Building Vocabularies of Praise Among Mothers Towards Their Children and their Relationship with Leadership Traits

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Abstract

This study aimed at identifying the relationship between building a set of vocabularies of praise among mothers towards their children and their relationship with leadership traits. The study adapted a quantitative research. It evaluated the level of vocabularies of praise among mothers towards their children and their relationship with leadership traits. The study sample consisted of 278 mothers who currently live in the north region of Jordanian. The electronic questionnaires were designed through Google forms. They were distributed and sent to the sample of this study via e-mail. The results indicated that the level of the respondents' opinions concerning the usage of praising words were high. The level of their opinions about leadership traits were also high. The results showed there is a significant positive relationship between all praising words and leadership traits. The study recommended that paying attention to the child in the field of psychology and emotions through encouraging helps and directs the child to depend on himself.

Keywords: *Vocabulary of Praise, mothers, children, leadership traits*

1. Introduction

Building positive relationships with young children who have a serious relationship with their mothers or have child care provider is considered an important protective factor for young children. It is identified a foundational component and an essential task of good teaching. Most children learn to regulate their behavior as they grow in the context of close and dependable relationships that provide nurturance and love, security, and responsive interactions. A positive child relationship is built on understanding, trust, and caring for children's cooperation, motivation. It also increases their positive outcomes at school (Webster-Stratton, 1999).

Whereas the empirical derived risk and protective factors associated with behavioral problems predict children problem behaviors at the beginning of school. Huffman et al. (2000: 45-48) identified that having a variety of experiences with positive and a serious relationship with child care provider are considered important protective factors for young children. The use of praising words is surely an effective way to raise morale and stabilize the positive case in the child's personality. Using praise is necessary for the children to achieve their needs. So, the process of the term 'praise' takes the form of a hint and declaration directly or indirectly.

Owen et al. (2012: 45) indicate that there is a "lack of compliance in both short- and long-term costs. It is considered a leading reason why parents look for mental health services for children. What parents do to help children comply with rules is an important part of child socialization. The relationship is between a variety of parenting discipline behaviors (i.e., praise, positive nonverbal response, reprimand, negative nonverbal response) and child compliance".

Generally, it is believed that praise has positive effects on children. Praising children can cause a powerful motivation to your child for their accomplishments. It is expected that praising the children improves their inspiration and boost their self-esteem. Indeed, many books were written for the sake of parents in order to learn how to praise their children and get positive outcomes. Acknowledging the child's efforts and achievements can boost his self-confidence (Dev, 1997: 12-19). These efforts are usually behaved as similar advice like saying: "Be generous with your praise. Find as many opportunities to sincerely praise your children as you can"

Praising is a common way to provide feedback on good performance that can boost children's sense of motivating their learning. However, a growing body of research has revealed that the ability of praising a child can often be ineffective after failure compared with efforts of praise. For example, the ability of praising may lead some kids to show a helpless response after committing a failure, including more negative self-cognitions and affect, less persistence, and impaired performance. While an effort of a praise might lead children to focus on the development of learning and carrying out their own working skills. It also leads to a good performance and greater persistence after setbacks, whereas the kind of praising for getting efforts and strategies leads to real accomplishments (Goldinmeadow et al., 2017).

Research has shown that the ability of praising can promote young children's cheating behaviors (Zhao et al., 2017). In natural settings, adults may use inconsistent praise, and children reduce their persistence when hearing even a small amount of ability praise. Children may not only be using praise ineffectively, but also they could be detrimental to themselves. Their

self-evaluation is preserved when they hear a small amount of a praising effort. Some kinds of praise are more helpful than others. In fact, this research has shown that some kinds of praise can backfire and make kids doubt their abilities.

Statement of Problem

Providing a brief overview by using an empirical evidence might support each of two contrasting positions: Praise can enhance motivation, on one hand, and the other kind of praise can undermine motivation. Attempting to reconcile these conflicting positions by outlining conceptual variables is likely to account for the different effects of praise on motivation. Using this more nuanced framework, praise for effort can backfire under certain conditions on the conditions under which praise is likely to promote versus undermine intrinsic motivation and perseverance in the face of setbacks. The researches that are conducted concerning this topic are few. So, this research can enhance the previous researches and supports the researchers with new results and good information.

