



## The Effects of Parental Attachment on Personality Traits

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### ABSTRACT

This study aims to identify parental attachment's effects on trainee counsellors' personality traits in the Universiti of Malaysia Sarawak UNIMAS. This research adopted a correlational research design. The respondents were 209 trainee counsellors from the Counselling Program, Universiti Malaysia Sarawak UNIMAS. Two questionnaires were used in this study: The Inventory of Parents and Peer Attachment (IPPA) and the Big Five Personality. The findings indicated a significant relationship between Parents Communication, Attachment and Extraversion and the Agreeableness Trait of Personality. It also showed a significant relationship between Parents Communication Attachment and Extraversion, Agreeableness and Conscientiousness. We also found a significant relationship between Parents' Alienation Attachment and Conscientiousness, Neuroticism and Openness. The study informs society about the need to increase awareness about the importance of knowing attachment styles and personality traits as both impact individuals' lives..

**Keywords:** adult attachment, parental attachment, personality, personality traits, Big Five Personality

### ARTICLE INFO

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## 1 BACKGROUND OF STUDY

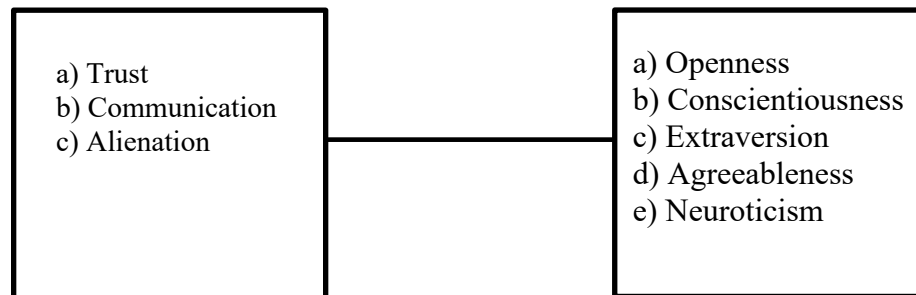
The parental attachment has long been observed as a factor which influences personality traits. Solid connections or attachments were found to have an impact on the students' feelings of self and eventually be promoted to an elevated self-esteem level. Various earlier studies have also found how a weak connection to guardians was not necessarily an indicator of personality traits. Bowlby's Attachment theory (1969) became a framework for understanding an individual's self-model. People with a distinctive style of attachment have different views of themselves. A great deal of research has focused on the influence of attachment and social support on the psychological wellbeing of adolescent and college adjustment; less attention has been focused on parental relations and personalities for the college population and the potential joint effects of parental and peer attachment (Schwanz et al., 2014). Attachment theory conceptualises "the propensity of human beings to make strong affectional bonds to particular others" (Bowlby, 1977, p. 201). Bowlby (1969) hypothesised that an attachment system evolved to maintain proximity between infants and their caretakers under danger or threat conditions. More recent formulations view the attachment system as functioning continuously to provide children with a sense of "felt security," facilitating exploration by the child (Ainsworth, Blehar, Waters, & Wall, 1978; Sroufe & Waters, 1977).

Harris (1998) critically evaluates the nurture assumption, which she defines as the conviction held by some that parents are the most important people in their children's environment and have the most considerable influence on their development, particularly their personality development. In the second part of her book, she discusses an alternative model, namely, group socialisation theory, which views the peer group as the most important environmental factor influencing adolescents' personality development. The peer group, according to her, has a more substantial influence on the personality development of the adolescent than parents, brothers, sisters, family, friends, teachers, or any other adults. To a considerable extent, that which a person becomes is a result of heredity and the person's relationship with the peer group and, to a lesser extent, a result of parent relationships.

The present study represents only an initial step toward learning, understanding, and articulating trust and communication issues in Malaysian students' attachment process. In general, Malaysian and Asian communities are built on extended families' concepts, the complicated network of family systems that involve hierarchy and status. It influences the researcher to study the relationship between the attachment of parents with personality traits.

