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Raising a child to live in society – Personality traits parents develop and prevent from developing in their preschool children

Wychowanie dziecka do życia w społeczeństwie – cechy osobowości jakie rodzice rozwijają i zapobiegają rozwojowi u swoich dzieci w wieku przedszkolnym

Abstract: Personal characteristics that parents want to shape in their children are called parental goals and can be divided into desired and undesired traits. Which of them are most and the least desirable by parents in context of developing child's personality? Do parental goals change with the age of the child? The study was conducted on a sample of 319 parents of children aged 3, 4, 5 and 6 years old. Analyses were carried out using two data mining algorithms: (a) text mining algorithms, (b) support vector machine and (c) social network analysis, and (d) Aranowska's λ judge agreement coefficient. The results revealed that parents of preschool children care mainly about the development of competency traits, especially self-reliance. When it comes to undesirable traits, parents make sure that their children do not develop traits from the field of temperament - personality (especially aggressiveness) and traits from the area of lack of virtues (selfishness, laziness, lies). It is noticeable that when the child reaches the age of 4 the parental goals

change. Based on the characteristics selected by parents, it can be correctly predicted how old the child is.

Keywords: personality development, disorders of personality, parental goals, data mining algorithms, text mining algorithms, social network analysis.

Introduction

The development of personality traits has aroused interest in psychologists since the beginning of this discipline (Kutter, 2000).There are many theories on the factors that influence the development of a child's personality. Among them, the theories concerning parental mistakes,, personality characteristics of the parent, and the child's experience occupy a prominent place (Dweck, 2000; Gurycka, 1990; Howe, 2000; Millon & Davis, 1996). They all explain how these characteristics shape the development of children's personality.

One of the most important theories seems to be the theory of shaping the child's personality through the selection of parental goals, that is, traits that parents consciously develop in their children (Gurycka, 1979; Kuczyński, 2003; LeVine, 1974, 1980; Szymańska & Aranowska, 2016; Szymańska & Dobrenko, 2017).

LeVine claims that the choice of these parental goals is specific to different cultures (LeVine, 1974, 1980). Depending on the culture, different characteristics are valued in children (Rowe & Casillas, 2010).

The selection of goals can also vary depending on the age of the children. It seems obvious that different personality traits can be shaped in younger and older children, and other still - in adolescents. This results not only from the parents' preferences but also from societal requirements - including the obligation to study at school. The responsibility of the parents is to prepare their children for the role they will play in society, hence, children need to develop certain personality characteristics accordingly.

The aim of the analyses described in this article was to check what features parents who raise children at different preschool ages want and do not want to develop in their children.

Since the goal of the upbringing process is to adapt the child to life in society, parents should develop in their children such features as are developed in adults. However, the question remains, what traits are the most desirable and undesirable ones? Can it be correctly predicted whether a parent is bringing up a 3, 4, 5 or 6-year-old child on the basis of these characteristics?

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In other words, are there any statistically significant differences in the selection of personal qualities that parents shape and do not want to develop in their children depending on the age of the children?

Traits that parents develop and do not want to develop in their preschool children

The choice of qualities parents of preschool children want to shape in their children is the result of many factors. In a very significant way, it may depend on the expectations that society directs towards the child. Expectations are related to the child's functioning in relation to educators and other children in kindergarten, to learning, fulfilling duties, and so on. With age, expectations toward the child grow, requiring more mature behavior, for example, becoming independent, fulfilling duties related to learning, and so on (Szymańska, 2017). There are also growing expectations related to children's mental development. Children are expected to develop emotional competence: empathy, understanding of others, and so on (Szymańska, Aranowska, & Torebko, 2017).

Theories concerning the parents' educational goals (i.e., the features they want to develop in their children) set goals consistent with the parents' values, which themselves depend on societal norms (Gurycka, 1979; LeVine, 1980). According to these theories, social norms determine the parents' values, which, in turn, directly determine the choice of parental goals.

Describing one's personality, we always do it by focusing on the traits that person possesses. We say that someone is smart, and not that they are not stupid. In psychological tests, we also measure the severity, and not the lack of certain traits. However, when we talk about shaping a child's personality in a planned way, traits that are consciously not developed also become an important issue. In the upbringing process, negative goals, that is, traits that parents do not want to shape in their children, are an extremely important factor in the upbringing plan. Many personality traits rule out the existence of other traits. One cannot be simultaneously both wise and stupid, happy and sad. One cannot develop two opposing traits, or, in other words, traits on the opposites of a single pole. However, there is a whole range of positive traits that do not exclude the existence of negative traits. For example, the fact that someone is intelligent does not mean that he is not conceited - on the contrary, these are traits that often co-occur. Certain positive traits may even be paired with certain negative traits, such as the aforementioned intelligence and conceitedness: very sensitive people may be timid and fearful, and courageous people may be unwise and reckless.

In other words, shaping positive traits is related to control so that the children do not develop certain negative traits. In the upbringing process, parents shape positive traits and do not allow for the development of negative traits.

When shaping its personality, caring for what is not developed in the child is just as important as what is being developed. Parents raising a child try to develop certain traits in their children and not develop others. Undoubtedly, the desirable traits, those that the parents shapes in the child, and the undesirable ones are two sides of the same coin. Courage and strength combined with cruelty define the tyrant in combination with goodness - a knight. Traits parents do not shape in their children can affect the fate of entire societies. Parents can shape a very intelligent, well-read young man who can be arrogant, insensitive, malicious, and aggressive at the same time, not because his parents wanted him to, but because these traits developed accidentally, since no one ensured that they did not develop.

While there are studies on traits that parents currently shape in their children, there are almost no studies that show what characteristics the parents try to prevent their children from developing (Szymańska & Aranowska, 2016). As it has been shown, this is a key element that affects overall personality development.

