

Building the Foundation: Nurturing Children's Inner Worlds through Five Essential Aspects

Jing Xie

Philippine Christian University, Philippine

Abstract: Raising children is a comprehensive challenge. Apart from providing material conditions and educational opportunities, we also need to focus on their growth and development in their inner world. Psychological nourishment plays a crucial role in cultivating children's mental health. In the process of nurturing children, we shouldn't only concentrate on their external performance and achievements but should also nurture their inner core feelings from the foundational level.

Keywords: Sense of security, Autonomy, Self-efficacy, Self-worth, Sense of belonging.

1. Introduction

During the process of raising children, parents often focus on providing material conditions and educational opportunities, but frequently overlook the emotional experiences of children's inner world. Sense of security, autonomy, self-efficacy, self-worth, and sense of belonging constitute the foundation of children's inner world. They not only affect children's emotions and psychological states but also have profound impacts on their behavior, interpersonal relationships, and academic performance. Therefore, we must recognize the importance of these core feelings and provide sufficient attention and cultivation in the process of raising children.

This article will delve into how to cultivate children's sense of security, autonomy, self-efficacy, self-worth, and sense of belonging in daily life, exploring how these inner pillars of life develop and how to rebuild them when disrupted. By understanding and focusing on these core feelings, we can better help children establish a healthy and positive mental state, laying a solid foundation for their future development.

2. Security, the Foundation of Life

2.1. What is Security?

The term "security" was first proposed by American psychologist John Bowlby, one of the founders of attachment theory. Security refers to an individual's trust and sense of safety in oneself and the surrounding environment, serving as the cornerstone of emotions and mental health. Bowlby's groundbreaking work in the mid-20th century laid the foundation for understanding how early attachment experiences with caregivers shape an individual's sense of security and their ability to form healthy relationships later in life (Bowlby, 1969).

According to attachment theory, security initially stems from the intimate interaction between early parents and infants. Through emotional support and regulation from parents, infants develop attachment relationships with their parents, thus forming an inner sense of security.

one notable source of research on the sense of security is Bowlby's attachment theory.

2.2. The Importance of Security

Security is crucial for the growth and development of

children. According to developmental psychology research, the formation of security is closely related to children's social and emotional development, self-esteem formation, and cognitive development. Children with a sense of security are more likely to establish intimate relationships with others, face life challenges with confidence, and cultivate positive attitudes and adaptability, which profoundly influences their entire life development.

The lack of security may lead to various negative effects in children. Emotionally, they may experience anxiety, insecurity, and depression. Socially, they may lack trust and struggle to establish and maintain intimate relationships. Academically and professionally, they may lack confidence and easily feel frustrated and helpless when faced with challenges. Long-term lack of security can even have lasting negative effects on an individual's mental health and social adaptability.

2.3. How Security is Formed

The formation of security is influenced by various factors, including early parent-child relationships, emotional support, and a secure exploratory environment. Attachment theory emphasizes the impact of early parent-child interaction on security, while developmental psychology emphasizes the importance of emotional support in the formation of security. Additionally, providing a secure exploratory environment, encouraging children to actively explore, and providing positive feedback are also key factors in the formation of security.

Emotional Support and Attachment Theory: Emotional support from parents and primary caregivers is crucial for the development of children's security. Attachment theory suggests that intimate interaction between parents and infants provides a secure attachment foundation for children, thereby promoting the formation of security.

Secure Exploratory Environment: Providing a safe, supportive, and encouraging exploratory environment allows children to have opportunities to try new things and explore the world, thereby enhancing their confidence and security.

2.4. Disruption and Reconstruction of Security

When a child's security is threatened or disrupted, various negative effects may occur, such as anxiety, depression, and other psychological problems. The reasons for the disruption of security may include family changes, emotional

indifference, and external environmental instability.

Family Changes and Emotional Indifference: Family changes, conflicts between family members, and emotional indifference may harm a child's security, leading to feelings of insecurity.

External Environmental Instability: Instability in external environments such as society and schools may also threaten a child's security, such as violence and natural disasters.