Data from a previous study has found that female students' communication patterns were more consistent than that of male students. However, communication leaned towards mothers who provide more emphatic understanding, listen attentively, and are more passionate about their children. These findings supported Bowlby's (1998) argument that mothers are a better provider than fathers when it comes to psychological support. From these findings, the researcher sought to answer how the level of attachment style may be described. Rothmann (2003) rationalised that people or employee who tend to lean towards neuroticism (for example, who are prone to having irrational ideas, being less able to control impulses, and coping poorly with stress) perform poorer and are less creative than those who are emotionally stable. This result confirms the findings of

Hoomann and Maschke (1996), Dunn et al. (1995), and Judge et al. (1999). Furthermore, Extraversion was associated with task performance and creativity, probably because extraverts tend to experience positive affect (Clark & Watson, 1991). From this statement, the researcher wants to know whether there is any significant relationship between the student's personality traits and parental involvement level.



**Figure 1.** The Conceptual Framework for this study

This study focuses on the attachment of parents and personality traits. Participants in the study would discover an awareness of their types of attachment and personality traits. The awareness is intended to guide them to become well-trained trainee counsellors. As counsellors, they are expected to be true to themselves. Being open is particularly important as they need to be genuine in their session with clients. If the counsellors themselves have a negative personality trait, it may influence the counsellor-client interactions, and henceforth the sessions might not be healthy.

## 2 ATTACHMENT THEORY

Attachment is one explicit and encompassing part of the connection between a student and their parents. The attachment between a child and his/her parents or guardians would determine how their child feels sheltered, secure, and ensured (Bowlby, 1982). The reason for the connection is not to play with or engage the child (this would be the job of the parent as a mate), feed the child (this would be the job of the parent as a guardian), set cut-off points for the child (this would be the job of the parent as a slave driver) or show the child new aptitudes (this would be the job of the parent as an instructor). Attachment is the place the child utilises the essential parental figure as a safe base from which to investigate and, when fundamentally needed, as a safe house of wellbeing and a wellspring of solace (Waters & Cummings, 2000).

Attachment is not 'bonding'. 'Bonding' was an idea created by Klaus and Kennell, who inferred that parent-kid 'bonding' relied upon skin-to-skin contact amid an early basic period. This idea of 'bonding' was ended up being incorrect and to have nothing to do with connection. Shockingly, numerous experts and non-professionals keep on utilising the terms 'attachment' and 'bonding' reciprocally. When asked what 'secure attachment' resembles, numerous experts and non-professionals portray an 'image' of a placated half-year-old new-born child being breastfed by their

mom who is in a mollified state of mind; they additionally frequently wrongly infer that breastfeeding advances a secure connection. Early findings suggest that a patient's attachment status may be relevant to the course and outcome of psychotherapy and may also change because of psychotherapy. Berant and Obegi (2009) reviewed that securely attached clients may not necessarily show more improvement in treatment than insecurely attached client. However, the findings across these studies have been variable, with some studies suggesting that securely attached clients may not necessarily show more improvement in treatment than insecurely attached clients (Cyranowski et al., 2002; Fonagy et al., 1996).

### 3 FAMILY ATTACHMENT

Ainsworth (1978) identified three distinct patterns or style of attachment, which have since been termed *secure* (63% of the dyads tested), *anxious-resistant* or *ambivalent* (16%), and *avoidant* (21%). **Securely attachment** individuals or family usually will, in general, concur with the accompanying explanations: "It is moderately simple for me to end up sincerely near each other. I am happy with relying upon others and having others rely upon me. I don't stress over being separated from everyone else or others not tolerating me." This style of connection ordinarily results from a past filled with warm and responsive associations with their connections. Evidence suggests that secure attachment kind to people tends to be open, collaborative, compliant, committed, and proactive in treatment (Dozier, 1990). Securely attached families will, in general, have positive perspectives on themselves and their connections. They additionally will, in general, have positive perspectives on their connections. Regularly they report more noteworthy fulfilment and modification in their connections than individuals with other connection styles. Securely attached families feel great both with closeness and autonomy. A few studies that specifically examined attachment and self-efficacy, O'Brien et al. (2000) found a relationship between attachment and career decision self-efficacy, leading to academic performance.

