

Parental Attitudes in Erbil Towards the Nurturing of Children's Emotional Development

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DOI: <https://doi.org/10.31918/twejer.2582.03>

Published: 10/08/2025

Abstract

There is a growing recognition of the significance of fostering children's emotional development (NCED), with parents playing a pivotal role in this endeavour. The increasing focus from parents, social workers, and psychologists highlights the influence on children's personality, social competencies, and future involvement. The current study demonstrates a significant relationship between parental engagement and positive child development results. Therefore, the main objective of this study is to examine the perceptions of parents in Erbil on NCED. In this regard, a quantitative survey was conducted in Erbil with 450 parents (250 women and 200 men) from diverse socioeconomic backgrounds to assess their perceptions of their children's emotional well-being. The results underscore the substantial impact of cultural norms and socioeconomic level on parental opinions regarding children's emotional development. Pedagogically, these insights are essential for educators, parents, and policymakers in Erbil, as they highlight the necessity for contextually informed interventions to enhance children's emotional well-being within families of varied cultural and economic origins.

Keyword: Attitude, Child, Nurturing Children, Child Rearing, Child Emotional Development.

Introduction

Nurturing of Children's Emotional Development is essential in establishing a foundation for children's well-being, social engagement, and resilience (Thompson, 2019). Previous research indicates that as children learn to identify, express, and regulate their emotions, they develop critical social competencies, form meaningful interpersonal relationships, and perform better in academic settings (Denham et al., 2015). Additionally, fostering emotional growth promotes empathy, self-regulation, and problem-solving skills, preparing children with the capacity to navigate challenges and adapt to changing environments effectively (Goleman, 2006). The attitudes of Kurdish parents regarding their children's bilingualism, particularly the growing preference for English over Kurdish in private institutions, were the subject of a recent study conducted by Ali (2024) in Erbil. The findings indicate that parental preferences significantly impact the development of children's linguistic and cultural identities. Parents' attitudes towards emotional development, such as the demonstration of emotional tenderness, empathy, and support, are also likely to significantly influence the emotional identity and competencies of children in the Kurdish context. Children who raised by parents and who practiced supportive emotion-related parenting which included expressing empathy, validating their feelings, and promoting open emotional expression showed stronger emotional instruction and prosocial behavior (Eisenberg et al. ,2005). According to an original study by Zheng (2025) on preschoolers, authoritative parenting characterized by warmth, transparent communication, and firm but flexible boundaries significantly enhance children's emotional and social skills by helping them better control their emotions. The results highlight the crucial role that structured and supportive parenting approaches play in children's emotional development.

Every child has unique traits, so they deserve an education and environment that helps them grow. Parents, among other factors, significantly shape a child's personality. Given that their children look up to their parents, parents should provide a positive example for them by modelling appropriate behavior (Oktaviani et al.,2023).

1.1 Research Objectives

The current study aims to achieve the following goals:

- To examine parental altitudes in Erbil towards motional development activities.
- To examine how demographic factors (gender, age, education, income) affect emotional development parenting practices.
- To examine how cultural norms affect children's emotional development.

1.2 Research Questions

1. What is the frequency of parental engagement in activities that foster their children's emotional development in Erbil, and which activities are most prevalent?
2. What techniques and approaches do parents utilize to foster their children's emotional development?
3. How significantly do demographic characteristics, including gender, education level, income, and occupation, affect parenting practices concerning emotional nurturing?
4. How do cultural norms influence parents' perspectives and approaches to children's emotional development?

1.3 Problem Statement

Despite the fact that growing importance of early ages of emotional development in children, however, little is known about how parental attitudes,

socioeconomic status, educational background, and cultural norms impact emotional nurturing practices in Kurdistan Region-Iraq. Classical parenting styles, economic pressures, and parental education may affect how families prioritize emotional development (Bornstein & Lansford, 2010; Al-Krenawi & Graham, 2011). Previous study concerned the significant of early emotional experiences in shaping a child's social well-being and psychological issues (Thompson, 2014; Denham et al., 2012), however, there is a lack of data on how parents meet their children's emotional needs (Ahmad, 2020).