In such cases, parents and educators need to take proactive measures to rebuild a child's security. Firstly, establish a warm and supportive family environment, provide emotional support and understanding, and make the child feel welcomed and accepted in the family. Secondly, establish positive parent-child relationships, strengthen emotional connections with children, encourage them to express their emotions and needs. Additionally, provide a secure exploratory environment, encourage children to try new things actively, and provide appropriate feedback and support to help them develop a healthy sense of security.

Through these measures, children can rebuild security, promote their mental health and comprehensive development. Meanwhile, society should work together to provide a warm, stable, and secure growth environment for children, jointly nurturing their healthy development.

3. Autonomy, the Pillar of Personal Growth

3.1. What is Autonomy?

Autonomy refers to the independence and self-determination demonstrated by individuals in their thinking, decision-making, and actions. In psychology, autonomy is often considered as one of the important stages of human psychological development and is also an essential component of adult mental health. Piaget proposed that autonomy emerges as children actively engage with their environment, construct knowledge, and develop problem-solving skills (Piaget, 1936). According to theories in developmental psychology, the development of autonomy typically occurs gradually during adolescence, as individuals increasingly engage in independent thinking, decision-making, and self-management, demonstrating more characteristics of autonomy.

3.2. Acquisition of Autonomy at Different Stages

Early Childhood (2-6 years):

During early childhood, children begin to develop self-awareness and independence. The key to this stage is the establishment of basic self-awareness and control abilities. Children may demonstrate interests and preferences, start to express their own desires and needs. Parents and educators can help children develop autonomy by providing them with appropriate choices and autonomy space. For example, allowing children to make decisions when choosing toys or clothes, or involving them in simple household chores can help foster their autonomy.

Middle Childhood (7-12 years):

In middle childhood, children gradually begin to develop more complex self-awareness and social cognitive abilities. They start to demonstrate stronger independence and decision-making skills, having more thoughts and opinions about their learning and life. During this stage, parents and educators can help children cultivate autonomy by

encouraging them to participate in decision-making and problem-solving. For example, involving children in setting family rules or planning holiday activities can enhance their sense of responsibility and autonomy.

Adolescence (13-18 years):

Adolescence is a crucial stage for the development of autonomy in children. During this stage, adolescents gradually establish more independent thinking and behavior patterns, starting to explore their identity and values. They may exhibit more challenges and resistance, but at the same time, they also demonstrate more creativity and adventurous spirit. Parents and educators can help adolescents navigate through this stage by respecting their opinions and choices, providing them with more autonomy space and responsibilities. For example, encouraging adolescents to participate in social activities or autonomously plan their future academic and career development can help cultivate their autonomy and maturity.

3.3. Challenges Faced by Those Who Fail to Develop Autonomy

If a child fails to develop autonomy at critical stages, they may encounter various challenges and difficulties. Here are some possible scenarios:

Dependency on Others' Decisions: Children may become overly dependent on others, unable to make decisions or solve problems independently. They may rely on parents, teachers, or other authority figures, lacking confidence and self-management skills.

Lack of Responsibility: Children without autonomy may lack a sense of responsibility, not taking responsibility for their actions and decisions. They may shift blame onto others, lacking the ability and willingness to solve problems.

Social Issues: Lack of autonomy may lead to social problems for children. They may lack confidence and assertiveness, struggling to establish positive interactive relationships with others, and easily losing themselves under the influence of others.

Academic Difficulties: Children without autonomy may encounter academic challenges. They may lack motivation and self-management skills, unable to effectively cope with academic pressure and challenges, resulting in declining grades or waning interest in learning.

Emotional Issues: Children without autonomy may face emotional problems. They may feel helpless and depressed, lacking a sense of control and satisfaction in life, and prone to negative emotions such as anxiety and depression.

In summary, the lack of autonomy can affect various aspects of children's lives, including social, academic, and emotional aspects. Therefore, helping children develop autonomy is crucial. This can be achieved by providing appropriate support and guidance, encouraging them to participate in decision-making and problem-solving, and offering appropriate challenges and opportunities to help them build confidence, independence, and a sense of responsibility.

