



Parents' Education, Personality, and Their Children's Disruptive Behaviour

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The aims of this study were (1) to understand the effects of parents' education and personality aspects on child disruptive behavior, (2) to know the correlation between the parents' personality aspects (N-Deference, N-Succorance, N-Dominance and N-Aggression) and the children' disruptive behavior. A quantitative approach to the correlational design was employed. Three variables were studied, namely parents' education and personality as the independent variables and child disruptive behavior as the independent variable. The applied instruments are questionnaires, (2) personality test (EPPS), and (3) observation with time and interval samplings approach. The population is from Magelang, Indonesia, while the participants are 100 children at the age of 5 – 7 years and their parents. The results show that (1) there are some effects of parents' education and personality on child disruptive behavior, and (2) aggressive aspects of the parents' personality gave great effects on child disruptive behavior, followed by the succorance, deference, and at the lowest level, the dominance aspects.

Keywords: factors influencing disruptive behavior, parents' education, parents' personality, disruptive behavior, early childhood

INTRODUCTION

Disruptive behavior is negative behavior harmful to oneself and others. This disruptive behavior may happen to all ranges of ages, from early to old ages. Muro (2011) suggests that during the children's range of development, aggressive and inappropriate behaviors often appear. The aggressive and inappropriate behaviors touch their peak when the children are two years old, and then ones will be slow down (Petitclerc & Tremblay, 2009; Wilmhust, 2009). Disruptive behavior in early childhood will give long term

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effects (Alatupa et al, 2011) and will consistently be influenced by the parents' and teachers' condition (Brennan, Shaw, Dishion, & Wilson, 2014).

On December 2015, the researcher conducted a preliminary study at some local kindergartens. The results showed that the disruptive behaviors among kindergarten children among others include: being aggressive and apt to hurt others, raging violently, always breaking the law, striving against others, whimpering, crying and screaming, grabbing toys from his/her fellows during the learning process, weeping and being not willing to be left by his/her caretaker/parent at school. The actions are made either orally or physically.

Disruptive behavior is a type of negative behaviors such as raging violently, whimpering, or crying excessively, getting attention, not obeying, string against others, showing the aggressiveness that may harm oneself for other, thieving, lying, wrecking stuff and being naughty (Schroeder & Gordon, 2002). From a survey made by the researchers among preschoolers in the non-formal PAUD (Pendidikan Anak Usia Dini or Early Childhood Education) in Magelang Indonesia, such disruptive behaviors are (1) fighting (54%), (2) kicking (48%), (3) hitting (34%), (4) grabbing toys (27%), and (5) throwing stuffs (15%). Campbell in Singh et al (2007) shows that more than 14% preschoolers show deviating behaviors.

Moreover, Grainger (2003) made a research among preschoolers in some countries such as New Zealand, Canada dan Queensland, showing that 5-7% children have disruptive behaviors based on their ages. In Ontario, Canada, the disruptive behaviors are shown by 5.5% children at the age of 4-16 years, in Queensland 6.7% at 10 years, in Dunedin, New Zealand, 6.9% at the age of 7 years. Anderson & Barnas, Campbell and Rodriques (2013) found that 35.8% children in the classrooms showed disruptive behaviors. In Indonesia, the research on disruptive behavior, especially among children at the early age has not been much done. In 2015, the writers made a research in PAUD Magelang Indonesia and the result showed that that 35% - 56% children have disruptive behaviors in each class.

Disruptive behaviors among children have to be intervened before affecting their various aspects of life, such as failure in the academic aspect, retention from fellow students, drug misuse and also delinquency (Wilmhurst, 2009; Reinke et al., 2009).

Many research shows that the parents' education and behaviors related to children behavior (Zemp et al., 2016; Piquero et al., 2016; Wentzel et al., 2016; Tang, 2016). This research would be focused on the effects of parents' education and personality on their children's disruptive behavior. The parents' personality aspects include:

1. Deference or humble submission and respect
2. Succorance or act of seeking out affectionate care and social support
3. Dominance or power and influence over others and
4. Aggression or readiness to attack or confront.