Given children's emotional development is necessary to their short and long-term mental health, academic achievement and social adaptation (Shonkoff & Phillips, 2000). Without a specific data, policymakers, educators, and social workers in Erbil city may lack the necessary insights to support effective parenting strategies. Therefore, there is an urgent need to investigate the attitudes of parents in Erbil toward nurturing emotional development in children and to understand how demographic, educational, economic, and cultural variables influence these attitudes and practices.

2. Literature Review

2.1. Key Concepts of the Study

2.1.1 Attitude

In psychology, attitude is the range of emotions, concepts, and behaviours aimed at a specific person, object, or event. One could define attitude as our evaluation of something or someone else besides ourselves. Regarding certain subjects, our responses frequently lean either positive or negative (Cherry, 2024). Parental attitudes and behaviour patterns have a major impact on the emotional environment of children and parent-child interaction, influencing developmental results and changing parental actions throughout time (Kilic, 2015).

2.1.2 Child

The United Nations defines a child as “every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier”. (United Nations, 1989). This definition is widely used in international law and policy-making, including the Convention on the Rights of the Child, which sets global standards for children's rights.

According to the Oxford English Dictionary, a child is a young human being below the age of puberty or below the legal age of majority (Oxford University Press, 2024). This definition emphasizes both biological and legal perspectives, reflecting the varying thresholds of maturity across contexts.

Legally, a child is any individual under the age of 18 years in most jurisdictions (Black's Law Dictionary, 2019). This definition forms the basis of legal protections, responsibilities, and rights afforded to minors in various judicial systems.

2.1.3 Nurturing Children

Berk (2021), define Nurturing Children as the act of providing children with care, support, and direction that assists them in rising physically, emotionally, cognitively, and socially. It places an emphasis on creating a space that is safe, loving, and entertaining, making it possible for people to develop and be healthy.

According to Bronfenbrenner (2005), the term nurturing refers to all of the interactions that take place in a child's immediate environment. These interactions include parental care, relationships with peers, and involvement in school activities, all of which have a significant influence on the child's development.

Establishing boundaries, administering discipline, and nurturing emotional development in children are all components of parenting. This position is crucial

in the development of responsible and well-adjusted individuals, which in turn will influence the future of society (Oktaviani et al., 2023).

2.1.4 Child Rearing

Child rearing encompasses the practices, strategies, and methodologies employed by parents and caregivers to nurture and direct children toward becoming healthy, responsible, and socially adept individuals. Among the various approaches to childrearing are the transfer of conventions, beliefs, cultural practices, and cognitive acts from parents to their children for the purpose of supporting the development of both the child's emotional and intellectual capacities (Cacodcar, Dubhashi, and Joglekar, 2015).

Parenting style in child rearing is a component that plays a significant role in the development of children. It has an impact on the children's ability to operate psychologically and socially. The manner in which one raises their children is significantly impacted by the influence of one's own parents. There are a number of factors that influence parenting style, including but not limited to temperament, educational performance, culture, social background, and the influence of the spouse. The parent and child's temperament can affect the parenting style, and the mother and father may have different styles (Belsky, 2005).

2.1.5 Child Emotional Development

Emotional development in children is studied from a theoretical vantage point that combines functionalist and dynamical systems theories (Saarni et al., 2008). Each interlink between a child and their environment is like a dynamic transaction involving various components related to emotions. These components include the child's expressive behaviour, physiological patterning, action tendencies, goals and motives, social and physical contexts, appraisals, and experiential feeling. As the child grows and interacts with their environment, these components change and evolve. The cultural milieu is one of the social

experiences that shape a person's emotional development. I have previously stated that the best way to view human emotional development is through a bio-ecological lens, which sees us as dynamic systems immersed in social contexts (Saarni, 2008).

2.2 Theoretical Framework

In order to analyse the emotional growth of children in Erbil, this study uses the framework of the Attachment Theory and Emotional Intelligence. This study uses the formulation of Bowlby (2008) "Attachment Theory", which claims that in order to ensure the emotional stability of a child, a strong relationship with their caregiver is crucial. In the context of Erbil, this is essential because it reveals how parents interact with children, which shapes the child's emotional development. Emotional intelligence (Goleman, 2006) is the study of emotions; therefore, the ability to control and manage one's emotions is important for parents and children who want to achieve emotional health. These theories make it possible to understand the extent to which the parents' attitudes and parental emotional awareness contribute to their children's emotional growth in the city of Erbil.

