

The Reflection of Love and Security Feelings on the Development of the Child's Leadership Personality in the Early Childhood Stage from the Perspective of Early Childhood Teachers in Qasim

BY

Dr. Jawharah Fahad Abdul Aziz Al-Fehaid
Assistant Professor in the Department of Early
Childhood, College of Education, Qassim university

مجلة الدراسات التربوية والانسانية . كلية التربية . جامعة دمنهور . المجلد
الخامس عشر - العدد الأول - لسنة 2024

The Reflection of Love and Security Feelings on the Development of the Child's Leadership Personality in the Early Childhood Stage from the Perspective of Early Childhood Teachers in Qasim

Dr. Jawharah Fahad Abdul Aziz Al-Fehaid

Abstract

The study aimed to investigate the reflection of love and security feelings on the development of the child's leadership personality in the early childhood stage from the perspective of early childhood teachers in Qasim. The study used the analytical descriptive approach. The sample of the study consisted of 75 early childhood teachers. They were chosen randomly. The researcher used a questionnaire to collect data. The results revealed that the level of feelings of love and security among children in early childhood from the point of view of early childhood teachers in the city of Qasim is high as the total mean equals (4.28). The level of the leadership's personality among children in early childhood from the point of view of early childhood teachers in Qasim is high with a total mean of (4.14). There is a positive relationship between the level of feelings of love and security on the development of the leadership's personality of children in early childhood from the point of view of early childhood teachers in Qasim. Based on the results of the study, the researcher recommended the following: training parents on how to develop and communicate feelings of love and security to their children. Holding integrated programs for children of kindergarten age for both children and their families to maintain their level of leadership skills.

Keywords: love and security feelings, leadership personality, early childhood, early childhood teachers.

المستخلص

هدفت الدراسة إلى التعرف على انعكاس مشاعر الحب والأمان على تنمية الشخصية القيادية لدى الطفل في مرحلة الطفولة المبكرة من وجهة نظر معلمي الطفولة المبكرة في القصيم. واستخدمت الدراسة المنهج الوصفي التحليلي. وتكونت عينة الدراسة من 75 معلماً ومعلمة لمرحلة الطفولة المبكرة. لقد تم اختيارهم بشكل عشوائي. واستخدمت الباحثة استبانة لجمع البيانات. وأظهرت النتائج أن مستوى مشاعر الحب والأمان لدى الأطفال في مرحلة الطفولة المبكرة من وجهة نظر معلمي مرحلة الطفولة المبكرة في مدينة القصيم مرتفع حيث بلغ الوسط الحسابي (4.28). مستوى الشخصية القيادية لدى الأطفال في مرحلة الطفولة المبكرة من وجهة نظر معلمي الطفولة المبكرة في القصيم مرتفع بمتوسط حسابي (4.14). توجد علاقة إيجابية بين مستوى مشاعر الحب والأمان على تنمية الشخصية القيادية لدى الأطفال في مرحلة الطفولة المبكرة من وجهة نظر معلمي الطفولة المبكرة في القصيم. وبناء على نتائج الدراسة أوصت الباحثة بما يلي: تدريب الوالدين على كيفية تنمية وتوصيل مشاعر الحب والأمان لأبنائهم. عقد برامج متكاملة للأطفال في سن الروضة لكل من الأطفال وأسرهم للمحافظة على مستوى المهارات القيادية لديهم.

الكلمات المفتاحية:

مشاعر الحب والأمان، الشخصية القيادية، الطفولة المبكرة، معلمي الطفولة المبكرة.

Introduction:

A person experiences various life situations at different stages of their life, which can be both joyful and sad. These experiences contribute to the development of his personality. The social environment in which a person exists can also play a role in shaping his experiences, including instances of rejection.

The family is the setting where a person's personality is developed; in the family, a child learns how to communicate assertively or not, whether to be confident or not, whether to be skeptical or to be self-assured. This child will grow up to be an adult, with or without inhibitions. The parents are the ones who mold their child's personality and serve as examples and benchmarks for them. The child will relate to the parents in the same manner in which the life partners relate to one another and in which the parent and child relate to one another (Marilena, T. (2015).

The first teachers and role models for children are their parents. They are in charge of developing the child's character and instilling good ideals in them. Children emulate, listen to, and watch their parents. Therefore, it is crucial that they provide an example that children wish to imitate. Parents must lead by example as a Mother or Father if they want their children to take their advice seriously. However, the vast majority of parents utterly fail to uphold that standard and instead serve as poor role models. Parenting is without a doubt one of the most demanding and challenging jobs in the world. Being a good parent necessitates sacrifice and ongoing learning. It takes a willing parent to bring up children who are respectful and responsible (Mary, 2016).

The parent-child relationship and the family environment, which includes all primary caregivers, are the cornerstones of children's wellbeing and healthy development, as shown by decades of research. Children begin learning at birth and rely on their parents and extended family to take care of them and protect them. The influence of parents may never be more apparent than in a child's formative years, when the brain is rapidly developing and almost all of the child's experiences are influenced and formed by parents and the home environment. Parents set a course for their children's health and wellbeing during childhood and beyond by assisting them in developing and honing their knowledge and abilities.

Children is impacted by the parental experience. Parenting, for instance, can enhance and focus children's life, cause tension or peace in children, and

elicit a wide range of emotions, such as happiness, grief, fulfillment, and rage (National Academies of Sciences, Engineering, and Medicine, 2016.)

However, parents guide children to be happy in their lives through proper education that enhances feelings of love, safety and stability and enhances their personalities. Moreover, parents try to avoid their children all actions which could remove sad feelings (Badu, 2019).