Study Questions

This study tries to answer the following questions:

1. What is the level of using praise words among mothers towards their children?

2. What is the level of a vocabulary of praise among mothers towards their children?

3. What is the relationship between building a vocabulary of praise among mothers towards their children and their relationship with leadership traits?

Research Objectives

The objectives of this research are as follows:

- Identifying the level of using praise words among mothers towards their children.

- Investigating the level of development of a vocabulary of praise among mothers towards their children.

- Identifying the relationship between building a vocabulary of praise among mothers towards their children and its relationship with leadership traits.

Significance of Study

This study highlights the impact of building a vocabulary of praise among mothers towards their children and their relationship with leadership traits. Because of operating within a developmental framework, research on individuals of all ages is considered, but the primary focus is on how praise influences the motivation of children. In additions, this study is useful for both researchers who are interested in the development of the child's leadership and creativity traits. It is actually important to note that the majority of contents of this research is based on experimental procedures that necessarily remove much of the context in which praise is typically embedded. However, the variables that are examined below would operate in light of variations in bigger relevant factors such as the relationship between the evaluator and the recipient of praise. The extent to which the classroom climate is competitive versus cooperative, or whether praise is given to others in the same situation.

Key Terms

Praise: It is a form of social hierarchy that expresses admiration, reassurance, or recognition whereas it is expressed verbally as well as by body language (gestures and facial expression). It is discounted for positive actions particularly when there is an absence or reduction of control (Pizarro, 2003).

Leadership Traits: They are integrated patterns of personal characteristics that reflect a range of foster and individual differences consistent leader effectiveness across a variety of group and organizational situations which are the personal qualities that shape effective leaders (Strang, 2007).

2. Previous studies

Henderlong and Lepper (2002: 45-49) argue against a purely behavioral definition of praise as verbal reinforcement in favor of the view that praise may serve to undermine, enhance, or have no effect on children's intrinsic motivation, depending on a set of conceptual variables. It is provided that praise is perceived as sincere. It is particularly beneficial to motivate the children when it encourages performance attributions to cause control, promotes autonomy, enhances competence without an overreliance on social comparisons, and conveys attainable standards and expectations. The motivational consequences of praise can also be moderated by characteristics of the recipient, such as age, gender, and culture. Methodological considerations, such as appropriate control groups and measuring post failure outcomes, are stressed. The directions for future research are highlighted.

Henderlong's and Lepper's (2007a: 45-49) two studies were conducted to determine how gender and age moderate the long-term and post failure motivational consequences of person versus performance praise. In the first study, the fourth- and fifth-grade students (n = 93) were engaged in a puzzle task while receiving either no praise, person praise, product praise, or process praise. Following a subsequent failure experience, behavioral measures indicated that product and process praise enhanced motivation and person praise dampened motivation for girls. There were few effects of praise on subsequent motivation for boys. In the second study, a parallel procedure with preschool children (n = 76) showed that person, product, and process praise all enhanced motivation, relative to neutral feedback, for both girls and boys.

Corpus et al. (2006: 34-38) conducted two studies that examined the effects of social comparison versus mastery praise on 4th- and 5th-grade children's intrinsic motivation. Children were received a high score and either social-comparison praise, mastery praise, or no praise for working on a set of novel puzzles. They then worked on a different task and were given either ambiguous feedback (Study 1) or positive feedback (Study 2) before completing measures of intrinsic motivation. Mastery praise enhanced intrinsic motivation and social-comparison praise curtailed it when uncertainty about children's subsequent performance was introduced (Study 1). For the girls, they were not enhanced with praise, even in situations of continued success (Study 2). The social-comparison praise also tended to discourage children from seeking subsequent self-evaluative normative information. Theoretical and practical implications are discussed.

3. Methodology

Research Design

This study adopted the descriptive quantitative approach. It describes the reality given by the study population. It also describes the situation precisely within administrative questionnaire based on references and previous studies in line with published research to construct the theoretical framework. All data were collected from the Internet websites concerning the required information that are needed to analyze the results of this research. SPSS program is used to conduct the required tests in order to elicit the research questions.

Limits of the Study

-Time Limits: The application of the study for the academic year 2019.

-Objective Limitations: To recognize building a vocabulary of praise among mothers towards their children and its relationship with leadership traits.

