



**An-Najah National University**  
**Faculty of Graduate Studies**

**PARENTING STYLES AND ITS CORRELATION WITH  
THE ABILITY TO DELAY GRATIFICATION USING  
MARSHMALLOW TEST, AMONG CHILDREN OF 5  
YEARS OLD, IN BETHLEHEM GOVERNORATE**

**By**

**Leena Agbariea**

**Supervisors**

**Dr. Fayez Mhameed**

**Dr. Caesar Hakim**

**This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree  
of Master of Clinical Psychology, Faculty of Graduate Studies, An-Najah National  
University, Nablus - Palestine**

**2023**

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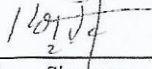
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Supervisor

  
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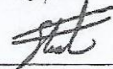
Dr. Caesar Hakim  
Co-Supervisor

  
Signature

Dr. Eyad Halak  
External Examiner

  
Signature

Prof. Mohammad Shahin  
Internal Examiner

  
Signature

## **Dedication**

I would like to dedicate my work to my family and my husband. They instilled in me a desire to learn and made a sacrifice so I would have access to high quality education.

## **Acknowledgements**

I would also like to thank my supervisors Dr. Caesar Hakim and Dr. Fayeز Mhameed, who provided me with sufficient moral and informational support to complete it.

## Declaration

I, the undersigned, declare that I submitted the thesis entitled:

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I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name: *Leena Agbaria*

Signature: *Leena*

Date: *21/09/2023*

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**Abstract**

This study aims to identify parenting styles and their correlation with the ability to delay gratification using the Marshmallow test, among children of 5 years old, in Bethlehem Governorate. The study sample included 80 children with one of their parents (80 fathers/ mothers). The research sample was selected using a simple cluster random sampling method. Multiple Linear Regression test and T-test were used to study the correlations and comparison between the study variables. The results indicated that the authoritative parenting style was the most parenting style affecting the delay of gratification using the Marshmallow test in comparison with authoritarian and permissive parenting styles. Negative relationship was found between the authoritarian parenting style and the ability to delay gratification using the Marshmallow test. The results also showed a significant relationship between the authoritative and permissive parenting style with the ability to delay gratification. Results, recommendations, and future studies are discussed.

**Keywords:** Parenting Style, Delay Gratification, Marshmallow Test

# Chapter One

## Introduction & Theoretical Background

### 1.1 Introduction and Theoretical Background

Early childhood, which extends from birth to the age of eight, is a crucial and formative phase in a person's life. At this period, children enjoy rapid physical, cognitive, and socio-emotional development. Children's health, mental development, and social development are all interconnected developmental components that contribute to the child's overall well-being and future success. (Kol, 2016).

During this stage, children learn critical basic abilities that will serve as the cornerstone for their future academic and social achievements. Children's emotional awareness and organizational abilities, for example, can influence their ability to regulate their emotions and develop good connections throughout their life. Similarly, the social skills that children develop at this time, like as sharing, turn-taking, and empathy, might influence how they interact with peers and adults in the future. Additionally, a child's early years are crucial for the formation of their self-concept and self-esteem. Good experiences, including as getting praise and compassion from caregivers and engaging in meaningful play, can help children establish a positive self-image and a strong feeling of self-worth during this time.

Negative events, on the other hand, like as neglect or trauma, can have long-term consequences for a child's emotional and social development. Therefore, caregivers and educators must offer children with supportive and engaging surroundings that enhance their physical, cognitive, and socio-emotional development.

One of the most important developmental skills that a child has to acquire in these ages range is the Emotional Regulation skills. Emotional control is a critical developmental ability that children must learn in their early years. Emotional regulation is the ability to monitor and alter emotional reactions in order to attain personal objectives Dereli (2016). Furthermore, emotional control is the capability to manage one's urges, delay instant pleasure, and handle feelings of irritation and letdown. And we can't fail to mention that young people with problems with emotional control may show a greater tendency to suffer from nervousness, depression, and behavioral difficulties. The

function of parents and guardians is pivotal in facilitating the progression of children's impulse control and self-control skills. Impulse management is crucial to youth well-being and success. Studies have demonstrated that teenagers who regulate their emotions can handle challenging circumstances, manage their behavior, and create good social relationships reflecting their upbringing. Safe and loving parents may help their children develop self-confidence and handle challenging situations. Thus, parents may teach children emotional regulation by modeling calm breathing, counting exercises, and taking time out when agitated. Teachers may also help kids manage their emotions. Teachers may encourage pupils to adopt effective problem-solving strategies with positive reinforcement. Role-playing, games, and social skills training may help kids develop emotional management abilities. Young children must learn to regulate their emotions. Parents and guardians who teach youngsters about emotion control are likely to enhance their children's general emotional and social well-being in the future. In his study (2016), Liderelly explains that emotional control is a complex and progressive ability that requires the skill of managing one's emotional reactions to develop a positive connection with the surrounding environment. In the beginning, the ability to delay instant gratification is a valuable asset for developing emotional regulation skills. Delayed gratification refers to prioritizing long-term goals over immediate satisfaction. The ideal things about educational professionals, such as teachers and guardians, have the potential to exert a significant influence on the development of emotional regulation and deferred gratification skills. Educators can help students develop these skills by incorporating mindfulness exercises, cooperative games, and problem-solving activities into their teaching practices. Therefore, it must be considered that postponing immediate rewards is crucial to achieving success in various aspects of human life. Of course, this ability is comparable to emotional regulation because it requires people to regulate their feelings, thoughts, and behaviors in ways that align with their enduring goals. Gaining proficiency in emotional regulation abilities is extremely important because it enables individuals to effectively modulate their emotions and respond to difficult situations constructively and adaptively. Individuals who display this ability are more likely to have better self-discipline, impulse control, and higher academic and professional achievement levels. Perhaps it is useful to stress that they are less likely to experience negative effects on mental health, such as stress, anxiety, and depression. Mastery of delayed gratification is a developmental achievement that occurs during the

early stages of life, in which emotional regulation plays a pivotal role in facilitating this growth. From this point of view, parents and caregivers can enhance the acquisition of emotional control skills in children by providing a caring and supportive environment and demonstrating appropriate emotional regulation strategies to ensure that the child grows up in a family environment that does not suffer from any disturbances. Thus, parents can teach children to delay gratification by setting achievable goals, providing positive feedback, and developing patience in the face of obstacles, all of which reflect on the child and his temperament. Research on the marshmallow test indicates that children who delay instant gratification are more successful later in life. For example, Kokko & Puustinen (2014) found that children who did well on the Marshmallow test at age 4 had better academic achievement, social skills, and emotional regulation in later years compared to those who struggled with this skill. The researchers found that delaying instant gratification is an essential developmental task for children (Mischel, Shoda, & Rodriguez, 1989).

The marshmallow test, first introduced as a delayed gratification task in the 1960s by Mischel (1974), is a popular discipline test that encourages children to delay pleasure to obtain a better reward. The test involves offering a treat, such as a marshmallow, and giving the child the choice of eating it right away or waiting 15-20 minutes for a second treat. Conversely, an inability to wait may lead to mental health problems such as addiction, impulsivity, and poor emotional control, as concluded (Wang, et al., 2016).

Delaying satisfaction can greatly affect an individual's success and well-being, so it is essential to start cultivating this skill from a young age. It is worth noting that achieving competence in social relationships, decision-making, and goal achievement is necessary. One must possess self-awareness, emotional intelligence, effective stress management, interpersonal skills, and self-discipline Mischel & Ayduk (2011). Therefore, developing these traits at an early age is crucial for young children to build and maintain healthy relationships and is very important in correcting behavior in children. For the study by Mischel & Ebbsen (1970), Bahn mentioned that specific critics have argued that the assessment is culturally biased because it presupposes that all young people are familiar with marshmallows as an acceptable delicacy. Undoubtedly, collaborative efforts of researchers and educators can improve the development of learning techniques geared towards cultivating self-control and encouraging goal achievement in children. Since

the Marshmallow Test primarily depends on the child's motivation to achieve the second treat, its ability to serve as a universal measure of self-control in all situations may be limited. In addition, the marshmallow challenge is a valuable tool in assessing children's delayed gratification and self-regulation skills. Based on the above, the marshmallow challenge reveals the benefits of delaying gratification. One way to do this is to understand better the factors that influence a child's ability to delay gratification. Personality and parenting style affect a child's capacity to defer immediate rewards. We know that their parents shape a child's personality, behavior, and decision-making. Parents must grasp how their parenting style affects their children's capacity to defer gratification to improve performance.

A father's "parenting style" depends on his culture, personality, and socioeconomic status. Hosokawa and Katsura (2018) found that this parenting method promoted self-regulation and delayed enjoyment in children. Authoritarian parenting is strict and uncaring. Qian, et al. (2016) showed that this parenting style lowers children's self-regulation and delayed gratification. To promote self-regulation and delayed pleasure, parents should balance love and punishment. Abu Al-Rub (2013) and others have identified three parenting styles: authoritarian, permissive, and authoritative. Authoritarian parents are kind and strict. Permissive parenting has been linked to weaker self-control Hosokawa & Katsura (2018) but not to a child's capacity to defer pleasure (Wang, et al., 2016).

Permissive parenting, which emphasizes warmth and responsiveness and lacks rules and punishments, has been linked to inconsistent outcomes in children's capacity to wait for pleasure. According to research, parenting methods may affect a child's capacity to resist pleasure and self-regulate Zhou, et al (2005) found authoritative parenting helps children self-discipline and defer pleasure. Affection, support, and clear instruction help children develop independence and self-control, according to Baumrind (1967). Each parenting method works depending on the kid and the situation. Understanding parenting techniques and their implications on children's capacity to wait for pleasure helps parents make educated judgments about self-discipline and good behavior. Authoritarian and permissive parenting styles, on the other hand, were found to have a negative association with children's ability to wait pleasure. Children with authoritarian

parents have less patience and self-control since these parents are strict and punitive with their children.

Children with permissive parents, on the other hand, are impulsive and unable to make personal decisions about themselves since their parents are easygoing and undemanding Darling & Steinberg (1993). Furthermore, according to Bronson (2001), the ability to delay gratification in childhood is crucial in building and forming self-regulation at all stages of life. Children who can defer gratification, according to Bronson, develop the ability to control their impulses and emotions, prepare for the future, and attain long-term goals. These abilities are necessary for success in a variety of areas, including academic accomplishment, social competence, and mental health. Furthermore, it has been discovered that the ability to defer pleasure is a greater predictor of success than IQ or socioeconomic background (Mischel, Shoda, & Rodriguez, 1989).