2.3 Importance of Parental Influence

Multiple studies have indicated that parenting is a crucial component in the emotional growth of children. According to Belsky (2005), attentive and supportive parents greatly nurture a child's emotional self-regulation and social skills. In a related context, Morris et al. (2007) proved that the emotional intelligence of parents profoundly influences their children's ability to comprehend and securely attach. According to (Kochanska et al., 2004) children with self-regulatory and empathetic capabilities have parents who are effective emotional regulators. Moreover, Eisenberg et al. (2005) demonstrate that

emotionally responsive parents who validate their children's feelings help improve their emotional well-being and self-worth. The importance of effective parenting in helping children emotionally develop and socially integrate is emphasized in all of these studies.

Studies on parenting styles and child emotional development shed light on the significant influence of cultural, social, and economic factors on the emotional development of children. Several studies have been conducted, including a study by Hassan (2018) and Pasha (2016), showing that conservative parenting approaches, often participating in authoritative and authoritarian procedures, intensely affect children's social and emotional upbringings. Hassan (2018) argued that parental warmth and engagement are associated with better emotional skill and academic success in children, whereas Pasha (2016) states that cultural norms may restrict emotional expression resulting in impeding emotional development.

3. Methodology

This study attempts to investigate the attitudes of Erbil parents towards the emotional development of their children. For this purpose, a population free of variable manipulation was described using a quantitative descriptive research approach. The objective was to use statistical techniques and organized tools to gather quantitative information about parents' opinions and impressions. The research used a structured questionnaire. Attitudes toward the emotional growth of children were evaluated using demographics, socioeconomic background, and a 20-item Likert-scale. Items measuring emotional awareness, expressiveness, and parental emotional support were either designed by the researcher or modified from existing ones. Using a stratified random sample, individuals from several gender and socioeconomic levels were chosen. This guaranteed that the sample reflected Erbil's varied socioeconomic and demographic makeup. The last

sample included 450 parents, 200 men and 250 women ranging in age from 18 to 66. Stratification cut sample bias and enhanced target population representation. Descriptive statistics comprising frequencies and percentages were used to analyse and interpret data. These approaches exposed parental viewpoints from several demographic and sociocultural backgrounds. Three academic child psychologists and social workers examined content validity to guarantee instrument quality. Thirty parents' pilot study evaluated the consistency and clarity of the questionnaire. With Cronbach's alpha of 0.84, the instrument reliable.

4.Results

1-Demographic Characteristics

Table 1: The demographic characteristics of the participants

Demographic Variable	Category	Frequency	(%)
Gender	Male	200	44.44%
	Female	250	55.56%
Age	18–25	50	11.11%
	26–35	120	26.67%
	36–45	140	31.11%
	46–55	80	17.78%
	56–65	45	10.00%
	66+	15	3.33%
Number of Children	1	100	22.22%
	2	150	33.33%
	3	120	26.67%
	4 or more	80	17.78%
Age of Children	1–5 years	220	48.89%
	6–12 years	200	44.44%
	13–18 years	150	33.33%
	18+ years	50	11.11%
	illiterate	20	4.44%
	Primary school	60	13.33%

Parents' educational level	Middle and secondary school	140	31.11%
	Bachelor's degree	160	35.56%
	Postgraduate degree	70	15.56%
Occupation	Employed full-time	150	33.33%
	Employed part-time	40	8.89%
	Self-employed	50	11.11%
	Unemployed	90	20.00%
	Homemaker (Housekeeper)	120	26.67%
	Other	0	0.00%
Income Level	Low	150	33.33%
	Middle	200	44.44%
	High	100	22.22%
Neighbourhood Socio-economic	Low-income	100	22.22%
	Middle-income	250	55.56%
	High-income	100	22.22%

From the demographic characteristics of the parents, valuable perceptions into the socio-economic context of parents' attitudes toward emotional nurturing in child development are exposed. The age group of 36–45 contains the largest quantity of respondents (31.11%), with 26–35 years following at 26.67%. These two age groups collectively account for over half of the sample (57.78%), with 44.44% of respondents being under the age of 45. This suggests that a substantial number of parents who are younger are likely in the process of actively raising their children. About 30% of the sample is composed of parents aged 46–65, which shows that the age demographics of the parents are balanced in terms of both experience and vitality.

