

The Concept of Parental Praise in Parenting

Çocuk Yetiştirmede Ebeveyn Övgüsü Kavramı

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ABSTRACT

Praise is stated as a good performance resource that can increase the individual's sense of competence and motivate their new learning. When the literature is examined, the importance of communication with the child in parenting is emphasized, especially the power of the words used by the parents. Parental praise is expressed as parents' repetition of the desired behaviors in children and giving feedback that will make them feel warm and sensitive with their words and behaviors in order to indicate the satisfaction felt towards them. Studies emphasize that parental praise is an important method in child development and a method that parents use very often. It is reported that many parents prefer to use praise as a tool to build self-confidence in their child. In terms of positive discipline, it is assumed that praise creates a reward value as a result of operant conditioning and can affect behavioral acquisition in the child's development. The type of parental praise plays an important role in how children form their self-image. It is in these early relationships that children first begin to feel capable, competent, and loved. Although praise is expressed as a source of motivation when it cannot be used beneficially, it can become harmful to the child when used incorrectly or excessively. At this point, the content of the praise is important. In this study, the concept of parental praise is discussed, the content of praise, which is seen as a reference to motivation, is examined and its benefits for child development are tried to be explained.

Keywords: Parenting, parental praise, child rearing

ÖZ

Övgü, bireyin yeterlilik duygusunu artırabilen ve yeni öğrenmelerini motive edebilen iyi bir performans kaynağı olarak belirtilmektedir. Alan yazın incelendiğinde ebeveynlikte çocukla kurulan iletişimin önemi vurgulanmakta, özellikle de anne-babaların kullandıkları kelimelerin gücüne dikkat çekilmektedir. Ebeveyn övgüsü, anne-babaların çocuklarda istenen davranışların tekrarı ve ona karşı duyulan memnuniyeti belirtmek için söz ve davranışlarıyla sıcaklığını ve duyarlılığını hissettirecek geri bildirimler vermesi olarak ifade edilmektedir. Araştırmalar, ebeveyn övgüsünün çocuk gelişiminde önemli ve ebeveynlerin çok sık kullandığı bir yöntem olduğunu vurgulamaktadır. Birçok ebeveynin, övgüyü çocukta özgüven oluşturmak için bunu bir araç olarak kullanmayı tercih ettiği bildirilmektedir. Pozitif disiplin açısından övgünün edimsel koşullanma sonucu bir ödül değeri yaratıp çocuğun gelişiminde davranış kazanımını etkileyebildiği varsayılmaktadır. Ebeveyn övgüsünün türü çocukların öz-imgelerini nasıl oluşturdukları konusunda önemli bir rol oynamaktadır. Çocuklar kendilerini yetenekli, yetkin ve sevilen biri olarak hissetmeye ilk kez bu erken ilişkiler içinde başlarlar. Övgü, faydalı kullanılmadığında motivasyon kaynağı olarak ifade edilse de yanlış kullanıldığında ya da aşırıya kaçtığında çocuğa zarar verici bir boyuta geçebilmektedir. Bu noktada, övgünün içeriği önem taşımaktadır. Bu çalışmada, ebeveyn övgüsü kavramı ele alınmış, motivasyona atıf olarak görülen övgünün içeriği incelenmiş ve çocuk gelişime faydaları açıklanmaya çalışılmıştır.

Anahtar sözcükler: Çocuk yetiştirme, ebeveyn övgüsü, ebeveynlik

Introduction

Inherent in human nature is a sense of intrinsic value, a degree of self-acceptance fundamental to the need to construct a belief in self-worth (Ferradás et al. 2016). Self-worth theory (Covington 1992, 2009) suggests that individuals will attempt to find meaning in their lives by seeking the approval of others. Attribution theory, on the other hand, emphasizes that individuals tend to determine the causes of the results of their success and that success is often contingent upon ability and effort (Weiner 1994). At this point, it is claimed that parents or teachers must appropriately use positive feedback (e.g., praise, compliments) when evaluating situations related to ability and effort (Berglas 1985). In particular, parents are thought to be a powerful source of feedback in shaping their young children's behavior and self-perception. Accordingly, two common sources of parental feedback were identified: Praise and criticism. Some studies emphasize that these two concepts are judgmental. Swenson (2016) underlines that parental praise and criticism are two essential sources that shape children's self-confidence. However, the importance of not only praise but also the context in which it is expressed and to which

