based on the four parenting styles by Diana Baumrind and five styles by Diana- Lea Baranovich, the researcher explained further by relating it with one case situation. Based, on the case situation, the researcher gave examples on how parents from each parenting style would react and respond.

### **Case Situation**

This is a case in which a 19 years old emerging adult wants to go clubbing and partying until late night with friends.

**a. Authoritarian/ Dictating Parents**

- “You are supposed to be studying and excel well in your studies rather than wasting your time at the clubs partying. Don’t disgrace me with your stupid attitude on wanting to go clubbing. It is an act of low class people! Stay home and study!”

**b. Authoritative/ Bonded Parents**

- “Hmm. Let’s talk about it. Firstly, have you done with your assignments? Where is the place and who else are going with you? What time you plan to come back? I am asking you all these because I am concerned about your safety. I know that you have grown up and want to taste life like other kids. But remember that our house has its rules too. I am fine if you want to go but be sure that you behave well and come back on time. I say this because I care about you, okay.”

**c. Permissive/ Doormat Parents**

- “O really?! That would be interesting! Hmm, if not now, when else you can enjoy your youth life? Go and enjoy yourself. Hopefully, you don’t come back too late okay. Just make sure you are safe.”

**d. Indulgent/ Ghost Parents**

- (Doesn’t care about the emerging adult whereabouts since they are busy with their life either in career or through substance abuse)

**e. Dictating Ghost Parents**

- “You want to go clubbing? Just because we are not meeting each other, doesn’t mean you must act wild and waste your time over disgraceful activity. Stop embarrassing me! I don’t want your cousin, John to share this news to your aunt, Beth and she questions me because of your stupid attitude over there. Don’t you dare put me down in front of them. Okay!” (This conversation takes place via phone call, email or any other communication device).

- ***Parenting Styles across All Cultures***

Culture constitutes a strong factor in structuring parental practices because it can transmit guidelines for parenting. Hence, parenting research has revealed some differences across cultures and ethnic groups (Chao, 1994; Wahler & Cerezo, 2005). Chao (1994) has challenged the typology of Baumrind when applied to Chinese families. She claimed that authoritarian, authoritative, permissive, and indulgent constructs are derived from Western culture. Chao proposed a typology that reflects Confucian parenting.

According to Chao & Sue (1996), optimal parenting is characterized by close involvement with the child, devotion and willingness to make sacrifices for the child’s well- being, and family – based control that is supportive by both children and parents. It has also been pointed out that for Asians the authoritarian style is associated with manifestations of parental concern, caring, and loves (Tobin, Wu, & Davidson, 1989; Chao, 1994), whereas for Americans, authoritarian parenting is associated with manifestations of parental hostility, aggression, suspicion, and dominance (Kim & Chun, 1994).

Additionally, previous literature has suggested authoritative parenting is more common in Western cultures than Eastern cultures, in which authoritarian parenting is most common (Garg, et al., 2005; Jambunathan & Counselman, 2002). The authoritative parenting style is thought to be of greater benefit to Western children as it promotes optimal psychological functioning. Most parents from Western like Australia adopt authoritative parenting (Dwairy et al., 2006). Besides that, Zeleke, & Tadesse (1998) cited that Steinberg identified that authoritative parenting is most common among white families. In United States, European American parents are practicing the authoritative style as well (Damon, & Lerner, 2006).

Iyengar and Lepper (1999) stated that in the Asian culture, parental control does not have detrimental effects. These researchers argue that when parents make the decisions, it provides adolescents an opportunity to harmonize with their parents, a value that is prized in Asian cultures over autonomy. Further, Steinberg, Lamborn, Darling, Mounts, and Dornbusch (1994) found that strict control of Asian American families is related to higher school grades. Aspects of Asian culture may cause emerging adults to be more accepting of this strict parental control (Chao, 1994; Iyengar & Lepper, 1999).

In some ethnic and cultural contexts, authoritarian parenting has successfully competed with authoritative parenting for some optimal outcomes (Chao, 1994; 2001; Dwairy et al., 2006; Leung, et al., 1998; Quoss & Zhao, 1995; Steinberg et al., 1992). Fung (1999) notes that Asian parents actively pressure their children to internalize feelings of shame for not conforming to the norms or for failing to perform as parents expect. Besides that, some studies exposed that authoritarian parenting is most common in Ethiopia (Zeleke, & Tadesse, 1998). For Vietnamese

emerging adults, a study showed that they perceived traditional authoritarian parenting style is the predominant in the Eastern culture (Nguyen, 2008).

A research done in Arab stated that Egyptians, Algerians, and Palestinian in Israel scored high in both authoritarian and permissive styles (Dwairy et al., 2006). Moreover, authoritarian parenting is more dominant in African- American and Asian- American parents in the United States (Net Industries, 2011). In East Asia (Kim, & Choi, 1994), Africa (LeVine et al., 1994), and Mexico (Delgado- Gaitan, 1994), authoritarian is more common than other parenting styles. Martinez, Garcia, & Yubero (2007) stated that in certain contexts, it has been found that permissive parenting is associated with equal or better outcomes for children than authoritative parenting.

In general, researchers have found that authoritative parenting to be related to positive aspects of development and it likely to be the most effective style (Steinberg, & Silk, 2002). The rationales are as below:

- Authoritative parents establish an appropriate balance between control and autonomy, giving emerging adults opportunities to develop independence while providing the standards, limits, and guidance that emerging adults.
- Authoritative parents are more likely to engage emerging adults in verbal give-and-take and allow the emerging adults to express their views. This type of family discussion is likely to help the emerging adults to understand social relationships and the requirements for being a socially competent person.
- The warmth and parental involvement provided by authoritative parents make the emerging adults more receptive to parental influence.

Table 2.1

*Parenting Styles and Its Effects on Emerging Adults' Behaviour*

Author	Parental Behaviour	Emerging Adults' Behaviour
Baumrind (1987)	Authoritative parenting (consistent, loving and secure in parental love)	Socialized and independent
	Authoritarian parenting (less involved, less nurturing, extreme power)	Less sociable, hostile
	Permissive parenting (insecure in parental role, few demands)	Lack of self-control
Baranovich (2013)	Dictating parenting	Quiet, overly compliant (to avoid punishment), anxious, unhappy, rebellious, indecisive, low self-esteem, strive to become overachievers, high self-doubt
	Bonded parenting	High self-esteem, realistic sense of self, decisive, confident to explore, enjoy teamwork
	Doormat parenting	Low sense of self, unclear about boundaries, feel entitled, unable to make positive choices, offensive
	Ghost parenting	Loner (because being abandoned, neglected and hurt), unstable emotion, become "parentified" children (play the role as parent to siblings or caretaker to own self)

*Source:* Arnett, J. J. (2009). *Adolescence and emerging adults* (3<sup>rd</sup> ed.). & Baranovich, D. L. (2013). *Understanding and caring for the hurt child: When unconditional love is never enough.*



As emerging adulthood progresses, these emerging adults must be given sufficient freedom from parental authority and control to experience themselves as individuals with needs and feelings of their own, to make decisions about their own lives, and to take responsibility for the consequences of those decisions. At the same time, they continue to need their parents' guidance and support. "For parents to leave emerging adults on their own would be irresponsible. For parents to seek to duplicate themselves in their sons and daughters would be equally dysfunctional" as quoted by Youniss & Smollar (1985).

Historically, most psychologists believed that emerging adults had to reject and rebel against their parents to mature and create identities of their own. Most research now shows, however, that feeling close to parents help the emerging adults become self-reliant, self-confident, socially well-adjusted adults. In fact, emerging adults who are extremely distant and detached from their families are often immature and troubled regarding their own ego development (Baumrind, 1991; Cooper & Cooper, 1992; Harter, 1990; Hauser, Powers, & Noam, 1991).

To conclude the discussion about the parenting styles, according to Nielsen (1996), there are two findings that one needs to look at. Firstly, children's inborn temperaments influence how their parents relate to them. That is, some child is born with a disposition that makes it easier for the parents to relate to the child in a more democratic way. Secondly, most parents believe that their parenting style is the best. For example, the authoritarian or the dictating parents see themselves as more laid back and fair minded than they are, while the permissive or the doormat parents think and see themselves as being simply understanding and nurturing towards to their children.

This is because most of the parents relate to their children like how their parents related with them, hence they feel that their parenting styles is normal and right because they have been accustomed to this kind of parenting style since their childhood (Patterson, Reid, & Dishion, 1992).

Baranovich (2013, 2017) on the other hand stated that the worst thing parents could do to their children is by mix and match their parenting styles to their children because this can be very confusing to their children. For instance, a parent who acts as dictator or authoritarian on one day then changes to become a doormat or permissive the next day would confuse the children especially as they grow up to become emerging adults. To add more, things get uglier when one parent uses different parenting style while the other uses another one. For example, a dictating father and a doormat mother would create havoc in a child's life.

Hence, with this Baranovich (2013, 2017) believes that parents must be on the same page as they nurture and discipline their children to become physically, socially, mentally and emotionally healthy emerging adults.

To be successful in their higher education and life, emerging adults need trusting, supporting, and caring relationships with their families, especially with their parents. This is the reason why some researchers have suggested that the family support the emerging adults obtain from their parents is an important safeguard throughout their lives, particularly during their transition to university. Finally, good parenting involves gradually providing greater freedom to children to match their developmental needs, while maintaining a close, caring involvement (Baumrind, 1991; Baranovich, 2013, 2017).

### **2.2.2 Expressive Arts**

Art is an effective tool for therapy because it involves both psychological and physical dimensions (Knill, Levine, & Levine, 2005). It creates an environment that reflects the inner suffering of the individual (Levine & Levine, 1999), thus allowing a person to confront her fears (Levine, 2003).

According to American Art Therapy Association (1996), art therapy is based on the idea that the creative process of art making is healing and life enhancing and is a form of nonverbal communication of thoughts and feelings which is to encourage personal growth, increase self- understanding, and assist emotional reparation which has been employed in a wide variety of settings with children, adolescents and emerging adults, adults, families and groups. Shostak (1985) stated that art therapy is a psycho-educational therapeutic intervention that focuses upon art media as primary expressive and communicative channels. Riley (2001) believes that art therapy is one way being explored to re-establish healthy attachments both through myself and the emerging adults in this context of research. Siegel (1999) and Schore (1994) also believe that art therapy may be an important modality in working with attachment issues which is also an important aspect of my research.

Furthermore, Ruben (1984) stated that creative art activities can be therapeutic for clients all ages because it allows them to express themselves symbolically without fear of any consequences and often elicits the thoughts and feeling that they may be unaware of or have difficulty expressing. However, as for this research purpose, the researcher implemented expressive arts to explore the emerging adults deeper.

The concept of Expressive Arts Therapy began with Carl Jung even though it was implemented and began by Natalie Roger, daughter of Carl Rogers. Jung was the first psychotherapist who viewed clients' artwork, movements, etc. as part of the psychic and whole of the individual.

According to Baranovich (2013), Expressive Arts Therapy brings the individual into the unconscious realms of his or her soul. This is the essence of his or her existence and inner- most realms of his or her being. EAT is meant to bring what's invisible or within of one self, to visible. EAT allows one to walk the journey of greater health and wholeness. Apart from that, EAT gives both the therapist and the client – in this context, the researcher and the emerging adults to explore more and understand the complete 'story' of the emerging adults. EAT is helpful because it gives hidden messages which the therapist does not get through verbal communication.

Malchiodi (2003) stated that art is a powerful tool in communication which is now widely acknowledged that art expression is a way to visually communicate thoughts and feelings that are too painful to put into words. McNiff (1981) stated that EAT has been linked to the traditions and cultural precedents of world healing practices because they frequently involve the integration of all the arts which include dance, music, and storytelling which brings people together to experience a cathartic release.

Moreover, Malchiodi (2005) believes that activities such as drawing, drumming, creative movement and play permit individuals of all ages to express their thoughts and feelings in a manner that is different than strictly verbal means apart from having unique properties as interventions. To add more, Malchiodi (2003) believes that any forms of EAT allow one to explore unknown facets of him or

herself, communicate nonverbally, and achieve insight. Riley (2001) believes that EAT provides a viable vehicle of treatment, a lens for viewing emerging adults' perceptions through their own illustrations and narratives. Art making is less confronting, less familiar, less judgmental, and without contamination from customary words that this age group often finds unacceptable.

Quoting from Malchiodi (2005), EAT is defined as the use of art, music, dance/movement, drama, poetry/creative writing, play and sand tray within the context of psychotherapy, counselling, rehabilitation, or health care. Several of the expressive art therapies are also considered "creative art therapies"- specifically art, music, dance/movement, drama, and poetry/ creative writing according to the National Coalition of Creative Arts Therapies Association (2004). Additionally, expressive therapies are sometimes referred to as "integrative approaches" when purposively used in combination in treatment.

For this research, as mentioned earlier, the researcher focused on integrative approaches which are the visual art and journaling. Hence, based on National Coalition of Creative Arts Therapies Associations (NCCATA) USA, below are the definition of the domain in expressive arts that were implemented by the researcher in this research.

*a. Art therapy*

Uses art media, images, and the creative process, and respects clients' responses to the created products as reflections of development, abilities, personality, interests, concerns and conflicts. It is a therapeutic means of reconciling emotional conflicts, fostering self- awareness, developing social skills, managing behaviour, solving problems, reducing anxiety, aiding reality

orientation, and increasing self – esteem (American Art Therapy Association, 2004).

*b. Integrated arts approach or intermodal (also known as multimodal)*

It is a therapy that involves two or more expressive therapies to foster awareness, encourage emotional growth, and enhance relationships with others. Intermodal therapy distinguishes itself from its closely allied disciplines of art therapy, music therapy, dance/movement therapy, and drama therapy by being grounded in the interrelatedness of the arts. It is based on a variety of orientations, including arts as therapy, art psychotherapy, and the use of arts for traditional healing (Knill, Barba, & Fuchs, 1995).

Feder & Feder (1998) identify several basic ways in which the expressive therapies have been used in assessment:

- Assessment of abilities and preferences including formal and informal inventories and observations of individuals' skills and interests
- Assessment of life experiences and capacities
- Assessment of psychological, psychosocial, and /or cognitive aspects.

They also believe that expressive therapies are both nonverbal and verbal because verbal communication of thoughts and feelings is a central part of therapy in most situations.

The approach also honours that each person has a different expressive style. For example, one person will be more verbal, another more visual, etc. Each art form helps people to make sense and meaning in a specific way – visual arts through image, dance through movement, music through sound and rhythm, drama through action, and poetry writing through words (Knill, et al., 1995). By opening the therapeutic experience beyond visual art alone, the therapy is enhanced in clinical depth and facilitates expression in a manner most appropriate to the client. Moreover, Sinats et al., (2005) stated that expressing oneself through EAT allows emerging adults to stay connected to their “own voice and insight” and helps them avoid becoming “detached or overwhelmed” by the struggles they face.

When it comes to counselling, the key to successfully employing art in counselling is to understand the goals of each stage of the process and then carefully select art directives that are consistent with the process and needs of the client (Kahn, 1999). Some researchers believe that using art when counselling emerging adults can achieve the same goals as time- effective counselling (Atlas, Smith, & Sessoms, 1992; Goldstein- Roca & Crisafulli, 1994; Tibbetts & Stone, 1990).

Counsellors who implement EAT believe that art may best be used to establish therapeutic goals and interventions. To add more, Malchiodi (2005) cited that many therapists find that the expressive therapies help individuals to quickly communicate relevant issues in ways that talk therapy cannot do. For this reason and others, psychologists, counsellors, and other health care professionals are turning to expressive modalities in their work with individuals of all ages.

- *Expressive Art Therapy in the context of Emerging Adults*

According to Kahn (1999), through the EAT process, emerging adults explore personal problems and developmental potential via nonverbal and verbal expression. This process can facilitate appropriate social behaviour and promote healthy affective development. EAT can be used with a myriad of school problems, including academic difficulties, peer pressure, conflict with lecturers, and career exploration. EAT has also been used with home-related problems such as divorce and separation, death of a parent, addiction and abuse (Shostak, 1985). The goal of EAT is to support the ego, foster the development of identity, and promote maturation. In this approach, counsellor functions as a facilitator because Baranovich (2013) believes that only the creator has the rights to talk about their work while the counsellor only facilitates.

Considering emerging adults' developmental needs, there are many reasons that make EAT and emerging adults complement each other. Linesch (1988) has noted the important relationship between emerging adults' emotional health and self-expression.

Riley (1994) cited that EAT aids emerging adults in accomplishing the developmental tasks of individuation and separation from the family through:

- Providing emerging adults control over their expressions
- Stimulating creativity through the process
- Providing a pleasurable experience
- Using media which depict personal and age/ group symbols and metaphors



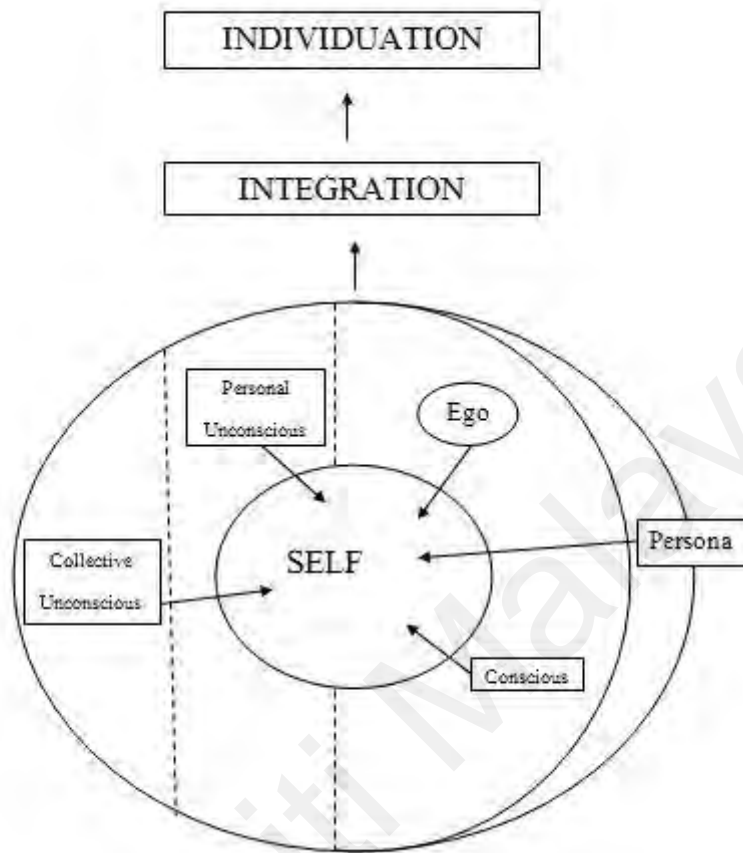
Wadeson (1980) cited that unlike verbal communication, which is linear, art expression occurs in space and allows for the exploration of numerous relationships simultaneously. In one drawing, an emerging adult can concurrently explore relationships with parents, siblings and close friends. Utilizing art with emerging adults has the cathartic effect of releasing physical and emotional energy. It can wake- up and enliven emerging adults simultaneously (Wadeson, 1980).

Successful use of EAT depends on stage appropriate art directives and counsellor's processing, which reinforce emerging adults' self- expression as they move through the process. One needs to understand that the natural energy of emerging adults to creatively seek forms of self- expression and identity formation is captured using art as therapy.

### **2.2.3 Personality**

In this section, the researcher discussed about personality and expanded it into few terms according to the research. The terms and the concepts that will be discussed in here are (a) Carl Jung's theory about personality, (b) discussion on personality traits, (c) the concept of self- esteem, and lastly (d) discussion about the theory on identity status.

a. **Psychoanalytic Theory by Carl Jung (1875- 1961)**



**Figure 2.1: Jung's Model of Psyche**

*Source: Adapted from Jung's Model of the Psyche by Baranovich (2013)*

Based on the figure above, Jung's model of the human psyche is structured in six parts. Descriptions of every part are as below.

a. **Persona**

Persona is the outer part of one self that one shows to the world. It is also known as 'mask' but it does not refer to something fake. It is a characteristic that one portrays at the outside. For example, an introvert person who appears to be shy and reserved in front of others or an extrovert person who appear to be jovial and easy going in front of others.

***b. Conscious***

It is a part in which one is aware of it, but not necessarily show to the world about it. Even though one is conscious of those characteristics, one may not act upon it, but perhaps rationalize about it. For example, one is aware that he or she is being homosexual. However, that person chooses not to expose about it or perhaps marry someone from the opposite gender to hide about his or her homosexuality.

***c. Ego***

The ego is the most conscious part of the conscious. One knows about it, believes it, owns it and importantly integrates it as part of one's life. It is also known as one part of defence mechanisms.

Next is the unconscious part which consists of the personal unconscious and collective unconscious.

***d. Personal Unconscious***

It is a personal event or incident in one's life which one is not aware of because the person may have forgotten about it or the person may have repressed it. It is usually the unpleasant memories. This may include a person with personality disorder or a person who went through the trauma. For example, a rape victim who was raped when he or she was young, not able to cognitively remember the incident – maybe forgotten or repressed, but the body remembers the incident that had happened.

*e. Collective Unconscious*

It is universal and in all of us. It is a part which is paired through ancestors and it is archetypal. For example, we may resemble someone or own a unique characteristic of our ancestor which becomes talk of the town within the family members.

*f. Self*

For one to be at their true self, they are required to bring the unconscious to the conscious, integrate, engage, and blend them together. When one does that, they appear to be at their true and authentic self without masking themselves.

This blending is also known as integration in which the conscious and the unconscious part of the individual make the person as who they are which then leads them to the aspect of individuation in which the person becomes who he or she wants to be without feeling obligated towards the demand of the family, culture, society etc. It is a process in which the individual searches his or her soul which Jung believes that this process begins to happen in mid- life.

Most psychoanalytic theorists have ignored the possibility that personality develops throughout adult years, assuring that the most important determinants of personality are set down in the childhood years. However, Jung took a different view. Jung expands the general psychoanalytic view of personality development to chart significant changes in the adult years. Jung viewed personality development as a lifelong enterprise. Jung saw possibilities for dramatic personality transformation across the human lifespan.

During childhood, Jung agreed that various components of the personality are established as separate entities. In emerging adult, the person directs psychic energy toward learning a vocation, getting married, raising children and being integrated into community life.

Ideally emerging adult should be energetic, outgoing and passionate in his or her active engagement of social reality. The goal of human development is the full development and flowering of the self.

Jung used the term individuation to refer to the process of self- development. Individuation as one can see from the figure above, is a dynamic, complex and lifelong balancing act whereby the person seeks to synthesize the various opposites in personality to become whole.

Individuation, therefore, involves the full development of all aspects of the personality both conscious and unconscious and their ultimate integration within the grand unity. In the late years of one's life, individuation brings wholeness and completion which is also known as full circle or 'mandala' which is the perfect symbol of self's unity and integrity achieved through the lifelong adventure of individuation.

#### **b. Personality Trait**

In this research, to understand about the emerging adults' personality, the researcher decided to use two types of tools which are the expressive arts for the emerging adults to express themselves through expressive arts therapy and to complement the findings, the researcher implemented psychological assessment to assess the emerging adults' personality traits. Hence, in this section, the researcher discussed some information about personality traits.

Firstly, one needs to understand about temperament. Gordon Allport (1961) stated that temperament refers to the characteristics phenomena of an individual's nature including his or her susceptibility to emotional situation, his or her customary strength and speed of response, the quality of his or her prevailing mood and all the peculiarities of fluctuations and intensity of mood, these being phenomena regarded as dependent on constitutional make-up, and therefore largely hereditary in origin. Apart from that, temperament dimensions may represent the "early-in-life framework" out of which personality traits eventually emerge (Saucier & Simonds, 2006, Shiner, 2006).

The concept of a personality trait is rooted in common sense and everyday observation. Personality traits are those general, internal and comparative dispositions that we attribute to people in our initial efforts to sort individuals into meaningful behavioural categories and to account for consistencies we perceive or expect in behaviour from one situation to the next and over time. Apart from that, personality traits also refer to individual differences between people in characteristics, thoughts, feelings and behaviours (McCrae & Costa, 1995). To add more, personality traits also refer to consistencies in thought, feeling, and behaviour associated with social interaction and the socio-emotional aspects of life. One needs to understand that traits are the major structural units of personality and as such, they account for the consistency and coherence of human behaviour.

### **c. Self- Esteem**

What is self- esteem? Coopersmith (1981) states that self- esteem is an expression of approval or disapproval which indicates the extent to which a person believes himself or herself as competent, successful, significant and worth.

King (1997) mentioned that self-esteem is people's feelings about themselves and their attributes. Hewitt (2009) claims that self-esteem is the essence of an individual and a term to reflect a person's overall evaluation or appraisal of his or her own worth. It was conceptualized as an attitude toward the self and is like a judgment of oneself. Self-esteem is defined as "one's feeling of worth; the extent to which one senses one's attributes and actions are good, desired and valued" (Bukato & Daehler, 1998) and it is also referring to how one feels about one's self.

As for Santrock (2011), self-esteem is the major factor in evolving identity in emerging adults. These are the psychosocial attributes which emerge in emerging adults and are central in fostering identity and personality development. Self-esteem refers to global self-evaluation also taken as self-worth, or self-image. Positive self-esteem encourages emerging adults to be in their own, believe in own values and beliefs, and make the right decision in pressure times. It does not guarantee for academic achievement, but it helps to accept the situation and move on. Self-esteem acts as a protector while exploring the world, also act as a back force while emerging as an adult. Besides that, self-esteem is based upon social roles, relationships, and ethnic and cultural background. Studies have been showing, social contexts such as family especially, peers, and schools contribute to the development of an emerging adults' self-esteem.

Arnett (2009) defined self-esteem as a person's overall sense of worth and well-being. Nathaniel Branden (1994) defined self-esteem as (i) the confidence to think and to cope with the basic challenges in life; and (ii) confidence in our right to be successful and happy, the feeling of being worthy, deserving, entitled to assert our needs and wants, achieve our values, and enjoy the fruits of our efforts.

Deci & Ryan (1995) defined self- esteem in two ways. The first one is the global self- esteem. Global self- esteem is a positive or negative attitude toward the self. High global self- esteem indicates that individuals think that they are persons of worth, whereas low global self- esteem is characterized by rejection of self and dissatisfaction with self. High self- esteem, or thinking positively of oneself, is related to more effective behaviour and better adjustment in comparison to low self- esteem.

The second one is contingent or dependent self – esteem in which it is a feeling of worth within certain domains. It means that self- esteem is dependent on performance domains, such as family support and academic competence (Crocker et al., 2003, Crocker & Knight, 2005). Individuals are selective about which domains contribute to their self- worth, and individual strive to achieve success and avoid failure in the selected domains- the domains on which their self- esteem is dependent.

Deci & Ryan (1995) noted that parenting styles influences self- esteem such that individuals who are supported and loved can behave autonomously and develop non-contingent or global self- esteem. On the other hand, those who are loved only after meeting their parents' expectations tend to develop more contingent self- esteem because the praise they receive from doing well teaches them that success feels good and failure does not. Thus, parenting style is linked to the development of global or contingent self- esteem.



**i. Maslow's Hierarchy of Needs**



*Figure 2.2. Maslow's Hierarchy of Needs*

*Source: Baranovich (2013). Understanding and caring for the hurt child.*

According to Maslow's hierarchy, for a person to reach the state of self-actualization, one needs to build their self-esteem which is an outgrowth of a sense of love and belonging. The researcher would want to relate to both self-esteem and sense of love and belonging by combining with the parenting styles to bring the relation between self-esteem which is one part of personality traits, of emerging adults based on their parenting styles.

According to Maslow's hierarchy of needs, one's needs from the bottom need to be fulfilled for the individual to reach the upper hierarchy which is the 'Self-Actualization' which relates to one's growth, sustainability and potentiality.

