



# International Journal of Advanced Academic Studies

E-ISSN: 2706-8927

P-ISSN: 2706-8919

[www.allstudyjournal.com](http://www.allstudyjournal.com)

IJAAS 2020; 2(4): 327-331

Received: 04-08-2020

Accepted: 07-09-2020

**Yalda Hakimy**

Assistant Professor,

Department of Education

Faculty of Educational

Sciences, Shaheed Rabbani

Kabul Education University,

Kabul, Afghanistan

## The monitoring role of family education methods on child learning

**Yalda Hakimy**

### Abstract

The monitoring role of family education methods on child learning is an issue that has been selected to study this article. The main and important purpose of this article is to know the methods of family education on the child's learning.

This article, considered that the family is the first place where a human baby enters to the society and it's counted as the first base of birth and growth of children. How parents communicate and their upbringing methods have been deeply effects on children's learning.

As main issue from the studies of this article, it seems that selecting the right educational methods, like a method of educational balance, leads the children of the family to achieve high scores and brilliant learning outcomes, and the talents and abilities of children are not wasted, but in one direction and the specific goal is driven.

Unlike the parents who use strict and liberating parenting methods in raising their children, the children of such a family do not have enough independence, the feeling of insecure is highly treating them and in fact they are excited and anxious and at different stages of life, they suffer from poor learning and incompetency, and often they are not succeeding in their academic careers.

Due to the absolute restrictions and absolute freedoms in the family cause disarrangement, academic failure, lack of creativity and prevent the emergence of children's talents.

Therefore, it can be said that free and strict educational methods cause moderation of non-observance of negative effects on the education and learning of children, is not one of the appropriate methods for educating children, but a balanced education method with many positive features guarantees the development of ability and leads children to self-fulfillment is learning and perfection.

**Keywords:** Method, nurturing, family, learning, child

### 1. Introductions

#### 1.1. Preface

Family is the first and most important educational institution that leaves a profound effect on the growth and education of children and is one of the most important institution of human societies whose effects on the education and prosperity of society are such that no expert can deny it. The effects of family upbringing methods have many effects on children's abilities, learning and talents. Accordingly, parents should have a clear and definite goal in educating their children in order to bring their children to self-fulfillment in learning and perfection by considering the correct parenting methods.

Parents are the first educators, who lay the foundation for health education in children, so it is necessary to be familiar enough with the appropriate methods of education and prepare the base for the healthy growth of their children so that their children have better grades and learning outcomes.

### 2. Research main purpose

Understanding family educational methods on child learning

#### Research Sub-Purpose

Understanding authoritarian educational method on child's learning

Understanding autonomous educational method on child's learning

Understanding balanced educational method on child's learning

### 3. Research methodology

This is a library and descriptive method research whose sources are collected from reliable books.

**Corresponding Author:**

**Yalda Hakimy**

Assistant Professor,

Department of Education

Faculty of Educational

Sciences Shaheed Rabbani

Kabul Education University,

Kabul, Afghanistan

#### 4. The Role of Family upbringing methods on child's learning

Family is the first place where human baby enters the existence, where they learn interaction, contemplation and socialization from the

Family plays an essential role in the growth and upbringing of children and is considered as the first base of birth and upbringing of children. How parents communicate and their upbringing methods have profound effects on children's learning. Family is the first suitable space for learning, transmission of ideas, thoughts, customs and traditions and is the most important social and educational institution that is effective in children's learning.

- **Method:** Is a Latin word that means style, technique or the way of doing any works (Hussaini, 1384, P76).  
As there is a way to do everything, there are right nurturing methods when is used in the family, assist children in the process of better learning
- **Nurturing:** It means educating, bringing out, to progress and to perfection, raising and exalt (Hussaini, 1384, P43).
- **Family:** Family in general is comprised of husband & wife, children and relatives, in religious terms, family is a group and community that forms the basis of society (Salimi, 1396, P29).
- **Learning:** Making relatively stable changes in potential learner behavior, conditioned that this changes occurs as a result of gaining experience (Saif, 1384, P67).

#### 5. Types of family educational methods

##### Authoritarian educational method

In authoritarian families, the emphasis is on parental power. These families follow dictatorship rules, this means, in the sense that one person controls the behavior of others. This person is often the father and sometimes the mother, in the absence of the father and in matters entrusted to him, act and control the behavior of children. In this family, only the dictator decides, sets the goal, shows the way, determines the duties of the people and arranges the affairs of life, and everyone must act as he/she pleases and only he/she has the right to comment and his/her order must be carried out without any question (Shariatmadari, 1377, P216).