Many theoretical approaches are capable of explaining the relationship between parenting styles, delayed gratification, and self-control. Children learn through observation and imitation of their parents' behaviors, according to social learning theory Bandura (1977). As a result, children whose parents exercise self-control and deferring gratification are more likely to learn these qualities themselves. Children who watch their parents being impulsive or lacking self-control, contrasted with, are more prone to develop similar behaviors. Furthermore, attachment theory says that the quality of the parent-child bond is crucial for the emotional and social development of children Bowlby (1969). Hence, children with secure attachment styles with their parents have greater self-regulation and emotional regulation skills than those with insecure attachment patterns.

To sum up the theoretical background of this outcome, it is fair to claim that parenting approaches have a significant impact on children's ability to resist gratification and acquire self-control. The most effective parenting style for promoting these skills has been found to be authoritative, while authoritarian and permissive parenting styles have been found to be negative. The practices of parents and the behaviors followed in their upbringing directly affect the development of children and their confrontation to solve problems in the future and their self-control. Undoubtedly, it should be noted that children's self-control and skills are formed through the interaction between children and their parents. In conclusion, parents' knowledge about the methods of raising their

children is very important and necessary, and they must also enhance self-control in their children and encourage them to wait for pleasure. We conclude from this what Sorour (2016) mentioned in his study, where he divided the childhood stages of children and he studied preschool. Where, Sorour investigated the effects of children's ability to anticipate pleasure, self-control, and resistance to gratification by mothers' parenting styles. The study was based on a test that put a gift in front of children who did not go to school, and they were asked not to open it. The results revealed that children whose parents followed the permissive parenting style followed instructions, waited for pleasure, and resisted gratification. Cultural factors have a great influence on parenting styles. Thus, its result coincided with what was stated in previous studies. Children whose parents followed the lax style were found to have problems facing self-control and waiting for pleasure Baumrind (1967). The authoritarian style focuses on setting clear standards for the child by Continuing to accept his desires and ideas. Therefore, the authoritarian parental style is incompatible with achieving self-control and a satisfaction policy. The authoritarian parenting style, as mentioned in his study by Chao & Tseng (2002), is represented in collective societies more than in other societies, and most of the matter is focused on social cohesion and harmony between individuals. Parents may use punishment and discipline to enforce the rules in this style. Here it must be stated that the authoritarian style is more prevalent in individual cultures, where personal independence is evaluated (Darling & Steinberg, 1993).

5- In light of this, the marshmallow test was repeated over the years, despite its constant change and development. Luuk, et al (2016) mentioned in their study that the marshmallow test enhances the child's decision-making process and how to adopt the foundations and rules that follow from the basic rules of this process. To clarify this, previous studies indicated doubts about the validity of the Thursday test as a reliable tool and model for self-regulation of the process of self-control and satisfaction. Many studies, such as the study of Tyler Watts, et al (2018), confirmed that the marshmallow test measures economic and social status more than self-regulation and controls a variety of family and individual characteristics. To clarify this, the study emphasized that children from a lower social and economic environment and background were less able to delay gratification, while children from higher socioeconomic backgrounds had greater self-control and the ability to delay gratification. Until the vision becomes clear, things beyond their will and control affect the child's ability. Given these indicators, the

marshmallow test still supports and provides useful information on their self-regulation and decision-making. In addition to serving as a measure of self-regulation, the Marshmallow test provides a framework in which to study how rule compliance and self-regulation may be dependent on or compete with one another. Children who were more obedient with rules in another context (the "Don't peek" game) were also more likely to defer gratification in the Marshmallow test, according to a study by Luk, Harris, and Gabrieli (2016). These data show that rule compliance and self-regulation are linked variables that interact in complex ways.

Since these variables and data are interrelated, parenting styles and its correlation with the ability to delay gratification will be studied using the Marshmallow test, among children of 5 years old, in Bethlehem Governorate.

## **1.2 Theoretical Background**

### **1.2.1 Parenting Style**

Parents attitudes and behaviors have been found to have a major impact on children's social and psychological development, both in the short and long term (Bornstein & Bornstein (2007); Purple (2005). Children that grow up in loving, respectful, and nurturing households are more likely to exhibit consistent behaviors in society as they mature into adults. Children's social and psychological perspectives, as well as how they behave in social situations, are heavily influenced by their parents' connection with them.

Each parent handles interacting with and guiding their children differently, and these ways can have a considerable impact on children's moral principles and general behavior at the outset, the parenting style is defined as patterns and behaviors used by parents to deal with their children Baumrind (1967). There are many parenting styles, including the authoritarian type, the permissive type, the authoritative type, and the authoritative type. For example, the tolerant pattern is more courtship with the child by dealing with children; on the contrary, it is less controlling of the child. From this point of view, these parenting styles have characteristics that help in evaluating the child's behavior, such as the child being responsive to the followed pattern, through the emergence of varying degrees of ability to control behavior, responding to what is expected of the child, and achieving the goals of applying this pattern, which is

considered a concessional type. The authoritarian type is the opposite of the permissive type, where the degree of control is higher than the degree of friendliness and sympathy of parents for their children Maccoby & Marti (1983). According to what Baumrind (1991) mentioned, the reliable parenting style is moderate, as it shows a high degree of kindness in dealing with the child, in addition to a high degree of control, in which rules are set for that while providing the necessary support for their children, whether emotional, material or moral and this is reflected their children's behavior is better. In addition, this is reflected in the child's life and achievements, whether academic or social. The disturbances that may occur when dealing with children in other ways are reduced Darling and Steinberg (1993). It turns out that knowing the importance of parents' role in reinforcing their children's behavior helps in achieving many achievements in controlling and correcting the child's behavior. It is worth noting that the behaviors followed by parents with their children are directly reflected in the children's behavior and behavior. On the other hand, these behaviors differ from one environment to another and from one place to another among the parents Zhao (1994).

Many studies have been conducted to study the relationship between parenting techniques and children's social and psychological development. Rinaldi and Howe (2012) discovered, for example, that children whose parents employ consistent and appropriate punishment tactics had better social and emotional results than those whose parents use severe or inconsistent discipline. Similarly, Saltali (2018) observed that parental involvement in children's education, such as homework assistance and attendance at school events, can improve academic progress and general well-being. Negative parenting methods, on the other hand, such as neglect or abuse, can have long-term consequences for a child's development. According to Sarwar (2016), authoritarian parenting styles that prioritize compliance and punishment above warmth and responsiveness have a negative influence on children's social and emotional development. Children with low self-esteem, poor social skills, and trouble building close relationships may be affected. Meaning that the manner in which parents raise their children has a substantial impact on their social and psychological development, which can last into adulthood. To encourage favorable results, parents must be aware of their parenting methods and aim to provide a supportive and nurturing atmosphere for their children.

Early experiences with parents have a huge influence on children's development, including their personalities and actions. Balat (2007) discovered that parental age and education level can influence how parents connect with their children and so influence the child's development. Older parents, for example, may have more established and traditional parenting methods, whereas younger parents may be more receptive to new ideas and have more permissive parenting styles. Similarly, parents with greater levels of education may have different parenting practices that stress intellectual growth, whereas parents with lesser levels of education may concentrate practical skills. Parenting methods can also be influenced by the number of children in a family. Soylemez (2021) observed that parents with numerous children may approach parenting differently for each child, depending on their distinct needs and personalities. Parenting methods are an important tool for raising a psychologically and socially healthy child with a kind personality that helps the child and society. Sarwar (2016) explained the importance of positive parenting styles such as trustworthiness, which shows that the interaction is friendly, in return for the opportunity for control to be moderate and appropriate for children whose behaviors are disciplined. Parents may need to be stricter with a child with behavioral problems while being more forgiving of another, more cooperative child. We must refer to the negatively represented patterns, namely the authoritarian and permissive, as they do not benefit the child. On the contrary, they cause negative problems in the child's behavior and affect them in terms of controlling their behavior and affecting their achievements, whether on the academic level or the level of public life and how to deal with positions correctly.

### **1.2.1.1 Parenting**

Baumrind (1966) is one of the most famous and widely used models. What distinguishes this model is that it contains three parenting styles: authoritarian, authoritarian, and permissive. Baumrind's concept divides parenting styles into two categories: control and parental warmth or response to the orders of this style, as it is considered one of the most important measures you use in psychology in psychology.

#### **1. Authoritarian Style**

This type is characterized by domination over their children and in the ways of raising them. Some define this style as a one-way communication method because the parents are in control of this relationship, and the child and his decisions have no importance

Magda (2021). Moreover, this style is characterized by the fact that what matters to parents is authority and punishment rather than rewarding the positive behavior of their children Bahrami, et al (2018). These parents impose rules and laws on their children and set certain standards of behavior on them without paying attention to their feelings and what they want, forcing them to work with all these laws very carefully (Sarwar, 2016).

Cherry (2015) went on to say that authoritarian parents utilize aggressive, restraining, and punitive techniques to control and reject their children. These parents place a high value on total obedience, and misbehavior is frequently punished. Children may experience worry, dread, and frustration as a result of the use of power and the emphasis on strength. Such children are at danger of having issues with self-esteem and pleasure Bahrami, et al (2018). Furthermore, research have indicated that children of authoritarian parents may have poor social and emotional adjustment as well as low self-esteem (Darling & Steinberg, 1993; Pin quart, Moller, Yossel, & Fischer, 2006).

A high level of control and a lack of warmth characterize authoritarian parenting. Authoritarian parents are extremely demanding, imposing rigorous and non-negotiable rules and regulations on their children Darling & Steinberg (1993). They demand their children to obey their set of rules and frequently resort to punishment if they do not. Authoritarian parents are not usually receptive to their children's wants or wishes, and they do not promote independence or uniqueness Baumrind (1966). According to research, children of authoritarian parents are docile and follow rules but lack the ability to make their own decisions Hoskins (2014). They will face severe consequences in handling situations and controlling themselves properly Baumrind (1991). Children raised by authoritarian parents show more violent behavior and antisocial tendencies Hoskins (2014). According to Baumrind Baumrind (1966), children whose parents followed the bullying pattern will face many problems that may affect their social and psychological behaviors and a weakness in personality. Thus, the process of obtaining friends or partners will be difficult due to the weakness of communication abilities and skills. Undoubtedly, they will develop an issue of behavioral disorders, and thus the parents will face some kind of rebellion Darling & Steinberg (1993). The lack of self-confidence, weak personality, and lack of experience building correct relationships and

controlling individual behavior will confront these young people when they grow up (Lamborn et al., 1991).

