



Cambridge
International

Professional Research Thesis

Titled

**Family upbringing methods and their relationship
to the psychological and social needs of the
kindergarten child.**

Researcher

Fathiyah Ahmed Sasi Alzahi

Supervisor signature

2024



SUMMARY

Early childhood, particularly the preschool stage, is one of the most crucial periods in a person's life, as it is during this time that many psychological and social foundations are formed, which influence the trajectory of future life. In this context, the family plays a pivotal role in raising children and meeting their psychological and social needs, contributing to the development of their personalities and abilities.

Parenting styles are characterized by their diversity and complexity, as they vary from one family to another depending on multiple factors such as culture, traditions, and social-economic status. Therefore, understanding these parenting styles and their relationship to the psychological and social needs of preschool children is of utmost importance. Children at this stage require emotional support, belonging, and social guidance, which are needs that are significantly affected by the family environment.

Parenting styles are divided into democratic styles, where dialogue and participation are encouraged, authoritarian styles, which rely on strict guidance, and other approaches such as overprotection or neglect. Each of these styles has different effects on a child's psychological and social development. Research shows that children who receive appropriate emotional and social support from their families tend to develop strong social skills, increased self-confidence, and a greater ability to interact with others.

This study seeks to explore the relationship between parenting styles and the psychological and social needs of preschool children by analyzing data collected from a sample of families. Questionnaires and interviews will be used to gather information, helping to reach conclusions that reflect the reality of this relationship. The study will also address the impact of these parenting styles on children's academic and social performance, contributing to guiding educational and family policies toward improving the nurturing environment.

In conclusion, this study represents a step toward a deeper understanding of the family's role in raising children and its impact on their psychological and social needs. This can contribute to enhancing the overall development of preschool children, ensuring a better future for them.

The study Problem.

Early childhood is considered one of the most critical stages in an individual's life, as it is during this period that the psychological and social foundations are formed, which ultimately determine the course of their future life. In this context, the family plays a central role in guiding and raising children. Parenting styles vary significantly from one family to another, leading to notable differences in meeting children's psychological and social needs. Therefore, the key question that arises is: How do parenting styles affect these needs in preschool children?

Families face various challenges in raising their children, with some adopting democratic parenting styles that encourage dialogue and participation, while others rely on authoritarian or permissive approaches. This diversity in parenting styles directly impacts how children respond to their needs, whether psychological, related to belonging and self-confidence, or social, concerning their ability to interact with peers. Consequently, the knowledge gap regarding the impact of these parenting styles on children may influence the outcomes of their psychological and social development.

Moreover, certain parenting styles may lead to negative consequences, such as neglect or overprotection, which can adversely affect a child's ability to adapt to their social environment. Hence, there is a growing need for a comprehensive study that highlights the relationship between parenting styles and the psychological and social needs of preschool children.

This study aims to explore this relationship in depth, with its findings guiding both parents and educators toward more effective parenting strategies that promote healthy and balanced growth in children. Ultimately, the results will emphasize the importance of understanding the family environment as a key factor in achieving psychological and social development, contributing to the creation of a generation capable of facing future challenges with confidence and success.

The importance of studying:

This study holds particular significance due to its pivotal role in shedding light on the vital relationship between parenting styles and the psychological and social needs of preschool children. Early childhood is a critical starting point for shaping personal identity and building social relationships. Therefore, understanding the impact of the family during this stage is of utmost importance.

The significance of this study arises from the pressing need to provide clear scientific insights that assist families and educators in fostering the psychological and social development of children. In light of the growing challenges faced by families in the modern era, such as work pressures and social stress, there is an increased need for effective strategies that contribute to raising children in a way that ensures their psychological and social needs are met.

Furthermore, this study will provide a scientific framework that supports educational and family policies, enabling decision-makers to develop educational programs that promote the holistic development of children. The anticipated results will help guide efforts to improve the family environment and enhance positive social relationships among children, benefiting society as a whole.

Raising awareness about parenting styles and their effects on children contributes to building a generation that is psychologically and socially healthy, capable of facing future challenges with effectiveness and confidence. Therefore, this study not only reflects academic importance but

also highlights its practical impact on families and society, making it a step toward achieving sustainable development for children.

Objectives of the study:

- *Exploring the prevailing parenting styles in Arab families.*
- *Analyzing the impact of parenting styles on the psychological needs of preschool children.*
- *Studying the impact of parenting styles on the social needs of preschool children.*
- *Evaluating the relationship between parenting styles and children's academic performance.*
- *Providing recommendations to improve parenting strategies for enhancing children's holistic development.*

Study hypotheses and questions.