The objective of this paper is to understand the effects of the parents' education and behavior on the children's disruptive behaviors, and the parents' personality aspects namely deference, succorance, dominance and aggression on the children's disruptive behaviors.

THEORETICAL BACKGROUND

Child Disruptive behavior

The role of parents in children's education is very important. How parents provide assistance in child growth will determine the character of children after adulthood (Landau et al., 2015; Cools et al., 2015; Quach et al., 2015). On the other hand, one's education will determine one's behavior and way of thinking. Likewise, the education gained by parents will determine how parents educate their children. The study of whether parental education and behavior will affect child behavior will be an important basis for the development of good parenting patterns. In the long run, children who have good parenting will have good behavior for themselves as well as for their social environment. The causal relationship between the behavior of children and parents can be used to estimate how disruptive behavior of children occur. Child disruptive behavior may give unpleasing behavior to oneself and environment (family, school, and community). According to Mattys and Lochman(2010), disruptive behavior is any behaviors that often appear in a child when he is making an interaction with his fellow students or adults, and the fellow's students or adults feel to be disrupted by the existence of the child.

DSM-IV-TR 2007 in (Alatupa et al., 2011) divides disruptive behavior into social and cognitive elements. In terms of social element, disruptive behavior is shown as aggressive behaviors such as opposing and antisocial behaviors, while viewed from cognitive behavior, disruptive behavior, according to Brendgen, Larose, & Tremblay, 2005, in (Alatupa et al., 2011) may be in the forms of hyperactivity, inattention, and impulsivity. It is stated that the two elements, in reality, cannot be separated but one's behavior merely tends to lead to the more dominant element.

Disruptive behavior in a child is not always persisting and it can disappear by the age development. Werba, Eyber, Boggs and Algina (in Muro, 2011) suggest that disruptive, negative behavior during toddler will decrease after the child is at the age of above 3 years. This is due to his increasing verbal ability so that he is aware of his ability and he leads his behavior to an object (Dombrowski et al in Muro 2001).

Factors Influencing Child Disruptive Behavior

Child disruptive behavior is not merely inherited but formed and conditioned by the environment. A child may observe adults' or others' behavior. According to Bandura (1978), human beings always play their function of modeling something by trying to put any information observed into how responses may be synthesized into new patterns.

The existence of disruptive behavior may happen due to two main factors: internal and external. An internal factor is the one coming from the child hi/herself, while an external factor from out of the child namely the environment of the family, school and the society (Boldt et al., 2014). According to Calzada et al. (2004), some factors causing disruptive behavior to children are biological, environmental and familiar factors. Parents as the key in a family have great impacts on child disruptive behavior. The parents' depression (Querido et al., 2001), marriage distress (Bears & Eyeberg, 1998) and patterns of parenting applied (Reid et al., 2002) play a crucial role in forming child disruptive behavior.

Schroder & Gordon (2002) state that factors causing disruptive behaviors in children is (1) genetic, (2) sexual, (3) temperament, (4) parenting dysfunctional and (5) environmental. The five factors give great effects on the formation of disruptive behaviors in children. The condition of the family environment, especially the parents consisting of the mother's psychological condition (physical pressure), and marriage conflicts, as reflected in the behavior in parenting a child may give a great impact on disruptive behavior (Calhoun & Acocella, 1990; Calzada et al., 2004; Perez, 2008). Then, a research result shows that a child's temperament is the strongly genetical medium to the development of antisocial behavior (Prinz et al., 2009).

The aim of study

The aims of this study were: (1) to understand the effects of parents' education and personality aspects on child disruptive behavior, (2) to know the correlation between the parents' personality aspects (N-Deference, N-Succorance, N-Dominance, and N-Aggression) and children's disruptive behavior.

METHOD

Model of Research

This study is correlational research design (Creswell, 2002). The population was children at the ages 5-6 years who study at a certain preschool at Magelang city, Indonesia and also their parent. The sampling technique used in the study was purposive random sampling. The number of the samples was 100 children. The data was taken from August to December 2015. The independent variables are parent education and parent personality/ behavior. The dependent variable is children's' disruptive behavior.