3.4. Reconstruction of Autonomy

If a child lacks autonomy and needs to rebuild it, the following methods can be considered:

Provide Support and Encouragement: Encourage children to try new things and provide support and recognition. Let them know that their efforts and decisions are respected and appreciated, which helps enhance their confidence and

autonomy.

Set Achievable Goals: Help children set specific, achievable goals and provide necessary resources and support. Ensure that the goals are challenging but not too difficult to achieve, which helps stimulate children's enthusiasm and initiative.

Cultivate Problem-Solving Skills: Encourage children to think independently and solve problems, without excessive intervention or decision-making on behalf of them. Give them enough freedom and space to learn to deal with challenges and difficulties, thereby cultivating their autonomy.

Provide Choices and Decision-Making Power: Involve children in decision-making processes and give them some choices. This allows them to feel a sense of control, thereby enhancing their autonomy and self-management abilities.

Encourage Independent Action: Provide children with appropriate autonomy, giving them opportunities to independently complete tasks or activities. This helps cultivate their independence and sense of responsibility, thereby enhancing their autonomy.

Offer Positive Feedback and Encouragement: Provide children with positive feedback and encouragement, encouraging them to continue their efforts and exploration. Recognizing their achievements and efforts can enhance their confidence and autonomy.

Patience and Continuous Support: Rebuilding autonomy is a gradual process that requires patience and continuous support from parents and teachers. Do not expect children to change immediately but give them time and space to grow and develop gradually.

In conclusion, autonomy plays an important role in individual development, serving as the foundation for personal growth and adaptation to the social environment, and the key to achieving personal goals. Individuals with autonomy are generally more adaptable to change and challenges, more creative and innovative, and better able to realize

4. Self-Efficacy, The Drive for Progress

4.1. The Concept of Self-Efficacy

Self-efficacy refers to an individual's confidence and belief in their ability to effectively accomplish specific tasks or achieve particular goals. Research on self-efficacy, pioneered by psychologist Albert Bandura, explores individuals' beliefs in their ability to succeed in specific tasks or situations. Bandura's Social Cognitive Theory emphasizes the role of self-efficacy in motivation, performance, and behavior (Bandura, 1977).

Self-efficacy influences an individual's behavior, emotions, and cognition, playing a crucial role in their motivation, achievement, and adaptability.

4.2. Establishing Self-Efficacy

The development of self-efficacy in a child is typically a gradual process influenced by various factors. Here are some methods to help children establish self-efficacy:

Positive Social Support: Support and encouragement from parents, teachers, and other significant figures are crucial for children to develop self-efficacy. Their recognition and praise can enhance children's confidence in their abilities, encouraging them to bravely face challenges.

Providing Appropriate Challenges: Children need moderate challenges to stimulate their learning motivation

and self-confidence. By setting appropriate goals and tasks, children can feel a sense of achievement, strengthening their self-efficacy.

Encouraging Self-Directed Learning: Providing children with opportunities and space for self-directed learning allows them to explore and learn actively, contributing to the development of their confidence and self-management skills. Parents and teachers can offer guidance and support while allowing children to independently solve problems and achieve success.

Offering Feedback and Encouragement: Providing children with positive feedback and encouragement motivates them to strive and persevere. Timely recognition and rewards can boost children's confidence in their abilities, stimulating their learning motivation.

Creating Successful Experiences: Helping children build successful experiences allows them to experience their abilities and worth. Successful experiences can enhance children's confidence and self-efficacy, making them believe in their ability to overcome challenges and achieve success.

Teaching Problem-Solving Skills: Teaching children problem-solving skills helps them learn to face difficulties and challenges. By learning problem-solving techniques and strategies, children can enhance their confidence and self-efficacy, better coping with various situations in life.

Providing Support and a Safe Environment: Offering children full support and encouragement and creating a safe, warm environment enables them to dare to try and take risks. A supportive family and school environment can help children develop healthy self-efficacy, thus better realizing their potential and goals.

4.3. Undermining and Rebuilding Self-Efficacy

Self-efficacy is an individual's evaluation and confidence in their abilities, belief, and expectation to accomplish specific tasks or goals. However, self-efficacy may be undermined by various factors, affecting an individual's behavior, emotions, and mental health. Here are some situations where self-efficacy may be undermined and methods to rebuild it:

4.3.1. Undermining Factors of Self-Efficacy:

Failure and Setbacks: Persistent failures and setbacks may weaken an individual's self-efficacy, leading to doubts and mistrust in their abilities.