Early love helps to foster a learning atmosphere where children can use and develop their own resources to finally e

xhibit their abilities to the fullest. Being able to see things from a child's perspective can be one of the defining characteristics of a caring parent (Bigras, et al., 2021).

Recent years have been marked by a notable increase, among researchers and policy makers alike, of interest in the themes of well-being in family, the relationships between family and child especially feelings of love and safety, the importance of a "good childhood," concerns with safety and happiness of child, and developing the personality of child," claims Coleman (2009).

Thus, it would appear that efforts to boost pleasure and safety have become more and more common in childhood. One fundamental assumption is that experiencing sentiments of love and safety are important not only because they make us feel good, but also because they have positive consequences. Early on in a child's life, this is important since parental love for the child fosters the development of the child's leadership qualities (Uusiautti, & Määttä, 2013).

Relationships that are loving and stable with children are crucial for a person's healthy development from the moment of birth (Bellis, et al., 2013). A wide range of competencies, such as a love of learning, a secure sense of who one is, positive social skills, multiple successful relationships later in life, and a sophisticated understanding of emotions, commitment, morality, and other facets of human relationships are all influenced by early, secure attachments. Simply put, building strong relationships with other kids lays a foundation of skills that kids will need all their lives (National Scientific Council on the Developing Child, 2004).

National Academies of Sciences, Engineering, and Medicine. (2016). Parenting matters: Supporting parents of children ages 0-8.

Feelings of love and safety are linked to the child's leadership personality. These feelings help the child to be active, able to communicate with others, express his thoughts, understanding others, and leading his

colleagues. Feeling of love strengthens the social relations between the child and his friends (Izzaty, 2018).

Through the foregoing, it is clear that the feelings of love and security reflect positively and in a more effective way on the child's leadership personality. These and related insights emerging from research about feelings of children have strong implications for settings where young children are cared for and educated. This study provides an overview of the reflection of love and security feelings on the development of the child's leadership personality in the early childhood stage from the perspective of early childhood teachers in Qasim and its implications for what educators and other adults who work with children need to know and be able to do in order to best support children's healthy development and their leadership personality.

Research Statement:

Through her experience with children at early childhood, the researcher found that many children lack feelings of love and security. Moreover, through her discussion with many childhood teachers, many of them referred to the important role of family on developing the personality of children especially leadership personality.

On the other hand, Wilson (2013) stressed the importance of paying attention to the positive mental health of children which includes social, psychological, and emotional well-being. The positive mental health promotes success in life and affects how children feel, act and think. It also helps determine how they handle stress, relate to others, and make healthy choices.

Moreover, emotional wellbeing such as love and security are important at every stage of life, from childhood and adolescence through adulthood. These feeling enhance children to communicate with each other, negotiate with parents and teachers, express their ideas and thoughts (Chafouleas, 2020).

Ibragimova, & Zhmakina, (2020) stated that developing leadership qualities in children appears to be the way to achieve self-actualization of an individual and help adolescents learn to make good decisions. Giving all children the opportunity to feel themselves true members of society with rights and duties, engaging them in subject-to-subject relations and various social activities in order to promote personality development and self-actualization, practicing various social roles with children – all this allows us to rank family feelings such as love and security as a unique space for developing leadership qualities in adolescents.

Family is the most significant player that can create these chances, and leadership skills acquisition should start in the early years (Laygo-Saguil,

2021). All ages of children are capable of being leaders (Montgomery & Kehoe, 2015). Since the development of leadership skills in young learners lies in the hands of their parents at home (Chen, 2019).), parents should demonstrate the capacity to build strong relationships in order to instill these skills in their children (Mulovhedzi & Mudzielwana, 2016).

Research questions:

The research will answer the following questions:

- What is the level of means of participants' responses on the domain of feelings of love and security of the questionnaire among children in early childhood from the point of view of early childhood teachers in Qasim?
- What is the level of means of participants' responses on the domain of leadership personality (group membership, conscientiousness, openness to experience, and extraversion) of the questionnaire among children in early childhood from the point of view of early childhood teachers in Qasim?
- What is the relationship between the level of feelings of love and security on the development of the leadership personality of children in early childhood from the point of view of early childhood teachers in Qasim?

Research Purpose:

The research will achieve the following objectives:

- Identifying the level of means of participants' responses on the domain of feelings of love and security of the questionnaire among children in early childhood from the point of view of early childhood teachers in Qasim.
- Identifying the level of means of participants' responses on the domain of leadership personality (group membership, conscientiousness, openness to experience, and extraversion) of the questionnaire among children in early childhood from the point of view of early childhood teachers in Qasim.
- Identifying the relationship between the level of feelings of love and security on the development of the leadership personality of children in early childhood from the point of view of early childhood teachers in Qasim.
- Research Hypotheses:The level of means of participants' responses on the domain of feelings of love and security of the questionnaire among children in early childhood from the point of view of early childhood teachers in Qasimis is high.

- The level of means of participants' responses on the domain of leadership personality (group membership, conscientiousness, openness to experience, and extraversion) of the questionnaire among children in early childhood from the point of view of early childhood teachers in Qasim is high.
- There is a positive relationship between the level of feelings of love and security on the development of the leadership personality of children in early childhood.