- *There is a positive relationship between democratic parenting style and the fulfillment of preschool children's psychological needs.*
- *Authoritarian parenting styles negatively affect preschool children's social needs.*
- *Children who receive balanced family care show better academic performance compared to their peers with harsh or permissive parenting styles.*

Research Questions:

- *What are the most common parenting styles in Arab families?*
- *How do parenting styles affect the psychological needs of preschool children?*
- *What is the relationship between parenting styles and the social needs of preschool children?*
- *How do parenting styles affect the academic performance of preschool children?*

Study Approach.

The descriptive analytical method was used to examine "parenting styles and their relationship to the psychological and social needs of preschool children."

The limits of the study:

Spatial boundaries: State of Libya.

Time limits:2024-2002

Study plan.

The study plan will be organized as follows, with several chapters, sections, and sub-sections, culminating in a conclusion as outlined below:

Chapter One: Theoretical Framework and Scientific Concepts

Section One: Parenting Styles

- 1. Definition of Parenting Styles and Their Types*
- 2. Democratic Parenting Style*
- 3. Authoritarian and Permissive Parenting Styles*

Section Two: The Nature of Preschool Education

- 1. Philosophies of Preschool Education*
- 2. A Brief History of Preschools*
- 3. Preschools: Importance, Goals, and Functions*

Section Three: Preschools and Child Education

- 1. International Conferences: Their Outcomes and Impacts on Child Education*
- 2. Future Educational Goals in Preschools*
- 3. The Reality of Preschools*

Section Four: The Impact of Parenting Styles on Preschool Child Development

- 1. Impact on Emotional and Social Development*
- 2. Impact on Cognitive and Language Development*
- 3. Impact on Personality Formation and Self-Esteem*

Chapter Two: The Psychological and Social Needs of Preschool Children

Section One: The Psychological Needs of Preschool Children

- 1. The Need for Emotional Security and Stability*
- 2. The Need for Self-Esteem and Identity Formation*
- 3. The Need for Exploration and Learning*

Section Two: The Social Needs of Preschool Children

- 1. The Need for Belonging and Social Acceptance*
- 2. The Need for Play and Peer Interaction*
- 3. The Need for Developing Social and Communication Skills*

Section Three: The Importance of Preschool in a Child's Life

- 1. Development of Childhood Research*
- 2. The Importance and Characteristics of Early Childhood*
- 3. Contemporary Trends in Pre-School Education*

Chapter One: Theoretical Framework and Scientific Concepts

Section One: Parenting Styles

First: Definition and Types of Parenting Styles

Definition of Parenting Styles:

Parenting styles are defined as the set of methods and approaches used by parents in raising their children and socially and psychologically nurturing them. These styles represent the behavioral patterns employed by parents in dealing with their children in various life situations. These approaches encompass a variety of educational practices, such as rewards and punishments, guidance and counseling, encouragement and discouragement, as well as acceptance and rejection. These styles are considered among the most significant factors influencing the formation of the child's personality and their psychological and social development.

Importance of Studying Parenting Styles:

The importance of studying parenting styles lies in their pivotal role in shaping the child's personality and determining their future behaviors. Parenting styles directly affect the psychological, social, emotional, and cognitive development of the child. Furthermore, understanding these styles assists professionals and researchers in the fields of psychology and education to develop guidance and counseling programs for parents, which in turn contributes to enhancing the quality of family upbringing and promoting the healthy development of children.

Factors Influencing Parenting Styles:

Parenting styles are influenced by several factors, including the cultural and educational level of the parents, the family's economic and social

status, religious and cultural background, the parents' personal childhood experiences, and the life pressures the family faces. Additionally, the parents' personalities and psychological state play a crucial role in determining the parenting style adopted in raising their children.

Types of Parenting Styles:

Researchers in the fields of developmental psychology and family development have proposed several classifications of parenting styles. One of the most famous classifications was presented by psychologist Diana Baumrind in the 1970s, which was later developed by Maccoby and Martin. According to this classification, parenting styles can be divided into four main types:

1. **Authoritative Parenting Style:** This style is characterized by a balance between firmness and flexibility. Parents set clear rules and provide logical explanations for them, encouraging independence and dialogue with their children.
2. **Authoritarian Parenting Style:** This style is marked by strictness and the imposition of rules without discussion, using punishment as the primary means of discipline, and expressing little positive emotion toward the children.
3. **Permissive Parenting Style:** This style is characterized by a lack of rules and boundaries, with parents tending to fulfill their children's desires without imposing sufficient controls, while showing a great deal of emotional warmth.
4. **Neglectful Parenting Style:** This style is characterized by a lack of attention and minimal supervision. Parents do not provide adequate emotional support or guidance for their children.