characteristics of the child it is attributed is emphasized. The content of these feedback sources, which are explained as two different concepts, may sometimes be confused. This study examines the content of the concept of "parental praise." In this context, praise was addressed from the perspective of "blaming ability or protecting self-worth while referring to success?"

Attribution to Achievement: Blaming Ability or Protecting Self-Worth?

Praise is providing feedback about good performance that can increase an individual's sense of competence and motivate new learning (Koestner et al. 1989). Parental praise is defined as the repetition of desired behaviors by parents in their children and making parents feel their warmth and sensitivity through their words and behaviors to express their satisfaction with their children (Swenson et al. 2016). The concept, which can also be summarized as a verbal affirmation of children's behaviors by their parents, is stated by Amemiya and Wang (2018) as a tool used by parents to motivate children to believe that they can improve their skills, to struggle, to learn, and to be determined. Similarly, Lee and MacLean (1997) point out that praise has a mediating role in motivating children and strengthening their self-confidence. Parents' positive feedback, acceptance, and approval when they praise their children are acknowledged as parental support (Felson and Zielinski 1989). Parental praise is an essential instrument for children to ensure that their parents are aware of their values and beliefs through the feedback provided to them (Gunderson et al. 2013). In this direction, the correct use of parental praise is critical for the child's development (Felson and Zielinski 1989).

It is assumed that praise can create a reward value due to operant conditioning and affect the acquisition of behavior in the child's development (Leijten et al. 2016). The content of praise is emphasized at this point. In particular, the expression style appears to differentiate the shape, effect, and value of parental praise (Zentall and Morris 2010).

Studies (Zentall 2009, Corpus and Good 2021) categorize praise sentences into two types: one based on the child's personality or the action performed. Moreover, the contexts in which praise is expressed and how it is conveyed are also underlined. Dweck (2002, 2015) also states that whether the feedback given to children is positive or negative is not as significant as the type of feedback. Here, he stresses the importance of the difference in whether the content of the feedback points to the child's personality or the process.

Parental praise studies focus on whether the praise refers to the process or the individual (Gunderson et al. 2013, 2018, Leijten et al. 2017, 2018). An examination of the literature (Mueller and Dweck 1998, Zentall and Morris 2010, Gunderson et al. 2018) reveals that the content of parental praise includes either praise of abilities or praise of effort. Although praise that refers to the individual appears to increase self-esteem, Gunderson et al. 2013 stress that it leads to adopting an entity mentality and vulnerability to future failures (Gunderson et al. 2013). Praise that refers to the process, on the other hand, develops functional, motivational beliefs and behaviors in the face of future failures (Corpus and Good 2021). Based on these findings, praise that refers to the process has a more positive effect on children's holistic self-worth than praise that refers to the individual.

Current research indicates that the cultural specificity of parental praise should also be considered (Henderlong and Lepper 2002, Wang et al. 2008). Western parents focus on the ability in their praise, while Eastern families focus on the effort that leads to success (Lewis 1995, Salili 1996). The developmental stage and age of the child are also of significance. Before age 11, children do not separate ability and effort as separate dimensions in their causal reasoning. However, after age 11, they believe that effort and ability have a compensatory relationship (Nicholls 1978).

