

The Relationship Between Child-Parent Relationship
And Child Temperament
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CHILD-PARENT RELATIONSHIP AND CHILD TEMPERAMENT

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CHILD-PARENT RELATIONSHIP AND CHILD TEMPERAMENT

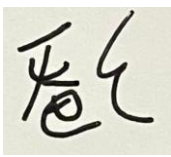
Declaration

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal

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CHILD-PARENT RELATIONSHIP AND CHILD TEMPERAMENT

Approval Form

This research paper attached hereto, entitled “The Relationship Between Child-Parent Relationship And Child Temperament.” prepared and submitted by Adeline Pang Zou Yun in partial fulfilment of the requirements for the Bachelor of Early Childhood Education (Hons) is hereby accepted.

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Date: 23rd September 2024

Abstract

It has long been noted that child-parent relationship has a significantly impact on the children's growth and development. However, in Malaysia, it is often strained by limited parental involvement due to social and economic factors, such as parents working multiple jobs. This can negatively impact the quality of the parent-child bond. Despite these challenges, the effects of the parent-child relationship on child temperament remain understudied. To bridge the knowledge gap, this study examines how closeness and conflict in the parent-child relationship relate to child temperament, focusing on surgency, negative affect, and effortful control. Using Bronfenbrenner's ecological systems theory and Bowlby's attachment theory, the research adopts a quantitative correlational approach. Data were collected from 87 parents (48 fathers and 39 mothers) of 4- to 6-year-old children in Kajang through an online questionnaire, utilizing convenience sampling. Pearson correlation analysis was conducted to investigate these relationships. Findings revealed that closeness in the parent-child relationship was positively correlated with all dimensions of child temperament: surgency ($r= 0.277$, $p<0.05$), negative affect ($r=0.454$, $p<0.05$), and effortful control ($r= 0.382$, $p<0.05$). Conflict, however, was positively correlated only with negative affect ($r=0.710$, $p<0.05$) showing no significant association with surgency ($r=0.183$, $p> 0.05$) or effortful control ($r=-0.16$, $p>0.05$). These results emphasize the importance of parental awareness of their child's temperament and its influence on behaviour. These finding emphasized importance of parents being aware of their children's temperament, and how it influences their behaviour. Also, this implied to the preschool principal and teachers to enhance strategies that support parental engagement and parenting skills. The study limitation included its reliance on quantitative methods and its limited representativeness due to the small sample size and convenience sampling. Future research should explore mixed methods, larger samples, and random sampling to better understand the link between the child-parent relationship and child temperament.

Keywords: Child-parent relationship, child temperament, surgency, negative affect, effortful control

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Chapter I

Introduction

Introduction

This study aims to investigate the relationship between child-parent's relationship and a child's temperament. The background of the study and problem statement will be presented in this chapter. Other than that, a well-define of research objective, research question, research hypothesis, the significance of the study and definition of terms, including conceptual definition and operational definitions, will be present in this chapter

Background of study

The investigation findings highlight that parents provide a favourable environment for personality development and bonding, playing a crucial role in a child's growth and significantly impacting their overall development (Brumariu, 2015). The child-parent relationship is instrumental in shaping various aspects of a child's life, from emotional regulation and social skills to cognitive development and behavioural patterns.

As Williams and Dance-Schissel (2022) has indicated that, the parent-child relationship is defined as the unique bond that forms between parents and their children, which nurtures the child's overall growth and development. This relationship forms the foundation for a child's sense of security and self-worth. When parents are warm, responsive, and consistent, children are more likely to develop secure attachments, which can lead to stronger social skills, better emotional regulation, and higher self-esteem (Yap et al., 2014). Conversely, when parents are cold, unresponsive, or inconsistent, children are more likely to develop insecure attachments, which can result in difficulties with relationships, emotional regulation, and self-esteem.

Moreover, securely attached children tend to be more confident in exploring their environment, forming friendships, and handling stress (Ceka & Murati, 2016). This suggests

that a strong child-parent relationship fosters better child development, as children feel secure enough to take risks and learn from their experiences.

Child temperament refers to innate and persistent characteristics of a person's personality that influence how they think, feel, and react to the world (Rothbart & Posner, 2015). According to MacNeill and Pérez-Edgar (2019), temperament can affect a child's behaviour and development, including social skills, academic achievement, and mental health outcomes, and is thought to interact with environmental factors to shape into the holistic development of a child. Researchers have emphasized the importance of understanding child temperament to help caregivers gain better insights into children's individual differences (Prokasky et al., 2017; Slagt et al., 2016; Shiner, 2015). This knowledge enables caregivers to choose approaches that are well-suited to each child's temperament. By understanding a child's temperament, caregivers can anticipate situations and challenges their children may encounter and respond more effectively (Shinner, 2015).

Several studies have examined the quality of parent-child relationship which is closeness and conflict has significantly affected the children's temperament. Study of Qinghua et al. (2022), parents of 405 private preschool children in Kuala Lumpur found a positive correlation between conflict in the child-parent relationship and both internalizing and externalizing behavioural issues in children. For example, children who experienced higher levels of conflict with their parents were more likely to display increased anxiety, withdrawal, and mood swings, as well as aggressive or disruptive behaviours (Low, 2017). This is because, conflict in the parent-child relationship often creates an environment of emotional instability and insecurity, which can challenge the child's ability to develop healthy emotional and social development (Tomasetti, 2021). The previous study indicates that conflict in the parent-child relationship can exacerbate issues for children with high negative affect and aggressive behaviour.

In addition, the study of Kochanska and Kim (2013) also mentioned that the quality of parent-child relationship is strongly associated with the children's temperament. For instance, the findings suggested the closer the child-parent relationship will lead the children with higher surgency and higher effortful control. When the parent-child bond is strong, children tend to exhibit better emotional regulation, greater adaptability, and increased curiosity as they explore their environment (Shao & Kang, 2022). Thus, the quality of the parent-child relationship significantly influences various aspects of a child's temperament.

Problem statement

The child-parent relationship is one of the most impactful and meaningful interactions in a person's life. These interactions promote connections and functioning, allowing children to learn, socialize, and experience life (Frosch, 2021).

In Malaysia, the parent-child relationship often suffers from a lack of parental involvement, influenced by various cultural, social, and economic factors (Rahmatullah, 2021). For instance, many parents work multiple jobs, leaving them with insufficient time to address their children's needs. Consequently, these children are at high risk of developing behavioural issues and experiencing difficulties with their temperament (Lanjekar, 2022). Moreover, a poor child-parent relationship can directly affect children's mental health, leading to issues such as anxiety, which in turn can negatively impact their temperament (Low, 2017). As stated by MacKinnon et al. (2022), there is 60% of children exposed to maternal depression during the first five years of life may develop psychological disorders at some point in their lives. This exposure can lead to significant challenges in emotional regulation and social interactions, further complicating their behavioural and temperamental development. These issues are intricately linked to the quality of the child-parent relationship. Therefore, addressing these issues is crucial for fostering healthy child development and improving child-parent interactions in Malaysia.

While several studies have explored parenting techniques and child temperament in Malaysia, the majority have focused on variables other than the child-parent relationship. Research often emphasizes parent stress and general parenting practices with child temperament or child-parent relationship, overlooking the direct link between the child-parent relationship and a child's temperament (McQuillan & Bates, 2017; Szymańska & Aranowska, 2021; Fang et al., 2022; Slag et al., 2016; Danzig, 2015; Laukkanen, 2014). There are only a few studies that have directly examined the association between child temperament and the quality of parent-child interactions. However, it has been established that the quality of the child-parent relationship significantly influences a child's temperament and overall development. This underscores the need for more targeted research within the Malaysian context. Research indicates that the child-parent relationship plays a crucial role in shaping a child's emotional regulation, adaptability, and social skills (Brumariu, 2015). In addition, there is also abundant research that has proven that the child-parent relationship will bring significant impact on the child's temperament and their holistic development. Understanding how parental interactions, emotional support, and consistency impact these aspects is essential. This knowledge can provide insights into specific parenting behaviours that contribute to shaping a child's temperament. The research on the influence of temperament traits and the parent-child relationship are relatively limited in Malaysia compared to other variables. Therefore, there is a research gap as a lack of studies on the association between the child-parent relationship and child temperament has been conducted in Malaysia.

Research Objective

To investigate the relationship between parent-child relationship and child temperament.

- I. To investigate the relationship between Conflicts and Surgency.
- II. To investigate the relationship between Closeness and Surgency.

- III. To investigate the relationship between Conflicts and Negative Affect.
- IV. To investigate the relationship between Closeness and Negative affect.
- V. To investigate the relationship between Conflicts and Effortful Control.
- VI. To investigate the relationship between Closeness and Effortful Control.

Research Question

Is there any significant relationships between parent-child relationship and child temperament?

- I. Is there a significant relationship between Conflicts and Surgency?
- II. Is there a significant relationship between Closeness and Surgency?
- III. Is there a significant relationship between Conflicts and Negative Affect?
- IV. Is there a significant relationship between Closeness and Negative affect?
- V. Is there a significant relationship between Conflicts and Effortful Control?
- VI. Is there a significant relationship between Closeness and Effortful Control?

Research Hypothesis

There is any significant relationships between parent-child relationship and child temperament.

- Ha1 There is a significant relationship between Conflicts and Surgency.
- Ha2 There is a significant relationship between Closeness and Surgency.
- Ha3 There is a significant relationship between Conflicts and Negative Affect.
- Ha4 There is a significant relationship between Closeness and Negative affect.
- Ha5 There is a significant relationship between Conflicts and Effortful Control.
- Ha6 There is a significant relationship between Closeness and Effortful Control.

Significance of study

In this study, it investigates the relationship between parent-child relationship and child temperament in Kajang. This study may provide the most recent information in local regarding the relationship between parent-child relationships and child temperament.

This study is significant for parents, as it highlights the foundational role of the parent-child relationship in shaping children's personalities and responses to the world (Popov & Ilesanmi, 2015). By participating, parents can better understand how both closeness and conflict in their relationships with their children relate to temperament, emphasizing the importance of nurturing these bonds. In the Malaysian context, where cultural norms prioritize "Sarana Ibu Bapa," parents are critical caregivers, directly influencing their children's daily experiences and overall well-being. Research indicates that healthy parent-child relationships enhance self-worth and promote mental health (Hein et al., 2018). Supportive family connections are essential for emotional development and align with "Sarana Ibu Bapa," which encourages effective parenting practices. A strong parent-child relationship fosters vital social-emotional skills necessary for children's overall growth.

