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**The Impact of Negative Method in Rearing on Children's  
Personalities**

**A case study at the primary of Brothers Heyman in Chlef (2018-2019)**

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*Above all, we thank ﷻ almighty for granting us health, will, courage and patience to carry out this modest work.*

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The family is the first school where the child is raised, where the parents play the first and most important role in his life in how to communicate and interact with him and guide his behavior. The good upbringing is the only way to help a child easily develop his or her personality in the social and psychological field, and moving from home to primary school without problems. Regarding to the methodology design, we provided a questionnaire at the level of the primary school " Brothers Heymann", in regard with the questions asked concerning school, we found that a large percentage of parents are not aware of the level of their children and do not participate in the administrative decisions taken by the school. Many parents have indicated that the child has a lot of academic work even after school and deprives them of other social activities, as well as the inability to feel mental, physiological and psychological comfort, this is because of the changes and renovations carried out by the Ministry of Education which parents see it as unnecessary renovations because it does not benefit the child. Concerning the family side, we note the emotional instability of the child because of the ignorance of his feelings by his parents and deal with him in an indifference manner, also the danger of co-sleeping and its severe consequences which can cause the child's deviation. Finally, we decided to make some suggestions and solutions that would benefit parents and children in the process of the correct upbringing, whether at the family or academic level.

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**Key words :**

**Social and psychological field** = is a discipline that uses scientific methods to understand and explain how the thoughts, feelings, and behavior of individuals are influenced by the actual, imagined, or implied presence of other human beings.

**The inability to feel mental, physiological and psychological comfort** = stress is type of psychological pain, it can be external, and related to the environment, but many also be caused by internal perceptions that cause an individual to experience anxiety or other negative emotions surrounding a situation, such as pressure, discomfort.

**The emotional instability** = the emotional instability refers to rapid, often exaggerated changes in mood, where strong emotions or feelings occur, these strong emotions are sometimes expressed in a way that is not related to the person's emotional state.

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*General  
Introduction*



Parents that do not have the educational skills are not inclined to raise their children properly, and might they repeat with their children the same mistakes that their parents made with them and deal with rearing as a legacy not as a responsibility. The wrong rearing is the biggest problem in the right of children as well as the family because it is considered as the basic cell of society. The mistakes that may be made by parents are the dependance on school, friends, or media in guiding and raising their children, they think that their role is lies only in the provision of food and clothes, and these institutions are sufficient (school and media), which is reflected negatively on the educational level of the child and also the behavioral deviation due to a lack of attention from his parents. The impact of our society by the contemporary western civilization is one of the reasons that may destroy society, not always but most of the time. For example, the preoccupation of both parents is not to raise their children as it should be, instead they depend on nursery and school to raise their children, that is why we find that some children or the majority of them do not behave adequately. In fact, the Former Minister of Education of the U.S of America "Peter Boehm" says that the reason for the collapse of the level of education of children is that in some families both parents work, in other, we find that the whole responsibility is on one person (father or mother), because there is no consensus between them, the prove that even teachers are suffering from parents' indifference towards their children, their negative impact on their personalities, and their level of study. This is why the issue of "The Impact of Negative Method In Rearing on Children's Personalities" has become controversial for scientists and psychologists, it has attracted the attention of many specialists in this field because of the social deterioration we are witnessing these days. And because this subject is open and should be considered for its importance, we have addressed this research to achieve the desired goals and find appropriate solutions.

So, to what extent rearing plays a role in guiding the behaviors of children and to what degree it can influence their personalities ?

The hypothesis of the study starts from trying to answer the questions that were asked in the problematic in accordance with the content or context and the results of the information collected by the researcher.

Hypothesis n°01, when children are raised in a good way, they will have an appropriate behavior. Second, if parents care about their children, we will have a healthy, non-deviant



society. Third, if the family plays its role as it must in containing and raising their children; the child's future will be ensured.

The main objective of this study is to correct the behaviour of the parents towards their children to obtain a good generation, (a case study at the the primary school "Brothers Heyman" Chlef), In order to minimize the phenomenon of violence against children, whether violent of parents against their children or children with their peers, and working to correct the behavior of children since childhood and accustom them to responsibility to get a generation that does not suffer from psychological problems and moral deviations.

The importance of this study lies at the academic level in the role of the good upbringing in building a good generation, to build an educated society at all levels. As for the applied level, it works on trying to draw practical results based on systematic, practical analysis of reality. Based on the collected information from the theoretical and applied aspect.

There are many reasons that led us to choose this subject, some are subjective and others are objective. The personal interests of the researcher in the subject of rearing is because of the low morals of children to a large extent, as well as the level of study. And the reason for this is due to the preoccupation of parents to work and neglect to teach their children the good morals. Another reason which is the interest of the educated class of scientists and psychologists in this subject, which refers to "The Impact of Negative Method In Rearing On Children's Personalities ". But what distinguishes the current study is the difference in time and place, because this study was conducted on a sample of the Arab Algerian society. And the results of this study are determined by Scientific boundaries with regard to the wrong education, we tried to focus on the way parents deal with their children and what are the most important mistakes that must be avoided. Regarding to the Spatial boundaries, the study was carried out at the level of the elementary school "Brothers Heyman" in the city of Chlef. As a model for the applied study. Concerning Human boundaries, the study was applied to a sample of parents (males, females), parents of the pupils of the school concerned. With reference to Time boundaries, the time limits for this study were two months from the second term in the academic year 2018-2019.

As a result of the nature of the objectives pursued by this study and based on the problematic issue, we decided to rely on the descriptive approach because it is the most appropriate approach in studying this social situation ; because one relied on the tools that fit this approach (interview, questionnaire). In order to understand all the elements of the subject,



the study was divided into ; the first chapter, we devoted to the theoretical side, where we divided it into three chapters. The first chapter dealing with what is family and parenting, rearing, and school ; the first section dealt with the nature of the family and the foundations of its success in Islam and sociology because it plays an active role in shaping the future of children. Then, we expanded the concept of family to the definition of parenthood and motherhood and their types which named parenting styles, and categorized as authoritarian, authoritative, permissive, and uninvolved. For the second section, we discussed the nature of rearing, its role, and its importance in determining the behavior and personalities and future of children, we have focused through this section on the famous mistakes in raising children, which can be summarized in domination and control, the excess protection, negligence, psychological pain, fluctuation in treatment, the discrimination, hitting children, and screaming of mothers at home. In connection with the third section, we focused on what the school is in general, and the primary school and its importance is in particular. Another important point is school violence and its kinds, and the nature of the relationship between family and school this point explains that parents do not participate in school decision-making because of a number of factors which is represented in the lack of culture integration between school and home in our society, parents' lack of confidence in their ability to participate in school system, and lack of spirit of cooperation within the school administration, and another point which mentioned that the school is an extension of the parents' role. Finally, we presented a brief conclusion to the theoretical part.

Regarding the second Chapter, we assigned it to the methodology design of the present work. It first provides an insight of the context, the participants (parents who answered the questionnaire) involving the pupils, the teachers, and workers, we divided it for three parts. The first part, we allocated it for the definition of the school concerned, its location, its foundation, its origin, its area, the number of teachers and workers, and the number of pupils. As for the second part, about the tool used in the study which included an interview and a questionnaire, and we used in the results obtained microsoft excel program. With regard to the third part, we devoted it to analyzing the results obtained.

The last chapter in this research provides the results and information obtained to answer the raised research question. We also collected some suggestions which may help in the operation of rearing children to obtain good development. According to Dr.Ammar, rearing is an Arab problem and that they deal with raising as a legacy not as a responsibility, we find them repeat the same mistakes their parents did to them. Even Dr.Jamal Shafiq, noticed that the several



shocks a child exposed to them which represented in birth trauma, weaning shock, and the shock of going to a new place have a role in the psychological development of the child, so he suggested some tips which help children to grow properly and motivating them to be social to do not be isolated from their peers. We suggested also some words and sentences make the child obeys his parents and take their words into account ; such as you are very cooperative, bravo you eat very well, will you help me to do that, can we try this instead of this, thank you because you helped me, thank you because you listen to me, and have you done that all alone, those words help a lot in controlling your child's behavior. It is also important to instill respect, politeness, obedience, not to lie, and enhancing self-confidence in a the child with learning disabilities is essential so that his future will be ensured, especially in the period of exams; mothers have to be prepared with their children, and choosing the right place and time for their children to reduce stress. As we mentioned in the theoretical part what is violence at school and what are the main reasons which cause this phenomenon, in this part we tried to give methods may help parents to treat violence against their children at school, and tips in how to correct the behavior of the aggressor child. Finally, we concluded this chapter with a brief conclusion to what we collected. At least, we concluded this research with a general conclusion containing the difficulties we faced in collecting data, the features of this research, and and results obtained.

# *Chapter One :*

*Family and the  
formation of children's  
future and  
personalities*

# *Chapter one-Family and the formation of children's Future and personalities*



## ***1.1.Introduction***

Family is the first educational school. It is the first place or the first source where the person learns the individual behaviors and values which through it can have a look of life and directions, as well as traditions and the effects of food, drink, clothing, and religion. As stated in the prophet's hadith ﷺ : « Every child is born with a true faith (i.e to worship none but Allah alone) but his parents convert him to Jodaism or to Christianity or to Magainism, as an animal delivers a perfect baby animal, do you find it mutilated ». **sahih Bukhari and Muslim.** <sup>1</sup>

Because the responsibility of raising children is the duty of the family ; the first time the child opens his eyes in the world, he finds his parents around him, he gets influenced by them and their behavior. So we can say that the role of the father and the mother is the correct upbringing of their children. As human being, we are all different physically or mentally and parents are human beings too ; because parents have different personalities, scientists have divided them into four categories and named them "parenting styles". Each style has been defined according to the type of parents and the way in which they raise their children and what are the most famous wrong methods or patterns used by them, passing to the definition of what does the school mean in general and primary school in particular, and how do those styles or patterns affect a child's future(level of school). How is that? This is what we will discuss in this part.

## ***1.2. Family***

### ***1.2.1. Family in Islam :***

#### ***1.2.1.1. Definition :***

When Islam came, the foundations of human relations were established, and considered the family as the main core of the society. If the family is built on good values, we will have a good society, whereas, if the family is corrupt, we will have a corrupt and weak society. Islam determines the relationship between man and woman through marriage, and puts rights for all the members of family even the the baby is given rights. It puts a very special place for women either a wife, a mother, a sister, or a daughter.

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<sup>1</sup> Sahih Bukhari and Muslim book.

# Chapter one-Family and the formation of children's Future and personalities



Family in the Islamic religion is considered as one of the most important pillars of society. In other words, it is defined as a social unit consisting of a husband, a wife, and children. Or it is a union between a man and a woman, but this union can not be held unless all legal conditions of marriage are established. As stated in the Quranic surah. Allah Almighty said "And among His signs that He has created spouses for you from your own species that you may find comfort in them. And He has induced mutual love and tenderness between you. Behold! There are signs in this for a people who would reflect". **Surah Ar-Rum Verse 21.**<sup>1</sup>

## 1.2.1.2. The foundations of family success in Islam :

Among the most important factors in family formation in Islam :

- **Choosing the right partner :**

The Prophet ﷺ urged to marry the right woman. As stated in the hadith : « Women may be married for four reasons : for her property, her ranks, her beauty, and her religiousity. So get the one who is religious and prosper (may your hands cleave to the dust) ». **sahih Bukhari and Muslim.**<sup>2</sup>

So we must follow what our prophet asked us to and make the right decision when we want to get married.

- **Respect between family members :**

Respect is one of the good values that characterize human, and expresses it towards everything around him and treats it with respect, attention and care, and by appreciating others. So, to ensure the success of family in society respect must prevail different family member, that is why a wife must know how to deal with her husband, and a husband must to appreciate and love his wife to create happiness for both of them.

## 1.2.2. Family in Psychology :

### 1.2.2.1. Definition :

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<sup>1</sup> The Koran = original (v)

<sup>2</sup> Sahih Bukhari and Muslim book.



## *Chapter one-Family and the formation of children's Future and personalities*

Many people may define "Family "in many different ways with many different meanings, what being a member of family and what does family mean to them. Each family has its own culture, economic, and social habits related to the place they live in, and many other facets, the only thing it has in common is that they all call it family, showing that those people are important to them, i.e the person calling them family.

We can say that family is a groupe of people living together under one roof, it is the most important element in building societies. Malinowsky defines it as a group of people having a particular relationship that distinguishes them from other group, living in a common house with common emotions.

### ***1.2.2.2.The foundations of family success in psychology :***

Many social scientists who are interested in family issues, and the problems which may face family, which lead to failure and the collapse, rather than the factors of success and hapiness despite importance ; its factors of success are many ; it shows how to maintain family, and how to fix their problems, after many studies conducted on many families, scientists found that there are key factors each individual must know, which lead to the family success and its happiness which are represented in :

- ***Love and appreciation :***

Showing love and appreciation between the family members is a very important factor ; every individual should appreciate his family and get appreciated in return, for example, the husband who is the whole day outside home working, when he comeback no one cares of him, no one asks if he is hangry, tired, or wants anything, or thanking him for what is he doing for them, so he gets bored and upset. Similarly, for the wife after a very long hard day, working outside and inside home no one says even thank you for what are you doing for us, or thank you for cooking, so she feels upset and broken. Hence, you find in this house only boredom and depression.

It is nice when an individual appreciates others, showing love, being thankful to them, and giving compliments, this is really useful to maintain the relationship between the family members ; because the main reason of the existence of problems between family members is the hostile and bad relationship between them.

- ***Spiritual consensus :***



## *Chapter one-Family and the formation of children's Future and personalities*

The existence of common spiritual values among family members is considered as one of the most important factors which supports family ties ; it shows that this interrelationship is not based only on materialism, it is bigger than that, its spiritual bonds based on emotions ; they have the same goals and the same principles. Because the consensus between family members especially married makes them more cohesive and closer, and more able to fix their problems easily in an effective manner.

### ***1.2.3. The role of family in shaping the future of their children :***

The family is the primary source of inspiration for a child, as it is the main element in the composition of his personality. Parents should be a role model for their children, especially during the child's early years. The family should pay attention to every act or statement they say. Because children, observe and record in their memory everything they see, hear, and what impresses them or who are influenced by, even the way in which parents treat each other negatively affect the personality of the child.

In addition, daily practices are attached to the minds of children, some children can imitate their father or mother's behaviour because any act can harm their personality, this effect designated by psychiatrists as the educational influence of parents, they see that children's education is not limited on punishment and reward, or advice and guidance, but the formation of children's personality also includes what is going on around them and the behavior of parents, so parents must be aware and careful so as not to harm their personality and their future.

### ***1.2.4. Parenting***

Parenthood and motherhood are the most challenging turn in a person's life. The moment parents start practicing their role, many mistakes are made while raising their children, which negatively affect them and their psyche such as screaming and using harsh words or by trying to control their lives. children affected by their parents' daily practices, as encouraging them to see the outside and to play without fear, or helping them in doing their homework. But is that sufficient? Being a parent is more than that. But what about the general approach taken by parents to guide, monitor and socialize their children?



## *Chapter one-Family and the formation of children's Future and personalities*

Parents' attitudes toward their children and the resulting emotivity between them is what researchers call "parenting styles" (Steinberg 1993). As a result, these parenting styles affect children's personalities, so how do researchers differentiate each style.

It started in the 1960s with " Diana Blumberg Baumrind ". She noted that the idea of parental control, or adults acting as authority had a bad reputation. In her study "Child care practices anteceding three patterns of preschool behavior ", which published in 1966, 1967 and 1971, to clarify the distinctions in how parents doing their best for the socialization of their children and how the different styles of parenting affect on child raising. She proposed three distinct parenting styles: authoritarian, authoritative and permissive, later researchers added a fourth style uninvolved (Maccoby, Martin 1983).<sup>1</sup>

We will point in this section what is parenting styles and what are the famous mistakes happen by them.