## **2. Authoritative parenting style**

This style is characterized by a high level of control and warmth. Parents set clear expectations for their children but are still sensitive to their needs and feelings and reflect them on their behavior. This style enhances children's psychological and social development and prepares them to control and control themselves. Parents must recognize the repercussions of authoritarian parenting and consider adopting a more authoritative style. Baumrind (1991). Authoritative parents always seek to build a solid and healthy relationships with their children through active participation and interpretation Magda (2020). It becomes clear that children raised by parents who follow the authoritarian pattern have weaker social relationships because of the inability to enter into normal relationships. They are violent and unable to make decisions correctly. In this context, parents can promote a good relationship and trust with their children by being cooperative and communicative, which can help the child develop a positive self-image, self-esteem, and well-being Darling and Steinberg (1993). The positive parenting method is very necessary to be applied to the child because it will be reflected in his character, behavior, and achievements. When their child makes a mistake, they use disciplinary tactics rather than punishment. Children raised with authoritative parenting have higher emotional regulation skills and can handle their negative emotions than others, according to research. They also have strong social and emotional skills, are self-sufficient, can make decisions on their own, and have good self-control Magda (2021). Furthermore, this parenting approach teaches their children self-reliance, self-esteem, and the ability to defer pleasure Nijhof & Engels (2007). According to Nijhof and Engels (2007), this pattern is crucial and influential in the development of the child's psychological and social health. The child who is brought up in a family environment follows the reliable pattern in raising their children, so the child grows up and is able to build healthy relationships and is also able to control his individual and personal behavior. There is no doubt that the family that follows the authoritative style is better than the family that follows the authoritarian style, and this is due to the presence of huge differences in the behaviors of children.

Thus, according to research, parents that utilize positive discipline tactics and have an authoritative parenting style with their children tend to foster verbal communication and active listening Magda (2021). When their children make mistakes, these parents utilize reasoning and rational explanations rather than punishment Sarwar (2016). This parenting style promotes a solid and healthy relationship between parent and kid, which can have a favorable impact on the child's psychological and social development Nijhof & Engels (2007). Studies show that children who have forceful parents are more likely to be autonomous, to make their own decisions, to have high social and emotional skills, and to be able to regulate their negative emotions Magda (2021). Furthermore, this parenting style teaches children self-reliance, self-esteem, and the ability to defer pleasure Nijhof & Engels (2007). In conclusion, authoritative parenting is the most positive style of child rearing since it promotes positive growth that can last a child's entire life (Sarwar, 2016).

### **3. Permissive Parenting Style**

Permissive parenting is the third type of parenting style according to Baumrind's (1966) concept of parenting styles. Permissive parents are defined by their children's forbearance and lack of norms and structure. They only intervene when there is a serious problem, and they are usually fairly forgiving and may provide privileges if a youngster pleads for anything. Permissive parents typically play the role of friend rather than parent, and they frequently urge their children to chat with them about their problems. It will be clear that a child who grows up and a style of parenting is liberal, this child will face great challenges that will affect his behavior Baumrind (1966). This leads to chaos and an inability to self-control Hoskins (2014). The permissive style has many advantages for those who follow it, such as softness and flexibility in raising their children and not using any kind of violence on their children. Those who follow the permissive parenting style will therefore refuse to impose any restrictions and allow the child to do experiments that greatly benefit his behavior. And his behavior Magda (2021). However, according to what was mentioned by many in their research, such as Hoskins (2014), he stressed that a child who grows up in a permissive environment would suffer from sleeping diseases, be selfish, and be distracted and disorganized. Lamborn, et al (1991) also showed that a child who grows up in an environment that follows the permissive pattern would face social and psychological problems and negative behaviors that affect him and others. According to parents who follow the

permissive pattern are characterized by flexibility and the absence of restrictions imposed on the child in the parenting approach Sarwar (2016), as mentioned by Magda (2021), those who follow the permissive style are considered tolerant and do not play the role of parenting, but are friends for their children. Therefore, things get mixed up for the child. He cannot find anyone to guide him to do right or wrong, which exposes him to his inability to deal with situations appropriately.

### **1.2.1.2 Parenting Style Psychological and Social Theories Perspectives**

#### **1. Psychoanalytic Theory**

Sigmund Freud's psychoanalytic theory proposes that the human psyche is divided into three major components: the id, ego, and superego Freud (1923). The id is the innate element of the personality that is motivated by pleasure-seeking and impulsive behavior. The ego is the reasonable, logical, and practical portion of the personality that balances the id desires d's and the external world's reality. The superego is the component of the personality that symbolizes society's moral norms and ideals, and it emerges as a result of parental influence Freud (1923). Jung points out that parents are the primary source for forming the personality of their children. The experiences that children live within the family also affect, negatively or positively, their lives in the future. From believes that the positive development of a child's abilities stems from a sound upbringing negative development also stems from improper upbringing. Freud argued that the superego is formed by the child's acquisition and absorption of parental standards and values. The superego serves as a bridge between the demands of the id and the outside world, and it is in charge of controlling the child's conduct to adhere to society norms Freud (1923). One of the most famous approaches utilized in psychoanalytic thought to enhance the child's acquisition of parental standards and values is reinforcement. It is thought that the relationship between parents and children has a substantial impact on the child's mental development El Shinawy (2000). It was believed that the unconscious mind suppresses negative emotions and causes psychological problems. The psychoanalytic theory states that early childhood experiences shape the unconscious mind and determine personality and behavior. Thus, the unconscious mind, which motivates humans, shapes the child's personality and behavior. If the conscious mind matured early, it would greatly influence the child's behavior Freud (1915). Recent research shows that early childhood experiences shape

self-concept and self-esteem Lamborn, et al (1991). Psychoanalytic theory has also been used to treat depression, anxiety, and personality disorders Shedler (2010). Childhood experiences shape the unconscious mind, personality, and behavior. Psychoanalytic theory is used to diagnose and treat many mental health conditions. Freud's psychoanalytic theory stresses the importance of the parent-child relationship in shaping a child's personality and behavior. Parental norms and values develop the child's superego, which governs behavior to conform to society.

## **2. Behavioral Theory**

According to behavioral theory, both normal and aberrant behavior are acquired and learnt through an educational process that involves developing links between specific stimuli and responses Bandura (1977); Skinner (1953). This suggests that parents, as primary caregivers and educators, have a significant influence on their children's personality and behavior Sleman & Mansor (2012). Parents can assist their children acquire appropriate social norms and build healthy habits by reinforcing particular behaviors with positive or negative feedback. Additionally, abnormal behavior, according to the behavioral perspective, can be learnt through the same conditioning process. A youngster who is frequently punished or chastised for expressing their emotions, for example, may learn to conceal their emotions, leading to emotional dysregulation and other mental health disorders later in life Kendall (1977). Understanding behavioral theory concepts can thus help parents, educators, and mental health professionals promote healthy development and prevent the onset of maladaptive behaviors. To summarize, behavioral theory emphasizes the relevance of education and conditioning in molding both normal and deviant behavior, as well as the function of parental involvement in this process. We can better understand the mechanisms underlying behavior and design effective solutions for supporting healthy development and minimizing undesirable outcomes by applying behavioral theory principles.

## **3. Social Learning Theory**

Miller and Dollard's Social Learning Theory proposes that different types of reinforcement or punishment can be used to modify behavior Miller & Dollard (1941). In other words, encouraged and reinforced conduct is more likely to be learned and repeated by a child Abu Jadu (1991). Another prominent contributor in social learning theory was Albert Bandura, who argued that children are social beings who are greatly

influenced by the attitudes, sentiments, and behaviors of others Bandura (1977). According to Bandura, children learn by seeing and copying the behavior and responses of those around them Abu Jadu (1991). This is known as modeling or observational learning. Generally, social learning theory stresses the importance of social factors on behavior, such as reinforcement, punishment, and observation of others. Parents, educators, and mental health professionals can build successful ways for fostering positive behavior and minimizing bad outcomes by understanding these systems. In addition, because it can occur without direct reward or punishment, observational learning is an essential mechanism in social learning theory. According to Bandura (1977), it was clear that children learn things for which they will be rewarded. For example, a child who sees his parents helping people will have positive social behavior and generate a love for helping people.

### **1.2.2 The marshmallow test idiomatically**

The marshmallow test was found to know the behavior of children in patience with the reward or not, as it is considered an authentic measure to know children's behavior in the early stages of their life and before entering school. Therefore, the child is given something that the child prefers, and they give him the choice to eat it or wait for a greater reward. The duration is to wait about a third of an hour, and it is worth noting that Walter Michel and his colleagues at Stanford University are the ones who created this test Michel, et al (1974). It was confirmed by Mischel, et al (1989) that the reward is evaluated based on the amount of patience shown by the child towards taking a greater reward, and here we are interested in the ability that the child bears. We can say that the marshmallow test states that he put a piece of candy for the child and told him that you have the right to eat it, but if you come back and find that he did not eat it, I would give him another reward, mallow. This test is carried out in a laboratory equipped for this purpose, and it has equipment commensurate with the nature of this test, such as a laboratory, a camera, and a piece of marshmallow. Undoubtedly, Gigi Luk, et al (2016) found that the process may face several problems, including that the child, due to the disturbing nature, will not be able to stay in the laboratory for a long time, or the child may leave the test due to lack of interest in that. Then the researcher makes sure that the child understands the rules of the test, the researcher leaves the room and leave him alone. After that, the researcher will wait 20 minutes outside the room and then enter to see if the child ate the marshmallow or not. Next, if the child

does not eat it, he will get another marshmallow as a reward. Afterward, the researcher reviews the recording to find out when the child ate a marshmallow during the meeting alone in the room.