Firstly, according to Maslow, every individual must be sure that their basic needs or the primary needs are being fulfilled. The basic needs are food, drink, sleep, warmth and sex. Once one's basic needs are fulfilled, they move to the next stage of the hierarchy which is the safety needs. One should be sure that they are safe and secure from any harm for them to sustain their living and feel being protected.

Most important aspect that needs to be given and received by every human being is love and sense of belonging. This is the stage that makes human different from animals in which every human being need to feel loved and to love each other. The need to love and to be loved firstly begins with the caregiver who is usually the parents. This is when the attachment begins between the child and the caregiver. This is the stepping stone for the child to build trust among the human being, to build connections with others, importantly building relationship and trusting own self to sustain within the human kind. When parents start to build bonding, and show love towards their child, the child soon starts building trust, develops a secure attachment and builds healthy bonding with parents. As this healthy bonding develops, the child will gradually feel independent, accepted, autonomous which for sure hits the next stage in the hierarchy which is self- esteem. As we know earlier, an emerging adult who grows in a loving and healthy environment, will have higher self- esteem compare to the emerging adult who was abandoned by care giver who only develops the feeling of insecurity and mistrust within human kind which only leads the emerging adult to have lower self- esteem due to inability to trust own self.

Hence, one needs to understand that when an individual- in this context, the emerging adult is blessed with unconditional love, affection and sense of belonging, he or she will grow up as individual with higher self- esteem compare to the emerging adult who was not blessed with aspects above, because love and sense of belonging opens the door for the emerging adult to be autonomous, independent and importantly the ability to trust him or herself which enhance the self- esteem and which will eventually lead the emerging adult to self- actualization stage, in order to sustain the growth and the potentiality.

- *Parenting Styles and Emerging Adults' Self- Esteem*

Baranovich (2013, 2017) stated that an emerging adult's self- esteem can be enhanced when the emerging adult has a significant other usually caregiver or parents whom he or she can turn to in times of need. Such caregiver or parents understand the emerging adult's needs and accepts the his or her potential self and individuality of the emerging adult and let him or her to grow in an environment of his or her best interest. Baranovich (2013, 2017) also believes that self – esteem can be enhanced when emerging adults are given the appropriate freedom to explore and discover their interest, while giving them the opportunity to express the real them and to contribute to the society as a unique individual and validate them for their accomplishment. Most importantly, Baranovich (2013, 2017) also stated that emerging adults with high self- esteem are aware of their limitations and willing to receive help to improve themselves.

Canadian Council on Learning (2007) showed that an authoritative parenting style is linked with greater social competence and emerging adults of this parenting is related to better self- esteem. Maccoby and Martin as cited by Bornstein & Zlotnik (2008) stated that emerging adults who experienced authoritative parenting have higher social development and self- esteem than other parenting. Authoritative parenting plays an important role in influencing self- esteem of every child especially emerging adults. Furthermore, Martinez & Garcia (2008) cited that emerging adults believed that help and encouragement that provided by authoritative parents bring high self- esteem in them.

A study in the United Kingdom revealed that emerging adults who experienced an authoritative parenting style are associated with higher self- esteem and less involved with fights (Chan & Koo, 2010). Overall, as for authoritative

parents, they show positive relationships with healthy self- functioning especially self- esteem towards emerging adults especially for undergraduates and colleges students (Trumpeter, Watson, O' Leary, & Weathington, 2008). Moreover, Yang & Liang (2008) stated that nurturing and supportive parenting styles could improve emerging adults' self – esteem.

On their other research, Martinez & Garcia (2007) stated that permissive parents who are high in responsiveness and low in demandingness, allowed their children especially emerging young adults to experience positive and high self- esteem. To add more, Musitu & Garcia stated that some studies that was carried out in Italy and Brazil revealed that emerging adults from permissive home have similar and higher self- esteem than authoritative homes and this research also supported by Heaven & Ciarrochi (2008) in which emerging adults from permissive home who experienced psychological autonomy tend to have higher self- esteem. However, on the other hand, Chen & Dornbusch in their research mentioned that emerging adults raised by permissive parents have lower self- esteem.

However, there were different findings in emerging adults' self – esteem who belong to authoritarian parenting. While authoritarian parenting leads to lower self- esteem to Western emerging adults, Bornstein & Bornstein (2007) stated that authoritarian parenting is linked together with positive outcomes among Asian ethnic families. A study investigated authoritarian parents like Egyptian or Indian parents who did not feel negatively about their children and children of this parenting style were not lower in self- esteem (Rudy & Grusec, 2006).

Furthermore, Keshavarz & Baharudin (2009) stated that a research which was conducted among Asian- American, mentioned that authoritarian parenting associated with positive development such as self- esteem and self – confident in

emerging adults. However, on the other hand, Amato stated that emerging adults who are overprotected by their parents and have higher restrictiveness from their parents were associated with lower self-esteem. To add more, authoritarian parenting was positively correlated with ratings of rebellion. The excess demand and pressure from parents could cause the emerging adults to feel like their self-worth is constantly being challenged and they may feel as if like parents do not trust them in making their own decision. Having the thought of parents are not satisfied with themselves, would decrease the self-esteem of the child or the child may feel that their independence is being threatened since they find their parents are an annoyance which would lead them to rebel.

Conger & Galambos (1997) cited that authoritative parents, who are loving yet demanding, are most likely to foster and promote the development of autonomy in their emerging adults. Authoritarian parents, on the other hand, tend to stifle the orderly acquisition of self-reliance and independence, whereas both permissive and indulgent parents may fail to encourage the development of responsibility.

Confidence and self-esteem appear to be highest among emerging adults whose parents express strong interest in their opinions and activities and encourage the emerging adults to behave autonomously and participate actively in family affairs which can be seen in the authoritative parenting. In contrast, emerging adults from authoritarian, permissive or indulgent parents are not likely to be actively exposed to this set of experiences that promote the orderly assumption of responsible autonomy.

Weiten et al. (2008) showed authoritative parenting is associated with the highest self-esteem scores while authoritarian, permissive, and indulgent parenting are second, third, and fourth accordingly. Generally, authoritative parenting is viewed as best parenting style in Western countries (Ang & Goh, 2006). Overall,

findings in most research showed that family support has the greatest effect on self-concept variables which included self-esteem of emerging adults' despite of genders.

Moreover, positive parenting style that experienced by emerging adults showed significant result which is associated with their emotional adjustment, including self-esteem (McKinney & Renk, 2008) and quality of their current relationship (Dalton, Frick- Horbury, Klitzmann, 2006). Antonopoulou, Alexopoulos & Maridaki- Kassotaki (2012) stated that parents who are more nurturing had a positive effect on emerging adults' self-esteem, while parents who are perceived to be overprotective had negative impact towards their emerging adults' self-esteem.

Silverman & Casazza (2000) reported that studies have revealed a consistent increase in the development of self-esteem during the college years. Research indicates that active quality parental involvement tends to produce higher self-esteem while absence, disengaged and inactive quality parental involvement tends to produce lower self-esteem. Quality parental involvement is described as parents who accept their children's strengths and weaknesses. Self-esteem in emerging adults is enhanced when parents set clear expectations within limits, treat them in a democratic fashion with opportunities to discuss matters and behaves consistently.

Although emerging adults often spend less time with their parents and have more conflict with them before emerging adulthood, emerging adults' relationships with parents remain crucial (Allen & Land, 1999; Larson & Richards, 1994). If parents provide love and encouragement, emerging adults' self-esteem is enhanced and strengthened; and if parents are denigrating or indifferent, emerging adults respond with lower self-esteem (Berenson, Crawford, Cohen, & Brook, 2005). Most importantly, feeling accepted and approved by parents contributes to self-esteem,

and from adolescence to emerging adulthood relationships with parents generally improve while conflict diminishes (Arnett, 2003a; Galambos et al., 2006; O'Connor, Allen, Bell, & Hauser, 1996).

Apart from that, Harter (as cited by Weiten, Lloyd, Dunn, & Hammer, 2008), stated that foundation of self-esteem laid early in life, so the role of parenting in self-esteem development has been focused much by psychologists. Warash & Markstrom (2001) stated that families especially parents play an important role in facilitating or inhibit development of individual's self-esteem.

Moreover, Robins, Tracy, Trizesniewski, Potter, & Gosling (2001) cited that self-esteem play a critical role in shaping personality processes. Individual's belief about their influence how they act situations, the goals they pursue in life, how they feel about life events and relationship partners, and the ways in which they cope with and adapt to new environments.

Importantly, one needs to understand that having a sense of autonomy allows the emerging adults to reflect upon their past accomplishments and successes and use them as a foundation to build more successful experiences.

#### **d. Development and Identity Theory**

An emerging adult's freedom to explore a variety of possibilities in forming an individual identity is significantly influenced by relationships within the family especially parents (Conger & Galambos, 1996). One of the most distinctive features of emerging adulthood is that it is a time to think about who you are, where your life is going, what you believe in, and how your life fits into the world around you (Arnett, 2009). These are all the issues of identity which is part of the one's personality. Identity formation is a dynamic and life-long process, with continuous

changes in exploration and strength of commitments. During emerging adulthood, explorations are made into various aspects of identity and culminating in commitments that set the foundation for adult life and one's personality in long run.

It is believed that emerging adulthood is crucial periods for identity development and importantly as for this research, the researcher explored how this identity development of emerging adults is influenced by the parenting style. This is because Conger & Galambos (1996) stated that emerging adults are more likely to establish a strong sense of identity if they have a rewarding and an interactive relationship with their parents. Moreover, parents can have a strong impact on emerging adults' vocational choices. This influence may increase as they start working. Also, the more limited ability the adolescent or emerging adult has, the greater the family influence in career choice (Gottfredson, 2003).

#### **a. James Marcia- Identity Status**

According to Arnett (2009), one of Erikson's (the human development theorist) most influential interpreters has been James Marcia (1966, 1980, 1989, 1993, 1994, 1999; Marcia & Carpendale, 2004). Marcia (1980) defined identity as a dynamic, self-constructed organization of abilities, beliefs, needs, and personal experiences. Hence, Marcia constructed a measure called the Identity Status Interview that classified emerging adults into one of four identity statuses: diffusion, moratorium, foreclosure, or achievement.

According to Marcia, the criteria used to establish the attainment of a mature identity are two variables which are exploration and commitment, in relation to occupational choice, religion, and political ideology. According to Marcia, the term exploration implies a more positive investigation and engagement in choosing among



meaningful of possibilities and alternatives (Marcia & Carpendale, 2004; Waterman, 1992). As for commitment, Marcia stated that it refers to the degree of personal investment the individual exhibits. Marcia stated that a mature identity is achieved when an individual has experienced an exploration and has become committed to an occupation and ideology. To add more, as in the context of this research, after emerging adults enter college or university, a new phase of identity exploration seems to start (making new friends, exploring new political ideas, or different career options).

The descriptions of each identity statuses are as below:

- ***Identity diffusion***

It is a status that combines no exploration with any commitment. For emerging adults in identity diffusion, they do not seriously attempt to sort through potential choices and make enduring commitments. Apart from that, there are the people who never develop a strong, clear sense of identity which means that they are not able to find themselves, keep themselves loose and unattached. Besides that, these emerging adults are impulsive, disorganized in their thinking, and have difficulty taking responsibility for their own lives.

Moreover, emerging adults who continue to express no interest in commitment may be masking an underlying insecurity about identity issues with expressions of apathy (Berzonsky, Nurmi, Kinney, and Tammi, 1999). They are generally dissatisfied with their parents' way of life and have difficulty fashioning a life of their own. An example of this type of identity status is the emerging adults who spend time not exploring or committed towards any career or ideologies but chilling and doing nothing.

- ***Identity foreclosure***

It is a status in which there is a commitment but no exploration. At this status, the emerging adults have not experimented with a range of possibilities but have nevertheless committed themselves to certain choices. This is often a result of their parents' strong influence. They often have identified closely with same- sex parents. The emerging adults at this status are more interested in traditional religious values, less thoughtful and reflective, less anxious, and more stereotyped and superficial, as well as less intimate in their personal relationships. Foreclosed emerging adults are not able to distinguish between their personal goals and the ones their parents plan for them. An example of this type of identity status is an emerging adult who chooses to become a doctor because the parents want him or her to become a doctor.

- ***Identity moratorium***

The word moratorium means a period of delay granted to someone who is not yet ready to make decisions or assume any obligation (Rice & Dolgin, 2008). In this status, it involves exploration but no commitment. This is a stage of actively trying out different personal, occupation, and ideological possibilities. An example of this type of identity status is an emerging adult who is still exploring and trying out many occupations before settling into one. Many different possibilities are being tried on, sifted through, some discarded and some selected, for emerging adults to be able to determine which of the available possibilities are best suited to them. Emerging adults in this category are often uncertain they have selected the right major in college and may be unhappy with their college education and experience.

However, researchers believe that going to college encourages exploration. Emerging adults in college are actively and thoughtfully confronted with the exploration of making an occupational commitment and stimulated to rethink their ideologies. In addition, college is an environment in which emerging adults meet people who are different from themselves. Being confronted with people, who have dissimilar values and desires, often triggers a rethinking of emerging adults' views and may make them less certain of their beliefs. Being met with conflicting opinions, it may stimulate identity growth of these emerging adults.

- ***Identity achievement***

This is a status where both commitment and exploration are involved. Identity achievement is the classification for emerging adults who have made a definite personal, occupational, and ideological choice. This type of identity is preceded by a period of identity moratorium and has resolved their identity exploration by carefully evaluating various alternatives and choices and has come to conclusions and decisions on their own. For example, after exploring many options, the emerging adult has finally decided to study Fashion Design to become a designer in the future. As for these emerging adults, they are more autonomous, creative, and complex in their thinking, more open, less self-conscious, and less self-absorbed.

Overall, Marcia presumed that any given emerging adults will likely begin in identity diffusion, move to identity foreclosure, goes through a period of moratorium, and eventually moves to the identity achievement status.

Based on Marcia's work on identity status, emerging adults' identity status tends to be related to other aspects of their development (Berzonsky, 1992; Kroger, 2003; Swanson, Spencer, & Petersen, 1998). Identity achievement and moratorium

statuses are related to a variety of favourable aspects of development. Emerging adults in these categories of identity development are more likely than emerging adults in the foreclosure or diffusion categories to be self-directed, cooperative, and good at problem solving. Emerging adults in the achievement category are rated more favourably in some respects than emerging adults in the moratorium category because the latter is indecisive and unsure of their opinions compare to the former.

Emerging adults in the diffusion and foreclosure categories of identity development tend to have less favourable development in other areas as well (Adams, 1999; Kroger, 2003). Diffusion is the least favourable of the identity statuses and is viewed as predictive of later psychological problems (Marcia, 1980; Meeus, Iedema, Helsen, & Vollebergh, 1999). Emerging adults in this category are lower in self-esteem and self-control. Diffusion status is also related to high anxiety, apathy, and disconnected relationships with parents.

As for the foreclosure status, it is more complex compare to other statuses (Papini et al., 1989; Phinney, 2000). Emerging adults in this status tend to be higher on conformity, conventionality, and obedience to authority compared to the other identity statuses (Kroger, 2003). Apart from that, emerging adults in foreclosure status tend to have especially close relationships with their parents, which may lead them to accept their parents' values and guidance without going through a period of exploration (Phinney, 2000).

- ***Parenting Styles and Emerging Adults' Identity Status***

Beyers & Gossens (2008) stated that part of the context surrounding emerging adults is parents since many emerging adults live with their parents (Seiffge-Krenke, 2006) and they refer to their parents as important sources of support (Furman & Buhrmester, 1992).

Santrock (2010) stated that researchers found out those authoritative or bonded parents who encourage emerging adults to participate in family decision making, foster identity achievement which then contributes to emerging adults' sense of self and self-confidence that is necessary to explore the world (Benson et al., 1992). In contrast, authoritarian or dictating parents, who control emerging adults' behaviour and do not give them an opportunity to express their opinions encourage identity foreclosure and discourage identity exploration. As these parents project their standards and aspirations onto the emerging adults and manipulate them to comply with these standards, these emerging adults may lose touch with their own feelings and aspirations.

When facing important choices, these emerging adults are likely to experience severe doubts about which path to choose as well as concerns about choosing the wrong path (Soenens, Vansteenkiste et al., 2005). As a result, these emerging adults may avoid and postpone making commitments until situational demands dictate their behaviour (Berzonsky, 1990). On the other hand, permissive or doormat and ghost parents who provide little guidance and allow emerging adults to make their own decisions promote identity diffusion which also leads to psychological issues within the emerging adults.

Marcia also found that emerging adults with high exploration and commitment (identity achieved) reported having positive relationships with their parents while those with high exploration and low commitment (moratorium) reported that their parents were disapproving and disappointed. Emerging adults who scored low in exploration but high on commitment (foreclosed) reported that their parents were loving and affectionate, but that they felt pressure to conform to expectations. And lastly, emerging adults who scored low on both exploration and commitment (diffused) reported feeling distant from their parents and that their parents misunderstood them. They also expressed feelings of rejection and detachment from their parents. Thus, the researcher concluded that identity development appears to be related to parenting styles and the way in which emerging adults relate to their parents.

In another of his study, Marcia (1989) also stated that emerging adults from healthy parenting style will promote the development of an achieved identity status because securely attached emerging adults will feel free to explore the environment from the secure base that their families provide.

Kail (2012) stated that in the beginning, most emerging adults are in a state of diffusion or foreclosure. The common element in these phases is that they are not exploring alternative identities. They are avoiding the crisis altogether or have resolved it by taking on an identity suggested by parents or other adults. However, as individuals move beyond adolescence and into emerging adulthood and have more opportunity to explore alternative identities, diffusion and foreclosure become less common, and achievement and moratorium become more common (Meeus et al., 2010). Hence, one need to understand that identity development is typically viewed as a dynamic process, beginning with the identifications made during early

childhood, then transforming and solidifying during adolescence, and subsequently providing a foundation for change and adaptation during adulthood (Grotevant, 1998).

Kail (2012) also stated that when parents encourage discussion and recognise their emerging adults' autonomy, the emerging adults are more likely to reach the achievement status. Apparently, these emerging adults feel encouraged to undertake the personal experimentation that leads to identity. In contrast, when parents set rules with little justification and enforce them without explanation, emerging adults are more likely to remain in the foreclosure status. These emerging adults are discouraged experimenting personally; instead, their parents simply tell them what identity to adopt.

Overall, emerging adults are most likely to establish a well- defined identity in a family atmosphere where parents encourage them to explore alternatives on their own without pressuring them or provide explicit direction (Luyckx at al., 2007; Smits et al., 2010). To conclude, family interaction styles that give emerging adults the right to question and to be different within a context of support and mutuality foster healthy patterns of identity development in their personality (Harter, 1990b).

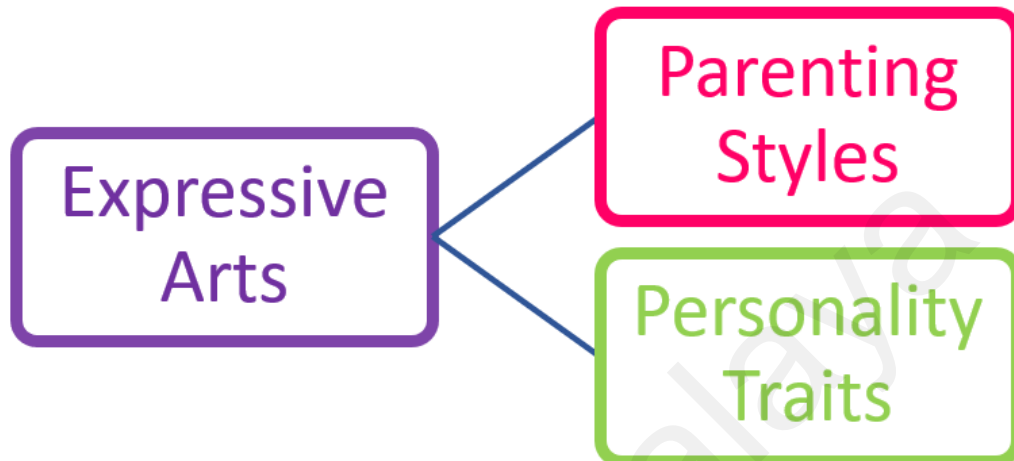
Table 2.2  
*The Four Identity Statures*

Variables on Occupational and Ideology	Identity Diffusion	Identity Foreclosure	Identity Moratorium	Identity Achievement
Exploration	×	×	√	√
Commitment	×	√	×	√

*Source:* Arnett, J. J. (2009). Adolescence and emerging adults (3<sup>rd</sup>ed.)

### 2.3 Theoretical Framework

The structure of the theoretical framework is as below.



*Figure 2.3. Theoretical Framework*

Based on the theoretical framework above, the researcher concluded that she explored the parenting styles and the personality traits through expressive arts among Malaysian private college emerging adults.



## 2.4 Conceptual Framework

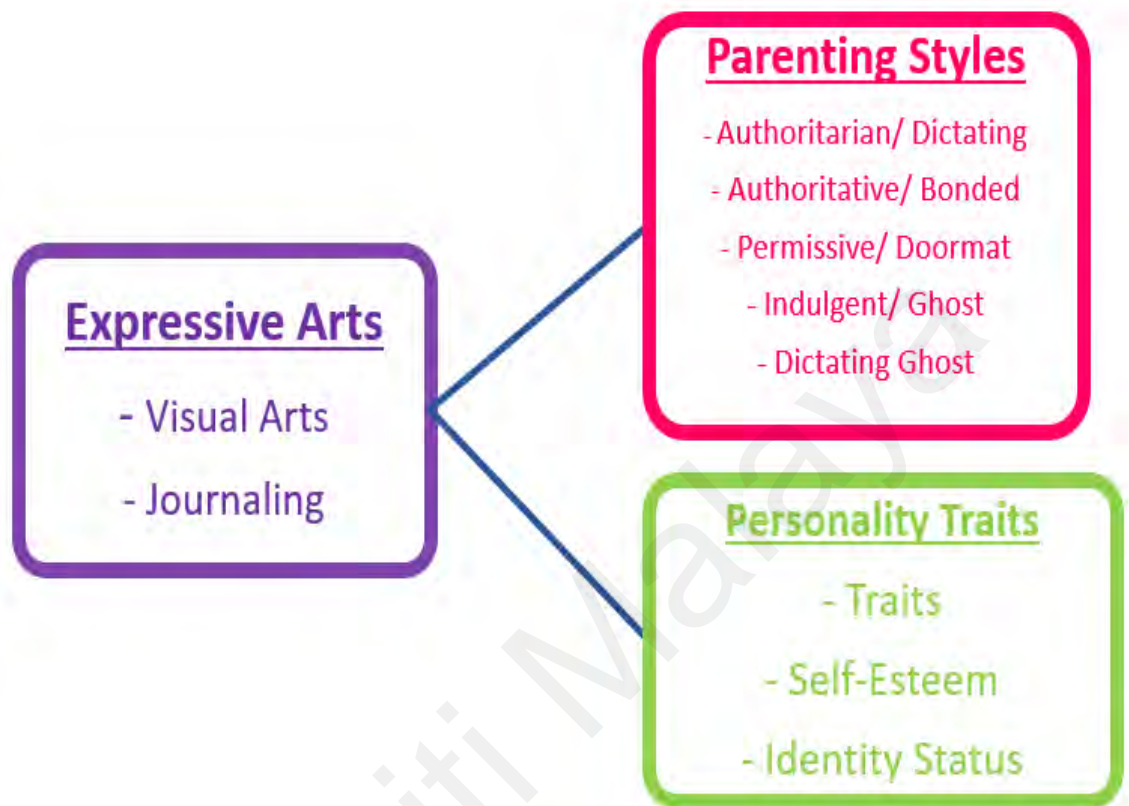


Figure 2.4. Conceptual Framework

Based on the figure above, the researcher has conceptualized the variable on expressive arts into two in which it means that the researcher implemented two modalities in expressive arts which are through visual arts and journaling in order to explore and understand the parenting styles (authoritarian/dictating, authoritative/bonded, permissive/doormat, indulgent/ghost, and dictating-ghost) and personality traits which includes the traits, the level of self-esteem and the identity status of Malaysian private college emerging adults.

Hence, in conclusion, the researcher stated that an appropriate and healthy parenting style would foster and shape an emerging adult who has healthy personality traits together with higher self-esteem, and more committed and well explored identity.

## **2.5 Past Studies from Abroad**

In this section, the researcher discussed the past studies from abroad based on four aspects that are related to this research. This includes parenting styles, identity statuses, self-esteem and personality which consist of the trait personality and the expressive arts.

### **Parenting Styles**

Research by Kuppens and Ceulemans (2018) on 600 Flemish families raising an 8-to-10-year-old child indicated that authoritative parents are associated with the most favorable outcomes, while having authoritarian parents coincided with the least favorable outcomes.

A qualitative study done by Sarwar (2016) to explore the influence of parenting style on children's behaviour in Pakistan indicated that authoritarian parenting style leads the children to become rebellious and adopt to problematic behaviour due to more than necessary power implemented on the children by the parents. However, the authoritative parenting style is proved to be effective for the children because it encourages moderate parenting style.

Herzog, Chapman, Hardy, Wrihten, and El- Khabbaz (2015) conducted a study on 153 emerging adults to investigate the relationship between parenting styles and emotion regulation, trait emotion, and general well-being. Two path models

were tested, and the findings showed that subjects who reported authoritative parenting style endorsed high levels of positive emotion but lower levels of emotional control and emotional self-awareness. On the other hand, permissive parenting style positively predicted negative emotion. However, in this study, the effects of authoritarian parenting style depended upon the emotional climate which is established in the family that depends upon socioeconomic status and ethnicity.

Rego (2015) conducted a study to investigate the concept of authoritative parenting and its effects on academic achievement on college students. The survey was conducted on 290 samples of college students and the results indicated that authoritative parenting is reasonably related to the manner in which a student contemplates and performs in his or her studies.

A study was conducted by Sovet and Metz (2014) which compared the relationship of parenting styles to the career decision-making of adolescents from Western and an Eastern context. About 575 French high-school students and 613 South Korean high school students completed an assessment assessing perceived parenting style, career decision-making difficulties, and career decision self-efficacy. The results showed that the Korean adolescents had lower career decision self-efficacy beliefs but higher career decision-making difficulties compared to the French students. The authoritarian parenting style was associated with higher scores on career decision self-efficacy and lower scores on a measure of career decision-making difficulties in the Korean students while the authoritative parenting style was associated with higher scores on career decision self-efficacy and lower scores on a measure of career decision-making difficulties among the French students.

A study was done by Uji, Sakamoto, Adachi and Kitamura (2014) on 1320 people in Japan which includes company employees, university students, and hospital staff members to recall and evaluate the parenting they received and to report on their current mental health. Based on confirmatory factor analyses, the results showed that the respondents evaluated their mothers for being more authoritative than their fathers. Regarding their current mental health, the authoritarian parenting style has worsened respondents' current mental health which includes symptomatic problems, risk to self and others, life functioning and psychological well-being. The study also indicated that authoritative parenting style had a beneficial impact on respondents' current mental health.

Love and Thomas (2014) conducted a study to examine the relationship between parenting styles, indicators of well-being, and academic adjustment among 315 college students. The findings from this study showed that permissive parenting style predicted low levels of self-esteem and emotional well-being, while the authoritarian parenting style predicted low level in emotional well-being in which the college students reported they experienced greater amount of emotional distress. However, on the other hand, authoritative parenting style was associated with greater positive outcomes in emotional well-being and the level of self-esteem. With this, the findings reported that college students who experienced healthy emotional well-being and minimal level of emotional distress tend to have higher self-esteem which enabled them to achieve higher levels of academic achievement.

Trifan, Stattin, and Tilton-Weaver (2014) conducted a study to examine the changes in authoritarian parenting style and family roles in Sweden for the past 50 years. The data were collected from three cohorts (1958, 1981, and 2011) from young to middle-aged adults who lived in suburb of Stockholm. These samples

answered questions about how they were raised. The findings from this study indicated a dramatic decrease in parents' authoritarian control. Besides that, the researchers also found that, overtime, parents began to allow their children to express anger toward them parents' roles changed from stereotyped versions of fathers to decision makers, and mothers as caregivers to both parents sharing decision and gaining respects from their children. To conclude, the researchers stated that authoritarian parenting style have declined dramatically and moved towards authoritative family environments.