### ***1.2.4.1. Definition of parenting :***

Parenting is defined as the process by which emotions, feelings, and the proper physical formation in the child are promoted. So, being a parent is all about a learning experience from pregnancy to the time you give birth, you experience the changing of your baby, either the physical or mental development, but the most important thing is that your baby is going to depend on you as a father or a mother in everything. That little child begins to grow up, and it is you and the child's environment who will influence, or formulate his\ her personality.

### ***1.2.4.2. Parenting styles :***

In psychology, there are four main parenting styles; authoritarian, authoritative, permissive, and uninvolved. Every style has different features and causes different reactions by children. It is important to know that each relationship between parents and their children differs from one to another. So, here are some points that will help you to recognize which style of parenting you belong to, and furnish you with ideas on how to raise a child in a proper way.

#### **➤ *Authoritarian Parenting :***

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<sup>1</sup> "Diana Baumrind" is a clinical developmental psychologist born in 1927 New York whose known for " Parenting Styles.

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- Do you think that the opinion of your child is not important.
- Concerning rules, do what i asked you to do, no negotiation.
- Feelings of your children do not matter.

If any of the qualities mentioned above exist on you, then you are an authoritarian parent. This kind of parents believe that children have to accept the rules and say nothing.

" Because i said so ", this is the very famous sentence authoritarian parents use, when the child asks the reason behind this rule or why he gets punished. They do not care about what the child asks or what he needs, they believe that children do not have the right neither to ask nor to negotiate, but they have to be obedient. They do not let their children try to experience fixing their own problems. Instead of that, they make the rules and enforce children to follow them, if not, the child get punished.

Authoritarian parents prefer punishment rather than discipline. While they must motivate the child to make better choices, they teach him to know how to ask pardon for his mistakes or his misbehavior.

Children who are raised up by authoritarian parents tend to follow rules most of the time. But, only because they are afraid of being punished. They grow up with a low of self-esteem, because they do not share their opinions. Children of authoritarian parents might also be hostile and aggressive when dealing with others, this treatment hurts the child's psyche, instead of, thinking about his future, he only thinks about the anger and the hatredness he feels towards his parents. Because authoritarian parents are severe, their children might be liars, they find it as the only solution to avoid punishment.

### ➤ *Authoritative Parenting :*

- You do everything you can to maintain a good relationship with your child.
- You explain to your child the reason behind making those rules.



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- You impose rules and apply punishment, but taking into consideration your child's feelings.

If one of the above statements seems familiar, you are an authoritative parent. Authoritative parents set the rules and take the results into account, but they also take their children's opinions into consideration. They control the feelings of their children, but clarify to them that adults are the main responsible for taking decisions in the home.

They make time to control children to avoid any bad behavior by them. Authoritative parents supports the praise and reward strategy, to promote the good behavior. Children raised by authoritative parents grow up with kind of psychological comfort and self confidence according to the balance they live, which make them happy and successful. This balance enables them to take good decisions and to know what is right and what is wrong. Scientists claimed that the children of the authoritative parents grow in a healthy way psychologically and they are more comfortable when sharing their opinions.

### ➤ ***Permissive Parenting :***

- You are not firm in applying the rules you made.
- You do not share your children with their opinions.
- You think that your child is able to learn things with few support from you.

If any of the statements suit you, then you are a permissive parent. Forgiveness is an attribute of permissive parents. They rarely interven when it is a serious problem.

They are very tolerant, they believe in the idea that children are children and we should not blame or be strict with them. They do not care about the negative consequences of the child and not enforce any kind of punishment or rules, as soon as the child asks for an apology, they let him go out or watch TV if he promised not to repeat those mistakes. Permissive parents act like friends much more than parents, they try to talk to their children about their problems but they do not make much efforts to show children what are the bad decisions they made and if this behavior is not appropriate.

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Children of permissive parents are more likely to suffer in their studies. They will suffer from following the rules and adjust their bad behavior which may cause problems to them. They have a lack of respect to their own selves which make them sad. They are exposed to suffer from serious healthy problems, as fatness, because of the large consumption of junk food, tooth decay, because their parents are not keen to teach their children the ethics of cleanliness, as ensuring the child brushes his teeth.

## ➤ *Uninvolved Parenting :*


- You do not care about the studies of your child or his homework.
- Usually you do not know where your child is or with whom.
- You do not make time for your child and talk with him.

If any of statements are familiar, you might be uninvolved parent. You may find children of uninvolved parents anywhere but their parents have no idea, where are they and what are they doing. Few rules, no nurturing, and no attention, this is what uninvolved parents are. They expect from children to raise thier selves. They make no effort or time for them to meet their demands and needs.

They might be careless or neglectful, but they do not do it on purpose. For example, if both parents or one of them has healthy mental problems, or adducted to drugs, they can not meet the needs of the child either material or moral. Or as in most families, they are conserved with other issues, such as, work, paying bills, or managing a household. Children of uninvolved parents might have a low self-esteem, and their level of study is very weak. They also tend to create problems with their peers and be upset most of the time.

Studies have shown that authoritative parenting is the best style. No problem if a person wants to know the other styles, but being an authoritative parent is the appropriate one. You can be a strict parent, and positive in dealing and raising your child, i.e to controle the household in a healthy way. By time your child will benefit from your style.

## ***1.3.Raising children***



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Raising children was and is still the most difficult task in order to get the right upbringing, but the different ways and means became from the most dangerous problems parents face while raising their children beside to many other factors which may negatively affect the child's personality. Raising, is like seeds if the seeds are intact and the transplanting is correct, the result will be better, unfortunately, those factors make problems which hinder the operation of raising children in a healthy way.

### *1.3.1.Rearing in Islam :*

Islam encourages to raise and prepare the individual in all respects. It prepares the individual in all respects in all stages of his life. This is in accordance with Islamic principles, the definition of Islam for education is no different from contemporary, definition only education in Islam is of divine origin while contemporary education depends on human experience.

### *1.3.2.Rearing in psychology :*

The right upbringing is the key element in the development and prosperity of societies and peoples, and is a necessity to meet the needs of society because it makes the personality of the individual and highlights his culture and abilities to be consistent with the surrounding society because of its important role in society, many scientists and researchers studied and analyzed it, because there are different and multiple definitions of education including old definitions, scientists, philosophers, and thinkers each one according to his view and beliefs in their view; education is a dialectical issue.

Some of the oldest and important definitions :

- **Plato (347-427 BC) :** "Education is to give the body and soul all the beauty and perfection which you can give ".
- **Herbert Spencer (1820-1903 C) :** "It prepares the individual to live a full life ".
- **Rafaa tahtawy (1801-1873 C) :** "it builds the child's ethics on what is appropriate for society where all virtues are developed to protect him from vices and enable him to cooperate with his peers to do good"

However, scientists continued to work on other contemporary definitions for the rearing, each one according to his point of view. However, we find that no matter how many definitions, all

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of them indicate the progress and the correct development for a better evolution for an individual, it is a process that helps the individual adapt in the environment in which he lives, it does not focus on a particular category but rather continues with him.

### ***1.3.3. The importance of raising children :***

Rearing is a means of communication and development for the individuals, which means that the upbringing is not only about the communication between members of the community, but participation in the concepts to obtain the expected answers. The rearing works to maintain the culture of society and renew it because it plays an effective role in achieving the interaction and proper upbringing, because this is reflected in the formation of the personality of the individual and determines his mental and emotional tendencies, it achieves overall growth and experience for the child and democracy.

### ***1.3.4. Goals of raising children :***

Raising is an individual social process that deals with the individual in society ; it transfers to him knowledge, skills, and communication, and due to the importance of it as a social necessity, the need to study it has increased. We can say that the main objective of rearing is focusing on humanity and enables the individual to participate in the development of his social skills, it is a means and a social goal practiced in society. An other objective of it is the transfer of heritage from generation to generation to gain experience as a basis for the growth and development of social systems, it also provides community members with positions that develop their thinking.

### ***1.3.5. Wrong patterns of raising children :***

A proper education is the basis of raising a child without the psychological pressure, because the family has an important role in shaping his personality and behavior. This what all parents know and hope, but hope only is not enough. Here are some common mistakes made by parents without knowing the seriousness of them on their children. That is why parents have to be careful when dealing with them in the right way, such as avoiding the following patterns :

#### **➤ *Domination or control :***

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The excessive cruelty and rigor with the child, being punished in a continuous manner, repelled him whenever he wants to express himself. Controlling his activities and his wishes, compel him to perform duties and functions beyond his capacities, using violence or depriving him of something he loves. We find that the list of prohibitions is greater than the permitted list, such as a mother forcing her child to wear certain clothes, food, or friends as to blur his personality; thinking that this is in the best of the best interest of the child, without knowing the seriousness of this treatment on the child's personality in the future. As a result to this bad treatment, the child grows up to follow the others' opinions and undergo to what they say, because he can not create and think, he is unable to share his views and discuss because he has been raised with the idea of that he has no right to do so.

This kind of children are always afraid, worried, most of them are shy and overly sensitive, they struggle with low self-esteem, lack of self confidence, the inability to make decisions, permanent sense of inferiority, which lead to lack of achievement. This style may produce an aggressive child who destroys and breaks things of others because he did not satisfy his need to enjoy it freely.

Other damages of this pattern is that it may lead the child to introvert into the realm of social life and the sense of guilt. A child may pursue the approach of rigor and intensity in his future life through the reincarnation of the personality of one of his parents or both of them .

### ➤ *The excess protection :*

It is the excessive protection of the child and subjecting him to many instructions, and the extra care. This leads to the excessive fear on the child as expecting being at risk of any activity. What is explained here is one or both parents bear the responsibility of the child which he is supposed to perform, such as solving his or her home work exercises. Since parents are keen to this protection, they do not leave any opportunity to the child to take his own decisions because of the lack of freedom he struggles with as doing his homework and defending himself if he is attacked by a child. This treatment is due to parents' fear on the child, especially



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if he is the first child or the only or the only male among girls or vice versa, so they exaggerate in their breeding in a negative way.

This method negatively affect the personality of the child, making him grows with a weak and a non-independant personality and always depends on his parents in doing his homework, the enability to take his responsibility, low level of self confidence, and accepting frustration and failure.

The kind of children that are brought up on this style do not believe in themselves and their decisions decisions and their sensitivity to criticism is high. When they grow up they ask their mothers to go with them to school at an advanced age, they may have problems in not adapting in the future.

This style may create from that lilttle child a person who fears everything to try new things and new positions because of the non-self-reliance.

### ➤ *Negligence :*

Is to leave the child without encouragement unlike the one we talked about before, and non responding to him and leaving him without punishment because of his bad behaviors. Parents may use this techniquebecause of their constant preoccupation, as spending the father most of his time at work and back home to sleep, and to go to work the next day and comes after the children have slept in a daily manner.

The preoccupation of the mother with visits and parties or tgalking on phone with her friends and family, spending much time on the internet and social media or watching TV, and neglecting her children and their demands from eating, drinking, and clothing, which causes the child's immune weakness, or illness at the level of the mind because of the lack of vitamines and lack of regular eating. Children consider this as hatred which is reflected negatively on their psychological development in addition to ridicule and contempt. for example, when the child represents a drawing or a work he did their parents make fun of him because of his work, he will be rebuked and asked to do not waste his or her time by such trivial things again. So, the child gets upset and broken because of the ill-treatments he receives, even when he gets a good mark, he does not be rewarded,but if he gets a

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bad mark, he will be punished and rebuked by using offensive and harsh words as "you do not understand, you are an idiot ", which make the child do not feel the success if he gets a high mark in another subject. Repeating this treatment loses the child the sense of family atmosphere, and feels hatred towards his family ; which lead the child run outside home in order to find interest and love with his friends.

As a result to this style in raising children is the emergence of of some behavioral disorders to the child, as assaulting others, being violent, or stealing. The most important thing is that this child will not listen to his parents' orders and demands, he is out of control.

### ➤ ***Psychological pain :***

This is to make the child feels guilty whenever he behaves undesirably. This style makes the child feels unconfident, because parents put their children under surveillance and wait them to make a mistake to criticise their behavior, so the child will be hesitant to take his decision or for asking about something he wants because of fear of depriving him of adult's satisfaction and their love, or things he loves, as watching cartoons.

When this child grows up, he becomes an introverted person, not confident, hostile with himself, feeling ensure, does not love himself, and praises others and gets proud of them and their achievements.

### ➤ ***Fluctuation in treatment :***

It is the wobbling pattern between intensity and softness where the child is punished once on a behavior, and gets rewarded for the same behavior another time.

It is the instability of father and mother on the decisions they take, as if it is a reward or punishment. That what we see in our daily life, if the child insulted his father or mother they laugh and can be pleased with it, but if the child repeats the same action in front of a guest or a stranger they punish him for what he did, which makes the child puzzled and does not know what to do and say, and what to

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do not and not say, what is right and what is wrong, which makes his personality volatile in dealing with others, even when he marries, once he is cool and acting with love and tenderness with his children, and other times with aggression and violence, with no reason. He may also distinguish between his children, love a child much more than another, which creates enmity between them. He might tend to boys against girls, or girls against boys, according to the sex that gave him love, father or mother.

### ➤ ***The discrimination :***

It is the inequalities between children and loving one much more than another, as we mentioned before that some parents prefer boys than girls, or the vice versa. This style is considered as the worst technique parents use in raising their children. Usually, parents prefer either the eldest child or the youngest one, the middle child always suffers from this behaviour. Another example, is the superiority of one of them in school, the more intelligent, or the more beautiful child, and many other methods. This definitely affects the other children's psyche and personality, they feel hatred and envy towards the preferred child, or they try to do bad behaviors only to attract their parents' attention, the main reason of this treatment is the lack of awareness of parents, instead of curing the problem they punish them. As well as, the preference of this child makes him selfish and arrogant person, he thinks that he is better than his brothers, and has the opportunity to take everything, or by threatening them, as saying i will tell my father or mother.

### ➤ ***Hitting children :***

The continuous manner of beating of parents to their children, creates the feeling of hatred of children towards their parents and people, it makes the child introverted and aggressive with society. Beating a lot may also generate hatred on the child's community, it can lead him to deviation or make him hostile to people for no reason, and most cases become stupid and lazy, some are retaliating against other children in order to get out the anger which is inside him. And many other cases.

### ➤ ***Screaming of mothers at home :***

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This phenomenon exists in many houses, it is considered as an annoying risk. The continuously screaming of the mother the whole day is a risk threatening every family has children in the different educational stages. Because of the burdens borne by women throughout the day, working outside and inside home, the difficulty of the social and economic life, the physical stress, or because of women's ambitions which collide with the opposite reality, and her responsibilities towards her children to get high degrees in school, understanding their studies, doing her best to raise her children in a good way and protecting them from the many negatives around them, either in the street, channels, the internet, or the provocative ads, as cartoons which affects the intelligence level of children. The working mother, after a long hard day, she comes back home exhausted and upset, to dominate things in home as a wife and a mother. This phenomenon has emerged with many victims, mothers or children. The screams of mothers negatively affect the personality of children.

One of the most important reasons mothers suffer from is the fathers' preoccupation at work all the day or travelling, he believes that his responsibility is limited to saving money, and his full dependence on the mother in raising children. Usually, fathers blame mothers for the bad behavior of the child and the low results they get, while raising children is the responsibility of both of them. This what makes a big burden on women and a continuous pressure on her nerves, you study, you eat, you are tiring me, screaming intensively because of the pressure she carries throughout the day. This suffering will continue in a daily manner, by time, children get used to this situation and coexist with it. Then, the older children begins to deal with their brothers by screaming, so the mother screams more and loudly to take control on this situation, but no avail. When the father is back, they calm down, the dialogue starts between parents, what is going on ? what happened ? why your voices are too high ? The mother complains saying this and that, either he will understand her and talk to children, or he starts complaining as well, i am tired of this situation, screaming and problems everyday, making the situation worse. Yelling at the child has multiple cons because it is one of the bad practices of parents, especially if it is not the appropriate place and time, this will be more

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severe and affects the child although this screaming is a reaction of anger of parents at the bad behaviors of the child, but it negatively affects his psyche, especially if he is on front of his peers or family, it makes it worsens among these influences. It has also a negative impact on his health as we mentioned before, that the continuous yelling at the child reflects negatively on his personality, it creates on the child a kind of fear and weaken his self-confidence. Where a report was published in the Harvard Journal of Mental Health, that yelling at the child, blaming him, insulting and ridicule him continuously can be tougher than the physical harassment which can make a mental disorder and a shock in addition to a psychological collapse. The report pointed out that children who have been subjected to verbal violence while young, their deviation rate is higher, which cause aggressive reactions to the child. When a father or a mother starts screaming the child starts screaming as well, cracking things and beating them, this is due to parents' lack of awareness that they are the primary responsible for the reactions of their children through shouting and raising their voices.