This experience reflects the constant human struggle between enjoying now his small desires or delaying them in order to achieve greater goals.

The ability to complete the experiment depends on the ability to resist desires and some circumstances surrounding the child, such as the method of parenting, self-control and mental strategies, self-control.

It has been shown through numerous studies that children who were able to resist temptations maintained a high level of self-control over the years and were less succumbing to temptations and more intelligent and self-reliant (Luck et al., 2016).

### **1.2.3 Delay of Gratification**

At first, Michel (2010) considered that delaying gratification is a skill that is formed with the individual from childhood. He stressed that the child's successful ability to delay gratification stems from the ability to learn and self-control. The classic task of delay of gratification, which is known informally as the “Marshmallow”, the experiment was as follows: placing one marshmallow in front of the child and returning to it after 15 minutes to check whether it had been eaten or not and to check how long the candy had been eaten (Jain, 2018).

The ability to delay of gratification to resist the immediate impulse and get a bigger reward Azat (2015). It is also known as resistance to a smaller but immediate reward to obtain a larger reward later. (Carducci & Bernarde, 2009).

Delay of gratification means giving up everything that provides immediate satisfaction to obtain a long-term reward Koç & Düşünceli (2014). Delayed gratification is the opposite of impulsivity. Those with this ability are characterized by planning for every action and situation (Soylemez, 2021). besides, it is known as the cognitive control that works to avoid impulsive behaviors in various situations that occur with the child, which gives him, from a young age, the ability to suppress any unwanted attraction attempt and focus on the main goal (Mischel, Shoda, & Rodriguez, 1989).

Many factors affect the ability to satisfy the desires of children, including the ability to self-control, parenting methods, and social competence Doerr, & Roy (2011). It is an individual skill acquired by a child in his early years, which is reflected in all the course of his life and his decisions Eleazar (2000). Numerous studies have been conducted on children aged 4-5 years, and it was found through the results that children who had difficulty in delaying the gratification of desires continued with this difficulty in adolescence. (Moffitt, et al.,2011).

Meade (2012) mentioned in her study that all psychological and social theories support the concept of delaying gratification to obtain rewards for the child. It is clear through recently published studies that a positive relationship exists between the child's ability to accomplish a specific task governed by the duration and its success through achievement in the future. It also becomes clear to us that several factors control the mastery of this skill, the most important of which are: controlling the temporal factor by evaluating and measuring it, in addition to finding the most important benefits that develop the child's self and make him able to accomplish tasks Cheng & Catling, (2015). The results are that it takes time that extends for years and goes beyond the school stage for children, and thus these results grow with him and are affected by the length of the period, so they are implanted in his behavior (Kumst and Scarf, 2015).

### **1.2.3.1 Delay of Gratification from Psychological & Social Theories**

#### **1. Psychoanalytic Theory**

Delaying gratification undoubtedly enhances the ability to achieve goals, and we must emphasize that it is a process that requires planning and training because it is somewhat complex. Therefore, various theories came to talk about gratification and its results, including the psychoanalytic theory, which emphasizes that the development of the child's positive behaviors takes place in the fun and boosts the motivation in the children's identity. Two main principles control the child's behavior: the principle of the need for immediate enjoyment, which is attributed to pleasure, and the other is to avoid suffering by avoiding pain, as reported Lorans & Shvero (2005); Duckworth & Seligman (2005). In his study that knowledge and self-renewal in self-control and resistance to desires, self-control must be developed through developing skills in children, encouraging them to follow the policy of gratification, according to the social learning theory. Social learning theory explains that if children want to develop self-

control, they must imitate others and watch you Bandura (1977). The power model of self-control is a limited resource that runs out upon use, which affects their ability to delay gratification Baumeister & Heatherton (1996). Looking at many behavioral theories specialized in psychology and sociology, for example, the psychoanalytic theory requires building the ego to remove gratification, and accordingly, the process of postponing gratification to achieve pleasure or rewards is considered a complex process. Some theories highlight the significance of observation, cognitive restructuring, and self-control in developing the ability to defer gratification, such as social learning theory, cognitive behavioral theory, and the strength model of self-control. Understanding the many theoretical perspectives on delayed gratification can provide insights into the elements that influence the ability to delay gratification as well as provide techniques for developing self-control and long-term goal attainment.

Psychoanalytic theory clarifies and aids us to understand, comprehend, and structuralize the concept of delayed gratification. The personality, according to this idea, is made up of three parts: the id, the ego, and the superego. The pleasure principle drives the id, which is made up of pent-up urges that seek immediate gratification Lorans & Shvero (2005). The ego, on the other hand, is in charge of satisfying the demands d's in a sensible and timely manner. According to Lorans & Shvero (2005), it was stated that the superego is the moral standards of the individual. The three personal components of the superego, the ego, and the identity can conflict, leading to a battle between delaying waiting and waiting for greater gains and between immediate rewards and little profit. Freud mentioned that this battle is central to the concept of delayed gratification. And that the ability of the individual to postpone satisfaction requires the development of techniques and mechanisms to control the ego. He emphasized that the children's awareness of their own desires and the more they were able to control themselves, it would increase the possibility of achieving goals and enhancing the individual behavior of children. No doubt controlling the child's desires appeared in the early stages of his life, and working on developing self-control mechanisms is very important for the child's ability to delay gratification. It should be noted that psychoanalytic theory provides valuable content for understanding delayed gratification. The conflict between the id, ego, and superego, according to this idea, might result in a fight between immediate and delayed rewards. The development of ego-control mechanisms is critical

for a person's ability to defer gratification, and this development can begin as early as childhood.

## **2. Behavioral Theory**

The concept of delayed gratification can also be examined through the behavioral theory lens. This idea holds that conduct is the outcome of the interaction between the individual and the environment Bder (2010). As a result, the child's conduct during the marshmallow and delayed gratification experiences is determined by the behaviors they learnt as children and how these behaviors were reinforced by their parents and environment. Individuals can learn to defer gratification through reinforcement, according to behavioral theory. The consequences of behavior that improve the likelihood of that behavior being repeated in the future are referred to as reinforcement Bder (2010). For example, if a child learns that delaying pleasure will result in a higher reward, they are more likely to delay gratification in the future.

Furthermore, behavioral theory shows that modeling might help people learn new behaviors. The practice of observing and imitating the conduct of others is referred to as modeling Bder (2010). As a result, if a child watches other delaying satisfaction and earning a higher reward, they are more likely to delay their own gratification. To sum up, behavioral theory provides a valuable foundation for comprehending the concept of delayed gratification. According to this idea, the child's conduct during the marshmallow and delayed gratification experiences is determined by the behaviors they learnt as children and how these actions were reinforced by their parents and environment. Furthermore, reward and modeling play a crucial role in an individual's ability to defer gratification.

## **3. Cognitive Theory**

Another viewpoint on the concept of delayed gratification is provided by cognitive theory. The ability to defer pleasure, according to this idea, is the outcome of an interplay between two major systems: the cognitive system and the emotional system Mischel & Ayduk (2010). The cognitive theory states that how people perceive situations and their cognitive processes influence their ability to delay gratification. So, children who can regulate themselves are considered more able to control themselves and delay gratification, and the reason for that is that they change their behavior as

needed and monitor their thoughts and emotions. The emotional system regulates stimulus and emotion, while the cognitive system is responsible for forming logical thinking and processing information. Cognitive methods are used to delay satisfaction and gratification, as one of the most important methods is the method (of cooling overheated minds), which leads to avoiding making impulsive decisions by committing to controlling feelings. An example of this method is the issue of losing weight for a person who suffers from obesity or wants to have a slim body. If he uses this method, he should avoid situations or things that stimulate the desire to buy and eat fast food and follow a method based on the principle of distraction when it appears (Mischel & Ayduk, 2010).

Lastly, cognitive theory offers an insightful viewpoint on the concept of delayed pleasure. The ability to delay gratification, according to this hypothesis, is determined by how individuals understand situations and their own cognitive processes. Cognitive methods and self-efficacy can also be employed to improve the ability to delay gratification.

#### **1.2.4. Parenting Styles in Relation to Delay of Gratification**

Baumrind (1978) mentioned three kinds of parenting styles: authoritarian, permissive, and authoritative. Where these three patterns play the biggest role in the upbringing of the child, affecting him in all aspects of his life and his decisions, and in refining his personality.

One of the most important psychological characteristics that affect the child, his ability, and his decisions is the ability to delay gratification of desires that arise with the child from childhood and have a great relationship with parental education patterns. Many researchers have studied the authoritarian, authoritative, and permissive parenting styles how does affect children's behavior to delay gratification.

Zhou, et al. (2005) conducted studies involving Chinese parents reported that There is a positive relationship between the reliable parenting style and the ability to delay of gratification and self-control. Also, a negative relationship was found between the other two patterns and the ability to delay gratification, as their children do not have the skill of self-control, but rather tend to be impatient and inability to issuing personal decisions related to them. Bronson (2001) mentioned that developing the ability to delay

gratification in childhood is formed through the relationship with the parents and has a great and important role in establishing and forming self-regulation in all stages.

Parenting behaviors have an impact directly on the child in his behavior such as the ability to self-control, think, and solve problems. Saltati (2018) emphasized that the pre-school stage has the greatest impact on a child's life and the development of his various abilities and personality. Saltati (2018) conducted a study on the effect of the parenting style (mothers) on the child and his ability to self-control and delay of gratification by placing a gift in front of them and the researcher asked them not to open it. The results were that Children whose parents depend on the permissive parenting style found it difficult to listen to instructions.

### **1.2.3 Problem Statement**

The ability to delay gratification is an important characteristic that contributes significantly to a child's overall development. According to research, children that have this capacity likely to have superior academic success, stronger social competence, and better emotional management as adults. Yet, the reasons for individual variances in children's delayed gratification abilities remain unknown. The purpose of this research is to investigate the connection between parenting styles and the capacity for delaying gratification in Bethlehem governorate children aged 5 years. The researcher noticed notable disparities in children's delay of gratification capacity during their master's program at the Guidance and Training Center for the Child and Family (GTC) in Bethlehem. As a result, the purpose of this study is to investigate why these differences exist and how parenting methods may influence the development of this skill. Childhood is a crucial period in a human's life, and developing necessary abilities during this time is critical for a successful future. As the dominant source of influence during a child's early years, parents play a critical role in molding their children's abilities and experiences. Understanding the impact of parenting methods on the development of the ability to delay pleasure can therefore provide useful insights for parents, educators, and legislators. Naturally, in our study, the marshmallow test will measure delayed gratification by investigating the relationship between parenting styles and the ability to delay gratification. Our study used parenting styles divided into four categories: neglectful, permissive, authoritarian, and authoritarian. Statistical programs used in this study Regression and ANOVA were used to study the association between

parenting styles and the ability to delay gratification. There will be a questionnaire that their parents will evaluate the children's style. The participating children will be between the ages of 4-5 years in the Bethlehem governorate.