Additionally, this study provides valuable insights for preschool principals and teachers regarding the relationship between children's parent-child interactions and their temperaments. The findings reveal a strong correlation between children's temperament and conflicts in child-parent relationships, highlighting the need for parents and early childhood educators to recognize the significant impact of both closeness and conflict on children's development. Internalizing problems, such as anxiety, and externalizing problems, characterized by aggressive behaviour, are often linked to these dynamics (Adnan & Ismail, 2021). These issues can lead to long-term consequences, including emotional disorders, poor academic performance, and feelings of rejection from parents. Therefore, preschool principal and educator have an essential role to raise awareness to the parents of the importance of the quality

of parent-child relationship (Povey et al., 2016). For example, they can organize workshops that focus on effective communication and conflict resolution strategies, emphasizing the importance of fostering a supportive home environment.

Last but not least, this study makes a valuable contribution to the field of Early Childhood Education, particularly regarding the relationship between child-parent dynamics and child temperament. It enhances our understanding of how these relationships affect holistic development in Malaysia. As outlined in the problem statement, substantial research indicates that the child-parent relationship significantly influences a child's temperament and overall development. Most existing studies focus on aspects such as parental stress and general parenting practices in relation to child temperament (McQuillan & Bates, 2017; Szymańska & Aranowska, 2021; Fang et al., 2022; Slag et al., 2016; Danzig, 2015; Laukkanen, 2014). This study will provide future researchers with a more comprehensive understanding of the nuances in the relationship between parent-child interactions and child temperament.

Definition of terms

Conceptual definition

Child-Parent Relationship: The child-parent relationship is defined as the emotional bond established between a child and the caregiver responsible for their daily care and affection (Meiju et al., 2014). This relationship can be assessed through dimensions such as conflict and closeness, which reflect the quality of interactions and emotional connections between the parent and child (Driscoll et al., 2016).

Child Temperament: Child temperament defines as an individual's personality their ability to adapt to their environment, and how they response to their environment (Rothbart, 2019). According to Putnam & Rothbart (2015), child temperament can classified into surgency, negative affect and effortful control.

Operational Definitions

Child-parent relationship: A strong emotional attachment and connection between a child and their parents are accompanied by trust, communication, mutual respect, and support (Yu & Chang, 2018). In this study, the parent-child relationship will be divided into closeness and conflict. Conflict is an inconsistent interaction between parent and child displayed through unpleasant feelings and behaviours (Weaver et al., 2015). The researcher will use the scale of Child-Parent Relationship Scale (CPRS) to investigate it

Closeness: Closeness in a parent-child relationship describes the emotional connection that exists between them, defined by love, care, and a sense of security (Yu & Chang, 2018). This bond involves open communication, trust, and understanding, creating an environment where the child feels safe and supported (Dyer et al., 2017). Such closeness promotes positive interactions, boosts emotional well-being, and supports healthy development, allowing children to cultivate essential social and emotional skills.

Conflict: Parent-child conflict refers to the parent's perception that there are negative elements affecting their relationship with a specific child (Weaver et al., 2015). This could involve feelings of frustration, disagreement, or tension, indicating that communication or understanding between them is not flowing smoothly (Driscoll et al., 2016).

Child Temperament: Child temperament is a consistent characteristic that helps predict how children respond to and manage their environment, from early infancy through adulthood (Putnam & Rothbart, 2015). As stated by Rothbart (2019), they classify temperament into three types of reactions: surgency, negative affect, and effortful control. In this study, the researcher will use the Very Short Form of the Children's Behaviour Questionnaire to assess these aspects of children's temperament.

Surgency (SU): Surgency is characterized by high energy, positive emotions, and a strong inclination to interact with the world, displaying behaviours like enthusiasm and sociability (Bassett et al., 2017). In this study, surgency includes traits such as high activity levels, intense enjoyment, impulsivity, and occasionally shyness in children. Generally, children with high surgency are energetic and eager to explore their environment, often expressing positive emotions and enthusiasm.

Negative Affect (NA): Negative affect refers to the experience of negative emotions, including sadness, depression, anxiety, and irritability (Hein et al., 2018). In this study, it encompasses traits and behaviours such as anger, fear, and sadness in children. Those with high levels of negative affect may struggle more with regulating their negative emotions, which can sometimes lead to aggressive behaviour.

Effortful control (EC): Effortful control refers to regulating one's emotions, attention, and behaviour deliberately and intentionally (Wass, 2021). In this study, effortful control refers to children's characteristics and behaviour, such as high level of attention focusing, inhibitory control, low-intensity pleasure and perceptual sensitivity. And also, they are more emphatic to fit on other shoes and low risk to have external behaviour problem such as aggressive behaviour (Berdan et al., 2008).

Chapter II

Literature Review

Introduction

The chapter will summarize the literature of child-parent relationship and child temperament. The theoretical framework and conceptual framework also will be discussed in this chapter.

Subtopic

Child-parent Relationship:

Previous research has established that the parent-child relationship is a unique bond experienced throughout an individual's life (Frosch, 2021). This relationship can be categorized into conflict and closeness. According to Weaver et al. (2015), conflict between parents and children is associated with various childhood issues, including oppositional defiant disorder, attention deficit, and behavioural problems. In contrast, a close parent-child relationship is characterized by mutual impact and affection, promoting trust, intimacy, and interdependence (Yap et al., 2014). Positive parent-child relationships can help prevent negative life outcomes, such as depressive symptoms, whereas negative parenting behaviour can lead to behavioural problems (Weaver et al., 2015).

The child-parent relationship is foundational to a child's development. It provides the context within which children learn to regulate their emotions, develop social skills, and form cognitive abilities. Williams and Dance-Schissel (2022) describe the parent-child relationship as a unique bond that fosters a child's growth and development. When parents are warm, responsive, and consistent, children are more likely to develop secure attachments, which are crucial for their social and emotional well-being (Yap, 2015). Secure attachments enable children to explore their environment confidently, form friendships, and manage stress effectively (Ceka & Murati, 2016).

In Malaysia, cultural, social, and economic factors often influence the quality of the child-parent relationship. Many parents work multiple jobs, leaving them with insufficient time to engage with their children, which can negatively impact the child's behaviour and temperament (Rahmatullah, 2021). According to Meiju et al. (2014), the parent-child relationship is built by an emotional bond between the child and the individual who provides the child with daily care and love.

Child Temperament

Child temperament refers to innate and persistent characteristics that influence how children think, feel, and react to the world (Rothbart, 2019). Temperament affects a child's behaviour and development, including social skills, academic achievement, and mental health outcomes (MacNeill & Pérez-Edgar, 2019). Researchers describe young children's temperament through various traits such as activity level, adaptability, mood, intensity of reactions, and sensitivity to the environment (Prokasky et al., 2017; Slagt et al., 2016; Shiner, 2015). These traits categorize children into three general temperament types: easy-going, active, and slow to warm up (MacNeill & Pérez-Edgar, 2019). Easy-going children are adaptable and positive, active children are energetic and intense, and slow-to-warm-up children are reserved and need time to adjust to new situations (Shiner, 2015).

Rothbart (2019) describe temperament as individual differences in emotional responses and regulation. Children with challenging temperaments often exhibit negative emotions, withdrawal, poor adaptability, strong intensity, and irregularity (Kochanska & Kim, 2013). Research on difficult temperament shows it remains stable from infancy to adolescence. Rothbart's Child Behaviour Questionnaire identifies temperament in three dimensions: surgency, negative affect, and effortful control. Surgency is characterized by high activity and

exploration, negative affect involves difficulty in regulating emotional arousal, and effortful control is linked to energy conservation and the need for competence (Rothbart & Posner, 2015).

Association of Child-Parent Relationship and Children's Surgency

Based on the previous research, the quality of the parent-child relationship can influence behavioural patterns (Brumariu, 2015). Among the various temperament traits, surgency, characterized by high activity levels, impulsivity, positive emotionality, along with low levels of shyness has been widely studied due to its significant impact on parent-child interactions and overall child development (Bassett et al., 2017). For example, a child easily interacts with their peers or caregivers, enjoys energetic activities, and have high adaptability to adapt to new environments.

There are several studies have shown the relationship between the parent and child is correlated with the child's surgency level. In Lindsey & Colwell (2015) research, found that responsive parenting which characterized by sensitivity to the child's needs and appropriate emotional support which can significantly impact children with high surgency. High-surgency children, who are prone to excitability and impulsive behaviour, often require more adaptive parenting to promote positive developmental outcomes. The study revealed that children who experienced responsive parenting demonstrated fewer behavioural issues and better self-regulation, with results indicating a statistically significant positive relationship ($p < 0.01$).

To illustrate that, children with high levels of surgency, who are typically more active, impulsive, and sociable, benefited from high quality of child-parent relationship that helped them manage their emotions and behaviours more effectively (Bassett et al., 2017). Thus, these children who has healthy and good relationship with their parents will display fewer impulsive and disruptive behaviour's when provided with supportive environments that promoted emotional control.

Besides, in a related study, Eisenberget al. (2016) explored how supportive parenting could foster emotional regulation in children with surgency. Their research showed a moderate positive correlation ($r = 0.38$) between supportive parenting and emotional regulation in children with high surgency. The findings, with a p-value of <0.05 , suggested that supportive parenting strategies, including warmth, guidance, and responsiveness, were crucial in reducing impulsive behaviours and improving emotional control. The study emphasized that supportive parenting could buffer the challenges associated with surgency, leading to fewer behavioural problems in children.

Moreover, the study of Kiff et al. (2011) revealed that there is a significant relationship between child-parent relationship and child's temperament. The study examining the interaction between child-parent conflict and children's ability to regulate their emotions, particularly focusing on children with high surgency. The findings of this research provide evidence that conflict-heavy parent-child relationships have a more detrimental impact on children with high surgency compared to those with lower levels of this temperamental trait. Specifically, high-surgency children were more vulnerable to emotional dysregulation in the face of frequent conflict. The study reported a statistically significant interaction between parent-child conflict and surgency, with a correlation coefficient of $r = 0.40$ and $p < 0.01$, indicating a moderate yet meaningful association between the two variables. These findings suggest that the emotional reactivity typical of high-surgency children is exacerbated in conflictual relationships, making it harder for them to develop effective emotion regulation strategies.

To illustrate that, the significance of this relationship points to the importance of managing conflict in the parent-child dynamic, particularly for children with high levels of surgency. Such children may benefit from interventions that not only reduce conflict but also

enhance supportive and responsive parenting practices, which have been shown to promote better emotional outcomes.

To sum up previous studies, child-parent relationship associated with children's surgency which is indicated by more positive behaviour, high adaptability and low shyness in their child's development.

Association of Child-Parent Relationship and Children's Negative affect

Children with negative affect often exhibit emotions such as frustration, anxiety, and irritability (Hein et al., 2018). For instance, children who frequently experience negative emotions tend to have more difficulty regulating their emotional responses, which can lead to challenges in social interactions and behavioural adjustment. When the parent-child relationship is characterized by conflict or lack of emotional support, these children are more likely to exhibit heightened behavioural problems, such as aggression, defiance, and emotional dysregulation (Lengua & Zalewski, 2016).