Some programmes have been introduced by psychologists as Frost (2004) which tries to help families to raise their children in a good way through her programme, and giving them some advices which might help to find solutions for their problems because screaming causes to the child a weakness in concentrating and very aggressive reactions. Laure de Preux (2014), showed that the excessive yelling at the child can give counterproductive results which make the child practices the same error and repeatedly, that is why parents should know the results of those mistakes and cure them before it is too late. <sup>1</sup>

### ***1.4.The school***

School is where the human is educated. It is the main pillar of society because it is the place where the human builds civilization systems of human nature. The school is not only a place where children gather to acquire knowledge, but is also the place of existence of the historical creations of human and artistic creativity. The role of the school was simply a functional place

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of acquiring knowledge ; then, its role turns into the formation of human and the reconstruction of a civilized and ideological society.

The school is also considered as the first place where educational sociology emerged. Dewey 1952 - 1959 was the first who studied the sociology of school at the beginning of the twentieth century, where he founded a scientific methodology for research in the field of educational institution. In France " Emile Durkheim " 1858-1917 which left a mark on educational thought in the first half of the 20th century, from her famous books " Education Sociology ", then the book of " L'Evolution pédagogique en France ", which made these works are the main element in the sociology of education in general and school in particular, with time, sociological education took a great space for researchers to understand and develop by time.

### ***1.4.1. Definition of school :***

Among the most important definitions that showed what the school is, that it is an educational school created by human to prepare the individual and teach him how to participate in various human activities in order to achieve a harmonious society in terms of ideas, philosophy and goals. It can also be defined as a systematic social educational institution created by society, it focuses on the process of education and the correct guidance and this is the basis of its power. Its concept is no longer confined to preserving the cultural heritage and values of the cultural community from one generation to another and relies on the old ways of writings and readings, but has evolved into an educational place that cares about raising the child physically and mentally and emotionally to form a balanced personality in order to preserve society.

Some foreign scholars, such as Buisson, defined the school as a social educational institution necessary for its importance in maintaining the process of communication between the family and the state in order to prepare a generation that integrates into social life. Ashton defined it as a complex system based on organized behavior that achieves a range of functions within a particular framework of the social system. For Raymond, he also defined it as a social system and this system includes a group of distinguished individuals in order to obtain a generation of high efficiency while working on the continuity of this system.



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### ***1.4.2. Definition of primary school :***

Is the first stage in which the individual learns, and is considered a compulsory stage where all individuals of different economic and social classes must join. Usually composed of five to six rows, according to the laws of each country, it is considered as the most important stage in pupil's life.

### ***1.4.3. The importance of the primary school :***

Primary school is the most important stage in establishing a student. Its importance lies in several points, including the following :

- It is a turning point in students' lives and their education, where the individual learns the correct basics of reading and writing and can affect their advanced stages in the educational process.
- At this stage, the students' personality is built where they build social relationships with their peers.
- Discover students' abilities and work to develop their skills.
- It is the place where students start building their national identities.
- The importance of primary school is considered as the stage of emotional building for children where different emotions appear such as love and hatred, jealousy, fear, attachment and other feelings, this is based on the events that occur with them, whether with students or the treatment of teachers.
- Where children learn the system and abide by rules and time imposed, ie teach them the correct meaning of rights and duties which make them more respectful of time and others.

### ***1.4.4. School violence :***

School violence is a common phenomenon in many schools in all its forms. And the only victim is the child who is abused or who commits the wrong behavior as a result of their impact on the health and psychological effects generated by the social pressures in which the child lives. Therefore, the parents and the school body must pay attention to these situations and phenomena and work to address them so as not to worsen them.

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### ***1.4.4.1. Definition of violence :***

Violence is the devaluing of the other person which leads to a lack of self-confidence and the formation of a negative concept towards others and, and it could be by words or by beating.

### ***1.4.4.2. Types of school violence :***

School violence is defined as a physical or verbal assault on children by their peers or schoolmates. This pressure causes them physical and psychological harm. Parents and teachers can reduce their child's violence if they are aware of it, either parents warn the child who is attacking or ask the school to put a solution as punishment for this child, but the problem is that some children do not say what they are exposed to in school either for fear, or because of shyness and this affects them negatively on their psychology and complicates the problem. The harm does not only affect the child victim, but the abuser is also victim because of his hostile behavior. This hostile behavior can negatively affect other children, leading them to take control of other children and forming gangs, which locks the abused child into isolation, introversion, sense of self-distrust and lack of social communication, at school and outside of it. Physical violence is either by slapping, kicking or pushing. And the verbal violence is either by using offensive language, or by making hateful labels on children and insulting them or using comments that offend the child's shape whether he is a boy or a girl, either continuously or intermittently. As well as psychological violence, the children isolate the child from his peers and not allow him to contact them, and if tried to do that, they threaten him. Maltreatment is usually more common to males than females, which causing them depression. To escape from that fact, they try to do something that distracts them, like eating which makes them obese and makes it worse, and they get more isolated even in their homes.

### ***1.4.5. Between school and family :***

Success in the educational process is the result of integration between family and school. However, in spite of this parental environment in school activity, and communication with teachers is very low in most arab countries and may be non-existent in some areas. We find that parents do not participate in school decision-making because of a number of factors :

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- ***Lack of the culture integration between school and home in society :***

The supervisors of general education and those who make these decisions do not care when they take those decisions to the opinion of family and they neglect the role of integrative relationship between family and the educational institutions, even the social and educational institutions rarely care about this subject despite of its seriousness.

- ***Parents' lack confidence in their ability to participate in school system :***

As mentioned before, the supervisors of education did not care to create a bridge of cooperation between school and family and the lack of rehabilitation of education to interact with the families of students (reclamation) ; in the contrary, they did avoid involving families in school activities and decisions. This created a negative impression among parents not to try to interact or to participate with the school.

- ***Lack of spirit of cooperation within the school administration :***

Some schools' directors see the parents' desire to participate in school decisions and activities as something that hampers their work and see this as a humiliation for them, therefore, they refuse and do not allow parents to express their views or participate in the work of the school. A very important point to talk about is building very high walls like a prison which makes students hate the school.

### ***1.4.6. The school is an extension of parents' role :***

School is considered as the complementary factor of family and home. At school, the child practices what he has learned and raised in his home environment and employs the experiences he received from his father and mother. These experiences make him recognize new friends from his peers and with teachers, which adds to him other experiences. The mixing of the child with the school environment helps in other psychological and human interactions in his life, it helps to develop his relationships in society and behaviors that are carried out in a wider manner than the behaviors that he learned at home, the school has systems that monitor the child's behavior and movements, especially as the school is a more complex than family.




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Thus, the school is the first experimental field for our children where they practice their behavior and what they learned at home away from family control, because censorship in this period is for school, some studies have also shown that the role of the administration is to protect students from perversion (deviation), especially if there is a good connection between school and home. The integrative relationship between the role of family and the school in the education of the children is necessary where the student can grow properly and balanced only through this biological integration, because the home can destroy what the school has built, even the school might destroy what the home has built as well (naturally), which distracts the child's mind and he becomes confused between what to do and what to do not, he may try to find another solution or to escape from his reality, so he seeks refuge to other friends or to media and receives from them other behaviors but these sources are very dangerous where neither parents nor school can control these behaviors and the child is the only victim in this case.

The family education will remain a major gap if it is not linked to school in particular. School can not be considered as a place to receive sciences only and home to raise children. This division is the first reason for failure ; so the home is considered as the first place to raise the child in a proper way, as well as his education and teach him the appropriate behaviors. In addition, school is a key factor in raising and educating children, because the relationship between the two places-home and school is complementary and an inevitable reality. Therefore, a gap must be bridged, since it can cause failure to raise children and achieve the necessary integration between them, ie (school, family), the role of the teacher is to communicate with the family of the child, also parents are required to visit the school and talk to the teachers about the level of their children if there is a problem in their behavior to guide them.

### ***1.5. Conclusion***

Finally, the period of childhood needs more attention that leads to the physical and psychological development of the child. One of the most common misunderstandings is that the only function of the family is to provide children with money, food, and clothes. Psychologists and educators have confirmed that the family has the greatest influence in shaping a child's personality. What the child experiences in his early years is due to the family because it is the main factor in his life and the first source of his expertise. Thus, it is possible to say that the stability of the child's personality and his future (his studies) is due to



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everything that happens in the family, whether it is bad or good and that religious and moral values grow in the family environment.

*Chapter two :*

*Methodology design*



### **2.1. Introduction**

After addressing the previous chapter "Theoretical Part", the researcher devoted this chapter to presenting the methodological procedures for the study. We divided this part into three sections. The first section dealt with the definition of the school concerned with the case study. The sample selection process was carried out by a group of parents in the concerned school of both sexes, males and females. We also decided to follow the descriptive approach because we relied on the study tools that fit this approach (interview, questionnaire), to obtain the desired results which are determined by scientific boundaries, spatial boundaries, human boundaries, and time boundaries, and then the methods of statistical analysis of the results of the study.

### **2.2. The aim behind the questions :**

Raising children is one of the most difficult tasks for parents. Despite the large role of the family in rearing , it is not the only factor in this process; because the school, the media, and the community play an important role in shaping the child's personality. In this research we developed a questionnaire for children's parents for the case study, and the questionnaire contains 36 questions, may be it is a huge number, but due to the importance of the subject we had to put as many questions as possible to reach the desired result.

The aim behind these questions is to find out if the level of parents has a role in building the child's future and personality, and to know the degree of awareness of parents of the educational level of their children as well as their behavior inside and outside the school. This questionnaire also shows how grateful parents are from the school, and if the school's academic program help the child learn without difficulties?

As we see that the questions are interrelated, and each question completes the other, from the way parents treat each other then how to treat their children, then the relationship between school and family in order to understand the subject.

### **2.3. The context :**

#### **2..3.1. Definition of the institution :**

In this research, I conducted the field study in the educational institution of "Primary of Brothers Heymann" in the **3rd** semester (**2019**), which is located in the Martyr Belbechir Mohamed Street in the municipality of Ouled ben Abdelkader in the city of Chlef. It is about



**250km** from Algiers and from the state headquarters Chlef about **25km**. With an area of **181.43km<sup>2</sup>**, and its population is about **22,888** inhabitants, and the population of the center is about **11,768** inhabitants.

As well as socondary population groups Dhahr louz **822** inhabitants, Zemoura **690** inhabitants, Chaabet lebtal **1,748** inhabitants, Ziyadniya : **3,313** inhabitants. The whole population density is estimated at **126** inhabitants\km<sup>2</sup>.

The Brothers Heymann' primary school was built in **(1982)** and established in **(2010)**. Its total area is estimated at **374,100m<sup>2</sup>**, the area which is built is at **191300m<sup>2</sup>**, and the courtyard area is **1518,00m<sup>2</sup>**. Date of establishment of school library is in **(2012)**. The national ID number of the institution is 02301001.

### **2.3.2. The tool used in this research :**

The tool used in this research is the questionnaire, which is defined as a search tool consisting of a set of questions to gather information from a respondent. This is usually a mix of closed and opened questions. A questionnaire were developed in (1838) by the Statistical Society of London. It is defined as a set of questions generally used for research purposes, which can be either qualitative or quantitative or both of them, it may be conveyed as a survey and may be not, but a survey always consists of a questionnaire. This questionnaire was used in a set of closed questions consisting of **36** question. And we adopted a series of studies in its construction including observation and interview, and the theoretical part helped me a lot in writing this questionnaire.

### **2.3.3. Participants :**

In the questionnaire I used, i distributed **300** question sheets on children to be answered by their parents, i retrieved **200** sheets, **38** sheets canceled, and **162** usable sheets as shown in the table below :

**Schedule n°01 : The participants**

Questinnnaire	Distributed	Retrieved		Lost
		canceled	Usable	
number		38	162	
(%)		%19	%81	
number	300	200		100
(%)	%100	%67		%33



### 2.3.4. Data collection procedure :

In the statistical methods i used Microsoft Excel programme, which is defined as a software produced by Microsoft that allows users to organize, format, and calculate data using formulas using a spreadsheet system. This software is a part of the Microsoft Office suite and is compatible with other applications in the Office suite. By using frequency and percentage.

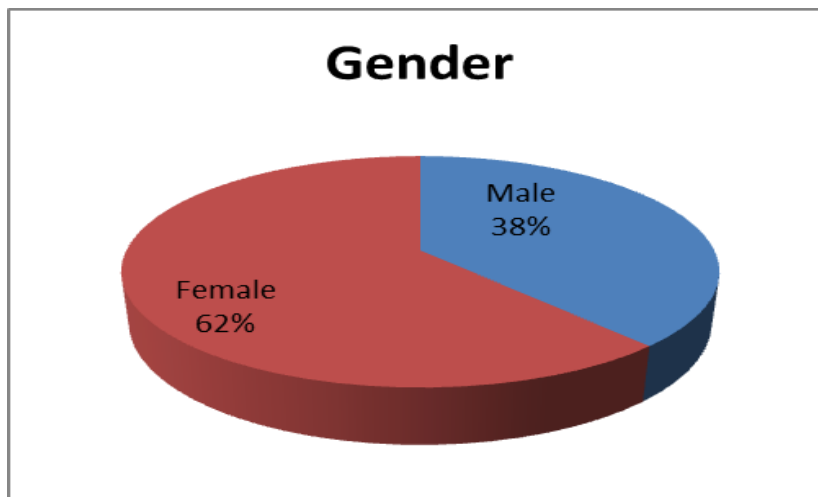
### 2.3.5. Data analysis :

*Question n°01* : Gender ?

### 2.1. Schedule n° 02 : Frequency and percentage of gender :

Gender	Frequency	Percentage
Male	62	38%
Female	100	62%
Totale	162	100%

- Table 2.2. (Frequency and percentage of gender), shows that the number of respondents to this questionnaire is **38%** male and **62%** female, this what is illustrated in the percentage circle n°01, and this is due to the degree of interest between the genders.



*Graph 2.1. (Frequency and percentage of gender)*

## Chapter two ————— Methodology design

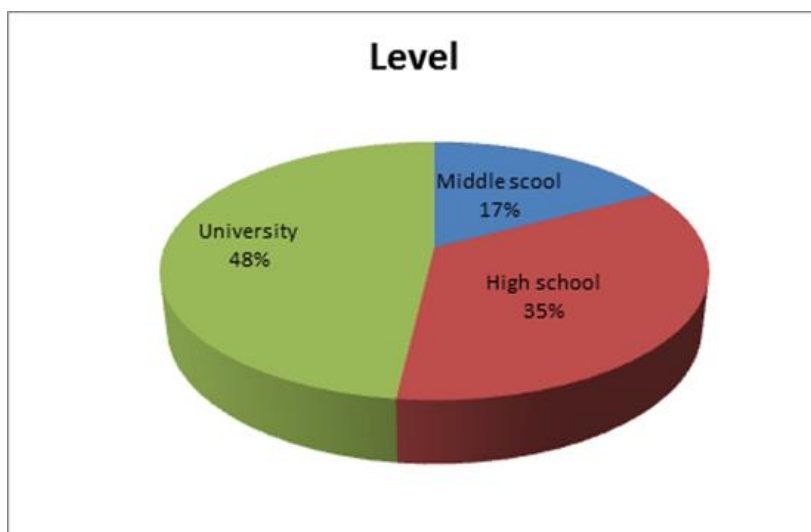


*Question n°02* : Level ?