Bradley- Geist and Olson- Buchanan (2014) did a study to examine the antecedents and consequences of the authoritative parents and the authoritarian parents as it relates to college students' college experiences and workplace expectations. This study was carried out at a large US university in which 482 undergraduate college students participated in the online survey. The results indicated that authoritarian parenting style was associated with lower student self-efficacy as well as maladaptive responses to workplace scenario.

Mahasneh, Al-Zoubi, Batayenh, & Jawarneh (2013) conducted a study on 564 students from the Faculty of Educational Science in Hashemite University in the academic year of 2012/2013 to examine the relationship between parenting styles and adult attachment styles. The results from this study showed that there were significant positive correlations between authoritative, negligent and authoritarian parenting styles and secure, anxious- ambivalent and avoidant attachment styles, and negative correlation between negligent and anxious- ambivalent, redundant protection and secure.

Barnhart, Raval, Jansari, and Raval (2013) conducted a study to examine perceptions of parenting style as a function of participant's culture, participant's gender, and parent gender of college students in India and the United States. Participants for this study included 226 college students from India and 517 college students from the United States. Participants from India were recruited through announcements made in introductory undergraduate psychology classes at two colleges in a large metropolitan city in the north-western state of Gujarat while participants in the US were recruited through the psychology department undergraduate participant pool that largely consist of students enrolled in first- year introductory psychology courses at a mid- sized university in South-western Ohio. The instrument for this study was the parenting styles vignettes questionnaire which included three hypothetical vignettes, each representing one of the three parenting types- authoritarian, authoritative and permissive, followed by a series of questions. The results showed that Indian college students considered the parent demonstrating permissive parenting to be more effective and helpful than US college students. However, US college students considered the parents demonstrating authoritative and authoritarian parenting to be more effective, helpful, and caring than Indian college students. Majority of Indian and US college students selected the parent demonstrating authoritative parenting as most like their own parents, and the type of parent they wish to be in the future. Apart from that, females considered the parent demonstrating authoritative parenting to be more effective and helpful than males.

Chang (2013) conducted a study to examine the associations among adolescent personality traits, Confucian values, parenting styles, psychological control and aggressive behaviours in South Korean families. The sample for this study was 361 parents (mothers and fathers) together with their adolescents (7<sup>th</sup> and

8<sup>th</sup> grade) and the teachers of the participating adolescents. The results of this study showed that adolescents' agreeableness, extraversion, and neuroticism were associated with adolescent overt, relational, and cyber aggression. Adolescents' Confucian values were associated with their relational and cyber aggression. Mothers' Confucian values were associated with their adolescents' overt aggression, and fathers' Confucian values were associated with their adolescents' cyber aggression. Mothers' and fathers' authoritarianism did play an important role in the relationship between adolescents' personality traits and their aggression.

Kafle and Thakali (2013) conducted a study to explore social relations adolescents, especially the patterns of adolescent- parents' relationship and peer relationship as well as to describe the roles played by parents and peers in adolescent psychosocial development. It was a meta- analysis study in which the researchers analysed seven research articles and concluded that parents and peers have important role to play in adolescent development. The findings also verified that self- competence and self- esteem develop from these relationships.

Mensah and Kuranchie (2013) conducted a study on 480 students and 16 teachers from eight public and private schools in Ghana to determine the dominant parenting styles of parents and the influence on the children's social development. Questionnaires which consisted of 23 items and structured interview were utilized in this study for data collection. The result showed that majority of the parents practiced the authoritative parenting styles which promotes the pro-social behaviour among the students, while parents who practiced the authoritarian parenting styles led their children towards anti-social behaviour.

Bastais, Ponnet, & Mortelmans (2012) did a study on 587 children between the ages of 10 and 18 years in order to compare the parenting dimensions (support and control) of fathers in different family structure which are the non- residential fathers, fathers in joint custody and married fathers, and to investigate the association between fathers' parenting dimensions and children's self- esteem. The results showed that non- residential fathers were less supportive and controlling than fathers in joint custody and married fathers. Importantly, having a supportive father was beneficial to children's self- esteem in each family structure.

Palmer (2012) conducted a study on a sample of 451 two parent families, seventh grade students (ages 12-13), male and female from eight counties in North Iowa to explore on parent personality and positive parenting as predictors of positive adolescent personality development. The result showed that positive parenting does develop positive personality in adolescent.

Abesha (2012) conducted a study to examine the effects of parenting style, academic self- efficacy, and achievement motivation on academic achievement by employing an ex-post facto prospective research design. A sample of 2116 undergraduate first year students from Addis Adaba University, Kotebe College of Teacher Education, and Wolayta Soddo University of Ethiopia which consist of 763 females and 1353 males were selected via multi- stage cluster random sampling technique. The result revealed that both female and male students who described their parents as authoritative had higher academic self- efficacy and these students in turn had higher achievement motivation than other students who characterized their parents as non-authoritative.



Su, Yijie, Lapray, Yishan, and Mohammed Murtuza (2012) conducted a study to identify parenting profiles in Chinese American families and to explore their effects on adolescent adjustment. It is eight years of longitudinal study (from early adolescence to emerging adulthood) which consists of 54% female adolescents and 46% of male adolescents, fathers and mothers from 444 Chinese American families. There were eight types of parenting dimensions such as warmth and shaming, and six developmental outcomes such as GPA and academic pressure. From the eight parenting dimensions, the researchers demonstrated four parenting profiles through latent profile analysis. There are supportive, tiger, easy going and harsh parenting. Over time, the percentage of parents classified as tiger parents decreased among mothers but increased among fathers. Path analysis showed that the supportive parenting was associated with the best developmental outcomes, followed by easy going parenting, tiger parenting and harsh parenting. The tiger parenting profile was associated with lower GPA and educational attainment as well as less of a sense of family obligation, academic pressure, depressive symptoms and a greater sense of alienation. To conclude, researchers stated that tiger parenting is not the most typical parenting profile in Chinese American families, nor does it lead to optimal adjustment among Chinese American adolescents.

Williams, Ciarrochi, and Heaven (2012) conducted a six-year longitudinal study regarding relationships between perceived parenting style and psychological flexibility among students at five high schools from a Catholic Diocese of New South Wales, Australia. Data was collected from participants each year for the six years of their secondary education. The study started with 749 students, between the ages of 11-14 years in 2003, when they were in their first year of high schools. Two instruments were used in this study, which are the Avoidance and Fusion

Questionnaire for Youth (AFQY) which measures their psychological inflexibility and the Parental Authority Questionnaire (PAQ) to describe the typology of the parenting styles which includes the authoritarian, authoritative and permissive style. The Multilevel Analysis Plan was used to analyse the data for this study because it is the powerful method for analysing longitudinal data. As a result of this study, higher perceived authoritarian parenting style was generally associated with lower psychological flexibility and perceived authoritative parenting was associated with higher psychological flexibility.

Maatta, and Uusiautti (2012) did a meta- analysis study about parental love. As a result of their study, they came up with two valuables and demanding underlying contents of parental love. Those are setting up safe boundaries and constructing good self- esteem as the core of a good parenthood and parental love.

A study to determine the differences in the psychological adjustment of adults who perceived their fathers as giving acceptance and rejection during their childhood was done by Sadiq and Seema (2012). A sample of 206 adult students between the ages of 18-38, which consist of 103 females and 103 males, was selected from different universities of Karachi, Pakistan. In order to measure the level of perceived father's acceptance- rejection during childhood, Urdu version of Adult Parental Acceptance- Rejection Questionnaire/ Control: Father- Short Form was administered while their psychological adjustment was measured through Urdu version of the Adult Personality Assessment Questionnaire. Results showed that adults who perceived their fathers as providing rejection in their childhood have poorer psychological adjustment compared to the one who was given acceptance.

Schofield et al., (2012) investigated the degree to which parent positive personality characteristics in terms of conscientiousness, agreeableness, and emotional stability predict similar adolescent personality traits over time. Mother and fathers of 451 White adolescents were assessed on three occasions, with two – years lags between each assessment. The parent personality was assessed by using parent’s self- report on the NEO Five- Factor Inventory (NEO- FFI), a 60-item inventory, while the adolescent’s personality was assessed in 10<sup>th</sup> grade and in 12<sup>th</sup> grade. Adolescent’s personality was assessed in 10<sup>th</sup> grade by using their self- report on the NEO- FFI and in their 12<sup>th</sup> grade, their personality was assessed by using the Multidimensional Personality Questionnaire (MPQ). The result indicated that positive parenting may be promoted by traits such as agreeableness, emotional stability, and conscientiousness. Apart from that, higher level of parental traits was associated with higher levels of adolescent’s traits. And finally, high level of parental warmth and low level of hostility positively predicted adolescent’s positive personality traits.

Masoud, Sharzad, Leila, and Elaheh (2011) conducted a study on 398 female students in grade two from public high school in Tehran to investigate the relationship between parenting style, social support on psychological well- being. Three instruments were used to measure the variables. There were Ryff’s psychological well- being scale which is to review teenager’s psychological well- being, the Parental Authority Questionnaire (PAQ) to identify the parenting style typology and the social support questionnaire which has been designed of a scale and used by Vaux, Phillips, Halley, Thompson, Williams and Stewart (1986). The finding showed that even though the authoritative parenting style was not able to predict significantly the students’ psychological well- being, but the authoritarian and

permissive parenting style showed significantly negative relation to psychological well-being.

McKinney, Milone, Renk (2011) conducted a study to investigate the relationships among parenting styles (authoritarian, authoritative and permissive), discipline strategies (non-violent discipline, psychological aggression, physical assault), and emerging adult emotional adjustment (self-esteem, depression, and anxiety). This study was conducted on 163 male students and 363 female students who were enrolled in an introductory psychology course. There were six instruments that were used in this study. There were the Parental Bonding Instrument (PBI) which is a 25-item scale designed to measure parental behaviours and attitudes as perceived by adolescents, the Parental Authority Questionnaire (PAQ) which consists of 30 questions to identify the parenting style typology, the Conflicts Tactics Scale: Parent-Child Version (CTSPC) which is a 22-item scale used to assess the amount of physical and psychological aggression used by parents, the Rosenberg Self-Esteem Inventory (RESI) which is used to assess self-esteem, which is conceptualized as a type of emotional adjustment in this study, the Beck Depression Inventory (BDI-II), a 22-item scale which was used to measure depression and lastly the Manifest Anxiety Scale (MAS), a 50-item scale which was used to measure anxiety. The data in this study were analysed using the structural equation modelling (SEM). The result of this study proved that authoritative parenting is associated with better emerging adult adjustment and that authoritarian parenting and harshness of discipline are associated with poorer emerging adult adjustment.

A study done by Mohammad Ali Besharat, Koorosh Azizi, and Hamid Poursharifi (2011) was with the purpose to examine the relationship between parenting styles and children's perfectionism. The sample for this study is from the

Iranian families in which 400 high school students which consist of 213 girls and 187 boys from the ages of 14-18 along with their parents, 342 fathers and 364 mothers were included in this study. Two instruments were used in this study which is the Tehran Multidimensional Perfectionism Scale (TMPS) which consists of 30- item questionnaire made of three subscales such as Self- Oriented Perfectionism, Other- Oriented Perfectionism, and Socially Prescribed Perfectionism. And the other instrument is the Parental Authority Questionnaire (PAQ) to measure the parenting style typology. The data for this study were analysed through Pearson correlation coefficients among the parenting styles and dimensions of children's perfectionism. The results of this study showed that only father's authoritarian style was significantly associated with dimensions of perfectionism in their children. The researchers concluded that authoritarian style of parenting would influence the development of children's perfectionists characteristics.

Cramer (2011) conducted a research to investigate the role of preschool precursors of narcissism, parenting styles of mothers and fathers, and the defence of denial in predicting the presence of both maladaptive and healthy narcissism in young adulthood. It is a 20-year longitudinal study in which the participants in this study come from the Block and Block Longitudinal Project (Block & Block, 1980). At the age of 3, participants were assessed for the presence of narcissism precursors, and mothers and fathers provided information about their parenting styles. At the age of 23, the presence of both healthy and maladaptive narcissism was assessed, along with the use of denial. The instruments that were used for this study are the California Child Q- set (CCQ) (Block & Block, 1980) which was used to assess the three year old child personality, next, on the basis of multiple observations, each participant was assessed with the California Adult Q- sort (CAQ) (Block, 1961/1978)

by two or more judges at the age of 23, the Child Rearing Practices Report (CRPR) was used to assess four different styles of child rearing which are authoritarian/autocratic, authoritative/responsive, indulgent/permissive, and indifferent/uninvolved, and lastly the Defence Mechanism Manual (Cramer, 1991) was employed to assess the use of denial at the age of 23. The results from this study showed that parenting styles had a direct effect on the development of healthy narcissism, but the effect on the development of maladaptive narcissism depended on the child's initial proclivity towards narcissism. The researcher also found that the use of denial was positively associated with the presence of maladaptive narcissism, but not with healthy narcissism.

A study on the role of parenting and personal characteristics on deviant peer association among European American and Latino adolescents was carried out by Padilla- Walker, Bean, Hsieh (2011). The personal characteristics that were measured in this study were the religiosity, social initiative, aggression and depression. The sample of this study is 1629 adolescents who consist of 848 European American adolescents and 781 Latino adolescents who were between the ages of 14 to 19. Several instruments were used in this study, such as Child Report of Parent Behaviour Inventory (CRPBI) to assess parental acceptance and autonomy, Behaviour Control Scale to assess parental knowledge, Psychological Control Scale- Youth Self Report, harsh discipline was assessed using a scale established by Simons, Whitbeck, Conger, and Wu (1991), and inconsistent discipline was assessed using items devised by Barber, Chadwick, and Oeter (1992), assessment on personal religiosity, social initiative, aggression was assessed through Child Behaviour Checklist, depression was assessed using the Children's Depression Inventory, and lastly an assessment on perception of deviant peer association. The findings showed

that positive mothering and fathering were related to higher levels of adolescent religiosity and social initiative, and lower levels of aggression and depression. Negative mothering was positively related social initiative, aggression and depression while negative fathering was only positively related to depression. Meanwhile, positive personal characteristics such as religiosity and social initiative were negatively associated with adolescent's perception of deviant peer association while aggression was positively associated with the same outcome. Finally, European American adolescents reported higher levels of positive parenting and social initiative, and lower levels of perceived deviant peer association than Latino adolescents.

Padilla-Walker, Christensen, and Day (2011) conducted a study to explore clusters of proactive parenting practices and how they might vary as a function of parental demographics, the quality of the parent- child relationship, and the traits and behaviours of the adolescent child. Data were taken from the Flourishing Families Project, which includes 500 families with an early adolescent child from the ages of 10 to 14. Several instruments were used for this study. Parents responded to eight items to assess three types of proactive parenting practices found in previous studies such as cocooning, pre-arming, and deference. In order to assess how demographics of the parent varied as a function of clusters of proactive parenting, the researchers measured family structure, parent ethnicity, education and religiosity. On the other hand, to assess how the quality of the parent- child relationship varied as a function of clusters proactive parenting, the researchers assessed and measured parental attachment, parent- child connectedness, parental involvement, and parental knowledge. Lastly, to assess how traits and behaviours of the child varied as a function of clusters of proactive parenting, the researchers measured children's age,

empathy, self- regulation, and internalizing and externalizing behaviours. With this, the findings indicated that there were four clusters that were similar across both mothers and fathers, which the researchers termed active deference (predominantly deference), reasoned deference (deference and pre- arming), pre – arming (predominantly pre- arming), and reasoned cocooning (pre- arming and cocooning). Active deference and reasoned cocooning were the most commonly used proactive approaches for both mothers and fathers. Findings also indicated that proactive clusters varied primarily as a function of demographics of the parent (religiosity, ethnicity, education) and the traits and behaviours of adolescent child (empathy, internalizing and externalizing behaviours).

Washington and Dunham (2011) conducted a study to compare early parenting practices and adolescent behaviour to determine whether parental attachment- promoting behaviours in the first year of life was associated with psychosocial adjustment in teenagers. Mothers of 22 adolescents completed a behavioural assessment of their teenager and an inventory of their recollected parenting practices during the first year of that child's life. Adolescent participants between the ages of 12 to 18 years which consist of nine males and 13 females also completed a self- report measure of psychosocial adjustment. There were three instruments that were assessed in this study. The Parenting Practices Inventory (PPI) was used to assess those recalled parenting practices engaged in by mothers with their child/children during the first year of life. Behaviour Assessment System for Children (BASC- 2) Parent Report Scales (PRS) and Self – Report Profiles (SRP) were used to measure behavioural functioning in adolescent participants. The researchers found that mothers who place a lot of value on attachment- promoting behaviours overall would be more likely to be highly available to their children in the



first year of life. Besides that, high score in PPI which is more attachment promoting behaviours, significantly associated with lower maladaptive scores and higher adaptive scores in several behavioural areas serves to confirm the importance of engaging in attachment promoting behaviours from birth throughout the first year of life.

Natarajan (2010) did a study to investigate whether cultural group identification moderated the relationship between perceived parenting style and college students' interpersonal/family and academic/career functioning. This study was carried out on 276 undergraduate college students aged 18 and above in both US and India. The results from this study showed that Indian females were most likely to perceive their mothers and fathers as authoritative, followed by US males and females and followed by Indian males. The Indian males were most likely to perceive their mothers as authoritarian, followed by US males and females and followed by Indian females. Perceived authoritative parenting was inversely associated with interpersonal and academic problems for Indian and US college students, while perceived authoritarian parenting was positively associated with interpersonal and academic problems for both these samples in this study.

Nixon and Halpenny (2010) conducted a qualitative study to explore children and young people's perspectives on parenting styles and discipline. This study involved focus group interviews with children and young people aged between six to 17 years. This study was carried out jointly by the School of Psychology and Children's Research Centre, Trinity College, Dublin, and the Centre for Social and Educational Research in the Dublin Institute of Technology and was commissioned by the Office of the Minister for Children and Youth Affairs. Sample of 67 boys and 67 girls were assigned into two class groups in primary schools (1<sup>st</sup> and 4<sup>th</sup> class) and

two class groups in secondary schools (1<sup>st</sup> year and Transition Year) in which in total, there were 30 focus groups. The perspectives of children in four age groups, ranging from early childhood to late adolescence, were explored to identify developmental patterns in children's views on parenting styles and discipline. The researchers found out that parental roles relating to guidance, emotional support and authority were of greater significance among the older age groups. Adolescents' descriptions of 'parents as guides' reflected values and expectations that were important to parents, such as getting a good education, being mannerly and knowing right from wrong. The parents' role in facilitating autonomy and independence was also emphasised within the adolescents group.

### **Expressive Arts**

An exploration study conducted by Lindsey, Robertson and Lindsey (2016) contains the use of mask-making and mindfulness training as components of an expressive arts group intervention designed to help youth understand and manage their stress. With the assistance of a school counselor, six eighth-grade students, who were having difficulty managing stress, were identified and participated in a 12-hour group intervention over the course of six weeks. Participants were assessed pre- and post-intervention and at a three-week follow-up on measures of self-efficacy, depression, anxiety, and stress. The group intervention resulted in significant self-reported reductions of anxiety and stress at the three-week follow-up.

Adibah and Mohamad (2015) conducted a study that aimed to determine the patterns of catharsis while using expressive arts in group counseling. A qualitative phenomenological research design was used. Seven adolescent girls who were involved in delinquency took part in the study. Triangulation from a variety of

sources, such as in-depth interviews, observations and analysis of documents were utilized. The results indicated that the elements of catharsis are one of a therapeutic alliance that emerged while using expressive arts therapy. Most of the subjects reported that they felt relief, their emotions were gradually stable and reduce stress

Mahmoud, Abdul, See, Khoda, and Mohsen (2013) conducted a research to explore the effect of combined rational emotive behaviour therapy (REBT) and art therapy (engraving method) in improving self- esteem and resilience. The sample of this study was 24 Iranian students between the ages of 19 to 24 which consist of 16 females and 8 males from the Razi University. The research method was quasi experimental. The research used the Coopersmith Self- Esteem Inventory (SEI) and the Connor- Davidson Resilience Scale as pre-and post- test assessments to assess the effects on the sample of students. The students were randomly positioned in two groups, including one experimental group and one control group. This was followed by REBT and art therapy while students in the experimental group were taught for 10 sessions over 10 weeks periods. There was no treatment for the control group over this time. The students in both groups were assessed before and after 10 sessions. The results showed that the integration of REBT and art therapy increased the self-esteem and resilience of the students.

Long, and Davis (2011) conducted a study to examine the effects of expressive writing intervention on male, juvenile offenders' psychological and emotional well-being. The participants in this study were 25 male youths between the ages of 13 to 17, living in three residential group homes under the supervision of the State of Missouri's Division of Youth Services (DYS). As part of their group home programming, youth participate in a variety of educational and treatment oriented activities including GED preparation, vocational training, and individual and group

therapy sessions. Group home residents also perform numerous community service functions and participate in various athletic and other recreational activities. As for this study, the researchers used a quasi-experimental design, in which the participants were assigned to one of three writing conditions and were instructed to write for 15 minutes for five consecutive days about one of the following topics: the future life goals, things in their life for which they wished to express gratitude, or their plans for the following day. Prior to and after the writing interventions were administered to the study participants, the participants completed three measures of emotional and psychological well-being which is to measure their positive and negative mood, optimism, and life satisfaction. The instruments that were used in this study were the Satisfaction with Life Scale (SWLS), Children's Hope Scale and Full Range Mood Evaluation (FMRE). The results revealed that improvements in optimism and mood scores occurred in all writing groups, but no group exhibited significant change on the life satisfaction measure. Then, a qualitative analysis of the youth's daily written entries (102 participants) was conducted and they revealed the presence of several dominant themes in the youth's writings such as program activities/goals, personal accomplishments, family, education, career/material success, privileges, basic care/hygiene etc. Overall, the findings from this study suggested that expressive writing techniques hold promise for correctional staff and educators seeking affordable means of improving adolescents' level of optimism and positive mood.

## Personality

A study done by Hirata and Kamakura (2017) on 329 Japanese students in relation with understanding parenting styles and its influence on self-esteem indicated that based on multiple regression analysis, it showed that university students' personal growth initiative and self-esteem were significantly affected by the authoritative parenting style while there is no significance between personal growth initiative and self-esteem with authoritarian and permissive parenting styles.

Hong, Long and Rahman (2015) conducted a study on 120 university students who studied Industrial and Organizational Psychology in one of the institutions of higher learning to determine the relationship between parenting styles and students' self-esteem. The subjects in this study answered the Parental Authority Questionnaire (PAQ) and Rosenberg Self-Esteem Inventory. All the data for this study were analysed using the Pearson correlation and the results showed that the dominant parenting style used by the parents of these students was the permissive style. Positive correlation was found between authoritative and permissive parenting styles with students' self-esteem while negative correlation was found between authoritarian parenting styles with the students' self-esteem.

Sharma and Pandey (2015) conducted a study to evaluate the relationship between parenting styles and its effect on the self-esteem of the adolescents in Indian context. The selected sample for this study consisted of a total of 120 participants (60 female and 60 male) adolescents selected from Delhi and NCR in India, the age range kept as 16-18 years (with no mental and physical disability, regular school going adolescents, with nearly same socio-economic background and only those from unbroken nuclear families with mothers who were homemakers). The findings showed that there is no significant difference between permissive and

authoritative parenting both in case of mothers' and fathers' parenting on the self-esteem of adolescents and both these styles of parenting mostly results in higher self-esteem among adolescents as compared to authoritarian style of parenting which is found to have a significant negative correlation with the self-esteem of adolescents. Besides that, the researchers stated that not much difference is found between the self-esteem levels of male and female adolescents in present times in urban Indian context.

A study was done by Khan, Tufail and Hussain (2014) in which the researcher examined the impact of parenting styles and self-esteem on academic achievement of postgraduate students. The purposive sampling technique was used and a sample of 150 students was selected from the Islamia University of Bahawalpur, Pakistan. The questionnaires on parenting style and self-esteem were administered to collect the data. The data analysis revealed insignificant relationship between self-esteem and academic achievement in which statistically self-esteem was not found to be a significant predictor of educational success and failure of the students. Contrary to this, a significant relationship between authoritarian parenting style and academic achievement of students was found for both genders. However, there is an insignificant relationship of authoritative parenting style with academic success or failure of students (of both genders) existed. Hence, it is concluded that authoritarian parenting style has significant impact academic achievement of students.

Ansari and Qureshi (2013) did a study to examine the relationship of Parental Acceptance and Rejection with Self- Esteem in adolescents. This was a cross-sectional study in which 75 males and 75 females from the age range of 14 to 17 years participated in this study. The instruments that were used in this study were the

Maternal and Paternal Acceptance – Rejection Questionnaire in Urdu version and the Urdu version of Rosenberg Self- Esteem Scale. The findings of this study showed a positive correlation between parental acceptance- rejection and self-esteem. Parentally accepted adolescents had positive self- esteem and parental rejection found to be associated with negative self- esteem.

Driscoll (2013) conducted an online study with the purpose to focus on the relationship between parenting styles and self- esteem across a range of ages in the United States. A convenience sample of 183 students between the ages of 18 to 23 was surveyed in this study. Participants were recruited to participate in the survey through the social media website Facebook and in Psychology classes at a liberal arts college in southern California. The results showed that the most commonly reported parenting style shifted from participant's current age of between 18 and 23 to the permissive parenting style. Apart from that, self- esteem was indeed found to change across parenting styles at every age point. At all ages, adolescents with authoritarian parents had significantly lower self- esteem and adolescents with authoritative parents. Additionally, adolescents with authoritative parents had significantly higher self- esteem than adolescents with neglecting parents. The researcher concluded that as parenting styles became less restrictive, self- esteem got higher.

Kerr, Stattin, and Ozdemir (2012) conducted a study to determine whether including knowledge items might have affected results of past studies and to test the unidirectional assumption. Data was collected from 978 adolescents who participated in this longitudinal study. Parenting style and adolescent adjustment measures at two-time points were used, with a two- year interval between time points. There were three aspects that were measured under parenting style- parental warmth, parental behavioural control, and psychological autonomy support. Adolescent adjustment,

information management and strictness- supervision were also measured in this study. The result showed that adolescents with authoritative parents were significantly better adjusted on all measures than those with neglectful parents.

Grundman (2011) did an online study which focused on the role of parenting style in self- regulation between parenting style and emotional outcomes such as self- esteem, contingent self- esteem, and satisfaction with life. A sample of 80 undergraduate volunteers which consist of 64 females and 16 males from General Psychology courses at a small private college were recruited through an online experiment management system to participate in this study. There were several instruments that were in this study such as Ego Identity Process Questionnaire (EIPQ) to measure the exploration and commitment, Perceptions of Parents Scale (POPS) to measure the autonomy- support parenting style, Parental Conditional Regard Scales to assess the extent to which the participants' parents used conditional regard, Rosenberg Self- Esteem Scale (RSES) to measure global self- esteem of the participants, Contingent Self- Worth Scale (CSWS) to measure contingent self – worth (family support and academic competence), Satisfaction With Life Scale (SWLS) to assess satisfaction with life, and lastly the Self- Regulation Scale – Academic and Parent Relationship Domains to measure the self- regulation. The results of the study showed that parental autonomy support was positively correlated with internal self- regulation, identity development, and emotional outcomes. To add more, positive conditional regard was positively correlated with external self- regulation and negatively correlated with the emotional outcomes, while negative conditional regard from both parents was positively correlated with amotivation in the academic domain. The researcher also shared that autonomy support led to more positive outcomes with identity exploration and the emotional outcomes of global



self- esteem and satisfaction with life. Besides that, only positive regard and parental autonomy support from both parents was positively correlated with the contingent self- esteem in the family support domain. Overall, the result indicated that parental autonomy support leads adolescents to internal self- regulation, positive identity development, and positive emotional well- being.