Family with **resistance attachment** type will, in general, concur with the accompanying articulations: "I need to be candidly cosy with others, however, I regularly find that others are hesitant to get as close as I might want", and "I am awkward being without cosy connections, yet I now and then stress that others don't esteem me as much as I esteem them." With this connection style, family members would look for substantial amounts of closeness, endorsement, and responsiveness from their connection figure. They have difficulty asking for help and retreat from help when offered (Dozier, 1990). They occasionally esteem closeness to such a degree that they become excessively reliant on the connection figure. Contrasted and safely appended family, the family who are on edge or distracted with connection will, in general, have more negative perspectives about themselves. They may feel nervousness that subsides when in contact with the connection figure or the others. They frequently question their value as a family and reprimand themselves for the connection figure's absence of responsiveness. The family who is restless or engrossed with the connection may show abnormal amounts of passionate expressiveness, enthusiastic dysregulation, stress, and indiscretion in their connections.

**Avoidant** type can be divided into two, which are **dismissive** and **fearful**. Family with **the dismissive style** of avoidant attachment will, in general, concur with these announcements: "I am agreeable without close passionate connections", "It is essential to me to feel autonomous and

independent", and "I favour not to rely upon others or have others rely upon me." People with this connection style want an abnormal state of freedom. The craving for autonomy regularly shows up as an endeavour to maintain a strategic distance from connection out and out. They see themselves as independent and resistant to sentiments related to being firmly connected to other people in their family. They regularly refuse cosy connections. Some may even view cosy connections as generally irrelevant. As anyone might expect, they look for less closeness with connections, whom they frequently see less decidedly than they see themselves. Parenting style has been ignored in the career literature; their impact on independent exploration and decision making and perceptions of efficacy should not be underestimated (Lease & Dahlbeck, 2009). Agents note the guarded character of this attachment style. Family with a pompous avoidant connection style will, in general, stifle and shroud their sentiments, and they will, in general, arrangement with dismissal by removing themselves from the wellspring of dismissal (for example, their connections). They also have difficulty asking for help and retreating from help when offered (Dozier, 1990).

While for *fearful style*, family with losses or other trauma, such as sexual abuse in childhood and adolescence, may often develop this type of attachment (Liem & Joan, 1999) and tend to agree with the following statements: "I am somewhat uncomfortable getting close to others. I want emotionally close relationships, but I find it difficult to completely trust others, or to depend on them. I sometimes worry that I will be hurt if I allow myself to become too close to other people." They tend to feel uncomfortable with emotional closeness, and the mixed feelings are combined with sometimes unconscious, negative views about themselves and their attachments. They commonly view themselves as unworthy of responsiveness from their attachments, and they do not trust the intentions of their attachments. Like the dismissive-avoidant attachment style, people with a fearful-avoidant attachment style seek less intimacy from attachments and frequently suppress and deny their feelings. Because of this, they are much less comfortable expressing affection. Additionally, only a small number of studies have examined whether the relation between attachment and academic performance and career (Blustein et al., 1991; Felsman & Blustein, 1999; Guay et al., 2003; Guerra & Braungart-Rieker, 1999; O'Brien et al., 2000; Scott & Church, 2001).

#### 4 PERSONALITY TRAITS

Eigen, Hartman, and Hartman (1987) reported that stable career decision making was facilitated by emotional attachments that permitted individual freedom. Parental and peer attachment has been shown to affect students' academic performance and educational outcomes (Gemeay et al., 2015). According to Gemeay et al. (2015), although low attachment to parents and peers was not the single predictor of poor academic performance, a strong attachment was found to influence the college student's sense of self and promoted higher self-esteem. The influence of attachment on academic achievement affected by cultural and ethnic differences; for example, collectivist nature may be characterised by reliance on self-discipline as coping strategies (East & Rook, 1992). It is clear from the cited research above that parents do influence their children's personality, development, and behaviour. However, whether their influence plays a great or lesser role, then that of the peer group cannot be determined.