*2.2. Schedule n°03* : Frequency and percentage of level :

Level	Frequency	Percentage
Middle school	28	17%
High school	56	35%
University	78	48%
Totale	162	100%

- Table 2.3. (Level), shows that **17%** their level at the middle school, **35%** of secondary school, and **48%** university level, this what is shown in the graph n°02. From this we conclude that the largest number of these parents are university graduates.



*Graph 2.2. (Level)*

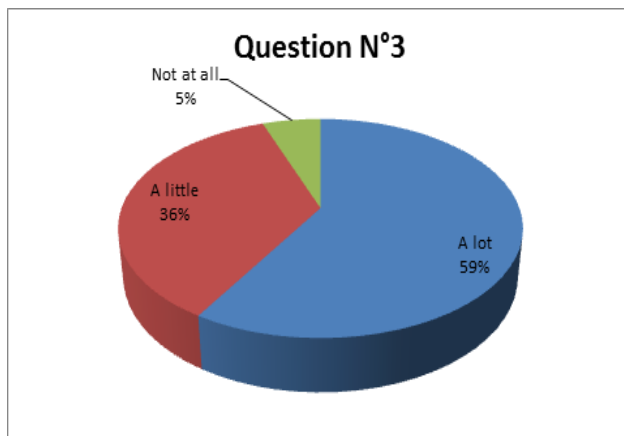
*Question n°03* : In your opinion, to what extent do you think you can help your child develop good relationships with kids in a similar age group ?



### 2.3. Schedule n°04 : Frequency and percentage of how parents are capable to help their children to be social :

Q3	Frequency	Percentage
A lot	96	59%
A little	58	36%
Not at all	9	6%
<b>Totale</b>	<b>100</b>	<b>100%</b>

- Table 2.4. (How parents are capable to help their children to be social), shows that **59%** of respondents see that they contribute significantly to helping their children build relationships with children of the same age group. Check the graph n°03.



*Graph 2.3. (How parents are capable to help their children to be social)*

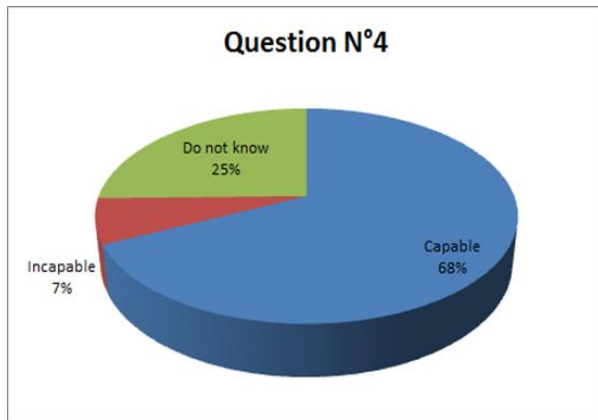
**Question n°04 :** In your opinion, to what level do you agree that you are capable of dealing with your child's emotions appropriately ?

### 2.4. Schedule n°05 : Frequency and percentage of children's emotions

Q4	Frequency	Percentage
Capable	110	68%
Incapable	11	7%
Do not know	41	25%
<b>Totale</b>	<b>162</b>	<b>100%</b>



- We see in table 2.5. (Children’s emotions), that **68%** are capable of dealing with the emotions of their children, while **7%** are not, and **25%** have no idea, which is shown in graph n°04.



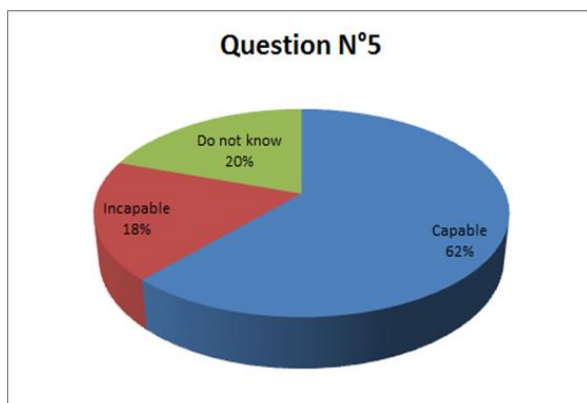
*Graph 2.4. (children’s emotions)*

**Question n°05 :** How capable do you think you are to support your child’s learning at home ?

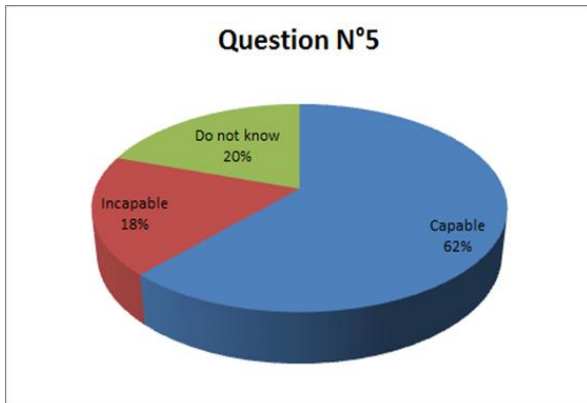
**2.5. Schedule n°06 :** Frequency and percentage in motivating children to revise at home

Q5	Frequency	Percentage
Capable	100	62%
Incapable	30	19%
Do not know	32	20%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.6. (Motivating children to revise at home), shows that **62%** see that they are capable of motivating their children revising at home, **9%** are not capable, and **20%** said that they have no idea, as it shown in graph n°05.



*Graph 2.5. (Motivating children to revise at home)*



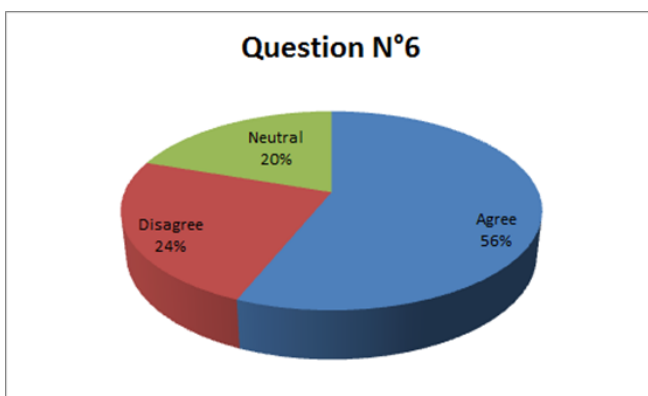
Graph 2.5. (Motivating children to revise at home)

**Question n°06 :** Do you think, academic work takes most of your child’s time and hence restricts them from enjoying other activities that they enjoy ?

**2.6. Schedule n°07 : Frequency and percentage about the academic curriculum**

Q5	Frequency	Percentage
Agree	91	56%
Disagree	39	24%
Neutral	32	20%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- The percentage in table 2.7. (The academic curriculum), shows that **56%** see that the academic curriculum is very overloaded, as it shown in the graph n°06.



Graph 2.6. (The academic curriculum)

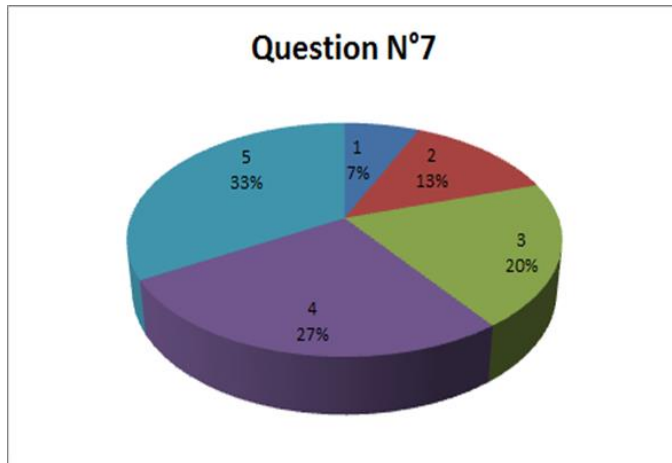
**Question n°07 :** On a scale of 1-5, do you think that your child has too much academic work even after school ?



### 2.7. Schedule n°08 : Frequency and percentage of the academic work

Q7	Frequency	Percentage
1	18	11%
2	20	12%
3	48	30%
4	50	31%
5	26	16%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.8. (The academic work), shows that with a rate of 4 out of 5 by 31% said that their children have too much work even after school. Check the graph n°07.



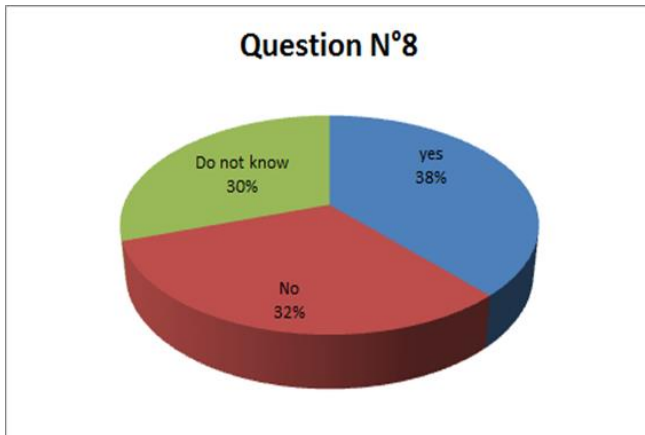
Graph 2.7. (The academic work)

**Question n°08 :** Do you think your child can focus completely on academic work when they are doing it at home ?

### 2.8. Schedule n°09 : Frequency and percentage of concentrating during revising at home

Q8	Frequency	Percentage
yes	62	38%
No	51	31%
Do not know	49	30%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.9. (Concentrating during revising at home), shows that children are capable of concentrating on doing their home work at home by 38%, 31% see the opposit, and 30% were disagree. As it shown in the graph n°08.



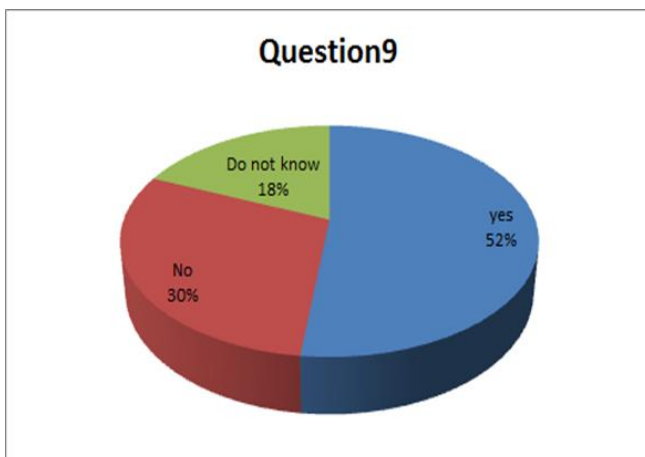
Graph 2.8. (Concentrating during revising at home)

**Question n°09 :** Is your child’s sleep affected because of the amount of academic work they have ?

**2.9. Schedule n°10 : Frequency and percentage of sleep time of children**

Q9	Frequency	Percentage
yes	84	52%
No	48	30%
Do not know	30	19%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.10. (Sleep time of children), shows that **52%** of parents see that their children’s sleep get affected because of the acadmic overload work they do. Check the graph n°09.



Graph 2.9. (Sleep time of children)

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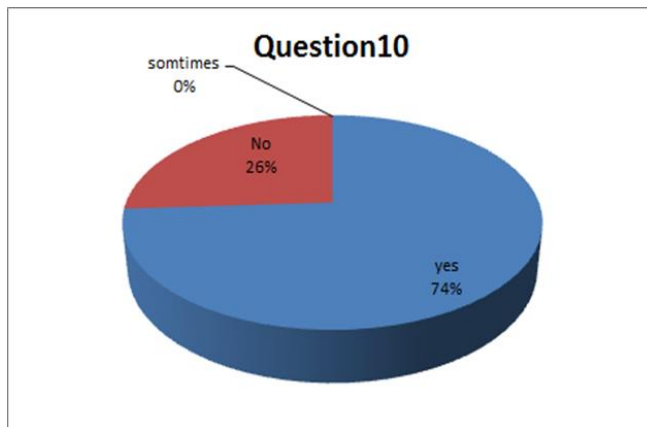


**Question n°10 :** Do you help your child with their homework ? To reduce academic stress ?

**2.10. Schedule n°11 : Frequency and percentage of helping children doing their homework**

Q11	Frequency	Percentage
yes	114	70%
No	48	30%
somtimes	0	0%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.11. (Helping children doing their homework), shows that **74%** of parents said that they help their children in doing their homework to reduce stress, this what is illustrative in the graph n°10.



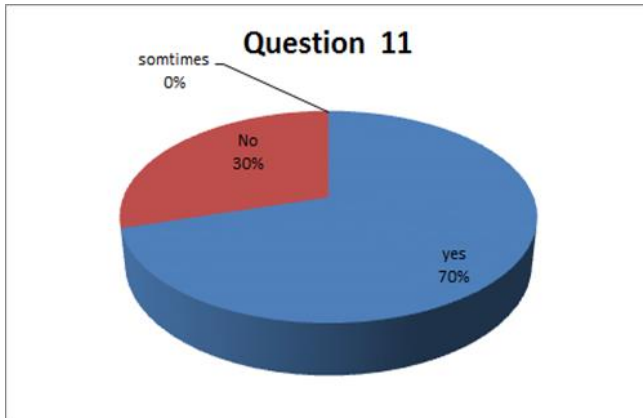
**Graph 2.10. (Helping children doing their homework)**

**Question n°11 :** Do you promote your child to participate in extracurricular activities to relieve stress ?

**2.11. Schedule n°12 : Frequency and Percentage of the recreational Activities**

Q11	Frequency	Percentage
yes	114	70%
No	48	30%
somtimes	0	0%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.12. (The recreational Activities), shows that **74%** of parents said yes that they support their children in recreational activities to reduce stress, this what is illustrative in the graph n°11.



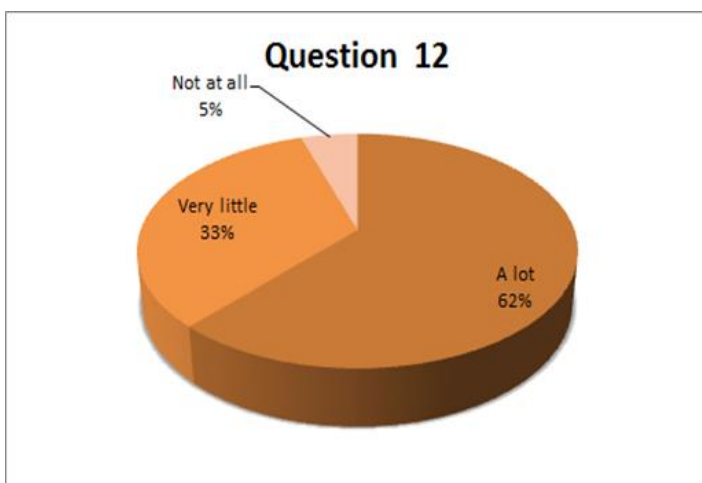
Graph 2.11. (The recreational Activities)

Question n°12 : How much time do you spend with your child in a week ?

2.12. Schedule n°13 : Frequency and percentage of spending time with children

Q12	Frequency	Percentage
A lot	100	62%
Very little	54	33%
Not at all	8	5%
Totale	162	100%

- Table 2.13 (Spending time with children), shows that **62%** of parents spend time with their children, **33%** spend few time with them, and **5%** do not spend anytime with them. This what is illustrative in the graph n°12.