Vo- Jutabha, Dinh, Mchale, and Valsiner (2009) conducted a qualitative analysis to portray the complexity of identity formation in a sample of Vietnamese adolescents. A sample of 46 adolescents between the ages of 15 to 18 whom 26 of them are residents of a culturally and politically active ethnic enclave in Southern California while the remaining 20 adolescents lived outside the enclave involved in this study. All these participants were required to keep journals during a one- month period about their exploration of an identity topic important to them. The results showed that the two groups shared many similarities, including precipitants to exploration and steps undertaken to explore identity. However, two factors- social and cultural influences and emotional reactions, revealed interesting contrasts distinguishing enclave from non- enclave dwelling Vietnamese adolescents. The result also suggested that immigrant adolescents strive to integrate different domains of identity (ethnicity, gender, career) both with one another and with the historical, social and cultural contexts they occupy.

Arseth, Kroger, Martinussen, and Marcia (2009) conducted two meta- analytic studies to address the relationship between Marcia's identity statuses and attachment (Study 1) and intimacy (Study 2). As for Study 1, the following databases for the time January 1966 through July 2005 were used to identify relevant studies for the present series of meta- analyses: PsycINFO, ERIC, Sociological Abstracts, and Dissertation Abstracts International. Thus, subsamples of 14 studies were

examined in these meta- analyses study. The results showed that the achieved and foreclosed identity statuses were positively correlated with the secure attachment style and negatively correlated with the insecure attachment styles, although weakly to moderately. The reversed pattern was found for the moratorium and diffused statuses. As for Study 2, 21 studies were examined in this study which was to investigate the relationship between identity status and intimacy. The results showed that there was a positive relationship between high identity status and high intimacy status, there was a corresponding positive relationship between low identity status and low intimacy status. And lastly, in this meta- analysis study, it is confirmed that the relationship between identity and intimacy was stronger for men than for women when categorical measures of identity and intimacy were considered.

## **2.6 Past Studies within the Country**

Meng, Cassandra and Pei (2019) conducted a cross sectional survey involving 180 students from a private university in Malaysia comprising 57 male and 123 female students through simple random sampling. The Parental Authority Questionnaire was used to determine the different types of perceived maternal and paternal parenting style. The Rosenberg Self-Esteem Scale was used to measure self- esteem. The data analysis revealed negative relationships for both perceived authoritarian maternal and paternal parenting styles on adolescents' self-esteem. The independent sample T-test was used to determine the difference between perceived parenting styles and self-esteem between genders. The researchers concluded that there was a positive relationship between perceived authoritative and permissive paternal and maternal parenting style. Gender differences were absent as both male and female participants perceived somewhat similar parenting styles for both their

mothers and fathers. The researchers also concluded that perceived fathers' and mothers' authoritarian parenting styles tend to lower adolescents' levels of self-esteem. Perceived authoritative and permissive parenting styles boost adolescents' self-esteem which contributes to academic achievement and lowers the risk of developing psychological impairment and aggressive attributes.

Rahman, Shahrin, and Kamaruzaman (2017) conducted a study on 74 university students in relation with parenting styles and self-concept. At the end of their research, the researchers claimed that there is negative correlation between the permissive parenting style and the self-concept of the university students, and no correlation were found between the authoritarian parenting style with the university students' self-concept. However, there is positive and significant correlation between the authoritative parenting style and the university students' self-concept.

A study done by Kiadarbandsari, Madon, Hamsan, and Mehdinezhad (2016) was carried out on 496 adolescents students from national secondary schools in Selangor to determine the role of parenting style and education level of parents in Positive Youth Development (PYD). The results from this study indicated that authoritative parenting style was found to be the most significant predictor for higher positive youth development which encourages the youths to be positive and willing to contribute to the community.

A study done by Ooi, Choi, and Rahman (2015) which was to investigate the relationship between parenting styles and self-esteem of 120 university students indicated that there is significant relationship between parenting style and the self-esteem of the university students. The researchers stated in their research that there is positive relationship between authoritative and permissive parenting styles with self-

esteem, besides indicating that the authoritarian parenting style has negative relationship with students' self-esteem.

A study done by Faizah, Suraya, Azian (2014) was to investigate and identify the relationship between parenting style and emotional intelligence with the adolescents' *akhlak* based on the sources from Qur'an and hadith. This study was carried out on 92 Form Four students in one of the Islamic School in the south of Malaysia. The *akhlak* questionnaire was designed by the researchers based on Quran and hadith and it focused on three domains including *akhlak* towards Allah, oneself, and mankind. The results showed that most of the adolescents' parents practiced the authoritative parenting style. The correlation analysis showed that there is significant relationship between the authoritative parenting style and the adolescents' *akhlak* towards Allah and oneself. To add more, the researchers also found out that there is significant relationship between authoritarian parenting style and the adolescents' *akhlak* towards oneself. However, the researchers claimed that there is no significant relationship between the authoritarian and permissive parenting styles with adolescents' *akhlak* towards Allah and lastly, there is also no significant relationship between authoritative, authoritarian, and permissive parenting styles with adolescents' *akhlak* towards mankind.

Mofrad and Uba (2014) conducted a study on 500 young adults in Malaysia to investigate the preferred parenting styles in terms of its influence in the communication skills of the young adults. The result from this research indicated that most parents practiced the authoritarian parenting style which brings negative impact in the communication skills of the young adults. The researchers in this study claimed that the young adults would prefer authoritative parents which would have helped them to enhance and improve in their communication skills. Besides that, in

this study, both the researchers found that, Chinese participants characterized their parents as more permissive, while Malay participants mostly reported authoritative parenting style, and the Indian participants perceived their parents as authoritarian. However, the result of this study, is in line with the findings of Sheth (1995) regarding the structure of the Indian families, described as patriarchal. Indian parents tend to stress respect, obedience and high academic achievement in their children. The researchers then concluded that parental practices vary from one culture to another culture and such practices reflect the cultural values of the society.

Faizah, Syuaibatul, and Azian (2014) conducted a study to identify the parenting style and its relationship with the personality profile of adolescents in single mothers' families in Sekolah Dato' Usman Awang, Taman Perling, Johor Bharu. It is a correlational study with a sample of 82 adolescents. The researchers used the Parental Behaviour Inventory (PBI) to measure the parenting style of the single mothers and the Big Five Personality Test (BFI) to measure the adolescents' personality profile. The findings showed that authoritative parenting style was the most widely practiced by the single mothers, followed by the authoritarian, and permissive. In addition, the study also showed that the Agreeableness personality is the most dominant personality among the adolescents, followed by the Extraversion, and Openness to Experience. This study also revealed that authoritarian parenting has a significant relationship with Openness to Experience and the Conscientiousness personality profiles. However, the researchers claimed that there is no significant relationship between authoritative and permissive parenting style of single mothers with all other personality profile.

Cai, Chong, Kadirvelu, and Yoon (2012) conducted a study to investigate the effect of parenting styles on adolescents' self- efficacy level based on the Malaysian scenario. A sample of 120 students which consist of 60 males and 60 females between the ages of 16 to 21, from Sunway (pre) University College, Secondary school of Batu Lapan, and St. Xavier High School, Penang, participated in this study. The instruments that were used in this research were the Parental Authority Questionnaire (PAQ) to measure the typology of parenting styles and the Self-Efficacy Scale (SES) to measure general levels of belief in one's own competence. The results indicated that authoritative parenting style is highly associated with self- efficacy, while the authoritarian and permissive parenting styles do not produce any significant relationship when associated with self- efficacy.

Uba, Siti Aishah, Rohani, and Siti Nor Yaacob (2012) did a meta- analysis study to redefine children's social competence and its relationship with authoritarian parenting. The researchers used the Ebsco host database to access to the articles by using keywords such as social competence, authoritarian parenting and children. The search was completed in April 2011 and was restricted to papers published from 1969 to 2010. The literatures were supplemented by a manual search of current periodicals from the UK, United States of America and Nigeria. In total, 51 papers and texts were consulted for this study. The researchers claimed that strong evidence abounds in the literatures to affirm parenting quality as a predictor of both behaviour problem and successes in various domains of social competence in early childhood.

Lee (2011) conducted a study on 100 undergraduates between the ages of 18 to 25 from the Universiti Tunku Abdul Rahman, Kampar to examine the association and relationship between parenting styles and the self- esteem of these students. The researcher used the Parental Authority Questionnaire (PAQ) to measure the typology

of the parenting style, and the Rosenberg Self- Esteem Scale (RSE) to measure the self- esteem of the students. The results showed that authoritative parenting style is the predominant parenting style and there was significant correlation between different parenting styles and self- esteem. Significant association was found between the authoritative and the authoritarian parenting style with the level of the self- esteem. Significant positive correlation/ relationship was found between the authoritative and permissive parenting style with the level of self- esteem, however, significant negative correlation/ relationship was found between authoritarian parenting style with the level of self- esteem which means the higher the level of the authoritarian parenting style, the lower the level of self- esteem among the undergraduates' students. Overall, the researcher concluded that greater numbers of students from authoritative families have high level of self- esteem than the authoritarian families.

## **2.7 Summary**

In this chapter, the researcher discussed about the theoretical framework of attachment theory, and parenting styles in relation with the personality traits of emerging adults including their self- esteem and identity development apart from including the conceptual framework in this research. Besides that, discussion and summary of studies which are related with the theories mentioned above from abroad and within the country were done. Importantly, through this chapter, the researcher explored and affirmed that there is relationship between parenting styles and personality traits of the emerging adults including their self- esteem and identity development.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### **3.1 Introduction**

In this chapter, the researcher discussed about the research design, research participants, research instruments, research procedure, scoring system, data analysis and the overall conclusion of this chapter.

#### **3.2 Research Design**

The researcher chose to do a qualitative study for this research. This is because the researcher is interested to study in- depth about parenting styles and personality traits through expressive arts among Malaysian private college emerging adults which is a real- life scenario. Sherman and Webb (1988) quoted that qualitative research is an attempt to understand situations in their uniqueness as part of a particular context and the interactions there. They also stated that qualitative researchers are interested in understanding the meaning people have constructed which is about making sense of their world and the experiences they have in the world which is the reason the researcher chose this research design.

The important concern of qualitative research is about understanding the phenomenon of interest from the participants' perspectives, and not the researcher's which usually involves fieldwork. Merriam (1998) also stated that the researcher is the primary and main instrument for data collection and analysis. Most importantly, the researcher chose to do the qualitative research because it is in- depth and is richly descriptive about the topic of her research.



The researcher decided to loop in and do a qualitative case study because of its special features as identified and defined by Merriam (1998). Qualitative case studies can be characterized as particularistic which means that case studies focus on a particular situation, event, program, or phenomenon and in this case, is about exploring the relationship between parenting styles and the personality traits of the emerging adults.

This is a descriptive case study because it is used to describe the phenomenon and the real-life context in which it occurred (Yin, 2003). Moreover, the researcher described this case study as multiple- case study and intrinsic case study. It is a multiple- case study because the researcher explores all the participants as ‘a unit of case’ for the researcher to explore and do comparison within and between the cases. This helped the researcher to predict similar results across cases or predict contrasting results based on a theory (Yin, 2003). The researcher also stated that it is an intrinsic case study because of her genuine interest to better understand this case study (Stake, 1995).

This is a disciplinary orientation case study, in which it focused on the discipline of psychology and education. Merriam (1998) stated that case studies in education can focus on individual students. Moreover, case study research in education is conducted so that specific issues and problems of practice can be identified and explained. To add more, this case study also employed concepts, theories, and measurement techniques from psychology in investigating educational problems.

The rationale of choosing qualitative case study is because generally case study has its own strengths. Firstly, a qualitative case study describes the phenomenon rather than predicting future behaviour or quantifies the issues – which

are not the researcher's best interest. A qualitative case study anchors real-life situations which result in a rich and holistic amount of the phenomenon that offers insights and illuminate meanings that expand the readers' experiences. Moreover, the interest of the case study is on the process rather than outcomes, in context rather than specific variable, in discovery rather than confirmation.

Importantly case study differs from other qualitative research because it contains intensive description that helped the researcher to explore about parenting styles and personality traits of Malaysian emerging adults. Besides that, this qualitative case study created an understanding of humans as they engage in action and interaction within the contexts of situations and settings. The researcher thinks that a case study is the best design for this study because, firstly, case study focuses and concentrates on the topic of the study especially the participants and their story. Each participant has a different story and through this case study, the researcher could get more information that she wanted. Apart from that the researcher also came out with the targeted information and non-targeted information based from the sharing session and through the observation made. Moreover, the researcher got detailed information from the participants based on the literature reviews that were read. Besides that, the researcher personally thinks that other research design may not be suitable for this topic- such as quantitative since quantitative research only focuses on numbers and digits which is not the objective of the study. The researcher personally wanted to have subjective information to understand each participant differently based on their individual story rather than having values alone which she thinks would not benefit this study. It is in the best interest for the researcher to have this study as a case study because she wanted to listen, observe, explore and understand every story of the participants individually.

The researcher believed that every participant is unique and has their story to share with me. Even though case study (qualitative study) cannot be generalized to other populations, the researcher believes that everyone has their own narrative which unfolds more meaningful story that is worth to explore and understand. Finally, as mentioned earlier, the researcher thinks that this topic of study is subjective and best to be researched and studied in qualitative way through case study because one's life experience and the development through one's upbringing cannot be measured or fixed with numbers but worth to be understood and paid attention with words.

Overall, this research study is a descriptive, intrinsic and multiple- case study which explores and describes the multiple- case regarding the relationship between parenting styles and personality traits (discipline of psychology and education) of Malaysian emerging adults from a private college, which is with thick and rich description since it is a research that best interests her to study.

Hence, with this, the researcher believes that through this case study, it would create more awareness and understanding of the importance of parenting styles and how it shapes the life of every individual.

### **3.3 Research Participant**

This study is focused specifically on emerging adults who are college- goers' who are in a stage between adolescence and adulthood with a range of ages from approximately 18 to 25 (Arnett, 2009).

The researcher decided to adopt with Merriam (1998) sampling procedure in which Merriam (1998) stated that non-probability sampling is the method choice for most qualitative research. Hence, the researcher chose the purposive sampling which

is the most common form in the non-probability sampling. Merriam (1998) quoted that purposeful sampling assumes that the researcher wants to discover, understand, and gain insight and therefore the researcher decided to select samples or participants from which the most can be learned. Snowball, chain, or network sampling is perhaps the most common form of purposeful sampling. This strategy involves asking each participant or group of participants to refer the researcher to other participants. Patton (1990) says, this strategy involves asking each participant or “cases of interest from people who know people who know people who know what cases information – rich, that is good examples for study, good interview subjects” (p.182).

The researcher used the purposive sampling by publicizing about this research during one of the campus’s main orientation which was in April. During this month, the researcher shared and gave briefing about this research purpose while delivering the Counselling’s Unit introduction. From there, the researcher opened the opportunity for any students who are interested to join the study. The slide that the researcher used to publicize about this study is attached in the Appendices as Appendix B. However, the researcher only selected participants based on the criteria listed. Besides that, the researcher used the network sampling through existing students to spread the news about the research to open the opportunity for the participants to join the study. About 20 emerging adults showed interest in joining this study. They were then screened through based on the criteria that the researcher has listed. After the screen through, the participants went through an initial interview for the researcher to get to know the background information and the ‘unique’ aspect of the participants apart from, explaining about the research and the commitment. It was from here the researcher chose six participants to join this study. Since this is a

qualitative study, the researcher used the term 'participants' to describe about the individuals being studied. Comparison to 'subjects' or 'samples' in quantitative research, 'participants' brings the idea that the individual who is chosen for the research to be more willing and authentic with the guidelines of ethics as the person participates in the study. The participants of this study were required to have the following criteria:

- The participants should be between the ages of 18 to 25 years because it suits the criteria of the emerging adults.
- The participants should be from multiracial background which consists of Malay, Chinese and Indian participants since the research is based on Malaysian background.
- The participants should be living with their biological parents who are still married and living together.
- The participants should be studying in the selected private college from Klang Valley.
- The participants should be willing to commit towards this research study since it is a long-term commitment which involves ten to twelve sessions.

Apart from fulfilling the criteria above, the researcher met the emerging adults who volunteered to join this research study, individually, to get to know them better before selecting six of them. Firstly, the researcher encouraged the emerging adults to share about themselves which includes a sharing on a memorable childhood experience with their parents. The emerging adults were also requested to share any unique aspect about which makes them eligible to join the research study. Hence

from here and upon thorough screening, the research selected six participants for her research. However, due to commitment issue, upon the third session, one of the participants withdrew, and in the end, there were five participants who joined and completed the whole research.

### **3.4 Research Instruments**

For this study, the researcher used expressive arts tool as the main instrument to explore and understand the parenting styles and the personality traits of the Malaysian private college emerging adults. Besides that, to complement the findings from the expressive arts tools, the researcher also implemented psychological inventories to support and validate the findings in this research. The researcher implemented four different expressive arts tools and five psychological inventories to assess the personality traits.

The researcher would first discuss the rationale for choosing to implement these instruments for her research. The expressive art tools which the researcher implemented in her research are also known as projective psychological tests or performance-based methods (Czopp, 2012) which are meant to test the unique aspect of one's personality. The tests are based on psychoanalytic concept of projection that when individuals are presented with an ambiguous stimulus, the individual will project their own personality, feelings (Stienman, 2008; Ramsey, 2004), attitude (Stienman, 2008; Will, Eadie, and MacAskill, 1996), thought (Ozlem, 2009; Ramsey 2004), self – concepts, experience (Stienman, 2008) and fantasies into it (Thambirajah, 2005; Donoghue, 2000; Adams and Schvaneveldt in Burns and Lennon, 1993; Webb, 1992). Projective test helped the researcher to enter the private world of her participants to uncover their inner perspectives in a way that they will

feel comfortable besides portraying their individuality. Hence, one of the four types of projective test are through expressive art therapy (EAT) which allows the participants to express themselves through artwork, journaling, scrapbook etc. Simply put, projective tests are conducted to uncover the participants' feelings, thoughts, beliefs, attitude and motivation which they find difficult to articulate (Donoghue, 2000) or hesitate to express directly for fear of disapproval, rejected or threatened (Kidder in Webb, 1992).

On the other hand, Thambirajah (2005) stated that psychological tests and measurements of personality, intelligence, attitude and motivation are different from quantitative measurements because it has no units or no true zeros that is meant for scientific measurement (Kline, 2000). Moreover, Thambirajah (2005) stated that a psychological test is essentially an objective and standardized measure of a sample of behaviour besides adding that the most popular psychological test is the personality inventories which are based on the trait theory of personality and their contents are derived through factor analysis. These inventories are easy to implement, norms are easily available and are easy to interpret. With this, the researcher stated that the five psychological inventories that she implemented in this research which measures the parenting styles and the personality traits of the emerging adults are meant to be implemented for the qualitative research design.

Besides that, based on the researcher's clinical observations with her experience of being a counsellor who works with emerging adults, the researcher stated that both instruments- psychological tests and projective tests in education setting have helped her to understand and work well with her students. Moreover, there is not one better than the other. Both tests have helped the researcher to understand her students better and she personally believe that both tests complement

each other in allowing the mental health professionals to help their clients well and see them as unique individuals.

Four expressive arts tools that the researcher used in this research are as below.

- *Life Time- Line* by Baranovich (2010)
- *Dream a Dream* by Baranovich (2010)
- *The Ruth Fry Symbolic Profile* by Fry (1976)
- *Self- Portrait* by Baranovich (2013)

Hence, the five psychological inventories that the researcher implemented in this research to complement the findings from expressive arts are as below:

- *Parental Authority Questionnaire (PAQ)* by Baumrind (1971)
- *Rosenberg Self- Esteem Inventory (RSEI)* by Rosenberg (1965)
- *Extended Objective Measure of Ego Identity Status (EOMEIS-2)* by Bennion & Adams (1986)
- *The Mood Temperament* by Kinder (1994)
- *The New Personality Self- Portrait* by Oldham & Morris (1995, 2012)

The description of every instrument is explained in detail in this chapter.

Firstly, the researcher began with an initial interview to understand the participants' background. Below is the description for the background interview, expressive artwork tools, and inventories which are explained in detail.



### ***1. Background Information of Participant***

The background information of the participants is the first step which was conducted in the first session of this study. This interview was recorded with an mp3 recorder. Questions were cited and taken from Baranovich (2010) that was part of her Doctoral Dissertation. The questions are attached in the Appendices. The questions in this session covered aspects such as personal background and home life situation, education and work experiences, social life and friendship, role models and significant relationships, introspective thoughts and feelings, and lastly on personal resources.

The sample of Background Information of Participant is attached in the Appendices as Appendix E.

The second session is followed by carrying out the first expressive arts activity which is “Life Time Line”.

### ***2. Life Time- Line***

In this second session, the researcher followed the expressive arts guideline from Baranovich (2010). Firstly, the researcher prepared a large piece of art block paper and all the art materials that would be needed for this work. The researcher encouraged the participants to bring their photos during their childhood and any physical memories that would remind them about their childhood up to their present life.

The participants were given a large or more pieces of art block, with some stickers, colours, markers etc. The participants were asked to choose a sticker and to put it anywhere on the paper which represents the birth. Then the participants were

asked to write whatever he or she remembers about his or her birth- when, where, any memorable events etc.

Then the participants were asked to take another sticker and to put it somewhere else on the paper. This represents the participants' life at the age of three. Then with a line, the participants were required to connect the birth to this next sticker. In between of these two stickers, the participants were required to write everything he or she remembers about his or her life during the first three years of life.

The next sticker represents the participants' life at the age of six, and the participants were required to proceed with this art work in the age span of three years until the current age. The last sticker is the participants' life today.

The participants were encouraged and welcomed to include pictures, photographs, colour, cut and paste etc. to represent his or her life.

### **3. *Dream a Dream***

This is an activity which was carried out in the third session of this study. The researcher explained to the participants that the "Life Time- Line" activity was to explore and understand where the participants have been and the "Background Interview" was carried out to explore and understand where the participants are now, as per guided by Baranovich (2010).

In this third session, the researcher wanted to explore and understand where the participants would like to go, what they like to do, what they would like to obtain and attain in the future as the participants move into and settle into an adult life and lifestyle.

The materials needed for this activity were a poster board, art supplies, and magazines in which the researcher encouraged the participants to do cut and paste activity. The participants were allowed and encouraged to be as creative as they would like to be. The participants could draw their own pictures or can cut and paste or both.

On this board, the participants were to depict their future aspirations in terms of how she or he wants to live out the adult years including family life, career, education, hobbies, travel, type of housing, etc. The participants were encouraged to dream big.

#### **4. *Symbolic Profile***

In this fourth session, the researcher requested the participants to do “Symbolic Profile” inventory. This was an inventory that both the researcher and the participants will use to compare the congruent and incongruent overall responses that the participants made during the entire research study.

The participants were required to explain the meanings of the pictures they have drawn in each of the boxes. Then, the participants were allowed to become aware of which sentence responses correspond to each box.

Fry (1976) the author of “The Symbolic Profile” cited that “The Ruth Fry Symbolic Profile” was developed to fulfil a special need in the counselling situation to become more quickly and easily acquainted with the client. Fry also stated that if a client is familiar with the techniques of active imagination or other meditative processes, the client can use the drawings as a way of working through the fantasy of own and discovering the development that take place. The creative possibilities of the Profile are available to anyone wishing to explore new ways of personal

awareness. The Profile is a tool to be used by the participants in the counselling situation as a means of communicating on a personal as well as psychological level.

The Ruth Fry Symbolic Profile has proven over the years to be a valuable counselling aid for the many people who have used it. The Profile was created as an opportunity for the unconscious to speak (Fry, 1976).

The small symbols in the six squares elicit responses from the person doing the Profile, as they stimulate the unconscious. There is no “right” or “wrong” responses. The drawings are an expression of the unconscious psychological condition of the client. The statement completions are based on more conscious attitudes, but can be strongly influenced by the unconscious, especially if a word touches upon a sensitive area of the person’s psyche (Fry, 1976). The design of the Profile allows the person to follow the natural order of thinking about own self. The descriptions of the six Squares are as below.

### **1. Ego Square**

This is the first square, and, in this square, the person draws how he or she thinks and/or feels about own self.

### **2. Fantasy Square**

This is the second square, and, in this square, the person’s fantasy would be the anticipation of possible ways to handle a situation, usually a type of wishful thinking.

### **3. Family Square**

The person then moves to the Family Square which is the third square, as this tends to be the next social unit beyond the self. Here the person may express his or her place in and his or her concerns regarding the family unit.

#### **4. Self- Determination Square**

In this fourth square, the person can consider his own aspirations and willpower.

#### **5. Religious Square**

The person then moves to the fifth square which is the Religious Square in which the person seeks an understanding of the meaning of life.

#### **6. Potential Square**

The person then finally moves to the sixth square and now able to symbolize his or her potential or resources available for his own fulfilment.

Ruth (1976) believes that the meaning of the six symbols that were used in these squares follows the pattern of the individual's approach to life. The researcher cited the meaning of all the six symbols below based on the "The Symbolic Profile" book by Fry (1976).

- a. The symbol in the Ego Square is the quaternary, a small square, an earth form having to do with the material and passive. The ego as mentioned by Jung is the centre of the consciousness, and, in so far as this comprises the empirical personality, the ego is the subject of all personal acts of consciousness. Ego is how adaptation to outward reality is experienced.
- b. The wavy line in the Fantasy Square is a symbol for air and could represent imaginative thoughts or ideas floating around, the possibilities of solutions which are still up in the air. These would be elusive, indefinite contents of the unconscious.
- c. The unity of origin symbol, a small dot, is in the Family Square. The family is the most instinctive, fundamental social, or mating group- the seed of

individual origin. This social unit is the first place in which we begin to experience ourselves in relationship to others.

- d. The Self- Determination square, with the diagonal line, contains the symbol for the active dynamic principle. The development of the diagonal line would be an indication of the person's search for direction in his life.
- e. The symbol of the Religious Square represents 'Infinity, the universe, the All'. This symbol would help to express the universal instinctive need to be in touch with that which is more than we. The relationship, or lack of relationship, to a god-image, either personal or impersonal, is where we seek the ultimate meaning of life. From our perception of this image, reflecting life's meaning, we derive our ethical behaviour and or moral attitudes.
- f. The arc in the Potential Square is a part of a circle. The circle, symbolizing wholeness, denotes the totality of the personality. The symbol is left open on the Profile for stimulating the person to find his own potential.

### **Description**

The Ruth Fry Symbolic Profile is printed on an 8 ½ x 11- inch piece of paper in black and white. The front page of the Profile asks pertinent information about the person doing the Profile, gives directions, and provides six squares, each of which contains a symbol. Each of the squares in the Profile bears a relationship to the different areas of a person's life. The second part of the Profile presents 40 short statements containing keywords meant to elicit a quick response from the individual filling out the Profile.

The statement completion portion of the Symbolic Profile is helpful in understanding the six drawings. The statements present a portrait of the subject as the individual sees own self or as the individual wishes others to see him or her because this material is closer to consciousness. Fry (1976) cited that the statements and drawings seem either to compensate or complement each other.

The sample of the Symbolic Profile assessment is attached in the Appendices as Appendix K.

In the fifth session, the researcher conducted two psychological inventories which are the Parental Authority Questionnaire (PAQ) and Rosenberg Self- Esteem Inventory (RSEI).

#### ***5. Parental Authority Questionnaire (PAQ)***

Baumrind (1971) proposed three styles of parental authority (permissiveness, authoritarianism, and authoritative) and measured these parenting styles through interviews with parents and their children and through observations of parents interacting with children. This assessment consists of 48 questionnaire items were constructed based upon Baumrind's descriptions of the permissive, authoritarian and authoritative styles. These items were stated from the perspective of an individual evaluating the styles of authority practiced by his or her parents. There were 21 professionals in the fields of psychology, social work, sociology, and education who evaluated the accuracy of the items, and from these 48 questionnaires items, 30 were chosen (10 items from each parenting styles) to form the Parental Authority Questionnaire (PAQ).