The child's age seems to be a key issue in the selection of parental goals. It determines the child's abilities. The child must become mature enough to shape certain characteristics. What traits parents raising preschool children try not developing in them? Do these traits differ depending on the age of the child (3, 4, 5 and 6 years old)?

Classification of parental goals

The issue of classifying parental goals seems to be a very promising area. By examining the parental goals, we collect information about the so-called proper parental goals about which we know that „The proper personal goals of the educator are - (...) - personality projects that should be implemented if the upbringing is to be effective, and which are carried by a specific educator and which relate to specific pupils" (Gurycka, 1979, s. 154).

These proper parental goals are subject to classification. It is possible to classify them into different personality models. In the past, the authors undertook the classification of proper parental goals into the Circumplex of Personality Metatraits (Strus et al., 2014). The study revealed that as the stress experienced by the parent in the relationship with the child increases, the parents shape in their child Self-Restraint traits and ensure that the child

does not develop Sensation-Seeking traits. On the other hand, when parents experience less stress in the relationship with the child, they develop Stability features and make sure that the children do not develop Disinhibition features. (Szymańska & Aranowska, 2019).

For the current analysis, the authors used a classification proposing the perception of parental goals in the areas of: a) competences, b) temperamental-personal traits, and c) the development of virtues that enable the observance of ethical principles (Szymańska & Aranowska, 2016). Earlier research revealed that parents most often mentioned qualities from the area of virtues for parental goals, followed by temperamental and personal traits, and finally competences. This study, however, concerned the analysis of all, and not the most frequently mentioned, goals. In the study described here, we will focus on the parental goals mentioned most often.

Purpose of Research

The aim of the research was to determine what traits parents of preschool children were trying to shape and prevent their children from developing. The research attempted to answer to the following research questions:

What personal characteristics are shaped in 3, 4 and 5-year-old children by their parents? Do these features differ in children of different ages?

H1: Parents choose different goals for children of different ages

What traits do parents of children aged 3, 4, 5, and 6 years old try to prevent their children from developing? Does the selection of these traits differ between the age groups?

H2: Traits that parents of preschool children do not want them to develop differ between the groups of parents of children 3, 4, 5, and 6 years old.

Do children have developed the traits that their parents have listed as their parental goals?

H3: Children developed the traits that their parents mention as parental goals.

Method
Research Sample and Research Procedure

The study was carried out on the Internet. A tool for measuring parental goals has been placed on a website. Kindergartens selected from the list provided by the Ministry of Education in Poland were informed about the study. The interval was constant = 6. Kindergartens representing all voivodeships and provinces in Poland remained in a proportion to the size of the province. In this randomized way, the kindergartens for research were

selected. Subsequently, the management of the kindergartens was asked to inform parents about the conducted research. Parents who agreed to take part in the study were acquainted with information on how the research proceeds via the website. At the beginning of the study, the parents were asked to think about their child who is attending a kindergarten and, until the end of the study, respond only with that child in mind. This prevented the crisscross of answers when the parent had more than one child.

319 parents took part in the study. The research sample consisted in 90.3% of mothers and in 9.7% of fathers. There were 54.9% parents of boys and 46.1% parents of girls in the sample. 20.7% of the tested sample were parents of 3-year-olds (66 people), 26.6% - parents of four-year-olds (85 people), 31% - parents of 5-year-olds (99 people), and 21.6% - parents of 6-year-old children (69 people).

The parents' ages ranged from 19 to 54 years; the biggest group being aged 28-35 (a group of young adults). The mode was 33 years, the median - 27 years.

The study group was dominated by well-educated people. People with a university education comprised the greatest part of the sample (63.4%); 4.6% of the sample had primary and vocational education; 29% had secondary education; 2.9% had a PhD.

The subjects were mainly from big cities (22.3% of sample- city populations of 50,000-200,000; 11.4% - city population of 200,000-500,000; 26.3% - city population of > 500,000), but the study also included subjects from rural areas and small towns (13.1% of sample – rural areas; 6.9%- town population up to 10,000; 20% - town population of 15,000).

Data Analysis Methods

The analyses were performed using three data mining methods and the coefficient of response agreement:

Text mining. The aim of the text minig algorithms was to calculate what features parents developed in their children, to select the most frequently mentioned traits, and to identify the most correlated parental goals that cooccurred with each other. The algorithms also calculated whether differences in the selection of features are statistically significant among the groups of parents bringing up children at different preschool ages.

Estimating response agreement. The estimation of agreement of parents' responses regarding whether their children developed the chosen traits or not was made using the λ Aranowska's λ agreement coefficient. It allowed for estimating the parents' agreement regarding whether the children

had developed a given trait or not, as well as for potentially concluding that there was a lack of agreement as to whether the children had developed characteristics chosen by parents.

Social Network Analysis – was used to analyze the type of parental goals chosen by parents with the greatest frequency depending on the age of the child. SNA showed networks of parental goals for each age group, along with the classification of a given parental goal and the frequency with which it was indicated.

Support vector machine. The task of the machine was to determine to what extent, on the basis of the traits indicated by the parents, can the child's age (3, 4, 5, or 6 years old) be correctly predicted. Obtaining a sufficiently high accuracy by the machine would prove that correct prediction can be made on the basis of personality traits mentioned by the parents as parental goals.

Measurement Tools

The study used the *Discrepancy scale* (Szymańska & Dobrenko, 2017). The scale measures three traits that parents want to shape in their children and three traits that they do not. In addition, the scale measures the level of development of these traits in the children. Parents are asked to mark, on a scale from -7 to 7, how much they want their child to develop a particular trait listed as a parental goal and to indicate how much their children have developed this trait. An example question of one of the parental goals that the parent does not want to shape in their child is shown in Table 1.