Negative Self-Evaluation: Low self-esteem or negative self-talk can decrease an individual's self-efficacy. Negative self-evaluation can exacerbate doubts about one's abilities, affecting behavior and emotional states.

Lack of Support and Encouragement: Lack of support and encouragement from family, friends, or society can impact an individual's self-efficacy. Lack of external support and recognition can make individuals feel isolated and helpless, thus reducing their confidence in their abilities.

Negative Social Comparison: Unhealthy social comparison and competitive environments may cause individuals to underestimate their abilities, thus undermining their self-efficacy. Overly focusing on others' successes and achievements may cause individuals to neglect their potential and value, reducing their self-efficacy.

4.3.2. Methods to Rebuild Self-Efficacy:

Setting Attainable Goals: Helping individuals set specific, achievable goals gradually increases their confidence and self-efficacy. Goals should be challenging but not overly difficult to ensure individuals can successfully complete tasks,

enhancing their confidence.

Positive Self-Evaluation: Encouraging individuals to engage in positive self-assessment fosters an optimistic and confident mindset. By emphasizing individuals' strengths and achievements and reducing negative self-talk, individuals can develop positive self-images and self-awareness.

Seeking Support and Encouragement: Encouraging individuals to seek external support and encouragement strengthens their self-efficacy. Support and recognition from family, friends, and colleagues can help individuals overcome challenges and difficulties, enhancing their confidence and courage.

Positive Response to Setbacks: Helping individuals learn to respond positively to setbacks and failures, and extract experiences and lessons, improves self-efficacy. Setbacks and failures are opportunities for growth and learning. Through a positive attitude and actions, individuals can learn from them, boosting their confidence and self-efficacy.

Continuous Learning and Growth: Encouraging individuals to continue learning and growing, continuously improving their abilities and skills, enhances their confidence and self-efficacy. Through continuous learning and practice, individuals can strengthen their confidence in their abilities, increasing their self-efficacy.

In summary, the undermining of self-efficacy may affect an individual's behavior, emotions, and mental health. However, by setting attainable goals, engaging in positive self-evaluation, seeking support and encouragement, responding positively to setbacks, and continuous learning and growth, individuals can rebuild self-efficacy, enhance their confidence, and self-management skills.

5. Self-Worth: The Inner Lighthouse of Life

5.1. Concept of Self-Worth

Self-worth refers to an individual's cognitive and evaluative perception of their own value, importance, and self-esteem. It encompasses an individual's understanding and trust in their intrinsic value and personal capabilities, reflecting their confidence, self-esteem, and self-acceptance. One notable researcher in this field is Nathaniel Branden, who explored the concept of self-esteem and its importance in psychological well-being. Branden's work emphasizes the significance of self-esteem in shaping individuals' thoughts, feelings, and behaviors (Branden, 1969).

Self-worth involves the subjective evaluation of an individual's identity, self-esteem, and level of confidence, reflecting their perception and feelings of self-value.

5.2. Formation of Self-Worth

The formation of self-worth is influenced by various factors such as individual self-awareness, emotional experiences, and social interactions. It can be manifested and expressed through an individual's achievements, social relationships, self-evaluation, and feedback from others. Individuals with healthy self-worth typically exhibit characteristics of confidence, self-esteem, independence, and self-acceptance, enabling them to face challenges and difficulties, actively engage in life, and realize personal goals and potentials.

Self-worth plays a significant role in psychological well-being and personality development, affecting not only an individual's emotional state and behavioral expression but

also closely related to their life satisfaction, adaptability, and self-realization. Therefore, nurturing and enhancing self-worth is crucial for an individual's psychological health and development.

The formation of self-worth in an individual is a complex and long-term process influenced by various factors. Here are some key factors:

Family Environment: The family is the earliest social environment a child encounters, and the family environment significantly influences the formation of self-worth. Parenting styles, family atmosphere, and interaction among family members profoundly impact a child's self-awareness and self-evaluation. A warm, supportive, and respectful family environment helps cultivate healthy self-worth, while a cold, critical, and abusive family environment may lead to low self-worth.