Regarding gender, 44.44% of the respondents are male, while the majority of the parents, 55.56%, are female. This shows the reflection of society of mothers to be more involved in family-related parenting, which may affect the results. These

parents' responses could thus shed light on mothers' perspectives on emotional development and child care. Out of all the parents that answered, those with two children (33.33%) were the most common, followed by those with three children (26.67%). Approximately 17.78% of the parents in the group have four or more children, while 22.22% have only one child. This data shows that most families are getting smaller, which could affect how much time parents give to each child's emotional growth. The age of children underscores the developmental stages that parents tend to prioritize. The majority of parents have children in the age ranges of 1–5 years (48.89%) and 6–12 years (44.44%), both of which are essential stages for emotional development. These parents seem committed to nurturing their children's early emotional development.

A lower proportion of parents have older children, with 33.33% having children aged 13–18 years and 11.11% having children aged 18 years and older. This suggests that a considerable number of parents are actively involved in nurturing their children during the critical formative years, which are important for emotional development. The educational level of parents is crucial in understanding their involvement in emotional nurturing. 66.67% of parents hold either a high school diploma or a bachelor's degree, indicating that the sample is well-educated and may be more aware of the importance of emotional development in children. The study found that 15.56% of parents have a postgraduate degree, while 4.44% are illiterate (unable to write and read). This diversity in educational backgrounds may impact their approaches to child-rearing and providing emotional support.

The majority of respondents are employed full-time (33.33%), indicating strong workforce engagement. Housekeepers constitute 26.67%, whereas unemployed parents include 20% of the sample, reflecting a variety of parental employment circumstances. Self-employed parents constitute 11.11% of the

participants. These occupation categories are likely to affect how parents balance time for child upbringing and family responsibilities.

The majority of respondents classify themselves as middle-income (44.44%), followed by low-income (33.33%) and high-income (22.22%) groups. The income distribution indicates a predominance of the middle class, potentially affecting the resources available for emotional development support.

Finally, the socio-economic classification of the neighbourhood indicates that the majority of respondents reside in middle-income neighbourhoods (55.56%), while both low-income and high-income areas include 22.22% each. Understanding how parents from different socioeconomic backgrounds care for their children emotionally is dependent on knowing about their background. This is because parents' financial situations and their ability to get help from the community can be very different.

2. The Vital Role of Emotional Development in a child

Table 2: The Vital Role of Emotional Development in Your Child's development.

Gender	Very Important	Important	Neutral	Not Important	Not at all Important	Total
Male	120 (26.7%)	50 (11.1%)	10 (2.2%)	10 (2.2%)	10 (2.2%)	200
Female	180 (40%)	50 (11.1%)	20 (4.4%)	10 (2.2%)	10 (2.2%)	250
Total	300 (66.7%)	100 (22.2%)	30 (6.7%)	20 (4.4%)	20 (4.4%)	450

Table 2 above shows the responses of male and female participants concerning the significance of emotional development for their child's overall growth. Among male participants, 26.7% consider it "very important," while 40% of female participants have the same opinion. In total, 66.7% of participants classified emotional development as "very important." The following replies show reduced percentages in the "Important" and "Neutral" categories, with a minimal number categorizing it as "Not Important" or "Not at all Important." This signifies a strong agreement regarding the significance of emotional development in children's growth. The higher percentage among females may reflect their closer involvement in caregiving. Overall, the findings suggest that parents view emotional development as essential to preparing children for future challenges and healthy relationships.

3. The Frequency of Parental Engagement in Activities

Table 3: Parent Participation in Activities Frequency

Frequency of Emotional Development Activities	Frequency	Percentage
Daily	180	40%
Weekly	150	33.30%
Monthly	50	11.10%
Rarely	30	6.70%
Never	40	8.90%
Total	450	100%

Table 3 shows the frequency with which parents participate in activities that are meant to promote their child's emotional well-being. A significant range of 40% of parents are involved in such activities daily, while 33.3% do so weekly. Smaller percentages engage monthly (11.1%), rarely (6.7%), or never (8.9%). The statistics suggest that most parents prioritize emotional well-being over

regular activities, with the highest involvement occurring on a daily and weekly basis.