The importance of the research:

The importance of the research is highlighted in the following aspects:

- The novelty of the topic raised by the research, as it focuses on highlighting the importance of feelings of love and safety and benefiting from them in developing the child's leadership personality in the early childhood stage.
- The research may be useful in filling the deficiencies in previous studies that dealt with the early stage of child and personal development, as it thus adds another important aspect, which is taking into account the feelings of love and security in the development of the child's leadership personality through the viewpoint of early childhood teachers in Qasim. Most of the previous studies focused on the role of teachers on developing leadership personality, but this study focused on love and security feeling in special. These feelings are related directly to emotional and psychological development of children.
- This research may enrich the public library with results that benefit science students and researchers about the importance of feelings of love and security in building the child's leadership personality in the early childhood stage. The researcher may learn more about the role of parents in enhancing feelings of love and security. Moreover, they may learn how to train young children to build their leadership skills
- The results of the research may benefit the designers of the educational curricula in taking into account the psychological aspect related to the feelings of love and security and its significant role in developing the child's leadership personality in the early childhood stage and designing educational activities that help teachers to enhance this aspect. Moreover, designers can plan some lessons about famous leaders in Saudi Arabia and Arab and Islam countries and teach children their skills.

Research Delimitations:

The research limits are represented in four basic limits:

- **Topic limit:** It is the reflection of the feelings of love and safety on the development of the leadership personality of children in the early childhood stage.
- **Spatial limit:** Al-Qasim region.
- **Time limit:** The academic year 2022-2023 / 1443-1444.
- **Human limit:** Children who belong to the early childhood stage.
-

Study Terms:

The following is a definition of some of the terms used in the research as follows:

● **Feelings of love and safety:**

They are defined as a group of good sensory or moral impressions emanating from an individual as a result of being affected by positive situations he is exposed to, and appearing in behavioral patterns corresponding to these impressions. Human happiness and well-being are also socially important: "a happier society overall is beneficial to the greater good". (Uusiautti, & Määttä, 2013, 110).

It is defined procedurally as those feelings that dominate the children of the early stage who learn in the Qasim region, and that appear in the research through: stability and interdependence between the child and his family, his feeling of happiness when his parents participate in the parties that are held in kindergartens, and his feeling of love when his parents support him in the performance of his homework. The family provides the child with the opportunity to express his thoughts.

● **The child's leadership personality:**

In both its material and moral parts, the personality is defined as the dynamic organization in the individual of all psychological and physical formations. As for the child's leadership personality, it is that personality that the child has, through which he performs a set of actions with the aim of influencing the group around him through discussion and persuasion to achieve specific goals (Ibragimova, & Zhmakina, 2020, 145).

It is defined procedurally in this study as that personality in which the features of leadership appear among the children of the early stage in the Qasim region, and it appears in the research through helping the child to plan some activities and helping him in arranging the steps of the subject he wants

to reach and the ability to form social relationships with colleagues and teachers.

●Early childhood:

The period of growth and development from the second to the fifth year is a comprehensive concept that includes education, health, nutrition, child protection, social welfare and social protection for children (Ferreira, et al., 2021, 52).

The early stage child is defined in this research as the child who reaches the age of two and continues until he reaches the fifth year of his life.

Literature review and previous studies:

The emotional domain is one of modern concepts that have a clear impact and is important in the life of every child and his way of thinking, relationships and emotions, cooperation exists between feeling and thought, or between the mind and heart highlights the role of emotion in the influential thinking, both in making wise decisions, or in giving children the opportunity to think clearly (Fomby, et al., 2010).

These feelings has a major impact in improving the performance and solve problems and increase productivity at the level of individuals and institutions . Due to the need for family to increase the pace of learning of their children and to be able to keep pace with the dramatic changes in contemporary school environment, they need more openness and receive new ideas and concepts, as they need to invent new ways and methods to enhance their children. the family need to support their children, love them, give them more time to express their thoughts and feeling (DeFrain, & Asay, 2007).

George, (2000). suggested that feelings (moods and emotions) play a central role in the leadership process. More specifically, it is proposed that emotional feelings the ability to understand and manage moods and emotions in the self and others, contributes to effective leadership in children. There are four major aspects of emotions, the appraisal and expression of emotion, the use of emotion to enhance cognitive processes and decision making, knowledge about emotions, and management of emotions. Emotions contribute to effective leadership of children by focusing on five essential elements of leader child effectiveness: development of collective goals and objectives; instilling in others an appreciation of the importance of work activities; generating and maintaining enthusiasm, confidence, optimism, cooperation, and trust; encouraging flexibility in decision making and change; and establishing and maintaining a meaningful identity for the child.

The first love often comes from mother and immediate family members. A family's love psychologically grounds child and provides a framework for future relationships. It enables child to form secure attachments. Securely attached children feel safe and cared for. If the child had secure bonds, parents were likely responsive and fulfilled needs when child was young (Fairchild, & O'Shea, 2022).

Higher levels of social functioning later in life are correlated with strong ties and a sense of care from loved ones. When a youngster has strong attachments, it's also easier for them to maintain positive relationships as they develop and move through life (Waldfoegel, et al., 2010).

Stable family ties offer benefits beyond those that support the development of solid attachments and social functioning. When a child feels secure, safeguarded, and loved throughout those formative early years, they have a solid foundation for the rest of their lives. Future prospects appear promising (Sun, & Li, 2011).

Other advantages of living in a cozy home where love is abundant in a family include: gaining self-assurance and a high sense of self-worth, developing communication and social skills, learning conflict resolution techniques, maintaining good physical health (thanks to home-cooked healthy meals, regular play and exercise, and early bedtimes), and becoming more resilient and adaptable as the child and family overcome challenges. Moreover, having a sense of security and predictability and feel supported when you need it (Briggs, et al., 2019).