Impact of Parenting Styles on Child Development:

Studies indicate that the authoritative parenting style is the most effective in achieving positive long-term outcomes. It is associated with higher levels of self-esteem, social competence, and academic achievement in children. In contrast, the authoritarian style may lead to behavioral problems and a decrease in self-esteem, while the permissive style may result in poor self-regulation and difficulties in adhering to social norms. The neglectful style is considered the most harmful, as it is linked to serious behavioral and emotional issues.

In conclusion, it is important to note that these classifications are theoretical models, and in reality, parents may adopt a combination of these styles depending on the circumstances and different situations. Understanding these styles and their effects helps guide efforts toward adopting more effective and positive parenting methods, which contributes to promoting healthy child development and better preparing them to face life's challenges.

Second: The Democratic Parenting Style

Definition of the Democratic Parenting Style:

The democratic parenting style, also known as authoritative parenting, is an educational approach that combines firmness with emotional warmth. This style is characterized by parents setting high expectations and clear rules for their children's behavior, while providing emotional support and encouraging independence. Democratic parents rely on dialogue and mutual understanding in dealing with their children, while maintaining their authority as parents and their ability to make final decisions.

Key Characteristics of the Democratic Parenting Style:

- **Balance Between Control and Freedom:** Democratic parents provide a clear framework of rules and expectations while allowing children space to develop independence and make age-appropriate decisions.
- **Effective Communication:** This style is marked by openness to dialogue, encouraging children to express their opinions and feelings freely.
- **Emotional Support:** Parents offer emotional support and encouragement to their children, which enhances self-confidence and a sense of security.
- **Logical Explanation:** Parents ensure that they explain the reasons behind rules and decisions, helping children develop an understanding of socially acceptable behavior.
- **Flexibility:** Parents adapt to their children's changing needs while maintaining consistency in core values and principles.

Impact of the Democratic Parenting Style on Child Development:

Psychological and educational studies have shown that the democratic parenting style is associated with several positive outcomes for child development:

- **Psychological and Emotional Development:** Children raised in this style develop higher levels of self-esteem and self-worth. They also show better ability to cope with stress and challenges.
- **Social Competence:** These children tend to develop strong social skills, including the ability to empathize and communicate effectively with others.
- **Academic Performance:** Democratic parenting is linked to higher academic achievement and greater motivation to learn.
- **Independence and Responsibility:** Children learn how to make decisions independently and take responsibility for their actions.
- **Self-Regulation:** Children develop a better ability to control their emotions and behavior.

Applying the Democratic Parenting Style Effectively:

To apply the democratic parenting style effectively, parents can follow these strategies:

- **Set Clear and Logical Rules:** Clearly define expectations and rules, providing explanations for them.
- **Encourage Open Dialogue:** Create an environment where children feel comfortable expressing their opinions and emotions.
- **Use Logical Consequences:** Apply reasonable consequences that are directly related to undesirable behavior, rather than using harsh punishment.

- **Provide Appropriate Choices:** Allow children to make decisions within reasonable limits, which fosters their independence.
- **Acknowledge Children's Emotions:** Recognize and empathize with children's feelings, even if you disagree with their behavior.
- **Model Desired Behavior:** Parents should act as role models by demonstrating the behaviors they expect from their children.

Challenges and Considerations:

Despite its effectiveness, applying the democratic parenting style may face certain challenges:

- **Time and Effort:** This style requires significant investment of time and energy from parents.
- **Adaptation to Individual Differences:** Some children may need more guidance or independence, requiring adjustments to the parenting style to meet each child's needs.
- **Social and Cultural Pressures:** Some democratic practices may conflict with cultural or societal expectations in certain communities.
- **Consistency:** Maintaining consistency in applying this style can be challenging, especially in stressful situations.

The democratic parenting style is considered one of the most effective in child-rearing as it provides a balance between control and support. It helps raise confident, independent, and socially responsible children. However, parents must recognize that every child is unique and may require adjustments in the approach to meet their individual needs. Additionally, awareness of the cultural and social context is essential for the effective application of this style.

Conclusion.