#### **1.2.4 Aim of Study**

- To explore the relationships between parenting styles and delay of gratification among children aged 4-5, in Bethlehem governorate.
- To identify the types of parenting styles among the Palestinian population.
- To explore the relationship of the parenting styles relating to demographic variables: gender, educational level of parents and place of residence, order number in the family, and Sibling of the children.
- To explore the relationship of the delay of gratification relating to demographic variables: gender, educational level of parents and place of residence, order number in the family, and Sibling of the children.

#### **1.2.5 The importance of the Study**

##### **Practical Importance:**

- This research will contribute to developing awareness programs for parents about the importance and the impact of parenting styles on the ability to delay gratification.
- This research will contribute to developing awareness programs for parents and mental health professionals about the importance of the early childhood period.

##### **Theoretical Importance**

This research study will provide insight and understanding into a phenomenon that is being under-studied in Arabic culture countries.

- The data of this study will set the basis for future studies in the Arab world.
- Give information about the relationship between parenting style and the ability to delay gratification in early childhood, which will help researchers and parents and shed light on understanding the effect of parenting on children's.

### **1.2. 6 Hypotheses of Study**

This study tests the following hypothesis:

- There is a significant correlation at (0.05) between the authoritative parenting style and the delay of gratification.
- There is a significant correlation at (0.05) between the authoritarian parenting style and the delay of gratification.
- There is a significant correlation at (0.05) between the permissive parenting style and the delay of gratification.
- There is a significant difference at (0.05) between the authoritative parenting style and authoritarian parenting style in the delay of gratification.

### **1.2.7 Previous Studies**

- **Dereli. (2016). Prediction of Emotional Understanding and Emotion Regulation Skills of Age Group Children with Parent-Child Relations.**

A study that aimed to identify whether personal attributes, family characteristics of the child, and parent-child relations predict children's emotional understanding and emotion regulation skills. The study sample included 423 children between the ages of 4 – 5.5 that attend preschool educational institutions. The Parent-Child Relationship Scale, Emotion Regulation Checklist, and Wally Feeling Understanding Test were utilized as data collection tools. Data were tested with Pearson correlation coefficient and hierarchical regression analysis. Study findings demonstrated that there was a significant correlation between parent–child relations sub-dimensions and emotion regulation and emotional understanding skills. Furthermore, it was determined that a child's personality traits, family characteristics, and parent – child relation sub-dimensions significantly predicted emotional understanding and emotion regulation skills sub-dimensions.

- **Kol. (2016). The Effects of The Parenting Styles on Social Skills of Children Aged 5-6.**

A study aimed to identify the effects of parenting styles on the social skills of children aged 5- 6. The study sample consisted of 231 children and their parents. Parental Attitude Determination Survey and Social Skills Evaluation Scale (4- 6-year-olds)

were used as a data collection tool. Results revealed that the democratic parental styles affect the social skills of the child positively and significantly, whereas the overprotective parental styles affect negatively and significantly. Even though the overprotective and oppressive- authoritarian parental styles affect negatively, no significant difference was found.

- **Mohamad & Shnshol. (2019). Delay of gratification and its relationship to the direction of the goal of Distinguished and non-distinguished students.**

A study aimed to identify the delay of gratification and its relationship to the direction of the goal of Distinguished and non-distinguished students. the sample has 400 students, to measure this goal. the researchers constructed a Delay of gratification questionnaire, which consists of 24 sentences. the research methods Quantitative Research, the results the results indicate that there is a positive relationship between the orientation towards the goal and the type of students.

- **Sleman & Mansor. (2012). Parenting style, identity styles and academic adjustment in academic self-efficacy of Hashemite University students.**

The aim of the study was to investigate the contribution of parenting style, identity styles and academic adjustment in academic self-efficacy of Hashemite University students. The researchers randomly sampled 140 students enrolled in two courses: psychology and family violence which include all Humanitarian and Scientific faculties in Hashemite University; most of the students who participated in the study were in their first and second year of college. Both the independent and dependent variables were measured with relevant standardized instruments. The results showed that some of the independent variables both jointly and relatively contributed significantly to the prediction of academic self-efficacy of Hashemite university students. Regression analysis was used to analyze the data. Based on regression analysis, authoritative parenting style, informational identity style, commitment identity style and academic adjustment were significant predictors of academic self-efficacy.

- **Soylemez. (2021). The Prediction Role of Delay of Gratification on Game Addiction in Children.**

This study investigated the prediction of gratification delay for gaming addiction among elementary school students attending third and fourth grades. This study, in which gratification associated with gaming addiction was delayed among children, was conducted using a descriptive survey model. The study sample consisted of 318 male and female students in the third and fourth grades at an elementary school in Kocaeli. Out of a total of 318 participants, The Game Addiction Scale in Children and the Delay of Gratification Scale was implemented as data collection instruments in the study. SPSS 23.0 package program was used for the analysis of the data. Descriptive statistics, correlation and regression analyses were used to analyze the data. Analysis findings showed a significant and positive correlation between game addiction and sub factors in the delay of gratification behaviors with the value. As a result of the regression analysis, it was seen that the delay of gratification behaviors and its sub factors affected game addiction. With these results, the research, aimed to contribute to the disciplines related to psychological counseling and addiction regarding psychometric qualifications.

- **Saxler, & Kasak. (2016). The Marshmallow Test: Delay of Gratification and Independent Rule Compliance.**

Doctoral dissertation, Harvard Graduate School of Education. This study investigates the marshmallow test by comparing different criteria of 'success' on this task with the two ways in which children could 'fail' at delay, either by voluntarily completing the task or by breaking a rule, and examine the cognitive, behavioral, and demographic measures that characterize these behavioral choices. The sample included children aged 3-7 years, the marshmallow test was used. The findings in the first study suggest that models predicting delay of gratification performance for compliant children does not apply to non-compliant children. The findings in the second study showed that there were no significant behavioral and cognitive differences between the children of the study sample.

- **Duckworth, Tsukayama & Kirby, (2013). Is It Really Self-Control? Examining the Predictive Power of the Delay of Gratification Task.**

In this study, it was looked into whether the marshmallow test's capacity to predict future conduct could be assessed by measuring self-control. 56 students in school formed the sample in Study 1, that discovered that delay time was associated with concurrent teacher assessments of self-control. 966 toddlers participated in Study 2, and the delay time was consistently linked to a concurrent parent. It was put to the "marshmallow test." These findings imply that while extraneous qualities may have an impact on delayed task performance, the assessment of self-control had the highest ability to predict.

- **Charistian, & Yvette, (2010). The Influence of Maternal Child-Rearing Attitudes and Teaching Behaviors on Preschoolers' Delay of Gratification.**

An exploratory assessment of the connections among mothers' academic behaviors, approaches, and principles of parenting and their children's ability of delayed satisfaction was carried out in this study. The marshmallow test technique was also utilized for placing offers in the sample, which consisted of 30 mothers from a tiny town including a university and their children. The results demonstrated that mothers of children who did not delay gratification exhibited learning behaviors and parenting attitudes consistent with a permissive parenting style, while mothers of children who did not delay gratification exhibited acquiring actions and parenting beliefs consistent with the authoritative parenting style.

- **Sethi et al., (2000). The role of strategic attention deployment in development of self-regulation: predicting preschoolers' delay of gratification from mother-toddler interactions.**

An exploratory examination of the connection between children's use of efficient attention deployment techniques to deal with maternal behavior and separation from the mother at age 5 and their application of effective delay-of-gratification methods. The sample included 97 children, and the study was conducted by direct observation of the mother and child while playing, then the mother went out and kept the child in the room, and after minutes the mother returned. The results showed that the mothers

who follow the permissive parenting style had children that are more able to delay gratification and thus they also have the ability to organize and control the self.

- **Steelandt et al., (2012). The ability of children to delay gratification in an exchange task.**

The study investigates the relationship between a child's age and his ability to delay gratification. The study sample consisted of 252 children, their ages ranged between 2-4 years, marshmallow test was used. The results showed that older children can delay gratification for a longer period than younger children to obtain a greater reward.

- **Makkar, & Arya, (2016). Gratification Delay and Parenting Behavior: A Study on Pre-School Children.**

This study examined gratification delay and parenting behavior among preschoolers. The target population for the study consisted of preschool children aged 3-6 years. The sample was drawn from various reputed preschools of Jaipur city and comprised of 50 preschoolers living in nuclear families with non-working mothers. Marshmallow test and Parenting style and Dimensions Questionnaire (PSDQ) were used. This study revealed that the ability to delay gratification among the preschoolers was influenced by parenting styles. The students with authoritative parents were more able to delay gratification than the students with authoritarian and permissive parents. The students with permissive and authoritarian parents were also able to delay gratification but the number of failures in these two categories were more.

- **Yan, (2015). Understanding time concept to help delay gratification in young children.**

The purpose of the study was to measure the effect of audio-visual cues and determining time and their relationship to the ability to delay gratification. Research sample was a convenience sample from a day care in China. Forty-five Chinese four-to five-year-old children. The children were divided into three groups: the first group was issued sound cues while the children were waiting, however the second group was issued visual cues and the third was not issued any signals. The results showed that the two groups in which audio and visual cues were used had the children's ability to delay gratification of desires longer.

- **Russell & Londhe. (2013). Parental contributions to the delay of gratification in preschool-aged children.**

The target population for the study consisted of preschool 50 children aged 2-3 years and their primary caregivers. The gift delay task was used, and parents completed a Child temperament questionnaire. The results showed that the more interactive the parents intervened with the child, the greater the ability to delay.