There are 10 items for the permissive parenting style, for example, “*While I was growing up my father felt that in a well-run home the children should have their way in the family as often as the parents do*” (item 1), 10 items for the authoritarian parenting style, for example, “*Even if his children didn’t agree with him, my father felt that it was for our own good if we were forced to conform to what he thought was right*” (item 2), and lastly, 10 items for the authoritative parenting style, for example, “*As I was growing up I knew what my father expected of me in my family, but I also felt free to discuss those expectations with my father when I felt that they were unreasonable*” (item 11).

Two forms of the questionnaire were constructed to evaluate the parental authority of mothers and of fathers. Seven studies were conducted to test the PAQ’s reliability, internal consistency, content- related validity, criterion- related validity, discriminant- related validity, and its correlations with the Marlowe- Crowne Social Desirability Scale. The results of these studies showed that PAQ have highly respectable measures of reliability and validity. The PAQ should be useful for assessing parental authority exercised by both mothers and fathers and it is appropriate for both females and males who are emerging adults.

Wang and Taylor (2000) cited that according to Buri, PAQ has good internal consistency measured by the alpha Cronbach’s coefficient that 0.75 for permissive, 0.85 for authoritarian, and 0.82 authoritative scale while good stability in test- retest reliability that 0.81, 0.86, 0.78 for permissive, authoritarian, and authoritative scales respectively. According to Buri, Louiselle, Misukanis, and Mueller (1988), PAQ has high criterion and content validity.



A study done by Baumrind (1989) on 61 students who completed the PAQ instruments states the following test- retest reliability, 0.81 for mother's permissiveness, 0.86 for mother's authoritarianism, 0.78 for mother's authoritativeness, 0.77 for father's permissiveness, 0.85 for father's authoritarianism, 0.92 for father's authoritativeness.

The same study was done on 185 students to measure the internal consistency reliability of PAQ and it brings the value of 0.75 for mother's permissiveness, 0.85 for mother's authoritarianism, 0.82 for mother's authoritativeness, 0.74 for father's permissiveness, 0.87 for father's authoritarianism, and 0.85 for father's authoritativeness.

Based on Cronbach's alpha coefficients, a research done by Williams, Ciarrochi, and Heaven (2012) on 749 students from Grades 7 and 12 stated that parenting styles for mothers and fathers were 0.72 and 0.79 for permissive parenting styles, 0.80 and 0.79 for authoritarian parenting styles and 0.76 and 0.80 for the authoritative parenting styles.

A study done by McKinney, Milone, and Renk (2011) stated that the Parental Authority Questionnaire (PAQ) has test- retest reliabilities range from 0.77 to 0.92, and internal consistency reliabilities range from 0.74 to 0.87 on the subscales which demonstrates a good reliability. This instrument also has good discriminant validity. Authoritarianism is related inversely to permissiveness and authoritativeness, whereas permissiveness is not related to authoritativeness. Criterion- related validity is established, with parental warmth and authoritativeness being related positively, authoritarianism being related negatively, and permissiveness being unrelated to parental nurturance.

Mohammad, Koorosh, and Hamid (2011) in their research stated that the PAQ scale as internal consistency coefficients of 0.91 for authoritative parenting styles, 0.90 for authoritarian parenting style and 0.91 for the permissive parenting style.

According to Dwairy et al., (2006) PAQ reports test- retest reliabilities that range from 0.77 to 0.92, and internal consistency with alphas that range from 0.74 to 0.87 for the subscales. The construct validity was tested by self- esteem. Self- esteem correlated inversely with authoritarianism and positively with authoritativeness and was unaffected by permissiveness.

The sample of Parental Authority Questionnaire is attached in the Appendices as Appendix F.

#### **6. *Rosenberg Self- Esteem Inventory (RSEI)***

Morris Rosenberg created this instrument in 1965 and is widely used worldwide today. This instrument is used to measure global feelings of self- worth and was created for use with adult population. RSEI has high internal reliability which is 0.92 and strong construct validity.

This instrument consists of three unique properties. First, scale is designed to measure global self- esteem of individuals, so items do not specify exacting areas of activity or qualities that individuals must take into consideration when judging themselves and the scale attempts to measure the basic attitude toward their own by allowing them to raise their own frame of reference. Besides that, RSEI used to capture individual's enduring self- estimate and emphasized on more permanent and stable components of the self- image. Finally, individuals who score high in RSEI

reflect the feelings that they are “good enough” in self- worth and self- respect (Mecca, Smelser, and Vasconcellos, 1989).

The Rosenberg Self- Esteem Inventory consisted of 10 items designed to measure global self- esteem, or the participants’ general feelings toward themselves both the positive and the negative feelings. Past studies have found alpha reliabilities ranging from 0.88 to 0.90 for the RSEI. Rosenberg (1979) reported a test- retest reliability of 0.85 and McCarthy and Hoge (1982) reported a Cronbach’s alpha value of 0.77 after converting to the Likert format for scoring.

A study done by McKinney, Milone, and Renk (2011) stated that the Rosenberg Self- Esteem Inventory (RSEI) has internal consistencies range from 0.85 to 0.88 in college student samples. Validity is demonstrated as this scale correlates positively with other measures of self- esteem and correlated negatively with negative adjustment such as depression and anxiety.

The sample of the Rosenberg Self- Esteem Inventory is attached in the Appendices as Appendix G.

Participants then were invited to do another personality inventory which was about their identity that is the Extended Objective Measure of Ego Identity Status (EOMEIS-2) in the sixth session.

### ***7. Extended Objective Measure of Ego Identity Status (EOMEIS-2)***

Cited from Romano (2004), the final version of the Extended Objective Measure of Ego Identity Status (EOMEIS- 2; Bennion and Adams, 1986) was used to assess the participants’ current identity status as identity achievement, moratorium, foreclose, or diffusion. The self- report measure is comprised of 64 items that are designed according to the ideological or interpersonal domain area, and

identity status. The ideological domain measures identity processes in areas such as occupations, religion, politics, and life style. The interpersonal domain assesses identity in areas such as friendship, dating, sexual roles, and recreation. Each of these dimensions is tapped by 32 items with eight items per identity status.

Bennion and Adams (1986) reported predictive, construct, and concurrent validity estimates of the EOMEIS-2 from their pilot studies, and extensive reviews have supported the discriminant, convergent, concurrent, and factorial validity of this measure (e.g., Cramer, 2000). The internal consistencies of the identity achievement, moratorium, foreclosure, and diffusion scales are 0.75, 0.76, 0.87, and 0.72 respectively.

The Extended Objective Measure of Ego Identity Status (EOMEIS- 2) inventory is attached in the Appendices as Appendix H.

In the seventh session, the participants were invited to do another psychological inventory that would assess their personality which is known as “The Mood Temperament” by Kinder (1994).

### ***8. The Mood Temperament***

Dr Melvin Kinder the author of “Mastering Your Moods” (1994) stated that the term ‘temperament’ in his book was referred to the part of our “self” or personality that is defined by our characteristics emotions. Kinder (1994) cited that our sensitivity, our emotional reactivity, and whether we are shy or social, timid or aggressive, inwardly focused or outwardly focused shapes the way we experience and respond to our environment. Kinder also agrees that upbringing, education and experiences will mould who we become. Kinder states that our emotionality is certainly influenced by childhood messages that we got from our parents, how hurt

we have been in vital relationships, and the kind of conscious decisions we have made about our feelings. Kinder also cited that our natural temperament will give the signature, the definitive mark, to who we are, how we psychologically navigate through the world.

In his book “Mastering Your Moods” (1994), Kinder identified four basic emotional types which are the sensor, the seeker, the discharger and the focuser. The characteristics of each temperament of the emotional types are as below.

**a. The Sensor**

Prone to be extra sensitive to outer stimulation, sometimes they are wonderfully sensitive, other times they are overly anxious and fearful.

**b. The Seeker**

They crave for sensation and are emotionally satisfied with its quest. They can also be inclined to unhappy cravings and unsettling restlessness and boredom.

**c. The Discharger**

They vent their feelings. They can be spontaneous, expressive, passionate, but also prone to anger and is easily set off by frustrations.

**d. The Focuser**

They are prone to excessive awareness of inner feelings or lack of them. They can be delicately inwardly focused and aware but is also prone to worry and sadness.

Kinder (1994) cited that each temperament has an emotional comfort zone, a range of experiences, intensity and stimulation that each of the individual finds tolerable. When the individual is pushed outside of their comfort zone, the person

tends to become vulnerable to unpleasant emotions and bad moods. For example, Sensors are so highly reactive to stimulation, so sensitive to other people, and they are most comfortable in familiar surroundings. They are likely to become apprehensive and uncomfortable in situations such as party or public speaking. Seekers on the other hand crave for stimulation. They are most comfortable when they are pursuing novelty, risks, and goals. For the seekers, it is routine and familiarity that pushes them out of comfort zone which leads them to boredom-things that they hate the most.

The sample of The Mood Temperament inventory is attached in the Appendices as Appendix I.

### ***9. The New Personality Self-Portrait***

In the eighth session, the participants were required to do another personality inventory that is more sophisticated which breaks the personality types down much further. It is “The New Personality Self-Portrait” from the book written by John M. Oldham and Lois B. Morris (1995, 2002, 2012).

In this book, the authors present a system for defining one’s personality style and understanding the ways it affects six key domains of one’s life which are relationships and love life, work, self-image, emotional life, self-control, impulses, and appetites and one’s sense of reality and of spirituality. The fourteen-normal personality-style categories that the authors present, and the test to determine individual’s personality pattern, are derived from the important classification system of personality disorders published by the American Psychiatric Association most recently in 1994.

Oldham and Morris (1995, 2002, 2012) believes that our personality style will be fairly set by the end of childhood and we will be playing the “game of life” in our distinctive way for the remainder of our years. They also cited that one’s personality style is one’s way of being, of becoming, and of meeting life’s challenges.

The researcher found this inventory to be interesting because this inventory not only breaks the personality types into more specific categories which would help the researcher and the participants to reflect and seek congruence from the previous sessions, but it also gives the idea on Personality Disorder that this type of person can evolve into, if the person takes the typology to the extreme.

The sample of The New Personality Self- Portrait inventory is attached in Appendices as Appendix J.

The final session of this study was the expressive arts sessions with the participants in which the participants were required to produce their own “Self-Portrait”.

### ***10. Self- Portrait***

This was the last artwork and the last session for this entire study. This was an artwork in which the researcher encouraged the participants to draw their own self and to describe themselves in five words (Baranovich, 2013). The rationale for this activity is to get the overall impression of the participants about themselves and throughout the entire study.

### **3.5 Research Procedure**

The researcher firstly met the Senior Manager of Students Services Department (SSD) in one of the private college to discuss the intention of conducting the research. The researcher then prepared the proposals, attention to both the Senior Manager of SSD and the Chief Executive Officer (CEO) of the private college.

The researcher then blasted out the announcement and publicized about the research during the campus orientation to obtain participants. Any students who were interested were required to meet the researcher in the office (since the researcher is the student counsellor in that private college).

The researcher then screened through the students who volunteered themselves for the research. The screening was done based on the criteria mentioned above and after explaining to the students the length, the duration and the commitment that will be needed for this research. Apart from that, in order to be sure that the researcher chose the 'right' participants, the researcher did meet the participants individually and had initial interview in order to choose the 'unique' participants to become part of this case study.

From there, the researcher chose six participants for this research in which she wanted to have balance between gender and ethnicity- equal number of gender and ethnicity. The participants were given an informed consent form for them to read and fill in before proceeding for the research. The permission and informed consent letters are attached in the Appendices as Appendix A, Appendix C, and Appendix D.

In order to avoid researcher bias, the researcher hired a research assistant who was also a counsellor to carry out the research sessions by conducting the artwork activities and personality inventories in order to collect the data. Being a counsellor, the researcher has the exposure and experience in administering the inventories and



the artwork, so she wanted to be sure that the research assistant is also someone who has the exposure and experience in these inventories and the artwork since it will make the data collection and research sessions go well and fit the objectives of the research. Two main criteria in choosing the research assistant is firstly the person must be well- trained in the expressive artwork (have experienced training in Expressive Arts Therapy) and have exposure in administering the inventories in this research. Secondly, the person is required to have the background and experiences in working with college students especially emerging adults, at least for one year, because these two criteria will be helpful for the researcher to reach the expected objectives in this research. After choosing the research assistant, the researcher explained to the person about the job description and all about the research. The researcher worked hand in hand with the research assistant throughout the research sessions. The researcher was present ONLY to observe during the sessions since the sessions will be carried out by the research assistant with the participants. This whole procedure was carried out as such because the researcher wanted to avoid research bias during the sessions with the participants. After end of every session, both the researcher and the research assistant had discussion with the participants. The researcher guided the research assistant on what to be improved, what can be asked and explored in the coming sessions and what went missing in the current session. Apart from that, the researcher made observation notes throughout the sessions to discuss with the research assistant at the end of every session in order to gather and share more information about the participants based from their story and sharing. This technique is also known as triangulation which the researcher explained later in this chapter.

The participants were requested to fix their days and timing at least once a week for the research assistant to conduct research with them. The participants received the letter of information and the informed consent a week after the initial screening.

Below is the schedule for the sessions based on the activities.

Table 3.1

*Schedule for the Sessions*

<b>WEEK</b>	<b>ACTIVITIES</b>
1	Background History- Interview
2	Life Time- Line
3	Dream a Dream
4	The Symbolic Profile
5	Parental Authority Questionnaire (PAQ) + Rosenberg Self – Esteem Inventory (RSEI)
6	Extended Objective Measure of Ego Identity Status (EOMEIS-2)
7	The Mood Temperament
8	The New Personality Self- Portrait
9	Real Self Portrait
10	Closure

**Collaboration Artwork**

After finishing collecting data and information in all ten to twelve sessions, the researcher met the participants for one last time to conclude the overall study. The researcher discussed with the participants individually in separate sessions about the results based on the reflections made through the artworks and the personality assessments.

The researcher then requested and encouraged the participants to share their feedback, thoughts, feelings and experiences about the study, the overall process of assessments and artworks and how they viewed themselves before and after the research. This sharing was recorded with an mp3 recorder.

The final stage of this 10<sup>th</sup> session is when the researcher invited the participants to do collaborative artwork as a memoir for this research. It was an artwork in which the participants and the researcher joined together and created a random artwork (Baranovich, 2013). The researcher encouraged the participants to take photographs of all their artworks that they have done throughout the entire research as their memoir.

Apart from that, at the end of this session, the researcher presented token of appreciation and hand- made appreciation letter for each participant for their commitment and participation in this research.

### **3.6 Pilot Study**

A pilot study or trial which is also known as a feasibility study is helpful in determining if there are flaws, limitations, or other weaknesses within the research methodology and allows the necessary revisions prior to the implementation of the study (Kvale, 2007). Arain (2010) also added that a pilot study is a mini- version of a full- scale study that is done in preparation of the complete study. It can also serve as a specific pre-testing of research instruments, including questionnaires, expressive artworks or interview schedules. According to Simon, M. K. (2011), pilot study is conducted to resolve few factors in the main study such as below:

- a. To check the instructions in the instruments are comprehensible
- b. To examine if the researcher/ research assistant is skilful with the procedures of the research
- c. To evaluate the wordings in the questionnaires and the instructions in the instruments
- d. To examine the validity and reliability of the instruments

- e. To examine the analytical process to be effective

For this study, a pilot study was conducted with a group of three first year students from Bachelor of Counseling program from the Faculty of Education in a government university during the process of preparing this proposal. These participants were selected purposefully for this pilot study. Permission was obtained from the Head of Department from the Faculty of Education and the participants' consent were obtained before the researcher begin this pilot study.

The researcher met the participants individually in this pilot study. The study was conducted in the similar way the researcher planned for this research. The researcher observed and interviewed the participants in the beginning, during and at the end of each session. The participants were very co-operative and expressed themselves well through the interview, questionnaires and from the expressive artworks. All the participants enjoyed themselves since they think that this study has helped them to explore and understand about their sense of self.

Moreover, this pilot study did support the objective of the research in which it helped the researcher to explore and understand the parenting styles and personality traits among Malaysian emerging young adults. This pilot study supported the idea that parenting styles do influence the personality traits of emerging adults who are in their tertiary education in the aspect of their self- esteem, identity development and their overall psychic. Importantly, these participants did admit that they gain understanding about the way the parenting styles of their parents' mold and shape them which in the end brings the awareness and understanding of their sense of self.

Hence, the researcher would state that the experience from the pilot study helped in formulating and refining the data collection method.

### **3.7 Scoring System**

Since the researcher implemented psychological assessment to assess the personality traits of the Malaysian private college emerging adults, to complement the findings that were obtained from expressive arts tools, below are the scoring system for each psychological inventory. Each inventory in this research has a specific scoring system which is described as below.

#### **1. Parental Authority Questionnaire (PAQ)**

Participants were asked to respond to each item on a 5-point Likert scales ranging from *Strongly Disagree* (scored 1) to *Strongly Agree* (scored 5) that best describes how that statement applies to participants and their parents (Dwairy and Menshar, 2005). For example, one of the items is “As I was growing up my mother did not direct the behaviours, activities, and desires of the children in the family”. PAQ is easily calculated easily by adding the individual items within each subscale. Higher scores signify a greater level of specific parenting style (Ang and God, 2006).

#### **2. Rosenberg Self- Esteem Inventory (RSEI)**

The Rosenberg Self- Esteem Inventory is made up of 10 items with a four-point Likert scale which ranges *Strongly Disagree* (scored 0) to *Strongly Agree* (scored 3). The total score of all the 10 items will determine the level of the participants’ self- esteem. However, there are five items in this inventory which are reversed score. Hence, the scoring system for the all the items in this inventory is as below.

Table 3.2

*Rosenberg Self- Esteem Inventory (RSEI)*

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1, 3, 4, 7, & 10	3	2	1	0
2, 5, 6, 8, & 9	0	1	2	3

The participants' self- esteem score values are as below.

- Score less than 15 is considered as Below Average.
- Score in the range of 15 to 25 is considered as Average.
- Score more than 25 is considered as Above Average.

### 3. *Extended Objective Measure of Ego Identity Status (EOMEIS-2)*

Participants indicated the degree to which each item reflects their own thoughts and feelings on a five- point Likert scale, ranging from *Strongly Disagree* (scored 1) to *Strongly Agree* (scored 5). The participants were required to answer all the 64 questions. Each question is subject to any four of the Identity Status which are the Identity Achievement, Identity Moratorium, Identity Foreclosure and Identity Diffusion. The researcher calculated the scores for each question according to the scale rated by the participants. The highest score for any one of the identities indicates the Identity Status of the participants. Scoring for this inventory is as below.

- The identity achievement score is the sum of items 8, 13, 15, 18, 20, 22, 33, 35, 40, 42, 45, 46, 49, 51, 55, and 60.

*After considerable thought I've developed my own individual viewpoint of what is for me an ideal "life style" and don't believe anyone will be likely to change my perspective (item 20).*

- The identity moratorium score is the sum of items 5, 9, 11, 12, 14, 26, 31, 32, 34, 36, 43, 47, 48, 54, 57, and 61.

*There are a lot of different kinds of people. I'm still exploring the many possibilities to find the right kind of friends for me (item 5).*

- The identity foreclosure score is the sum of items 3, 17, 21, 24, 27, 28, 37, 38, 39, 41, 44, 50, 58, 62, 63, and 64.

*I might have thought about a lot of different jobs, but there's never really been any question since my parents said what they wanted (item 17).*

- The identity diffusion score is the sum of items 1, 2, 4, 6, 7, 10, 16, 19, 23, 25, 29, 30, 52, 53, 56, and 59.

*I haven't chosen the occupation I really want to get into, and I'm just working at what is available until something better comes along (item 1).*

#### **4. The Mood Temperament**

In this inventory, the participants were required to answer 30 questions from each temperament style. At the end of the inventory, the participants were required to calculate the rating score for each question and the highest score for any four of the temperaments, will be their "Mood Temperament". This inventory is made of four-point Likert scale ranging from *Not at all true* (scored 1) to *Always True* (scored 4).

For example, *My emotions tend to be intense and extreme* (item 14 under the temperament of a ‘Sensor’).

After answering the inventory, the participants were required to read the text base on their own temperament from the “Mastering Your Moods” by Kinder (1994). From there, they discussed with the researcher their thoughts, feelings and reflections about themselves based on their temperament.

Some of the aspects that are covered in the book about the temperaments are as below:

- A short story based on the temperaments
- Detailed descriptions about the temperaments
- The natural self of the temperaments
- The dark side of the temperaments
- General issues based on the temperaments such as relationship, work, and etc.
- Myths about the temperaments

##### **5. *The New Personality Self- Portrait***

In this inventory, the participants were required to fill in the questionnaire which has 107 items, score it, and transfer the scores to the Self-Portrait graph. Participants then were required to connect the points, and they saw the unique outline of their Personality Self-Portrait. The highest level in the graph portrays the participants’ Personality Self- Portrait.

The participants then read the text of their personality profile from “The New Personality Self- Portrait” book by Oldham and Morris (1995, 2002, 2012). The participants were encouraged to reflect their congruence and incongruence that make sense to them about their personality and to share it with the research assistant and



me. They were encouraged to reflect upon this inventory with the other assessments and sessions that were carried out previously.

The inventory, the scoring chart and the graph are attached in the Appendices as Appendix J.

### **3.8 Data Analysis**

Qualitative data conveyed through words in which it consists of “direct quotations from people about their experiences, opinions, feelings, and knowledge” which is obtained through interviews; “detailed descriptions of people’s activities, behaviours, actions” recorded in observations; and “excerpts, quotations, or entire passages” extracted from various types of documents (Patton, 1990) as quoted by Merriam (1998). In this study, the researcher used three ways to analyse the data which were through interview, observation and personal documents.

#### **a. Interview**

The main purpose of the interview is to obtain a special kind of information which allows us to enter the other person’s perspective. The researcher used the highly structured and standardized interview in which the words and the order of questions are predetermined. However, the researcher and the research assistant did probe, which are the questions or comments that follow up something already asked which depends on the way the participants’ answers the lead questions. The adjustments were made in the interview as the research went along. Glesne and Peshkin (1992) pointed out that probes come in numerous forms which are silence to sounds (uh huh), nodding (yes, yes). In this study, the researcher tape recorded all the interviews with the consent of the participants by using mp3 recorder and took notes

during the interview about the verbal and non-verbal language of the participants. The template for the interview protocol is attached in the Appendices as Appendix S. The researcher has deleted the information that was written in the interview protocol to maintain the confidentiality of the participants.

#### **b. Observation**

Observational data represent a first-hand encounter with the phenomenon of interest rather than a second-hand account of the world obtained in an interview.

In the observation notes, the researcher focused on the criteria below to be reported in the research.

- The physical setting in which the researcher described about the room and the setting that took place throughout the sessions for this study.

*In this study, the researcher occupied her room which is a counselling room to meet the participants and to do the activities. It is a counselling room in which the researcher prepared all the materials and tools needed for this study. The participants felt safer and more secure since it is completely private and confidential which enables them to share freely and express themselves openly.*

- The participants who were involved / in the scene of this research.

*In this study, since the physical setting is the researcher's room, hence, during each session, only the participant, the research assistant and the researcher were in the room throughout the sessions. None of the participants were introduced with each other since the researcher chose to be ethical to maintain the confidentiality. Participants met the research assistant*

*and the researcher according to their availability and the researcher made sure that none of the participants' timing clashes with each other.*

- The activities and the interactions that took place throughout the sessions for this research.

*For every session, the researcher prepared the activities for the participants.*

*Hence, the researcher followed the planning that has been made. Before, during and at the end of the activity, the research assistant, the participant and the researcher had interactions which are general and about the activities and some reflection about it.*

- The verbal and the non-verbal cue throughout the sessions for this research.

*Every conversation was recorded and every act of participants- verbal and non- verbal was noted in the observation notes.*

- And any other observations that are related and helpful in every session for this research purpose.

The template for the observation protocol is attached in the Appendices as Appendix T. The researcher has deleted the information that was written in the observation protocol to maintain the confidentiality of the participants.

### **c. Personal Documents**

According to Bogdan and Biklen, (1992), personal documents refer to any first – person narrative that describes an individual's actions, experiences and beliefs. In this study, the researcher encouraged the participants to make or bring their own scrapbook about their life, apart from allowing them to bring their photos, diaries and any videos which are about them. The researcher believes that this can be beneficial

for this study since it is the participants' personal documents in which they can share more about themselves.

Personal documents are a reliable source of data concerning a person's attitudes, beliefs, and view of the world. But because they are personal documents, the material is highly subjective in that the researcher was the only one to select what she considers is important to record. Importantly, personal documents reflect the participant's perspective.

### **Analytic Techniques and Data Management**

According to Merriam (1998), data analysis is the process of making sense out of the data which involve consolidating, reducing and interpreting what people have said and what the researcher has seen and read which also means the process of making meaning.

The researcher used narrative analysis for this qualitative case study. Connelly and Clandinin (1990) described narrative analysis as the ways human experience the world which is being told in the form of stories. The researcher emphasized on the stories shared by the participants. The stories were analysed using the techniques of a discipline or perspective. In this context of research, the researcher used the discipline of education and psychology in which, she understood, recalled, summarized and characterized the stories of the participants. Coffey and Atkinson (1996) stated that there is no formula or recipe for the 'best' way to analyse the stories that the researcher elicits or collects. Indeed, one of the strengths of thinking about the data as narrative is that this opens the possibilities for a variety of analytic strategies.

After working through the entire transcript, the researcher went back over to marginal notes and comments that were done through interview, observations and personal documents, and tried to group those comments and notes that seem to go together. The researcher analysed the data simultaneously together while the data were collected by coding the data according to the scheme which relevant to the study.

The researcher believes that the categories should reflect the purpose of the research, should be exhaustive that is, it is able to place all data that are important and relevant to the study, should be mutually exclusive which means that it should fit into only one category, sensitizing which should be as sensitive as possible to what is in the data and conceptually congruent.

The number of categories that the researcher constructed depends on the data and the focus of the research. The researcher followed the guidelines suggested by Guba and Lincoln (1981) for developing categories that are both comprehensive and illuminating. Firstly, the number of people who mention something or the frequency with which something arises in the data indicates an important dimension. Secondly, the participant may determine what is important, that is, some categories will appear to various participants as more or less credible. Thirdly, some categories will stand out because of their uniqueness and should be retained.

Besides that, the researcher used file folders in which all the data which included observation notes, interview transcripts, and personal documents were photocopied and kept in the file folders and labelled and coded accordingly.

The researcher used two stages of analysis which are the within- case analysis and the cross- case analysis. For the within- case analysis, each case from the participants were treated as a comprehensive case. Data were gathered so that the

researcher could learn and understand in depth of each case. Once the analysis of each case is completed, cross- case analysis began. The researcher attempted to build a general explanation that fits each of the individual cases even though the cases will vary in their details. The researcher attempted to see the processes and the outcomes that occur across many cases, to understand how they are qualified by local conditions, and develop more sophisticated descriptions and more powerful explanations.

After transcribing the interviews, the data were analysed for “significant statement, sentences, or quotes that provide an understanding of how the participants experienced the phenomenon” (Creswell, 2007).

Apart from that, the researcher adapted four out of six Creswell’s steps of analysing and interpreting qualitative data (Creswell, 2012, pp. 236- 264).

**a. Exploration of the data through the process of coding**

Agar (1980) suggested for us to read the transcripts in their entirety several times, immerse in the details, trying to get a sense of the interview as a whole before breaking it into parts. Memos which included idea, concepts, and hunches, were jotted in the margins of the transcripts. Applying to this research, the researcher read the transcripts and observation notes, listened to the audios and analysed the artworks of the participants in their entirety several times.

