The Practices of Intellectual Stimulation by Parents for Their Children as an Illustration of Transformational Leadership

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ABSTRACT

This research aimed to explicate the extent to which parents engage in the practice of intellectual stimulation for their children, conceptualized as an illustration of transformational leadership, employing a descriptive analytical methodology where an instrument was developed to assess the progression of transformational leadership levels in parenting, encompassing the Bartering, Building, Bonding, and Banking approaches. This instrument was administered randomly to a cohort of (701) parents whose children are enrolled in primary education within the city of Jeddah in Saudi Arabia. The findings indicate that the degree of parental practices of intellectual stimulation is remarkably elevated, suggesting a high level of Banking in transformational leadership, with an arithmetic mean of (6.16 out of 7). Furthermore, the investigation disclosed statistically significant discrepancies dependent upon the gender of the child and the educational level of the parents. The study promotes the execution of additional quantitative and qualitative research to reveal the perspectives of children and compare them with those of their parents, alongside recommending the enhancement of reflection practices among both parents and children through tailored training programs.

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I. INTRODUCTION

The significance of the formative years of a child, particularly during the five-year period preceding formal education, is manifest in the development and cultivation of the child's personality, thereby underscoring the necessity to concentrate on the intrinsic factors affecting the child (Lee & Kim, 2023). Given that the child's primary interactions occur within the domestic environment, the nurturing of these relationships plays a critical role in augmenting the practices associated with the educational process. Despite the crucial nature of all elements surrounding the child, it is the parental practices that exert the most substantial influence on the formation and characterization of the relationship between the child and the parents (Kong & Yasmin, 2022). Education, being one of the more challenging endeavors, necessitates both patience and resilience from parents to achieve the desired outcomes they aspire to attain through the development of their relationship with their children. Investigating parenting practices and their correlation with the child's personality constitutes a salient area of inquiry, characterized by the interplay of factors and variables influenced by the prevailing social conditions and the inherent characteristics of the child, resulting in varied outcomes across different cultural contexts, even though parental practices may exhibit similarities (Akhter et al., 2020).

Considering parental uncertainty regarding their child-rearing methodologies and their overall efficacy, conceptualizing parents as leaders serves to strengthen their practices through the implementation of educational leadership principles. Educational leadership is predicated upon competencies that parents can cultivate and adapt in accordance with various leadership paradigms (Gartzia, 2023). Among the diverse array of educational leadership styles, transformational leadership has been shown to achieve considerable success within the realm of educational institutions (Pinquart & Gerke, 2019). The practices of the transformational leader are manifested in their commitment to fostering a constructive relationship between the child and their parents, which may prompt the leader to engage in actions that are advantageous for both the child and the parents alike. Among the various dimensions of transformational leadership, intellectual stimulation plays a pivotal role by motivating parents to engage in independent thought and articulate the ideas they hold to others (Morton et al., 2010).

This illustrates the advantages of conducting research on the comprehensive parental practices pertaining to intellectual stimulation, which serves as a focal point of transformational leadership within the domain of early childhood education and its consequent effects on child behavioral outcomes. The early years of a child's life, particularly the five years before starting school, play a crucial role in shaping their personality. During this period, parents' interactions with their child have a significant impact on their development. The home environment and parental practices are essential in influencing the child's growth and relationship with their parents (Liu & Guo, 2010). Effective parenting requires patience, persistence, and strong leadership skills. By adopting transformational leadership practices, parents can build a positive relationship with their child and encourage independent thinking and idea-sharing. This leadership style, which includes intellectual stimulation, can benefit both parents and children, making it a valuable area of study in early childhood development (Gartzia, 2023).

Transformational leadership has demonstrated efficacy within the realm of educational institutions, thereby reinforcing its implementation across these entities (Dabke, 2014). Concurrently, it seems that a degree of ambiguity exists among parents regarding the distinctions between democratic and permissive parental leadership, which may lead to inappropriate parental practices that could be detrimental, particularly if parents are convinced of the legitimacy of their approaches and mistakenly attribute them to democratic parenting (Ferguson, 2006). This phenomenon can be elucidated by the challenges inherent in a leader's ability to fully embrace either a democratic or authoritarian leadership style in practical contexts, suggesting that a definitive framework for leadership is often elusive (Vertel, 2024).