According to Lengua and Zalewski (2016), their study found a significant positive relationship between parent-child conflict and emotional dysregulation in children with high negative emotionality ($\beta = 0.39$, $p < 0.01$). This indicates that as conflict increases, emotional dysregulation also tends to increase. The β coefficient of 0.39 represents a moderate effect size, suggesting that conflict in the parent-child relationship contributes notably to difficulties in emotional regulation for these children. High negative emotionality in children, characterized by increased sensitivity to stress and frequent negative emotions, makes them particularly susceptible to the adverse effects of conflict. The significant p-value indicates that this relationship is statistically robust, reinforcing the finding that conflict is a key risk factor for poorer emotional regulation in children with difficult temperaments.

However, the study also found that closeness between parent and child served as a protective factor, mitigating some of the negative outcomes associated with high negative

affectivity (Lengua & Zalewski, 2016). Specifically, closeness significantly reduced emotional dysregulation ($\beta = -0.30, p < 0.05$), emphasizing the importance of a warm, supportive relationship for children with more difficult temperaments. To illustrate that, child who frequently experiences frustration and anxiety due to their high negative emotionality. In a high-conflict family environment, where disagreements and hostility are common, this child is likely to struggle even more with managing their emotions (Yap, 2015). This struggle can manifest as increased irritability, mood swings, or even behavioural problems. For instance, the child might react with anger or withdrawal when faced with everyday challenges or stressors.

Similarly to another study of McKee et al. (2017), they examined how parent-child conflict and closeness interact to affect behavioural outcomes in children with high negative affect. The study found that conflict in the parent-child relationship was strongly associated with increased levels of externalizing behaviours, such as aggression and defiance, in children with high negative emotionality. However, closeness between the parent and child acted as a buffer, significantly reducing these negative effects (McKee et al., 2017). The interaction between conflict, closeness, and negative affect was statistically significant ($\beta = 0.50, p < 0.01$), while closeness moderated the negative impact of conflict on behavioural problems ($\beta = -0.35, p < 0.05$). These findings suggest that while conflict can exacerbate behavioural issues in children with difficult temperaments, a close and supportive parent-child relationship can significantly reduce these risks.

In a related study, Ramirez and West (2020) explored the role of both conflict and closeness in predicting behaviour problems in children with high negative affect. The study provided further evidence that conflict in the parent-child relationship is closely linked to increased behaviour problems, particularly in children with high levels of negative affect. The study reported a significant correlation between conflict and behaviour problems ($r = 0.42, p <$

0.01), demonstrating that high levels of conflict are detrimental to the behavioural development of children with difficult temperaments. However, the presence of closeness in the parent-child relationship was found to significantly moderate the relationship between conflict and behaviour problems ($r = -0.30$, $p < 0.05$), underscoring the protective role that closeness can play in reducing the negative effects of conflict (Ramirez & West, 2020).

To sum up, research consistently shows that parent-child conflict has a negative impact on children with difficult temperaments, particularly those with high negative emotionality. Conflict exacerbates emotional and behavioural problems, leading to poorer outcomes in terms of emotional regulation and externalizing behaviours. For example, not interest in school activity and have aggressive behaviour with others. These findings highlight the importance of fostering a high-quality parent-child relationship, especially for children who may be more temperamentally vulnerable to conflict.

Association of Child-Parent Relationship and Children's Effortful Control

Effortful control reveals the children's ability to self-regulate as well as control the negative behavioural responses in themselves (Berdan et al., 2008). It can also be demonstrated by high attention focusing and inhibitory control, low intensity pleasure and perceptual sensitivity (Slag et al., 2016). For instance, children with high effortful control can concentrate in their work are observant and good in following instruction. To illustrate that, as children with high effortful control can control their behaviour in different circumstances, they tend to be more emphatic and less aggressive and impulsive (Yap, 2015).

According to Kochanska and Kim (2013), they explore how the quality of parent-child relationships, specifically Mutually Responsive Orientation (MRO), interacts with children's effortful control to impact their internalization of conduct rules. MRO, reflecting a high-quality relationship characterized by mutual warmth and responsiveness. The study also found that MRO moderates the relationship between effortful control and internalization. Specifically, in

high-MRO relationships, the impact of effortful control on internalization is moderated, suggesting that optimal parent-child interactions provide additional mechanisms that support rule internalization beyond the child's effortful control alone (Kochanska & Kim, 2013). This moderating effect implies that the quality of parent-child relationships can amplify or diminish the influence of effortful control on children's internalization of conduct rules. In high-quality relationships, other factors such as emotional support, responsiveness, and warmth may contribute significantly to the internalization process, reducing the relative importance of effortful control (Yu & Chang, 2018). The author highlights that how parent-child relationships and temperament traits like effortful control interact to influence children's behavioural development. Their findings emphasize the importance of high-quality parent-child interactions in fostering effortful control and supporting the internalization of conduct rules (Kochanska & Kim, 2013). To illustrate that, the warm and supportive child-parent relationship, parents are more likely to support the children's self-regulation skill and allows them to direct their own behaviours. Thus, the child's self-regulation capacity is enhanced.

Besides, Coe et al., (2024) had investigated the roles of effortful control and the quality of parent-child relationships in influencing behaviour problems among preschool-aged children who face adversity. This research highlights how effortful control, which refers to a child's ability to regulate emotions and behaviours, interacts with the quality of parent-child relationships to influence behaviour problems (Wass, 2021). The findings reveal that in high-quality parent-child relationships which characterized by warmth, support, and positive engagement, the detrimental effects of low effortful control on behaviour problems are significantly mitigated. Specifically, the study reports a moderated interaction effect of $r=-0.33$ with $p<0.05$, indicating that supportive relationships can buffer against the adverse impacts of low effortful control. Conversely, in low-quality relationships marked by conflict or lack of support, the negative impact of low effortful control on behaviour problems is more

pronounced, with a moderated interaction effect of $r=0.45$, $p<0.05$ (Coe et al., 2024). This positive coefficient suggests that poor-quality relationships exacerbate the challenges associated with low effortful control. These findings underscore the importance of fostering high-quality, supportive parent-child interactions to reduce behavior problems, particularly for children struggling with self-regulation. They also highlight the need for interventions that address both children's self-regulation skills and the enhancement of relationship quality to effectively support children facing adversity.

To sum up, child-parent relationship positively associated with children's effortful control. The interaction between effortful control and parent-child relationships suggests that supportive relationships can amplify the positive effects of effortful control. Conversely, in less supportive contexts, the negative impact of low effortful control on behaviour problems becomes more pronounced.

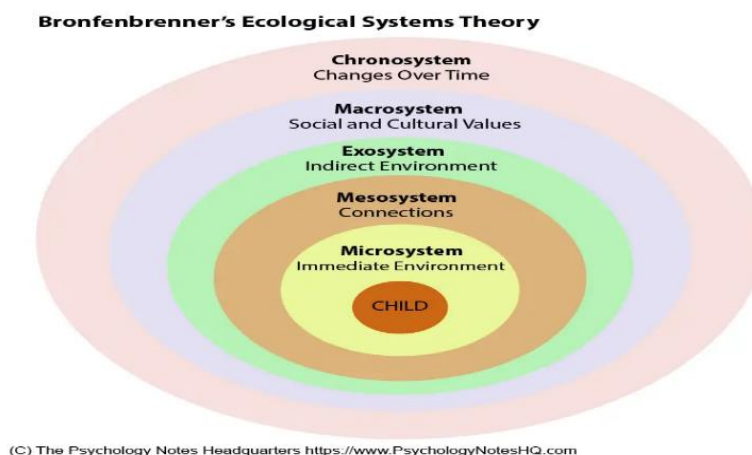
Theoretical Framework

The connection between the parent-child relationship and children's temperament is grounded in Urie Bronfenbrenner's Ecological System Theory and Bowlby's Attachment Theory, which provide a solid framework for this research. Bowlby's Attachment Theory highlights the importance of the bond between parent and child (Goffin et al., 2017), while Bronfenbrenner's Ecological System Theory illustrates how this bond can influence a child's temperament (Crawford, 2020).

A child's behaviour in early childhood is often shaped by their temperament, and children with strong, positive relationships with their parents tend to have better temperaments during these formative years (Mei-Ju et al., 2014). When the parent-child relationship is healthy, it supports the child's emotional and social development. Conversely, a negative relationship can lead to insecure attachments later in life (Zaatari & Maalouf, 2022).

Figure 1

Urie Bronfenbrenner's Ecological System Theory



Urie Bronfenbrenner's Ecological System Theory, developed in 1977, emphasizes that child development is shaped by a complex web of relationships across various levels of the surrounding environment. This ranges from immediate influences, like family and school, to broader cultural values, laws, and traditions (Zaatari & Maalouf, 2022). Bronfenbrenner

identified five systems within this ecological framework: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

The **microsystem** refers to the individual's direct experiences and interactions within specific environments, such as home and school, over time (Crawford, 2020). According to Zaatari and Maalouf (2022), interactions within this system including those with parents, teachers, peers, and friends have a direct impact on a child's development. Parents, being central figures in the microsystem, play a key role in either fostering closeness or triggering conflict. For instance, a close parent-child bond may promote positive traits such as surgency, where the child exhibits enthusiasm and sociability (Rosa & Tudge, 2013). Conversely, a conflict-ridden relationship may intensify negative affect, manifesting as anger, fear, or sadness, while also hampering the development of effortful control, which involves the child's ability to regulate emotions and behaviour (Rosa & Tudge, 2013).

The **mesosystem** involves the connections between different microsystems in a child's life (Crawford, 2020). A strong collaboration between parents and teachers can reinforce the child-parent bond, promoting emotional closeness and improving the child's temperament (Frosch, 2021). For example, if parents and teachers work together to create a consistent, supportive environment, the child's effortful control may improve as they learn to manage impulses and emotions both at home and in the classroom (Lengua & Zalewski, 2016). On the other hand, conflict at home, coupled with a lack of support at school, may increase the child's negative affect and impulsivity, reinforcing behavioural challenges (Lengua & Zalewski, 2016).

The **exosystem** includes external factors such as community resources, workplace environments, religious institutions, and media influences. While children may not directly engage in these contexts, they can still be profoundly affected by them. For instance, parental stress from work can negatively impact a child's temperament. Research shows that such stress can mediate the risk of a poor parent-child relationship and child maltreatment (Chutia et al.,

2022). Therefore, factors like workplace pressures, community events, and media exposure can influence the dynamics of the parent-child relationship and children's temperament traits. For instance, a parent experiencing high levels of stress from their workplace might have less patience or time for their child, leading to conflict and, as a result, increased negative affect in the child (Szymańska & Aranowska, 2021). This stress can also hinder the child's effortful control, making it harder for them to manage their emotions and behaviours effectively.