Table 1. First Pairs of Questions in the Discrepancy Scale Test on Parental Goals

INSTRUCTIONS
Please list three traits that are especially important to you as a parent and for which you make an effort to make sure your child develops them.
Trait one: (enter trait name here)
Mark how important this trait is to you as a parent, the extent to which you wish your child to be like this.
- 7 - 6 - 5 - 4 - 3 - 2 - 1 0 1 2 3 4 5 6 7
(-7) definitely not like this (7) definitely like this
Mark the extent to which (write your child's name) has developed the trait in question.
- 7 - 6 - 5 - 4 - 3 - 2 - 1 0 1 2 3 4 5 6 7
(-7) definitely has not (7) definitely has

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If the child had developed a trait that its parents wanted to shape in it, then the measure of discrepancy was equal to 0. If the child did not develop the trait, then the discrepancy was maximal and amounted to 7 - (-7) = 14.

The scale has good reliability. Confirmatory factor analysis (CFA) confirmed the existence of two factors in the scale:

1. Discrepancy from the positive goals –this factor measured the distance between the trait desired by the parent and how much the child developed that trait. The factor loadings of the scale were $\lambda1 = .86$, $\lambda2 = .82$, and $\lambda3 = .75$. Reliability: CR = .85. Variance extracted: VE = .66.

2. Discrepancy from negative goals –this factor measured the distance between the trait the parent did not want a child to develop and the level at which the child has developed that trait. The factor loadings of the scale were $\lambda4 = .70$, $\lambda5 = .79$, and $\lambda6 = .80$. Reliability: CR = .81. Variance extracted: VE = .59.

The CFA model had a good fit to data, $\chi2(8) = 28.632$, $p<.005$, CFI = .975.

Results
Parental Goals - Results Obtained Using Text Mining Algorithms

The frequencies of parental goals were counted using the text mining algorithms. In this way, it was determined which features were most frequently mentioned as parental goals. Subsequently, the algorithms carried out a principal component analysis, which revealed which features were correlated, that is, were mentioned by the same parents. The analyses were performed separately for each group of parents of 3-year-old, 4-year-old, 5-year-old, and 6-year-old children. Finally, an analysis was carried out, indicating which features significantly differentiated these groups.

Results in the group of parents of 3-year-old children.
Desired goals

In the group of parents of 3-year-old children, the most frequently mentioned goals were self-reliance, persistence, empathy, courage, truthfulness, honesty, curiosity of the world, and faith. Features such as sensitivity, self-esteem, respect, were mentioned more rarely (at least four times).

The results of the principal component analysis, which were presented in Figure 1, revealed that self-reliance, persistence, were correlated (they were also correlated negatively with the second component) - the graph includes traits that were mentioned at least four times. Correlations of persistence with empathy, honesty, truthfulness and sensitivity were also revealed. The solid line in Figure 1 divides those features that were negatively correlated, that is, those that did not co-occur with each other.
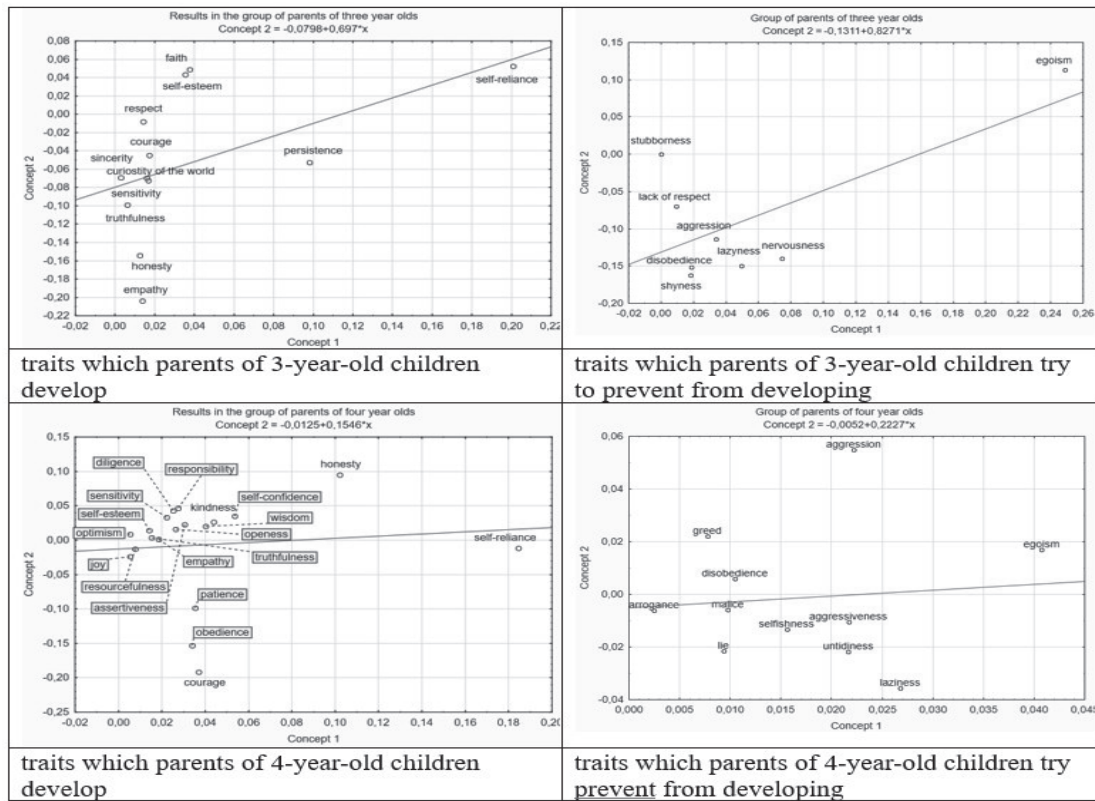
Figure 1. The results of the principal component analysis for parental goals in the group of parents of 3 and 4-year-old children. Authorship: Agnieszka Szymańska, Elżbieta Aranowska

Undesired goals

In the group of parents of 3-year-olds, the most frequently mentioned traits were egoism, laziness, nervousness and aggression (Figure 1).