While praising ability tends to put children in a fixed mindset (ability is fixed, and you have it), praising effort serves to put them in a growth mindset (you can improve your skills) (Mueller and Dweck 1998, Gunderson et al. 2017). Children praised for their abilities will adopt more fixed ability beliefs, and subsequent failure may be taken as evidence of a lack of ability. They will also view failure as threatening their self-worth (Amemiya and Wang 2018). Generally, uncertainty about one's ability or potential threats to one's self-esteem is a driver of self-handicapping (Covington 1992). For example, research has shown that praise of ability can incite children's cheating behaviors (Zhao et al. 2017). Compared to praise for effort and simple informative feedback, praise for ability may predispose children to more defensive attribution and self-handicapping when faced with the threat of later failure (Berglas 1985).

Praise as a Positive Discipline Technique

Parental praise is a socially rewarding role (Owen et al. 2012) and a determinant of positive parental behaviors (Brummelman et al. 2014). While a parent's use of criticism to shape a child's behavior can undermine the child's

self-esteem and increase the likelihood of developing aggression and behavioral problems (Swenson et al. 2016), the use of parental praise can increase children's self-efficacy, self-confidence, and self-esteem (Brummelman et al. 2017) and help them adopt motivational frameworks and develop strategies (Gunderson et al. 2013).

The feedback offered to the child through the process strengthens motivation and increases school success (Zentall 2009). Parental praise plays a vital role in developing intrinsic motivation and the child's subsequent success. However, the parents should praise sparingly, which is a crucial point. According to a study (Lee and MacLean 1997), too much praise, like too little praise, causes emotional stress and poor academic achievement. Hence, parental praise at adequate levels and using the right words are deemed necessary for children to develop the right motivation. The literature suggests that when praise is perceived as process-oriented like strategy use, consistent with performance (Corpus and Good 2021), compatible with subjective evaluation (Lee and MacLean 1997), and sincere (Leijten et al. 2016, 2017), it fosters positive emotions that increase self-esteem, self-efficacy, and motivation (Lee and MacLean 1997, Lin et al. 2017, van Houtum et al., 2022) and supports high academic performance and well-being (Lee and MacLean 1997). Praise also predicts intrinsic motivation and rational performance expectations by highlighting what is done well (Corpus and Good 2021). Gecas and Schwalbe (1986) reported that adolescents who received messages of support as feedback also had higher self-confidence.

These days, many parents approach their children with unhelpful appraisals (e.g., "You are a wonderful child, my daughter/son is perfect"). When parents praise their children, they do so in two different ways. These methods are labeled and unlabeled praise. For example, praising the child, "You are good at solving math," is referred to as labeled praise and includes the process, while praising the child, "You are a smart child," is referred to as unlabeled praise and does not fully reflect the process (Leijten et al. 2016). When children are praised based on their personality traits (e.g., "You are brilliant!"), this praise builds the perspective of being worthy of love based on their work (Zentall 2009).

However, just like judgmental and critical statements, appraisal praise can also be detrimental. These expressions, which cause anxiety and can lead to addiction, are thought to prevent self-confidence and self-control. The literature points out the need for children to be freed from the pressure of evaluative praise. Parental praise can sometimes result in tension and unpleasant behavior. This is because praise has two distinct parts. The first part is what parents say to their children, and the second is what children internally say to themselves. The child perceives encouraging words inconsistent with his or her view, and praise given only to reinforce or manipulate behavior as insincere. These supposedly encouraging words are disregarded by the child who feels that their behavior contradicts the praise ("That is not true. Actually, I was not that good.", "You did very well. I am sure you will do well again next time (manipulating)" I like the solution you came up with. This kind of encouragement can lead to self-criticism and deliberate handicapping. The praise children receive for their abilities after unsuccessful attempts may be ineffective compared to praise for effort. Children praised for their abilities are thought to show a helpless response pattern after encountering setbacks, including less persistence and poor performance (Mueller and Dweck 1998). Again, praise for ability may lead children to react helplessly after failure, and this reaction includes more negative self-cognitions and affect less persistence and impaired performance. Praising effort is thought to help children focus on the work process and develop their learning skills. In addition, praising effort can lead to more persistence and good performance after setbacks (Mueller and Dweck, 1998, Gunderson et al. 2017). This situation can even lead to good performance in groups of adolescents starting university (Lessard et al. 2015).