The **macrosystem** encompasses broader cultural, societal, and historical contexts that shape individual development (Peppler, 2017). Cultural norms and societal values influence how parents interact with their children and manage conflict. For instance, in cultures that emphasize strong family ties, there may be greater efforts to maintain closeness, leading to positive emotional outcomes such as surgency in children. Alternatively, societal stressors, such as poverty or discrimination, may contribute to conflict within the parent-child relationship, increasing the likelihood of negative affect and reducing the child's ability to exercise effortful control (Sanders & Turner, 2018).

Finally, the **chronosystem** considers the changes and transitions individuals experience throughout their lives, including significant life events and historical shifts (Crawford, 2020). Major life events, such as parental divorce, relocation, or the death of a family member, can disrupt the parent-child relationship (Laukkanen et al., 2014). Such disruptions may lead to conflict, further heightening negative affect and reducing effortful control in children. Conversely, stability and positive life transitions can strengthen closeness in the parent-child relationship, fostering traits like surgency and improving the child's emotional regulation over time (D'Onofrio & Emery, 2019).

Figure 2

Bowlby attachment theory (1990)



Attachment plays a crucial role in shaping the parent-child relationship and influencing a child's temperament, especially in terms of closeness, conflict, and temperament traits like surgency, negative affect, and effortful control. John Bowlby's Attachment Theory (1990) emphasizes that the bond between a child and their primary caregiver, formed through the fulfilment of basic needs such as food, shelter, and emotional support, is vital for early security. This early attachment significantly impacts a child's holistic development, shaping their personality and values in later years (Otitoju et al., 2020).

A **secure attachment**, characterized by closeness, fosters positive behaviours like responsiveness and nurturing, as well as the caregiver's consistent meeting of the child's needs (Fearon & Roisman, 2017). This secure bond is closely associated with low avoidance and low anxiety, traits of secure attachment that lead to greater warmth and responsiveness in the parent-child relationship (Van Rosmalen, 2016). As a result, children who experience secure attachment tend to exhibit positive temperament traits such as surgency, which includes high energy levels, sociability, and enthusiasm. These children are more likely to be adaptable and have positive emotional responses, as they feel safe and supported within their close relationship with their caregiver (Goldberg & Carlson, 2014).

On the other hand, **insecure attachments** which marked by high avoidance or high anxiety, are often linked to conflict in the parent-child relationship (Hentges et al., 2015). When children experience inconsistency or emotional unavailability from their caregivers, they may develop attachment-related behaviours such as anxious love, where they exhibit heightened proximity-seeking behaviours during separation, such as crying or tantrums (Dagan et al., 2021). This insecure attachment is frequently associated with a negative affect in children, where they display heightened levels of anxiety, sadness, and fear. Children with such insecure bonds tend to have difficulty regulating their emotions and are more prone to emotional and behavioural problems like aggression and shyness (Yin et al., 2021).

Moreover, attachment also influences the development of effortful control, which involves a child's ability to regulate their emotions and behaviour. Children with secure attachments generally demonstrate better effortful control because they have experienced consistent emotional support and security (Thompson et al., 2019). Conversely, insecure attachments, particularly those involving conflict and anxiety, can undermine a child's ability to regulate their impulses and emotions, leading to difficulties in effortful control (Goldberg & Carlson, 2014).

In sum, the parent-child relationship plays a vital role in shaping a child's temperament, as shown by both Bronfenbrenner's Ecological System Theory and Bowlby's Attachment Theory. Bronfenbrenner explains that factors like family dynamics (microsystem) and broader influences like culture and life changes (macrosystem and chronosystem) impact how children develop emotionally and behaviourally. A strong, supportive bond between parents and children leads to positive traits like enthusiasm and self-control, while conflict can increase negative emotions and make it harder for children to manage their feelings. Bowlby's Attachment Theory further emphasizes that secure, loving attachments foster emotional stability and positive social traits, while insecure attachments, often marked by inconsistency

or conflict, lead to higher anxiety and poor emotional regulation. Both theories demonstrate that the quality of the parent-child relationship is key to a child's emotional and behavioural well-being.

Conceptual Framework

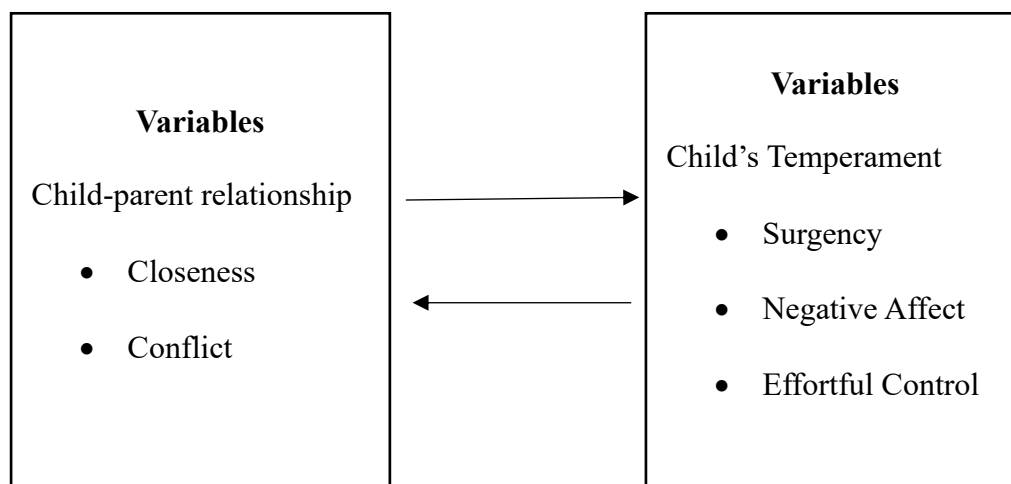


Figure 3

The relationship between the parent-child bond and a child's temperament is the focus of this research, involving two key variables. The first variable is the parent-child relationship, which looks at the levels of conflict and closeness as perceived by the parents. This is measured using the Child-Parent Relationship Scale-Short Form (CPRS-SF), developed by Driscoll & Pianta (2011), to evaluate the stability and quality of the relationship from the parents' perspective. Both mothers and fathers complete a 15-item self-report questionnaire that assesses the degree of conflict or closeness they feel in their relationship with their child. A higher score indicates a stronger level of either conflict or closeness (Gao et al., 2018).

The second variable is the child's temperament, which is assessed through three subscales: surgency, negative affect, and effortful control. These traits are measured using the Child Behaviour Questionnaire Very Short Form (CBQ-VSF), developed by Putnam et al. (2006), which is designed to evaluate the temperament of children aged 3 to 8 years. Parents

respond to a 36-item questionnaire that evaluates their child's temperament based on these three broad categories (Bornstein et al., 2018).

This study hypothesizes a significant connection between the parent-child relationship and the child's temperament. Research by Goldberg and Carlson (2014) suggests that a strong and positive parent-child relationship positively influences a child's temperament. On the other hand, when attachment is lacking, parents may struggle to provide the care and protection their child needs, creating an environment that feels unsafe. This can lead to a poor-quality parent-child relationship (Otitoju et al., 2020). In such cases, children often exhibit higher levels of negative affect, including feelings of depression, anxiety, and frustration, particularly when their needs or requests are not met by their parents (George, 2014).

Chapter III

Methodology

Introduction

This present study aimed to investigate the relationship between child-parent relationships and children's temperament in Kajang. The research design, sampling and respondents, research instrument, data analysis method, and research procedures that are used to examine the relationship between child-parent relationship and children's temperament are going to be presented in the chapter.

Research Design

Quantitative research is defined as a method that is used to explain an issue by gathering data in numerical form and analysing it with the assistance of mathematical methods (Apuke, 2017). According to Nardi (2018), quantitative methods emphasize objective measurements and statistical, mathematical, or numerical analysis of data collected through surveys, questionnaires, and polls, or by manipulating pre-existing statistical data using computer techniques. This method is also used to test hypothesis to form a clear statement about the problem that want to be investigated (Nardi, 2018). Therefore, the researcher will use choosing quantitative research method in this study is to investigate the association between closeness and conflict child-parent relationship and child temperament with surgency, negative affect and effortful control.

Moreover, correlational design is also used in this study. A correlational study is a non-experimental research design that measures the relationships between two or more variables without manipulation by the researcher (Curtis et al., 2016). The correlation coefficient will be used to measure the strength of the relationship between the two variables. The strength of the relationship is determined by the r value (Burns,2019). There are consists of two variables in this study which are the child-parent relationship and children's

temperament is examined through the correlational analysis to investigate the relationship between the child-parent relationship and child temperament of 4 to 6-year-old children.

According to Julie (2015), survey research is defined as gathering information from a large population of the sample through responses to questions. In this study, the researcher collected the data by distributing the questionnaires in Google Forms to the respondents to answer the questions. The questionnaire consisted of a series of questions which regarding the topic to be covered such as the child-parent relationship and children's temperament. The questionnaire consists of three parts in this study which are the demographic questionnaire, Child-Parent Relationship Scale (CPRS) by Putnam and Rothbart (2006) with 15 items, and Children Behaviour Questionnaire Very Short Form (CBQ-VSF) by Pianta (1992) with 36 items.

Sampling and respondent

Sampling involves selecting a subset of individuals from a larger population to participate in a study (Bhardwaj, 2019). There are two main types of sampling methods: probability sampling and non-probability sampling (Taherdoost, 2016). This study employs convenience sampling, a non-probability method where participants are chosen based on their availability and willingness to participate (Edgar & Manz, 2017). In this case, the researcher will recruit participants who are easily accessible and convenient to include in the study.

To qualify for this study, respondents must meet specific criteria. They should be Malaysian parents of children aged 4 to 6 years and reside in Kajang. Both mothers and fathers are invited to participate, provided they can offer relevant insights into their daily interactions with their children and describe the dynamics of their relationship.

For the study to be considered reliable, data will be collected from a minimum of 80 participants. The respondents will primarily be drawn from the Klang Valley area, with data collection occurring over a two-week period. Both parents are encouraged to participate, as this

will allow the study to capture a more comprehensive understanding child-parent relationship and children's temperament.

Research Instruments

Instruments used in research are essential tools for gathering and analyzing data (Sathiyaseelan, 2015). For this study, a structured questionnaire was employed to collect quantitative data. The questionnaire is divided into three key sections.

The first section collects the demographic information of the respondents. Parents are required to answer five closed- ended questions to provide details such as their gender, age, race, number of children, and the education background of the parents.