Studies have addressed the concept of leadership with parents such as (Galbraith, 2000) who constructed a theoretical model for improving the status of the family through leadership where transformational leadership is one of the patterns that positively affect family well-being. Another study pointed out that transformational leadership

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is similar to effective parenting in many areas (Pooper & Mayseless, 2003). This may be due to the fact that the focus in transformational leadership on developing developmental and psychological processes and raising the level of performance of the follower, in addition to its success in building a positive relationship and achieving the desired outcomes in many areas, is what made its application in parenting verifiable and logical (Morton et al., 2010).

This may be attributed to the remarks of (Wilder, 2014), who noted that parents frequently lack awareness of positive practices when they engage in them intuitively, coupled with a lack of understanding regarding the underlying reasons for many negative behaviors. Both Watabe and Hibbard (2014) articulated the necessity of exploring a broader spectrum of parenting styles beyond the contradiction of assertive and authoritarian parenting during childhood. Conversely, transformative parenting has been evidenced by various research studies across different developmental stages and has been promoted for implementation in early childhood to explain the dynamics of the parental relationship (Morton, 2010). Among the concepts associated with transformational leadership, intellectual stimulation has been identified as the least investigated in the research studies, notwithstanding its potential significance in the developmental path of followers, encompassing attributes such as open-mindedness, respect for opposing viewpoints, acceptance, and reflective thinking (Bolkan & Goodboy, 2010; Morton, 2010; Sanchez-Cardona et al., 2018).

Intellectual stimulation is a crucial aspect as it empowers parents to assist their offspring in autonomously navigating and articulating cognitive strategies (Morton, et al. 2010). The significance of intellectual stimulation is underscored by its beneficial outcomes on educational processes and its affirmative influence on individuals within the vicinity of the leader (Sanchez-Cardona et al., 2018). This concept encompasses aspects such as open-mindedness, respectfulness, acceptance, and reflective thinking; the subsequent discourse elucidates these elements with a particular emphasis on parental practices. The cabability of open-mindedness captures the capacity to approach issues and challenges from multiple perspectives, facilitated by creative thinking and

the reassessment of the validity of assumptions held by both leaders and their followers. Mothers exhibiting elevated socio-economic status demonstrated marked variations in their child-rearing methodologies, encompassing inventive directives, thus illustrating their interpretation of the matter from both their vantage point and that of the offspring (Goodall & Montgomery, 2023). Similarly, a research by (Zhao et al., 2012) identified a pronounced level of parental encouragement for the child in addressing potential challenges, although the domain of intellectual values was noted to have the lowest level of emphasis, which, according to the researchers, may stem from the insufficient application of dialogue within the family atmosphere in comparison to other dimensions.

Respect for alternative perspectives is fundamental. Transformational leadership practices inspire followers by facilitating their creativity and innovation without subjecting them to adverse criticism regarding potential mistakes. The phenomenon of stimulation becomes more pronounced when one engages in problem-solving within the organizational context, examining issues from varied viewpoints while honoring all perspectives (Subandi et al., 2023). Parental acknowledgment of the cognitive independence of their adolescent children can considerably reduce the incidence of foreseen health-related difficulties during this developmental stage (Morton et al., 2010). Furthermore, empirical evidence suggests that transformational parenting practices are marginally more pronounced in fathers in the domain of intellectual stimulation compared to mothers, alongside an indication that paternal transformationalism is more effective in fostering self-regulation concerning physical activities than maternal involvement; conversely, maternal contributions have shown an uptick in promoting healthy dietary habits and overall life satisfaction (Zhao & Yang, 2021).