According to Thomas, & Umberson, (2017) persons who had more pleasant childhood experiences were less likely to have depression or other mental health problems as adults and were more likely to report receiving social and emotional support from others. It's crucial to feel loved by our family and have wonderful childhood memories while you're young. The study also demonstrated that even when unpleasant childhood events occurred, boosting happy childhood experiences may lessen concerns with adult mental health.

Tomayko, et al., (2017) stated that parents should be trained and encouraged to communicate effectively with their children. Because the respect of children, love, care are of the pillars that contribute to improving the personality of children and play a pivotal role in the promotion of values, beliefs and behaviors of children and in order to move towards building the independent personality of the child .

Moreover, Sadr, (2012) stressed the large role that emotional feelings play in the development of leadership competencies.

On the other hand, the findings of the study (Olannye, 2014) revealed that that emotions are critical factors in leadership performance. Therefore notes that emotional feelings impact in improving the leadership competencies. Therefore it has become necessary to study the potential impact of emotional intelligence in the development of leadership competencies for children.

Asbari, et al (2019) aimed to recognize the effect of parenting style and genetic personality to children's character development. The study used the quantitative method. The sample consisted of (398) parents of students at Aya Sophia Foundation Islamic School. Data were collected using an electronic questionnaire. The results of this study showed that parenting style and genetic personality have a positive influence and significantly contribute to children's character-building and building their leadership character.

Al-Zu'bi, (2015). aimed to investigate the impact of emotional Intelligence on the leadership competencies development A simple random sampling technique was used to select the respondents surveyed with a total of 154 questionnaires administered to the chosen respondents. The findings indicated that there is a significant positive impact of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skill) on leadership competencies development; the study also shows that the most influential dimensions of emotional intelligence is motivation.

Uusiautti, & Määttä, (2013) aimed to investigate the role of building the leadership character of children. The study used the analytical descriptive approach. The questionnaire is used to collect data. The results revealed that Love-based leadership in early education is a method that renews teachers' professional skills. The Finnish early childhood education system offers favorable premises for love-based leadership in early education. The method should also be included in the curriculum of future early childhood education teachers.

Ibragimova, & Zhmakina, (2020, presented the theoretical foundations for studying the development of children's leadership qualities in a child. Today, the issue of developing the personality of a child as a full-fledged citizen capable of fulfilling his/her personal and civilian capabilities and positively expressing himself /herself in society is becoming more topical. The study conclude that by developing the leadership qualities in teenagers when performing activities in a children's public institution, one promotes personal self-actualization and develops personal readiness to make life choices.

Given that parental love is essential for children's optimal development, Sabey, et al., (2018). gathered examples of how parental love was demonstrated

within parent-child relationships. Fifty-eight two-parent, financially stable families consisting of a mother, father, and young child (3–7 years old) from the Midwest were interviewed regarding how they demonstrated or perceived parental love. Results revealed considerable variability in how parental love was demonstrated, with five themes emerging that overlapped between parents and their children: playing or doing activities together, demonstrating affection, creating structure, helping or supporting, and giving gifts or treats. Mothers emphasizing physical and verbal affection and fathers highlighting their more prominent role as playmates. The lay examples provided by parents and children in this exploratory study extend previous conceptualizations of parental love and underscore the importance of parents being attuned and responsive to the specific needs of their children. Moreover, The theoretical underpinnings for researching how children acquire their leadership skills in a child's public institution are presented in this work. The study of Ibragimova, & Zhmakina, (2020) found that developing leadership qualities in teenagers when they perform child-like activities promotes personal self-actualization and develops personal readiness to make life decisions. Today, the issue of developing a child's personality as a full-fledged citizen capable of fulfilling his/her personal and civilian capabilities and positively expressing himself/herself in society is becoming more topical.

.The Methodology

The study aimed to investigate the reflection of love and security feelings on the development of the child's leadership personality in the early childhood stage from the perspective of the early childhood teachers in the city of Qasim. To achieve the results of the study and achieve its objectives; the researcher carried out several procedures, which were represented in defining the study methodology, its population, sample, instrumentation, and statistical procedures. Based on the objectives of the study, its questions, and the methodology of the study, the researcher took the following procedures:

- 1.Choosing a representative sample of the study population, (the early childhood teachers in the city of Qasim), they were selected by stratified random method.
- 2.Ensuring the reliability and validity of the tool, and its suitability for an application.
- 3.Applying the tool on the study sample
- 4.Emptying the data related to the responses of the study sample.
- 5.Conducting the appropriate statistical analysis using the (SPSS) system.
- 6.Computing the statistical results.

1.8. Interpreting and discussing the results and suggesting appropriate recommendations.

3.1 Research Design:

According to the nature of the current study, its problem, and its questions, the researcher used the analytical descriptive approach. The descriptive analytical approach is one of the branches of the specialized descriptive method, which was one of the developments that researchers have added in the image of the original primitive of the concept of descriptive analytical approach, in which the analytical descriptive approach has an additional function more flexible and useful besides the description of phenomena through observation and different methods. The researcher used this approach to collect data from the sample by using the questionnaire. Then data was analyzed using SPSS and simply discussed and justified.

3.2 Population of the study

The study population consisted of all the early childhood teachers in the city of Qasim in Saudi Arabia in the second semester during the year (2022-2023).