The second section uses the Child-Parent Relationship Scale-Short Form (CPRS-SF), developed by Driscoll and Pianta (2011). This tool assesses the stability of both mothers' and fathers' perceptions of their relationships with their children. The CPRS-SF, originally developed by Pianta (1992), is a 15-item scale that measures the relationship between parents and children in terms of closeness and conflict. Each item is rated on a 5-point Likert scale, where 1 represents "Definitely does not apply" and 5 represents "Definitely applies." Items 2, 4, 8, 10, 11, 12, 13, and 14 assess conflict, while items 1, 3, 5, 6, 7, 9, and 15 measure closeness. The Cronbach's alpha in this study is 0.83 for the conflict subscale and 0.72 for the closeness subscale. Higher scores indicate greater levels of conflict or closeness in the parent-child relationship. A Cronbach's alpha of 0.72 for the closeness subscale indicates acceptable reliability, reflecting moderate internal consistency. In social sciences, values between 0.7 and 0.8 are considered reliable, meaning the closeness subscale effectively measures the intended concept (Taber, 2018). Thus, it serves as a reliable tool for studying child-parent relationships in this research.

The third section of the questionnaire uses the Child Behaviour Questionnaire Very Short Form (CBQ-VSF), developed by Putnam et al. (2006), to examine children's

temperament. The CBQ-VSF includes three subscales: surgency, negative affect, and effortful control. Each item is rated on a 7-point Likert scale, ranging from 1 ("Extremely untrue") to 7 ("Extremely true"). Items assessing surgency include 1, 4, 7, 10, 13(R), 16, 19(R), 22(R), 25, 28, 31(R), and 34(R); negative affect items are 2, 5, 8, 11, 14, 17, 20(R), 23, 26(R), 29(R), 32, and 35; effortful control items include 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, and 36. Reverse-scored items (R) must be recalculated before analysing the results. Higher scores reflect higher levels of the respective temperament traits. The Cronbach's alpha values for the subscales are 0.75 for surgency, 0.72 for negative affect, and 0.74 for effortful control, indicating the reliability of each scale. In social sciences, alpha values above 0.7 are generally considered reliable (Taber, 2018). Cronbach's alpha values of 0.72 to 0.74 for the CBQ-VSF subscales indicate acceptable reliability, suggesting moderate internal consistency. Therefore, the subscales for surgency, negative affect, and effortful control in the CBQ-VSF can be regarded as dependable tools for measuring children's temperament in this study.

Data Analysis

Data analysis involves the process of collecting, calculating, and interpreting data to derive meaningful insights (Taherdoost, 2022). In this study, the Statistical Package for the Social Sciences (SPSS) version 26.0 will be used to generate both descriptive and inferential statistics. Two types of data will be collected: descriptive data and inferential data.

Descriptive Analysis

Descriptive statistics summarize the relationship between variables and help analyse population data by using tools such as mean, median, mode, percentage, standard deviation, and frequency (Kaliyadan & Kulkarni, 2019). In this study, descriptive statistics will be used to analyse demographic information such as parents' gender, age, race, number of children, and educational background. Additionally, the relationship between parents and children, as well as children's temperament, will be examined using mean scores and standard deviations.

Inferential Analysis

Inferential analysis is used to explore relationships among variables and to identify differences between groups (Guetterman, 2019). In this study, it will be employed to determine the correlation between the child-parent relationship and the child's temperament. Pearson's correlation coefficient (r) will be used to measure the direction and strength of the linear relationship between these variables. The correlation coefficient ranges from -1 to +1, where a negative value indicates an inverse relationship and a positive value indicates a direct relationship (Schober et al., 2018). According to Cohen's framework (1998), an r value of 0.10-0.29 is considered a weak correlation, 0.30-0.49 is a moderate correlation, and 0.50-1.0 indicates a strong correlation.

Additionally, inferential statistics will be used to test the study's hypotheses (Ali & Bhaskar, 2016). A significance test will quantify the differences between two means (Ali & Bhaskar, 2016). The p -value represents the probability of obtaining results as extreme as the observed ones, assuming no effect or difference exists (Nahm, 2017). A p -value less than 0.05 indicates a statistically significant relationship between the child-parent relationship and the child's temperament, thereby accepting the alternative hypothesis. If the p -value is greater than 0.05, the alternative hypothesis is rejected, indicating no significant relationship (Kwak, 2023).

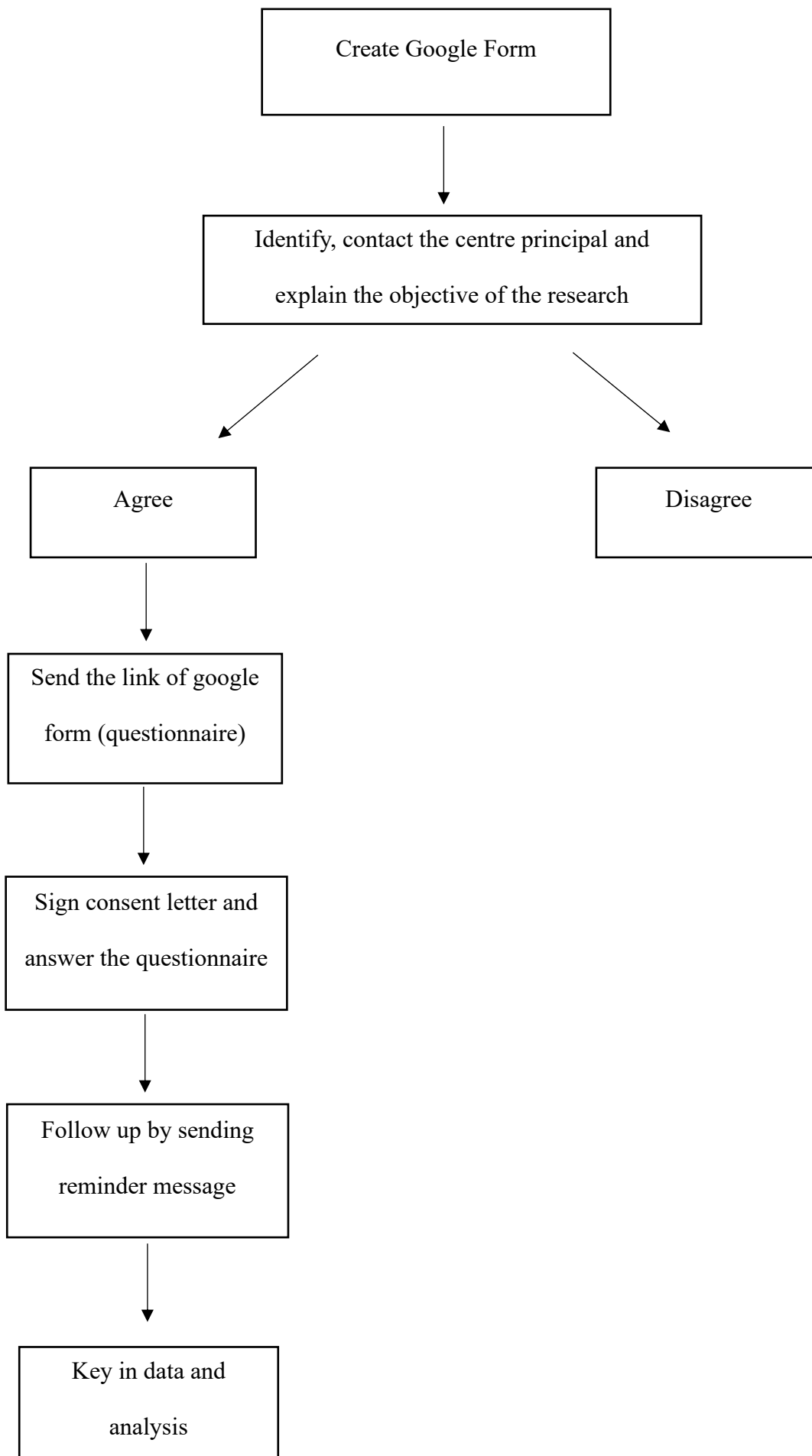
Research Procedure

Figure 4

Before starting data collection, a questionnaire and consent letter were designed and distributed through Google Forms. The data collection process began on August 19, 2024, and lasted for approximately two weeks. A total of 87 responses were collected from preschool parents in the Kajang area.

The researcher first identified kindergartens in the Kajang area and gathered their contact information, such as email addresses or phone numbers, through online searches. Emails were then sent to these kindergartens, requesting permission from the principals to conduct the study. The researcher will explain the purpose of the research which is examining the relationship between the child-parent relationship and child temperament. If the principal agreed, a consent letter and the Google Form link to the questionnaire were shared with the preschool, allowing parents of 4 to 6-year-old children to provide informed consent before completing the survey. If the principal declined, the researcher moved on to contact other preschools.

Each participant took approximately 5 to 15 minutes to complete the questionnaire. During the two-week data collection period, the researcher sent reminders to participants and maintained communication with the preschool principals to ensure a smooth process.

After the two weeks, the data was analysed using **SPSS 26.0**. The researcher then interpreted the findings, using Pearson's correlation coefficient to assess the relationship between the child-parent relationship and the child's temperament. Finally, the results were discussed to determine whether the collected data supported or refuted the study's hypotheses.

Chapter IV

Finding And Analysis

Introduction

This chapter will discuss statistics and analysis for descriptive and inferential data and a summary of the data collected. This study utilized two questionnaires: the Child-Parent Relationship (CPR) and the Early Childhood Behaviour Questionnaire-Very Short Form (ECBQ-VSF). The questionnaire was answered by parents of children aged 5 to 6. This study uses Statistical Package for Social Sciences (SPSS) to analyse data to examine the relationship between child-parent relationship and child's temperament.

Descriptive Statistics and Analysis

The demographic information collected from the respondents are gender, age, race, number of children, and education background of the parents. The researcher analysed the demographic characteristics of the respondents in the frequency and percentage which are shown in the tables

Table 1

Gender

	Frequency	Percent
Female	39	44.8
Male	48	55.2
Total	87	100.0

Table 1 presents the distribution of respondents by gender, indicating that among the 87 participants, 39 (44.8%) are male and 48 (55.2%) are female.

Table 2

Age Group

	Frequency	Percent
20 below	4	4.6
21-30	23	26.4
31-40	29	33.3
41-50	21	24.1
50 above	10	11.5
Total	87	100.0

Table 2 displays the distribution of respondents by age. Among the total, 4 respondents (4.6%) are under 20 years old, 23 respondents (26.4%) are between 21 and 30 years old, 29 respondents (33.3%) fall in the 31 to 40-year age bracket, 21 respondents (24.1%) are aged 41 to 50 years, and 10 respondents (11.5%) are over 50 years old.

Table 3

Race Group

	Frequency	Percent
Chinese	38	43.7
Indian	29	33.3
Malay	20	23.0
Total	87	100.0

Table 3 presents the distribution of respondents by ethnicity. Of the total respondents, 38 (43.7%) are Chinese, 29 (33.3%) are Indian, and 20 (23%) are Malay.