Over the years, many improvements in the measurement of attachment style have been proposed (e.g., Bartholomew & Horowitz, 1991; Carver, 1997; Collins & Read, 1990; Simpson, 1990). Some improvement efforts assume that dimensional measures are more accurate and valid than categorical measures; some are based on dimensional theoretical conceptions of the attachment-style domain, which supersede a simple categorical conception. The most influential of the dimensional schemes is Bartholomew's (1990), which posits two orthogonal dimensions, a model of self (or attachment anxiety) and model of partner (or attachment avoidance), as the factors defining four adult attachment styles.

In 1998, Brennan, Clark, and Shaver reported a large factor-analytic study involving virtually all the self-report attachment style measures proposed up to that time. They found that a two-dimensional, continuous measure of attachment style (the Experiences in Close Relationships Scale, or ECR), compatible with Bartholomew's conceptual scheme (1990; Bartholomew & Horowitz, 1991), could represent all the existing measures while adding to measurement precision. Brennan et al. (1998) called the two dimensions "attachment-related anxiety" and "attachment-related avoidance," the first referring to Anxiety about rejection, abandonment, and unlovability, and the second to avoidance of intimacy and dependency. Recent research has supported this two-dimensional representation of adult attachment (e.g., Fraley & Shaver, 2000) and infant attachment to parents (Fraley & Spieker, 2003).

## **5 FAMILY ATTACHMENT AND FAMILY TRAITS**

Gauze, Bukowski, Aquan-Assee and Sippola (1996) maintained that children from families with high cohesion show a strong self-image, irrespective of friendship stability. Rodgers and Rose (2002) found that, in divorced single-parent families, peer support moderated the effect of low parental support. Meeus and Devovic (1999) tested a hypothesis that both parents and peer group influence personality in diverse ways. Peer groups have the strongest influence on adolescents both generally and in terms of school-related matters; parents tended to have a bigger influence on their child's entire life.

Based on a previous study, both Attachment Anxiety and Avoidance, but particularly Anxiety, have been found to correlate positively with neuroticism. These findings are synonymous with Shaver and Brennan's (1992) original findings and made sense conceptually. Attachment Anxiety and Avoidance are forms of insecurity, and neuroticism is also a form of insecurity. Attachment anxiety is especially related to the depression, vulnerability, and anxiety facets of neuroticism. These issues align with many previous findings, which suggested that anxious attachment occurs when a person feels inadequately loved and insufficiently in control of interpersonal events. The literature on infant-parent attachment suggests that anxious attachment occurs when the parental caregiver is unreliable or unpredictable, which causes the infant to feel vulnerable and remain vigilant (Thompson, 1999). Shaver and Brennan claimed that Attachment Anxiety correlated most highly with the depression facet of neuroticism, which is compatible both with Bowlby's emphasis on depression (1980) in the third volume of his attachment trilogy and with Bartholomew's conceptualisation of attachment anxiety dimension as "negative model of self" (1990). In cognitive theories of depression (e.g., Beck, Steer, & Epstein, 1992), a negative self-image is a central aspect of depression.

## 6 METHODOLOGY

The design for this study is a Quantitative Design. It helps to describe the characteristics of the population or phenomena that are being studied. One of the main methods to collect data for this study is the dissemination of a survey. The current study also focuses on the mediating effect of parental attachment on dependent variables. The variables include trust, communication, and alienation, and the dependent variable is personality (Big 5 Personality).

The study was conducted at the Universiti Malaysia of Sarawak, Kota Samarahan. The population sample was among two hundred and nine (209) counselling students who are full-time and enrolled in the current semester. The selection was made through snowball sampling. There are six variables in the demographic backgrounds, which consist of gender, age, year of study, religion, race, and marital status.

**Table 1.** Descriptive Statistics for Demographic Variables

Demographic Variables	Year of Study				Total
	Year 1	Year 2	Year 3	Year 4	
<b>Gender:</b>					
Male	11	7	10	11	39
Female	51	41	37	41	170
<b>Age:</b>					
25-30	1	1	5	7	14
20-24	59	47	42	45	193
15-19	2	0	0	0	2
<b>Race:</b>					
Malay	32	19	23	29	103
Indian	1	1	2	0	4
Chinese	2	5	3	3	13
Others	27	23	19	20	89
<b>Religion:</b>					
Islam	33	26	30	36	125
Christian	27	18	13	14	72
Buddha	2	2	3	2	9
Others	0	2	1	0	3
<b>Status:</b>					
Single	62	48	44	46	197
Married	0	0	3	3	6
Others	0	0	0	3	3