3.3 Sample of the study

3.3.2 The sample:

The sample of the study consisted of (75) early childhood teachers in Qasim. They were chosen randomly from the population of childhood teachers in Qasim. The sample represented (30%) of the population. The questionnaire was sent to them by email after having their email from the directorate of Qasim. The only criteria for inclusion the participants was being a childhood teacher. The following tables show the distribution of the sample according to the variables of the study.

Table (1): Sampling and categorization by Gender

Gender	No	Percentage
Male	23	%30.7
Female	52	%69.3
All	75	100 %

Table (1) showed that there are (23) males, and (52) females.

Table (2): Sampling and categorization by the Number of years of experience

the Number of years of experience	No	Percentage
Less than 5 years	24	%32.0
6 years to 10 years	24	%32.0

11 years to 15 years	17	%22.7
More than 15 years	10	%13.3
All	75	100 %

Table (2) showed that there are (24) less than 5 years, (24) from 6 years to 10 years, (17) from 11 years to 15 years, and (10) more than 15 years.

Table (3): The distribution of the study sample according to the Academic qualification

Academic qualification	No	Percentage
Diploma	12	%16.0
Bachelor	41	%54.7
Master, PhD	22	%29.3
All	75	100 %

Table (3) showed that there are (12) have (Diploma), (41) have (Bachelor) degree, (22) have (Master or PhD).

3.4 Instrument of the study:

In this study, the researcher used questionnaire to measure the relationship between the level of feelings of love and security on the development of the leadership personality of children in early childhood from the point of view of early childhood teachers in Qasim.

Description of the questionnaire

The questionnaire was designed by the researcher by reviewing some related studies. The questionnaire consisted of two parts: the first was general information about the sample, and included:

- Gender
- Academic qualification.
- Experience:

The second part consists of two domains according to the requirements of the study:

- The first domain (**feelings of love and security**), includes (10) items. This domain will answer the first question related to level of feelings of love and security among children. This section was adapted from Chelladurai, J. (2020) and Sabey, et al., (2018)
- The second domain (**leadership personality**), includes (10) items. This domain answered the second question related to the mean level of leadership among children. The items were adapted from (Ibragimova, & Zhmakina, 2020).

Thus, the number of items in the questionnaire was (20), which were formulated according to the five-point scale (Likert) (strongly agree equals 5,

agree equals 4, neutral equals 3. Disagree equals 2, and strongly disagree equals 1).

Validity of the questionnaire

The validity of the questionnaire was verified in two ways:

- The Content Validity

The questionnaire was administered to (6) of jury members, supervisors and highly qualified and long experienced teachers. They are specialized in childhood education and administration. This is in order to review their opinions, observations and suggestions about the questionnaire, and the extent to which its items are appropriate to the domains, the extent of clarity and interdependence of these items, and the extent to which they achieve the objectives of the study. The questionnaire was developed by adding or omitting some words only according to the suggestions. They did not add any new statement, therefore the questionnaire remained (20) items, distributed on two domains.

Internal consistency :

The validity of the internal consistency of the questionnaire was measured by calculating the correlation coefficient between each of the items with the total score of the domain to which it belongs, as shown in the following table.

Table (4): : Pearson Correlation Coefficient of Total Score for the First domain

No.	Items of the first domain	Coefficient	Sig
1	There are stable and interdependent relationships between the child and his family	.306**	.008
2	The child feels happy when his parents participate in the parties that are held in the kindergarten.	.575**	.000
3	The child feels love when his parents support him in doing his homework	.408**	.000
4	The child expresses his feelings of love and affection towards his parents.	.542**	.000
5	The child feels safe and stable.	.571**	.000
6	There are good relations between the child and his colleagues.	.618**	.000
7	Parents deal in a kind and calm way if the child makes a mistake.	.552**	.000
8	The child treats his colleagues kindly and not harshly.	.610**	.000

9	The atmosphere of the house is devoid of screaming and family problems.	.584**	.000
10	The family gives the child the opportunity to express his thoughts.	.565**	.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table (4) showed that all of the (10) items of the first domain achieved significant correlations with the degree of the first domain to which each item belongs at the level of significance (0.05); Which indicates the presence of internal consistency of the items of the first domain.

Table (5): Correlation coefficient between each item of the Second domain (leadership personality) and the Total Score for the Second domain

N.	Items of the first domain	Coefficient	Sig
1	The child plans some activities.	.534**	.000
2	The child can arrange the steps or stages of a subject he wants to reach	.537**	.000
3	The child can communicate and look at others.	.592**	.000
4	The child Offers reinforcement and praise to others when they get things done.	.700**	.000
5	The child can form social relationships with teachers and colleagues	.473**	.000
6	The child has the ability to organize his possessions and purposes.	.553**	.000
7	The child possesses physical communication skills	.585**	.000
8	The child uses appropriate methods to solve problems.	.723**	.000
9	The child takes decisions after consultation with others.	.649**	.000
10	The child speaks and acts confidently without arrogance.	.677**	.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table (5) showed that all of the (10) items of the second domain achieved significant correlations with the degree of the second domain to which each item belongs at the level of significance (0.05); Which indicates the presence of internal consistency of the items of the second domain.

Reliability:

The researcher estimated the Reliability of the questionnaire by calculating Cronbach's alpha coefficient for the items of each of the two domains of the questionnaire, and the total mark of the questionnaire.

Table (6): Reliability Coefficient (Alpha Cronbach) of the Questionnaire

Domains	Number of items	Alpha Cronbach
feelings of love and security	10	.722
leadership personality	10	.806
Total mark of the questionnaire	20	.812

Table (6) showed that the reliability coefficient using Cronbach's coefficient of the first (feelings of love and security) domain equals (.722) and the second domain (leadership personality) (.806). The total reliability coefficient is (.812). The questionnaire has a high degree of reliability, and the researcher is reassured to apply it to a sample of the study.