There is a pronounced appreciation among parents for intellectual values, including the acceptance of differing opinions, which originates within the familial environment, characterized by interactions marked by tolerance, affection, and respect among family members (Jankowska & Gralewski, 2020). The observed disparities in this regard favored parents collectively, attributable to their active engagement in the child's upbringing,

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informed by their awareness, while variations were evident based on educational attainment and socioeconomic status. Acceptance pertains to a positive emotional bond through which the child perceives warmth and affection, feeling valued and emphasized for their strengths rather than their shortcomings, while endeavoring to comprehend their challenges (Khanum et al., 2023). The researchers discovered a negative correlation between acceptance and withdrawal behaviors in children, with significant differences in the degree of warmth favoring maternal figures over paternal ones. Similarly, acceptance exerts a more favorable influence on mothers compared to fathers. This observation underscores the critical role of acceptance and the commitment of parents to fostering the child's sense of belonging within educational settings, as well as the necessity for nurturing and kindness in cultivating connections with family and peers, thereby highlighting the child's capacity to commence from a secure home foundation and engage in behaviors that fulfill their social needs (Yunci & Qing 2023).

The practices employed by parents are designed to cultivate the child's personality and facilitate his social adaptation to the surrounding environment by addressing fundamental needs, ensuring his protection and security, fulfilling his emotional aspirations, and overseeing the developmental phase he is undergoing through effective guidance and mentorship (McKee et al., 2021). This underscores the pivotal function of practices and behaviors across diverse cultures in attaining parenting objectives, which are manifested in the development of the child's personality and his awareness to engage with the external environment, as well as the acquisition of cultural values (Kahraman et al., 2017). Consequently, the child's engagement within a positive environment alongside the parents significantly contributes to the development of his cognitive and social outcomes in subsequent stages of life (Jago, 2011). While physical and genetic determinants are difinitely influential in shaping a child's personality, parental practices have equal significance due to their fundamental role in identity formation. The rationale for investigating these practices is grounded in the research by Kantova (2024) that indicate that higher parental involvement is correlated with an increased probability of high school graduation, while stricter parental behaviour is found to decrease the expected likelihood of completing high school, which embody that constructive practices foster a fundamental motivation within the child to achieve success, whereas detrimental practices may adversely impact his motivation.

Reflection, in this context, refers to a form of reflective cognition, which involves a perceptive examination of the circumstances encountered by the child, along with a thorough analysis, interpretation, and formulation of a suitable resolution through intentional cognitive processes (Kong & Yasmin, 2022). The investigation conducted by Camoirano (2017) identified the efficacy of parental reflection in mirroring the child's experiences and advocated for further comprehensive research on susceptibility. The inquiry conducted by Lo and Wong (2020) also encompassed a review of antecedent research on parental reflection, revealing that such reflection is predominantly observed during middle childhood (ages 6–12), a phenomenon the researchers attributed to the enhanced comprehension of parents. The researchers underscored the significance of consideration in transforming parenting into a more efficacious instrument for caregivers. Transformative Leadership Levels, as outlined by (Sergiovanni, 2007), categorize educational leadership into four distinct approaches, as illustrated in Figure (1).
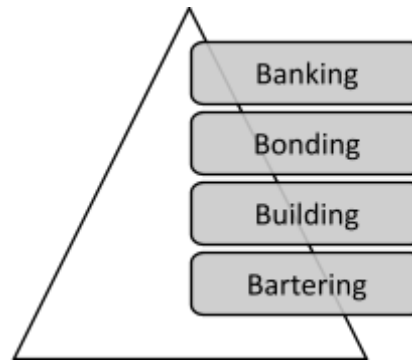
Figure 1: The leadership approaches (Sergiovanni, 2007)

It is significant to acknowledge that Sergiovanni (2007) embraced the conceptual framework proposed by Burns (2003) in categorizing leadership into transactional and transformative styles. The initial level pertains to transactional leadership, characterized by a system of negotiating or exchange, whereas the three subsequent levels, which are the focal point of this investigation, pertain to transformational leadership. The ensuing definitions explains these levels: Leadership by Building is regarded as the foundational stage in the development of transformational leadership and serves as the cornerstone for the succeding phases. This stage is predicated on addressing the needs of subordinates by fostering an environment that inspires them to excel in their performance (Subandi, 2022). The initial phase commences with the alignment of objectives between the leader and the subordinate, stimulating a sense of belonging for the follower within the broader organizational context, thereby enhancing their overall capacity to fulfill expectations (Mashele, 2017; Sergiovanni , 2007). This phase is advantageous for the followers as it encourage their self–efficacy, alongside their perception of competence and capability, thus meeting their intrinsic needs. Leadership by Bonding constitutes the second phase wherein the values and beliefs of both the leader and the follower are harmonized (Subandi, 2022). This phase underscores the significance of values within transformational leadership and adherence to shared beliefs in interactions that align with the objectives established in the preliminary stage, thereby connecting the leader and the follower through the cultivation of an internal ethical framework that imparts a sense of significance to