In this family, parents are the main decision makers and their children's opinions are not respected. Children should only do what their parents say. Children in such a family are disturbed, isolated, aggressive and physically and mentally weak (Hussaini, 1383, P15).

In this method of education, only the parents, especially the father, have independence and determine the work plan of the family members (children). He determines the involvement and value of their work in the smallest action of others. What he knows is good, and what he thinks is bad is considered bad and should be abandoned. She/he can criticize the work of others, but what she/he does, without question, is approved by others (Shariatmadari, 1377, P216).

##### The effects of Authoritarian educational methods

1. The children of strict parents seem to be in a state of submission and obedience to their parents, but in reality they are excited and anxious. Such people subconsciously imitate their parents and treat others with hostility, thus harassing children of their own age or younger (Shoarinejad, 1372, P457).

2. Children who grow up in a strict family are usually obedient, but in most cases their behavior is accompanied by aggression. They do not gain much popularity among their peers because they do not respect the rights of others. These children are indifferent to the criticism of adults, have less emotional stability, and are more prone to moral deviance.
3. These children do not have enough independence and they feel insecure (Ahadi, 1374, P 70). Insecurity and unrest at home have two main consequences, first, that children, especially after adolescence, feel intellectually separated and alienated from their parents. When making decisions in the basic affairs of life, due to anxiety and tension caused by insecurity, they make various behavioral mistakes, one of which is running away from home. In fact, running away from home is a form of rebellion against a family in which aggression and emotional tension prevail, and children protest the strictness of the head of the family (Mahkam, 1383, P9). The results of numerous studies on the causes of children running away from home show that one of the most important factors in running away from home is the deprivation of mental and emotional peace of children by strict parents in the home environment. When a child finds herself/herself in a situation where she/he loses his/her sense of security due to unnecessary parental strictures, she/he will undoubtedly get into trouble, so running away from home is one of the best ways to avoid these hardships (Mahkam, 1383, P77).

##### The role of Authoritarian educational methods on children learning

Children raised in a strict family environment seem to show a state of submission and obedience, but in fact they are excited and anxious. These children often become hostile to others; The children of the same age or younger are abused and are often prejudiced because they have unequivocally accepted certain thoughts and ideas, they are unable to live with others, they do not grow enough emotionally and socially, they cannot participate in group work, they are often shaky and weak-minded, they refuse to take responsibility, they are generally pessimistic about adults, at different stages of life, from learning prospective, they suffer weakness and incompetence, and often do not succeed in their studies (Shariatmadari, 1385, P219).

Absolute limitations in the home and authoritarian educational methods lead to failure in learning, loss of creativity, and the emergence of talents, and do not allow children and family members to engage in new activities and develop their talents (Qaimy, 1379, P80).

In some cases, absolute limitation can cause or increase a person's feelings of inferiority and low self-esteem, resulting in an influx of negative thoughts about themselves and dissatisfaction with themselves and other learning and emotional disorders (Shariatmadari, P215).

##### Autonomous educational method

In such families, children are allowed to achieve their desires as they wish and to fulfill their desires. There is almost absolute freedom and the motto of the supporters of the above view is that "no one should have anything to do with anyone (Shariatmadari, 1377, P215).

Such families do not pay attention to their children, and their children do whatever they want, and they often have conflicts and difficulties in recognizing value. Usually there is no respect between children and parents (Hussiani, 1384, P15)

### **The effects of Autonomous educational method**

1. As a result of parental neglect and the freedom of children, chaos reigns in the relationships of family members and their lives will be difficult. People who follow their desires often live in an imaginary world and avoid dealing with the realities of life and the society in which they live.
2. Children of these families are helpless, careless, selfish and aimless, there is no law governing their actions and behavior and they do not feel responsible towards others, therefore they are not able to communicate well and constructively with others and most of their lifetime fails in failure.
3. Children raised in a liberator nurturing method cannot control themselves due to the habit of almost absolute and unfettered freedom, and as a result, they experience educational and moral letdown. Educational and moral weaknesses, in turn, provide the ground for delinquency in children's social life.
4. In most cases, the child's desires collide with the wishes of other family members, causing conflict between them.
5. Children demands must be met in such method of education, obedience to the law, respect for social rules and observance of moral etiquette are reduced to a minimum. In fact, children of such families do not pay much attention to socio-cultural norms, values and moral principles (Ahmadi, Volume 15, P18).
6. Parents in this type of upbringing are always trying to meet all the demands of their children and children do not feel the effort and difficulty of work, as a result, they find themselves incapable of personal work (Shoarinejad, 1380, P482).