Statistical methods

The researcher used:

1. Pearson correlation coefficient to reveal the internal consistency between each item and its domain in the questionnaire, and each domain and the total score of the questionnaire.
2. Cronbach's alpha coefficient: to find the validity of the study tool.
3. Means, standard deviation, and relative weight.

Answering Questions

The Results of The First Question:

To answer the first question: " What is the level of means of participants' responses on the domain of feelings of love and security of the questionnaire among children in early childhood from the point of view of early childhood teachers in Qasim.?"

The researcher tests the first hypothesis " The level of means of participants' responses on the domain of feelings of love and security of the questionnaire among children in early childhood from the point of view of early childhood teachers in Qasimis is high".

The researcher computed means, standard deviation and rank for the questionnaire " Table (7) shows the results.

Table (7): Standard Deviation and Rate of each Item of the First Domain of the Questionnaire

Items	Mean	ST. Div	Rate
There are stable and interdependent relationships between the child and his family	4.25	.855	6
The child feels happy when his parents participate in the	4.52	.684	1

parties that are held in the kindergarten.			
The child feels love when his parents support him in doing his homework.	4.44	.702	2
The child expresses his feelings of love and affection towards his parents.	4.41	.736	3
The child feels safe and stable.	4.35	.687	5
There are good relations between the child and his colleagues.	4.39	.733	4
Parents deal in a kind and calm way if the child makes a mistake.	4.20	.788	7
The child treats his colleagues kindly and not harshly.	4.08	.784	9
The atmosphere of the house is devoid of screaming and family problems.	4.04	.921	10
The family gives the child the opportunity to express his thoughts.	4.13	.920	8
Total	4.28	0.41	

The findings of table (7) showed that the level of feelings of love and security among children in early childhood from the point of view of early childhood teachers in the city of Qasim is high as the total mean equals (4.28) and it is very high (according to Five Lakert point as).

Item number (2) " The child feels happy when his parents participate in the parties that are held in the kindergarten." is in the first rank with mean equals (4.52). Item number (3) " The child feels love when his parents support him in doing his homework" is in the second rank with mean equals (4.44). Item number (4) " The child expresses his feelings of love and affection towards his parents" is in the third rank with mean equals (4.41).Item number (9) " The atmosphere of the house is devoid of screaming and family problems." reaches the last rank with mean equals (4.04).

The researcher attributes this result that the families understand the importance of giving their children feelings of love and security. Parents understand the benefits of participating in the parties that are held in the kindergarten as their children become happy and do more in their activities. Parents also support their children to perform their homework which makes the child feels loved and happy.

There are good relations between the child and his colleagues as the teachers create different activities which enhance children to cooperate with each other.

According to Al-Zu'bi, (2015) feelings of love and safety are related to the emotional intelligence concept of modern talk, which have a clear impact on the course of the conduct of human life. These feelings have an important influence on child way of thinking and relationships and emotions. There, is a

common denominator between emotions and thinking, between the mind and the heart, and there is

cooperation among children themselves to provide the opportunity for everyone to make the right decisions and thinking properly. A child who is suffering from an emotional disorder or lack of emotional equilibrium such as love and stability

cannot control his emotions.

Dulewicz & Higgs (2004) Found that individuals with high emotional intelligence more successful in their careers and the highest performer functionally and feeling the pressure of work. Leadership skills and have the highest (Slaski& Cartwright, 2002). And have the ability to achieve a balance between work requirements (Higgs & Rowland, 2002). And facilitating organizational change to better operations (Vakola et al., 2004), and increases the performance of work teams (Jordan et al., 2002).

The answer to The Second Question:

To answer the second question: " What is the level of the leadership personality among children in early childhood from the point of view of early childhood teachers in the city of Qasim?

The researcher tests the second hypothesis " The level of the leadership personality among children in early childhood from the point of view of early childhood teachers in the city of Qasim" is high.

The researcher computed means, standard deviation and rate for the questionnaire " Table (8) shows the results.

Table (8): Standard Deviation and Rate of each Item of the Second Domain of the Questionnaire

Items	Mean	ST. Div	Rate
The child plans some activities.	4.29	.818	3
The child can arrange the steps or stages of a subject he wants to reach	4.25	.806	4
The child can communicate and look at others.	4.25	.945	4
The child Offers reinforcement and praise to others when they get things done.	4.33	.906	1
The child can form social relationships with teachers and colleagues	4.33	.794	1
The child has the ability to organize his possessions and purposes.	3.92	.801	10
The child possesses physical communication skills	4.13	.905	6
The child uses appropriate methods to solve problems.	4.05	.998	8
The child takes decisions after consultation with others.	4.01	1.132	9
The child speaks and acts confidently without arrogance.	4.06	1.131	7
Total	4.14	0.563	

The findings of table (8) showed that the level of the leadership personality among children in early childhood from the point of view of early childhood teachers in the city of Qasim is high as the total mean equals (4.14) and it is very high (according to the above criteria).

Item number (4) " The child Offers reinforcement and praise to others when they get things done. And item (5) " The child can form social relationships with teachers and colleagues" are in the first rank with mean equals (4.33).

Item number (9) "The child has the ability to organize his possessions and purposes." reaches the last rank with mean equals (3.92).