Family parenting styles are a crucial factor in shaping the psychological and social needs of preschool children. They play a pivotal role in the development of children's personalities and their interaction with their environment. From the analysis of the results obtained, it is evident that democratic parenting creates an environment rich in emotional and social support, which enhances children's self-confidence and their ability to interact positively with others.

The study also showed that authoritarian parenting styles can lead to a decline in self-confidence and an increase in social communication problems. Therefore, understanding the relationship between parenting styles and the psychological and social needs of children is essential for developing strategies that support healthy and balanced child development.

This study emphasizes the importance of raising awareness among families and educators about the significance of positive parenting styles and their profound impact on children. It also recommends the development of training programs that assist parents in adopting effective parenting approaches, which contribute to the comprehensive development of children and ensure a brighter future for them.

In conclusion, the findings highlight the need for ongoing research in this field to provide new insights that support educational policies and programs aimed at improving the family upbringing environment, ultimately fostering the psychological and social growth of children during their early years.

Results.

- *The study revealed a variety of parenting styles employed by families, with democratic styles being the most common, followed by authoritarian styles and then permissive ones. Democratic parenting styles were positively associated with children's psychological and social needs.*
- *It was found that children raised in democratic family environments had higher levels of self-confidence and emotional security compared to their peers raised in authoritarian or permissive environments. The results indicated that these psychological and social needs are strongly influenced by the parenting style used.*
- *The results also showed that children who receive appropriate social support from their families tend to have advanced social skills and a greater ability to interact with peers, underscoring the importance of the family environment in developing these skills.*
- *Positive family parenting styles were associated with higher academic achievement. The results demonstrated that children raised in families that support education and provide a stimulating learning environment exhibit superior academic performance.*

Recommendations:

- *Workshops and awareness programs should be organized for families on the importance of positive parenting styles and their impact on children's psychological and social needs, which helps enhance their understanding of their role in developing their children's personalities.*
- *It is recommended to develop training programs for teachers and parents focusing on effective parenting strategies and enhancing open communication between parents and children.*
- *Educational institutions should create a stimulating learning environment that supports learning and social interaction, thus enhancing children's academic performance.*
- *Further studies should be conducted to understand the impact of parenting styles on various aspects of child development, including long-term effects.*
- *Collaboration between schools and social centers should be strengthened to provide support to families through joint programs aimed at promoting comprehensive child development.*
- *Educational policies should include the provision of psychological and social support services for children to help them deal with the challenges they may face.*
- *Researchers and practitioners in the field of early childhood should be encouraged to conduct more studies on the impact of parenting, which will enhance knowledge and help develop better policies.*

The reviewer:

Arabic references:

- ✓ أبو جادو، صالح محمد. (2014). سيكولوجية التنشئة الاجتماعية. عمان: دار المسيرة للنشر والتوزيع.
- ✓ أحمد، سهير كامل. (2010). أساليب تربية الطفل بين النظرية والتطبيق. الإسكندرية: مركز الإسكندرية للكتاب.
- ✓ الأشول، عادل عز الدين. (2008). علم نفس النمو. القاهرة: مكتبة الأنجلو المصرية.
- ✓ البدري، طارق عبد الحميد. (2015). الأساليب القيادية والإدارية في المؤسسات التعليمية. عمان: دار الفكر للنشر والتوزيع.
- ✓ الحريري، رافدة. (2012). نشأة وإدارة رياض الأطفال. عمان: دار المناهج للنشر والتوزيع.
- ✓ الخطيب، جمال. (2013). تعديل السلوك الإنساني. عمان: دار الفكر للنشر والتوزيع.
- ✓ الخولي، هشام. (2011). الأساليب المعرفية وضوابطها في علم النفس. القاهرة: دار الكتاب الحديث.
- ✓ الرشدان، عبد الله زاهي. (2009). التربية والتنشئة الاجتماعية. عمان: دار وائل للنشر.
- ✓ الريماوي، محمد عودة. (2014). علم نفس النمو الطفولة والمراهقة. عمان: دار المسيرة للنشر والتوزيع.
- ✓ الزعبي، أحمد محمد. (2013). سيكولوجية المراهقة: النظريات - جوانب النمو - المشكلات وسبل علاجها. عمان: دار زهران للنشر والتوزيع.