the actions undertaken by the follower (Sergiovanni , 2007). leadership by Banking is identified as the ultimate stage that facilitates the establishment of a transformational leadership paradigm that is inherently operational within the organization (Subandi, 2022). This stage is characterized by the sustainability of operations without necessitating direct oversight from the leader (Deng et al., 2023; Sergiovanni, 1999) Within this context, a state of stability is attained due to the subordinate's dedication to the requisite tasks and their perception of these tasks as integral to their personal aspirations, thereby transforming their role from the follower to partner as the relationship evolves positively, negating the need for control or the imposition of directives (Deng et al., 2023).

Consequently, this raises an inquiry regarding the efficacy of parents' practices of intellectual stimulation in fostering improvements in children's behaviors. To adequately address this inquiry, it is imperative to explain the intellectual stimulation practices employed by parents, given their substantial influence on the nature of the parental relationship, which is surveyed in the primary question of the research:

What is the extent of essential intellectual stimulation in the parental implementation of the transformational leadership style when interacting with the child?

The subsequent assumptions arise from the inquiry:

1. There were no statistically significant discrepancies observed in the mean degree of intellectual stimulation practiced by parents,

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attributable to the educational level of the parents.

2. There were no statistically significant discrepancies noted in the mean degree of parental intellectual stimulation practices, which could be attributed to the variable of the child's gender.

3. There were no statistically significant discrepancies identified in the mean degree of parental intellectual stimulation practices relating to the grade attended by the child.

II. OBJECTIVE OF THE STUDY

The main objective of the study is reveal the level of intellectual stimulation within the context of parental practices of transformational leadership style with the child, while identifying statistically significant differences in the mean degrees of parental intellectual stimulation practices associated with the variables of parental educational level, child gender, and grade attended by the child.

III. METHODOLOGY

In addressing the research inquiry, a descriptive, analytical, and quantitative methodology was employed, thought appropriate for the study's objectives, as it aids in the accurate presentation of information concerning the current state of the phenomenon (Chapman, 2024). Such an approach fulfills the study's aim of defining and examining parental engagement in intellectual stimulation as an indicator of transformational leadership.

IV. POPULATION AND SAMPLE

The population for the study was comprised of the parents of children enrolled in primary education within the city of Jeddah, which accounted for a total of (340,722) students across public, private, and international educational institutions, as indicated by the statistical data from the Ministry of Education (MOE, 2024). A simple random sampling technique was employed to extract the sample, thereby ensuring that all segments of the society had the opportunity to participate in responding to the survey inquries (Palys, 2014). With responses collected from (701) parents of primary grade children in the city of Jeddah. Among these respondents, the distribution included fathers (14.3%) and mothers (85.7%). Table (1) presents an analysis of the educational attainment of the sample, revealing that (34.1%) possess a general education within the total sample size, while (8.3%) hold a diploma, (49.4%) have achieved university-level education, and (8.3%) have pursued postgraduate studies

Table 1: Demographic characteristics of sample (educational level of parents)

Demographic characteristics	Classifications		Parents		Total
			Fathers	Mothers	
Educational level	General Education	No.	39	200	239
		%	5.6	28.5	34.1
	Diploma	No.	9	49	58
		%	1.3	7.0	8.3
	University	No.	38	308	346
		%	5.4	43.9	49.4
	Graduate Studies	No.	14	44	58
		%	2.0	6.3	8.3

Table 2 presents the demographic characteristics of the sample participants as determined by the gender of the children. The information discloses that (38.1%) of parents have boys, while (61.9%) have girls.

Table 2: Demographic characteristics of sample (child's gender)

Demographic characteristics	Classifications		Parents		Total
			Fathers	Mothers	
Child's gender	Boy	No.	70	197	267
		%	10.0	28.1	38.1
	Girl	No.	30	404	434
		%	4.3	57.6	61.9

Regarding the child's school grade, the data in Table (3) indicate that (39.3%) of the sample members have children in the first grade of primary school, while (30.4%) have children in the second grade of primary school, and (2.8%) have children in the third grade of primary school.