**b. Using the codes to develop a more general picture of the data-descriptions and themes**

Coding is the process of segmenting and labelling text and in this study, it also includes audio, observation notes and the artworks of the participants to form descriptions and broad themes in the data. The object of the coding process is to make sense of out the data, divide it into segments, label the segments with codes, examine the codes for overlap and redundancy, and collapse these codes into broad themes. This is an inductive process of narrowing data into a few themes.

**c. Representing data through narratives and visuals**

Tables and/or figures representing the data collected were drawn. Narrative discussion in which findings were summarized from the data analysis were provided. Discussion were based on themes that emerged from the data collected. Excerpts from the interviews under each theme were provided. This will be Chapter Four of the eventual dissertation.

**d. Making an interpretation of the meaning of the results by reflecting personally on the impact of the findings and on the literature, that might inform findings**

Data sources were integrated to answer the research questions. Emerging themes related to the theories from the review of literature. This will form Chapter Five of the dissertation.

## **Validity and Reliability**

The researcher used three basic strategies to enhance internal validity in this research which are stated as below.

### **a. Triangulation**

The researcher used multiple methods (interview, observation and personal documents) and multiple researchers (the researcher- as the observant and the research assistant as the main researcher) to confirm the emerging findings. For multiple researchers, the findings, the observations and the interpretation from each researcher (the researcher and the research assistant) were compared. If the findings arrived at a same conclusion, then the validity is established. Further exploration may be needed if the conclusion among the researchers differs. In multiple methods, since the researcher implemented the methods of interview, observation and personal documents, the researcher assured that validity is established when the findings from these methods arrived at the same or similar conclusion. Besides that, since the main instrument implemented in this research is the expressive arts, hence, the researcher also implemented the psychological inventories to assess the emerging adults' personality traits and the parenting styles in order to complement the findings obtained from the expressive arts tools.

### **b. Member checks**

The research assistant and the researcher took the data and the interpretation made, back to the participants whom they were derived and asked them if the results are plausible. This happened throughout the research process. This



process is important to assure that the data collected by the researcher and the research assistant tally with the information shared by the participants. Validity and reliability were achieved when the findings come to a same or similar conclusion.

**c. Long- term observation**

Repeated observation took place during the sessions to gather data over a period of time to increase the validity of the findings.

**The Expressive Artworks Analysis**

For all the expressive artworks tools, such as the “Life Time- Line”, and “Dream a Dream”, the researcher processed and analysed these artworks based from the sharing shared by the participants to the research assistant. The researcher used these artworks as one of the participants’ personal documents, recorded the sessions with the participants with an mp3 recorder and made observation notes based on the participants’ verbal and non-verbal act. The participants’ artworks and the observation notes were kept in the files separately for each participant.

Below are a few questions that were asked by the research assistant and the researcher to the participants to process and analyse their artwork. These questions are guidelines from Baranovich (2013) and the researcher cited it with permission.

- What would you like to share?
- What is the overall “feeling tone” of your creations?
- Where is the energy- affect meaning, what catches your attention the most?

- Where are you in your creation? Are you in your creation? Are you an observer of your creation? What does each symbol, colour, design, etc. means to you?
- What about your creation that you are attracted and not attracted to?
- What might this be about?
- Give your creation a title.

Baranovich (2013) quoted that Jung said, “Look for themes and patterns and pay attention to the opposites and what lies between them (figuratively and literally)” as one part of processing the artwork.

However, since “The Ruth Fry Symbolic Profile” is the mixture of artwork and assessment, the analysis for it differ compare to the other assessments and artwork. Below is the method to analyse this assessment which the researcher cited from “The Symbolic Profile” book by Fry (1976).

- The Ego Square shows the centre of consciousness. The ego standpoint, as Jung defines it, is ours by virtue of experience, both collective and personal. It usually indicates how approachable a person is on the ego level and something of how the person feels about own self.
- The Fantasy Square can sometimes be seen as compensation to one of the other squares which bring up a conflict of opposites. This square might be compensation to an ego attitude or a way of dealing with a family situation. They are for the most part preparatory acts, or even psychic exercises for dealing with certain future realities.

- The Family Square deals with both the past or present family, and how the subject fits into it. An adolescent, or adult with an adolescent attitude, frequently thinks he or she is the centre of the family. The processing through this drawing can help the person to express his or her feelings about where he or she sees him or herself in relation to the rest of the family.
- In the Self- Determination Square, the goal of the psyche is sometimes drawn here as a scale, see- saw, etc., expressing the balance of opposites. A way of travel or move, a path, or a road is also another common symbol illustrating determination.
- The individual's religious needs and his own religious point of view are expressed in the Religious Square.
- The Potential Square, or future, is often rewarding because frequently the symbols manifest a form of wholeness.
- An area of strong interest- politics, family, social causes, etc. - expressed, either in drawings or statements may provide an opening to begin communicating with the client. The statements of the Profile are of help in understanding the symbolic drawings- if there is too wide a divergence between the drawings and the statements, or if they tend to confirm and supplement one another.

Since "Self- Portrait" was the last research session with the participants, hence, with this, the researcher combined all the artworks, assessments' results, the personal documents, the interviews which were recorded using an mp3 recorder and the observation notes to analyse the data and the profile of each participant in order

to explore the parenting styles and personality traits through expressive arts among Malaysian private college emerging adults.

### 3.9 Data Analysis Procedure

In order to analysis the data obtained in this study, after reviewing the participants' significant depiction from their personal documents, the theme- based questionnaires, the researcher's verbatim transcript, and the detailed personal reflection of each participant, units of meaning were identified and categorized into emerging characteristics in order and according to the psychological perspective and theoretical framework. During the process of transformation and data integration, the researcher ensured the construction of the integrated data will illuminate the essence of data. This step was done by examining everyone's transcripts by extracting phrases or sentences into the early codes. Following on from the data integration, elements of the data were grouped into clusters of emerging characteristics. An example of the process of transformation and data integration is as below.

Table 3.3

*The Process of Data Transformation*

<b><u>Transcript</u></b>	<b><u>Early Codes</u></b>
For example: (Statement from Participant A)	(emerging themes or codes of the transcript)

### **The Process of Data Integration**

The process of transformation and data integration from the **Early Codes** to the **Emerging Characteristics** which were consolidated into **Categories** and **Sub-Categories** based on the parenting styles and personality traits was validated by the supervisor.

Table 3.4

*The Process of Consolidating the Emerging Characteristics*

<b><u>Early Codes</u></b>	<b><u>Emerging Characteristics</u></b>
For example: (Early Codes from Participant A)	(Emerging characteristics from early codes)

Table 3.5

*The Process of Consolidating the Categories*

<b><u>Emerging Characteristics</u></b>	<b><u>Categories</u></b>
For example: (Emerging Characteristics from Participant A)	(Categories from emerging characteristics)

The Table 3.6

*Process of Consolidating the Sub- Categories*

<b><u>Categories</u></b>	<b><u>Sub –Categories</u></b>
For example: (Categories from Participant A)	(Sub- categories from categories)

Clusters of emerging characteristics were validated by returning to the original transcripts and were examined whether there were elements of the data that were neglected in the clusters of the emerging characteristics. This was done to examine whether the clusters of the emerging characteristics suggest anything that was not contained in the original transcripts. Along the process of data analysis, the supervisor verified the emerging characteristics identified. The researcher then

prepared a table to show the consolidated categories of the participants after the supervisor and the researcher agreed to the identified categories. This was done to help ensure the trustworthiness and validity of the research study. In the final stage, the supervisor examined the research process and data generated from the research sessions. The supervisor offered feedback on whether the findings obtained in the research sessions and data analysis steps support the findings of the study.

### **3.10 Ethical Issues**

Ethical considerations should underpin every research. This included the integrity and honesty in the whole research from conception to reporting. Importantly, the researcher chose to be very particular in informed consent. Potential participants were informed of the purpose and the method of the study. Importantly, the consent of all participants was sought out before proceeding with the data collection process.

Participants of a qualitative study such as this may be asked to reveal certain private details of their life. This process required a sufficient amount of trust based on a high level of participant disclosure. It is important therefore that as researcher, one does not abuse or misuse that trust. Patton (2002) offered a checklist of general ethical issues to consider such as reciprocity, assessment of risk, confidentiality, informed consent, and data access and ownership.

Finally, the participants' assent was obtained before their artworks were taken away and kept for analysis purpose. As mentioned by Roberts- Holnes (2011), artworks can be personal creations in which intimate and sometimes private experiences and knowledge are shared with familiar people by the participants. They may feel uncomfortable with the researcher taking their personal creations away for a wider audience than they had originally intended. Hence, the researcher believes that

it is appropriate and a must to obtain consent from participants before taking their artworks.

### **3.11 Summary**

Research design, the choice of participants in the research, research instrument and data analysis are the main and important aspects and should be given serious attention while conducting the research. A good and an excellent research will emphasize and prioritize on the aspects that were mentioned above. This is because a little defect or imbalance in the research will make the research unreliable and questionable which in the end gives a negative impact and impression to the readers about the aspects that will be measured and studied in the research.

With that thought in mind, the researcher chose to conduct this qualitative case study because it fits the objective of the study, with minimum number of participants to obtain in-depth data which are unique according to each participant. Besides that, all the inventories and tools that were used as instruments in this study were very well validated and reliable. Moreover, proper procedures including preparation of the consent form was done to avoid any ethical issues during the study. Finally, the data or findings from this study were analysed as mentioned above to obtain and to get an in-depth finding which answers the research questions and fits the objectives of this study.

## CHAPTER 4

### DATA ANALYSIS AND FINDINGS

#### 4.1 Introduction

This chapter begins with the description and narrative analysis of the five participants who experienced the entire journey of the research sessions together with the researcher and the research assistant. The following section narrates every session for every participant in which the researcher coded the themes that is related with the topic of this research study. However, the whole section of 4.2 which is the narrative analysis of the participants are attached in the Appendices as Appendix L. As a conclusion, the researcher related the participants' personality traits with the parenting styles of their parents.

#### 4.2 Analysis between the Participants

##### 4.2.1 Exploration between Parenting Styles and Participants' overall Childhood Experiences

The first participant of this research study who is AIM who is the first born among four siblings claimed that his parents in the beginning practiced authoritarian parenting style which is also known as dictating parenting style based on Baranovich (2013, 2017) before being authoritative parents. The earlier practice of parenting style (authoritarian/dictating) brought lots of consequences and impact in AIM's life in which he was not only bullied since he had to grow up in a baby sitter's home but AIM also grew up as a mischievous boy who wants to break the rules and do things in his own way. Due to this, AIM then began to indulge in unhealthy behaviour which also resulted fall in his studies- since he is always forced to study, whereby he dislikes being forced. As a result, AIM kept changing the courses that he studies



since he was not able to perform well in the courses that he took. To date, AIM is still struggling in his studies, but at the same time, he also pursues his interest in music and business.

ASH who is the second participant for this research study claimed that her parents have been treating her the same since her childhood up to now in which she mentioned that her father is an authoritarian- dictating man who always control and curb her freedom, while her mother is a permissive- doormat mother who has been with ASH through her ups and downs, besides fulfilling all her needs and wants. In fact, ASH mentioned that she was born in silver spoon family in which she gets whatever she wants from her parents and her siblings since she is the youngest among three siblings. Due to her illness when she was young, ASH was attached with her mother, and she grows up, ASH admits that her mother was like her best friend while the father always controls her whereabouts. Due to the different types of parenting styles among her parents, ASH grew up as an outgoing, adventure seeking, independent and outspoken girl. In fact, she enjoys breaking rules since she feels that rules curb her freedom. Since, she always gets whatever she wants, ASH had difficulty to accept 'No' and rejection from others. In fact, since she is hardly validated and appreciated by her father, she seeks validation and appreciation from others well. To date, ASH is doing average in her studies, enjoys exploring her college life and the experiences being with the opposite gender. ASH admitted that she does 'naughty' things behind her father's back, since she knows that her father would control and curb her freedom.

JAN who is the third participant in this study experienced different types of parenting style from her father in which, the father in the beginning were a permissive father or a ghost father (Baranovich, 2013, 2017) who was very occupied

and busy with his works. However, the parenting style of JAN's father changed when he got to know that JAN is diagnosed with chronic and complicated illness. On the other hand, JAN's mother was and has been an authoritarian – dictating mother who used to abuse JAN verbally by scolding and discouraging her (since she herself was discouraged and verbally abused in her younger days). This made JAN who is the eldest child among three siblings to grow timid and very sensitive. Despite of her mother's abuse, JAN loves her mother very much and is attached with her mother since JAN's mother was with her throughout JAN's critical days due to her illness. JAN's only source of strength are her two younger sisters and Ms. A who are they for her for support and guidance. Even though JAN experienced bully from her school and college mates, JAN grew strong bonding with her teachers and lecturers. Despite of her own interest in singing and designing- which was discouraged by her parents, JAN is studying a course which is not of her interest and is indeed struggling to finish up the course.

As the fourth participant in this research study, SOF was clear about the way her parents parented her in which she mentioned that her father is an authoritarian-dictating man who is hot tempered and controlling, while SOF's mother is an authoritative mother which is also known as bonded parent (Baranovich, 2013, 2017). Despite of being the youngest among two siblings, SOF was always being compared with her cousins throughout her childhood which also resulted her to become a victim of bully from school to her college life – before she enrolled in her current college. SOF was not able to stand for herself or seek her mother's help as her family was going through lots of issues involving wealth, black magic, debts etc. All these led SOF to depression to the extent of attempting suicide. However, SOF's life hit to a positive turning point when she worked as at Starbucks and upon that she

chose to follow the footsteps of her role model to be involved in financial industry. Currently, SOF is happily studying her own chosen course (earlier she studied Hotel Management after being persuaded by mother) which is Financial Management while also working as financial consultant in one of the prestigious bank in Malaysia.

VIC who is the final participant in this research has parents with unique combination of parenting styles. According to VIC's parenting style assessment, both of his parents falls into the category of permissive parents, who is also ghost parents based on Baranovich (2013, 2017). However, in the beginning of VIC's childhood, both VIC's parents were authoritarian- dictating in which both not only did not spend much time with VIC by ignoring him, but at the same time, they also controlled VIC in his studies in which he needs to be at the same par as his cousins. Hence, the best description for VIC's parents is the dictating- ghost in which VIC's parents not only ignored him as they were busy with their work, but also controlled his life from a far. VIC grew up with his grandparents in which he is attached to his grandmother and his maternal uncle. VIC was also ridiculed and degraded by his paternal relations in his studies. However, with the support from grandparents and maternal uncle, VIC grew up as an independent boy who has maturity beyond his age. Even though, VIC does not bond well with his parents, he still loves and cares for his mother, however, being the eldest among two siblings, VIC dislikes his father because according to VIC, his father is lazy apart from favouring his younger brother. VIC also added that his father too did verbally abuse him up to today. Currently VIC his pursuing his foundation study and looking forward to achieve his ambitions and dreams.

#### **4.2.2 Exploration between Parenting Styles and Participants' Personality**

##### **Traits**

AIM whose parents in the beginning practiced the authoritarian- dictating parenting style and now currently have become the authoritative parents, have impacted AIM's personality in a very significant way. As mentioned by Baranovich (2013, 2017), the early programming in a child's life based from the parenting style will impact and shape the personality traits of the child. Hence, since AIM lived with authoritarian parents who also sent him to baby sitter's home since his childhood, AIM began to develop a mischievous personality in which he enjoys breaking the rules and get things done in his way. Being a bully victim, always being pressured to study and being compared with others, led AIM to have low self- esteem (below average) in which AIM became doubtful with his own talents and potentials. This might have led AIM to have the 'care less' attitude where he became the rebellious and naughty child. AIM then began to involve in extreme sports which is one of his interest that can be related with his 'Seeker' and 'Adventurous' personalities in which he loves fun, excitement and thrill up to today. Even though AIM claimed that he is an Introvert- since he prefers to work on his own (such as composing music and designing T-shirt), but AIM does seem to be like having the touch of an Extroversion since he was an outgoing child who enjoys outdoor and thrilling activities such as hiking, jungle trekking etc. Moreover, AIM's identity status which in the beginning might have been the Moratorium and then now in the Identity Achievement status, can also be related with his authoritarian parents. AIM did not get much opportunity to explore his interest and proclivities since he 'forced' himself to enrol in studies after his 'black days' in which he landed in courses which were not his interest. But through these experiences of dropping in quite number of courses, AIM finally found

interest in music and business (as he wants to work on own, and not under anyone's supervision). Even though AIM has explored his interest and proclivities, as for now, he still had to finish up his studies (as he wants to be at par with his other friends). To conclude, AIM's personality traits on being someone rebellious, outgoing, adventurous, low self-esteemed, and doubtful, do relate with his parents who practiced authoritarian- dictating parenting style. Based on the literature review in Chapter 2, it is indeed true that authoritarian parents do impact the child's personality traits in which the child has tendency to become rebellious, low self-esteemed and doubtful towards themselves.

ASH grew up with a father who is authoritarian- dictating man, and a mother who is permissive- doormat woman together with siblings who pampered her since the day she was born up to today. ASH's requests and needs were always fulfilled which made her to grow up as a person who is unable to receive 'No' or rejection. ASH who was also someone who enjoys being the centre of attention, always seek validation, appreciation and recognition which she hardly receives from her father. Hence, this made her to become people pleaser and she also has the difficulties to say 'No' since she wants to be accepted and not rejected. Despite of all these, through her mother's support and encouragement, ASH grew up as an outgoing and extrovert girl who at times can become dramatic, emotional and expressive. ASH was a bully at school where she enjoys teasing others, apart from being someone who is self-centred since she has been given all the attention. Based on Baranovich (2013, 2017), it can be said that ASH is a Baby A who unfortunately experienced unhealthy detachment since she wants things to happen in her way. Like AIM's parents who were authoritarian that curbed his freedom, ASH's freedom was also curbed by her father (since the father is a typical conservative Indian), which led ASH to become

rebellious, to do things behind her father's back (she got caught many times hanging out with friends without her father's permission). ASH enjoyed coming to college because that is when she felt she is given all the freedom. Due to her own ability in singing, dancing, and public speaking, ASH became popular in college and she enjoys the fame and name that she received. ASH enjoys and prefers to own luxury and branded items as she does not want to look poor but rich, she enjoys spending money on unnecessary items apart from being a 'Selfie Queen' since she enjoys receiving the 'likes' and 'comments' through her selfies. ASH prefers to take lead and become the leader in groups she prefers to allocate the tasks. ASH has the attitude of perfectionism (conscientiousness) in her since she wants to do the best in her works and become the best. All these attributes do make ASH appear as a confident girl which is another reason for her self-esteem to be almost at the above average. The competing nature in ASH makes her want to compete with her father and become a better businesswoman compared to her father. In fact, ASH is indeed an ambitious girl who has lots of dreams in succeeding in her studies, to become CEO of a company, to help and provide for the needy woman. Having said that, ASH is also a family-oriented girl who loves her family very much and prefers to live in an extended family when she gets married. From the aspect of relationship, ASH prefers a good-looking partner whom she can be sexually and physically get attracted to. However, she also admits that she is a jealous who is possessive and dislike sharing. This attribute can be related to her childhood experience where ASH was 'fed' with many things of her liking that she hardly shares with anyone. Hence, it is very clear that with an authoritarian father and permissive mother, ASH grew up as someone outgoing, rebellious, yet with full confidence and as an ambitious child who wants to achieve and to become the best.

JAN who grew up with an authoritarian- dictating mother, and father who was permissive- ghost father, before he became an authoritative- bonded father, has personality traits that were highly influenced and impacted by her authoritarian mother. Since, JAN's father was always busy with work, JAN spent most of the time with her mother who experiences emotional and mental disturbances due to her own unresolved issues. Hence, at most JAN becomes the mother's victim of verbal abuse. JAN was always verbally abused by her mother which resulted her to become someone who is timid with low self- esteem. JAN was always put down especially when she expressed her interest and proclivities in singing, composing songs and designing clothes. Her life became worse when unexpected event took place where she was diagnosed with chronic and complicated illness which almost took her life several times. With this, JAN grew up as someone who is doubtful about herself, she hardly tries and wanting to do things that she likes- singing, composing songs and designing as she is afraid, she will be discouraged. At worst, JAN also grew up as someone who 'forces' herself to please others- to bow to their saying without she choosing to stand up for herself or by being assertive. All these made JAN to become an unhappy person due to her health condition and for her inability to do things that make her happy. JAN was doubtful of her own proclivities and interest which may have led her to have the Identity Diffusion status in which she chose to ignore and not to explore on what she likes and dislikes. She then consulted counselling from Ms. A in which JAN is slowly learning to stand up for herself which eventually builds her confidence. From there, JAN began to explore about her interest and proclivities in which she somewhat knows what she likes and wants to do which made her to be in the Moratorium status now. Hence, JAN began to grow up stronger day by day since her both parents were there for her, together with her sisters whom

she loves the most. JAN calls herself as 'Survivor' as she could survive and still surviving her in her chronic illness. However, as much as JAN wants to strive to live, she at times can be bogged down by her illness and things that happen around her especially among her classmates who always abuse her verbally. JAN becomes someone who is highly sensitive and takes one's words seriously and personally which demotivates and put her down. However, through the research session, she began to accept that it is fine to be sensitive, with a condition, she chose to accept and bounce back without any fear. Besides that, JAN also devoted herself to spirituality in which she spends time praying and talking to God since she feels as though she is accepted by God for who she is. Moreover, JAN who claimed that human changes and always hurt her despite of her genuine intention, also grew love towards animals since she feels animals are less harmful than human. Hence, to conclude JAN's personality, having to grow up with a ghost father and a dictating mother, made JAN to become someone who is timid, fragile, very sensitive, people pleaser with low self- esteem and high sense of doubt within herself. However, JAN who now has her sisters and Ms. A as her pillar of strength, is slowly gaining up her confidence and choosing to pursue her proclivities.

SOF who grew up with authoritarian- dictating father and authoritative-bonded mother (almost similar like JAN), has a different type of personalities trait-unlike JAN. SOF was attached and closer to her mother compared to her father who is a hot-tempered man. In fact, SOF experienced different childhood experience in which she was exposed to family rivalry on wealth, black magic, debt etc. which shaped SOF's personality differently. SOF was always being compared with her cousins and treated differently with her elder brother. According to SOF, more pressure was placed on her compared to her brother. Due to these comparison and



pressure, SOF in the beginning grew up as a timid girl which led her to become a victim of bully from her primary school to her diploma studies in tertiary education. SOF also began to fall into depression and almost suicidal before a turning point took a place in her life when she worked in Starbucks. From there, SOF met her role model and began to live like her role model. Through this, SOF began to build her self-esteem which is in average state. Moreover, in my opinion, SOF has the mixture of the dominant and the 'shadow' personalities within her. SOF is an extrovert who uses her logic mind more than her feelings in making decision. However, there is a contradictory, in which I feel that even though she obtained highest score in Seeker and Leisurely personalities which show that SOF is laid back, wants to enjoy life, wants to explore and take things easy, but the way she behaves and act at this current period reveal that she is more likely the personalities that have the second highest score which is the Focuser and Serious. This is because, as much as she claimed to be outgoing, fun to be with and relaxed, at this current period, SOF is more determined, focused and seriously putting her effort into making sure that she does well in her studies, to continue her consultation job and earn more than six-digit numbers, and importantly to settle the debt in her family. SOF is also determined and adamant to have her own way of wedding. In fact, SOF can be said for being in Identity Achievement status since she knows what she wants to do in her life- her studies in which she wants to further her studies in Financial Management, wants to work as financial consultant, wants to travel, wants to own branded and luxury items (like ASH) since she has no opportunity to own anything now, apart from being determined to abolish the current home and build a new one as well as to settle all the debts in the family. Besides that, SOF is also confident about her current long-distance relationship and she hopes that it will sustain long, otherwise SOF admits

that she will be happy being single. Hence, it can be concluded and understood that, SOF's life was more influenced and impacted by her mother who has been very strong and stood for the family during the down moments. This is what made SOF to follow her mother's footsteps which made SOF who she is. SOF may be fun loving, outgoing, extrovert, someone who seeks excitement and thrill in her life as she claimed, but the researcher would think otherwise, in which she either masks the personalities above, or she masks the personalities of someone who is seriously focused in her ambition and dreams for her not to have the life that she experienced during her childhood. Having said that, SOF relationship with her authoritative mother does influence SOF to become who she is now.

Being born with parents who are both authoritarian and permissive- also known as dictating ghost (Baranovich, 2013, 2017) has impacted VIC's personality traits in positively and negatively. VIC's parents- especially VIC's mother has always been pressurizing VIC on doing well in studies and to follow her footsteps as an accountant, while VIC's father who only ignores VIC since he was young, also favours VIC's younger brother all the time, appear to be lazy and fighting with VIC's mother most of the time, has been verbally abusive towards VIC. In fact, he always degrades VIC and pressurizes him to become a doctor since he wants VIC to be the same par as his paternal cousins. All these made VIC to grow up as someone with lower self- esteem as he was doubtful with his own talents and abilities since he was always being discouraged by his paternal relations. The only source of strength for VIC is his grandparents (since he grew up with them) and his maternal uncle. This made VIC to be comfortable being on his own even though he claimed that he is an extrovert person (who enjoys helping others who are in need). Besides being someone with low self- esteem and doubtful, VIC is also someone who easily gets

panic, anxious and can become very sensitive towards people's comments and critics. VIC usually gets panic and anxious during tests and exams since he has been programmed and conditioned to do the best and become the best as well as VIC's own stand on wanting to prove to others that he is 'someone' who is able to achieve. This also led VIC to be conscientious and serious in the tasks that he does. This can be proven when VIC always takes leads in group tasks and wanting to be sure that all the works are done perfectly fine (like ASH). Besides that, VIC has the tendency to please people and is unable to say 'No' since he wants to be there for someone who is in need since there was no one for him when he was in need. This made VIC to have the inability to be assertive. However, upon completing the research session, VIC is now slowly building the assertiveness in him. From the aspect of spirituality, VIC in the beginning was a free thinker since his both parents (father- Christian, and mother- Buddhist) did not actually practice their beliefs but act the opposite. This made VIC not to believe in God, however, upon completing the OMEIS assessment, VIC decided to attend church with his friend on one random day, which made him to finally accept and believe in the existence of God. VIC's parents who practiced dictating – ghost parenting style has also impacted VIC's identity status in which in the beginning, VIC had to follow the value and ideas imposed by his mother on which course to study and what course to pursue (foreclosure) which led him to become diffused with his choices. However, as he explored his interest and proclivities while growing up with his grandparents and from the sharing by his maternal uncle, he then was in the state of moratorium in which he began to explore as VIC began to understand himself in which he shared that he enjoys travelling to poor countries and help the needy, wants to pursue Biomedicine and help others, apart from wanting to live a minimal and simple life, it can now be said that VIC is

in the identity achievement status. Lastly to prove that VIC's parents' parenting style had impact on him can be clearly understood, when VIC shared that he does not at all want to be like his father when he has his own kid and would not want to live like his parents who always fight. VIC concluded that he would rather live a solitude and single life or to be with someone whom he would want to treat better than his father.

#### **4.2.3 Exploration between Parenting Styles and Participants' Dreams and Future**

As mentioned earlier, AIM who grew up with authoritarian- dictating parents who are now being authoritative, has finally chose to stand for himself and pursue his dreams. Even though there were days he fell for unhealthy activities, and enrolled in courses that were not his likings, he has now finally doing the course that he somewhat likes- which is engineering. However, in my opinion, this might not be what AIM wants, because he still holds to the belief of 'wanting to do something because I want to be in the same level with my other friends', apart from feeling guilty for not setting the right examples for his younger siblings. Having said that, AIM has devoted himself in composing business and designing T-shirts with his group of friends – since he wants to become boss of a company rather than an employee to someone. However, at this current period (while I am typing this research), as much as AIM involved with music and T-shirt business, he dropped out of college once again since he was not able to cope with studies. Perhaps, it can be understood that while parents are either busy with their work and spend less time with family or being over controlling without understanding the needs of their children, it ruins the life and future of the child if it is not guided properly.