In natural settings, adults may also use inconsistent praise. While children reduce their persistence when they hear a small amount of praise for ability, they maintain their self-evaluation when they hear a small amount of praise for effort (Zentall and Morris 2012). Exuberant or overly broad encouragement can be perceived as insincere because the more broad the praise, the less likely it is to be consistent with facts ("I am not an angel. I did not do my homework last night."). Compared to children who receive simple informative feedback, children who are praised only for their efforts during a task/activity may tend to adopt defensive attribution strategies and self-handicapping strategies to protect their self-worth.

Children who were praised for their ability after a good performance tended to place relatively more importance on ability for their performance after a subsequent failure than children who were praised for their effort. Furthermore, praising a child's ability for a good performance makes him/her more likely to attribute future failure to a lack of ability (Mueller and Dweck 1998). At the same time, effort praise has also been reported to lead to higher levels of test anxiety in children.

These two praise motifs create different patterns in the child about their parent's beliefs and values. These praise patterns are used in many different areas and functions in the child's developmental process (Lee and MacLean 1997, Brummelman et al. 2022). Potentially influenced by self-esteem and positive thinking, many parents

believe praise benefits their children's academic success and psychological well-being (Reid and Valsiner 1986, Mueller and Dweck 1998).

Parental praise is also believed to positively affect the child's developmental process, such as motor development and life choices (Brummelman et al. 2022). However, the evidence on the effect of parental praise on children in these contexts varies. While some findings indicate that praise helps children to be more motivated (Taylor et al. 1984, Cameron and Pierce 1994), other findings suggest that parental praise either supports the child negatively or has no effect (Brummelman et al. 2022). The reason cited in the literature for this situation is the way parental praise is perceived (Lee and MacLean 1997) and its appropriateness to the child's needs. For example, Brummelman et al. (2022) found that modest praise positively affected the exploration process for children with low self-esteem.

In contrast, it was not sufficient for children with high self-esteem. In their study, Lee and Mac Lean (1997) discussed the effect of parental praise perception on children's academic achievement and depression. They concluded that when praise is perceived as exaggerated by the child (unrealistic), it can negatively impact the child's academic achievement and depression. According to the results of these experimental studies, parental praise that is perceived correctly and given according to the child's needs plays an essential role in the child's academic development, motor development, discoveries, self-esteem development, positive thinking, and psychological well-being. Parental praise that is perceived correctly and used at an adequate level in line with the child's needs significantly affects the child's psychosocial and developmental process.

The Power of Words in Parenting

Parental praise also appears as a critical practice that reinforces a child's behaviors during the developmental period. The relationship that the child develops with his/her parents enables the child to realize some positive feelings and thoughts and to achieve certain gains. In these early relationships, children begin to feel capable, competent and loved (Bowlby 1988, Bohlin et al. 2000).

Zentall (2009) states that children who have not yet discovered the outside world sufficiently experience their first socialization experiences with their parents. Children may develop a mastery or helplessness orientation and develop problem-solving skills according to the feedback they receive from their parents. While the praise received allows children to develop a mastery orientation, the absence of praise may cause children to develop a helplessness orientation. These early patterns are praise and criticism, which are determinants of self-esteem (Swenson et al. 2016). Parents' language, especially the praise children receive for their efforts, helps them to be persistent and sustain their work without giving up in the later stages of life (Cimpian et al. 2010, Lucca and Sommerville 2019). Children's persistence increases due to parents' use of praise (Leijten et al. 2016, Lucca and Sommerville 2019).