Graph 2.12. (Spending time with children)

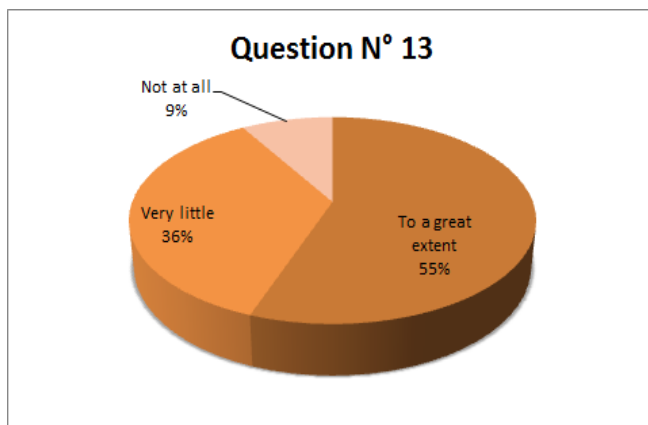


**Question n°13 :** How aware are you about your child’s academic and extracurricular achievements ?

**2.13. Schedule n°14 :** Frequency and percentage in how parents are aware about their children’s achievements

Q13	Frequency	Percentage
To a great extent	90	55%
Very little	58	36%
Not at all	14	9%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.14. (How parents are aware about their children’s achievements), shows to extent parents are aware about the results and achievements of their children, we find that **55%** are very aware, **36%** are not very familiar with this subject, and **9%** have no idea, this is shown in the graph n°13.



**Graph 2.13.** (How parents are aware about their children’s achievements)

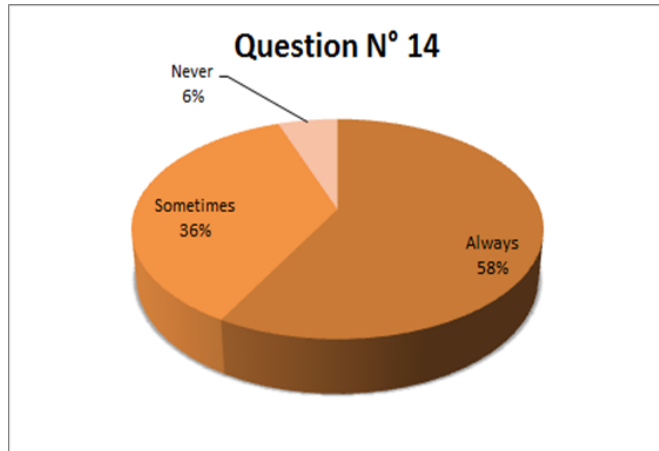
**Question n°14 :** How often do you fight at home in front of your child ?

**2.14. Schedule n°15 :** Frequency and percentage of fighting on front of children

Q14	Frequency	Percentage
Always	94	58%
Sometimes	59	36%
Never	9	6%
<b>Totale</b>	<b>162</b>	<b>100%</b>



- Table 2.15. (Fighting on front of children), shows that **58%** of parents answered that they always fight on front of their children, **36%** said sometimes, and **6%** said that they avoid fighting on front of their children. Check the graph n°14.



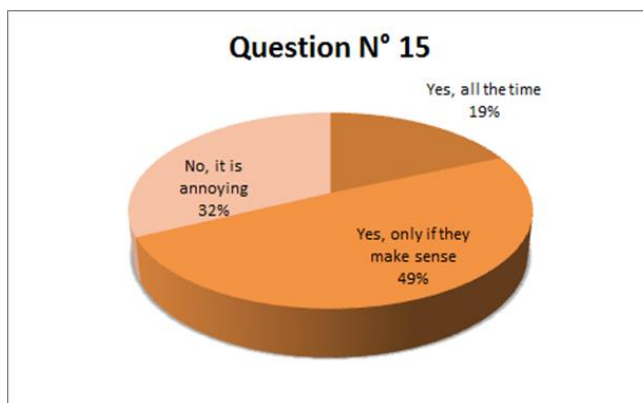
**Graph 2.14.** (Fighting on front of children)

**Question n°15 :** Do you always answer your child's questions ?

**2.15. Schedule n°16 :** Frequency and percentage of answering children's questions

Q15	Frequency	Percentage
Yes, all the time	30	19%
Yes, only if they make sense	80	49%
No, it is annoying	52	32%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.16. (Answering children's questions), shows that **19%** said that they answer all the time at their children questions, **9%** answer them only if the questions are reasonable, and **32%** see that it is an annoying thing as it shown in the graph n°15.



**Graph 2.15.** (Answering children's questions)

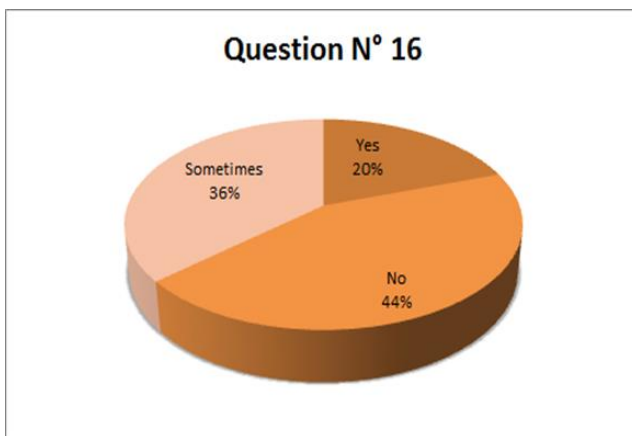


**Question n°16 :** In your opinion, do you think a mobile phone is necessary for your child at all time ?

**2.16. Schedule n°17 : Frequency and percentage of the importance of mobile phone to children**

Q16	Frequency	Percentage
Yes	32	20%
No	71	44%
Sometimes	59	36%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.17. (The importance of mobile phone to children), determines the importance of the phone everytime for children, **20%** answered with yes, **44%** answered no, and **36%** answered by sometimes, this is illustrated in the graph n°16.



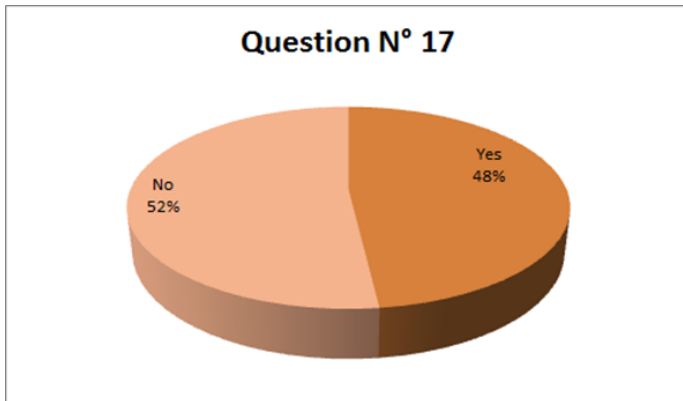
**Graph 2.16. (The importance of mobile phone to children)**

**Question n°17 :** Do you plan a chores schedule for your child ?

**2.17. Schedule n°18 : Frequency and percentage of chores schedule**

Q17	Frequency	Percentage
Yes	78	48%
No	84	52%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.18. (Home chores schedule), shows that **52%** sais that they make a chores schedule to their children and **48%** said no. Check the graph n°17.



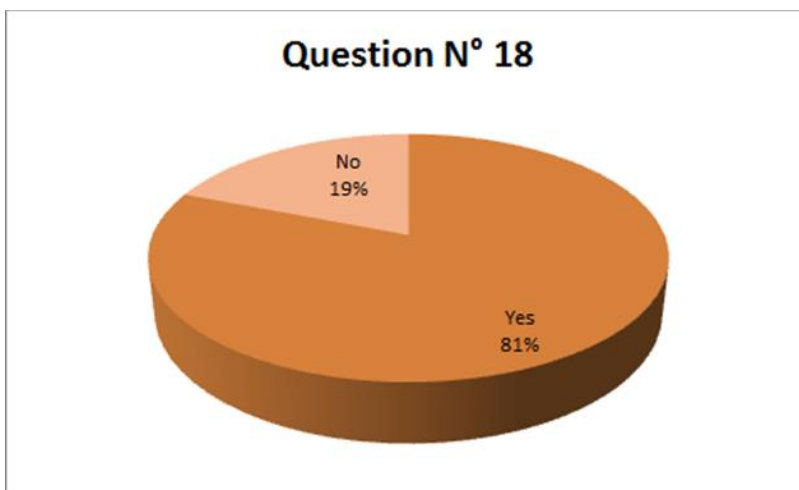
*Graph 2.17. (Home chores schedule)*

**Question n°18 :** Do you have rules to maintain a consistent grade at school ?

**2.18. Schedule n°19 :** Frequency and percentage of maintaining rules at home

Q18	Frequency	Percentage
Yes	131	81%
No	31	19%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.19. (Maintaining rules at home), shows that **81%** of parents make rules to maintain a consistent grade to their children while **19%** said no. Graph n°18 shows that.



*Graph 2.18. (Maintaining rules at home)*

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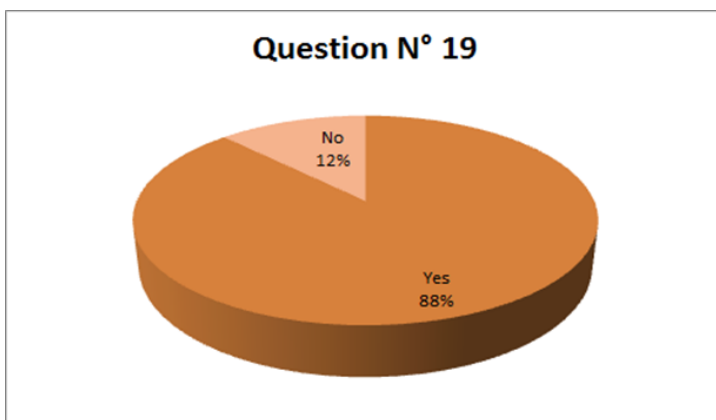


**Question n°19** : Do you punish the child for every rule broken or not followed ?

**2.19. Schedule n°20** : Frequency and percentage of home broken rules

Q19	Frequency	Percentage
Yes	142	88%
No	20	12%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.20. (Home broken rules), shows the ability of punishing children if they broke the rules, **88%** said yes and **12%** said no. Check the graph n°19.



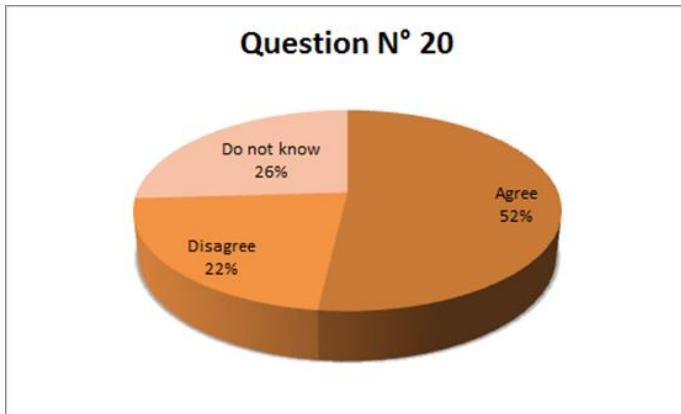
**Graph 2.19.** (Home broken rules)

**Question n°20** : Does the child feels safe and happy at school ?

**2.20. Schedule n°21** : Frequency and percentage of safety and happiness of children in school

Q20	Frecency	Percentage
Agree	84	52%
Disagree	36	22%
Do not know	42	26%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.21. (Safety and happiness of children in school), illustrates us that **52%** agree that the child feels safe and happy at school, **22%** of parents are disagree, and **26%** have no idea. Check the graph n°20.



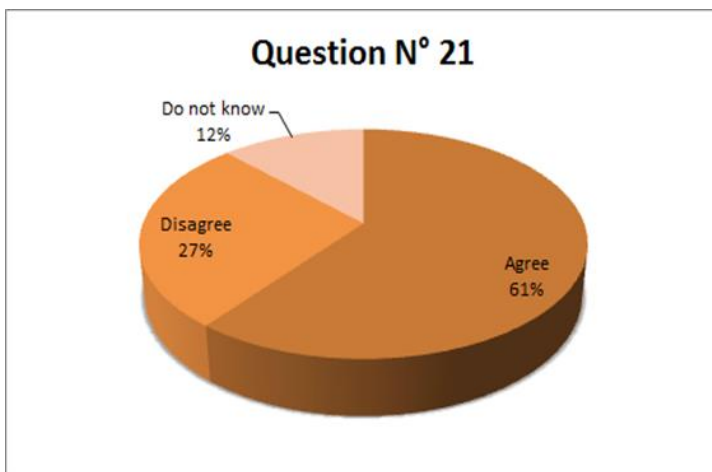
Graph 2.20. (Safety and happiness of children in school)

**Question n°21** : The school has improved my child’s social skills considerably ?

**2.21. Schedule n°22 : Frequency and percentage of social skills ability**

Q21	Frequency	Percentage
Agree	98	60%
Disagree	44	27%
Do not know	20	12%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.22. (Social skills ability), shows if the school improved children’s social skills abilities, **60%** of parents are agree, **27%** are disagree, and **12%** have no idea about that. As it illustrated in the graph n°21.



Graph 2.21. (Social skills ability)

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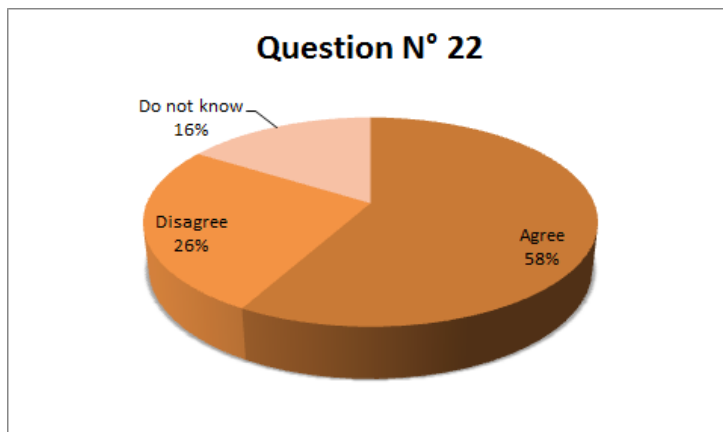


**Question n°22 :** The school keep me update about the progress of my child ?

**2.22. Schedule n°23 : Frequency and percentage of the progress of children**

Q22	Frequency	Percentage
Agree	94	58%
Disagree	42	26%
Do not know	26	16%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.23. (The progress of children), shows that **58%** of parents are agree that the school keep them informed about their children's progress, while **26%** refused that, and **16%** do not know. As it illustrated in the graph n°22.



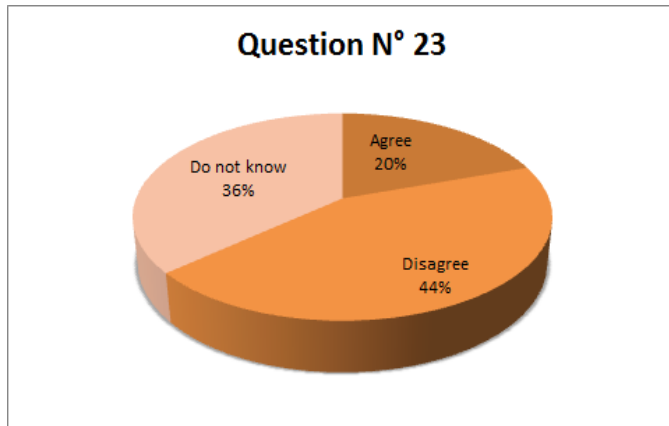
**Graph 2.22. (The progress of children)**

**Question n°23 :** The school inculcates good discipline in my child ?

**2.23. Schedule n°24 : Frequency and percentage of good discipline of children**

Q23	Frequency	Percentage
Agree	32	20%
Disagree	71	44%
Do not know	59	36%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.24. (Good discipline of children), shows that parents by **44%** said that school does not inculcate good discipline in their children, **20%** are agree, and by **36%** do not know. As it illustrated in the graph n°23.