Data Collection and Analysis

The instruments of data collection were as follows: (1) questionnaires, to understand the parents' identity such as name, sex, job, domicile, education and income, (2) personality test to know the parents' behavior or personality (Japar, 2013), and (3) observations to understand the children' disruptive behavior where time sampling or interval sampling was adopted for the 30 minutes period divided into 6 stages. All instruments have ensured the validity and the reliability before they are used to collect the data.

The null hypotheses of this study were (1) There is no correlation between parents' education and the disruptive behavior of their children, (2) There is no correlation between parents' personality and the disruptive behavior of their children. Then, the data were quantitatively analyzed using a statistical analysis namely the Structural Equation Model (SEM) with AMOS program to test these hypotheses.

FINDINGS

Normality assumption

The condition to fulfill the normality assumption is by using critical ratio (CR) of ± 2.58 with the significance level of 1%, meaning that if the CR value is out of the range of ± 2.58 , the normality test is not fulfilled (Ferdinand, 2002). The results of the normality test of this present research show that the data are normally distributed, where the CR value in terms of the skewness and kurtosis test results which are under $\pm 2,58$. It means that there is no outlier in either in the univariate or multivariate analysis. Therefore, it can be stated that the data are normally distributed so that they may be used in the further evaluation. For a detailed description, see Table 1.

Table 1
Assessment of Normality

	<i>Min</i>	<i>max</i>	<i>Skw</i>	<i>c.r.</i>	<i>Kurtosis</i>	<i>c.r.</i>
Behavior	49.000	59.000	0.202	0.824	-0.770	-1.572
AGG	1.000	21.000	0.121	0.493	-0.329	-0.672
DON	6.000	21.000	0.563	2.300	-0.237	-0.483
SUC	3.000	24.000	0.402	1.642	0.824	1.682
DEF	6.000	19.000	-0.184	-0.751	-0.075	-0.153
Ed Par.	1.000	6.000	0.539	2.200	-0.919	-1.876
Multivariate					2.725	1.390

On the basis of the Table above, it is shown that at the behavior variable, the value of CR for the behavior variable, is 0.824, aggression, 0.493, dominance, 2.300, and succorance, 1.642 and difference show the value of CR of -0.751 all of which are higher than 2.58.

They show that there is on outline either at univariate or multivariate. Therefore, it is proved that data distribution is not normal and these data are proper to be used in the next evaluation.

Multicollinearity assumption

Multicollinearity may be detected from the covariance matrix determinant. A very small value of the covariance matrix determinant indicates that there is a multicollinearity or singularity problem (Tabachnick & Fidell, 1998 in Ferdinand, 2002). In the AMOS program, the application will warn if there is the singularity in the covariance matrix. From the result of the AMOS test, it is known that the covariance matrix determinant is 1.5640×10^5 , which is higher than zero. Therefore, it can be concluded that no

multicollinearity of singularity in the combination of these data variables, so that the data may be analyzed further.

Goodness of Fit and Statistical Model Tests

An analysis using the SEM needs some fit indices to measure the fitness of the proposed model. There are some fitness indices and their cut-off value whether the fitness of a model is accepted or not, as presented in Table 2.

A theoretical model in the conceptual framework of a research is said to be fit if it is supported by empirical data. The testing result of the goodness of fit overall model is used to know whether a hypothetical model is supported by empirical data. The result of the computation using the AMOS program to the SEM Model shows the goodness of fit indices. The testing results of the goodness of fit of overall model are presented in Table 2.

Table 2
The Testing Result of the *Goodness of Fit Index*

<i>Goodness of Fit</i>	<i>Results of Analysis</i>	<i>Cut-off Value</i>	<i>Information</i>
χ^2 (Chi-Square)	13.260	≤ 14.067	Fit
Probability	0.066	≥ 0.05	Fit
CMIN/DF	1.894	< 2.00	Fit
GFI	0.961	≥ 0.90	Fit
AGFI	0.884	≥ 0.90	Marginal
CFI	0.890	≥ 0.95	Marginal
TLI	0.764	≥ 0.95	Marginal
RMSEA	0.095	≤ 0.08	Marginal

From the goodness of fit test, the Chi-Square value is 13.260 with the probability of 0.06, meaning that the model has shown its fitness since its value is under the recommended value. The small Chi-square value with the probability of $\geq 0,05$ shows that it is significant. No significant difference between the prediction of the covariance matrices and the data of the observation is found.