The effect of parental praise on children's holistic self-worth (self-esteem, self-compassion, self-efficacy) has drawn attention (Lee and MacLean 1997, Felson and Zielinski 1989, Harris et al. 2015, Brummelman et al. 2022, van Houtum et al. 2022). Swenson et al. (2016) reported that strategically used praise could boost children's feelings of competence and confidence. Meanwhile, Lee and MacLean (1997) noted that parental praise strengthens motivation and self-confidence in children and, in turn, supports self-perception development. Felson and Zielinski (1989) pointed out that the concept of praise has a critical role in developing self-evaluation skills. At this point, praise not inflated and used strategically can increase children's feelings of competence and confidence (Swenson et al. 2016). Parental praise strengthens the child's self-efficacy and motivation and enhances self-esteem by feeling positive emotions (Owen et al. 2012, Brummelman et al. 2017). Gunderson et al. (2013) revealed that parental praise perceived at an early age leads to desirable realizations in late childhood.

In a study on adolescents, after each feedback, adolescents rated their emotional state and the degree to which the feedback matched their self-perception. The findings highlighted that positive feedback increased mood, self-esteem, self-efficacy, and motivation (van Houtum et al. 2022). Another study exploring the reciprocal relationship between self-esteem and parental support revealed that children with high self-esteem self-reported more parental praise and attention than children with low self-esteem (Felson and Zielinski 1989). According to Barnett and Scaramella (2013), using criticism in children's development can undermine their self-esteem and lead to aggression.

The study's findings on the relationship between parental praise and self-esteem showed that children are not only passive recipients of praise but also play an active role in shaping and being shaped by it (Brummelman et al. 2017). Therefore, praise also provides children clues about their caregivers' beliefs and values (Gunderson et al. 2013). This situation can be exemplified by the fact that process and person praise refers to different reasons

to explain success. In praise for process, there is an attribution to children's efforts and performances, which is changeable and controllable and motivates the child to challenge future failures. Praise for the person, on the other hand, emphasizes an attribution to ability, which is established and uncontrollable, and fosters a giving-up attitude in the face of failure (Brummelman et al. 2017; Corpus and Good 2021).

Effects of Parental Praise on Child Development

Parental praise as a child-rearing method does not affect children of all ages similarly. Researchers have found that parental praise significantly affects 14-month-old infants (Gunderson et al. 2013), 2-year-old (Zentall 2009) and elementary school children (Corpus and Good 2021), and adolescents (van Houtum et al. 2022).

Parental praise of 14-38-month-old children's efforts can influence their beliefs and behaviors, encouraging them to adopt increased motivational frameworks, shape their ability, and create future development strategies. In this study conducted by Gunderson et al. (2013), when parents praised their children between the ages of 14 and 38 months for their behavior, this praise was associated with positive characteristics such as attributing success to effort and developing strategies for self-improvement at the age of 7-8 years.

Studies investigating parental feedback in adolescents support that process praise shapes self-perception and increases positive emotions such as self-esteem, self-efficacy, and motivation. These studies also emphasize that adolescents with positive self-perception show higher mood responses to parental praise as it supports their self-perception (van Houtum et al. 2022). The relationship between parental support and self-esteem was assessed in a longitudinal study with fifth and eighth-grade students. Parental support was reported to affect girls more than boys during these periods (Felson and Zielenski 1989). Another study involving 8-12-year-olds pointed out that socially anxious children may blush in response to exaggerated praise as a preemptive apology for not being as good as others think. The same study suggests that when socially anxious children are praised in an understated way, they accept praise as a logical standard for themselves (Nikolić et al. 2018). A study among participants aged 7-11 years revealed that parents tended to praise children with low self-esteem more exaggeratedly, resulting in a more significant decrease in children's self-confidence (Brummelman et al. 2017).

van Houtum et al. (2022) observed that positive feedback (praise) given by the family increased well-being in adolescents and increased activity in regions of the brain that support social cognition. This study also proved that perceived praise might be related to cognitive systems. However, if the parent's feedback contradicts the young person's opinion about himself/herself, it may cause mood deterioration/negative thinking. Similarly, Lee et al.'s (2016) research with elementary school-age children indicates that if praise is too much or too little, it reduces children's academic achievement. These studies underline that praise that does not fit their self-image in adolescence and childhood leads to negative mood swings.