**Table 2.** Descriptive Statistics for Age

	N	Minimum	Maximum	Mean	Std. Deviation
Age	209	1	3	1.94	0.271

## 6.1 Research Instrument

### 6.1.1 Inventory of Parents and Peer Attachment (IPPA)

The IPPA was developed to assess adolescents' perceptions of the positive and negative affective/cognitive dimension of relationships with their parents and close friends -- particularly how well these figures serve as psychological security sources. The theoretical framework is attachment theory, originally formulated by Bowlby and recently expanded by others. Three broad dimensions are assessed: the degree of mutual trust, quality of communication, and extent of anger and alienation. The development samples were 16 to 20 years of age; however, the IPPA has been used successfully in several studies with adolescents as young as 12. The instrument is a self-report survey with a five-point Likert-scale response format. The original version consists of 28 parent and 25 peer items, yielding two attachment scores. The revised version (Mother, Father, Peer Version) comprises 25 items in each of the mother, father, and peer sections, yielding three attachment scores. The IPPA is scored by reverse-scoring the negatively worded items and then summing up each section's response values.

### 6.1.2 The Big 5 Personality

The Big Five personality traits were the model to comprehend the relationship between personality and academic behaviours. This model was defined by several independent sets of researchers who used factor analysis of verbal descriptors of human behaviour. These researchers began by studying relationships between many verbal descriptors related to personality traits. They reduced the lists of these descriptors (arbitrarily) by 5–10 fold and then used factor analysis to group the remaining traits (using data mostly based upon people's estimations, in the self-report questionnaire and peer ratings) to find the underlying factors of personality.

### 6.1.3 Pilot Study

The instruments were being translated by expert panels. They had reviewed the translated questionnaires. The validity was confirmed by construct validity. The validation index for IPPA is 8.8, and the Big 5 Personality is 8.3. The total reliability Alpha Cronbach for IPPA is .867, while The Big 5 Personality is .834. The definitive version of the questionnaire was then piloted and administered to 52 counselling students from fourth-year students in UNIMAS.



#### 6.1.4 Ethics

Confidentiality aspects and trust are the most important aspects that they must be aware of. The researcher must be strict in keeping information so that it will be safe, and the researcher must not have to expose the information to others. The researcher also needs to explain the instructions and how to answer the questionnaire so that the participants will be surer and have more understanding of answering the questionnaire. It also helps the participants to answer the question correctly based on their state of perception of self. The researcher also needs to have a good understanding of the questionnaire as it may affect how it is analysed.

### 7 FINDINGS AND DISCUSSION

The study intended to investigate the effect of parents' attachment and personality traits, to assess whether attachments of parental style are related to a person's personality. The hypotheses were based on past research that had combined these variables, and most have supported the claim. The study was carried out to 209 respondents among full-time Year 1, Year 2, Year 3, and Year 4 counselling students in Universiti Malaysia Sarawak. A survey questionnaire was used as an instrument to collect the data consisting of three parts: demographic of the respondent, IPPA (*Inventory of Parents and Peer Attachment*) and Big Five Personality. The survey was distributed among the students, and the data gathered was analysed using SPSS (Statistical Package for Social Science). Pearson Correlation was used to see the correlation between those variables. All 209 respondents came from various and diverse backgrounds of gender, race, educational level, and age who participated in the study.

**Table 3.** Descriptive Statistics for All Variables

Variable	N	Mean	Std. Deviation
Extraversion	209	25.1053	2.44722
Agreeableness	209	28.6794	3.06776
Conscientiousness	209	26.4593	2.62377
Neuroticism	209	23.6364	2.75643
Openness	208	30.2452	3.44206
IPPA_Trust_Parents	209	37.2105	5.32173
IPPA_Communication_Parents	209	32.4306	5.06460
IPPA_Alienation_Parents	209	15.0909	5.00350