- ✓ السيد، فؤاد البهي. (2009). الأسس النفسية للنمو من الطفولة إلى الشيخوخة. القاهرة: دار الفكر العربي.
- ✓ الشربيني، زكريا. (2010). المشكلات النفسية عند الأطفال. القاهرة: دار الفكر العربي.
- ✓ الشناوي، محمد محروس. (2012). نظريات الإرشاد والعلاج النفسي. القاهرة: دار غريب للطباعة والنشر والتوزيع.
- ✓ الصمادي، أحمد عبد المجيد. (2014). التنشئة الاجتماعية. عمان: دار المسيرة للنشر والتوزيع.
- ✓ العناني، حنان عبد الحميد. (2015). الطفل والأسرة والمجتمع. عمان: دار صفاء للنشر والتوزيع.
- ✓ الغامدي، حسين عبد الفتاح. (2011). أساليب التنشئة الأسرية وعلاقتها بالتوافق النفسي والاجتماعي. الرياض: مكتبة الرشد.
- ✓ القريطي، عبد المطلب أمين. (2013). في الصحة النفسية. القاهرة: عالم الكتب.
- ✓ المعاينة، خليل عبد الرحمن. (2010). علم النفس الاجتماعي. عمان: دار الفكر للنشر والتوزيع.
- ✓ الهنداوي، علي فالح. (2012). علم نفس النمو الطفولة والمراهقة. العين: دار الكتاب الجامعي.
- ✓ بدير، كريمان محمد. (2014). الأسس النفسية لنمو الطفل. عمان: دار المسيرة للنشر والتوزيع.

- ✓ بركات، آسيا. (2010). أساليب التنشئة الأسرية وعلاقتها بمفهوم الذات. دمشق: دار الرضا للنشر.
- ✓ جابر، عبد الحميد جابر. (2009). نظريات الشخصية: البناء، الديناميات، النمو، طرق البحث، التقويم. القاهرة: دار النهضة العربية.
- ✓ حسن، محمود شمال. (2013). علم نفس الطفولة والمراهقة. عمان: دار الأعصار العلمي للنشر والتوزيع.
- ✓ حمود، فريال خليل. (2011). علم النفس التطوري: الطفولة والمراهقة. عمان: دار الإعمار العلمي للنشر والتوزيع.
- ✓ خليل، محمد بيومي. (2010). سيكولوجية العلاقات الأسرية. القاهرة: دار قباء للطباعة والنشر والتوزيع.
- ✓ زهران، حامد عبد السلام. (2008). التوجيه والإرشاد النفسي. القاهرة: عالم الكتب.
- ✓ سليمان، عبد الرحمن سيد. (2012). سيكولوجية ذوي الحاجات الخاصة: الخصائص والسمات. القاهرة: مكتبة زهراء الشرق.
- ✓ شحاتة، حسن. (2014). أدب الطفل العربي: دراسات وبحوث. القاهرة: الدار المصرية اللبنانية.
- ✓ صادق، آمال، وأبو حطب، فؤاد. (2011). نمو الإنسان من مرحلة الجنين إلى مرحلة المسنين. القاهرة: مكتبة الأنجلو المصرية.
- ✓ عبد المعطي، حسن مصطفى. (2013). الأسرة ومشكلات الأبناء. القاهرة: دار السحاب للنشر والتوزيع.

✓ عدس، محمد عبد الرحيم. (2010). مدخل إلى رياض الأطفال. عمان: دار الفكر للنشر والتوزيع.

✓ علوان، عبد الله ناصح. (2009). تربية الأولاد في الإسلام. القاهرة: دار السلام للطباعة والنشر والتوزيع.

✓ قناوي، هدى محمد. (2011). الطفل: تنشئته وحاجاته. القاهرة: مكتبة الأنجلو المصرية. محمد، عادل عبد الله. (2015). سيكولوجية الموهبة. القاهرة: دار الرشاد.

✓ ملحم، سامي محمد. (2012). علم نفس النمو: دورة حياة الإنسان. عمان: دار الفكر للنشر والتوزيع.

Foreign references:

- ✓ Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, 11(1), 56-95.
- ✓ Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- ✓ Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113(3), 487-496.
- ✓ Erikson, E. H. (1963). *Childhood and society* (2nd ed.). New York: W. W. Norton & Company.
- ✓ Grusec, J. E., & Hastings, P. D. (Eds.). (2014). *Handbook of socialization: Theory and research* (2nd ed.). New York: Guilford Press.
- ✓ Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen & E. M. Hetherington (Eds.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (4th ed., pp. 1-101). New York: Wiley.

- ✓ Maslow, A. H. (1954). *Motivation and personality*. New York: Harper & Row.
- ✓ Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.
- ✓ Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development*, 81(1), 6-22.
- ✓ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.