Parents' positive or negative feedback shapes how adolescents see themselves (Brummelman et al. 2017). Adolescents who do not receive enough warmth from their parents develop a lack of security and low self-esteem (Butterfield et al., 2020), while adolescents who receive parental praise are reported to feel positive emotions, increase self-esteem, self-efficacy, and motivation (Owen et al. 2012, Brummelman et al. 2017).

However, during adolescence, interpersonal sensitivity can intensify (van Houtum et al. 2022). Therefore, social feedback becomes vital for developing adolescents' views (Becht et al. 2017). In this context, positive and negative feedback from parents can shape adolescents' views (Harter 2015, Brummelman et al. 2017). van Houtum et al. (2022) investigated how parental feedback in the form of criticism and praise affects adolescents' mood and neural reactions and whether it depends on the consistency of their current views of themselves and their daily perceptions of parental warmth. The study's findings suggest that positive feedback increases adolescents' mood, while negative feedback decreases it (van Houtum et al. 2022). At the same time, van Houtum et al. (2022) highlighted that critical negative parental feedback causes low self-esteem in adolescents. This study proved with neurological outputs that parental praise positively affects adolescent internalizing disorders and similar conditions.

Amemiya and Wang (2018), on the other hand, found that process praise may not always be perceived positively, especially when it comes to adolescents; they may tend to see innate abilities as more valuable than effort, or they may interpret process praise in secondary ways such as having low abilities, needing to work harder, or seeking consolation. However, the fact that adolescents are likely to misinterpret the praise given underlines the need for more sensitivity in this regard.

Adolescents, who are in the process of gaining an identity, are not only exposed to feedback from their parents in childhood but also begin to receive this feedback from others in their social environment. As van Houtum et

al. (2022) noted, no matter how much adolescents try to be autonomous from their parents (Steinberg and Silk 2009), the positive feedback they receive from their families continues to be essential for them (Mc Lean 2005, van Houtum et al. 2022). The interpersonal factors experienced by adolescents may result in differences in the perception of praise and criticism. Adolescents may react exaggeratedly and find it threatening when they receive negative feedback from their parents, while they may react less to praise given by their parents. As interpersonal factors become more critical in adolescents' lives, they react less to praise and more to criticism directed at them (van Houtum et al. 2022). For positive self-perception and healthy independence, parental praise seems very valuable in every age period (Felson and Zielinski 1989).

Discussion

Praise could be critical in terms of supporting children's skills and enabling them to evaluate themselves as competent (Zentall, 2009). However, this definition is not valid in all cases. In a study by Lee and MacLean (1997), the effects of overloading the child with praise or rarely offering praise on the child's academic achievement and well-being were evaluated. Exposure to excessive or infrequent praise perceived by the child was reported to cause low academic achievement and emotional stress. There is a growing body of research showing that praise can sometimes lead to unintended consequences. Rather than boosting self-esteem and motivation, some types of praise can make children anxious about supporting the positive evaluation they receive. In some cases, these concerns can result in children avoiding challenges, giving up or cheating when they struggle, or feeling bad about failures. This situation (low self-esteem and motivation) encourages parents and teachers to give more praise, creating a vicious circle.

Excessive praise heard during infancy can make the individual persistent and create a situation of anticipating praise. The results of studies involving infants in the sample draw attention to the fact that praise affects persistence starting from infancy. Thus, it is crucial to consider the mechanisms underlying this effect. Lucca and Sommerville (2019) reported that infants are motivated to persevere by hearing the same language when they are praised, prefer to continue their work in later developmental periods, and develop anticipation skills. From this point of view, considering that the structure that affects persistence is the power of the parent's words/language used, it may be conceivable that any language that emphasizes persistence other than process praise may add language or persistence value. There are also studies pointing out that parents' self-reports reflect implicit values surrounding persistence by revealing their explicit values related to persistence (Brunstein and Schmitt 2004, Woike 2008). However, it should not be forgotten that the social environment plays an important role in shaping persistence. In particular, infants' likelihood of persistence is influenced by the others they see around them, and in cases where they see others persist, they also pursue persistence (Leonard et al. 2022).