Table 3: Demographic characteristics of sample (grade attended by the child)

Demographic characteristics	Classifications		Parents		Total
			Fathers	Mothers	
Grade level attanded by child	First grade	No.	39	240	279
		%	5.6	34.2	39.8
	Second grade	No.	25	188	213
		%	3.6	26.8	30.4
	Third grade	No.	36	173	209
		%	5.1	24.7	29.8

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V. STUDY TOOLS

To achieve the research objective, a tool was built to measure the level of parental practice of transformationa leadership, which included four main sections for the purposes of the research has been limited to four values: openness, respectfulness , acceptance, and reflection. Calculating parents' responses was inspired by the Evaluatin Early Childhood Environment Rating Scale (ECERS), incorporates (yes) and (no) for answering the items (Gahwaji, 2005) to determine the level of practice: inadequate, acceptable, good, and excellent. The three levels of transformational leadership were also relied upon: Building, Bonding and Banking (Sergiovanni, 2007). Figure (2) illustrates the levels of parental practice of transformational leadership and the values of intellectual simulation, which consisted of (24) items distributed at the levels of transformational leadership equally.
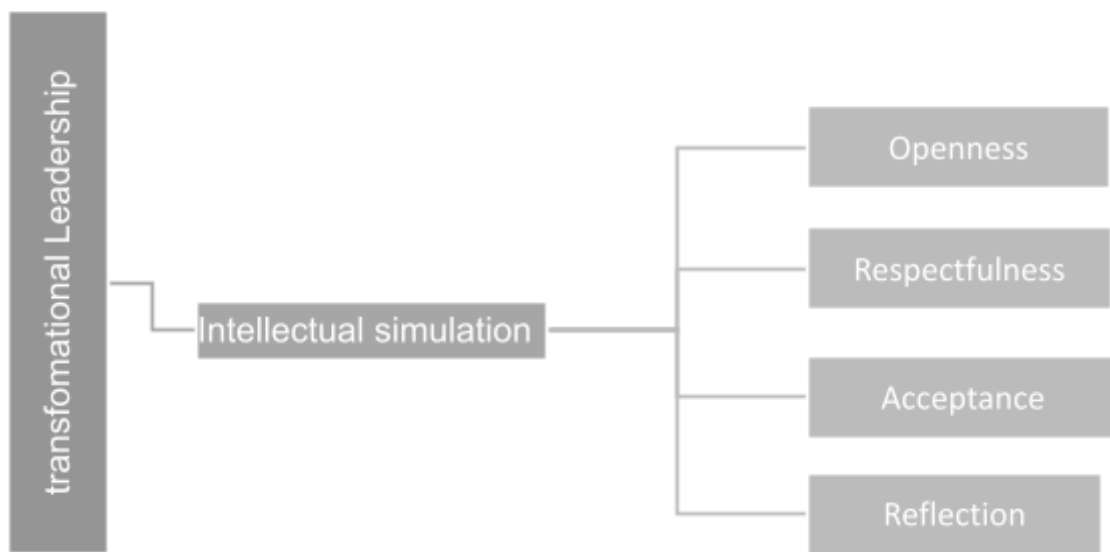

Figure 2: levels of parents' practice of transformational Leadership

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VI. STATISTICAL PROCESSING AND METHODS

The research utilized the statistical software SPSS to conduct a comprehensive analysis of the data, employing a variety of statistical techniques including frequencies, percentages, arithmetic mean, standard deviation, simple correlation coefficient, Cronbach's alpha coefficient, tests for the difference between the means of two independent samples, and one-way analysis of variance (ANOVA).

VII. RESULTS

It is evident from Table (4) that the overall mean of the respondents' feedback was (6.16), with a notably elevated estimate in the items pertaining to the intellectual stimulation dimension, which signifies the score of coherent leadership, correlating with the highest levels of transformational leadership. Furthermore, the data reveal that the respondents' feedback across all values demonstrated an increase, achieving the level of leadership by Banking, except for the reflection value, which achieved the level of leadership by Bonding. The mean values spanned from (5.49) to (6.68). The respectfulness value acquired the highest mean (6.68), whereas the reflection achieved the lowest mean (5.49).