Table 4

Education Background

	Frequency	Percent
Bachelor's Degree	10	11.5
Certificate from IPT	14	16.1
Diploma	18	20.7
Master's Degree	8	9.2
PMR/SRP/LCE	7	8.0
SPM/O-LEVEL/MCE	14	16.1
STPM/A-LEVEL/HSC	16	18.4
Total	87	100.0

Table 4 presents the respondents' educational backgrounds. Among the total, 10 respondents (11.5%) hold a bachelor's degree, 14 respondents (16.1%) have a Certificate from IPT, and 18 respondents (20.7%) possess a Diploma. Additionally, 8 respondents (9.2%) have a Master's Degree, 7 respondents (8.0%) completed PMR/SRP/LCE, 14 respondents (16.1%) have SPM/O-LEVEL/MCE qualifications, and 16 respondents (18.4%) hold STPM/A-LEVEL/HSC credentials.

Table 5

Number of Child

	Frequency	Percent
1	20	23.0
2	30	34.5
3	22	25.3
More than 3 children	15	17.2
Total	87	100.0

Table 5 illustrates the distribution of respondents based on the number of children. Among the respondents, 20 (23.0%) have 1 child, 30 (34.5%) have 2 children, 22 (25.3%) have 3 children, and 15 (17.2%) have more than 3 children

Descriptive Analysis of CPRS and CBQ-VSF**Descriptive Statistics of CPRS**

Table 6

Overall means of child-parent relationship

	Mean	Standard Deviation
Total Conflict	23.84	3.656
Total Closeness	21.43	3.473
Valid N (listwise)	87	

Table 6 presents the overall means of the child-parent relationship in terms of conflict and closeness. For the 87 respondents, the average score for total conflict is 23.84 (M=23.84, SD=3.656), while the average score for total closeness is 21.43 (M=21.43, SD=3.473). These results suggest that the conflict experienced by parents with their children is relatively moderate, while the level of closeness is somewhat high.

Descriptive Statistics of CBQ-VSF

Table 7

Overall means of child temperament

	Mean	Standard Deviation
Total Surgency	48.83	6.286
Total Negative Affect	49.63	6.646
Total Effortful	51.26	6.887
Valid N (listwise)	87	

Table 7 presents the overall mean scores of children's temperament across three dimensions: surgency, negative affect, and effortful control, based on 87 respondents. The average score for surgency is 48.83 (M=48.83, SD=6.29), for negative affect is 49.63 (M=49.63, SD=6.65), and for effortful control is 51.26 (M=51.26, SD=6.89). (Did I need to write the likert scale?)

Inferential Statistics and Analysis

Table 1

Pearson correlation analysis output for relationship between conflict and surgency

c	Mean	Standard Deviation	N	r	p
Conflict	23.84	3.656	87	.183	.089
Surgency	48.83	6.286			

H_a1 : There is a significant between conflict and surgency.

The Pearson correlation analysis reveals no statistically significant correlation between conflict and surgency. With a correlation coefficient (r) of 0.183 and a p-value of .089 (n = 87), the p-value is greater than .05, indicating that the alternative hypothesis is not supported.

Table 2

Pearson correlation analysis output for relationship between closeness and surgency.

c	Mean	Standard Deviation	N	r	p
Closeness	21.43	3.473	87	.277	.009
Surgency	48.83	6.286			

H_a2: There is a significant relationship between closeness and surgency.

The Pearson correlation analysis results for the relationship between closeness and surgency. The analysis reveals a correlation coefficient (r) of .277 with a p-value of .009. Since the p-value is less than .05, it indicates a statistically significant positive correlation between closeness and surgency. Therefore, the hypothesis is rejected, supporting the existence of a significant relationship between these variables.

Table 3

Pearson correlation analysis output for relationship between conflict and negative affect

c	Mean	Standard Deviation	N	r	p
Conflict	23.84	3.656	87	.710	.000
Negative Affect	49.63	6.646			

H_a3: There is a significant between conflict and negative affect.

The Pearson correlation analysis examining the relationship between conflict and negative affect reveals a strong positive correlation. The correlation coefficient (r) is 0.710, indicating a significant and robust effect size. The p -value is less than 0.001, which is below the significance threshold of 0.05, confirming a statistically significant relationship. Therefore, the alternative hypothesis, suggesting a significant correlation between conflict and negative affect, is supported by the data.

Table 4

Pearson correlation analysis output for the relationship between closeness and negative affect

c	Mean	Standard Deviation	N	r	p
Closeness	21.43	3.473	87	.454	.000
Negative Affect	49.63	6.646			

H_a4 : There is a significant between closeness and negative affect.

The Pearson correlation analysis for the relationship between closeness and negative affect reveals a statistically significant correlation. With a sample size of 87 ($n = 87$), the correlation coefficient (r) is 0.454, and the p -value is .000. This result, with $p < .05$, indicates a significant relationship between closeness and negative affect.

Table 5

Pearson correlation analysis output for relationship between conflict and effortful control.

c	Mean	Standard Deviation	N	r	p
Conflict	23.84	3.656	87	-.016	.884
Effortful Control	51.26	6.887			

H_a5: There is a significant between conflict and effortful control.

The Pearson correlation analysis for the relationship between conflict and effortful control. The analysis shows that the correlation coefficient (r) is -0.016 with a p-value of 0.884. Since the p-value is greater than 0.05, there is no statistically significant correlation between conflict and effortful control. This result indicates that the alternative hypothesis is not supported.

Table 6

Pearson correlation analysis output for relationship between closeness and effortful control

c	Mean	Standard Deviation	N	r	p
Closeness	21.43	3.473	87	.382	.000
Effortful Control	51.26	6.887			

H_a6: There is a significant between closeness and effortful control.

The Pearson correlation analysis reveals a significant positive relationship between closeness and effortful control. The correlation coefficient (r) is 0.382, indicating a moderate effect size.

With a p-value of 0.000, which is below the 0.05 significance threshold, this result supports the alternative hypothesis, confirming a significant positive correlation between the two variables.

Table 7

Summary of the findings

Hypothesis	Result	Decision
H _{a1} : There is a significant relationship between conflict and surgency	r=.183, n=87, p>0.05	The alternative hypothesis is failed to be accepted
H _{a2} : There is a significant relationship between closeness and surgency	r=.277, n=87, p<0.05	The alternative hypothesis is accepted
H _{a3} : There is a significant relationship between conflict and negative affect	r=.710, n=87, p<0.05	The alternative hypothesis is accepted
H _{a4} : There is a significant relationship between closeness and negative affect	r=.454, n=87, p<0.05	The alternative hypothesis is accepted
H _{a5} : There is a significant relationship between conflict and effortful control	r=-.016, n=87, p>0.05	The alternative hypothesis is failed to be accepted
H _{a6} : There is a significant relationship between closeness and effortful control	r=.382, n=87, p<0.05	The alternative hypothesis is accepted

Conclusion

The objective of the quantitative study is to investigate the relationship between child-parent relationship and children's temperament in Kajang. A total of 87 respondents have participated in the questionnaire. The findings of the study are presented in this chapter, including tables and figures of all the data. If the p value was less than 0.05 indicated that the alternative hypothesis was accepted. However, if the p-value was more than 0.05 indicated that the alternative hypothesis failed to be accepted (Nardi, 2018). There are significant relationship between closeness and surgency (r=0.277, p<0.05), closeness and negative affect (r=0.454, p<0.05) closeness and effortful control (r=0.382, p<0.05), conflict and negative affect (r=0.710, p<0.05). There are no statistically significant correlation between conflict and surgency (r =

0.183, $p > 0.05$); There is no statistically significant correlation between conflict and effortful control ($r = -0.16$, $p > 0.05$).

Chapter V

Discussion And Analysis

Introduction

In this chapter, the researcher will come out with the discussion along with the potential reasons for the findings of this chapter. Next, the researcher will discuss the implications of the research. Besides, the limitations of the study and the recommendations for future research will also be included. This chapter will end with a conclusion for the whole research.

Discussion

The findings of this study present mixed results regarding the relationship between the child-parent relationship and child's temperament. The research reveals a significant positive correlation between parent-child closeness and a child's surgency, negative affect, and effortful control, as well as between conflict and a child's negative affect. However, no significant relationship was found between conflict and the child's temperament in terms of surgency and effortful control.

Closeness Child-Parent Relationship and Child's Surgency

This present study found a significant, moderate positive association between closeness in the parent-child relationship and a child's surgency ($r = 0.277$, $n = 87$, $p < 0.05$). This result is consistent with prior research, which consistently shows that closer parent-child relationships are linked to a child's higher levels of surgency (Lindsey & Colwell, 2015; Eisenberg et al., 2016; Kiff et al., 2014). Surgency refers to traits such as high activity, impulsivity, positive emotionality, and low levels of shyness (Bassett et al., 2017). These traits can significantly influence a child's social interactions, emotional regulation, and ability to adapt to new environments, making the quality of the parent-child relationship crucial for their development.

Research emphasizes that children with high levels of surgency thrive in environments where responsive and supportive parenting is present. Lindsey and Colwell (2015) demonstrated that responsive parenting which characterized by emotional support and sensitivity to a child's needs was particularly beneficial for children with high surgency. These children, prone to impulsivity and excitability, showed improved emotional control and fewer behavioural issues when nurtured in supportive environments. The study underscores the importance of adaptive parenting strategies, which provide essential emotional scaffolding for children with this temperament.

In addition, a positive relationship between closeness and surgency also reflects reduced parental hostility, especially towards aggressive behaviours (Laukkanen et al., 2014). When parents are warm, affectionate, and responsive, they create an environment where children feel emotionally secure. This sense of security plays a crucial role in helping children develop the ability to manage their emotions, particularly for those with high surgency, who tend to be more impulsive and excitable (Lam et al., 2018). For high-surgency children, who are often more energetic and impulsive, these parenting qualities are particularly valuable, as they provide the emotional tools needed to channel their natural temperament into positive social interactions (Bassett et al., 2017).

In sum, close and supportive relationships between parents and children are essential for promoting healthy temperament development, particularly in children with high levels of surgency.

Conflict child-parent relationship and Child's negative affect

This study found a significant, moderate positive association between conflict in the parent-child relationship and a child's negative affect ($r = 0.710$, $n = 87$, $p < 0.05$). This result aligns with prior research, which consistently links conflictual parent-child relationships with

heightened negative affect in children (Lengua & Zalewski, 2016; McKee et al., 2017; Ramirez & West, 2020). Children exposed to frequent conflict tend to experience greater emotional distress, which can adversely impact their overall temperament and well-being. Parents who exhibit low hostility but still engage in conflict with their children often face challenges with communication and emotional regulation (Popov & Ilesanmi, 2015). Such struggles can strain the parent-child relationship, further contributing to the child's negative emotional responses. When communication breaks down, children may internalize frustration, leading to emotional instability and heightened negative affect.