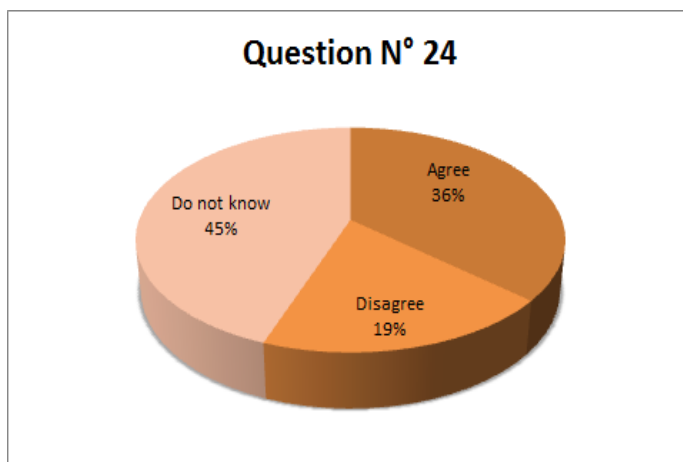
*Graph 2.23. (Good discipline of children)*

**Question n°24 :** The school does not allow bullying and takes immediate action in case of such incident ?

**2.24. Schedule n°25 : Frequency and percentage of school violence**

Q24	Frequency	Percentage
Agree	59	36%
Disagree	31	19%
Do not know	72	44%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.25. (School violence), illustrates that school takes immediate action in case any child abuses another child, **36%** of parents are agree, **19%** disagree, and **44%** have no idea so we can say that the majority of parents have no idea about what is happening with their children at school. Check the graph n°24.



*Graph 2.24. (School violence)*

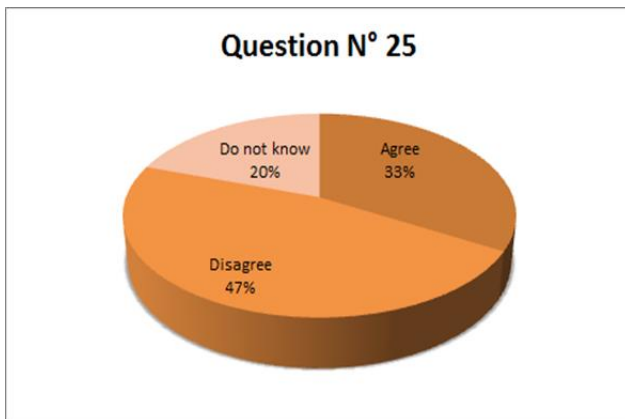


**Question n°25 :** The school's educational curriculum is good and is updated regularly ?

**2.25. Schedule n°26 : Frequency and percentage about the academic curriculum**

Q25	Frequency	Percentage
Agree	54	33%
Disagree	76	47%
Do not know	32	20%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.26. (The academic curriculum), illustrates that parents agree by **33%** that the school's educational curriculum is good and updated regularly, the majority were disagree by **47%**, and **20%** which is the lowest ratio have no idea. As it illustrated in the graph n°25.



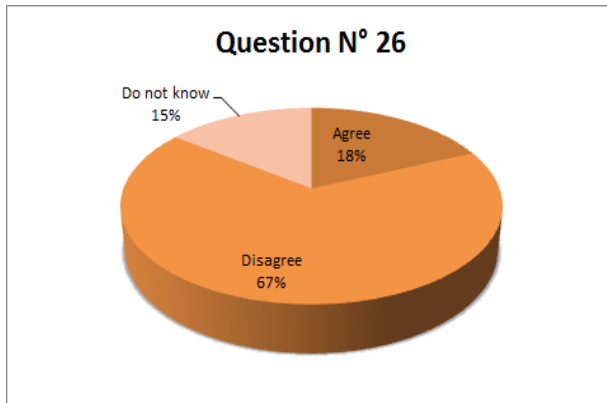
**Graph 2.25. (The academic curriculum)**

**Question n°26 :** The school has regular Parent-teacher meetings to encourage parent engagement ?

**2.26. Schedule n°27 : Frequency and percentage about regular parent-teacher meetings**

Q26	Frequency	Percentage
Agree	30	18%
Disagree	108	67%
Do not know	24	15%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.27. (Regular parent-teacher meetings), illustrates that parents by **18%** are agree that the school has regular meetings between parents and teachers which encourage parents' engagement at school, the majority of parents were disagree by **67%**, and 15% have no idea. Check the graph n°26.



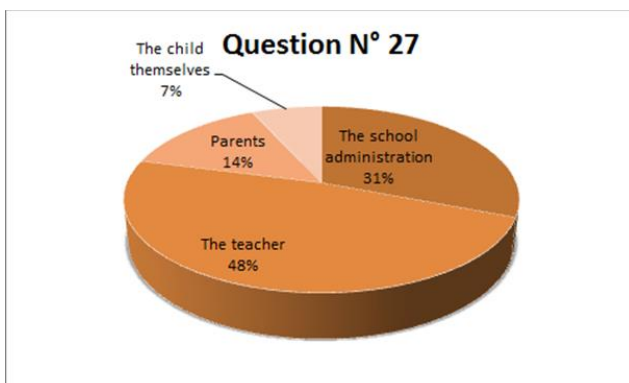
Graph 2.26. (Regular parent-teacher meetings)

**Question n°27 :** In your opinion, who do you think is responsible for making decisions about the child’s educational needs ?

**2.27. Schedule n°28 :** Frequency and percentage about the responsible for taking decisions

Q27	Frequency	Percentage
The school administration	50	31%
The teacher	78	48%
Parents	23	14%
The child themselves	11	7%
Totale	162	100%

- Table 2.28. (The responsible for taking decisions), specifies who is the first responsible of making decisions about the educational needs of the child, **31%** of parents said that the administration is the responsible, **48%** said the teacher, **14%** of parents see that they are the responsible of the child’s educational needs, and **7%** see that the children themselves are the responsible. Check the graph n°27.



Graph 2.27. (The responsible for taking decisions)

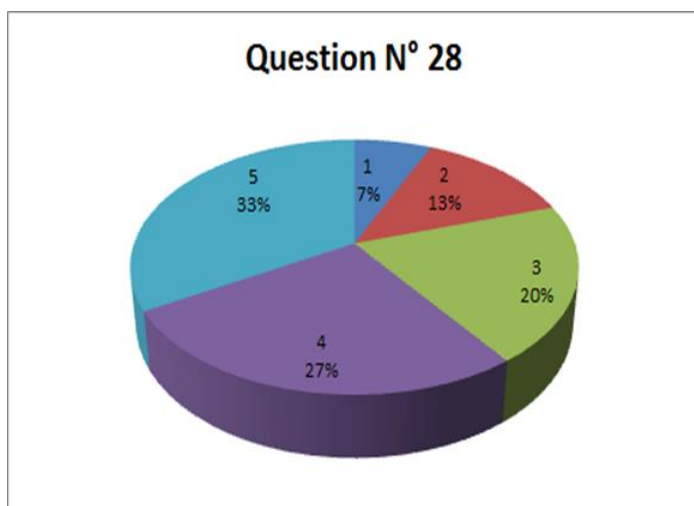


**Question n°28 :** Overall, how would you rate the school on a scale of 1 to 5 (1 being the lowest and 5 being the highest)

**2.28. Schedule n°29 : Frequency and percentage about school rate**

Q28	Frequency	Percentage
1	48	30%
2	30	19%
3	50	31%
4	20	12%
5	14	9%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.29. (School rate), illustrates the school evaluation on a scale of 1 to 5, 30% gave a rating of 1; 19%, 2 ; 31%, 3 ; 12%, 4 ; 12%, and 5 ; 9%. Check the graph n°28.



**Graph 2.28. (School rate)**

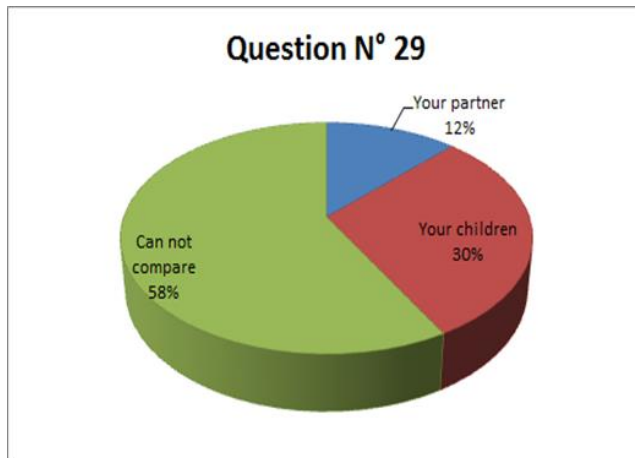
**Question n°29 :** Who do you love the most ?

**2.29. Schedule n°30 : Frequency and percentage about who do u love the most**

Q29	Frequency	Percentage
Your partner	20	12%
Your children	48	30%
Can not compare	94	58%
<b>Totale</b>	<b>162</b>	<b>100%</b>



- Table 2.30. (Who do u love the most), illustrates that **12%** of parents love their partner, **30%** love their children, and **58%** said that they cannot compare between them. Check the graph n°29.



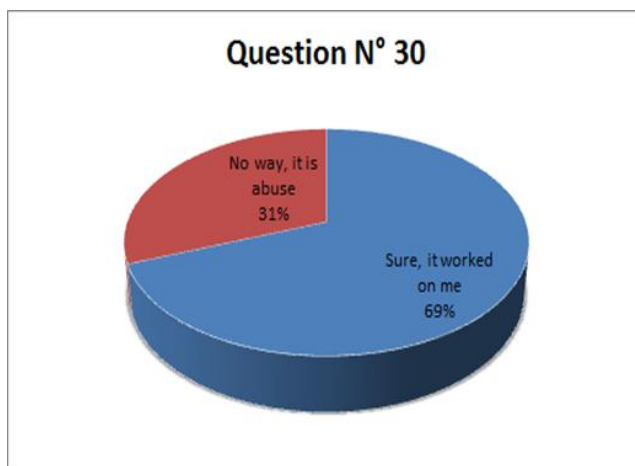
**Graph 2.29. (Who do u love the most)**

**Question n°30 :** Do you spank your children ?

**2.30. Schedule n°31 : Frequency and percentage about biting children**

Q30	Frequency	Percentage
Sure, it worked on me	112	69%
No way, it is abuse	50	31%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.31. (Biting children), illustrates that **69%** of parents beat their children, and **31%** said that this forbidden. As it shown in the graph n°30.



**Graph 2.30. (Biting children)**

## Chapter two ————— Methodology design

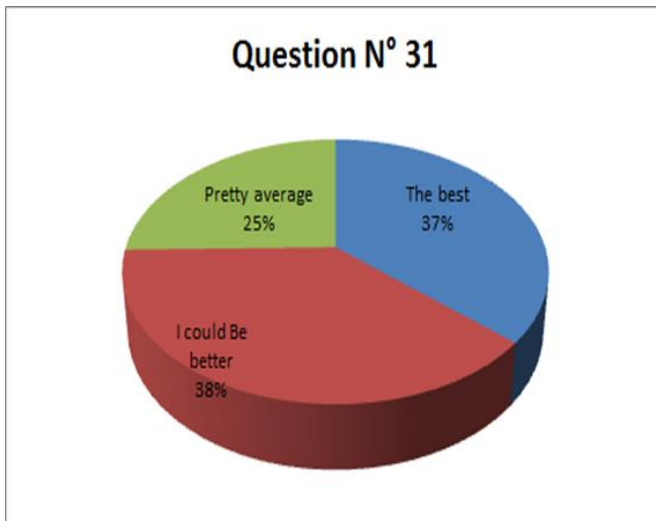


**Question n°31** : How good of a parent do you think you are ?

**2.31. Schedule n°32 : Frequency and percentage if you are good parents**

Q31	Frequency	Percentage
The best	59	37%
I could Be better	62	38%
Pretty average	41	25%
Totale	162	100%

- Table 2.32. (Which kind of parents you are), illustrates that **37%** of parents are the best, while **38%** said that they could be better, and **25%** are pretty overage. Check the graph n°31.



*Graph 2.31. (Which kind of parents you are)*

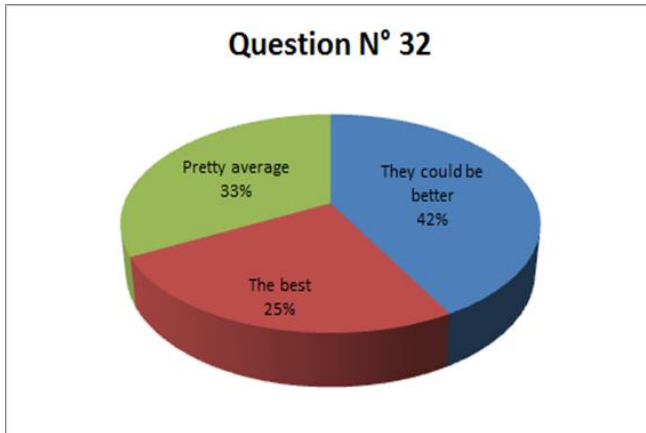
**Question n°32** : How good of parent do you think your partner is ?

**2.32. Schedule n°33 : Frequency and percentage if your partner is a good parent**

Q32	Frequency	Percentage
They could be better	68	42%
The best	41	25%
Pretty average	53	33%
Totale	162	100%



- Table 2.33. (Is your partner is a good parent), shows that **42%** said that their partner could be better, **25%** said that they are the best (father, mother), and **33%** are pretty overage. As it shown in the graph n°32.



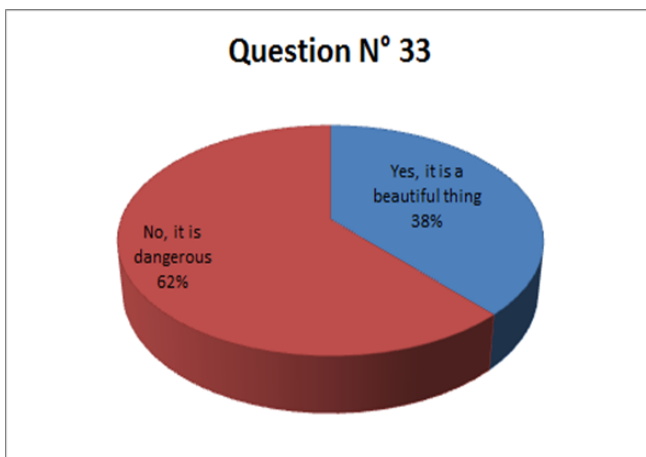
**Graph 2.32.** (Is your partner is a good parent)

**Question n°33 :** Co-sleeping, yes or no ?

### 2.33. Schedule n°34 : Frequency and percentage about sleeping with children

Q33	Ffrequency	Percentage
<b>Yes, it is a beautiful thing</b>	62	38%
<b>No, it is dangerous</b>	100	62%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.34. (Sleeping with children), shows that **38%** of parents with the idea of sleeping with their children, and **62%** said that this is a dangerous thing. As it shown in the graph n°33.



**Graph 2.33.** (Sleeping with children)

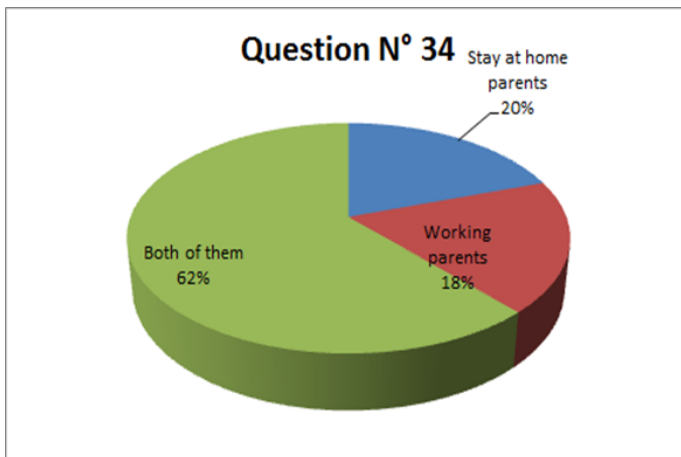


**Question n°34** : Who has it harder ?

**2.34. Schedule n°35** : Frequency and percentage of who suffer more

Q34	Frequency	Percentage
Stay at home parents	32	20%
Working parents	30	18%
Both of them	100	62%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.35. (Which kind of parents suffer more), shows that the majority of parents said that both parents suffer from raising children by **62%**, **20%** said parents at home suffer more, and **18%** working parents. Check the graph n°34.