The criteria of the goodness of fit based on GFI, AGFI, and NFI have approached the marginal or recommended values. But, to conclude the goodness of fit of the overall model, other criteria of the goodness of fit such as TLI, CFI and RMSEA should be taken into account where the value of TLI is 0.765; CFI, 0.890 and RMSEA, 0.095, showing that the model has the goodness of fit. The RMSEA value of 0.095 is still under the recommended value. The whole results of the goodness of fit tests show that the hypothetical model is supported by the empirical data, or it is said to be fit. Therefore, the goodness of fit of the model that has been predicted based on the values from the observations of the exogenous variable has fulfilled the condition.

The Testing Result of the Hypotheses

After it is known that the model is fitted with the data, a relationship analysis between indicators and other latent variables is made. The process is called construct validity test (latent variable). This test is made with the convergent validity test, using an analysis of

strength between each indicator and its construct to determine whether each indicator has a significant relationship with its construct variable. If not, the indicator should be excluded since it has not the significant influence on the constructed variable. The research hypotheses in the form of the relationship among the variables are tested by partial tests for each variable. To accept the alternative hypothesis, namely there is an effect of the independent variable (parents' education and personality) on the dependent variable (child disruptive behavior), the CR value should be ≥ 2 with $P \leq 0,05$.

Table 2 presents the output table from the hypothesis testing of this research using AMOS 21.0 in the form of the Output Regression Weigh and Table 3 shows the Output Standardized Regression Weights. If the CR value is $\geq 1,96$ with $P \leq 0,05$, the hypothesis of this present research is accepted.

Table 3
Output Regression Weights

			Estimate	S.E.	C.R.	P
Y	←-----	X1	-0.375	0.151	-4.865	0.000
Y	←-----	X2	1.272	0.502	2.535	0.011
P Ed	←-----	X1	1.000			
Behav	←-----	Y	1.000			
DEF	←-----	X2	1.000			
SUC	←-----	X2	-1.801	0.823	-2.187	0.029
DON	←-----	X2	-0.921	0.466	-1.975	0.048
AGG	←-----	X2	-2.366	0.904	-2.618	0.009

The estimated numbers in Table 3 show that there is a relationship between the constructed variable and its indicator, where the relation between the parents' education and the child disruptive behavior is -0.375 with the significantly statistical value since $P < 0.05$. It can be stated that the indicator of the parents' education and the disruptive behavior has a real relationship.

To understand the effects of the parents' personality on the child disruptive behavior, a regression weight parameter is made. See Table 3. From the testing result, the CR value of 2.535 with the significance value of 0.011 is obtained. Since the significance value is less than 0.05 ($p < 0.05$), the hypothesis that the parents' personality gives effects on the child disruptive behavior is accepted.

In Table 3, it is shown that all the probability values are < 0.05 , meaning that the whole indicators may explain all existing construct variables. If an indicator explains a construct, the indicator will possess the highest loading factor with the construct and the total indicators will have a high enough extracted variance. The loading factor from each indicator and its construct is presented in Table 3.

Table 4
Output Standardized Regression Weights

			<i>Estimate</i>
Y	←-----	X1	0.491
Y	←-----	X2	0.619
Par Ed	←-----	X1	1.000
Behav.	←-----	Y	1.000
DEF	←-----	X2	0.382
SUC	←-----	X2	0.457
DON	←-----	X2	0.308
AGG	←-----	X2	0.596

The numbers in the Estimate column shows the loading factor from each indicator of the concerned construct. Since the constructed variable of the parents' education has one indicator, the loading factor is 1.000, meaning that it reaches its highest value. The parents' education, therefore, may explain the variable construct, the parents' education.