Table 4: Distribution of sample responses to the values of the intellectual stimulation

Values	1		2		3		4		5		6		7		Mean	Rating	Leadership level
	F	%	F	%	F	%	F	%	F	%	F	%	F	%			
Openness	15	2.1	15	2.1	28	4.0		5.8				6.0	509	72.6	6.22	Very High	Banking
Respectfulness	8	1.1	3	0.4	2	0.3		2.1				8.0	591	84.3	6.68	Very High	Banking
Acceptance	5	0.7	10	1.4	17	2.4		4.0				12.8	449	64.1	56.2	Very High	Banking
Reflection	106	15.1	0	0.0	78	11.1		0.0				0.0	463	66.0	5.49	High	Bonding
Overall mean															6.16	Very High	Banking

The findings presented in Table (5) suggest that variations exist in the mean value of intellectual stimulation attributed to the educational level of parents, with a P value of (5.455) that is statistically significant at the alpha level of (0.05). This outcome contradicts the assertion suggested by the statistical hypothesis. Consequently, the statistical hypothesis, which asserts that there are no statistically significant differences in the mean values of parental practices of intellectual stimulation based on the educational level variable, is rejected. A comparison utilizing the lowest significant difference test was performed to discover the nature of the inconsistencies in the average level of parental practices.

Table 5: The outcomes from the least significant difference analysis reveal the directional differences in the mean intellectual stimulation level as it corresponds to differing educational levels.

Values	1		2		3		4		5		6		7		Mean	Rating	Leadership level
	F	%	F	%	F	%	F	%	F	%	F	%	F	%			
Openness	15	2.1	15	2.1	28	4.0	41	5.8	51	7.3	42	6.0	509	72.6	6.22	Very High	Banking
Respectfulness	8	1.1	3	0.4	2	0.3	15	2.1	26	3.7	56	8.0	591	84.3	6.68	Very High	Banking
Acceptance	5	0.7	10	1.4	17	2.4	28	4.0	102	14.6	90	12.8	449	64.1	6.25	Very High	Banking
Reflection	106	15.1	0	0.0	78	11.1	0	0.0	54	7.7	0	0.0	463	66.0	5.49	High	Bonding
Overall mean															6.16	Very High	Banking

The findings derived from the examination of the lowest significant difference regarding the mean level of intellectual stimulation, as illustrated in Table (6), suggest that there exist statistically significant differences in the level of intellectual engagement between the domains of general education and undergraduate studies, with a definite advantage noted in general education, as demonstrated by an average differential of (0.317). Additionally, there are statistically significant differences between the classifications of general education and postgraduate, again favoring general education, which is evidenced by an average difference of (0.566). Moreover, statistically significant differences are also observed between the diploma and postgraduate classifications, with the diploma demonstrating a favorable average difference of (0.434).

Table 6: Least significant difference results to identify the direction of the difference in the average scores of intellectual stimulation according to the educational level variable

	Educational level	Educational level	The difference between the two averages	Significance level
Intellectual stimulation	General education	Diploma	0.132	0.439
		Undergraduate	0.317*	0.001
		Postgraduate	0.566*	0.001
	Diploma	General education	−0.132	0.439
		Undergraduate	0.185	0.263
		Postgraduate	0.434*	0.045
	Undergraduate	General education	−0.317*	0.001
		Diploma	−0.185	0.263
		Postgraduate	0.249	0.132
	Postgraduate	General education	−0.566*	0.001
		Diploma	−0.434*	0.045
		Undergraduate	−0.249	0.132

In order to validate the hypothesis of the study, which states that there are no statistically significant differences in the mean values of parents' practices regarding intellectual stimulation attributed to the gender of the child, a T-test was conducted to ascertain the difference between the mean of two independent samples. The findings presented in table (7) reveal that discrepancies exist in the mean values of intellectual stimulation attributed to the variable of the child's gender, with the computed t-value being (4.213), which is statistically significant at the level of (0.01). This outcome disregards the assertions stated by the statistical hypothesis, as the observed differences favor girls; thus, the statistical hypothesis was rejected, which hypothesizes that there are no statistically significant differences between the average scores of parental practices of intellectual stimulation correlated with the child's gender.