Study Procedures

-Introduction

This Chapter investigate the methodology of the study that has been utilized, as well as, the essential purpose that investigates the level of a vocabulary of praise among mothers towards their children and their relationship with leadership. This section specifies the sample that has been selected to conduct the research on, the sample member's features. The process data will be gathered, the definition of the study variables, and appropriate statistical techniques that are applied for analysis purposes.

-Research Type and Scale

This study is considered empirical in terms of nature, and explanatory in terms of purpose, as it works to discover the cause and effect (effect and causal) between the variables. The researcher intervened, as for the time horizon, it is a cross-sectional study, which is conducted on a sample at one time.

The study adapts a quantitative sign, putting the survey methodology to evaluate the level of a vocabulary of praise among mothers towards their children and its relationship with leadership traits.

The study methodology is divided into a descriptive section and an analytical section. The descriptive section is concerned with the sample characteristics and the importance of each statement in the questionnaire, whereas the analytical section includes the relationship between the variables and hypotheses testing which requires certain statistical techniques.

The examination practically uses the quantitative approach in examining the relationships between the suggested variables in the theoretical framework. The study is constructed and adapted from previous studies. The study instrument is gathered from the research random sample and a designed questionnaire measurement scale (Likert-scale). It is for every single variable. The questionnaire is designed in Arabic language and distributed to the random sample.

Population and Sampling

The population of this study is defined as the group to which the researcher would like the results of a study to be generalized. It includes all individuals with certain specified characteristics (Sgier et al., 2012: 78). However, the population of this study consists of all mothers in the north

region of Jordanian. The data was collected through a voluntary sample that determined the number of its vocabulary based on the statistical tables to determine the sample size referred to by the study (Maiyaki and Mokhtar, 2011: 193-197). The sample size consisted of (278) mothers. The electronic questionnaires were designed through Google forms. They were distributed and sent via e-mail to mothers in the north region of Jordanian. Table (1) presents the results of the frequencies and percentages used in the analysis of demographic variables for the study sample members (n= 278).

Table 1. Sample Demographic Characteristics

Variable	Category	Frequency	%
Mother age when marriage	Less than 18 years	78	28.1
	18-less than 28	135	48.6
	28- less than 38	43	15.5
	38 and more	22	7.9
	Total	**278**	**100**
Children number	Less than 3	118	42.4
	3-less than 6	103	37.1
	6 and more	57	20.5
	Total	**278**	**100**
Job	Employee	88	31.7
	Not employee	190	68.3
	Total	**278**	**100**
Monthly income	Less than 500	196	70.5
	500- less than 1000 years	63	22.7
	1000 years or more	19	6.8
	Total	**278**	**100**

Data Collection

To apply the steps of this research scientifically, two types of data are required. They are secondary and primary. The secondary data were collected for this research from various sources such as books and previous research published in scientific journals. The main purpose of secondary data is to identify the problem of the research through the results obtained by the researcher who has previously working carefully about this general area of examination and to get useful data such as demographic and statistical data which are provided by agencies or organizations (Yantu, 2018: 330). To achieve the objectives of the study, the researcher used two main sources to gather information, namely:

1. **Secondary sources**: In addressing the theoretical framework of the study, the researcher turned to secondary data sources, which are related to Arabic and foreign books and their references, periodicals, articles, and reports. The previous studies dealt with the subject of the study. The researcher's goal was to resort to secondary sources in the study in order to identify the sound scientific foundations and methods in writing studies, as well as taking a general perception of the latest developments that occurred in the topics of the current study.

2. **Primary sources**: To address the analytical aspects of the subject of the study, the primary data collection was resorted to through the questionnaire that the researcher developed as a main tool for the study. It included a number of phrases that reflected the objectives and questions of the study which the respondents answered. The four-point Scale Likert was used, so that each answer assumed relative importance.

For the purposes of the analysis, the SPSS statistical program was used. The questionnaire included three parts: Part one related to the demographic variables of the study sample members through four variables: (mother age when marriage, the children number, job, monthly income) for the purpose of describing the characteristics of the sampling and analysis unit. While the second part consisted the measure of a vocabulary of praise which included 20 paragraphs. Moreover, the third part consisted of 15 paragraphs which expressed the leadership traits.