**Table 4.** Correlation between Parent Attachment (Trust) and Extraversion

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Trust)	209	.094	.175

It was hypothesised that there is no significant relationship between Parents Attachment (Trust) and Personality Traits (Big 5: Extraversion). The result showed no significant relationship between

Parents Attachment (Trust) and Personality traits (Big 5: Extraversion). The value of  $r = .094$  and  $p = .175$ . The  $p$ -value was greater than the significance value of  $p = .050$ . In other words, trust and extraversion were not correlated. This result differs from the previous research that has been conducted by Nofle and Shaver (2006), who found that attachment was positively correlated to extraversion. Findings from the present study indicated that both were not affected by each other. When someone is having a personality of extraversion, the person might not be a sociable person. The person might not be likely to mingle around.

**Table 5.** Correlation between Parent Attachment (Trust) and Agreeableness

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Trust)	209	.115	.096

It was hypothesised that there would be no significant relationship between Parents Attachment (Trust) and Personality Traits (Big 5: Agreeableness). The result showed no significant relationship between Parents Attachment (Trust) and Personality traits (Big 5: Agreeableness). The value of  $r = .115$  and  $p = .096$ . The  $p$ -value was greater than the significance value of  $p = .050$ . In other words, trust and agreeableness were not affected by each other. Agreeableness measures the extent of a person's warmth and kindness, but parental agreeableness plays a vital role in children psychopathy (Krupić et al., 2020). It has been learned or shaped during childhood with parents acting as a role model.

**Table 6.** Correlation between Parent Attachment (Trust) and Conscientiousness

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Trust)	209	.005	.948

It was hypothesised that there is no significant relationship between Parents Attachment (Trust) and Personality Traits (Big 5: Conscientiousness). The result showed no significant relationship between Parents Attachment (Trust) and Personality traits (Big 5: Conscientiousness). The value of  $r = .005$  and  $p = .948$ . The  $p$ -value was greater than the significance value of  $p = .050$ . This result is consistent with a previous research by Krupić et al. (2020) which highlighted how trust and conscientiousness negatively correlated to each other. Conscientious people are organised and have a keen sense of duty. They are dependable and disciplined. This kind of personality has that mindset to achieve their target, and there would be nothing that can stop them from fulfilling their desire.

**Table 7.** Correlation between Parent Attachment (Trust) and Neuroticism

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Trust)	209	.066	.343

It was hypothesised that there is no significant relationship between Parents Attachment (Trust) and Personality Traits (Big 5: Neuroticism). The result showed no significant relationship between

Parents Attachment (Trust) and Personality traits (Big 5: Neuroticism). The value of  $r = .066$  and  $p = .343$ . The  $p$ -value was greater than the significance value of  $p = .050$ . This result differs from the previous research by Krupić et al. (2020), in which trust and neuroticism are found to be positively correlated to each other. Neuroticism can lead an individual to focus on and dwell on the negative aspects of the situation rather than the positive ones; it does not bring any good or bad to an individual's trust level.

**Table 8.** Correlation between Parent Attachment (Trust) and Openness

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Trust)	209	.019	.786

It was hypothesised that there is no significant relationship between Parents Attachment (Trust) and Personality Traits (Big 5: Openness). The result showed no significant relationship between Parents Attachment (Trust) and Personality traits (Big 5: Openness). The value of  $r = .019$  and  $p = .786$ . The  $p$ -value was greater than the significance value of  $p = .050$ . It was shown that trust and openness were not correlated with both were not affected by each other. This result differs from the previous research conducted by Ghadampour et al. (2020) mentioning that openness to experiences has a significant positive indirect relationship with children psychopathology. There are no relations, maybe because people with openness enjoy an adventure, they are curious and seek a new experience, and they do not need someone they trust to accomplish this.

**Table 9.** Correlation between Parent Attachment (Communication) and Extraversion

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Trust)	209	.153	.027

It was hypothesised that there is no significant relationship between Parents Attachment (Communication) and Personality Traits (Big 5: Extraversion). The result showed a weak significant relationship between Parents Attachment (Trust) and Personality traits (Big 5: Extraversion). The value of  $r = .153$  and  $p = .027$ . The  $p$ -value was smaller than the significance value of  $p = .050$ . This result is consistent with the previous research that has been conducted by Hassan et al. (2019), which highlighted how extraversion had the strongest influence on communication competences.