The results revealed that aggression, laziness, disobedience and shyness were correlated, that is, the parents mentioned them together. However, disrespect and stubbornness were negatively related to shyness and aggression - they were not mentioned together.

Results in the group of parents of 4-year-old children.
Desired goals

The features most frequently mentioned in the group of parents of 4-year-old children were self-reliance, self-confidence, obedience (a feature that was not mentioned also often in the group of parents of 3-year-old children), honesty, kindness, responsibility, openness, patience and courage (Figure 1).

Most of the features mentioned by the parents of 4-year-old children were also mentioned by the parents of 3-year-olds. However, new ones

appeared to be mentioned more frequently: obedience, kindness, responsibility, openness.

In the group of parents of four-year olds, obedience was associated with features such as patience and courage.

Undesired goals

The traits most frequently mentioned by parents of 4-year-olds were: egoism, aggression, laziness, untidiness, malice, lying, disobedience, selfishness. Features such as arrogance, and greed were mentioned more rarely (at least four times). (Figure 1).

They reveal that untidiness, laziness, selfishness, aggressiveness, and lying were correlated, that is, they were mentioned together by the same parents. These traits were not correlated with aggression, greed and egoism, which, however, were associated with each other. In summary, parents either mentioned the traits of untidiness, selfishness, and lying or aggression and egoism.

Results in the group of parents of 5-year-old children.
Desired goals

In the group of parents of 5-year-old children, the most frequently mentioned features were self-reliance, self-confidence, assertiveness, obedience, honesty (right times), intelligence, responsibility, courage, empathy, communication skills, joy, sincerity, curiosity, respect, openness, sensitivity and diligence. Most of the features were the same as in groups of 3- and 4-year-olds, but new ones appeared: intelligence and communication skills. The remaining features were mentioned at least four times, and these were: wisdom, kindness, truthfulness, values and resourcefulness (mentioned four times).
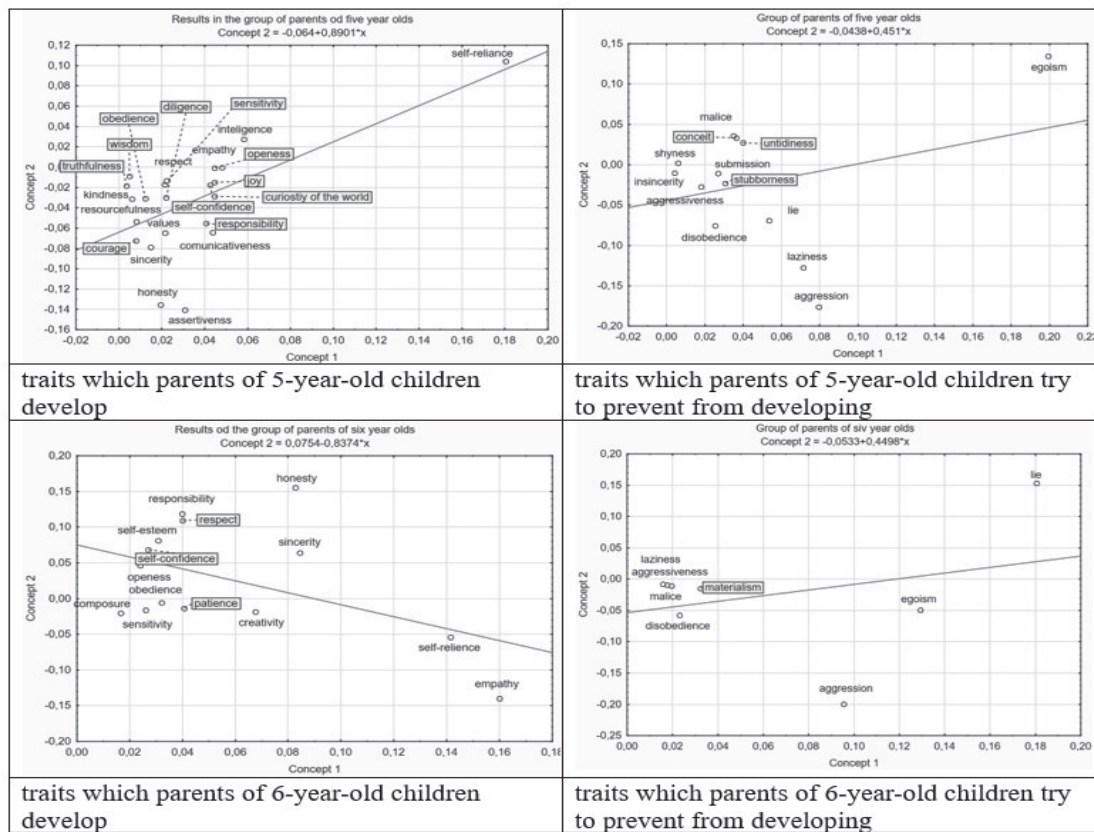
Figure 2. The results of the principal component analysis for parental goals in the group of parents of 5 and 6-year-old children. Authorship: Agnieszka Szymańska, Elżbieta Aranowska

Undesired goals

The traits most often mentioned by parents of 5-year-olds were: aggression, laziness, lie, untidiness, disobedience, shyness, submission, stubbornness. Features such as insincerity, conceit, malice were mentioned more rarely (at least four times) (Figure 2).

Lack of submission, shyness, conceit, malice, and insincerity were positively correlated. These were the traits that parents named together. Disobedience, laziness, aggression, were also positively related to each other, and negatively to the traits shown above the line in Figure 2.