ASH who grew up with her authoritarian – dictating father and permissive-doormat mother seemed to be like leading a life that she wanted. This is because, ASH knew what she wanted to do in her life and where she wants to be. ASH was determined about getting her dreams to come true- furthering studies in London, being the CEO of a company, owning her own company, taking over her father’s business, helping the needy women and children apart from being in relationship with a good-looking partner as well as being a family- oriented girl. At this current period while the researcher is writing this research, ASH has graduated from her undergraduate studies and now working in one of the prestigious oil company in Malaysia. It is indeed a proud moment for ASH as she is now slowly achieving her dreams, however, having said that, my personal concern towards ASH are her behaviours of wanting to please others, not being able to accept rejection, jealousy, rebellious, rage and the dramatic behaviours that she might want to consider and resolve it. With this, it can be said that, even though ASH grew up with a controlling father, but she was still being pampered and became the centre of attention of her mother and other siblings which might have led to unhealthy attachment. Even though ASH is a bubbly, outgoing and expressive girl, there are few characteristics that were mentioned above that need concern and consideration for ASH to live a better life.

Growing up with father who was permissive- ghost parent before becoming an authoritative father, and mother who has been constantly an authoritarian-dictating figure, JAN’s future and dreams seem to be something that need to be concerned about. JAN was initially in diffused status where she does not know what to do, what she likes or what she is good at since she was always being degraded, discouraged and put down not only by her parents, friends and her illness. However,

with the help of her two younger sisters and Ms. A, JAN has finally chosen to step out from her comfort zone to allow herself to explore her interest and proclivities for her to decide what she wants to do with her dreams and future. Even though currently JAN is pursuing her studies in a course which is not of her interest, she is still determined to finish whatever she started before she chose to pursue her interest. JAN's current interest is towards music and designing. However, due to her illness that demotivates her, and the early programming from parents and friends who had discouraged her, JAN seems to be reluctant and at worst doubtful towards herself in pursuing her dreams. To date, even though JAN has graduated from her diploma, she is now currently staying at home due to her illness and did not pursue her dreams yet. This made JAN to feel low about herself. There was once JAN appeared in local radio station to be interviewed about her condition and how she looks forward to achieving her dreams. Even though JAN is now supporting her sisters to pursue her dreams, Ms. A and her sisters are also motivating and encouraging JAN to make her dream as a singer and designer to come true. Hence, it is clearly understandable that due to early programming in a child's life- in which he or she is being verbally abused, discouraged, demotivated, degraded and put down- especially among the authoritarian parents, this child then grows up very timid, anxious, sensitive and with high self- doubt that indeed ruins the child's future and dream. This child- JAN needs a positive platform for her to be sure that she can achieve her dreams despite of her illness and mockery from others.

Despite of having an authoritarian- dictating father, SOF who grew closer and healthily attached with her authoritative- bonded mother is indeed now leading to a future of her interest. Even though SOF was bullied and always being compared with her cousins which almost led her to depression and suicidal thoughts, with the

indirect guidance from her role model, SOF has now planned on what to do with her future since she knows what she wants. Despite of studying the course of her mother's choice- Hotel Management and after experiencing 'black days', SOF has now followed the footsteps of her role model and inherit the positive attitude of her mother in which now she is studying Financial Management apart from working as a part-time financial consultant. From there, SOF has planned about her financial status- since she wants to be debt free, planned to graduate in first class honours and importantly to travel and have good life. With this, it can be understood that when a child has at least one authoritative parent whom she is closer to, this child will eventually be able to pass through the hurdles and challenges that she experiences and will be determined to follow the footsteps of this parent to have a positive and better life. To date, apart from studying and working as a part time financial consultant, SOF is also helping her mother with her bakery business and wedding planner business.

Growing up with parents who practice both the authoritarian and permissive style which is also known as dictating- ghost (Baranovich, 2013, 2017) has shaped VIC's future in a very significant way. VIC who was always compared and discouraged by his paternal relation and own father, as well as being pressured by his own mother, at first found it to be a challenge for him to know what he really wants to do and study. However, after getting undivided support from grandmother and maternal uncle, VIC finally knew what he wants to do in which he planned to study Biomedicine in USA and then wish to travel to many underprivileged and poor countries so that he can help those people who are poor and in need. VIC is indeed an independent boy who thinks and acts beyond his age. Besides that, even though in the beginning he was a free thinker, but due to his own exploration, he finally chose

to believe in the existence of God and he does attend church. Currently, at this period of time while the researcher is writing this research, VIC has left for USA and he is there for almost one and a half years pursuing the studies that he had interest in. Hence, it can be concluded and understood that even though VIC had parents who were dictating- ghost, VIC's timidity, anxiety and self- doubt due to this type of parenting styles were somewhat in control since he had grandmother and maternal uncle who were encouraging and supportive. If only VIC continuously grew up with his parents (without the presence of his grandmother and maternal uncle), not only his personality traits but his future might be at stake that can be very worrying. This is because, based on literature review in Chapter 2, child who grew up with authoritarian, permissive or dictating- ghost parents, has high chances to grow up as someone who is timid, doubtful, low self- esteem, anxious, perhaps rebellious, manipulative and someone with low sense of self (Baranovich, 2013, 2017).

### **4.3 Emerging Themes among the Participants**

Based from the narrative analysis, the researcher classified and categorized six main emerging themes which has its own subcategories based from the research questions stated in Chapter 1. The emerging themes and the subcategories are summarized in the form of table below.



Table 4.1

*Emerging Themes among the Participants*

<b>Participant</b>	<b>Emerging Theme</b>
Types of Parents	
1. Hot- tempered, controlling, and abusive (Authoritarian- Dictating)	
<b>AIM</b>	Both AIM's parents were authoritarian parents during AIM's childhood.
<b>ASH</b>	ASH's father was an authoritarian father who was and is both hot tempered and controlling.
<b>JAN</b>	JAN's mother was an authoritarian mother who was and is hot-tempered and verbally abusive.
<b>SOF</b>	SOF's father was a hot-tempered man who was indeed an authoritarian father.
<b>VIC</b>	VIC's mother was authoritarian who was controlling, while VIC's was authoritarian in terms of verbally abusive.
2. Busy, occupied and ignorant (Permissive- Ghost)	
<b>AIM</b>	-
<b>ASH</b>	-
<b>JAN</b>	JAN's father was busy with his works which made him to be a permissive- ghost parent during JAN's childhood.
<b>SOF</b>	-
<b>VIC</b>	Both VIC's parents were busy and ignorant and they have the mixture of authoritarian and permissive which also means 'dictating- ghost'.

Table 4.1

*Emerging Themes among the Participants (continued)*

3. Permissive- Doormat	
<b>AIM</b>	-
<b>ASH</b>	ASH's mother was permissive- doormat mother who fulfils all the needs and wants of ASH.
<b>JAN</b>	-
<b>SOF</b>	-
<b>VIC</b>	-
4. Authoritative- Bonded	
<b>AIM</b>	-
<b>ASH</b>	-
<b>JAN</b>	-
<b>SOF</b>	SOF's mother was and is an authoritative mother who bonded well with SOF.
<b>VIC</b>	-
Childhood Experiences	
1. Growing up environment	
<b>AIM</b>	AIM grew up with baby sitter who was his mother's best friend's sister.
<b>ASH</b>	ASH grew up with her parents and siblings.
<b>JAN</b>	JAN grew up with her parents and siblings. More time was spent with mother and sister.
<b>SOF</b>	SOF grew up with her parents and grandparents.
<b>VIC</b>	VIC grew up with his grandparents and maternal uncle.

Table 4.1

*Emerging Themes among the Participants (continued)*

2. Being compared/degraded/ discouraged	
<b>AIM</b>	AIM experienced all the stated issues while staying with his parents and in baby sitter's house.
<b>ASH</b>	ASH did not experience any of these, but she hardly receives recognition/ appreciation and validation from her father.
<b>JAN</b>	JAN was always discouraged by her parents and degraded by her school and college mates.
<b>SOF</b>	SOF was always compared with her cousins (by her relatives) and degraded by her classmates.
<b>VIC</b>	VIC experienced all the stated issues from his father and paternal relations.
3. Verbal abuse	
<b>AIM</b>	AIM was verbally abused by his father.
<b>ASH</b>	-
<b>JAN</b>	JAN was verbally abused by her mother.
<b>SOF</b>	-
<b>VIC</b>	VIC was verbally abused by his father and paternal relations.
4. Bully/Victim of bully	
<b>AIM</b>	AIM was a victim of bully which first begins in the baby sitter's house.
<b>ASH</b>	ASH was a bully in school since she wants to feel in control due to her controlling father who curbs her freedom.
<b>JAN</b>	JAN was a victim of bully since her kindergarten up to her college life.
<b>SOF</b>	SOF was victim of bully from her primary school to her college life (diploma).
<b>VIC</b>	VIC was victim of bully among his paternal relations.

Table 4.1

*Emerging Themes among the Participants (continued)*

5. Illness	
<b>AIM</b>	AIM has no history of illness, but he was involved in substance abuse and alcohol during his late adolescence.
<b>ASH</b>	ASH had a ‘weird’ illness since she was born which disabled her from eating much and doing physical activities, but she was recovered upon reaching puberty.
<b>JAN</b>	JAN was diagnosed with diabetes at the age of 13 and it led to chronic and complicated illness which led her to lose her life for almost three times. She is still suffering and struggling with that illness since doctor claimed that there is no cure for it.
<b>SOF</b>	SOF was not diagnosed with illness but her family was affected with black magic.
<b>VIC</b>	VIC has no history of illness, but he dedicated his life to help and heal people with illness.
Life at School / College	
1. Education	
<b>AIM</b>	AIM had less interest in his studies. Only pays attention to subjects which the teacher or lecturers that teaches with passion and love.
<b>ASH</b>	ASH is an average student. Prefers to play and have fun rather than studying. Dislikes stress in studies.
<b>JAN</b>	JAN is an excellent student, however, due to her illness, it bogged her studies which eventually made her to work hard to obtain good results.
<b>SOF</b>	SOF was an average student in studies. She lost interest to study well since she was always being compared with her cousins.
<b>VIC</b>	VIC is a good student however, he began to self- doubt himself since he was always being compared with his cousins.
2. Relationship with teacher/lecturers and friends	
<b>AIM</b>	AIM only had good relationship with his personal tutor. He has many friends for different purposes.
<b>ASH</b>	ASH has good relationship with selected teachers/ lecturers of her choice. She has lots of friends.
<b>JAN</b>	JAN has excellent relationship with all her teachers and lecturers. JAN has no good friend for her since they isolate her for her illness.

Table 4.1

*Emerging Themes among the Participants (continued)*

<b>SOF</b>	SOF has no selected teachers/ lecturers or friends. She picks people randomly to communicate to. However, she has a role model that she looks up to.
<b>VIC</b>	VIC is fine with his teachers/ lecturers- except for his Chemistry lecturer. He has group of friends whom he communicates but VIC prefers solitary.
Future/ Dreams	
<b>AIM</b>	AIM wanted to own his stock trading business where he can work from home so that he can spend more time with his future family. AIM also want to extend his passion towards music and T- shirt business.
<b>ASH</b>	ASH wanted to pursue her postgraduate study in London apart from wanting to become CEO of a company as well as inheriting her father's business and helping the needy children and women to live better.
<b>JAN</b>	JAN has the dream of becoming a singer, to compose songs and music with her sisters as well as to design clothes. However, she is stopping herself from doing them due to her illness as well as due to self- doubt and fear on what others would say.
<b>SOF</b>	SOF wanted to graduate in first class honours, apart from furthering her studies in Financial Management. She wants to become financial consultant and educate the public on financial freedom, travel to USA, be married to her long-distance relationship boyfriend as well as settle the debts of the family and rebuild her grandparents' house.
<b>VIC</b>	VIC's most prominent dream is to travel to the underprivileged and poor countries to help and the needy and poor people. Besides that, he does want to succeed in his studies and live a minimal life with his future family. VIC stressed that he does not at all want to be like his father towards his future wife and children.
Spirituality	
<b>AIM</b>	AIM does share about his thoughts about religion in which he mentioned that he does read other religion's holy books, however, he admitted that he is still fond towards his religion.
<b>ASH</b>	ASH did not share much about spirituality other than mentioning that she is a Buddhist and her family does Buddhist style prayer. However, ASH believes in karma- what goes around comes around.

Table 4.1

*Emerging Themes among the Participants (continued)*

<b>JAN</b>	JAN has high level of belief in spirituality. Even though she is born Hindu, she believes in Jesus. JAN attends church when there is no one around and would prefer to spend one to one solitary time praying to Jesus.
<b>SOF</b>	SOF did not mention much about spirituality. However, she did share about her family was under the spell of black magic which almost costs her father's life.
<b>VIC</b>	VIC in the beginning was a free thinker since his Christian father and Buddhist mother do not really pray. However, his random visit to church with his friend, opened his senses towards accepting the existence of God. VIC now confesses that he follows the teaching of Jesus.

Personality Traits

1. Self – esteem

<b>AIM</b>	Below average since AIM is very doubtful and has less confidence in himself.
<b>ASH</b>	Average (almost above average) since ASH has full confidence about herself and her proclivities.
<b>JAN</b>	Below average since JAN feels timid and easily anxious whenever she wants to pursue her liking as she has been always degraded and discouraged.
<b>SOF</b>	Average since SOF has the support of her mother, the confidence within herself and her role model to motivate her.
<b>VIC</b>	Below average since VIC was always compared and verbally abused by his father and paternal relations. VIC is now slowly outgrowing his self- doubt.

2. Identity Status

<b>AIM</b>	Claimed to be in Identity Achievement, however AIM might still be in Moratorium status.
<b>ASH</b>	Identity Achievement status since ASH knows what she wants and is heading towards her proclivities.
<b>JAN</b>	Was earlier in diffused state since JAN chose to be ignorant about her interest. But with guidance and support she is in Moratorium state in which she is exploring her interest in both music and designing.

Table 4.1

*Emerging Themes among the Participants (continued)*

<b>SOF</b>	Identity Achievement status since SOF knows what she wants, and she is heading towards her proclivities.
<b>VIC</b>	Began with Foreclosure since VIC was influenced by his mother, later moved on to Diffusion state as he was ignorant towards his interest, and then moved on to Moratorium state as he began to explore his interest and proclivities and finally at Identity Achievement state since VIC knows what he wants and heading towards his proclivities.
3. Extraversion	
<b>AIM</b>	AIM does seem to have the personality of an Extrovert even though he claimed that he prefers to be on own.
<b>ASH</b>	ASH is full blown of an extrovert. She enjoys being around people and making new friends.
<b>JAN</b>	-
<b>SOF</b>	SOF claimed herself to be an extrovert as she enjoys being and meeting new people in terms of her consultancy job.
<b>VIC</b>	VIC claimed to be an extrovert since he enjoys helping people, however, he admitted that he prefers solitude than being with a group of people who waste time doing nothing.
4. Introversion	
<b>AIM</b>	AIM's MBTI test revealed that he is an introvert. AIM's introversion can be seen when he needs to be alone to compose his music, however, in person he is indeed an outgoing and extreme person.
<b>ASH</b>	-
<b>JAN</b>	JAN is a full blown of an introverted person who prefers to be alone, selected people whom she trusts and importantly she admits for being timid and shy in a large group of people.
<b>SOF</b>	-
<b>VIC</b>	VIC does have some characteristics of an introvert in which he prefers to be in solitude, to do work on his own, however, his MBTI result showed that he is an extrovert.

Table 4.1

*Emerging Themes among the Participants (continued)*

5. Sensor/Sensitive	
<b>AIM</b>	-
<b>ASH</b>	ASH is somewhat sensitive towards people's comments and critics about her, however, she will use those comments and critics to improve herself.
<b>JAN</b>	JAN is a full blown of sensor who is very sensitive towards comments and critics since she was verbally abused by mother and always degraded by her classmates. JAN is easily hurt with people's words and actions in which she would take it personally and began to feel timid and doubt herself.
<b>SOF</b>	-
<b>VIC</b>	VIC is a sensor who is sensitive towards people's comments and critics towards him since he was always put down by his father and paternal relations. VIC began to doubt himself which led him to feel easily worried and anxious. VIC is now slowly outgrowing his anxiety.
6. Focuser/ Serious	
<b>AIM</b>	-
<b>ASH</b>	ASH is only serious when it comes to assignments and tasks since she seeks perfection and has the passion to become the best among the rest. Hence, during that period, ASH becomes a serious person.
<b>JAN</b>	-
<b>SOF</b>	Even though being focused and serious are not SOF's major personalities, SOF is indeed someone who is focused and serious towards reaching her goals since she wants to prove and shut the mouth of the people who have
<b>VIC</b>	VIC admits that he is indeed a serious person since he would prefer the works to be done perfectly fine as he can be easily panic and anxious. Hence, he does see himself as someone who is serious in achieving his goals.
7. Anxious / Conscientiousness	
<b>AIM</b>	-
<b>ASH</b>	-



<b>JAN</b>	JAN easily gets anxious and worry whenever she is required to do something- example, assignment, since she wants to do well and 'please' others so that she will be accepted and not hurt.
<b>SOF</b>	-
<b>VIC</b>	VIC is high in conscientious-ness which makes him to become very anxious and worried whenever it comes to studies. Since he is always being compared, VIC strives to do well which causes him stress. However, VIC is now slowly outgrowing his anxiety.
8. Timidity / Panic	
<b>AIM</b>	-
<b>ASH</b>	-
<b>JAN</b>	JAN easily gets panic and is indeed a timid girl since she is very afraid to do things that she likes or pursue her interest as she is afraid that she will be discouraged and mocked in which it leads to lots of self- doubt and low sense of self.
<b>SOF</b>	-
<b>VIC</b>	There are times VIC gets panic due to his high anxiety on wanting to do well in his studies, however, he is finally aware that he needs to ease down and let go since being panic and anxious does not help him feel better.
9. Seeker / Outgoing / Adventurous / Rebellious / Leisurely	
<b>AIM</b>	AIM is a person with all the mentioned personality traits. He enjoys extreme sports, being in-tuned with nature, loves fun, thrill and excitement. AIM prefers and enjoys breaking the rules as he feels he needs freedom. AIM enjoys trying new things and dislikes routine.
<b>ASH</b>	ASH has all the mentioned personality traits. She enjoys hanging out with friends, very bubbly and outgoing. She prefers to be with and meet new people. ASH enjoys breaking the rules. She seeks fun and excitement. ASH prefers to try new things, dislikes routine and she is easily bored.
<b>JAN</b>	-
<b>SOF</b>	SOF admits that she is leisurely person (dislikes stress) who also has the personality of a seeker and adventurous since she likes meeting new people, apart from involving in fun and exciting tasks. However, based from her sharing, she hardly shows the characteristics of these personalities since she is very focused and serious in achieving her dreams and goals in life.
<b>VIC</b>	-

Table 4.1

*Emerging Themes among the Participants (continued)*

10. Family oriented	
<b>AIM</b>	AIM can be described as family oriented since he admitted that in future he would want to spend more time with his future family and children as he does not want his children to grow up like him (abandoned and left with baby sitter). AIM desires to have quality time with his family.
<b>ASH</b>	ASH is indeed family oriented since she loves her family very much as she is very attached with them. In future, ASH desires to live in extended family (her parents together with her in laws) as she would prefer to live in a merry environment rather than being individual. ASH claimed that she is traditional by heart even though she may appear modern.
<b>JAN</b>	JAN is a family oriented girl in which she feels secure and safe being with her family. JAN loves her parents and her two younger sisters very much. Even though JAN planned not to get married in future, she chose to dedicate her life for her sisters to achieve their dreams and, she wanted her parents to live happily and peacefully without being troubled with her and their health issues.
<b>SOF</b>	SOF is considered a family oriented girl since she wanted to settle the debts of her family by working hard in her consultancy job. She cares for her mother very much and in fact, since the grandparents gave her the house as possession, she decided to demolish and rebuild the house especially for her mother. However, SOF does not have a strong bonding between her father and brother.
<b>VIC</b>	VIC can also be described as family oriented since he cares for his grandmother very much. Despite of the ill treatment from his parents, VIC does concern about them and decided to help them whenever his parents need help. VIC admitted that he does love and care for his mother but not so much towards his father. He is also willing to sacrifice for his brother and in fact wanted to be like his maternal uncle who helps the nieces and nephews in education.

#### 4.4 Comparison of Emerging Themes among Participants in terms of Parenting Styles and Personality Traits

The comparison of the emerging themes among the participants in terms of parenting styles and personality traits is summarized in the table below.

Table 4.2

*Comparison of Emerging Themes among Participants in terms of Parenting Styles and Personality Traits*

Parenting Styles	Comparison of Emerging Themes among the Participants (Personality Traits)
Authoritarian-Dictating	<p>Both AIM's parents and ASH's father implemented authoritarian- dictating parenting styles. This made both AIM and ASH to grow up as children who seeks freedom since they feel being controlled and their freedom are being curbed. Hence, AIM and ASH was somewhat rebellious as they wanted to live according to their way. Apart from that, both AIM and ASH seeks thrill, excitement and adventure since both are outgoing young adults who wants to have fun in their life. Perhaps their own individuality in terms of seeking freedom made them to be in the Identity Achievement status as they could break the shell to explore their wants and needs apart from acknowledging who they are.</p> <p>JAN's mother and VIC's parents implemented authoritarian- dictating parenting styles as well. However, the personalities traits among JAN and VIC differ from AIM and ASH. This is because, both JAN and VIC grew up as someone with lower self- esteem as they appeared timid, easily panic and anxious apart from being very doubtful towards themselves. This is because, both JAN and VIC have always been degraded, put down and discouraged as well as compared since childhood. All these made them to be in low sense of self. Moreover, they also have tendency to become people pleaser as they want to please others to be accepted and not to be hurt by others. This also made them to become someone who is unable to say 'No' and not assertive since they are not able to stand up for themselves. Both JAN and VIC are also sensitive young adults who takes seriously and personally on what commented and criticized on them. Moreover, both JAN and VIC have tendency to be indecisive since most decision are done and made by the parents which makes them to be in either foreclosure and diffused identity status. Hence, all these makes them to grow up as someone who is doubtful with low self- esteem that disabled them to function as healthier and function able young adults.</p> <p>Even though SOF's father is an authoritarian man, he did not impact or influence much on her personality, since SOF was not close to her father since he is hot tempered. Hence, SOF was closer to her mother throughout her childhood up to today.</p>

<p>Permissive-Doormat</p>	<p>ASH's mother is a permissive mother who also acts like 'doormat' (Baranovich, 2013, 2017) in which she was there with ASH through her ups and downs and provided all her needs and wants. Since ASH's mother pampered ASH from childhood up to today, ASH somewhat grew up as childish child in which she wants to be sure that she gets whatever she wants. This made ASH to become adamant and somewhat manipulative in making sure she wins her mother to get things done in her way. This type of parenting style has enabled ASH to enjoy her freedom, the thrill and excitement in her life since ASH seeks fun. As much as ASH grew up as outgoing and bubbly young adult, on the other hand, she has difficulties to accept rejection or 'No' from others since her needs and wants were not rejected since she was young. Perhaps this might be the reason for ASH to has the characteristic of wanting to be in control, dislike sharing and envious about others.</p>
<p>Permissive-Ghost</p>	<p>VIC's both parents implemented permissive- ghost parenting style. Due to this parenting style, VIC grew up as an independent child who works things on his own without the help and guidance from his parents. Even though, he was independent, VIC did grow up as someone with low self- esteem and doubtful towards himself since he feels left out and no proper guidance for him. This might be the reason he was in the diffused state in the beginning of his identity status. Moreover, since he was ignored by his parents, VIC also grew up being ignorant towards his parents and care less about their relationship be it fight and the decision to divorce. To add on, due to this type of parenting style, VIC who loses trust in his parents (because he was ignored since he childhood), also has difficulties to trust others.</p>
<p>Dictating Ghost</p>	<p>Overall, VIC's parents were the dictating ghost parents in which they 'controlled' VIC even though they were not all the time 'visible' to VIC. Since both VIC's mother and father had different values and perceptions, hence, VIC grew up as a child who was indecisive and doubtful with the instruction and options given to him. Since he has both parties to please, he also grew up as people pleaser who has difficulties to say 'No' apart from someone who can be easily anxious and panic since he needs to be the best to prove to the rest (paternal relations). All this led VIC to have low sense of self which also resulted him to choose solitude and being alone since VIC was more comfortable being with himself rather than group of people.</p>
<p>Authoritative-Bonded</p>	<p>SOF's mother was the only authoritative parent since SOF's childhood up to today compared to the other participants. Since SOF spent most of her days with her mother, she grew up as a confident child despite of all the challenges that she experienced since her childhood. The challenges that took place made SOF her positive and strong person (like her mother) since she chose to inherit her mother's positive attributes. This could be the reason for SOF to be in the identity achievement status since SOF knew what she wanted to do in her life and the ways to achieve it.</p>

#### **4.4 Summary**

In this chapter, the researcher has analysed and explained thoroughly on all the five participants' data (stories) in relation with parenting styles and the participants' (emerging adults) personality traits through the implementation of expressive arts which is attached in the Appendices as Appendix L.

The participants data began with the background information followed by four hands-on activities on expressive artworks, and psychological inventories on parenting styles, the level of self- esteem, identity status, and personality traits to complement the findings from expressive arts tools. All these data were analysed narratively- in which the researcher narrated all the sessions individually for all the participants, besides analysing the data between the participants, as well as discussed, the emerging themes and finally made comparison based on the emerging themes in relation with the parenting styles and the participants' overall personality traits.

The summary of the research sessions for each participant were summarized and are attached in the Appendices as Appendix R.

## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### 5.1 Introduction

This chapter discusses in depth about the research findings that were analysed in Chapter 4. The research findings will be discussed based on the objectives and research questions that were stated in Chapter 1. Besides that, the research findings will be discussed in comparison with the literature reviews that were stated in Chapter 2. Lastly, in this chapter, the researcher has also discussed the implications of the research study, together with recommendations, suggestions for future research and the overall conclusion for this research study.

#### 5.2 Discussion

The discussion below is based upon the research objectives of this research study.

##### **5.2.1 Research Question 1: What are the parenting styles practiced by the parents of Malaysian private college emerging adults?**

From the findings and data analysis that was done in Chapter 4, it can be understood from this research that the participants' parents practiced different parenting styles in which each parenting style does influence and impact the personality traits of the emerging adults in various ways.

Based from the findings, the researcher discovered that all the parenting styles that were discussed in Chapter 2 were found out to be the styles implemented by the parents of the participants' in this research study. For example,

AIM's both parents implemented the authoritarian- dictating parenting style when he was a child, before being authoritative parents (as claimed by AIM), ASH's father was and still is an authoritarian- dictating father, while her mother is a permissive- doormat mother, JAN's father who was a permissive- ghost parent when JAN was a child, now became an authoritative father, while JAN's mother was and still is an authoritarian parent. SOF's father was and still is an authoritarian- dictating parent, while her mother is an authoritative- bonded parent. Lastly, VIC has parents who were both the authoritarian and permissive figure which is also known as dictating parents (Baranovich, 2013, 2017). All these parenting styles do have its influences on the personality traits of these emerging adults which will be discussed further in this chapter.

The researcher thinks that this research study is indeed unique since in her research study, all the participants have parents who implemented different types of parenting styles. Hence, the researcher has discussed more about the influences of parenting styles of each of this emerging adults (participants) in the following research question.

**5.2.2 Research Question 2: What are the influences of parenting styles on the personality traits including the level of self- esteem and identity status among Malaysian private college emerging adults?**

All the emerging adults (the participants) have at least one parents who implemented and still implementing the authoritarian- dictating parenting style. Two pairs of emerging adults portrayed similar personality traits as consequences of this parenting style while one emerging adult was not really influenced by the authoritarian- dictating parenting style.