Praising a child for a good grade can make him/her want to continue to prove his/her intelligence with a good performance (Mueller and Dweck 1998). This can motivate successful children to do more and try harder. On the surface, this kind of encouragement can improve children's motivation. However, studies report that when these children are at risk of making mistakes and underperforming, they are more likely to sacrifice potentially valuable learning opportunities. The results of the studies suggest that these children reject new learning in order to preserve their "smartness". They also exhibit more rapid giving up behavior when faced with failure in the praised domain. This has been found to be due to the fact that praise of ability is based on the praised traits of previous success. Failure, then, implies a fixed lack of ability. Children with this fixed mindset are more likely to give up trying when it becomes difficult. They suffer from success-based helplessness (Diener and Dweck 1978, Elliott and Dweck 1988). Thus, people who experience failure and are unable to recover from it do not have the necessary resilience in the process of lifelong development. Therefore, praising ability has benefits on motivation, but at the same time has a long-term cost in terms of vulnerability when faced with failure or difficult situations.

Although parental praise is considered as the power of the words of mothers and fathers, it may lead to praise addiction (Kohn 1993, 2006). Kohn shares his interpretation of the concept by saying, "Praise is not only different from unconditional love, but it is also the opposite pole" (Kohn 2006). According to him, every well done makes children feel inadequate. At this point, whether praise is directed towards ability or effort can be considered. Of course, ability versus effort is not the only determinant of the effectiveness of encouragement. Other factors include the child's age (can they distinguish between ability/effort?) and the context of the encouragement (are they praised after another event that may have other consequences?)

A growing body of research shows that praise can sometimes have unintended consequences. Rather than boosting self-esteem and motivation, some types of praise can make children anxious about supporting the positive evaluation they receive. These concerns can sometimes lead children to avoid challenges, give up or

cheat when they struggle, or feel bad about failures. This situation (low self-esteem and motivation) encourages parents and teachers to give more praise, creating a vicious circle.

Unhelpful praise can cause children to doubt their genuine abilities. Excessive words of praise are also believed to give children the impression that they are unique. In this particular feeling, they may feel entitled or expect life to be simple. This feeling might also affect their coping skills. Parents who use too much praise should also consider why they prefer this phrase and who needs to hear it more. When mothers and fathers become overly invested in their children's success, they must answer what this investment means. This approach can entail the risk of over-intervention. Many studies stress the loss of interest due to loss of motivation in the child (e.g., a parent's presence at every practice and loud shouting from the crowd during matches can start to embarrass and offend the child, who may start to see the activity as a performance and soon lose interest) (Leff and Hoyle 1995, Fredricks and Eccles 2005, Wilson et al. 2015). A true sense of self-worth is based on the abilities they have developed for themselves and the actual accomplishments they believe they have achieved.

Similarly, comparative praise leaves children vulnerable to future setbacks. Children who are praised by comparison do not stop comparing when they fail, and they lose motivation faster. When faced with difficulties, these children show more negative emotions, frustration, anxiety, and helplessness and have lower self-recovery than those praised mostly for overcoming challenges. Like conditional praise, social comparison encouragement teaches children that winning, not learning, is the goal. This winning-oriented attitude also reduces intrinsic motivation, which affects children's desire to learn or overcome failure.