Increased conflict also raises the likelihood of children displaying externalizing behaviours, such as aggression, defiance, and disruptive conduct (Hein et al., 2018). Research has shown that children with high levels of negative affect are particularly vulnerable to developing these behaviours, which can impair their social relationships and overall functioning (Danzig et al., 2015). For these children, the combination of conflict and a difficult temperament can lead to serious behavioural problems that hinder their ability to regulate emotions and interact positively with others.

Ramirez and West (2020) further explored the role of both conflict and closeness in predicting behavioural problems in children with high negative affect. Their study reinforced the idea that conflict in the parent-child relationship is strongly associated with increased behavioural issues, particularly for children with challenging temperaments. The study found a significant correlation between conflict and behavioural problems ($r = 0.42$, $p < 0.01$), highlighting the detrimental effect of conflict on children's behavioural development.

In Malaysia, where authoritarian parenting practices are common, this issue is often exacerbated. Authoritarian parenting, characterized by low responsiveness and high control, frequently involves harsh punishment and minimal communication (Masiran, 2022; Ghosh, 2021). Children raised in such environments are at higher risk for negative outcomes, including

aggression, low self-esteem, poor decision-making, and tendencies toward self-harm (Hong, 2015). The lack of emotional warmth and open communication in these households can intensify a child's negative affect, creating a cycle of conflict and emotional distress.

To summarize, this study and supporting research indicate that conflict in parent-child relationships can significantly heighten negative affect in children, especially those with more difficult temperaments. High levels of conflict not only increase emotional distress but also contribute to externalizing behaviours and behavioural difficulties. In authoritarian parenting environments, these challenges can become even more pronounced, underscoring the importance of nurturing open communication and emotional warmth to mitigate the harmful effects of conflict on child development.

Closeness child-parent relationship and Child's negative affect

The present study found a significant positive relationship between closeness in the parent-child relationship and a child's negative affect. This finding contrasts with most previous research, which typically shows a significant negative relationship between close parent-child relationships and negative affect (Hein et al., 2018; Lengua & Zalewski, 2016; McKee et al., 2017; Ramirez & West, 2020). These earlier studies suggest that a stronger, close bond between parents and children is often linked to lower levels of negative affect, as a supportive relationship generally promotes better emotional regulation.

One possible explanation for these contradictory findings is cultural differences. Most prior studies have been conducted in Western contexts, where parents may view negative emotions as opportunities for fostering independence and emotional growth (Froiland, 2015). In contrast, Asian cultures, including Malaysia, often adopt more protective approaches. In these contexts, close parent-child relationships can involve greater parental control and overprotection, which may increase negative emotions in children.

Parental overprotection and intrusiveness may also contribute to the positive relationship between closeness and negative affect. Asian parenting styles, particularly in Malaysia, often lean toward authoritarian practices (Masiran, 2022; Khazriyati & Winskel, 2016). Closeness in this context may be associated with parents becoming overly involved in their child's experiences in an attempt to protect or control them (Salmin, 2021). While this behaviour stems from care, it can limit a child's autonomy and problem-solving abilities, leading to frustration and irritability (Salmin, 2021; Yap et al., 2014). Children may react with negative emotions, particularly when they perceive their independence is restricted.

Although this study found a positive association between closeness and negative affect, other research emphasizes that warmth and emotional support can buffer against the negative effects of conflict. According to Ramirez and West (2020), they demonstrated that closeness reduces the negative impact of conflict on behavioural problems in children with high negative affect. This suggests that while closeness alone may not reduce negative affect, when paired with emotional warmth and support, it can mitigate some negative outcomes related to conflict.

In conclusion, while close parent-child relationships are generally viewed as beneficial, cultural factors and parental overprotection may influence how children respond emotionally. In some cases, closeness may inadvertently lead to higher negative affect, particularly if it involves restricting the child's independence and autonomy. Understanding these nuances is critical for fostering healthy parent-child relationships across different cultural contexts.

Closeness Child-Parent Relationship and Child's Effortful Control

The relationship between closeness in the parent-child relationship and effortful control is well-supported by previous research. Studies indicate that children with strong effortful control abilities are often raised in high-quality, close parent-child relationships (Coe et al., 2024). Secure and nurturing relationships help children develop better self-regulation, enabling them to manage their impulses, emotions, and behaviours more effectively (Brumariu, 2015).

In close relationships, children experience emotional security that supports their ability to practice self-regulation. This secure attachment allows them to feel safe and supported, which in turn helps them manage their emotions and behaviours in challenging situations (Eisenberg et al., 2010). Effortful control, the capacity to regulate one's emotions and behaviours, is demonstrated through traits such as focused attention, inhibitory control, and reduced intensity of emotional responses (Berdan et al., 2008; Slag et al., 2016). Children with high effortful control can stay attentive, follow instructions, and adapt their behaviour across varying circumstances. They also tend to be more empathetic, less aggressive, and less impulsive (Yap, 2015).

Kochanska and Kim (2013) explored how Mutually Responsive Orientation (MRO), a relationship dynamic marked by warmth and responsiveness, affects the development of effortful control. They found that MRO moderates the link between effortful control and the internalization of conduct rules. In high-MRO relationships, the positive impact of effortful control is enhanced, meaning that parent-child interactions, particularly those characterized by emotional support and warmth, contribute to rule internalization beyond the child's innate self-regulation abilities. This demonstrates how the quality of the parent-child relationship can either strengthen or diminish the influence of effortful control on behavioural development.

In a study by Coe et al. (2024), the interaction between effortful control and the parent-child relationship was examined in the context of behaviour problems among preschool-aged children facing adversity. Their findings revealed that children in high-quality, supportive relationships were better able to mitigate the effects of low effortful control on behavioural issues. Specifically, the study showed a significant moderated interaction ($r = -0.33, p < 0.05$), indicating that warmth and positive engagement buffer the negative effects of low effortful control. Conversely, in low-quality relationships characterized by conflict, the negative impact

of low effortful control was exacerbated ($r = 0.45$, $p < 0.05$), highlighting the role of relationship quality in either mitigating or worsening behavioural challenges.

These findings underscore the critical importance of fostering supportive, close parent-child relationships, especially for children with lower levels of self-regulation. Such relationships can amplify the positive effects of effortful control, while the absence of support can intensify behavioural problems. This points to the need for interventions that focus not only on enhancing children's self-regulation skills but also on improving the quality of parent-child interactions.

In summary, the quality of the parent-child relationship is positively associated with children's effortful control. Supportive, close relationships strengthen a child's capacity for self-regulation, while less supportive environments can exacerbate behavioral issues in children with lower effortful control.

Conflict Child- Parent relationship and Surgency and Effortful Control

The present study found no significant relationship between conflict in the parent-child relationship and either surgency ($r = .183$, $n = 87$, $p > 0.05$) or effortful control ($r = 0.016$, $n = 87$, $p > 0.05$). This contrasts with previous research, which typically finds significant correlations between parent-child conflict and these temperament traits (Kochanska & Kim, 2013; Coe et al., 2024; Lindsey & Colwell, 2015; Eisenberg et al., 2016; Kiff et al., 2014).

One possible explanation for this discrepancy could be the small sample size used in this study. With only 87 participants, the statistical power may have been insufficient to detect significant relationships. According to Faber and Fonseca (2014), small sample sizes can weaken both the internal and external validity of studies, making it harder to observe true effects and sometimes leading to null results. Practical limitations, such as time and resources, often lead researchers to use smaller samples, but this can result in studies that are underpowered (Boddy, 2016).

In contrast, previous studies that found significant relationships between parent-child conflict and temperament traits typically involved larger samples, often exceeding 200 participants. For example, research by Kochanska & Kim (2013) and Eisenberg et al. (2016) had sample sizes between 200 and 300, which likely provided the statistical power needed to detect significant correlations. Larger sample sizes increase the ability to detect true effects, reducing the likelihood of missing meaningful relationships between variables (Faber & Fonseca, 2014).

These earlier studies highlight the importance of child-parent interactions in shaping temperament traits like surgency and effortful control. The lack of significant findings in this study may be more reflective of its sample size limitations than an absence of real effects.

In conclusion, while this study did not find significant relationships between child-parent conflict and these temperament traits, existing research consistently shows that the quality of parent-child interactions plays a role in shaping surgency and effortful control. Future research should aim to use larger, more representative samples to capture these complex dynamics more effectively.

Implications of the Study

This study provides valuable insights into the relationship between child-parent interactions and children's temperament in the Malaysian context. The findings have significant implications for parents, school principals, educators, and researchers.

For parents, the study emphasizes their essential role in shaping their child's emotional and behavioural development. By fostering closeness, offering emotional support, setting clear boundaries, and teaching vital life skills, parents can greatly influence their child's behaviour and overall well-being (Ria et al., 2023). These practices promote self-regulation and social-emotional skills, which are crucial for children's growth. Notably, the study found significant relationships between closeness and surgency ($r = .277$, $n = 87$, $p < 0.05$), closeness and negative affect ($r = .454$, $n = 87$, $p < 0.05$), and closeness and effortful control ($r = .382$, $n = 87$, $p < 0.05$), illustrating how a supportive parent-child relationship positively impacts these temperament traits.

School principals and educators can utilize these findings to create targeted interventions that support both parents and children. Understanding the influence of parent-child relationships on temperament enables school leaders to implement workshops and programs that equip parents with essential skills in conflict resolution, emotional support, and effective communication (Adnan & Ismail, 2021). Such initiatives not only enhance children's temperament development but also foster a more positive and supportive school environment. The significant link found between conflict in parent-child relationships and negative affect ($r = .710$, $n = 87$, $p < 0.05$) highlights the need for schools to provide resources that assist parents in managing conflicts healthily, thereby reducing negative emotional outcomes for children.

For researchers, this study opens avenues for further exploration of the complex dynamics between parent-child relationships and temperament traits, such as surgency, negative affect, and effortful control. Unlike previous studies, this research did not find a

significant relationship between conflict in the parent-child relationship and either surgency or effortful control. According to Ria et al. (2023), various child-rearing beliefs and environments can shape how children interpret the significance of closeness and conflict with their parents, ultimately affecting their behaviours (Sanders & Turner, 2018). Therefore, this study contributes meaningfully to the literature on parent-child relationships, particularly concerning children's temperament, such as surgency, which has been relatively understudied in the local context.

Limitations of the Study

The study presents several limitations that should be considered when interpreting the findings. Firstly, the sample size of 87 participants is relatively small, which may affect the representativeness of the results. A larger sample size would provide more robust data and increase the accuracy of the findings. Larger samples help in capturing a wider range of experiences and reducing the impact of outliers, leading to more reliable conclusions (Faber, & Fonseca, 2014).