The variable construct of parents' personality has four loading factors with its values: succorance, 0.457; dominance, 0.308; aggression, 0.596; and deference, 0.382. From the four indicators, aggression has the highest loading factor, namely 0.596. But as a whole, the existing indicators may explain the constructed variable of parents' personality. The variable construct disruptive behavior has one loading factor of 1.000, namely behavior.

The results of the analyses show that the personality factor has the correlation of 0.619 and is higher than that of the education level, namely 0.491. The aggression aspect of the personality factor possesses the highest correlation than that of other aspects namely 0.596, followed by that succorance, 0.457, difference, 0.382 and the lowest, dominance aspect of 0.308. The personality factor here means the parents' personality consisting of 4 aspects namely aggression, succorance, deference, and dominance.

DISCUSSION

The research result shows that (1) parents' education and personality has effects on/relationship with child disruptive behavior, (2) the parents' personality aspect give effects on child disruptive behavior and from the four parents' personality aspect, it is aggression aspect that has the highest effect. Parents' desires to be dependent, expectations to be helped by others when facing problems, desires to be authoritative over others, and desires to be aggressive have some relationship with child disruptive behavior. Calzada et al. (2004) suggest that biological, environmental and familiar factors form disruptive behavior in children.

The factor of family, especially parents, have effects on child disruptive behavior. Moreover, the factors of the family playing an important role in forming child disruptive behavior, among others are depression the parent's experience (Querido et al., 2002),

marriage distress (Bears & Eyberg, 1998) and upbringing applied (Rich & Patterson, 2002).

The conditions of the family environment, especially parents which also influence disruptive behavior among others are mothers' psychological condition (psychological distress) and marriage conflict as reflected in behaviors in parenting children (Reid et al., 2002; Calzada et al., 2004; Perez, 2008).

The results of Gross et al. (2009) indicated that chronic noncompliance was affected by depressed mothers' condition and this will have an effect on adolescent life. When adolescence, the children will experience antisocial behavior. Children with disruptive behaviors not only occur in family environments that have less harmonious relationships, but also the school environment and society allows children disruptive behavior, because of interaction with peers and with adults (Marais & Meier, 2010; Kennedy & Leonard, 2001).

The patterns of the parents' parenting children related to disruptive behavior in children are among other: inconsistent discipline, fewer parents' supervision and direction, parents' rejection to children, hard punishment, and parents' bad model (Wilmhurt, 2009).

Need-deference (Edwards, 1959) has characteristics, among others expecting suggestions from others and following others' thinking, and doing what others expect. Parents with high-need deference influence their parenting their children, weak parents will result in some confusion among the children and this may result in disruptive behavior. This condition is worsened by parents' need-succorance. Need-succorance according to Edwards (1959) has some characteristics, among others, expecting others to help and to support him when he is facing a problem. Parents with this tendency to be helped by others when facing problems cause them to be apathetic and powerless and this may cause their parenting their children.

Need-dominant (Edward, 1959) has some characteristics among other some desires to be authoritative over others and to be chosen as leaders, tend to be shown in upbringing a child. The child is under stress and learns from his/her parents so that he/she has a strong tendency to be aggressive, to have opportunities to be aggressive and to show disruptive behavior. Need-aggression according to Edwards (1959) shows characteristics, among others, to attack others' opinions, to criticize others in public, and to tend to become angry. Need-aggression has the strongest effects than need succorance, need deference and need dominance. Parents with high tendency to be aggressive will show aggressive behavior. Aggressive parents, on the one hand, will become the model for their children, and on the other hand, the children will be distress and release the distress to their fellows in the form of disruptive behavior.

In Indonesia, especially in Magelang city and regency, Central Java, the influence of the paternalistic model is greatly felt so that the parents' behavior, personality, and upbringing determine the children's personality and behavior. The parents serve as the model in forming the children's personality and behavior, especially at their early stages of development, and it is in line with the modelling proposed by Bandura (Bandura,

1978). In the development of a child's self-concept, the parents play an important role, especially in the children's early development at the childhood. A child's self-concept is greatly determined by his/her interaction with his/her parents and parents' evaluation of the child. Therefore, the parents' personality really determines the child's self-concept. Self-concept is a descriptive and evaluative mental image of one's character and ability (Papalia et al., 2007; Matthys & John, 2016). This research result shows that the parents' personality factors consisting of need-aggression, deference, dominant and need succorance correlating with children' disruptive behavior is linear with the reality in the community of Magelang city, Indonesia.