The first pair of the emerging adults – AIM and ASH portrayed the similar personality traits since AIM's both parents (when he was in his childhood) and ASH's father implemented the authoritarian- dictating parenting style. Since both AIM and ASH were controlled for their behaviour, they grew up as rebellious children who wanted to break the rules and live the way they want to live. Apart from that, AIM and ASH seeks thrill, excitement and adventure since both are outgoing emerging adults who wants to have fun in their life. Perhaps their own individuality in terms of seeking freedom made them to be in the Identity Achievement status as they could break the shell to explore their wants and needs apart from acknowledging who they are. Both AIM and ASH personality traits do have significant relationship with the authoritarian- dictating parenting style in which some of the influences of authoritarian- dictating parenting style towards the child is promoting the rebellious behaviour in terms of breaking the rules and seeking freedom since they do not want to be controlled and to be told on what and what not to do. On the other hand, the other pair of emerging adults – JAN and VIC portrayed similar personality traits within them and different personality traits than AIM and ASH. VIC's both parents and JAN's mother implemented the authoritarian- dictating parenting style. This parenting style influenced and impacted JAN and VIC in a negative way in which both JAN and VIC grew up as someone with lower self-esteem as they appeared timid, easily panic and anxious apart from being very doubtful (Baranovich, 2013, 2017) towards themselves since they have always been degraded, put down and discouraged as well as compared since childhood. Moreover, they also have tendency to become people pleaser (Baranovich, 2013, 2017) as they want to please others to be accepted and not to be hurt by others. This also made them to become someone who is unable to say 'No' and not assertive



since they are not able to stand up for themselves. Both JAN and VIC are also sensitive emerging adults who take seriously and personally on what is commented and criticized on them which also makes them to be indecisive since most decisions are done and made by the parents (Baranovich, 2013, 2017) which makes them to be in either foreclosure or in diffused identity status.

One of the emerging adults- ASH has a mother who was and who is still implementing the permissive which is also known as doormat parenting style (Baranovich, 2013, 2017). This doormat parent does influence and impact the emerging adult's life in a negative way since ASH 'uses' or manipulates (Baranovich, 2013, 2017) the mother to get what she wants since she is unable to get her way out with her father. Besides that, this type of parenting style has enabled ASH to enjoy her freedom, the thrill and excitement in her life since ASH seeks fun. At worst, an emerging adult with a permissive- doormat parent will face difficulties to accept rejection or 'No' from others since the needs and wants are always met without any rejection (Baranovich, 2013, 2017). This behaviour then will lead the emerging adult to have the characteristic of wanting to be in control, dislike sharing and envious about others (Baranovich, 2013, 2017). The researcher thinks that the combination of authoritarian/dictating with permissive/doormat parenting style is not healthy since the emerging adult who can be rebellious (since being controlled) can manipulate and get the way out from the doormat parent who always fulfils the needs of the child. On the other hand, having both or at least one parent (who dominates) who are authoritarian/dictating will also influence the emerging adults negatively because, either the emerging adult will grow as a rebellious child who wants to be in control, or as a timid, doubtful, overly sensitive and indecisive which will ruin the emerging

adult's life since their life is being controlled and decided by their parents without giving them any options or choices (freedom to make own decision).

One of the emerging adults- VIC has parents who are permissive/ghost parents in which they were very occupied with their works which made VIC to grow up on his own (thanks to his grandparents who were with him since he was young up to now). Since permissive/ghost parents are either busy working or choose to be ignorant towards their children as they might be indulged in substance abuse, this type of parenting does bring harm and bad influences upon the children as they grow up to become an emerging adult. Since this emerging adult grow without any help or guidance from parents, he or she has the tendency to have low self- esteem since this emerging adult has self- doubt (Baranovich, 2013, 2017) due to no proper guidance and help. At worst, this emerging adult might just follow the footsteps of the parents- either chose to be ignorant towards parents or involved in unhealthy behaviour such as substance abuse (Baranovich, 2013, 2017). Since there is no one to turn to for proper guidance, emerging adults with permissive/ghost parents will either grow up not being able to bond or build trust with others (Baranovich, 2013, 2017), or may easily trust others which may lead to more heart-break. Hence, in my opinion, having parents who are both permissive/ghost will only bring more harm towards the personality of the emerging adults since the emerging adult will either be ignorant or involved in substance abuse and unhealthy behaviour like the parents, unable to build trust on others or easily trust others which will lead to more damage, and all these will only result to more self- doubt since this emerging adult has no proper guidance in life.

Both parents of VIC practiced and still practicing the combination of authoritarian/dictating and permissive/ghost parenting style which can also be said as dictating-ghost (Baranovich, 2013, 2017). This is the combination where the parents who are always 'invisible' in the emerging adult's life, will dictate the child from afar via any gadgets or technologies. Since it is the combination of two types of parenting styles, hence, the consequences and the influences on the personality traits of the emerging adult also doubles. This emerging adult will grow become someone who is doubtful and unable to trust due to the invisibility of the parents, as well as, as an indecisive person since there is no choice for the emerging adults to choose because the life script of the emerging adult has already been written by the parents. This emerging adult may grow up as someone with low communication skills (Baranovich, 2013, 2017) and perhaps a people pleaser who is not assertive or able to stand up for him or herself. Simply put the life of emerging adults with dictating-ghost parents are like toy which in which the remote control belongs to the parents despite of the parents being invisible.

Lastly, there is only one parent of the emerging adult who was and who is still implementing the authoritative/bonded parenting style- that is SOF's mother. This authoritative- bonded mother has given the emerging adult the freedom within limits (Baranovich, 2013, 2017) in which the emerging adult is given the options to decide for herself on what is her best interest. Apart from there, authoritative- bonded parents also promote the child to have healthier and higher confidence compared to the other parenting styles. In this case study, even though SOF experienced challenges and down periods in her life, having a mother who has been with her through her ups and downs, apart from being always encouraging and supportive, SOF was able to walk through those hardships and be able to stand up for herself. In

fact, this made and will make any emerging adults to become more positive, bold and confidence in their life as they are able to face the life challenges boldly since they know that they have parents who are there for them all the time.

Hence, would this the researcher concluded that the authoritarian/dictating, the permissive- ghost and doormat, and the dictating – ghost parenting styles do more harm and lead to negative influences on the emerging adults' personality traits. This is because, these type of parenting styles make the emerging adults either rebellious by breaking the rules and wanting to be in control since they seek freedom, or make the child more timid, indecisive, overly sensitive, doubtful, lose trust on others, ignorant, poor communication skills, envious, people pleaser, unable to accept rejection, unable to say 'No', manipulative, and involved in unhealthy behaviour such as bully and substance abuse. All these personality traits will only damage the emerging adults' life if there is no proper guidance and help. This might lead to personality disorders due to no or poor attachment (Baranovich, 2013, 2017) with the caregivers who are usually the parents, or to any mental disorders. Therefore, at least with one parent who practices the authoritative- bonded parenting style, the emerging adults would have positive and better personality traits since these emerging adults are given options and choices to decide – which makes them more decisive. In fact, this will help the emerging adults to have more confident as he or she able to decide for him or herself. Besides that, these emerging adults will have positive view about life, able to have good and healthy communication skills and has the maturity to weigh the rights and wrongs in life in which these emerging adults will be able to be assertive and able to speak up for themselves in times of conflict.

### **5.2.3 Research Question 3: What are the influences of parenting styles on Malaysian private college emerging adults' sense of self as a whole?**

Based from this research study, it can be understood that the authoritarian-dictating, permissive- doormat and ghost, and dictating- ghost parenting styles will diminish and ruin the self – esteem and the sense of self of the emerging adults since these emerging adults' life are either being decided or ignored by the parents. The emerging adults' life which are dictated and controlled by the parents would have no room for them to make their own choice, and on the other hand, the emerging adults who are ignored and left alone to be on their own may end up making wrong decisions, in which both these emerging adults will only have low sense of self. They feel doubtful on themselves and may choose not to trust themselves or become ignorant. This is what made AIM, JAN, and VIC to have lower self- esteem (below average) which shows that they have low sense of self. Upon completing the research study, AIM somewhat decided to pursue his proclivities and interests, even though he still appear as someone rebellious since he does not want to study, but only work (his parents want him to study), JAN on the other hand is still doubtful and thinking on whether she wants to pursue her interests in singing and designing as she was always discouraged. However, with the support of her sisters and Ms. A, the researcher hopes JAN will think the best for herself. VIC has shown positive improvement upon completing the research sessions since he is now aware about himself- his interest and passion, hence, he is doing his best to break the shell of being timid and panic to someone who is confident on pursuing what he likes.

On the other hand, despite of having a father who was and still is an authoritarian- dictating parent and mother who is permissive- doormat, ASH grew up as an emerging adult who has higher sense of self. This might be due to her

rebellious attitude of wanting to be in control and seeking freedom of doing what she likes which are approved by her mother (since she does most things behind her father's back). ASH is confident about her talents, interests and proclivities. This confidence can also be due to the appreciation, recognition and the acknowledgement that she receives from everyone in her life- mother, siblings, friends, teachers, lecturers etc (even though she hardly receives them from her father). This made ASH to feel proud of herself which indeed boost and enhance her sense of self. However, ASH does have little insecurities about her physical appearance since she is a plus size emerging adults. This insecurity emerges as she feels she is not able to attract the guy of her likings, however, overall, ASH's high sense of self in regards of her talents and abilities make ASH as more positive and vibrant individual.

Based from this research study, it can also be understood that if there is at least one parent who implements and practices the authoritative- bonded parenting style, the emerging adult will have positive and high sense of self. Again, as mentioned earlier, an emerging adult with authoritative-bonded parent will be able to decide for him or herself better when given the appropriate choices and the freedom within the limits. This is because, the emerging adult feels that he or she is entrusted with the ability to decide independently upon exploring the options, the pros and the cons with the guidance and support from the parent. Moreover, this emerging adult will be able to communicate well, express the thoughts and feelings appropriately since there is healthy platform for him or her. This might have been the reason for SOF to have average self- esteem and high sense of self since SOF has the support and guidance from her mother which helps her to pursue her proclivities and interest even though in the beginning SOF experienced hardship in her life. This high sense

of self helped SOF to be consistent and firm with her decisions and passions that she wants to pursue in her life.

### **5.3 Implications of the Research**

The major implication that the researcher understood and concluded from this research study is the influences of different types of parenting styles towards the personality traits and the overall life experiences of emerging adults. This is because as mentioned by Baranovich (2013, 2017) the early programming and conditioning of parents towards their child will shape who the child is as the child grows up. Importantly, the attachment that the child has with the primary caregiver (usually the parents) also determine the level of trusts and the bonding between the child and the parents. This will eventually become the blueprint and foundation in shaping a child's life.

As mentioned earlier, parents who promote unhealthy attachment will only implement the unhealthy types of parenting styles such as the authoritarian-dictating, permissive-ghost and doormat or as the dictating-ghost parenting styles. These parents may implement and practice these parenting styles since they might have been parented as such. However, little do they know that these type of parenting styles bring more damage than good to the child as the child grows up as emerging adults. Besides that, there are some parents who provided healthy attachment to the child in the first two years of the child's life, however, they failed to have the healthy detachment in which the parents failed to 'let go' off the child to become autonomous, to grow independently and to accept 'No' as an answer. Hence, a child who grows with this type of parents will also face consequences and negative impact as they child grows up as emerging adults.

From this research study, the researcher also understood the ‘power’ of using discouraging words, verbal abuse and being degraded during the early years in the child’s life do bring more damage and harm. This is because, the child will grow up as an emerging adult who gets immune and conditioned with those words and begins to believe that those words are true about them. As an example, JAN who was always being discouraged and verbally abused, began to believe that she is not good as what was claimed and is now struggling to believe in herself and to pursue her proclivities. This child grew up as an emerging adult that she is not good and not talented, but the truth is she is indeed a talented girl who needs to be encouraged and supported. This research study also reveals that one should not be a ‘Yes’ parents by providing all the needs and wants of the child without weighing the pros and cons. This is because a ‘Yes’ parents may unconsciously promote ‘manipulation’ and ‘lies’ in the life of the child since the child believes that all his or her needs are met despite of anything. So, the parents need to learn to say ‘No’ and not to become an ultimate doormat which will only ruin the child’s life as this child may grow up as an emerging adult who will have the disability to accept ‘No’.

Hence, it can be understood and concluded that the best and the most desired type of parenting style is the authoritative- bonded. This is because, bonded parents know how to set the limit for the freedom they give to their child which helps the child to become autonomous and independent. Apart from that, the authoritative- bonded parents will enable the child to decide based from the options given rather than merely deciding for the child. This type of parents allows their child to express the thoughts and feelings without being judged which also helps the child to become an emerging adult with proper communication skills. Lastly yet most importantly, the bonding that is formed between authoritative- bonded parents with the child will



promote trust as this child will grow up as an emerging adult who is able to bond and trust others in healthily.

With this, every parent and parents-to-be, need to have awareness that the way they parent their child will have major and massive influences and impact towards the child's emotional and mental state as the child grows up as an emerging adult. The researcher believes that there are no such thing as perfect parents, but every parent can always do their best to parent their child in healthy and appropriate manner, apart from reflecting their deeds and words to be sure that these parents promote healthy and positive growth in every child as they grow up as an emerging adult.

In the researcher's opinion, another implication that can be derived and concluded from this research study is that every emerging adult are conditioned and programmed, or they themselves may choose to condition and program themselves with the impacts and the influences that they encounter due to their parents' parenting style. This most probably take place among the emerging adults who had and still has parents who implemented the unhealthy parenting styles. Hence, these emerging adults condition and program themselves that they are not good enough, good for nothing, unable to decide on own, 'I will get whatever I want' etc. Simply put, these emerging adults might and may always look down upon themselves, or over highly about themselves. Neither of these traits are healthy for the emerging adults. Hence, it is important for these emerging adults to be educated on acceptance, letting go, forgiveness – especially towards themselves and parents, and finally to teach them to trust themselves which will build their self- esteem and confidence that will make them grow as emerging adults with healthy personality traits who can lead their life healthily.

#### **5.4 Recommendations**

There are few recommendations that the researcher would state in terms of this research study that would be helpful for parents and parents-to-be, emerging adults, education institutions, and the mental health professionals to help both the parents and emerging adults to gain better understanding about parenting styles, and the influences of the parenting styles towards the personality traits of the emerging adults. This exposure and understanding is important to make sure that the emerging adults will have better future and healthier relationship and bonding with their parents and other people.

The researcher's first recommendations are towards the parents and parents-to-be. It is very important for parents to firstly explore and understand the way they were parented by their parents. This is because, there are high chances for them to follow the footsteps of their parents' parenting styles towards their own children. If the parents and the parents-to-be realize that they grew up in an unhealthy and dysfunctional environment, they should opt and seek help and guidance from the mental health professional or someone wiser (by attending counselling sessions) for them to the parents and parents-to-be to heal their unresolved emotion and issues so that they do not displace and express on their children. Besides that, it is important for the parents to be educated on attachments, different types of parenting styles and the way it influences the children. Parents and parents-to-be can seek to get parenting education from mental health professionals or seek family counselling from any religious/spiritual agencies. From this, the parents will be more aware on making sure that they do not implement the unhealthy parenting styles that may diminish and ruin the future of the child especially as the child grows up becoming emerging adult. In fact, the parents-to-be need also to be educated on building healthy bonding with

the child while still in the womb as it will promote more trust and bonding between the child and the parents that will enhance a positive and healthy life on the child and the parents. Even as the parents parent their child, it is important for them to be sure that they spend quality time with their children by being involved physically, mentally and emotionally in the children's activity rather than just merely being visible or managing the child. Parents need to know that every child deserves to be loved, accepted and appreciate as who and what they are. Every child deserves to be verbally encouraged and validated for his or her ability because this will build autonomy and confidence in the child. Rather than just meeting the needs of the child, parents need to be aware of the child's well-being by being part of the child's life. Getting to know and understanding the child's interest, proclivities and behaviour will make the child to feel more connected with the parents which will lead the child to have positive and healthy personality. Hence, the researcher would state that it is very important for every parent and parents-to-be to firstly get themselves educated about attachment and parenting for them to have healthy attachment and implement healthy parenting style for them to raise a child to become a healthier and positive emerging adult.

Secondly, the researcher would make recommendations to the education institution. The researcher personally believes that it is important for every educator to pay attention to the needs of their students – especially the emerging adults (college goers). The educators need to understand that every student is unique individual on their own. By choosing to understand the background, the interest and the proclivities of the students, these educators will be able to help the emerging adults to make wiser and more positive decision in relation with their career interest and proclivities. Educators need to have some background knowledge in human

psychology for them to understand that their emerging adult students' personality traits differ from each other and are shaped not only by the environment, but also by the way they were parented. With this understanding, the educators will be more aware with the behaviour of the emerging adults, and this can help the educators to better cater the needs of the emerging adults without any partiality or prejudice. Besides understanding the phenomenology of the emerging adults, it is also important for the educators to instil the knowledge of affective domain in them as they educate the emerging students. The educators need to know that they are there not only to teach, but to learn together and understand the emerging adults. By implementing the aspect of affective domain- in which the educator validates and understands the emerging adults more than the physical and academic aspects, the emerging adults will become more positive and confident in their life. It is very important for every educator to sow the positive seed in the lives of their students for these students to grow up as healthy human beings in future be it physically, mentally, emotionally, intellectually and spiritually.

The next recommendation is to the counsellors and the mental health professionals. These individuals play vital and important role in educating and guiding people towards living healthy life. Counsellors and mental health professionals are required to provide education about parenting, family counselling and guidance for the emerging adults as they move on to the next phase of life. Firstly, is important for the counsellors and mental health professionals to educate the parents on attachment and parenting style since these parents need to know what they are doing and implementing in the life of their emerging adults. The counsellors and mental health professionals need to also educate both the parents and the emerging adults about the way parenting styles influencing the personality traits of

the emerging adults and the way these emerging adults can lead a healthy and positive life. It is important for the counsellors and the mental health professionals to become the reliable mediator for both the parents and the emerging adults to have healthier and positive bonding between them. Moreover, it is very important for the counsellors and the mental health professionals to explore and understand the phenomenology of the emerging adults as it will help them to help the emerging adults better. Lastly, it is also important for the counsellor and the mental health professionals to guide and educate the emerging adults the ways to pursue their interests and proclivities. This can be done by firstly allowing the emerging adults to explore within themselves on their interest, proclivities, talents and abilities for the counsellors and mental health professionals to work together to narrow down the options at the best interest of the emerging adults. Emerging adults need to be guided and educated about their interests and proclivities so that they will be able to choose the right courses to study and the right career to pursue. Moreover, emerging adults need also be appreciated, validated and encouraged (education that need to be known by the parents) to enhance and boost confidence and the sense of self of the emerging adults. Hence, it is important to know that counsellors and the mental health professionals play vital role in making sure that both parents and the emerging adults need to bond healthily so that the emerging adults will not only build trustable relationship with parents and others but will have positive mental and emotional development.

Lastly, the researcher would state few recommendations to the emerging adults that would help them to understand about themselves better. Firstly, the recommendation goes to the emerging adults who grew up in unhealthy and dysfunctional family environment. These emerging adults need to know that

whatever rivalry that happened between the parents are not at their fault. These emerging adults need to know that they do not deserve to be treated ill, degraded or discouraged, but need to know that they deserve to be loved and feel the sense of belonging. Hence, despite of growing up in unhealthy and dysfunctional family environment, with the help of counsellors and mental health professionals, these emerging adults need to slowly learn to accept and let go the 'mistakes' and 'damage' done by parents who implemented unhealthy parenting styles, the unhappy experiences that they encountered since their childhood, and slowly learn to let go by forgiving themselves and parents who 'allowed' these experiences to take place. The forgiveness and acceptance will heal the unresolved issues within the emerging adults. Hence, this will allow the emerging adults to move forward in their life by choosing to be contented and positive. Besides that, the researcher would also want to recommend and be sure that the counsellors and the mental health professionals educate the emerging adults to love themselves for who they are without being hard on themselves. This is because, some emerging adults who are always demeaned and discouraged by their parents, will soon grow up by being hard and pressurize themselves. Hence, it is important to educate these emerging adults that it is always OK to make mistakes and vulnerable for them to accept that they are normal human beings who only need to be themselves without the need to impress others. These emerging adults are also need be taught that they need not please others to be accepted, but it is always better for them to have true sense of self, besides educating them that it is always OK to say 'No' when they are not comfortable as well as to educate them that they need to learn to accept 'No' since not many things can happen as they desire. All these aspects are to be educated to these emerging adults so that they can become healthy and positive adults as they need to move forward to their

future apart from building relationships with others. Finally, all these emerging adults need to be educated and guided to explore their own interests, proclivities and abilities so that they can decide for themselves for the best interest of them. These emerging adults need to know that they must take responsible for their future which will enhance their level of confidence. Importantly, all these emerging adults should be encouraged to appreciate, acknowledge and validate themselves for every contribution, achievements and even the mistakes that they do. This is because, it will lead them to trust, to love, to recognize their strengths and their weaknesses so that they can live as healthy, positive and as individuals with higher sense of self.

### **5.5 Suggestions for Future Research**

There are several suggestions that the researcher would state for future research in terms of parenting styles and the personality traits to overcome the limitations in this research study.

Since this current study is a case study of five participants, perhaps in future research, the researcher would suggest to the future researchers to change this case study to a longitudinal study in which the future researchers could study about a child from the day the child is born up to the age of 30. It might lead to different findings since the future researchers will be observing and interacting with this individual for a long period of time. Hence, this research might be more valid as the future researchers are able to observe the parenting style of the parents together with the child's development from childhood to emerging adulthood from the aspect of self-esteem, personality traits etc.

For future researchers who prefer quantitative research method, may opt this study by correlating the relationship of parenting styles with the self-esteem, personality traits, career decision- making, academic achievement and the emerging adults' behaviour. This type of research may lead to more numerical statistics and might be more valid and reliable to readers as they might want to know and understand the influence of the parenting styles in the lives of emerging adults from the numerical aspect.

The researcher would like to also suggest the future researchers to have a balance number of participants in terms of gender and race. This is because in this research, the researcher only had two males and three females which consists of two Indians, two Malays and one Chinese. If there is balance of gender and race- such as three males and three females consist of equal number of race, comparison among the participants can be done thoroughly and it may produce more in-depth results.

This research study only consists of perceptions of the emerging adults in terms of parenting styles since they commented and gave feedback about their parents' parenting style based from the Parental Authority Questionnaire (PAQ). The researcher thinks if the future researchers could include the perceptions and the feedback from the parents about the way they parent their children, it may give different and unique findings for the research study. The researchers can get the information from both the emerging adults and the parents and discover the grey area from both the information and feedback.

The researcher personally thinks that some improvisation can be done in the variables of this research study. For example, since the research study focuses on three main races from Malaysia, perhaps the future researchers can include participants who belongs to the expatriates' family since there are many expatriates'



family staying in Malaysia. Besides that, the future researchers also can focus on parenting styles and its influences on the personality traits of the adopted child, adolescents or emerging adults. This could give another new perspective about the innate personality of an individual can vary and change based from the individuals' environment which includes the family- parents and siblings. Moreover, the future researchers also can include and compare the influences of parenting styles on the personality traits of the emerging adults who are from the urban and rural area- since there are vast of differences between the upbringing and social influences of individuals living in urban and rural area. The researchers also may want to compare the findings of this research study with Western and Eastern emerging adults since many studies claimed that Western parents implement authoritative parenting style while the Eastern parents are claimed to be implementing the authoritarian parenting style. Another suggestion for the future research in terms of 'manipulating' the current variable is by conducting this research study with the juveniles in which the researchers can explore the types of parenting styles that the parents of the juveniles' implemented, and the influences the parenting styles had on their personality and their misconduct behaviour. Perhaps, the results from this research study would be interesting since the future researchers will be dealing and working with troubled individuals which may lead to more in depth research findings of the importance of parenting styles in an individual's life.

Lastly, the researcher would suggest to future researchers who have passion and skills in expressive arts, to conduct more hands-on and expressive artwork activities with the emerging adults to explore the unconscious side of them that will be portrayed through hands-on activities. These hands-on activities comprise artworks, music and dance, drama etc. Hence, through these activities, the future

researchers will be able to understand the unconscious side of the participants and at the same time, these will help the participants to lead a more awareness in their life journey.

## **5.6 Summary**

Based from this research study, the researcher was able to discover and highlight the influences of the parenting styles towards the personality traits of the emerging adults. Besides that, the researcher was able to explore and discover within the participants in regards with their understanding on sense of self. Hence, it can be said that the researcher's research has answered all the research questions which proved that the objectives of the research study were met.

In this research study, it can be understood that there are five types of parenting styles in combination of Baumrind and Baranovich which are authoritarian-dictating, permissive- doormat, permissive- ghost, dictating ghost and the most desired parenting style, authoritative- bonded. These parenting styles influence and impact the life of a child in a different way – from the day the child is born until the child grows older. This research study focused on emerging adults in which the exploration was carried out to investigate on the way the parenting styles influences the personality traits of the Malaysian emerging adults who are also college goers. The authoritarian-dictating, the permissive- doormat or ghost and the dictating ghost parenting styles brings more damage and harm towards the lives of the emerging adults as these adults grow up as individuals with low sense of self, doubtful, rebellious, manipulative, timid, overly anxious, and overly sensitive, while the authoritative- bonded parenting style promotes freedom with limits, independence, autonomy, high sense of self, expressive, and confident emerging

adults. From this research study, one can also understand that the type of parenting styles will determine the level of sense of self in the life of the emerging adults. For example, when parents implement the unhealthy types of parenting styles, the child will grow up and become an emerging adults with low sense of self- which means the emerging adults does not live a true life about him or herself since the life is either dictated or being ignored, while on the other hand, a child who grew up with authoritative-bonded parents will grow up as an emerging adult with high sense of self since this emerging adult will be true to him or herself and express him or herself authentically. Hence, this research study has shown and proved that parenting styles do influence the personality traits of the emerging adults even though personality is something innate and within an individual, but it is highly nurtured and shaped by the environment especially the primary environment in one's life that is family- more specifically parents.

The researcher hopes that this research will be an eye opener to most parents and parents-to-be, for them to understand that their parenting style will influence and impact the personality traits of the child from the day the child is conceived until the child grows up. Hence, my suggestion to parents and parents-to-be is to equip themselves with knowledge of parenting and seek help and guidance from the counsellors, the mental health professionals or the wiser adults for them not to be the most perfect parents, but parents who are understanding and can bond with the child.

On the other hand, it is important for the emerging adults to understand that they are merely and mostly shaped by the way they were parented by their parents. Hence, it is important for the emerging adults to grow as healthy and happy human being by firstly choosing to accept the fact that they did grow up with parents who implemented the unhealthy parenting styles. This might have happened because their

parents may have been treated the same by their parents when they were young. Therefore, with acceptance and letting go the unresolved issues and hurts, these emerging adults may grow up in a better state.

With this, at the end of the research study, the researcher has made few suggestions that can be implemented and improvised by the future researchers in relation with the topic on parenting styles and the influences on the lives of the emerging adults. Therefore, the researcher would conclude by stating that the researcher hope that this research will be an eye opener to the readers in terms of understanding that the type of parenting style that is practiced by the parents will influence the personality traits of the child right from birth until the end. So, it is important for parents and parents-to-be, to build healthy attachment and healthy detachment with their children from the day the child is conceived until the child grows up because that is the foundation of building trust in oneself and towards others. With this healthy attachment, a healthy parenting style will be implemented which will shape the child to become an emerging adult with healthy and positive personality traits and high sense of self. There is no such thing as perfect parents or perfect child, but the imperfect parents can shape and mould an imperfect child to a healthy, positive, vibrant and importantly an emerging adult who has true sense of self.

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