- **Makkar & Arya, (2017). Gratification delay and parenting behaviors: a study on pre-school children.**

This study examined gratification delay and parenting behavior among children. An experimental design was used, and the group was divided into two groups, an experimental group and control group. The results showed that a significant difference in the parenting of preschool who could delay gratification, and there are significant different between the two groups.

## **Chapter Two**

### **Methods**

#### **2.1 Design**

Regression test and T-test test were used to study the comparison between study variables. A regression test is a statistical approach for determining the connection between one or more independent variables and a dependent variable. It attempts to predict the value of the dependent variable based on the independent variables' values. The regression test was employed in the current study to investigate the relationship between two groups of variables. The ability to delay gratification was divided into two levels: normal and pathological. The second group was divided into three parenting styles: authoritarian, authoritative, and permissive. The T-Test, on the other hand, is a statistical tool used to detect whether or not there is a significant difference between two groups of data. It is commonly used when comparing the means of two samples to evaluate whether the difference is due to chance or is statistically significant. The T-Test was employed in the current study to compare the means of the two sets of variables in order to discover any significant differences.

The first group of variables, which focuses on the ability to delay pleasure, is critical in determining self-control and long-term success. This group was divided into two levels: normal and abnormal, in order to explore the differences between people who can and cannot defer pleasure.

The second group of variables, which focuses on parenting methods, is also significant in shaping an individual's behavior and achievement. The effects of authoritarian, authoritative, and permissive parenting styles on the ability to delay gratification were investigated.

The researcher is able of gaining relevant insights into the correlations between the study variables by using these statistical tests. This understanding can aid in the development of effective therapies and methods to improve the ability to defer gratification and, as a result, promote long-term success.

## **2.2 Study Sample**

The study's goal was to investigate the connection between children's ability to delay gratification and their parents' parenting styles. A sample of children and their parents was chosen for the study using a basic cluster random selection procedure.

The study sample included roughly 80 five-year-old children and one of their parents, specifically fathers. The research was chosen using a random sample procedure, in which groups of families were chosen, and then the children and fathers within those clusters were recruited.

Numerous demographic factors were collected as part of the study, including information about the children's gender, parents' educational level, place of residence, children's siblings, and the family's application number. These variables were regarded as potential confounding factors that could have an impact on the study outcomes and were thus taken into consideration during data analysis.

The procedures for the study were carried out in the school setting, under the supervision of the school's psychological counselors. Because the researcher was unable to access the school owing to the COVID-19 outbreak, the counselors were taught and informed on how to conduct the experiment utilizing Zoom.

The data collection approach included administering a battery of tests to examine the children's capacity to defer gratification, as well as questionnaires to gather information about their dads' parenting styles. The study results were then analyzed using various statistical techniques, such as regression tests and T-tests, to determine whether there were any significant relationships between the study variables.

Overall, the study population included a representative sample of children and their dads, and the data gathered allowed for a thorough examination of the relationship between parenting methods and children's ability to defer gratification. The usage of Zoom as a data collection tool shows modern technology's adaptability in assisting research during times of constraints and health concerns.

## **2.3 Data Collection Tools**

### **2.3.1 Parental Authority Questionnaire**

The Parenting Assessment Questionnaire is a thirty-item questionnaire meant to analyze parenting practices that are typical of Diana Baumrind's three parenting styles: authoritarian, permissive, and authoritative. Participants must respond to each topic on a 5-point Likert scale, ranging from strongly disagree to strongly agree. Researchers can use the PAQ to determine the extent to which parents engage in certain parenting behaviors and whose parenting style they most closely resemble. One of the methods for assessing the reliability and validity of the parenting assessment questionnaire is to employ Cronbach's alpha coefficient to determine its internal consistency. The Parenting Assessment Questionnaire exhibits internal consistency values that range from 0.48 to 0.85 for each of the distinct parenting styles. Specifically, permissive parenting has a score of 0.48, authoritarian parenting has a score of 0.68, and authoritative parenting has a score of 0.85. Numerous prior research studies have investigated and verified the reliability and validity of the parenting assessment questionnaire. The marshmallow test is a standardized assessment that evaluates a child's capacity to defer immediate gratification by abstaining from consuming a marshmallow. The Marsh test is a commonly employed instrument for evaluating parenting styles. The duration of the adolescent's waiting period is subsequently documented to evaluate their capacity to defer gratification, given that the trial does not exceed a maximum of 20 minutes. The results of this study indicate that when presented with the option, a child may opt to delay gratification by waiting for a preferred treat rather than immediately receiving an undesired one. The aforementioned instruments hold significant value in evaluating and comprehending various parenting styles and their impact on a child's growth and maturation. By utilizing dependable and valid measurements, researchers can obtain precise data that can aid in formulating policies and practices that promote favorable parenting and sound child development.

### **2.3.2 The nomenclature utilized in the Marshmallow Test is as follows**

The Marshmallow Test is a widely recognized research study that evaluates a child's capacity to defer gratification, regarded as a crucial indicator of future achievement. The experiment involves presenting a marshmallow to a child and informing them that if they refrain from consuming the initial marshmallow for a specific duration, typically

ranging up to 20 minutes, they will be rewarded with an additional marshmallow. According to Locke et al. (2016), two possible reasons can lead to a child's inability to participate in and complete the test. These factors include the lack of initial participation and difficulty in the experimental laboratory environment. The Marshmallow experiment has been the subject of extensive research, with a particular focus on its effects on children's behavioral regulation and their ability to delay gratification (Gigi Luk et al., 2016). The marshmallow test is widely recognized as a critical predictor of achievement in both personal and scientific fields. Hence, previous studies have discovered that the marshmallow test has certain limitations in assessing children's delayed gratification ability. An assessment is made to determine the child's ability to delay instant gratification using the aforementioned test, and the length of time during which they can delay it is recorded due to the fact that personal characteristics such as physical and living conditions can have a significant and direct impact on this ability. In addition, temperament plays a pivotal role in ascertaining the child's tolerance toward gratification.

#### **2.3.4 Structure of the Research**

The research aims to improve society by investigating different parenting styles and their impact on children's behavioral outcomes using the marshmallow test. The research methodology included obtaining parental consent to collect relevant data, as the study population consisted of children. In addition, the researcher obtained permission from the institution to collect information from minors and their parents and inform them of the study's aims.

First, a formal authorization was taken from the center to collect data from children and their families.

Second, the children and their families were informed about the study, its purpose, and its procedures.

Thirdly, the consent of the parents was taken to take the necessary data to complete the research.

Fourth, the marshmallow test was performed on the children with the measurement of time. The marshmallow test paradigm is unique among laboratory-based assessments of

the delay of gratification, in that the child is alone in the room, and from the child's perspective, unobserved. without an adult's presence to remind of rules and goals. The ability to delay -gratification is employed when the child complies, the rules to stay on the chair in an empty room not eating the marshmallow that is desired.

Fifth, parents were given a Parental Authority Questionnaire to determine the parenting styles (Abu Al Rub, 2013).

Sixth, data were collected and analyzed statistically to obtain results.

### **2.3.5 Determinants of Study**

Spatial determinant- in Bethlehem governorate, in two school.

Duration of study- The beginning of the research work in April.

The materials- parenting styles questionnaire, Marshmallow test procedure.

### **2.3.6 Ethical Consideration**

Ethical considerations are an important part of any research study. The researcher in this study took many steps to guarantee that ethical standards were followed throughout the data collection process.

First and foremost, the researcher got ethical approval from An-Najah National University's Institutional Review Board (IRB). This permission signifies that the study has been thoroughly examined and meets the institution's ethical requirements.

The condition of reassurance must be met between the target group and the procedures that they will be subjected to during the test. Of course, since the sample targets children and their families, they were duly emphasized that they can withdraw from the test subject in the study at any time without facing any negative consequences, which does not affect the study or the targets in the research sample. Adequate measures have been taken to assure parents of what children may face as they are considered the target group by obtaining the necessary approvals from them and informing them of the research objectives and its important consequences for society at the present time or in the future. With regard to the information and results that will be collected, it will remain under the scope of the following ethics of confidentiality and preservation of

information. Therefore, the participants were assured that no disclosed information would be published. In addition, the obtained consent is considered the most important to start working on the study, collecting information, and employing it.

Finally, permission was granted to perform this research at various Bethlehem private schools. This authorization confirms that the research study was carried out in a suitable context and that all required licenses were received.

The researcher ensured that the study was conducted in an ethical and responsible manner, which is critical for the credibility and validity of any research study by taking these ethical factors into account.

## Chapter Three

### Results

In this chapter of the study, the results of the study and analysis of hypotheses will be presented.

#### 3.1 Firstly: Results of the First Hypothesis

**There is significant correlation at (0.05) between the authoritarian parenting style and the delay of gratification.**

To check this hypothesis, Pearson correlation coefficient was used as presented in table (1).

**Table 1**

*The relationship between the authoritarian parenting style and the delay of gratification using Marshmallow test (n= 80).  $r = 0.42$ . percentage of children= 40% (32 child)*

Authoritarian parenting style		The delay of gratification		Beta	Sig.
Mean	SD	Mean	SD		
2.71	0.74	10.75	7.13	.36	0.003**

*\*\* significantly correlated at ( $p$ - value  $\leq 0.01$ ). SD= Standard deviation.*

The results of Pearson correlation coefficient shown in table (1) revealed that there was negatively and statistically significant relationship between the authoritarian parenting style and the ability to delay gratification using Marshmallow test.

#### 3.2 Secondly: Results of the Second Hypothesis

**There is significant correlation at (0.05) between the authoritative parenting style and the delay of gratification.**

To check this hypothesis, Pearson correlation coefficient was used as presented in table (2).

**Table 2**

*The relationship between the authoritative parenting style and the delay of gratification using Marshmallow test (n= 80).  $r=-0.33$ . percentage or children= 50% ( 40 child)*

authoritative parenting style		The delay of gratification		Beta	Sig.
Mean	SD	Mean	SD		
3.97	0.61	10.75	7.13	0.114	0.000**

*\*\* significantly correlated at (p- value  $\leq 0.01$ ). SD= Standard deviation.*

The results of Pearson correlation coefficient shown in table (2) revealed that there was positively and statistically significant relationship between the authoritative parenting style and the ability to delay gratification using Marshmallow test.