Overall, the results show that parents are generally committed to helping their children develop emotional well-being, but they also highlight the disparities in engagement, which may have long-term effects on family dynamics and children's emotional resilience.

4- Performance of various activities of parents with their children.

Table 4: different activities parents do with their children

Topic	Frequency (Female)	% (Female)	Frequency (Male)	% (Male)	Total Frequency	% (Total)
Celebrate birthdays (Never celebrate)	160	61.54%	120	60.00%	280	62.22%
Parents purchasing presents for children	180	69.23%	120	60.00%	300	66.67%
Parents sharing stories with children	130	50.00%	60	30.00%	190	42.22%
Parents fulfilling commitments	255	98.08%	195	97.50%	450	100%
Eating together as a family	240	92.31%	150	75.00%	390	86.67%
Giving children choices	100	38.46%	80	40.00%	180	40.00%
Parents spending time away	150	57.69%	120	60.00%	270	60.00%

from children						
Building a good relationship with children	260	100%	200	100%	450	100%

The numerical data above shows various parenting activities with their children. Most parents (62.22%) do not celebrate birthdays with their children, with similar percentages for both females (61.54%) and males (60.00%). Buying presents is more common (66.67%), with females (69.23%) doing so more than males (60.00%). Storytelling is more frequent among females (50.00%) than males (30.00%), and overall, 42.22% of parents read stories to their children to help them relax and settle down for the night.

Almost all parents (100%) fulfill commitments to their children, and family meals are common (86.67%), with females (92.31%) eating together more frequently. Giving children choices (40.00%) shows little difference between genders. 60.00% of parents report spending time away from their children, with males slightly more likely to do so. Both genders (100%) prioritize building strong relationships with their children. Overall, females tend to be more involved in certain activities like celebrating birthdays, buying presents, and storytelling. It's important to remember that both parents want to build good relationships with their kids, even though their activities are different. This shows how critical it is for parents to be involved and bond with their children during their growth.

5- Prioritizing Emotional Development Over Academic Achievements

Table 5: Views on Prioritizing Emotional Development Over Academic Achievements

Priority of Emotional vs. Academic Development	Frequency	Percentage
Strongly agree	150	33.30%
Agree	120	26.70%
Neutral	70	15.60%
Disagree	70	15.60%
Strongly disagree	40	8.90%
Total	450	100%

Table 5 presents the responses regarding whether emotional development should be prioritized over academic achievements in a child's upbringing. A majority of respondents strongly agree (33.3%) or agree (26.7%) that emotional development should take priority. However, 15.6% are neutral, and 15.6% disagree with this view. A smaller proportion, 8.9%, strongly disagree. This suggests that, while many parents respect emotional development, there is still a significant portion who prioritize or believe in balancing academic achievements with emotional growth. These data show that different people have different ideas about how important it is for a child to grow emotionally versus academically. To fully understand how these goals can affect a child's long-term success and well-being, more research needs to be conducted.

6- Methods for Nurturing NCED

Table 6: Methods Used to Nurture Emotional Development

Methods Used	Frequency	Percentage
Encouraging open communication	350	77.80%
Providing emotional support and affection	380	84.40%
Disciplined and consistent guidance	250	55.60%
Participating in emotional activities	200	44.40%
Seeking external support	100	22.20%
Total	450	100%

Table 6 shows the various approaches and strategies parents implement to foster their child's emotional development. The most frequently described methods are providing emotional support and affection (84.4%) and promoting open communication (77.8%). Other commonly used strategies include providing disciplined and consistent guidance (55.6%) and engaging in emotional activities (44.4%). A smaller percentage, 22.2%, seek external support. These results indicate that the majority of parents focus on emotional support, communication, and consistent guidance to help their children's emotional development. The connections between such factors show that parents who put affection and communication first also tend to be consistent with discipline. This creates a balanced and emotionally responsive parenting style, which is often linked to the authoritative approach and has been shown to help children develop emotionally well. The fact that they do not need much help from outside sources could point to areas where public education and outreach could improve how people grow emotionally. This means that parents who can offer their kids a mix of emotional support, open conversation, and consistent direction are more likely to make their home a safe and caring place for them. These parenting styles can help kids grow emotionally in a healthy way, as the word can be spread about them through public education and outreach programmes.