Secondly, the use of convenience sampling, which focused on parents of 4 to 6-year-old children from Kajang, may introduce bias into the study. This sampling method may not adequately represent the diversity of experiences within the broader population. By focusing on a specific group within a single geographic area, the study's findings may not be generalizable to other regions or age groups (Etikan et al., 2016; Jager et al., 2017).

Finally, the study's reliance on closed-ended questions limited the depth of information gathered. Closed-ended questions provide predefined response options, which may constrain participants' ability to fully articulate their experiences and perspectives. This limitation restricts the scope of the research and may overlook important nuances in the parent-child relationship and child temperament (Rahman, 2016).

Recommendations

To address these limitations, several recommendations are proposed for future research. Increasing the sample size is crucial for enhancing the validity and reliability of study results. Researchers should aim to recruit a larger and more diverse group of participants to ensure that the findings are representative of the broader population. Expanding the study to include additional regions, such as Sungai Long and Klang, would provide a more comprehensive view and improve the generalizability of the results.

Adopting a simple random sampling method rather than convenience sampling can further enhance the study's reliability. Simple random sampling involves selecting participants randomly from the entire population, which helps to reduce bias and increase the representativeness of the sample (Emerson, 2015). This approach is particularly useful in large and geographically dispersed populations, ensuring a more accurate reflection of the broader community.

Incorporating qualitative research methods into future studies could also provide valuable insights. Qualitative methods, such as in-depth interviews or open-ended surveys, allow participants to share their experiences and perspectives more freely (Tenny et al., 2017). This approach can uncover additional layers of understanding and offer a richer, more nuanced view of the parent-child relationship and child temperament. Combining qualitative and quantitative methods would provide a more comprehensive analysis and deepen the understanding of these important dynamics (Brannen, 2017).

Conclusion

In conclusion, this study offers valuable insights into the relationship between the child-parent bond and children's temperament, based on research conducted in Kajang. The results

show a significant association between parent-child closeness and all subscales of temperament, including surgency, negative affect, and effortful control, as well as between conflict and negative affect. However, no significant relationship was found between conflict and the traits of surgency or effortful control. Since this study reflects Malaysian parents' experiences, further research across different regions in Malaysia is recommended for broader understanding.

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Appendices

Appendix A

A study on the Association between Child-parent relationship and Preschool's temperament in Kajang.

I am Adeline Pang Zou Yun, an undergraduate student pursuing Bachelor of Early Childhood Education (Honours) at University Tunku Abdul Rahman (UTAR)

I am conducting a research project "A Study in the association between Child-parent relationship and Preschool's Temperament". The objective of this online survey is to examine the association between child-parent relationship in the aspect of closeness and conflict, while preschool's temperament in the aspects of surgency, effortful control, and Negative Affect.

This questionnaire consist of three sections and it will take approximately 10-15 minutes to complete. Please be informed that all information collected from this survey is solely for research report writing. Your identity and answer will be kept Private and Confidential and will be used solely for academic purposes.

Section 1: Demographic information carries questions that collect demographic information such as gender, age group, race group, educational background, number of child(ren) and working hours of both parents.

Section 2 : Child-parent relationship questionnaire consists of 15 questions to measure the levels of stress experienced by parents with a 5-point likert scale.

Section 3 : Child's Temperament questionnaire consists of 36 questions to measure various levels of parent activity across home, classroom, and school contexts with a 7-point likert scale.

If you have any question answering this questionnaire, you may contact me at: adeline0118@tutar.my
Your participation is much appreciated.

Thank you for your time and effort in completing this questionnaire.

Consent Letter

Respondent information and consent form

You are invited to participate in a study conducted by the researcher, Adeline Pang Zou Yun, a student currently studying Bachelor of Early Childhood Education in University Tunjku Abdul Rahman, titled as above. You are required to answer a series of questions, which covers

1. Demographic Information
2. Child-Parent Relationship Scale – Short Form (CPRS-SF)
3. Children's Behaviour Questionnaire – Very Short Form

Purpose: The purpose of this study is to investigate the relationship between child-parents relationship and children's behaviour among parents with preschoolers in Kajang.

Procedure: This is a self-reported questionnaire. It will take around 15 - 20 minutes of your time. Your participation in this study is voluntary and you have the right to not answer any of the questions that you do not like answering. You have the right to stop this interview at any point of time if you do not feel comfortable.

Confidentiality: All the information you have given will be kept private and confidential. Your information will be stored only by code, with personal details kept secured in files and computer with access only by Adeline Pang Zou Yun. The final results of this study will be presented Final Year Project Presentation and written up in Final Year Project Report. In this event of publication, no personal identification will be disclosed.

Informed consent:

I have read and understood all the information stated above. I have my questions answered satisfactorily. I, hereby consent to voluntarily participate in this research.

1. If you have read and understood all the information stated above and hereby consent to voluntarily participate in this research, please choose yes. If you decided not to took part in our please choose "No"

请选择所有适用项。

- Yes
 No

Section 1: Demographics Information

2. Gender *

请仅选择一个答案。

- Male
 Female

3. Age Group *

请仅选择一个答案。

- 20 below
 21-30
 31-40
 41-50
 50 above

4. Race Group *

请仅选择一个答案。

- Malay
 Chinese
 Indian
 其他: _____

5. Education Background *

请仅选择一个答案。

- PMR/SRP/LCE
 SPM/O-LEVEL/MCE
 STPM/A-LEVEL/HSC
 Certificate from IPT
 Diploma
 Bachelor's Degree
 Master's Degree
 其他: _____

6. Number of child *

请仅选择一个答案。

- 1
 2
 3
 More than 3 children

第三卷 / 題

Section 2: Child-parent relationship

This questionnaire is designed for mothers or fathers to assess their perceptions of their relationship with their son or daughter. The 15 items are rated on 5-point Likert scales and the ratings can be summed into groups of items corresponding to conflict and closeness subscales. Please indicate the degree to which you apply or does not apply with the following items by placing the appropriate number in the space provided.

5-point Likert scales :-

1 = definitely does not apply

2 = not really

3 = neutral, not sure

4 = applies somewhat

5 = definitely applies

	Definitely does not apply	Not really	Neutral, not sure	Applies Somewhat	Definitely applies
1. I share an affectionate, warm relationship with my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My child and I always seem to be struggling with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If upset, my child will seek comfort from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My child is uncomfortable with physical affection or touch from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My child values his/her relationship with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. When I praise my child, he/she beams with pride.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child spontaneously shares information about himself/herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child easily becomes angry at me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. It is easy to be in tune with what my child is feeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My child remains angry or is resistant after being disciplined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Dealing with my child drains my energy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. When my child is in a bad mood, I know we are in for a long and difficult day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My child's feelings towards me can be unpredictable or can change suddenly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My child is sneaky or manipulative with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My child openly shares his/her feelings and experiences with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

Children's Behavior Questionnaire Very Short Form (CBQ-VSF)

The questionnaire is designed to capture three broad dimensions: surgency/extraversion, negative affect, and effortful control. You are asked to rate your child based on how you feel that your child's reaction is likely to be in a variety of situations. Responses are given on a 7-point scale ranging from 1 (extremely untrue of my child) to 7 (extremely true of my child).

- 7-point scale :-**
- 1-extremely untrue
 - 2-quite untrue
 - 3- slightly untrue
 - 4-neither true nor untrue
 - 5-slightly true
 - 6-quite true
 - 7-extremely true

If you cannot answer one of the items because you have never seen the child in that situation, for example, if the statement is about the child's reaction to your singing and you have never sung to your child, then choose **NA (not applicable)**.

Appendix B

Original SPSS Output

Table 1

SPSS output for demographic statistics (Gender)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	39	44.8	44.8	44.8
	Male	48	55.2	55.2	100.0
	Total	87	100.0	100.0	

Table 2

SPSS output for demographic statistics (Age Group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 below	4	4.6	4.6	4.6
	21-30	23	26.4	26.4	31.0
	31-40	29	33.3	33.3	64.4
	41-50	21	24.1	24.1	88.5
	50 above	10	11.5	11.5	100.0
	Total	87	100.0	100.0	

Table 3

SPSS output for demographic statistics (Race Group)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chinese	38	43.7	43.7	43.7
	Indian	29	33.3	33.3	77.0
	Malay	20	23.0	23.0	100.0
	Total	87	100.0	100.0	

Table 4

SPSS output for demographic statistics (Education Background)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degreee	10	11.5	11.5	11.5
	Certificate from IPT	14	16.1	16.1	27.6
	Diploma	18	20.7	20.7	48.3
	Master's Degree	8	9.2	9.2	57.5
	PMR/SRP/LCE	7	8.0	8.0	65.5
	SPM/0-LEVEL/MCE	14	16.1	16.1	81.6
	STPM/A- LEVEL/HSC	16	18.4	18.4	100.0
	Total	87	100.0	100.0	

Table 5

SPSS output for demographic statistics (Number of child)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	20	23.0	23.0	23.0
	2	30	34.5	34.5	57.5
	3	22	25.3	25.3	82.8
	More than 3 children	15	17.2	17.2	100.0
	Total	87	100.0	100.0	

Table 6

SPSS output for demographic statistics

(Overall mean and standard deviation for the child-parent relationship in two subscales: closeness and conflict)

(Overall mean and standard deviation for the children's temperament in three subscales: surgency, negative affect, and effortful control.)

	Mean	Std. Deviation	N
Conflict_Total	23.84	3.656	87
Closeness_Total	21.43	3.473	87
Surgency_Total	48.83	6.286	87
NegativeAffect_Total	49.63	6.646	87
EffortfulControl_Total	51.26	6.887	87

Table 7

SPSS output for Inferential statistics (Pearson correlation analysis output for the child-parent relationship (Closeness and Conflict) and Child Temperament (Surgency, Negative Affect, Effortful Control))

Correlations

		Conflict_T otal	Closeness_ Total	Surgency_Tot al	NegativeAf fect Total	EffortfulCont rol Total
Conflict_Total	Pearson Correlation	1	.368**	.183	.710**	-.016
	Sig. (2-tailed)		.000	.089	.000	.884
	N	87	87	87	87	87
Closeness_Tota l	Pearson Correlation	.368**	1	.277**	.454**	.382**
	Sig. (2-tailed)	.000		.009	.000	.000
	N	87	87	87	87	87
Surgency_Total	Pearson Correlation	.183	.277**	1	.363**	-.104
	Sig. (2-tailed)	.089	.009		.001	.335
	N	87	87	87	87	87
NegativeAffect_ Total	Pearson Correlation	.710**	.454**	.363**	1	-.020
	Sig. (2-tailed)	.000	.000	.001		.851
	N	87	87	87	87	87
EffortfulControl_ Total	Pearson Correlation	-.016	.382**	-.104	-.020	1
	Sig. (2-tailed)	.884	.000	.335	.851	
	N	87	87	87	87	87

** . Correlation is significant at the 0.01 level (2-tailed).