Depending on the previous studies, the sample needs investigation that specified a large proportion of the population. The online questionnaire is appropriate to be used as large scale samples. In this study, this online questionnaire will be used for collecting data. The researcher utilized the four-point Likert scale to measure the responses of the participants, where, (always) has given (4), and (often) has given (3) while (sometimes) was given given (2), and (never) was given (1).

It is possible to determine the weighted average by calculating the length of the category according to the following equation:

Class Interval = (maximum - minimum) / number of degrees of importance

Class Interval = (4-1) / 3 = 1. The following table shows the classification that has been approved to judge averages:

Table 2. Mean values and their interpretation

Range	Importance index
1- less than 2	Low
2-less than 3	Moderate
3 and more	High

Moreover, the rank was given for each item representing the order of the statements in terms of the highest mean, where the upper statement has the mean number one. The following one was ranked by number 2 and so on, until reaching to the statement with the lowest mean value.

Instrument Validity and Reliability

Validity test is used to ensure that the questionnaire measures what is supposed to be measured (Sekaran and Bougie, 2010: 87). The validity test has been carried out to make sure that the questions of the questionnaire are appropriate to be used for collecting accurate data. Data analysis was organized on a distributed and designed questionnaire (Appendix 1: Questionnaire) which was examined and assessed by number of specialists in the field in Jordanian universities (face value validity).

The reliability of the study tool in measuring variables was confirmed by extracting the value of Cronbach's Alpha coefficient, as the result is statistically acceptable, if it is greater than (0.60). The following table shows the values of Cronbach's alpha coefficient for all dimensions of the study:

Table 3. Cronbach Alpha Values

Variables	NO. of paragraphs	Cronbach Alpha value
A Vocabulary of Praise	20	0.799
leadership traits	15	0.740

The questionnaire is reliable and valid. The permissible value of Cronbach's Alpha was above (0.60).

Data Collection Procedures

The researcher designed the questionnaire and then converted it into an electronic version through Google Forms. Then, it was distributed to the study sample through social media in order to collect the required data from the study sample. After collecting the necessary responses, the collected questionnaires were encoded using numbers and then entered into the personal laptop using the Excel and SPSS programs.

Data Analysis Plan

To achieve the objectives of the study, the researcher reviewed the theoretical literature, published research, previous studies, books, and university theses related to the subject of the study. Besides, he defined the study population and the study sample according to the study variables. In addition to the development of a special questionnaire, he tries to achieve the objectives of the study. The scale was distributed electronically to the study sample and extracted the collected data. The respondents' answers of the scale were analyzed statistically by using SPSS program. Then, their answers were treated carefully. The extracted results were discussed accurately. The appropriate recommendations were stated and clarified.

In order to achieve the objectives of the study, a set of statistical tests were used through (SPSS v24) as follows:

1. Extraction of the internal consistency coefficient (Cronbach alfa): to verify the stability of the study tool.
2. Extracting descriptive statistics (D-S) measures represented in extracting percentages and frequencies to describe the characteristics of the study sample.

3. Extracting measures of central tendency, represented in calculating mean, and standard deviations to describe the questionnaire's expressions and their variables.

4. Extracting Pearson's coefficient for the correlation between all praise vocabulary items and leadership traits.

4. Results

This chapter presents the results of the study. They were analyzed and discussed carefully. The data was collected through the study tool, using the (SPSS) program in order to answer the study's questions and test its hypotheses.

-The results related to answering the first question of the study are as follows: To determine and describe the attitudes of the study sample members towards the level of using praise words, the arithmetic means and standard deviations of their dimensions were extracted and showed in the following table:

Table 4. Mean and standard deviation of "using praise words " items

#	Items	Mean	STD	Rank	Level
1	You are gorgeous.	3.41	0.672	6	High
2	With your love.	3.44	0.659	2	High
3	Well done hero.	3.40	0.692	12	High
4	You are so cute.	3.37	0.676	13	High
5	You are my soul.	3.40	0.682	10	High
6	You are very beautiful.	3.36	0.690	15	High
7	You mean a lot to me.	3.34	0.665	17	High
8	You are my sanctuary.	3.40	0.718	11	High
9	I wish you are always well.	3.44	0.654	3	High