Results in the group of parents of 6-year-old children.
Desired goals

The most frequently chosen features in the group of parents of 6-year-olds were: empathy, self-reliance, honesty, sincerity, responsibility, self-confidence, patience, openness, creativity. Features such as respect, self-esteem, obedience, composure, sensitivity were mentioned more rarely (at least four times).

Empathy, sensitivity, composure was correlated positively. Self-esteem, honesty, respect and responsibility were negatively correlated with those two features.

Undesired goals

The traits most often mentioned by parents of 6-year-olds were: aggression, lying, egoism, laziness, malice. Features such as materialism, disobedience were mentioned more rarely (at least four times). (Figure 2).

Aggression, egoism, greed and disobedience were correlated - parents mentioned these traits together. The remaining traits were negatively correlated with them, meaning they were not mentioned by the same parents.

Predictive Model

Desired goals

Subsequently, an analysis was performed to test whether there were differences between the groups of parents of 3, 4, 5and 6-year-old children in the selection of parental goals. The results showed that there was only one trait that differentiated the groups significantly and that was the shaping of calmness $\chi 2 = 10.713$, p = .013. This was a trait mentioned by parents of 6-year olds. The most frequently mentioned traits did not significantly differentiate the age groups. The results of the support vector machine revealed that, on the basis of the features shaped in children, it is not possible to correctly predict whether the parents are bringing up a child of 3, 4, 5 or 6 years of age. The correctness of the classification was only 25% for the test set. For the parents of 3-year olds, the correctness of the classification was 6.25%, for 4-year olds - 21.05%, for 5-year olds - 53.85%, and for 6 year olds - 5.26%. There were more errors than correct typing in the prediction. The results of these analyses are not surprising. As shown in Table 2, most of the features shaped in 4, 5 and 6-year-old children are extremely similar. Almost the same characteristics were shaped in children of these ages as there are in 3-year-old children. However, there was a very large pool of traits that were shaped in 4-, 5-, and 6-years old children, which were not formed in 3-year-old children.

Table 2 Features Shaped in Different Age Groups and the Parents' Agreement Whether Children Developed Features

age	feature	3-year-olds	4-year-olds	5-year-olds	6-year-olds
universal	self-reliance	lack	im+	lack	lack
	empathy	lack	lack	lack	lack
	honesty	im+	lack	im+	lack
	sensitivity	im+	im+	im+	im+
	self-esteem	im+	im+	im+	lack
from 3 years	persistence	lack	-	-	-
	self-confidence	lack	-	-	-
	truthfulness	lack	lack	lack	-
	curiosity	im+	-	im+	-
	respect	im+	-	im+	lack
	sincerity	im+	-	im+	lack
from 4 years	obedience	-	im-	lack	im-
	responsibility	-	lack	lack	lack
	openness	-	lack	-	im+
	joy	-	lack	lack	-
	assertiveness	-	lack	lack	-
	kindness	-	im+	im+	-
	diligence	-	im+	im+	-
	resourcefulness	-	lack	lack	-
	patience	-	im-	-	im-
	creativity	-	-	-	im+
	calmness	-	-	-	lack

im+ agreement that children developed the feature
im – agreement that children did not develop the feature
lack – lack of agreement
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Therefore, analyses were carried out to check whether, based on parental goals, it is possible to significantly predict membership in the group of younger children (3 years old) and children in middle childhood (4-, 5- and 6-year-olds). The analysis confirmed that the only variable that differentiated groups of younger age children from children in middle childhood was also calmness $\chi^2 = 10,713$, p = .013. However, this time, the prediction on the basis of the support vector machine was accurate. The classification validity was 80% for the test set. On the basis of the mentioned traits, one could correctly predict that a parent would be raising a middle-childhood child, while no validity was achieved for 3-year-old children. This result is obvious if compared to Table 2. Parents raising 3-year-old children cannot be distinguished from the parents of 4, 5 and 6-year-old children because

they share the most common goals. However, the differentiation of parents of children in middle childhood from younger children is the most likely because parents of middle-childhood children choose goals that parents of younger children do not.

Undesired goals

On the basis of the results it can be seen that there are some universal traits that parents do not want to develop in their children and they take care that their children do not develop them from early childhood (3 years old). These traits are egoism, laziness, aggression, and disobedience. From the age of 4, in all age groups of children (4, 5 and 6years old), parents took care that they do not develop the traits of lying and malice. It is important to mention that these two traits did not appear in the group of parents of 3-year-olds, while they were often mentioned in the group of parents raising children in middle childhood. Apart from aggression, laziness, and egoism, lying was the most frequently mentioned trait: five times in the group of the parents of 4-year-olds, seven times– of 5-year-olds, and nine times – of 6-year-olds. It can be said that lying is positively associated with the child's age. Malice was also a trait that differentiated younger children from middle-childhood children. It is also noticeable that there were many traits that characterized particular age groups, such as disrespect and nervousness, which were mentioned only by the parents of 3-year-olds, arrogance, malice, and selfishness – only by parents of 4-year-olds, and lack of submission, conceitedness, and insincerity – only by parents of 5-year-olds.

It was checked successively whether the undesired goals significantly differentiate parents bringing up children at different preschool ages. The results revealed that nervousness was a significant differentiating trait ($\chi2 = 12.308$, $p = .006$). This was a trait only mentioned by the parents of 3-year-olds. The results of the support vector machine revealed that it was not possible to correctly classify parents into groups raising children at different preschool ages on the basis of the traits they chose not to develop. The validity of the classification for the test set was 37.5% and for the training set - 42.26%.