### **The role of Autonomous educational method on children learning**

Due to the unused and hidden talents of children in this family, they are usually aimless or low-willed. Due to the weakness of the will and the feeling of helplessness or fear of facing unforeseen problems in life, gradually the feeling of inferiority overwhelms the children and the source of many problems and other mental and behavioral disorders happens. Research's show that parents' too much support on children prevents them from experiencing frustration and learning from sources of anxiety, and that when faced with the inevitable pressures of adolescent life, they are unable to cope with anxiety of these situations that are not available (Mazahiree, 1388, P103).

### **Balanced educational method**

The concept of a balanced family is one in which the child is released in a way that he or she finds herself/himself reassuring and decisive. In such a family, the child is encouraged to be independent and free of thought, while a kind of restriction and control is also imposed on him by the parents. In this family, there is extensive commentary, talking to the child, and verbal communication in the child-parent exchange. Warmth and cordiality are the basis of

communication, which is expressed in a logical and rational way (Ahmadi, Volume 15, P18).

In this nurturing method, the relationship between family members is based on mutual respect. Children can easily speak their minds and comment on family matters, and if their parents disagree, they can guide them with reasoning (Hussaini, 1384, P15).

One of the features of this educational method is that each member of the family participates in determining and selecting goals and trying to achieve them according to their ability and ability. Members of the balanced family work sincerely and seriously with each other. When some people participate in choosing goals, they set goals according to the interests of the family, they work with more power and enthusiasm to achieve them.

Another characteristic of the balanced family is discipline combined with autonomous behavior. Whenever parents forbid a child from something or expect something special from the child, they explain the matter very well to them and give its reason. Meanwhile, if the children fail in their duties or act contrary to what the family has set, all family members will participate in determining the punishment. In order to determine the punishment, the rules that people have already made are referred to, and thus, these rules are applied. In order to prevent abnormal and incorrect behaviors in children, parents try in every occasion to make their children aware of the effects of their movements and help them to manage their own actions. Therefore, in order to enforce discipline at home and in the community, self-control becomes another substitute for other control.

The other important feature of a balanced education is the way or style of living. The style of life of this family is chosen based on consultation and following the rational and expedient principles. If we discuss about the authoritarian family, there is neither overshadowed absolute restrictions nor there is an absolute freedom, rather, the criterion of the parent-child relationship will be relative and balanced freedom, as well as guided discipline that gives children the opportunity to express their views and problems with their parents. In such conditions, children can openly express their opinions and can bring out their potential skills and in return children will feel enough psychological safety. In summary, the base of education in balanced families can be stated as follows:

- A. All family members are respectable
- B. Family members have the authority to comment on issues and problems related to them
- C. All family members have the right to intervene in the decisions that are made about them or their work, and at the same time, they have the responsibility to make decisions and perform tasks wisely, in accordance with the interests of the family and in accordance with accepted rules that have been acted upon.
- D. The rational style is seen in all aspects and dignity of this family
- E. Cooperation and assistance is the foundation of this type of family (Shariatmadari, 1377, P213).

### **The effects of balanced educational method**

This educational method has lots of positive effects of nurturing on children, some important will be discussed here:

- According to the studies conducted by some social psychologists, people who have enjoyed moderate



freedom and have respected those as in their childhood life, in adulthood life they will be against oppression and injustice and they will be succeeded in great social terms, the enemy of oppression and tyranny and opposed to iniquities, and succeeded in the great social terms, they will be strong in creativity and will enjoy more their life (Kardan, 1380, P336).