### **3.3 Thirdly: Results of the Third Hypothesis:**

**There is significant correlation at (0.05) between the permissive parenting style and the delay of gratification.**

To check this hypothesis, Pearson correlation coefficient was used as presented in table (3).

**Table 3**

*The relationship between the permissive parenting style and the delay of gratification using Marshmallow test (n= 80).  $r=0.37$ . percentage or children= 10% (8) child*

Permissive parenting style		The delay of gratification		Beta	Sig.
Mean	SD	Mean	SD		
2.91	0.79	10.75	7.13	0.271	0.001**

*\*\* significantly correlated at (p- value  $\leq 0.01$ ). SD= Standard deviation.*

The results of Pearson correlation coefficient shown in table (3) revealed that there was positively and statistically significant relationship between the permissive parenting style and the ability to delay gratification using Marshmallow test.

### **3.4 Fourthly: Results of the third hypothesis**

To check this hypothesis, simple and stepwise linear regression were used by determining the authoritative and authoritarian parenting styles as independent variables

and the ability to delay gratification using Marshmallow test as dependent variable, as presented in the tables (1,2).

**Table 4**

*Summary of simple linear regression results for the effect of authoritarian parenting style on the delay of gratification using Marshmallow test (n= 80)*

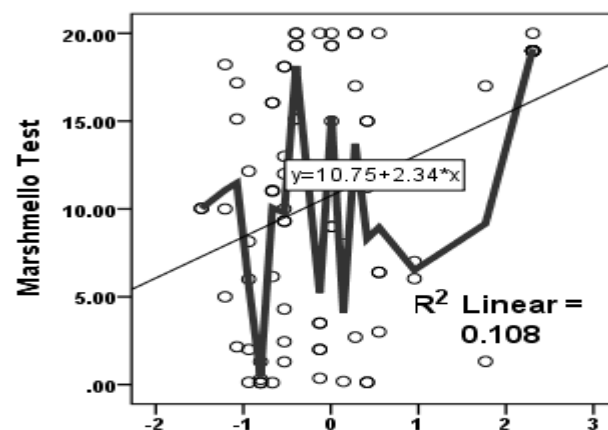
Variable	Unstandardized coefficients		Beta	F	Sig.	R <sup>2</sup>
	B	Std. error				
Constant	19.325	2.89		9.45	0.003*	0.108
authoritarian parenting style	-3.168	1.03	0.36			

\* Significance level ( $P$ -value  $\leq 0.05$ ).

The results of simple regression shown in table (4) indicated that there was a statistically significant effect of the authoritarian parenting style on the delay of gratification using Marshmallow test ( $R^2 = 0.108$ ;  $P \leq 0.05$ ). this result mean that decreasing the authoritarian parenting style explained (10.80%) of the increase of the delay of gratification using Marshmallow as illustrated in figure (4).

**Figure 1**

*The effect of authoritative parenting style and the delay of gratification using Marshmallow test*



**Table 5**

*Summary of Simple linear regression results for the effect of authoritative parenting style on the delay of gratification using Marshmallow test (n= 80)*

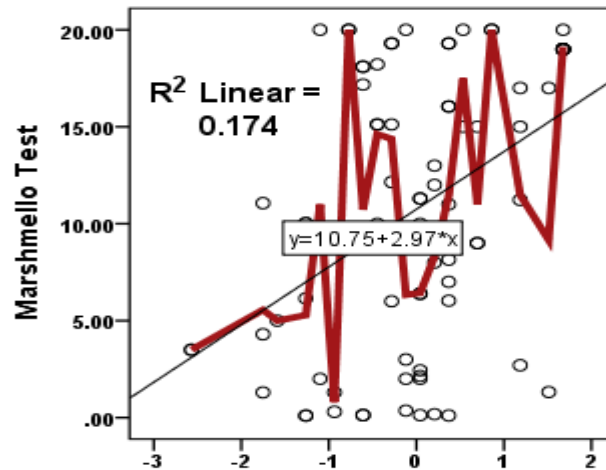
Variable	Unstandardized coefficients		Beta	F	Sig.	R <sup>2</sup>
	B	Std. error				
Constant	-8.546	4.81		16.46	0.000*	0.174
authoritative parenting style	4.856	1.20	0.114			

\* Significance level ( $P$ -value  $\leq 0.05$ ).

The results of simple regression shown in table (5) indicated that there was a statistically significant effect of the authoritative parenting style on the delay of gratification using Marshmallow test ( $R^2= 0.174$ ;  $P\leq 0.05$ ). This result mean that increasing the authoritative parenting style explained (17.40%) of the increase in the delay of gratification using Marshmallow as illustrated in figure (5).

**Figure 2**

*The effect of authoritative parenting style and the delay of gratification using Marshmallow test.*



**Table 6**

*Summary of stepwise linear regression results for determining the effect parenting styles on the delay of gratification using Marshmallow test (n= 80)*

Variable	Unstandardized		Beta	F	Sig.	R <sup>2</sup>
	B	Std. error				
constant	-8.546	4.81		16.46	0.000*	0.174
authoritative parenting style	4.856	1.20	0.114			

\* Significance level ( $P$ -value  $\leq 0.05$ ).

The results of stepwise regression shown in table (6) indicated that the authoritative parenting style was the most parenting styles affecting on the delay of gratification using Marshmallow test ( $R^2= 0.174$ ;  $P \leq 0.05$ ) in comparison with authoritarian and permissive parenting styles.

## **Chapter Four**

### **Discussions and Conclusions**

#### **4.1 Discussions**

Parenting methods have a significant impact on a child's behavior, attitudes, and future success. The three most popular parental styles are often described as authoritative, authoritarian, and permissive. An authoritative parenting style combines love, support, and clear communication with fair degrees of control and discipline. An authoritarian attitude is one that is harsh and dominating, with little warmth or flexibility. The study was based on the mixed methods strategy of collecting quantitative and qualitative data, so the research sample included a study of 80 children and an adult from Bethlehem Governorate. Five-year-olds from different socioeconomic backgrounds participated. New research for the Marshmallow test examines how parenting styles affect young children's ability of gratification. Parents were assessed using a standardized questionnaire modified from previous investigations, whereas permissive parenting involves lots of love but no rules. Parental warmth, control, communication, and expectations were surveyed. The Marshmallow experiment also assessed participants' ability of gratification. The data showed that most parents were authoritative, while a smaller percentage were authoritarian or permissive. Parenting approaches and children's ability of gratification were positively correlated in the Marshmallow test. Children with authoritative parents were likelier to delay pleasure than authoritarian or permissive parents. The research found that children with authoritative parents showed positive emotions like tenacity and calmed throughout the test. This research supports parental influence on children's growth and behavior. According to the research, an authoritative parenting style balances love, support, and discipline and helps youngsters learn to wait for pleasure. This research emphasizes the importance of ongoing research in this field and the potential impact of parental interventions on their children's future successes.

##### **4.1.1 Discussion of the First Hypothesis**

In this section, we can discuss the original hypothesis through a dialogue. The investigation produced evidence that supports the original hypothesis that suggested a negative connection between the parenting approach characterized by authoritarianism

and the ability to delay gratification as evaluated by the Marshmallow test. According to the outcomes, the offspring of authoritarian parents exhibited a reduced tendency to postpone immediate rewards compared to their peers with non-authoritarian parents. The above results are consistent with prior research conducted in this area. As per Kol's (2016) discoveries, there is a negative association between the authoritarian parenting style and children's delay of gratification.

Similarly, a study conducted by Sethi et al. (2000) revealed a relationship between parental authoritarianism and a decrease in self-regulation and an increase in impulsive behavior among children. The above-mentioned outcomes highlight how crucial parents are in shaping their offspring's ability to delay their desires, which in turn impacts their overall development. Cherry (2015) states that both parents influence their children's personalities, lifestyles, and behaviors. Authoritarianism may impede children's emotional development and self-regulation. According to Sarwar (2016), such methods have long-term impacts on children, including worse academic performance, greater risk-taking, and mental health issues.

Authoritarian parents also enforce tight rules that neglect children's emotional and personal needs to adhere to society. Avoidance and resistance may decrease children's self-regulation and delayed gratification. According to Kol's 2016 study, authoritative parenting balances support and control and improves children's self-regulation and delayed gratification. In conclusion, authoritarian parenting negatively affects children's capacity to defer pleasure. Parents must consider how their parenting style affects their children's emotional development. They should use positive methods to raise their children. Parenting techniques and postponed gratification mechanisms need more research. Ineffective parents require effective interventions.

#### **4.1.2 Second Hypothesis**

The second hypothesis examined how authoritarian, permissive, and authoritative parenting styles affected Marshmallow test deferral. Authoritative parenting promotes postponed pleasure. The Marshmallow test showed a substantial positive link between authoritative parenting and delay of gratification. Abu Al Rub (2013), Christian and Yvette (2010), Mas, Ah, and Mt (2017), Dereli (2016), and Makkar and Arya (2017) found similar results. According to research, children raised by authoritarian parents

have high social and emotional talents, are independent, can make decisions on their own, and can self-control Abu Al Rub (2013). In contrast to authoritarian parents, who impose strict rules and laws without considering their children's feelings and desires, and permissive parents, who let their children do whatever they want without providing guidance or consequences, authoritative parents strike a balance between support and control. They provide structure and guidance while also encouraging their children to voice their feelings and opinions, promoting autonomy and self-reliance (Charistian & Yvette, 2010).

Furthermore, children reared in an authoritative parenting style have higher levels of self-esteem and self-reliance Makkar & Arya (2016), which can help them to delay of gratification. This is because self-esteem and self-reliance assist children in better managing unpleasant emotions and regulating their behavior Nijhof & Engels (2007). Furthermore, authoritative parenting enables children to create their own coping methods for stress and obstacles, which can lead to more successful self-regulation (Mas, Ah & Mt, 2017).

This research found that formal education significantly improves children's ability to delay of gratification, which is crucial to their long-term success and well-being. Delayed gratification improves social competence, academic performance, behavior, and drug use Dereli (2016). Authoritarian parenting emphasizes self-control and self-regulation, which helps children succeed in the intellectual, social, and emotional spheres. In conclusion, authoritative parenting increases the marshmallow test to delay gratification more than authoritarian and permissive parenting approaches. According to previous studies, authoritative parenting promotes children's independence, self-reliance, and self-control. The findings underscore the importance of effective parenting styles in shaping children's long-term development, success, and well-being. The processes linking authoritative parenting with delayed gratification require further investigation, as do effective therapies for abusive parents. Individuals raised under this parenting style are more likely to engage in less risky activities and demonstrate superior social skills than their counterparts raised under other parenting styles (Darling, 1999).