Therefore, it was checked whether the traits differentiated parents bringing up young children (3-year-olds) from middle-childhood children (4-, 5-, and 6-year-olds). The support vector machine obtained a validity of 77.5% for the prediction in the test set and 81.17% for the training set. The machine had a 95% validity for the set of parents bringing up children 4, 5, and 6 years of age and only 6% for the set of parents bringing up 3-year-olds. This is due to the fact that parents of 3-year-olds did not name many

traits that parents of older children did. In addition, the traits mentioned by parents of 3-year-olds were also mentioned by parents of older children. Therefore, older children were quite easily distinguishable from 3-year-olds, while 3-year-olds were not easily distinguished from other age groups on the basis of parental goals.

For many desired traits, 22 out of 55, parents agreed that their children had developed these desirable traits (Table 2, „im+"). Only in four cases, the parents agreed that they had not developed desirable traits (Table 2, „im -"). Agreement was not reached for 29 out of 55 traits.

For many undesired traits, 19 out of 36, parents agreed that their children had not developed these undesirable traits (Table 3, „im-"). Only in one case, the parents of 5-year-old children agreed that they had developed undesirable trait (Table 3, „im +"). Agreement was not reached for 6 out of 36 traits. The results of the parents' response agreement are presented in Table 2 and 3. The results confirmed the second hypothesis - parents do not choose parental goals according to the traits that their children have. The first hypothesis was also confirmed. Parents develop different traits when the child reaches its fourth year of life.

Table 3 Traits Mentioned at Least Four Times by Parents of Children in Different Age Groups

trait	3 years	4 years	5 years	6 years
egoism	lack	lack	lack	im -
laziness	im -	im -	lack	im -
aggression	lack	lack	lack	im -
disobedience	im -	im -	lack	im -
nervousness	im -	-	-	im -
shyness	im -	-	im -	-
disrespect	im -	-	-	-
stubbornness	lack	-	lack	lack
untidiness	-	im -	im -	-
malice	-	im -	-	im -
lying	-	lack	-	lack
selfishness	-	im -	-	-
arrogance	-	im -	-	-
greed	-	lack	-	-
conceit	-	-	lack	-
lack of submission	-	-	lack	-
insincerity	-	-	im +	-

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Classification of parental goals – results

With the help of the Social Network Analysis, social networks were built for the desired (chosen according to the child's age) and for the undesired goals. The analysis revealed that among the desired goals, parents most often mention those related to competences, and in particular „self-reliance". This result was similar for all age groups of parents of children of 3, 4, 5 and 6 years old. Other parental goals concerning competences were empathy, responsibility, resourcefulness, assertiveness and communicativeness. There is a noticeable increase in the number of these parental goals with the age of the child.

Second in the order of frequency were parental goals in the field of virtues, thus proving the development of moral traits. They included such parental goals as: courage, truthfulness, persistence, honesty, faith, sincerity, respect, kindness, wisdom, diligence, patience. As the child grows older, the number of these parental goals also increases.

The third group of parental goals were those related to the development of temperamental and personal traits. These included goals such as: curiosity od the world, self-esteem, sensitivity, self-confidence, openness, optimism, joy, creativity, composure.
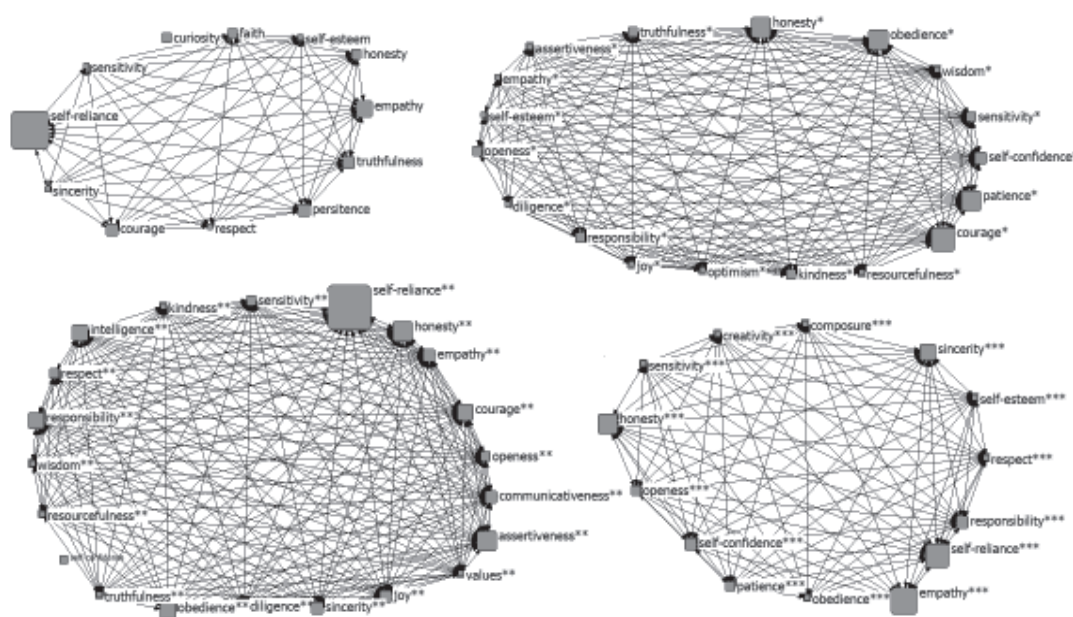

Figure 3. Th e graph of Social Network Analysis for desired goals of (from the left): 3-, 4-, 5-, and 6-year-olds. Authorship: Agnieszka Szymańska, Elżbieta Aranowska