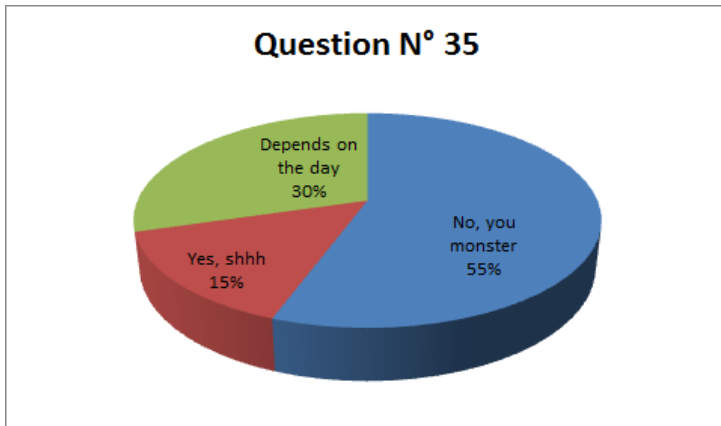
**Graph 2.34.** (Which kind of parents suffer more)

**Question n°35** : Do you have a favorite kid ?

**2.35. Schedule n°36** : Frequency and percentage about discrimination between children

Q35	Frequency	Percentage
No, you monster	90	55%
Yes, shhh	24	15%
Depends on the day	48	30%
<b>Totale</b>	<b>162</b>	<b>100%</b>

- Table 2.36. (Discrimination between children), shows that most parents said that they do not have a favorite kid by **55%**, **30%** said depending on the day, and the lowest ration by **15%** said that they have a favorite kid. Check the graph n°35.



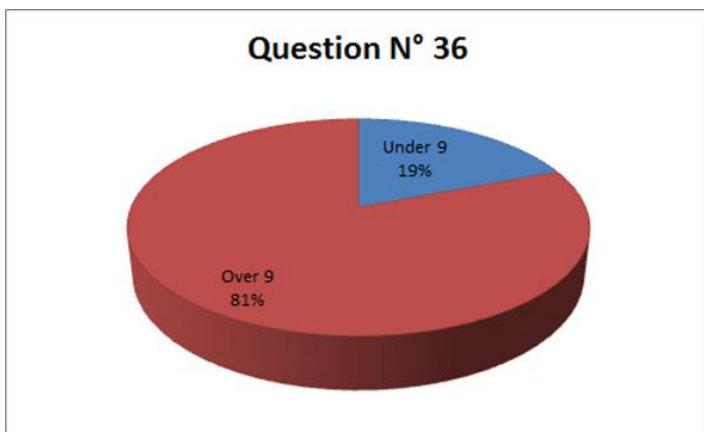
Graph 2.35. (Discrimination between children)

Question n°36 : At what age is it okay to leave children home alone ?

2.36. Schedule n°37 : Frequency and percentage about leaving children at home

Q36	Frequency	Percentage
Under 9	31	19%
Over 9	131	81%
Totale	162	100%

- Table 2.37. (Leaving children at home), shows that **19%** of parents leave their children at home under the age of **9**, and the majority said that they leave their children at home over the age of **9**. As it shown in the graph n°36.



Graph 2.36. (Leaving children at home)



#### ***2.4. Conclusion***

And finally after the case study, which is the study of a sample of parents and mothers of students of the school concerned this was done after 300 questionnaires were distributed to all parents of pupils which consists of 36 questions. The questions are general information about how parents raise their children and how much they care about their children, both inside and outside the school especially the academic level. And through this study we obtained the results above.

## *Chapter three :*

*How to make a good  
family*



### **3.1. Introduction**

In this chapter we would discuss the results obtained in the applied part. Passing to the suggestions that might help parents to obtain the good upbringing for their children. These suggestions are in fact based on studies advanced by psychologists working on children. Dr.Ammar clarified that rearing is an Arab problem, because they deal with it as a legacy, and he focuses on some points which may help parents in this operation. According to Dr.Jamal (1991), he presented three several shocks in a child's life; birth trauma, weaning shock, and shock of going to a new place which is school. Dr.Jamal offers some pieces of advice that might help children to behave in a good way. This part contains some words and sentences make the child be obedient, and teaching him the main rules in rearing such as respect, politeness, sharing, being social, and enhancing self-confidence to so as not to be subjected to school violence.

### **3.2. Findings' discussion :**

In this section we have worked on collecting information which would facilitate our study, and because each question completes the other as we mentioned before, so each groupe number of questions gave a similar result as follow :

- The percentage of respondents reached 62% females and 38% males. This indicates the degree of interest of mothers more than fathers in their children, and this is due to the nature of the Arab man in general and the Algerian in particular.
- Most parents think that the academic curriculum costs the child many work after school, which affects negatively the intellectual, mental, and physiological abilities of the child.
- Although the renovations in the curriculum, it is not subject to the correct standards.
- The school does not contribute significantly to the development of the child's social skills.
- The physical and moral abuse of parents towards their children which creates school violence. Because what we see in the schools is only a seed planted by parents.
- The lack communication between school and family.

### **3.3. Suggestions for a good upbringing**

#### **➤ Suggestions by Dr.Ammar :**

Dr. Hamid Ammar stresses that rearing by heredity is an Arab problem, that there is a sharp lack of the renewal of rearing, and that fathers and mothers do not develop



themselves for their children. He demands for the inclusion of educational curricula at the university level to qualify young people of both genders to practice their roles as fathers and mothers, he also proposed proposes to hold training courses for newly married couples on the ideal pedagogical methods and how to deal with daily problems with children. Dr. Ammar points out that educational skills are part of the general culture that must be available to all parents, he provides parents with a set of guidelines that provide a framework for successful education.<sup>1</sup>

- Provide a role model rather than direct advice.
- The use of beatings as a last resort in case of exhaustion of all means of persuasion because beatings lead to negative results (violence generates counter-violence).
- Making the child feel confident and being able to accomplish what he wants, and if he insists on something that is not available, he can be convinced with something else. For example, if he insists on wearing clothes that do not suit the weather, the mother can provide him with more than one item and praises his appearance.
- Do not underestimate the child's questions, no matter how fanciful, embarrassing, or trivial they are, so as not to feel humiliated.
- Respect the thinking of the child and his mind according to his age and not to force him to think like adults.
- Develop the ability of the child to choose, by taking him to buy his clothes and toys.
- Getting the child to take responsibility from a young age or he will become a burden on his wife.

➤ ***Excessive warnings scare the child out of school :***

According to Dr. Jamal Shafiq Ahmed the child is exposed to several shocks or crises in the stages of his psychological development :

- ***Birth trauma*** : Where the child is separated from his mother, who was meeting all the needs in her womb, and after birth he finds a different world.

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<sup>1</sup> Professor of Education Sciences, Ain Shams University, Cairo, Egypt. He was born in Egypt on 25 February 1921 and received his Bachelor of Arts from Cairo University.



- **Weaning shock** : After he relied on his mother's breast in his diet, and enjoys her embraces ; he believed that he was forbidden to breastfeed and that he was deprived of his mother's love, therefore, it recommend weaning gradually.
- **Shock going to a new place** : The shock of going to a new and very large place, which is school, where he finds himself dealing with many people does not know which could be a problem, because he is used to his parents and his family to meet his demands and his service without rules, but school is an environment with system and rules. Some parents feel scared about their children because they are not in their arms all the time, this is what psychology calls the excess protection in rearing, this kind of parent advises their children enormously from all those around them in the new society, because they are afraid that something bad happen to them, which makes the children either isolated or unable to defend themselves. Therefore, the transition to a new environment and many guidance and warnings may harm the child's psyche and affect his behavior, which makes him stammer, or urinate involuntarily, or lose appetite, or become aggressive.

So, Jamal (991) offers some tips that help the child grow properly, such as making him feel safe and extended with love and interest so that he can interact with the new society. Parents must educate the child in a calm and non-intimidating manner, and advising him on how to maintain his tools and defend himself and not be afraid to claim his rights, as well as not to touch the tools of his colleagues, respect the rules of the school and teachers, and encourage him to develop relationships with his classmates so as not to feel isolated. <sup>1</sup>

### 3.3.1. How to make your child obeys you

Feeling frustrated and not controlling the child is a problem for all fathers and mothers. It does not make sense to make a child of two-years-old follow your instructions ; for example, listen to your directions because his listening skills have not been fully developed like many other skills. The child at the age of one and a half can comply with the instructions by 40% - 50%, and at the age of 2 years old 60% and the age of 3 years can comply with instructions by 70%, so do not expect him to be obedient 100% because he is not qualified for it, therefore, through this study we can provide some sentences that can be used to improve the skill of listening and follow the instructions over time :

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<sup>1</sup> he is professor of psychology and head of the department of psychological studies for children at the Institute of Higher Studies for Children.

## Chapter three — How to make a good family



- ***You are very cooperative*** : this sentence makes the child feel happy and independent and that he can help others.
- ***Bravo you eat very well*** : One of the most common things mothers experience with their children is their unwillingness to eat, which makes them complain of this behavior, so it is better if mothers say positive sentences like Bravo you eat well when the child finishes his food which makes him do it again to hear those compliments.
- ***Will you help me to do that ?*** : when the mother sees her child conduct dangerous behavior she asks him " You can help me ", for example, in installing this game instead of anger and threatening him, this makes the child pay attention and focus.
- ***Can we try this instead of this*** : for example, if the child did something bad, as throwing the ball in a place instead of beating him, it would be better to tell him what do you think about putting it here rather than there.
- ***Thank you because you helped me*** : it is good to show gratitude and appreciation to your child if he conducts a good behavior, because this motivates him to do it again in the future.
- ***Thank you because you listen to me*** : Children when they do something they look at their parents to see their reactions. So if they do not listen to you once or twice, they will do it the next time and when they do ; you should as parents thank them for that, because when a child listen to you he will do whatever you want.
- ***Have you done that all alone*** : Whatever how small the things done by the child, his parents should encourage him as telling him "What you did is good", "How could you do all that alone?", or " Good, you wore your shoes by your self", because this increases his self-confidence.

### 3.3.2. Rules are indispensable in raising children :

Raising children is among the difficult things that parents may face, these are some of the basic principles that parents must take into account in raising their children :

## Chapter three — How to make a good family



- **Respect** : The secret of success of any relationship is respect. Therefore, parents must teach their children to speak and deal respectfully with the different environments and people they meet and routinely deal with in their days.
- **Obedience** : The individual is not forced to obey his father or mother, especially if he is a rebellious child. Therefore, parents should be firm in raising their children, with a reward if they have behaved well, but not always as we said before, only if it is necessary.
- **Politeness** : One of the most beautiful qualities that parents can teach to their children ; If this succeeds, the parents have contributed in a good way to the development of the child in the best way.
- **Avoiding excessive flattery** : Avoid excessive praise of the child especially on the smallest things because he will be used to it and will not accept criticism if he makes a mistake.
- **Why you are not like your sister** : Watch out for the comparison of brothers, this creates hatred and jealousy between them.
- **Enhancing self-confidence in the child with learning disabilities is essential** : Most children who lack self-confidence often have difficulty in learning. Therefore, parents should not use words that affect the child's personality and his psyche, or the problem will increase in the future. The love, affection and compassion the parents give to the child helps him to strengthen his self-confidence, abilities and skills like drawing, writing, sports activities, which helps him overcome his weakness in arithmetic, languages and reading , if he is weak in some modules ; he is assisted by both parents or one of them, or with the help of a special teacher to overcome the difficulties he faces.



### **3.4. Lying :**

#### **3.4.1. Why your child lies :**

Bad habits for a child can be stressful to parents, especially lying. But as parents, it must be taught that screaming will not work, but it will get worse and can make the child continue to lie, understanding the reasons why a child lies helps solve the problem before aggravating it and helps to change and improve the lying behavior of the child. There are several reasons why a child is lying :

A child may lie to get the attention of his father or mother if one of them or both are busy working, he may lie to do not get punished. Children under the age of 5 years have a wide imagination and resort to lying to tell stories because they do not differentiate between truth and fiction. Because the child in this age is discovering everything around him, his intensity of observation is great, you may find him imitating people he knows and speak the way they do. So, as a parent, you should sit with the child and talk to him about the reason for lying, even if he denied it ; you should try to know why.

#### **3.4.2. How to deal with a liar child :**

Father and mother are role models for their children, but they must be good role models, because for many times parents lie without knowing. Be careful of using words which may negatively affect the child, if he lies, parents must face him but without calling him a liar. As we mentioned earlier on the broad imagination of the child, it should not be ignored, but to share him in his fantasies and encouragement to talk when he imagines because it helps the child to open up and keep his mind from lying. Also, avoiding beating the child prevents him from lying. so, as parents they must be urged to be honest and lying is something that is haram and punishable by Allah.

### **3.5. Tips that help children to accept the idea of revising better :**

#### **3.5.1. The role of mothers :**

Choosing the right place for the study is important. We mean by the right place to be good lighting and ventilation, and it is better if the place is a favorite of the child, as to ask the mother her son where he wants to study to choose a particular corner of his room or at home,



because this motivates him to study. It would be good if the mother adopted some smart tricks that help the child and motivate him to revise. For example, some small colored cards are made and each card has a prize or a game and so on, and ask the child to choose a card in case he did his activities or revised his lesson ; and if it is written a game or a prize, she gives it for him, it is better to leave the cards with the child to feel that it is serious, but not always to do not feel that to revise his lessons there must be a prize.

One of the biggest problems parents face is whether they have to stand by the child if he wants to revise his lessons or let him depend on himself. It is better if the father or mother sits in another room and leaves the door of the child's room open and holds a book in his hand in order to reassure the child and feel that he is not oppressed or deprived of television and playing. He must take his father and his mother as his role model.

### **3.5.2. The period of exams :**

One of the most important periods in a child's life, which determines his or her future is the examination period. Just as the child prepares for the exams, the mother must be prepared, because usually the mother is the one who helps more, or be responsible for the things of studies for the child and revision. How both prepare ?

The non worrying for the mother is very important, because stress can destroy the child's psyche ; it makes him feel that he can not succeed, and may has negative results. You should not impose your dream or his father's dream on him, and know that superiority is a relative must. Life is a success and failure, it is not possible for all people to excel in their lives, even at home we find that not all individuals have the same IQ, superiority and comprehension. What if there are no doctors, no engineers, no teachers...., or what if all are doctors, engineers and teachers ; will this be real society ?

Do not impose your dream on your child. For example, you did not have the chance to be an engineer, so you are trying to impose that on your son or daughter. May be your child is good at languages and dreams to be a writer, a novelist or a teacher, you as a parent you have to teach him to trust himself and that he can do what he wants. How is that :

- Healthy and balanced food helps to increase concentration.
- Provide small meals during the review and be free of fat, such as burgers and fast foods ; if he asks for it, it would be better to do it at home with less fat.



- Nuts from foods that will benefit the child to concentrate and strengthen his mind, because it contains essential vitamins for the brain to help him in the examination period.
- Arrange sleeping and waking hours so that sleep hours are not less than 10 hours for a child in the primary school.
- Getting the child to sleep early and wake up early, especially for prayer and pray for Allah to be with him.
- To instill in the child's mind that he is capable to succeed because this motivates him and increases his self-confidence.
- The most important points are not to blame the child for the result but to learn from the mistake.
- Neither comparing him with those who are better than him, he will feel with a lack of self-confidence, nor that he is better than an other child, so that he feels vanity.
- One of the most important methods of review is to teach the child ways to understand things rather than learning by heart.