7. Approaches to Managing Child's Emotional Challenges

Table 7: Approaches to Handling Child's Emotional Challenges

Handling Emotional Challenges	Frequency	Percentage
I calmly discuss the issue with them	220	48.90%
I offer comfort and try to distract them	150	33.30%
I discipline them to control their emotions	30	6.70%

I seek professional advice or therapy	30	6.70%
I do not address their emotions directly	20	4.40%
Total	450	100%

Table 7 shows how parents address their children's emotional challenges. The majority of parents (48.90%) prefer to engage in a calm discussion to provide their child with the necessary support and understanding. A substantial proportion (33.30%) provide distractions and solace to assist the child in managing their emotions. While some parents (6.70%) employ discipline to control emotional behaviour, others (6.70%) seek professional advice or therapy for guidance. A small percentage (4.40%) do not explicitly address the emotions, potentially under the impression that the child will be able to manage on their own. These results show that parenting styles are changing in Erbil and the wider Kurdish areas because of changes in society. As people learn more about global parenting trends, psychological studies, and media stories about child well-being, parents are using more supportive and dialogue-based approaches. This doesn't only show that parents' views have changed, but it may also show that Kurdish families are becoming more emotionally open and knowledgeable about mental health. Overall, this change in parenting styles might make it easier for parents and kids to talk to each other and put more focus on mental and emotional health. Policymakers and academics need to keep an eye on these trends to learn more about what they mean for Kurdish families and society as a whole.

8. Cultural Norms and Their Influence on Child's Emotional Development

Table 8: Influence of Cultural Norms on Child's Emotional Development

Cultural Norms Influence	Frequency	Percentage
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Strongly agree	200	44.40%
Agree	150	33.30%
Neutral	50	11.10%
Disagree	30	6.70%
Strongly disagree	20	4.40%
Total	450	100%

Based on the data presented in this table 8, the overwhelming majority of respondents (77.70%) either strongly agree or agree that cultural norms have an impact on the emotional development of their child. Culture shapes how children's express emotions, process needs, and acquire emotional resilience. Data reveals that parents acknowledge culture's role in emotional development, but it also highlights the necessity for culturally sensitive emotional education that respects cultural norms and encourages healthy emotional expression and mental health. Culturally based emotional education initiatives may help families communicate and seek treatment. Healthy child emotional development can be promoted by reducing barriers to communicating emotions and mental health in various groups.

Discussion

This study explores the significance of parental attitudes in the emotional development of children in Erbil in the Kurdistan Region of Iraq, with a special emphasis on the influence of socioeconomic circumstances, parental education, and cultural norms. The results support the literature review that emphasizes on the importance of involving parents in their childrens' emotional health. They also support Bowlby's (1988) attachment theory, which says that early relationships, especially with primary caregivers, have a big effect on how kids develop emotionally.

The results of the study reveal that parents between the ages of 36 and 45 are significantly more involved in providing their children with emotional support, therefore underlining the impact of age and life experience on the several parenting approaches that people choose to apply (Lamb, 2010). The participants most likely have a lot of child-rearing experience and are more financially steady, which helps parents to concentrate more on the emotional development of their child. Emphasizing strongly rooted traditional gender roles and family systems; it is also often observed that mothers usually play a more active part in offering emotional support than fathers. Chodorow (1978) argues that cultural standards and expectations cause women in couples and families to take the primary responsibility of offering emotional support. Still, the continuous changing of gender roles in society shows a clear trend toward more paternal involvement more especially, between those with more education or better income levels. Bianchi et al., (2012) analysis indicates that this present trend fits the recent shifts in roles and responsibilities inside households.

Thus, this study found the importance of parents' educational level; better-educated parents are more likely to offer efficient emotional care. This is consistent with the results of Eisenberg et al. (2005), who found that educated parents are more sensitive to their children's emotional needs and more likely to apply strategies that improve emotional development, including emotional teaching and understanding communication (Gross, 2002).