10	I am proud of you.	3.41	0.667	9	**High**
11	Words of thanks are not enough for you.	3.41	0.651	7	**High**
12	You are the good one in this bad world.	3.45	0.627	1	**High**
13	I can't leave you.	3.41	0.656	8	**High**
14	You are very special.	3.31	0.699	18	**High**
15	I'm glad of you.	3.42	0.668	5	**High**
16	Good luck.	3.35	0.693	16	**High**
17	You are my life.	3.43	0.675	4	**High**
18	I like your smile.	3.26	0.716	20	**High**
19	You are the best for me.	3.37	0.671	14	**High**
20	You're great.	3.27	0.737	19	**High**
-	**Using praise words**	**3.38**	**0.309**	-	**High**

The results in table (4) indicate that the arithmetic mean of Using praise words reached (3.38), which is considered a high level. The level of respondents' opinions about using praise words items lies in the range (3.26-3.54). All of the above items show high levels. The item which states "You are the good in this bad world." comes first among items with an arithmetic average of (3.54), with a standard deviation of (0.627), and it has a high level. Whereas the item which states: "I like your smile." ranked last between the items, with an arithmetic average of (3.26), with a standard deviation of (0.716), and it has a high level.

-The results related to answering the second question of the study

To determine and describe the attitudes of the study sample members towards the level of leadership traits, the arithmetic means and standard deviations of their dimensions were extracted and the following table shows that:

Table 5. Mean and standard deviation of "Leadership traits" items

#	Items	Mean	STD	Rank	Level
1	He is able to attract and influence others.	3.05	0.447	8	High
2	He accepts criticism and others' opinion.	3.10	0.500	3	High
3	Others' self-esteem	3.02	0.461	12	High
4	Punctuality	3.06	0.469	4	High
5	Courage and wisdom	3.01	0.530	13	High
6	Unhesitating	3.00	0.541	14	High
7	The ability to make decisions	3.06	0.554	5	High
8	Take responsibility	3.02	0.433	10	High
9	personal competence	3.05	0.474	7	High
10	Positive thinking	2.98	0.473	15	Moderate
11	Self-control and emotional maturity	3.04	0.452	9	High
12	Superior ability to persuade	3.02	0.473	11	High
13	the ability to be creative and innovative	3.10	0.495	2	High
14	honesty and objectivity	3.14	0.513	1	High
15	Committed to the values and customs of society	3.06	0.446	6	High
-	**Leadership traits**	**3.05**	**0.225**	-	**High**

The results in table (5) indicate that the arithmetic mean of leadership traits reached (3.05), which is considered a high level. The level of respondents' opinions about leadership traits items lies in the range (2.98-

3.14). Fourteen out of fifteen items show high level, while the remaining one shows a moderate level. The item which states "honesty and objectivity" comes first among items with an arithmetic average of (3.14), with a standard deviation of (0.513), and it has a high level. Whereas the item which states: "Positive thinking " ranked last between the items, with an arithmetic average of (2.98), with a standard deviation of (0.473), and it has a moderate level.

-The results related to the third question of the study

The Pearson's correlation coefficients between praise words items and leadership traits have also been extracted, and the following table shows that.

<p align="center">Table6. Correlation of study variables Model*</p>

Praise Words	Leadership Traits	Praise Words	Leadership Traits	Praise Words	Leadership Traits	Praise Words	Leadership Traits
1	.414**	6	.485**	11	.321**	16	.524**
2	.370**	7	.430**	12	.467**	17	.545**
3	.436**	8	.483**	13	.473**	18	.528**
4	.381**	9	.434**	14	.488**	19	.521**
5	.360**	10	.436**	15	.555**	20	.448**
correlation coefficients between praise words and leadership traits: 0.545							

* Statistically significant at level (0.05) ** Statistically significant at level (0.01)

The results in the table (6) indicate that there are correlations between all dimensions of the praise words and leadership traits depending on the values of Pearson's correlation coefficients. All of them were statistically significant at the significance level (0.01). The values of correlation

coefficients getting between (0.321-0.555). The upper value was between the two sentences: "you are my soul and leadership traits". The lowest value was between (Words of thanks are not enough for you and leadership- leadership traits).

5. Discussion and Recommendations

This part includes a discussion of the results of the study that was stated in the previous chapter. In addition to linking the results of this study with the results of previous studies, the providing set of recommendations will guide the online purchase intention.