- When children become able to live a balanced life with their parents or family members in an emotional environment, they will have the ability to establish a right social and emotional communication with teachers at school, educational or non-educational place. They can have mutual understanding and cooperation with their friends and peers, respect them and accept their beliefs easily and do not try to invade the privacy of others in any way (Brahni, 1382, P156).
- The refusal of children of a balanced parents to behave inappropriately is not due to fear of parents or fear of punishment and blaming, but its main reason is observance of social and moral rules and regulations, respect for others and practical commitment to social and family norms.
- From the emotional prospective, the children of balanced parents, are also emotionally balanced and without extremes and excesses enjoy the love of their parents in a timely manner. Their personality is taken care at home and are respected, their position in the family is specified and secure. These children with the monitoring guidance of family administrator, they follow the familial and social rules and regulations where following the rules has become one of their cognitive constructs. These children do not feel psychological insecurity when they make mistakes, because they are confident that balanced parental guidance will help them and assist them to correct the mistakes so that they do not make the same mistake again (Shariatmadari, 1377, P214).
- Children who are brought up by balanced parents, there is a perfect coordination between their moral, social, emotional and personality development, and this point leads to the formation of positive character and temperament in them, and also they will reach from self-centered to law-oriented (Nawabi, 1375, P25).
- Granting balanced freedom and leaving the child free in selection, is the source of the child's vitality and strength and cause his/her inner satisfaction and happiness. Vitality and strength, which are the characteristics of children of balanced parents, cause courage, to overcome selfishness and self-control, confront the problems and difficulties of life, and ultimately becomes the factor for movement of growth and development (Qaimi, 1379, P336).

### **The role of balanced educational method on children learning**

As a result of such educational method, children's abilities, learning and talents are not wasted, but are directed in a certain direction and goal, parents can use the available potential forces in their children that leads to achieve the desired growth and perfection (Qaimi, 1379, P74).

In a balanced family, the grades and learning outcomes of these children are high. Children of this family and even their IQ are better developed compared to other educational models. They have a greater sense of curiosity, they are

creative, and so popular among their peers that they can lead the group. Children of this family show confidence and merit for social responsibilities (Shariatmadari, 1377, P214).

### **6. Discussion**

The subject of this research article is *The Monitoring Role of Family Education Methods on Child Learning*

From the findings of this research, it seems that parents who use an autonomous or strict parenting style in the family, their children became aggressive and irresponsible and have poor performance in learning, while in a balanced parenting method, children show effective and fruitful psychological adjustment, and emotional safety. Parents create a strong and stable environment in which the child receives messages in which he or she is considered as an individual. This method can be quite desirable for the development of self-esteem and intellectual independence of the child. Parents explicitly state responsibilities and reasons. This approach can increase awareness of others' feelings, understanding of social and moral standards, aspirations and hopes about common goals such as progress and learning.

Various researches on educational methods show that children who are in balanced families are more psychologically and socially competent than their peers who are from strict and autonomous families. They are responsible, creative, curious and confident.

#### **Yassaei quoting from Mussen and Colleagues (1991):**

Parents who use a balanced upbringing method give their children independence and freedom of thought. They encourage them and impose some kind of restriction and control on them. In such families, there is a wide range of moral comments and relationships in the interaction between the child and parents. Warmth and sincerity with the children are at a high level.

In free-spirited families, parents are overly accepting and responsive to their children, but do not expect anything from their child and are negligent about their children's learning and social behaviors. In this family, discipline and law rule a little, members' adherence to social laws and customs is very low and anyone can do whatever they want.

**Haibati (2002):** In connection to the strict upbringing method says: The parents of this family impose their rules inflexibly and are educationally harsh and punisher. They confronts bad behavior and punishes the child for bad behavior. Kindness and sincerity are low in this family. They do not take into account the desires of children and do not seek their opinions. Children who have such parents do not have mental and intellectual stability inand consider themselves miserable. They get upset quickly and are vulnerable to stress.

*Sharifi quoting from Diana Baumrind (1988).* Categorizes parents into three general types:

1. Negligent
2. Strict
3. Balanced

Based on this classification, he believes that there are three different types of upbringing in families

Children who are brought up in a balanced way have purposeful and progressive behaviors, Also, in these children, the motivation for progress is more as compared to children who are raised in an autonomous or strict upbringing method or are brought up in a careless and strict manner.

Sharifi quoting from Bakhtiari Fatemi (1990), Marie Coleman (1993) and Marie Fontaine (1994). States that the results of research show that family factors such as the way children are raised and the way parents interact with them are significantly related to children academic achievements and motivations.

Sharifi quoting from Anmari Fontaine (1994), in order to find out which of the three parenting methods is related to the motivation of academic achievement, he conducted his research on 288 mothers. His findings showed that a balanced education method has a significant relationship with academic achievement motivation. The results of research in Iran are also consistent with the research of Baumrind and others.