The socioeconomic level of a family strongly influences parental attitudes toward emotional development. Middle-income households typically have greater resources, which helps to encourage more emotional growth by means of participation. This is consistent with earlier studies linking more successful parenting techniques to better socioeconomic levels (Conger et al., 2010). Financial restrictions can cause more stress for lower-income families, which

would impede their ability to focus on child-rearing (Evans, 2004). This is consistent with the family stress model, which holds that financial difficulty causes stress and hence affects parenting and child development (Conger & Donnellan, 2007).

Also, the study found that parents of younger children (ages 1–5) give emotional support top priority, while those of older children prioritized different things. This result is consistent with developmental theories, most notably Erikson's (Sokol, 2009), which stress the need for early life as a crucial era for social and emotional growth.

Several challenges to successful emotional development have been found, including time limits, financial obligations, and cultural traditions that favour physical care over emotional assistance. These obstacles reflect Bronfenbrenner's (1979) 'Ecological Systems Theory,' which holds that a child's development is influenced by the complex interaction of environmental influences at multiple aspects, including the family, community, and society. Cultural context in Erbil, in particular, may limit the extent to which emotional parenting is prioritized, as traditional perspectives frequently prioritize material support and physical care (Harkness & Super, 2006).

In conclusion, the current study highlights the role of socioeconomic, educational, and cultural factors in influencing parental attitudes toward nurturing a child's emotional development in Erbil. These findings support both "attachment theory" and "socio-ecological" theories of child development. To promote emotional development in children, interventions should prioritize supporting and helping families, especially those from lower socioeconomic backgrounds, by providing resources and educational and awareness programs on emotional nurturing. Policymakers and community organizations should

prioritize activities to eradicate these challenges and raise awareness about the importance of NCED.

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هه‌لۆیستی دایک و باوک له هه‌ولێر به‌رامبەر به‌په‌روهرده‌کردنی گه‌شه‌ی سۆزداری منداڵان

پوخته

قسه و باسیکی زۆر له‌سه‌ر گرنگی "په‌روهرده‌کردنی گه‌شه‌ی عاتیفه‌ی منداڵان (NCED)" کراوه. سه‌باره‌ت به‌ په‌روهرده‌کردنی گه‌شه‌ی سۆزداری منداڵان، رۆلی دایکان و باوکان له‌ پرۆسه‌ی په‌روهرده‌کردنی منداڵا پله‌یه‌کی با‌لای هه‌یه. له‌ ماوه‌ی چه‌ند سا‌لی رابردوودا، گرنگیدان به‌ خوشگۆزه‌رانی سۆزداری منداڵان له‌نیو دایکان و باوکان، تو‌یژه‌رانی کۆمه‌لایه‌تی و ده‌روونناسه‌کاندا جی‌گه‌ی سه‌رنج بووه به‌هۆی کاریگه‌رییه‌ دیاره‌کانی ئه‌و پرۆسه‌یه‌ له‌سه‌ر که‌سایه‌تی منداڵان، کارلیکه‌ کۆمه‌لایه‌تییه‌کان و به‌شداریکردنی کۆمه‌لگا. له‌گه‌ڵ ئه‌وه‌شدا تو‌یژه‌ینه‌وه‌کانی پێشوو په‌یوه‌ندییه‌کی به‌رچاو له‌ نیوان به‌شداریکردنی دایکان و باوکان و ده‌ره‌نجامه‌کانی گه‌شه‌کردنی منداڵا ده‌خه‌نه‌ روو، ئه‌مه‌ش ئه‌وه‌ ده‌گه‌یه‌نێت که‌ تا دایک و باوک زیاتر گرنگی به‌ مندا‌له‌کان ده‌ن، داها‌توویان گه‌شا‌وتر ده‌بێت. مه‌به‌ست له‌م تو‌یژه‌ینه‌وه‌یه‌ بریتی یه‌ له‌ (تیشک خسته‌ سه‌ر هه‌لۆیستی دایکان و باوکان له‌ هه‌ولێر به‌رامبەر به‌ په‌روهرده‌کردنی گه‌شه‌ی عاتیفه‌ی منداڵان (NCED)).