**Table 10.** Correlation between Parent Attachment (Communication) and Agreeableness

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Communication)	209	.186	.007

It was hypothesised that there is no significant relationship between Parents Attachment (Communication) and Personality Traits (Big 5: Agreeableness). The result showed a weak significant relationship between Parents Attachment (Communication) and Personality traits (Big 5: Agreeableness). The value of  $r = .186$  and  $p = .007$ . The  $p$ -value was smaller than the significance

value of  $p = .050$ . This result is consistent with the previous research that has been conducted by Hassan et al. (2019), which mention that agreeableness had a significant positive relation with communication competence. Those with high agreeableness traits were valued higher by their superiors due to the nature of their willingness to compromise with their interest.

**Table 11.** Correlation between Parent Attachment (Communication) and Conscientiousness

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Communication)	209	.018	.798

It was hypothesised that there is no significant relationship between Parents Attachment (Communication) and Personality Traits (Big 5: Conscientiousness). The result showed no significant relationship between Parents Attachment (Communication) and Personality traits (Big 5: Conscientiousness). The value of  $r = -.018$  and  $p = .798$ . The  $p$ -value was greater than the significance value of  $p = .050$ . This result is consistent with the previous research that has been conducted by Hassan et al. (2019), which talked about how conscientiousness was not related to communication. Usually, people with it are related to low sociability and warmth to introversion.

**Table 12.** Correlation between Parent Attachment (Communication) and Neuroticism

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Communication)	209	.053	.444

It was hypothesised that there is no significant relationship between Parents Attachment (Communication) and Personality Traits (Big 5: Neuroticism). The result showed no significant relationship between Parents Attachment (Communication) and Personality traits (Big 5: Neuroticism). The value of  $r = .053$  and  $p = .444$ . The  $p$ -value was greater than the significance value of  $p = .050$ . This result is consistent with the previous research that has been conducted by Hassan et al. (2019), which said that neuroticism is negatively related to communication. Neuroticism is a trait characterised by moodiness and emotional instability and can be worse and not matched with communication.

**Table 13.** Correlation between Parent Attachment (Communication) and Openness

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Communication)	209	.002	.980

It was hypothesised that there is no significant relationship between Parents Attachment (Communication) and Personality Traits (Big 5: Openness). The result showed no significant relationship between Parents Attachment (Communication) and Personality traits (Big 5: Openness). The value of  $r = .002$  and  $p = .980$ . The  $p$ -value was greater than the significance value of  $p = .050$ . This result differs from the previous research conducted by Hassan et al. (2019), which mentioned that openness is significant to communication. It differs from the previous study, maybe

because the participants are counsellors, where too much openness may lead to a decrease in relationship satisfaction.

**Table 14.** Correlation between Parent Attachment (Alienation) and Extraversion

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Alienation)	209	.068	.331

It was hypothesised that there is no significant relationship between Parents Attachment (Alienation) and Personality Traits (Big 5: Extraversion). The result showed no significant relationship between Parents Attachment (Alienation) and Personality traits (Big 5: Extraversion). The value of  $r = .068$  and  $p = .331$ . The  $p$ -value was bigger than the significance value of  $p = .050$ . This result is consistent with the previous research that has been conducted by Alomeroglu et al. (2017), which mentioned that alienation and extraversion do not have any relationships with each other. No correlation in extraversion means there is no desire to spotlight the participant and there more into low-key.

**Table 15.** Correlation between Parent Attachment (Alienation) and Agreeableness

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Alienation)	209	.143	.038

It was hypothesised that there is no significant relationship between Parents Attachment (Alienation) and Personality Traits (Big 5: Agreeableness). The result showed a significant relationship between Parents Attachment (Alienation) and Personality traits (Big 5: Agreeableness). The value of  $r = -.143$  and  $p = .038$ . The  $p$ -value was smaller than the significance value of  $p = .050$ . This result differs from the previous research that has been conducted by Alomeroglu et al. (2017), which mentions that alienation and agreeableness do not have any relationships with each other. Alienation is always being related to "protective" behaviour, and somehow, it leads to positive behaviour as caring about others and empathy.