Conclusion

Praise is a double-edged sword. To avoid over-praising or appearing insincere, the best way to use words of encouragement is to say them spontaneously at an unexpected moment (Gunderson et al. 2018). The literature does not accept the assumption that praise is always good and criticism is always wrong (Henderlong and Lepper 2002). Studies show that parental praise does not create unconditional and unequivocally positive effects. For example, the self-deprecation hypothesis suggests that children exposed to excessive praise have lower self-esteem (Brummelman et al. 2016). Based on this finding, Swenson et al. (2016) suggested that parents should think, "Does my child need to hear this?" before giving feedback that includes praise. In another study, Brummelman et al. (2014) found that inflated praise by parents can create expectations in children and cause them to set unattainable, high goals for themselves, which can trigger feelings of failure and inadequacy. Therefore, exaggerated praise is assumed to have a downward effect on self-esteem. In addition, their relationship with the "self-inflation theory," which suggests that a child who believes that he/she is extraordinary with exaggerated praise will seek external validation by showing narcissistic tendencies, or vice versa, the "self-deflation theory," which suggests that the child's self-esteem will decline, is emphasized. Nikolic et al. (2018) reported that excessive praise elicited a feeling of tension rather than pride in children. For children with high self-esteem, exaggerated praise does not lower self-esteem, but on the contrary, it can reinforce narcissism. Narcissistic children feel superior to others, believe they have privileges, and care about being liked by others.

In his studies, Dweck (2002, 2015) identified two basic mindsets/beliefs about one's characteristics. These mindsets shape how people approach challenges. The fixed mindset reflects the belief that an individual's abilities are carved in stone and predetermined at birth. The growth mindset is the belief that an individual's skills and qualities can be developed through effort and persistence. Those with a fixed mindset tend to ignore feedback, give up quickly, and measure success by comparing themselves to others.

In contrast, those with a growth mindset are more likely to embrace challenges and make self-comparisons. Praising the process ("I love how thoughtful you were about the colors you chose!") rather than the outcome ("The colors in your drawing are beautiful! You have a good eye.") fosters a growth mindset/belief in children. This support is essential for raising individuals who do not give up in the face of difficulties and who make an effort. In addition, one of the most distinctive characteristics of these individuals is that they do not hesitate to make mistakes and continue to struggle. To praise the process, the parent should acknowledge the child's skill without offering excessive congratulatory messages or praise. This behavior allows the child to feel supported without suggesting that innate ability is the primary factor in determining his or her success. Parents of the less athletic child should praise him for his hard work and perseverance and help him to maintain his self-confidence and motivation to succeed.

Experimental studies point out that when children are praised for their efforts (process praise "You worked hard!"), they exhibit higher levels of motivation and improved problem-solving skills. Children who receive more person praise, such as praise for ability (e.g., "You are so smart!"), maybe less likely to succeed in the future than

children who receive process praise (Kamins and Dweck 1999, Cimpian et al. 2007). In addition to experiencing difficulties, these children are also more likely to experience adverse effects when they encounter difficulties. These difficulties may lead them to despair and avoid future difficulties altogether (Kamins and Dweck 1999). The effect of praise on motivation explains the primary mechanism underlying this situation. When children receive person praise for innate skills and abilities, they adopt "fixed mindsets." However, hearing more process praise develops the adoption of "growth mindsets" (Mueller and Dweck 1998).

During childhood, verbal praise surrounding effort can lead to persistence (Kamins and Dweck 1999, Cimpian et al. 2007). Praise of ability or effort as an environmental cue can influence children's self-serving attributions of failure or use of self-handicapping strategies. Although much emphasis has been placed on the benefits of praising effort, the best response is simple informative feedback (Lewi, 1995, Salili 1996). The results suggest that praise for ability leads children to self-serving attributions of failure, self-handicapping, and post-failure improvement.

When praised for their effort in accomplishing a task, children learn to attribute success to their effort. Since effort is a quality we all have the power to control and develop, these children will focus on making efforts to practice or improve their skills rather than pursuing results on their own. Children who value learning and effort know how to commit to and sustain their goals. They are unafraid of hard work and know that meaningful tasks involve setbacks. These are lessons that will serve them well in life.

Communication training for parents should use role-playing techniques to show how to express parental praise. Explain to parents the importance of recognizing and caring about the little things in a child's life. The importance of praising children using descriptive and specific words in their speech, rather than broad words of encouragement, should be emphasized. The less general or generic the encouragement, the more likely it is to be factually accurate and perceived as sincere. It is also suggested that pointing to a specific aspect of the child's performance or explaining which behavior led to excellent results is a good way to send positive messages.

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