Table 4 *Matrix of desirable traits with their frequency and age group for Social Network Analysis*

id	goals	type	frequency	age group
self-reliance	desirable	competence	13	3-year-old
empathy	desirable	competence	7	3-year-old
courage	desirable	virtue	6	3-year-old
truthfulness	desirable	virtue	6	3-year-old
persistence	desirable	virtue	6	3-year-old
curiosity	desirable	temp-personal	5	3-year-old
honesty	desirable	virtue	5	3-year-old
faith	desirable	virtue	5	3-year-old
self-esteem	desirable	temp-personal	4	3-year-old
respect	desirable	virtue	4	3-year-old
sincerity	desirable	virtue	4	3-year-old
sensitivity	desirable	temp-personal	4	3-year-old
self-reliance*	desirable	competence	13	4-year-old
courage*	desirable	virtue	9	4-year-old
patience*	desirable	virtue	8	4-year-old
obedience*	desirable	unclassified	8	4-year-old
honesty*	desirable	virtue	8	4-year-old
self-confidence*	desirable	temp-personal	6+	4-year-old
kindness*	desirable	virtue	5	4-year-old
responsibility*	desirable	competence	5	4-year-old
openness*	desirable	temp-personal	5	4-year-old
truthfulness*	desirable	virtue	5	4-year-old
sensitivity*	desirable	temp-personal	5	4-year-old
assertiveness*	desirable	competence	4	4-year-old
empathy*	desirable	competence	4	4-year-old
wisdom*	desirable	virtue	4	4-year-old
optimism*	desirable	temp-personal	4	4-year-old
self-esteem*	desirable	temp-personal	4	4-year-old
diligence*	desirable	virtue	4	4-year-old
joy*	desirable	temp-personal	4	4-year-old
resourcefulness*	desirable	competence	4	4-year-old
self-reliance**	desirable	competence	15	5-year-old
assertiveness**	desirable	competence	8	5-year-old
honesty**	desirable	virtue	8	5-year-old
intelligence**	desirable	unclassified	7	5-year-old
responsibility**	desirable	competence	7	5-year-old
courage**	desirable	virtue	7	5-year-old
obedience**	desirable	unclassified	7	5-year-old
empathy**	desirable	competence	6	5-year-old

communicativeness**	desirable	competence	6	5-year-old
joy**	desirable	temp-personal	6	5-year-old
sincerity**	desirable	virtue	6	5-year-old
curiosity**	desirable	temp-personal	5	5-year-old
openness**	desirable	temp-personal	5	5-year-old
self-confidence**	desirable	temp-personal	5	5-year-old
diligence**	desirable	virtue	5	5-year-old
respect**	desirable	virtue	5	5-year-old
sensitivity**	desirable	temp-personal	5	5-year-old
kindness**	desirable	virtue	4	5-year-old
wisdom**	desirable	virtue	4	5-year-old
truthfulness**	desirable	virtue	4	5-year-old
values**	desirable	virtue	4	5-year-old
resourcefulness**	desirable	competence	4	5-year-old
empathy***	desirable	competence	10	6-year-old
self-reliance***	desirable	competence	9	6-year-old
honesty***	desirable	virtue	8	6-year-old
sincerity***	desirable	virtue	7	6-year-old
responsibility***	desirable	temp-personal	6	6-year-old
self-confidence***	desirable	temp-personal	6	6-year-old
patience***	desirable	virtue	5	6-year-old
openness***	desirable	temp-personal	5	6-year-old
creativity***	desirable	temp-personal	4	6-year-old
self-esteem***	desirable	temp-personal	4	6-year-old
obedience***	desirable	unclassified	4	6-year-old
composure***	desirable	temp-personal	4	6-year-old
respect***	desirable	virtue	4	6-year-old
sensitivity***	desirable	temp-personal	4	6-year-old

Meanwhile, undesirable parental goals related mainly to the area of the lack of virtues, they included parental goals such as: egoism, laziness, lack of respect, lie, selfishness, greed, insincerity, conceit, materialism. Undesirable parental goals, which belong to the area of temperamental-personal traits, were mentioned with a similar frequency, these were traits such as: nervousness, aggression, shyness, stubbornness, untidiness, malice, arrogance, submission.
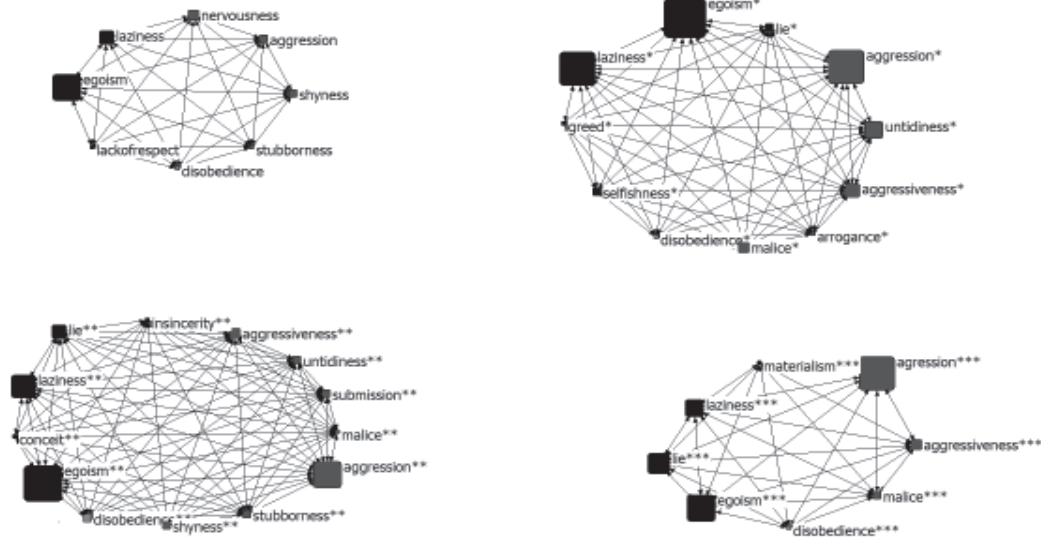
Figure 4. Th e graph of Social Network Analysis for undesired goals of (from the left): 3-, 4-, 5-, and 6-year-olds. Authorship: Agnieszka Szymańska, Elżbieta Aranowska