CONCLUSION

Based on the data analyses above, it can be concluded that parents' education and personality have effects on/ relationship with child disruptive behavior and the need-aggression aspect has the strongest effect on the child disruptive behavior than the other aspects such as need-succorance, need-dominance, and need-deference.

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Turkish Abstract**Ebeveynlerin Eğitimi, Kişilikleri ve Çocuklarının Yıkıcı Davranışları**

Bu çalışmanın amacı; (1) ebeveynlerin eğitim ve kişilik yönlerinin çocukların yıkıcı davranışları üzerindeki etkilerini, (2) ebeveynlerin kişilik yönleri ile çocukların yıkıcı davranışları arasındaki korelasyonun anlaşılmasını sağlamaktır. Bağımsız değişken olarak anne-baba eğitimi, kişilik ve çocukların yıkıcı davranışları gibi üç değişken incelenmiştir. Uygulanan veri toplama araçları (1) anketler, (2) kişilik testleri (EPPS) ve (3) zaman aralıklı örneklem yaklaşımıyla gözlemlerden oluşmaktadır. Sonuçlar, (1) ebeveynlerin eğitiminin ve kişilik özelliklerinin çocukların yıkıcı davranışları üzerine birtakım etkileri olduğunu ve (2) ebeveynlerin kişiliklerinin agresif yönlerini, çocukların yıkıcı davranışları üzerinde büyük etkilere neden olduğunu, bunu destekleme, saygı ve son sırada baskınlık oranları ile birbirini takip ettiğini göstermiştir.

Anahtar Kelimeler: yıkıcı davranışları etkileyen faktörler, ebeveyn eğitimi, ebeveyn kişiliği, erken çocukluktaki yıkıcı davranışlar

French Abstract**L'enseignement (éducation) de Parents, Personnalité et Leur Comportement Perturbateur D'enfant**

Les buts de cette étude étaient (1) Comprendre les effets de l'éducation et des aspects de personnalité des parents sur l'enfant le comportement perturbateur, (2) pour savoir la corrélation entre les aspects de personnalité des parents et les enfants ' le comportement perturbateur. Trois variables ont été étudiées, à savoir l'éducation et la personnalité des parents comme les variables indépendantes et l'enfant le comportement perturbateur comme la variable indépendante. L'instrument appliqué est des questionnaires, (2) test de personnalité (EPPS) et (3) observation avec le temps et l'approche d'échantillonnages d'intervalle. Les résultats montrent que (1) il y a un quelques effets de l'éducation et personnalité la des parents sur l'enfant comportement perturbateur et (2) aspects agressifs personnalité de la des parents ont donné de grands effets sur l'enfant comportement perturbateur, suivi par succorance, déférence la et plus bas, les aspects de dominance.

Mots Clés: facteurs influençant comportement perturbateur, l'enseignement de parents, la personnalité de parents, comportement perturbateur, petite enfance

Arabic Abstract**تعليم ، شخصية الوالدين ، والسلوك التخريبية لأطفالهم**

هدفت هذه الدراسة إلى (1) فهم آثار تعليم الوالدين وشخصياتهم على سلوك الطفل التخريبي، (2) لمعرفة العلاقة بين جوانب شخصية الوالدين وسلوك الأطفال التخريبي. تم دراسة ثلاثة متغيرات هي تعليم الوالدين وشخصيتهم باعتبارهما المتغيرات المستقلة والسلوك التخريبي للطفل كمتغير مستقل. الأداة المستخدمة هي الاستبيانات، (2) اختبار الشخصية (EPPS)، و (3) الملاحظة مع الوقت وأخذ العينات الفاصل النهج. وأظهرت النتائج ما يلي: (1) أن هناك بعض الآثار المترتبة على تعليم الوالدين وشخصيته على سلوك الطفل التخريبي، و (2) الجوانب العدوانية للشخصية الوالدين أعطت آثارا كبيرة على سلوك الطفل التخريبية، تليها ساكورانس، الاحترام، و أدنى، جوانب الهيمنة.