Discussion

The mean of using praise words reached (3.38), which is considered a high level. The level of respondents' opinions about using praise words items lies in the range (3.26- 3.54). The reason may be attributed to the mother's awareness about the importance of praising their children and its positive impact on their behavior and actions and enhancing their self-confidence. Besides, the latest methods were used in the proper upbringing of children. The means of leadership traits total score reached (3.05). The level of respondents' opinions concerning leadership traits items lies in the range (2.98-3.14). This result is attributed to the interest of the family, school, and society in the field of providing the necessary psychological and material support that encourages the leadership abilities of children, family stability, and children's friendship. The conclusion is the best means to create dependable generations.

The results showed there is a significant positive relationship between all praise words and leadership traits. This result is attributed to the praise the child contributes to increase his confidence in himself and his own

actions. When the child's confidence increases in himself, he can deal with himself and others positively. In addition to teaching the child what he should do and what he should not do, it also helps to improve the child's academic achievement. Moreover, praising children enhances their skills in facing future challenges, increases their energy and vitality, and develops their desired behavior.

Summary of Results

The results of the study can be summarized as follows:

1. The means of Using praise words reached (3.38), which is considered a high level. The level of respondents' opinions about using praise words items lies in the range (3.26- 3.54).

2. The means of leadership traits total score reached (3.05). The level of respondents' opinions about leadership traits items lies in the range (2.98-3.14).

3. The results showed there is a significant positive relationship between all praise words and leadership traits,

Contributions of the Study

This study showed that praise is not only a method, but rather a parental necessity. So, the progress of this study shows many contributions that direct parents to the necessity and role of the method of praise. It also causes a sense of feeling happy, satisfaction, and self-confidence. Building praise strengthens family relationships of harmony and harmony. The children can learn positive behaviors, as the child learns the desired behavior and repeats it.

Recommendations

Based on the findings of the study, the following recommendations were reached:

1. The parents can talk to their children about their concerns and simplify some information for him so that they can understand it and give them enough opportunity to express themselves.

2. Paying attention to the psychological and emotional support of the child through encouraging help the child and direct him to rely on himself.

3. Praising the children attempts, even if they could not achieve something.

4. Avoiding the children during their attempts so as not to be disappointed and low in self-confidence.

Future Prospects for Research

Based on the results of the study, the study recommends conducting more future researches on the topics of child praise and leadership traits:

1. Studying the effect of children's praise on their self-confidence.

2. Studying the impact of children's praise on their educational attainment and directing their behavior.

3. Studying the effect of the psychological and material support of parents in the field of enhancing the leadership traits of children.

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Appendix 1

Questionnaire

Dear mothers …………………………… (Your name is not necessary)

This study aimed at identifying the relationship between building vocabularies of praise among mothers towards their children and their relationship with leadership traits. Please read the following items and answer them with the following responses: Always, Often, Sometimes, and Never. Your responses are so important for building vocabularies of praise among mothers towards their children and its relationship with leadership traits

The following items refer to the topic of using praising words:

#	Items	Always	Often	Sometimes	Never
1	You are gorgeous.				
2	With your love.				
3	Well done hero.				
4	You are so cute.				
5	You are my soul.				
6	You are very beautiful.				
7	You mean a lot to me.				
8	You are my sanctuary.				
9	I wish you are always well.				
10	I am proud of you.				
11	Words of thanks are not enough for you.				

12	You are the good one in this bad world.				
13	I can't leave you.				
14	You are very special.				
15	I'm glad of you.				
16	Good luck.				
17	You are my life.				
18	I like your smile.				
19	You are the best for me.				
20	You're great.				
-	**Using praise words**				

The following items refer to the attitudes of the study sample towards the level of leadership traits:

#	Items	Always	Often	Sometimes	Never
1	He is able to attract and influence others.				
2	He accepts criticism and others' opinion.				
3	Others' self-esteem				
4	Punctuality				
5	Courage and wisdom				
6	Unhesitating				
7	The ability to make decisions				
8	Take responsibility				
9	personal competence				
10	Positive thinking				

11	Self-control and emotional maturity				
12	Superior ability to persuade				
13	the ability to be creative and innovative				
14	honesty and objectivity				
15	Committed to the values and customs of society				
-	**Leadership traits**				

Thanks a lot for your cooperation.

The researcher:

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