### **3.6. Violence at school :**

#### **3.6.1. How parents treat violence against their children at school :**

Parents should take into account the issue of their children being subjected to school violence very seriously so that the results will not be bad for the personality and the psyche of the child in the future. Such as, parents talking to their children about violence and how to confront it, remain calm, positive and not affected by the words they receive from their peers. the child feels comfortable when he talks about what happened in school with their peers, and convincing them that this is not their fault, because they are not responsible for what happened, in this way children feel comfortable and tell what is going on in school without fear or shame ; this helps parents to know the incident and its circumstances and who are involved in it to teach their children how to deal with such abuse without fear or sadness. As a treatment, the child may be advised to stay with children or teachers who feel safe with, and to stay away from harmful children, which helps him reduces the chances of subjecting him when he is alone. Parents should also be in touch with the school administration and what happens there, and ensuring that the child is assisted in addressing violence. As well as trying to find solutions for children



who commit violence because they are victims of the pressures of society. Also organizing activities for abused children to strengthen their sense of strength and ability to confront, such as sporting, musical, literary and artistic activities to enhance their confidence and develop their social skills.

***3.6.2. How to contain and correct the behavior of the aggressor child :***

Actually, we must take into account the psychological aspects and social pressures, either by teachers, administration, street or even the way they be treated at home, that lead the children to aggressive behavior with their colleagues in the school, so parents must follow their children, talk to them, and know why they behave so violently, and knowing the details to get to the main of the problem, for example, containing and to spend longer time with them to control this behavior with the consultation of a psychiatrist in complex cases. As well as engaging in physical activities to get rid of their negative energy.



### **3.7. Conclusion**

Sometimes parents have to be strict in raising their children, such as sleeping time, playing time in the computer, food time, and revision because the rigor in these things have a very positive impact on the future of the child. Some parents do not care about what their children think, it is a mistake, fathers and mothers have to listen to their children to be aware of what is hapening with their children in school and encouraging them to be positive, and praise them when doing a good behavior. As children they would like to test and discover things because of curiosity ; therefore, there are things parents have to direct their children in doing them to avoid them and other things let them to discover by themselves, for example, some children refuse to share their food with other children, which makes the other children alienated from them, so ? must teach the child sharing and the non-selfishness.

*General  
Conclusion*



Finally, we got to the last part of this research. We tried to highlight on all aspects related to it, which is "The Impact of Negative Method in Rearing on Children's Personalities" ; it has been divided to :

The first chapter which included the theoretical part, it has three sections ; the first section defining family in Islam and Psychology, the second section defining what is Rearing and its importance in the formation of children's personalities, and the third section which focuses on School and its relationship with with home. In "The Wall Street Journal", "Dr. Victor Forgings" said that there is no doubt that parents' interest in their children and the values they keen to instil in them are key to children's success at school. For example, we find that the newly Asian families who arrived to the U.S are often outperform their peers in American and Canadian schools, this is a clear evidence that the active participation of parents in the follow-up of the child's education has a great positive impact on his success. With regard to the second chapter, some scholars and scientists have referred to some points or theoretical findings that support this subject ; one of them " George Davos " , he is an anthropologist at the University of California, he studied the Japanese Civilization for 22 years. Commenting on the educational renaissance in Japan that the Japanese mother is a very essential and important factor in raising her children, because she makes her self the only responsible for the education of them, and strongly supports the school's role, and that the education of children begins from birth. So we find that the main reason for the collapse of how level of education in our societies is the indifference and lack of interest of parents in the course of education for their children. A child of five years old, goes all alone to school, and his parents do not even care about his studies and his level, the way he be treated by the teacher, or if there are problems in his school, but they are thinking that the school will educate him in a good way. Unfortunately, this has moved to our Arabic and Islamic societies (this is contrary to what our religion says).

Our religion (Islam) which provides us to raise our children in a good way, and what mistakes must be avoided by parents in order not to the child's personality get affected, because raising children is their responsibility. As stated in the prophets hadith ﷺ : « All of you are shepherds and each of you is responsible for his flock. A man is the shepherd of his house and he is responsible. A woman is the shepherd of the house of her husband and she is responsible. Each of you is a shepherd and each is responsible for his flock ». **sahih Bukhari and Muslim.**



Considering the methodology design of the present work, we have worked on collecting the subjective and objective information which would facilitate our case study, and we obtained the following main results :

- The percentage of respondents reached 62% females and 38% males. This indicates the degree of interest of mothers more than parents in their children, and this is due to the nature of the Arab man in general and the Algerian in particular.
- Most parents think that the academic curriculum costs the child many work after school, which negatively affects the intellectual, mental, and physiological abilities of the child.
- Although the renovations in the curriculum, it is not subject to the correct standards.
- The school does not contribute significantly to the development of the child's social skills.
- The physical and moral abuse of parents towards their children, which creates school violence. Because what we see in the schools is only a seed planted by parents.

As we mentioned before, we have studied the case at the elementary school "Brothers Heyman" in Chlef. In which we encountered some difficulties, especially with regard to answering the questionnaire, which was difficult to retrieve to analyze. Despite the importance of the subject and the questions it contains, which should stimulate parents to read and answer them to know the extent to which they can take responsibility for raising children but they did the opposite, even some teachers of the school concerned they totally refused to answer the questionnaire commenting that they are busy, and this indicates a lack of cultural awareness among most parents in the Arab countries in general and Algeria in particular. We asked some of the children why they did not bring the questionnaire, unfortunately, they answered saying that one or both parents said that these were just unnecessary formalities, and this negligence shows that parents are not interested in their children. But despite the difficulties we encountered, we retrieved about 200 question sheets out of 300 sheets and this is thanks to the school principal because he was very cooperative.

Although the subject is important and open and has been studied by many researchers before us, whether foreigners or Arabs, because it is a purely social issue that cares about humanity and should not be neglected, however, this study is distinguished by time and place, the case study in an Algerian Arab environment differs from the case study in a non-Islamic foreign country, because each country has its own culture, customs and tradition. For example, another person can study the same subject in the same institution, but it is impossible to



obtain the same results, because the difference of time plays a big role in changing a person's personality and the way he thinks.

Every person has the desire to settle and form a happy family, but the wrong ways in raising children negatively affects this operation and cause a bad generation with psychological problems. For example, food and drink are the basics of life, the same thing for children in this age ; rearing considered the main food for them, and despite the great responsibility of raising children, but many people have overheated and underestimated it, they neglected their children and did not direct them if they made a bad behavior, and find them complaining about that, they forget that they are the main responsible for this rebellion and deviation. So, should we re-raise parents to do their role as it must towards their children ?

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## *Parent survey questions for self-assessment*

1-Gender ?

A\Male          B\ Female     

2-Level ?

A\ Middle school          B\ High school          C\ University     

3- In your opinion, to what extent do you think you can help your child develop good relationships with kids in a similar age group ?

A\ A lot          B\ A little          C\ Not at all     

4- In your opinion, to what level do you agree that you are capable of dealing with your child's emotions appropriately ?

A\ Capable          B\ Incapable          C\ Do not know     

5- How capable do you think you are to support your child's learning at home ?

A\ Capable          B\ Incapable          C\ Do not know     

6- Do you think, academic work takes most of your child's time and hence restricts them from enjoying other activities that they enjoy ?

A\ Agree          B\ Disagree          C\ Neutral     

7- On a scale of 1-5, do you think that your child has too much academic work even after school ?

.....

8- Do you think your child can focus completely on academic work when they are doing it at home ?

A\ Yes          B\ No          C\ Do not know     

9- Is your child's sleep affected because of the amount of academic work they have ?

A\ Yes          B\ No          C\ Do not know     

10- Do you help your child with their homework ? To reduce academic stress ?

A\ Yes       B\ No     

**11-** Do you promote your child to participate in extracurricular activities to relieve stress ?

A\ Yes       A\ No     

**12-** How much time do you spend with your child in a week ?

A\ A lot       B\ Very little       C\ Not at all     

**13-** How aware are you about your child's academic and extracurricular achievements ?

A\ To a great extent       B\ Very little       C\ Not at all     

**14-** How often do you fight at home in front of your child ?

A\ Always       B\ Sometimes       B\ Never     

**15-** Do you always answer your child's questions ?

A\ Yes, all the time       B\ Yes, only if they make sense       C\ No, it is annoying

**16-** In your opinion, do you think a mobile phone is necessary for your child at all time ?

A\ Yes       B\ No       C\ Sometimes     

**17-** Do you plan a chores schedule for your child ?

A\ Yes       B\ No     

**18-** Do you have rules to maintain a consistent grade at school ?

A\ Yes       B\ No     

**19-** Do you punish the child for every rule broken or not followed ?

A\ Yes       B\ No     

**20-** Does the child feels safe and happy at school ?

A\ Agree       B\ Disagree       C\ Do not know     

**21-** The school has improved my child's social skills considerably ?

A\ Agree       B\ Disagree       C\ Do not know     

**22-**The school keep me update about the progress of my child ?

A\ Agree       B\ Disagree       C\ Do not know     

**23-** The school inculcates good discipline in my child ?

A\ Agree       B\ Disagree       C\ Do not know     

**24-** The school does not allow bullying and takes immediate action in case of such incident ?

A\ Agree       B\ Disagree       C\ Do not know     

**25-** The school's educational curriculum is good and is updated regularly ?

A\ Agree       B\ Disagree       C\ Do not know     

**26-**The school has regular Parent-teacher meetings to encourage parent engagement ?

A\ Agree       B\ Disagree       C\ Do not know     

**27-** In your opinion, who do you think is responsible for making decisions about the child's educational needs ?

A\The school administration       B\The teacher       C\Parents       D\The child themselves     

**28-** Overall, how would you rate the school on a scale of 1 to 5 (1 being the lowest and 5 being the highest)

.....

**29-** Who do you love the most ?

A\ Your partner       B\ Your children       C\ Can not compare     

**30-** Do you spank your children ?

A\ Sure, it worked on me       B\ No way, it is abuse     

**31-**How good of a parent do you think you are ?

A\ The best       B\ I could Be better       C\ Pretty average

**32-** How good of parent do you think your partner is ?

A\ They could be better          B\ The best          C\ Pretty average     

**33-** Co-sleeping, yes or no ?

A\ Yes, it is a beautiful thing          B\ No, it is dangerous     

**34-** Who has it harder ?

A\ Stay at home parents          B\ Working parents          C\ Both of them     

**35-** Do you have a favorite kid ?

A\ No, you monster          B\ Yes, shhh          C\ Depends on the day     

**36-** At what age is it okay to leave children home alone ?

A\ Under 9          B\ Over 9

## اسئلة احصاء للاباء و الامهات

- 1- ذكر  2- انثى
- 2- المستوى ؟  
أ/ متوسط  ب/ ثانوي  ج/ جامعي
- 3- في رأيك ، إلى أي مدى تعتقد أنه يمكنك مساعدة طفلك على تطوير علاقات جيدة مع أطفال في فئة عمرية مماثلة له ؟  
أ/ كثيرا  ب/ قليلا  ج/ لا على الاطلاق
- 4- في رأيك، إلى أي مستوى توافق على أنك قادر على التعامل مع مشاعر طفلك بشكل مناسب ؟  
أ/ قادر  ب/ غير قادر  ج/ لا اعرف
- 5- ما مدى قدرتك على دعم طفلك على الدراسة في المنزل ؟  
أ/ قادر  ب/ غير قادر  ج/ لا اعرف
- 6- هل تعتقد أن العمل الأكاديمي يجعل الطفل يستغرق معظم وقته فيه مما يقيد من الاستمتاع بالأنشطة الأخرى التي يستمتع بها؟  
أ/ موافق  ب/ غير موافق  ج/ محايد
- 7- على مقياس من 1 إلى 5 ، هل تعتقد أن طفلك لديه الكثير من العمل الأكاديمي حتى بعد المدرسة ؟  
15
- 8- هل تعتقد أن طفلك يمكن أن يركز بالكامل على العمل الأكاديمي عندما يقوم به في المنزل ؟  
أ/ نعم  ب/ لا  ج/ لا ادري
- 9- هل يتأثر نوم طفلك بسبب حجم العمل الأكاديمي الذي لديه ؟  
أ/ نعم  ب/ لا  ج/ لا ادري
- 10- هل تساعد طفلك في واجبه المنزلي للحد من التوتر الأكاديمي ؟  
أ/ نعم  ب/ لا
- 11- هل تشجع طفلك على المشاركة في الأنشطة اللامنهجية لتخفيف التوتر ؟  
أ/ نعم  ب/ لا

12- كم وقت تقضيه مع طفلك في الأسبوع ؟

أ/ كثيرا  ب/ قليلا  ج/ على الاطلاق

13- إلى أي مدى أنت على علم بإنجازات طفلك داخل و خارج المدرسة ؟

أ/ الى حد كبير  ب/ قليلا  ج/ لا, على الاطلاق

14- كم مرة تتشاجران في المنزل أمام اطفالكما ؟

أ/ دائما  ب/ احيانا  ج/ ابدا

15- هل تجيب دائما على أسئلة طفلك ؟

أ/ نعم, معظم الاحيان  ب/ نعم, اذا كانت منطقية  ج/ لا, انه امر مزعج

16- في رأيك، هل تعتقد أن الهاتف المحمول ضروري لطفلك في جميع الأوقات ؟

أ/ نعم  ب/ لا  ج/ احيانا

17- هل تضع جدول أعمال منزلي لطفلك ؟

أ/ نعم  ب/ لا

18- هل لديك قواعد للحفاظ على درجة ثابتة لطفلك في المدرسة ؟

أ/ نعم  ب/ لا

19- هل تعاقب اطفالك على مخالفة قواعد المنزل أم لا ؟

أ/ نعم  ب/ لا

20- هل يشعر الطفل بالأمان والسعادة في المدرسة ؟

أ/ نعم  ب/ لا  ج/ لا ادري

21- هل قامت المدرسة بتحسين مهارات طفلك الاجتماعية إلى حد كبير ؟

أ/ نعم  ب/ لا  ج/ لا ادري

22- هل تبتيك المدرسة على اطلاع بمدى تقدم طفلك ؟

أ/ نعم  ب/ لا  ج/ لا ادري

23- هل تغرس المدرسة الانضباط الجيد في طفلك ؟

أ/ نعم  ب/ لا  ج/ لا ادري

24- المدرسة لا تسمح بالتمتر وتتخذ إجراءات فورية في حال وقوع مثل هذا الحادث ؟

أ/ نعم  ب/ لا  ج/ لا ادري

25- هل المناهج التعليمية للمدرسة جيدة ويتم تحديثها بانتظام ؟

أ/ نعم  ب/ لا  ج/ لا ادري

26- هل تعقد المدرسة اجتماعات منتظمة بين الوالدين والمعلمين لتشجيع مشاركة الوالدين ؟

أ/ نعم  ب/ لا  ج/ لا ادري

27- في رأيك ، من تعتقد أنه المسؤول عن اتخاذ القرارات بشأن الاحتياجات التعليمية للطفل ؟

أ/ الادارة المدرسية  ب/ الاستاذ  ج/ الوالدين  د/ الاطفال في حد ذاتهم

28- بشكل عام ، كيف تقيم المدرسة على مقياس من 1 إلى 5 (1 هو الأدنى و 5 هو الأعلى) ؟

/5

29- من تحب أكثر ؟

أ/ شريكك  ب/ اطفالك  ج/ لا استطيع المقارنة

30- هل تضرب أطفالك ؟

أ/ نعم , ساعدني هذا  ب/ لا, هذه اساءة

31- الى اي درجة تعتقد انك اب/ ام جيدة ؟

أ/ الافضل  ب/ استطيع ان اكون افضل  ج/ متوسط

32- الى اي درجة تعتقد ان شريكك والدة/ جيدة في رأيك ؟

أ/ يمكن ان يكون افضل  ب/ الافضل  ج/ متوسط

33- ما رايك في النوم المشترك مع الاطفال ، نعم أم لا ؟

أ/ نعم , انه شيء جيد  ب/ لا, انه شيء خطير

34- من الذي يواجه صعوبة أكثر في تربية ابنائه ؟

أ/ اولياء الامور الماكثين في البيت  ب/ اولياء الامور العاملين  ج/ كلاهما

35- هل لديك طفل مفضل ؟

أ/ لا, هذا امر وحشي  ب/ نعم  ج/ حسب اليوم

36- في أي عمر ، لا بأس في ترك الأطفال وحدهم في المنزل ؟

- أ/ اقل من 9       ب/ أكثر من 9