This result is attributed to the great role of the family in developing the child's leadership skills, and accustoming the children to solving problems and disagreements with others. As well as the great role of teachers in teaching them how to manage problems in scientific ways, and to help the child increase his influence on others. This indicates the creativity of these children and their skills in managing themselves and managing others and a strong tendency that these children have in becoming leaders later. It is also due to this axis obtaining a high score due to the use of the home, parents and school methods and programs that work to maintain the level of leadership skills of these children and work to develop these skills.

The answer to The Third Question:

To answer the third question: " What is the relationship between the level of feelings of love and security on the development of the leadership personality of children in early childhood from the point of view of early childhood teachers in Qasim?"

The researcher tests the third hypothesis " there is a positive relationship between the level of feelings of love and security on the development of the leadership personality of children in early childhood from the point of view of early childhood teachers in the city of Qasim."

Table (9): Pearson Correlation between feelings of love and security and leadership personality

Domains	Mean	Std. Deviation	Pearson Correlation	Sig
feelings of love and security	42.81	4.158	.356**	.002
leadership personality	41.49	5.636		

The results in Table (9) showed that the value (Sig) (.002) is smaller than the level of significance ($\alpha \leq 0.05$) and the Pearson correlation between feelings of love and security and leadership personality equals (.356) and this value is positive.

Thus it can be concluded that there is a relationship between the level of feelings of love and security on the development of the leadership personality of

children in early childhood from the point of view of early childhood teachers in the city of Qasim.

This can be attributed to the fact that giving the family feelings of love and safety for the child contributes to creating a positive relationship between the child and his family, and this contributes to the formation of the child's integrated and balanced personality. mutual positive. Thus, the existence of a family in which love and security spread, forms the child's dynamic personality, develops his leadership skills and self-reliance, and contributes to directing his behavior and correcting his mistakes, which contributes to the formation of a leadership personality.

This result is consistent with Alkahtani, et al., (2011) which showed that stable personality traits as well as emotional feelings were positively related with Leading Change. Both Openness to Experience and Emotional Stability were significantly and positively correlated with Leadership Style. On the one hand, Zhang, & Arvey, (2009) believe that maintenance of stability is a successful strategy for today's leadership. They believe that in order to have a successful future leadership youth, they should keep things settled and stable. To them, emotional domain especially feeling of love, respect and security. is needed for organizations to function efficiently and effectively. Furthermore, they believe that children should be treated in a special way at home and childhood caring institutions to grow up stable and confident to be good leaders later and this is the appropriate means of success.

Conclusion:

In this research, the reflection of feelings of love and security on the development of the child's leadership personality was identified. The emotional component's importance as a tactic for fostering a child's leadership personality was mirrored in the theoretical framework of the study. According to the study, families should focus on fostering love and safety within the home and make use of strategies for dealing with kids by emphasizing understanding kids' emotions and empowering them to express themselves in a variety of ways that are not dangerous. The study also focused on highlighting the role of the family's interest in children's emotional responses, communication with the school, and participation in the student's activities that develop his leadership personality. Schools should also include family development programs to develop their skills in dealing with children and to recognize the importance of feelings of love and safety. Therefore, it is justified in light of our philosophical, social, and psychological analyses of how children develop leadership skills to provide the following methodological guidelines: A

youngster with leadership characteristics can advance in a public organization by demonstrating some of these qualities and attributes. Children learn about themselves in childhood educational institutions, make decisions about their lives, and absorb and apply their social and personal experiences repeatedly and extensively. Activity is better than other group members and makes key decisions for the group.

Recommendations

Based on the results of the study, the researcher recommends the following:

- Training parents on how to develop and communicate feelings of love and security to their children.
- Holding integrated programs for children of kindergarten age for both children and their families to maintain their level of advanced leadership skills.
- Allowing children to ask various questions and encouraging them to do so, especially questions related to the physical aspect and study questions.
- Working to encourage children to ask different questions because of its positive impact on the development of leadership skills.
- Encouraging all members of society to develop leadership skills, regardless of gender, type of school, parental arrangement, father's and mother's level of education, and age group.
- Conducting more studies that could be concerned with developing leadership skills for different ages.
- Conducting studies on feelings of love and safety and their repercussions on other age groups.

References:

- Alkahtani, A. H., Abu-Jarad, I., Sulaiman, M., & Nikbin, D. (2011). The impact of personality and leadership styles on leading change capability of Malaysian managers. *Australian Journal of Business and Management Research*.
- Al-Zu'bi, H. A. (2015). The impact of emotional intelligence on leadership competencies development of employees. *International Review of Management and Business Research*, 4(1), 96.
- Asbari, M., Nurhayati, W., & Purwanto, A. (2019). The effect of parenting style and genetic personality on children character development. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 23(2), 206-218.
- Badu, R. (2019). Family as the Key of Children Character Building. *International Journal of Innovative Science and Research Technology*, 4(5), 337-340.
- Bellis, M. A., Hughes, K., Jones, A., Perkins, C., & McHale, P. (2013). Childhood happiness and violence: a retrospective study of their impacts on adult well-being. *BMJ open*, 3(9), e003427.
- Bigras, N., Lemay, L., Lehrer, J., Charron, A., Duval, S., Robert-Mazaye, C., & Laurin, E. I. (2021). Early childhood educators' perceptions of their emotional state, relationships with parents, challenges, and opportunities during the early stage of the pandemic. *Early Childhood Education Journal*, 49, 775-787.
- Briggs, S., Cantrell, E., & Karberg, E. (2019). Family Instability and Children's Social Development.
- Chafouleas, S. (2020). Four questions to ask now in preparing your child for school. *Psychology Today*.
- Charles, P., Muentner, L., Gottlieb, A., & Eddy, J. M. (2023). Parent-Child Contact during Incarceration: Predictors of Involvement among Resident and Nonresident Parents Following Release from Prison. *Social Service Review*, 97(1), 169-213.
- Chelladurai, J. (2020). Love at home: Exploring love in religious family relationships. Unpublished master thesis. Brigham Young University.
- Chen, W. (2019). A Case Study on Developing Students' Leadership Skills via Team Work Activities. *Open Journal of Social Sciences*, 7(10), 414-425.
- DeFrain, J., & Asay, S. M. (2007). Strong families around the world: An introduction to the family strengths perspective. *Marriage & Family Review*, 41(1-2), 1-10.
- Fairchild, S. L., & O'Shea, R. (2022). *Pierson and fairchild's principles & techniques of patient care-E-book*. Elsevier Health Sciences.
- Ferreira, M., Reis-Jorge, J., & Batalha, S. (2021). Social and Emotional Learning in Preschool Education-A Qualitative Study with Preschool Teachers. *International Journal of Emotional Education*, 13(1), 51-66.
- Fomby, P., Mollborn, S., & Sennott, C. A. (2010). Race/ethnic differences in effects of family instability on adolescents' risk behavior. *Journal of Marriage and Family*, 72(2), 234-253.

- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human relations*, 53(8), 1027-1055.
- Ibragimova, L., & Zhmakina, N. (2020, January). Developing Children's Leadership Qualities in Public Institutions: a Theoretical Approach. In *5th International Conference on Social, Economic, and Academic Leadership (ICSEALV 2019)* (pp. 134-142). Atlantis Press.
- Ibragimova, L., & Zhmakina, N. (2020, January). Developing Children's Leadership Qualities in Public Institutions: a Theoretical Approach. In *5th International Conference on Social, Economic, and Academic Leadership (ICSEALV 2019)* (pp. 134-142). Atlantis Press.
- Izzaty, R. E. (2018). Happiness in early childhood. *Psychological research and intervention*, 1(2), 64-77.'
- Kartal, H., Balantekin, Y., & Bilgin, A. (2016). The importance of early childhood education and school starting age in the reading-writing learning process. *Participatory Educational Research*, 3(1), 79-101.
- Laygo-Saguil, J. (2021). Exploring Child Leadership: Preparing Leaders for Sustainable Education for the Future. *Online Submission*, 89(1), 287-297.
- Marilena, T. (2015). The role of parents in integrating their own children in society. *Procedia-Social and Behavioral Sciences*, 180, 1680-1685.
- Mary, J. B. (2016). Role of parents in inculcating values. *JARIIE* http://ijariie.com/AdminUploadPdf/ROLE_OF_PARENTS_IN_INCULCATING_VALUES_c1264.pdf.
- Montgomery, A., & Kehoe, I. (2016). Reimagining the purpose of schools and educational organisations. *Developing critical thinking, agency, beliefs in schools and educational organisations*. Springer International Publishing.
- Mulovhedzi, S. A., & Mudzielwana, N. P. (2016). Importance of teaching leadership skills in the foundation phase. *International Journal of Educational Sciences*, 13(2), 202-207.
- National Scientific Council on the Developing Child. (2004). *Young children develop in an environment of relationships*. Harvard University, Center on the Developing Child.
- Olannye, A. P. (2014). An assessment of the effect of emotional intelligence on leadership performance in local government administration. *Journal of Emerging Trends in Economics and Management Sciences*, 5(1), 44-50.
- Sabey, A. K., Rauer, A. J., Haselschwerdt, M. L., & Volling, B. (2018). Beyond "lots of hugs and kisses": Expressions of parental love from parents and their young children in two-parent, financially stable families. *Family Process*, 57(3), 737-751.
- Sadr, Golnaz. (2012). Emotional Intelligence and Leadership Development. *PublicPersonnei Management*, 41(3), 535 – 547.

- Sun, Y., & Li, Y. (2011). Effects of family structure type and stability on children's academic performance trajectories. *Journal of marriage and Family*, 73(3), 541-556.
- Sun, Y., & Li, Y. (2011). Effects of family structure type and stability on children's academic performance trajectories. *Journal of marriage and Family*, 73(3), 541-556.
- Thomas, P. A., Liu, H., & Umberson, D. (2017). Family relationships and well-being. *Innovation in aging*, 1(3), igx025.
- Tomayko, E. J., Prince, R. J., Cronin, K. A., Parker, T., Kim, K., Grant, V. M., ... & Adams, A. K. (2017). Healthy Children, Strong Families 2: A randomized controlled trial of a healthy lifestyle intervention for American Indian families designed using community-based approaches. *Clinical Trials*, 14(2), 152-161.
- Uusiautti, S., & Määttä, K. (2013). Love-Based leadership in early childhood education. *Journal of Education Culture and Society*, 4(1), 109-120.
- Uusiautti, S., & Määttä, K. (2013). Love-Based leadership in early childhood education. *Journal of Education Culture and Society*, 4(1), 109-120.
- Waldfoegel, J., Craigie, T. A., & Brooks-Gunn, J. (2010). Fragile families and child wellbeing. *The Future of children*, 87-112.
- Wilson, C. E. (2013). *A different kind of mandate: Latino faith-based organizations and the communitarian impulse*. University of Pennsylvania.
- Zhang, Z., & Arvey, R. D. (2009). Effects of personality on individual earnings: Leadership role occupancy as a mediator. *Journal of Business and Psychology*, 24, 271-280.