Table 7: Results of the T test for the difference in the mean values of parents' practice of intellectual stimulation according to the child's gender variable

	Gender	frequency	M	SD	T-value	Significance level
Intellectual stimulation	Boy	267	5.908	1.329	4.213	0.000
	Girl	434	6.288	1.044		

To assess the hypothesis of the study, which contends that there are no statistically significant differences in the mean values of parental practices of intellectual stimulation relative to the grade level, a one-way analysis of variance test was conducted. The findings presented in table (8) reveal that there are no distinct differences in the mean values of intellectual stimulation associated with the grade variable, where the calculated p-value was (1.339), a figure that acheive statistical significance at the alpha level of (0.05). This outcome validates the statement of the statistical hypothesis. Consequently, the statistical inference was

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verified, indicating that there were no statistically significant variations in the mean value of parental practices of intellectual stimulation associated with the grade variable.

Table 8: Results of one-way analysis of variance test for the Difference in the mean values of Parents' Practice of Intellectual Stimulation by Grade variable

		Sum squares	Degrees of freedom	Sum squares	P value	significance level
Intellectual stimulation	Among groups	3.693	2	1.847	1.339	.2630
	Within groups	962.241	698	1.379		
	Sum	965.934	700			

VIII. DISCUSSION

By scrutinizing the findings and correlating them with the established theoretical framework, the respectfulness exhibited the highest score among the various values analyzed. This phenomenon may be attributed to the parents' dedication to instilling the value of Respectfulness within their children. Acceptance was ranked as the second highest, demonstrating a significant level of coherence, which may be constrained by the parents' awareness and acceptance of their child's developmental progression. Conversely, reflection attained the lowest mean value in the intellectual stimulation, despite achieving a level of leadersip by Bonding; this necessitates further interpretation when attempting to encourage parents to disclose the level of their involvement, and resonates with the findings of (Vertel et al., 2024), which indicate a relative decline in the level of interaction and optimistic potential in children when compared with reflection. This occurrence may also be explained by the interpretation recommended in the findings of (Lo &Wong, 2022) which recommends that the effects of reflection become increasingly pronounced during the period of middle childhood, as opposed to early childhood, thereby necessitating additional research to corroborate these assertions. Through the investigation of the preceding sub-scales and items, the attainment of a high score in intellectual stimulation concludes in a level of coherence characterized by the elevated overall scores of the preceding four sub-scales, wherein parents achieved high scores in the evaluated outcomes. Numerous studies have

concentrated on the child's perspective, a dimension that the current research has not been able to address due to its specific objectives, an area that could be investigated in future studies. Concerning the aspect of parental gender, extant literature has documented a range of outcomes between paternal and maternal figures; however, the current investigation was unable to arrive at a conclusive determination due to the unequal distribution of the sample population, consisting of (601) mothers and (100) fathers, which stems from the study's utilization of a simple random sampling technique through educational institutions that may engage with mothers more frequently than fathers, particularly considering the child's developmental phase, a factor that could merit exploration in future research addressing the variables of this study.

IX. RECOMMENDATIONS

Based on the results, it is suggested that future research projects focus on the adaptation of tools to integrate the child's developmental viewpoint, in addition to fostering qualitative approaches that involve interactions between parents and children. Furthermore, comparative analyses should be conducted to deepen the understanding of parental and child perspectives on intellectual stimulation. Additionally, exploring the connection between parental engagement and child variables could yield valuable insights into developmental outcomes. Lastly, the development of targeted training programs aimed at fostering reflection practices among parents and children

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may significantly enhance the overall effectiveness of intellectual stimulation interventions.

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XI. DISCLOSURE STATEMENT

The researchers did not indicate any possible conflicts of interest.

XII. ACKNOWLEDGMENTS

XIII. ETHICAL PRINCIPLES

The researchers contend that they have adhered to the ethical principles governing scientific investigation and scholarly research in the development of this study. These ethical standards involve obtaining informed consent from participants regarding their involvement with the research instrument, ensuring the confidentiality of participants and the integrity of data, and implementing measures to guarantee that individual participants remain anonymous in the published results or from original or publicly accessible datasets.