الكلمات الرئيسية: العوامل التي تؤثر على السلوك التخريبي، تعليم الآباء، شخصية الوالدين، السلوك التخريبي، الطفولة المبكرة

German Abstract**Eltern Bildung, Persönlichkeit, und ihre Kinder störende Verhalten**

Die Ziele dieser Studie waren (1) die Auswirkungen der Elternziehung und der Persönlichkeitsaspekte auf das Kindstörungsverhalten zu verstehen, (2) die Korrelation zwischen den Persönlichkeitsaspekten der Eltern und dem störenden Verhalten der Kinder zu kennen. Es wurden drei Variablen untersucht, nämlich die Erziehung und Persönlichkeit der Eltern als unabhängige Variablen und kindliches Störungsverhalten als abhängige Variable. Bei dem angewandten Instrument handelt es sich um Fragebögen, (2) Persönlichkeitstest (EPPS) und (3) Beobachtung mit Zeit- und Intervallproben. Die Ergebnisse zeigen, dass (1) es gibt einige Auswirkungen der Eltern Bildung und Persönlichkeit auf Kind störende Verhalten, und (2) aggressive Aspekte der Eltern Persönlichkeit gab große Auswirkungen auf Kind störende Verhalten, gefolgt von der Succorance, Ehrerbietung und die Niedrigste, die Dominanz Aspekte.

Schlüsselwörter: faktoren, die das störende verhalten beeinflussen, die erziehung der eltern, die persönlichkeit der eltern, das störende verhalten, die frühe kindheit

Malaysian Abstract**Pendidikan Keibubapaan, Keperibadian, dan Tingkah Laku Anak-anak mereka**

Tujuan kajian ini adalah (1) untuk memahami kesan pendidikan ibu bapa dan personaliti aspek tingkah laku mengganggu kanak-kanak, (2) untuk mengetahui hubungan di antara ibu bapa aspek personaliti dan tingkah laku yang mengganggu kanak-kanak. Tiga pemboleh ubah yang dikaji, iaitu pendidikan dan personaliti ibu bapa sebagai pemboleh ubah bebas dan tingkah laku yang mengganggu kanak-kanak sebagai pemboleh ubah terikat. Instrumen yang digunakan adalah soal selidik, (2) Ujian personaliti (EPP), dan (3) pemerhatian dengan masa dan sampel selang pendekatan. Keputusan menunjukkan bahawa (1) terdapat beberapa kesan pendidikan ibu bapa dan personaliti ke atas tingkah laku mengganggu kanak-kanak, dan (2) aspek personaliti agresif ibu bapa memberi kesan yang besar ke atas tingkah laku mengganggu kanak-kanak, diikuti dengan kesungguhan, penghormatan, dan rendah, aspek-aspek penguasaan.

Kata Kunci: faktor yang mempengaruhi tingkah laku mengganggu, pendidikan, ibu bapa, personaliti, tingkah laku mengganggu, awal kanak-kanak

Russian Abstract**Образование Родителей, Личность и Подрывное Поведение Их Детей**

Цели этого исследования состояли в том, чтобы (1) понять влияние образования родителей и личностных аспектов на дезорганизацию детей, (2) знать взаимосвязь между личностными аспектами родителей и дезорганизацией детей. Изучались три переменные: образование родителей и личность как независимые переменные и дезорганизованное поведение ребенка как зависимая переменная. Примененный инструмент - это вопросники, (2) индивидуальный тест (EPPS) и (3) наблюдение с подходом с замерами по времени и интервалу. Результаты показывают, что (1) есть некоторые эффекты образования родителей и личностная к дезорганическому поведению детей И (2) агрессивные аспекты личности родителей оказали сильное влияние на поведение детей. За которыми следуют поддержка, уважение и самые низкие аспекты доминирования.

Ключевые Слова: факторы, влияющие на разрушительное поведение, образование родителей, личность родителей, подрывное поведение, раннее детство