له‌م تو‌یژه‌ینه‌وه‌یه‌ دا مینتۆدی چه‌ندایه‌تی به‌کارهاتوو، به‌ رێگای په‌رسیارنامه‌یه‌کی ریکخراو، نمونه‌ی تو‌یژه‌ینه‌وه‌که‌ش پینکه‌هاتوو له‌ ٤٥٠ دایک و باوک (٢٥٠ ژن و ٢٠٠ پیاو) که‌ باکگراوه‌ندی ئابووری و کۆمه‌لایه‌تی جیاوازیان له‌خۆوه‌ گرتوووه‌ له‌شاری هه‌ولێر، ئه‌مه‌ش بۆ وه‌سفکردنی تیروانینی دایکان و باوکان سه‌باره‌ت به‌ شیوازی په‌روه‌ده‌کردنی لایه‌نی عاتیفه‌ و خوشگۆزه‌رانی مندا‌ل. ده‌ره‌نجامی تو‌یژه‌ینه‌وه‌ ئه‌وه‌ ده‌ره‌خه‌ن که‌ هۆکاره‌ کولتووری و کۆمه‌لایه‌تییه‌کان کاریگه‌رییان له‌سه‌ر هه‌لۆیستی دایکان و باوکان هه‌یه به‌رامبەر به‌ گه‌شه‌کردنی سۆزداری مندا‌لان له‌ شاری هه‌ولێر، ئه‌مه‌ش تیروانینیکی به‌نرخ بۆ په‌روه‌ده‌کاران، رینمایکاران، دایک و باوکان، و دارێژه‌رانی سیاسه‌ت ئه‌خاته‌ روو بۆ پێشخسته‌نی گه‌شه‌ی سۆزداری ئه‌رینی له‌ مندا‌لانی هه‌ری‌می کوردستان.

کلێله‌ وشه‌کان: هه‌لۆیست، مندا‌ل، چاودێریکردنی مندا‌ل، په‌روه‌ده‌کردنی مندا‌ل، گه‌شه‌کردنی سۆزداری مندا‌ل.

مواقف الوالدين في أربيل تجاه رعاية النمو العاطفي للأطفال

الملخص:

لقد دارت مناقشات كثيرة حول أهمية " تربية و رعاية النمو العاطفي للأطفال". وفيما يتعلق برعاية النمو العاطفي للأطفال، يبدو أن دور الوالدين له أعلى مكانة في عملية تربية الطفل. على مدى السنوات القليلة الماضية، اكتسب الاهتمام بالرفاهية العاطفية للأطفال أهمية بين الآباء، الاخصائيين الاجتماعيين وعلماء النفس بسبب تأثيره الواضح على شخصية الأطفال وتفاعلاتهم الاجتماعية ومشاركتهم في المجتمع. ومع ذلك، تشير الدراسات السابقة إلى وجود علاقة بين مشاركة الوالدين ونتائج نمو الطفل، مما يعني أنه كلما زاد الاهتمام الذي يوليه الآباء للأطفال، كلما كان مستقبلهم أكثر إشراقاً. الغرض من الدراسة هو تسليط الضوء على "مواقف الآباء في أربيل تجاه (NCED) تستخدم هذه الدراسة نهجاً كمياً، باستخدام استبيان منظم، وتألقت العينة من ٤٥٠ من الآباء (٢٥٠ امرأة و ٢٠٠ رجل) من مختلف المناطق الاجتماعية والاقتصادية في أربيل لوصف تصورات الآباء في أربيل فيما يتعلق بالرفاهية العاطفية لأطفالهم. تظهر النتائج أن العوامل الثقافية والاجتماعية تؤثر على مواقف الوالدين تجاه التطور العاطفي للأطفال في أربيل، مما يوفر رؤية قيمة للمعلمين والآباء وصناع السياسات المكرسين لتعزيز النمو العاطفي الإيجابي لدى أطفال اقليم كردستان.

الكلمات المفتاحية: الموقف، الطفل، رعاية الأطفال، تربية الأطفال، التطور العاطفي للأطفال

Acknowledgement

I would like to express my gratitude to Salahaddin University for their intellectual and financial assistance. Without their great assistance, finishing this study would have been quite challenging.