The results of the research of (Sharifi Daramadi and Agha Rashti 2005) show that the relative contribution of the variable effect of balanced education method on motivation for academic achievement is 44%.

Therefore, it can be said that amongst all upbringing methods, the best is the balanced educational method for children's learning and academic achievement, because parents treat with sincerity and love with their children, at the same time, parents apply a kind of restriction and control to children in order to make the children aware and to prevent the occurrence of abnormal and wrong behaviors of the children until they lead themselves towards achieving the desired growth and perfection.

## 7. Conclusion

Educating human beings is a continuous and valuable work. Everyone's value and credibility depend deeply on how they are educated. Family is the first place and center for educating children, and all parents should use the best way to learn and educate their children about what their children should be like and what they should be aware of. Considering the right method of upbringing, the way for the success of children will be made.

In view of the above contents, we knew that parents consider three ways of upbringing their children. In the strict method, parents expect full and unequivocal support from their children, but they do not exert any warmth, love and affection towards their children, and in this family, the main decision-maker is parents. Children who are in families that use this method of educating are less creative and the learning outcome of such children is poor.

At the same time, children who are brought up in a free-spirited way are lazy, improvident and careless, because in this family, freedom of speech prevails and children cannot control themselves. As a result, they suffers from educational and moral letdown, and these children are unable to communicate well and constructively with others, and most of the time in their life, they face failure. Excessive parental support hinders the potential talents of their children. This is why parents cause poor learning outcomes for their children.

In contrast to the two methods of educating children, the balanced method of upbringing, which is reassuring and decisive to raise children, because in this method of upbringing, parents try to strengthen the spirit of independence and self-confidence in their children and provide the ground for the healthy growth of their children. As a result of such upbringing method the abilities and talents of children are led to achieve the desired growth and perfection. With this upbringing method, children have

better progress, because they have better grades and learning outcomes than other methods of family upbringing, and the children of such family have a greater sense of curiosity.

In conclusion, it can be said that, the strict and free-spirited educating methods cause adverse effects on the upbringing and learning of children. Therefore, it can be said with certainty that they are not the suitable methods for educating and guiding children, but a balanced education method with many positive features guarantees the development of abilities and bringing children to self-fulfillment in learning and perfection.

## 8. References

1. Ahadi, Shikwa Al, Sadat Bani Jamali. Growth Psychology, Tehran, Bunyad Publications, 1995.
2. Ahmadi, Mohammad Reza. (Childhood Quarterly, No. 15).
3. Braheni *et al.* Psychology, Tehran, Rushd Publications 1993.
4. Hosseini, Khesrow, Amir. Happy Family & Successful Children, Tehran, Aref Kamel Publications, 2005.
5. Salimi, Abdul-Aziz. Family Fiqah in the contemporary world, Tehran, Payam e Noor Publications, 2011.
6. Saif, Ali Akbar. Educational Psychology, Tehran, Payam-e-Noor University Press, 2005.
7. Shoarinejad, Ali Akbar. Developmental Psychology, Tehran, Information Publications, 1993.
8. Shariatmadari, Ali. Educational Psychology, Tehran, Amir Kabir Publications, 1998.
9. Sharifi, Parviz Daramadi, Masoumeh Aqa Rashti (Family Research Quarterly, No. 2) The effects of coping strategies in reducing the anxiety of parents of children with behavioral disorders.
10. Qaimi, Ali. The Limits of Freedom in Education, Tehran, Association of Parents and Educators Publications, 2000.
11. Kardan, Ali Mohammad. Social Psychology, Tehran, Andishah Publications, 2001.
12. Mazaheri, Ali Akbar. Educational Warnings, Tehran, Amir Kabir Publications, 2009.
13. Mahkam, Reza. Home Escape of Qom Girls, Tehran, Islamic Research Center Radio and Television Publications, 2004.
14. Navabinejad, Shokouh. Three Discourses on Guidance and Upbringing of Children, Tehran, Parents and Educators Publications, 1996.
15. Hibati, Khalil. A Study of Parents' Parenting Styles and Its Relationship with Opposite Method and Stress of Third-Year Male and Female Students in Zarghanoon Growth High Schools, Undergraduate Thesis, Tehran, Shiraz University Press, 2002.
16. Yassaei, Mahshid. Child Development and Personality, Tehran, Markaz Publications, 2001.