Table 5. Matrix of undesirable traits with their frequency and age group for Social Network Analysis

id	goals	type	frequency	age group
egoism	undesirable	not a virtue	11	3-year-old
laziness	undesirable	not a virtue	7	3-year-old
nervousness	undesirable	temp-personal	6	3-year-old
aggression	undesirable	temp-personal	5	3-year-old
shyness	undesirable	temp-personal	5	3-year-old
disobedience	undesirable	not classified	4	3-year-old
lack of respect	undesirable	not a virtue	4	3-year-old
stubbornness	undesirable	temp-personal	4	3-year-old
egoism*	undesirable	not a virtue	15	4-year-old
aggression*	undesirable	temp-personal	13	4-year-old
laziness*	undesirable	not a virtue	13	4-year-old
untidiness*	undesirable	temp-personal	8	4-year-old
aggressiveness*	undesirable	temp-personal	7	4-year-old
malice*	undesirable	temp-personal	6	4-year-old
lie*	undesirable	not a virtue	5	4-year-old
selfishness*	undesirable	not a virtue	5	4-year-old
arrogance*	undesirable	temp-personal	4	4-year-old
greed*	undesirable	not a virtue	4	4-year-old
disobedience*	undesirable	not classified	4	4-year-old
egoism**	undesirable	not a virtue	14	5-year-old
aggression**	undesirable	temp-personal	11	5-year-old
laziness**	undesirable	not a virtue	10	5-year-old

lie**	undesirable	not a virtue	7	5-year-old
aggressiveness**	undesirable	temp-personal	6	5-year-old
untidiness**	undesirable	temp-personal	5	5-year-old
disobedience**	undesirable	not classified	5	5-year-old
shyness**	undesirable	temp-personal	5	5-year-old
submission**	undesirable	temp-personal	5	5-year-old
stubbornness**	undesirable	temp-personal	5	5-year-old
insincerity**	undesirable	not a virtue	4	5-year-old
conceit**	undesirable	not a virtue	4	5-year-old
malice**	undesirable	temp-personal	4	5-year-old
aggression***	undesirable	temp-personal	13	6-year-old
egoism***	undesirable	not a virtue	11	6-year-old
lie***	undesirable	not a virtue	9	6-year-old
laziness***	undesirable	not a virtue	8	6-year-old
aggressiveness***	undesirable	temp-personal	6	6-year-old
malice***	undesirable	temp-personal	5	6-year-old
materialism***	undesirable	not a virtue	4	6-year-old
disobedience***	undesirable	not classified	4	6-year-old

Summing up, it should be stated that the number of parental goals increases with the child's age. Among the desired parental goals, the goals of competence and moral development are in the first place. Among the undesirable parental goals, are those that prove the lack of virtues and are traits from the area of the temperamental and personal ones.

Summary and Discussion

The study confirmed that, depending on the child's age, its parents shape different personal characteristics. It is the age of 4 years old when the child enters the middle childhood period. During this period, we observed the shaping of traits that were not shaped at an earlier stage of the child's development. While certain universal traits, relating to virtues such as sincerity, truthfulness, persistence, honesty, and courage are shaped in the younger age of childhood, it is only in middle childhood that the parents begin to shape more traits from the circle of competences as well as coping in society. Many of those traits, such as diligence, patience, resourcefulness, responsibility, and assertiveness indicate a certain level of maturity. Parents did not shape these characteristics in young children. This is a very important result of the analyses carried out here. We can conclude that, when their child reaches the age of 4, parents begin to form in it traits from the circle of social maturity.

The analysis, performed with the help of Aranowska's λ agreement coefficient, revealed that, in the case of young children, parents rarely indicated that their children have not developed the chosen traits. However, this relates to the traits from category of virtues = moral this is clearly marked by the factor mentioned by the researchers investigating the personality via the lexical method (De Raad, B. & Barelds, 2008; Goldberg & Somer, 2000; Gorbaniuk, Budzińska, Owczarek, Bożek, & Juros, 2013; Saucier, 2008; Saucier, Georgiades, Tsaousis, & Goldberg, 2005; Saucier & Goldberg, 2001). Only from middle childhood on do the parents indicated that their children have not developed the traits mainly concerning competence and maturity. This is not a surprising result. Traits such as sensitivity (which parents agreed that children have developed) are very characteristic of the age of childhood. However, the trait of patience - which all parents have agreed that their children have not developed - is a trait that is very difficult to shape in children.

Finally, as a child grows older, an increasing number of parenting goals emerge. In terms of the desired goals, those in the area of competences and the development of virtues dominate. In terms of undesirable goals, the dominant ones are parental goals that prove the lack of virtues and of temperamental and personal traits.

Limitation of the Research

The choice of parental goals may also be conditioned by the parent's personal characteristics. Depending on his/her characteristics, the parent may prefer the development of certain characteristics in their children. It is known, for example, that people with authoritarian features highly value obedience and subordination in others. Anxious people may prefer their children to develop features such as calmness, self-control, courage, and so on. Parents may want to develop in their children characteristics that would be consistent with their own personal and temperamental characteristics because such compliance reduces the difficulty and stress in their relationship (Windle, 1989), which also depends on the characteristics of the child, such as its sex (Szymańska & Aranowska, 2016), temperament, and also age.

However, this is also a limitation of current research. In the future, personality models should be searched for that would enable the classification of educational goals. The currently tested models, although good, do not seem to be sufficient (Szymańska, 2019). Perhaps models that describe personality schemas rather than factorial personality patterns will be better.

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