### **4.1.3 Discussion of the third hypothesis**

The third hypothesis of this study aims at examining the relationship between the permissive parenting style and the ability to delay gratification. The mixture test was used to study it. Depending on the analysis results, a significant and positive correlation was discovered between the permissive parenting style and the ability to delay consent and delay gratification. The results are consistent with previous studies that were investigated by Yette (2010), Sethi et al. (2000), and Makkar and Arya (2000) in 2016. It is clear to us, as shown by the results using the mushroom test that there is a significant and positive correlation between permissive parenting and the ability of the third hypothesis of the current study, which is clear to us through that it aims to explore the relationship between style Permissive parenting and the ability to delay immediate gratification. Parents show more permissiveness and can comply with their children's requests, even if they make these demands insistently, and this follows the tolerant approach. An indulgent parenting style is a relaxation method where parents show more permissiveness and are more likely to comply with their children's requests if they ask for it constantly. Indulgent parenting promotes high self-esteem, independence, and self-sufficiency in young children. According to Baumrind's study (1966), permissive parents generally expect a friendlier rather than strict parental attitude.

It was essential to realize that child-rearing approaches vary by culture, society, and environment. Some cultures value authoritarian child-rearing methods. The authoritative parenting style affected the child's capacity to defer pleasure greatly. At the same time, others may prioritize permissive or authoritative approaches that promote confidence in children. It is necessary to consider the cultural differences and nuances, and that is when studying the effects of parenting styles on the child's development and the influences that affect the child's behavior and actions. Implementing a permissive approach to parenting may enhance an individual's ability to resist instant gratification, as evidenced by his performance on the Marshmallow test. It is important to stress that parenting styles are complex structures that produce diverse outcomes for children, contingent on various factors. They are unique to each individual and contextual factor. More research is needed to understand the intricacies and intricacies of parenting styles and their impact on children's development. The fourth hypothesis of the study focuses on evaluating the relationship between authoritative parenting approaches and the

ability to wait for rewards, as measured by the Marshmallow test, compared to authoritarian and permissive approaches affecting child behavior.

#### **4.1.4 Discussion of the fourth hypothesis**

Flexibility and coping mechanisms in the face of difficult situations need to be strengthened by providing for the needs of children by parents. Therefore, there is a clear necessity that the more the relationship involves the formal approach between parents and children, the more balance is achieved in the life and behavior of the child. It is clear to us that the formal approach involves a balance between upbringing and discipline and creating an organized and conducive environment that promotes the development of self-control and the ability to delay gratification in children, which is a supportive incentive to confirm the importance of this style. In addition, the reliable method in parenting also nurtures a communicative environment that facilitates effective participation and cooperation between parents and children, which leads to regulating the child's emotional and behavioral responses and building an individual who can control his behavior and control himself. All previous studies by Yan (2015), Makar and Arya (2016), and Duckworth, Tsukayama, and Kirby (2017) are all consistent with our results. According to the study, the psychological pressure Palestinians suffer under their occupation may contribute to adopting effective parenting practices that promote optimal mental development (Dereli, 2016).

#### **4.2 Conclusions**

It can be concluded that most parents try as much as possible to make their children can self-control and control, which results from the ability to delay gratification and try to reduce the pressures that children are exposed to because of what is happening around them, so they follow authoritative style. Accordingly, the researcher recommends the following recommendations:

- Holding seminars and lectures for parents as well as teachers and providing them with the necessary information to deal with troubled students, and how to identify the needs surrounding them and try to satisfy them.
- Directing parents and teachers to avoid using methods of slander, ostracism, neglect and contradiction in treatment because of their negative effects in the formation of a negative concept of self and others, which results in various manifestations of

behavioral disturbance. and directing them and enhancing their positive behavior in a way that contributes to the development of their personality and confidence.

- The need for children to feel accepted by parents as well as teachers and to participate in the activities themselves.
- Educating families and children about the stage of adolescence and the changes that accompany it, as well as increasing their social, cultural, and political awareness, which increases their responsibility.
- It is necessary to work on providing students with abilities that expand their horizons, providing educational guidance devices, vocational guidance, and family guidance through the introduction of some guidance programs in relation to children of this age regarding the future and working to spread psychological culture in our schools.
- The importance of having good leadership in the home and school and uniting the child with it because the unification process is much more important than education, advice and orders, and the personality of parents and teachers is extremely important for the mental health of students and children.
- Encouraging workers in the field of mental health to prepare some treatment and preventive programs to alleviate the behavioral disorder and improve the treatment of parents for their children, and then the relationship between them.
- Working to expand the role of the social and psychological specialist in the process of directing and guiding children, identifying the category of children with disordered conduct and an assistant attempt to aid and assistance to cases suffering from behavioral disorder and the need for cooperation between the Ministry of Education and some therapeutic and preventive psychological centers.

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## **Appendices**

### **Appendix B**

#### **Consent Informed**

Please read and complete this form carefully. If you are willing to participate in this study, Circle the appropriate responses and sign and date the declaration at the end. If you do not understand anything and would like more information, please ask.

- I have had the research satisfactorily explained to me in verbal and / or written form by the researcher. Yes\ No
- I understand that I may withdraw from this study at any time without having to give an explanation. Yes\ No
- I understand that all information about me will be treated in strict confidence and that I will not be named in any written work arising from this study. Yes \ No
- I understand that you will be discussing the progress of your research with research team & supervisor. Yes \No.
- I freely give my consent to participate in this research study and have been given a copy of this form for my own information. Yes \No

Name: ----- Signature: ----- Date----- :

## Appendix C

### Parental Authority Questionnaire (English Version)

The Parental Authority Questionnaire (PAQ) is a survey meant to collect data on parents' parenting behaviors with their preschool-aged kid (4-5 years old). The questionnaire is administered on paper and takes about 10-15 minutes to complete. Participation in the study is entirely voluntary, and all replies are kept strictly confidential.

The PAQ is designed to examine parents' usage of various parenting styles, such as authoritarian, authoritative, and permissive. On a 5-point scale, parents are asked to score how strongly they agree or disagree with a series of statements regarding their parenting techniques (1= strongly disagree, 5= strongly agree). The statements are intended to assess several aspects of parenting, such as establishing rules and limitations, offering emotional support, and encouraging independence.

It is critical for parents to reply to the statements based on their experiences with their eldest kid between the ages of 4 and 5. This guarantees that the replies are tailored to the child being evaluated and are not impacted by parenting approaches used with other children in the family.

The PAQ responses are evaluated to establish the parent's prevailing parenting style. High levels of warmth and support, clear norms and expectations, and opportunity for children to make decisions and accept responsibility for their actions characterize the authoritative parenting style. Overall, the PAQ is a valuable tool for researchers and practitioners to utilize in assessing parenting practices and determining the influence of various parenting styles on child development. Understanding diverse families' parenting habits allows for the development of interventions to encourage positive parenting practices and enhance child outcomes.

#### **Formation & Structure of the Tool:**

We would like you to complete a 10–15-minute paper copy survey to give us basic information about you. Your participation in this research is voluntary.

your responses will be kept confidential and will be released only as summaries where no individual's answers can be identified in any way.

















جامعة النجاح الوطنية  
كلية الدراسات العليا

أساليب التربية الوالدية وعلاقتها بالقدرة على تأخير الإشباع باستخدام اختبار المارشملو لدى

الأطفال من عمر 5 سنوات في محافظة بيت لحم

إعداد

لينا اغبارية

إشراف

د. فايز محاميد

د. سيزر حكيم

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في علم النفس الاكلينيكي، من كلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

2023

## أساليب التربية الوالدية وعلاقتها بالقدرة على تأخير الإشباع باستخدام اختبار المارشملو لدى الأطفال من عمر 5 سنوات في محافظة بيت لحم

اعداد

لينا اغبارية

إشراف

د. فايز محاميد

د. سيزر حكيم

الملخص

هدفت الدراسة الحالية إلى التعرف على العلاقة بين التربية الوالدية والقدرة على تأخير اشباع الرغبات باستخدام اختبار المارشملو لدى الأطفال من سن 5 سنوات في محافظة بيت لحم، حيث اتبعت الدراسة المنهج الوصفي الارتباطي، وأجريت على عينة مكونة من الأطفال الذين تبلغ أعمارهم خمس سنوات وأولياء أمورهم. العدد التقريبي كان 80 طفلاً مع أحد والديهم ( 80 أباً). تم اختيار عينة البحث باستخدام طريقة العينة العشوائية العنقودية البسيطة. أشارت النتائج إلى أن أسلوب الأبوة الموثوق كان من أكثر الأساليب الأبوية التي أثرت على تأخير اشباع الرغبات باستخدام اختبار المارشملو ( $R^2 = 0.174$ ؛  $P \leq 0.05$ ) مقارنةً بأنماط الأبوة السلطوية والمتساهلة وان هنالك علاقة سلبية بين أسلوب التربية الوالدي المتسلط وبين القدرة على تأخير اشباع الرغبات، اما عن أسلوب التربية المتساهلة والموثوقة هناك علاقات ايجابية مع القدرة على تأجيل اشباع الرغبات. وفي ضوء نتائج الدراسة توصي الباحثة بعقد ندوات ومحاضرات لأولياء الأمور والمعلمين، وتزويدهم بالمعلومات اللازمة للتعامل مع الطلاب المتعثرين، وكيفية التعرف على الاحتياجات المحيطة بهم ومحاولة إشباعهم. كذلك توجيه الآباء والمعلمين إلى تجنب استخدام أساليب النبذ والإهمال والعقاب في العلاج لما لها من آثار سلبية في تكوين مفهوم سلبى عن الذات والآخرين مما ينتج عنه مظاهر مختلفة من الاضطراب السلوكي. وتوجيههم وتعزيز سلوكهم الإيجابي بما يساهم في تنمية شخصيتهم وثقتهم.

الكلمات الرئيسية: أساليب التربية الوالدية. تأخير الإشباع الرغبات، اختبار المارشملو.