**Table 16.** Correlation between Parent Attachment (Alienation) and Conscientiousness

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Alienation)	209	.202	.003

It was hypothesised that there is no significant relationship between Parents Attachment (Alienation) and Personality Traits (Big 5: Conscientiousness). The result showed a weak significant relationship between Parents Attachment (Alienation) and Personality traits (Big 5: Conscientiousness). The value of  $r = -.202$  and  $p = .003$ . The  $p$ -value was smaller than the significance value of  $p = .050$ . This result differs from the previous research that has been conducted by Alomeroglu et al. (2017), which mentions that alienation and conscientiousness are not related to each other. From the result, we can see a relationship between strict parents to nerd

behaviour (have goal-directed behaviour). Mostly strict parents have produced a "good kid", and most of them are organised.

**Table 17.** Correlation between Parent Attachment (Alienation) and Neuroticism

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Alienation)	209	.162	.019

It was hypothesised that there is no significant relationship between Parents Attachment (Alienation) and Personality Traits (Big 5: Neuroticism). The result showed a weak significant relationship between Parents Attachment (Alienation) and Personality traits (Big 5: Neuroticism). The value of  $r = .162$  and  $p = .019$ . The  $p$ -value was smaller than the significance value of  $p = .050$ . This result is consistent with the previous research that Alomeroglu et al. (2017) have been conducted, which mentions that alienation and neuroticism are related to each other. Alienation parent's process includes an extreme sentiment of primal inadequacy, which delivers a narcissistic over-inflation of self as a defence against the feeling of inadequacy. It somehow leads the children to have a self-doubted feeling as has already been shown by their parents.

**Table 18:** Correlation between Parent Attachment (Alienation) and Openness

Variable	N	Pearson Correlation, r	Significant value, p
Parent Attachment (Alienation)	209	.334	.000

It was hypothesised that there is no significant relationship between Parents Attachment (Alienation) and Personality Traits (Big 5: Openness). The result showed a significant relationship between Parents Attachment (Alienation) and Personality traits (Big 5: Openness). The value of  $r = .334$  and  $p = .000$ . The  $p$ -value was smaller than the significance value of  $p = .050$ . This result differs from the previous research that has been conducted by Alomeroglu, E., Guney, S., Sundu, M., Yasar, O., and Akyurek, S. (2017), which claimed that alienation and openness were not related to each other. Strict parents are not significant to an openness personality that is adventurous and creative. Openness traits usually come from the parents who allow their children to be free, allowing the child to have an eagerness to learn something new.

## 8 SUMMARY AND CONCLUSION

In training to become a full-fledged counsellor, the study has opened a new perspective about the importance of being aware of personal attachment styles and personality traits. To conduct a genuine engagement in a counselling session, trainee counsellors first need to understand their own characteristics clearly before they are ready to meet clients. They need to be genuine and congruent while conducting the session. Thus, by exploring themselves more and learning about this, the counsellor would also be aware of other people's attachment style and prevent them from judging their client. They would figure out interventions to help their clients and guide them based on attachment styles and personality traits.

The study benefits the counselling field and society in general. By correlating between attachment and personality, a person knows what kind of personality they have, and they would know how their attachment style affected their personality. Moreover, this study illustrates how relationships with family members and friends could affect marital quality. For trainee counsellors, the study creates an awareness about their own attachment styles, and they would be able to utilise the knowledge when engaging with their own clients. The information would enable them to interact with clients congruently regardless of their personal attachment styles and personality traits. For society at large, the study will increase the public's awareness about the importance of knowing and understanding their personal attachment styles and personality traits as it has a substantial impact on their lives.

Future studies should attempt to replicate this study by including more diversity concerning educational level and age. A broader sample would yield more generalisable results. It would be interesting to explore the more interpersonal aspects, including the participants' significant other or more observational ways of measuring attachment. Because the study results were significant, it would be of value for future research to explore the more applied research by studying how this research can play a part in terms of social problems, for example. Future studies could conduct a similar study in a different setting, and a comparative study would contribute to understanding the phenomenon clearly.

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