Social Experiences: Through interactions and social relationships with others, individuals gradually form their social identity and self-awareness. In social relationships with peers, teachers, colleagues, etc., individuals receive feedback and evaluations from others, thereby influencing their self-perception and self-evaluation. Positive social experiences and supportive interpersonal relationships contribute to enhancing individuals' confidence and self-awareness, thus promoting the formation of self-worth.

School Education: Schools are essential places for individuals to learn and grow, and school education also plays an important role in the formation of self-worth. Teachers' teaching methods, educational content, and school atmosphere influence students' self-awareness and self-esteem. In a positive learning environment, individuals have the opportunity to unleash their potential, achieve success, and receive recognition and affirmation from others, thereby enhancing their self-worth.

Personal Experiences: Individual experiences and encounters also influence self-worth. Successful experiences and challenging experiences are essential parts of individual growth and development. They help individuals recognize their abilities and worth, thereby enhancing confidence and self-worth. Conversely, failure and setbacks may have a negative impact on an individual's self-awareness and self-esteem, leading to a decrease in self-worth.

In summary, the formation of an individual's self-worth is influenced by factors such as family environment, social experiences, school education, and personal experiences. These factors interact and influence each other, shaping individuals' self-awareness and self-evaluation, ultimately forming their self-worth.

5.3. Undermining and Rebuilding Self-Worth

Self-worth may be undermined by various factors, affecting an individual's behavior, emotions, and mental health. Here are some factors that may undermine self-worth and methods to enhance self-worth:

5.3.1. Factors Undermining Self-Worth:

Negative Self-Evaluation: Unrealistic self-standards and negative self-evaluation weaken an individual's self-worth. Overly focusing on one's shortcomings and deficiencies while neglecting one's strengths and value can reduce an individual's self-respect and recognition.

External Pressure and Evaluation: Negative evaluations and pressure from external sources may influence an individual's self-worth. Unhealthy social comparison and competitive environments may lead individuals to feel

inadequate or unworthy of respect and recognition, thereby reducing their self-worth.

Experiencing Setbacks and Failures: Persistent setbacks and failures may impact an individual's self-worth. Failure and setbacks can lead to self-doubt and insecurity, questioning one's worth and abilities, thus diminishing self-esteem and confidence.

Lack of Support and Recognition: Lack of support and recognition from family, friends, or society can affect an individual's self-worth. Lack of external encouragement and affirmation can make individuals feel isolated and helpless, lowering their self-respect and confidence.

5.3.2. Methods to Enhance Self-Worth:

Positive Self-Evaluation: Encouraging individuals to engage in positive self-evaluation, emphasizing their strengths and value. By highlighting individuals' strengths and achievements and reducing negative self-talk, individuals can develop a positive self-image and self-awareness.

Seeking Support and Recognition: Encouraging individuals to seek external support and recognition, enhancing their self-worth. Support and recognition from family, friends, and colleagues can help individuals feel their value and importance, improving their self-respect and confidence.

Setting Attainable Goals: Helping individuals set specific, achievable goals gradually enhances their self-worth. Goals should be challenging but not overly difficult to ensure individuals can successfully complete tasks, boosting their self-esteem and confidence.

Positive Response to Setbacks: Assisting individuals in responding positively to setbacks and failures, gaining experience and lessons from them, improves their self-worth. Setbacks and failures are opportunities for growth and learning. Through a positive attitude and actions, individuals can learn from them, enhancing their self-esteem and confidence.

Cultivating Self-Acceptance and Self-Love: Encouraging individuals to cultivate an attitude of self-acceptance and self-love. By learning to accept their flaws and imperfections and giving themselves more love and care, individuals can enhance their self-worth, feeling their importance and value.

In conclusion, enhancing self-worth requires the collective effort of individuals and external environments. Through positive self-evaluation, seeking support and recognition, setting attainable goals, responding positively to setbacks, and cultivating self-acceptance and self-love, individuals can improve their self-worth and enjoy a more positive, healthy life

6. Sense of Belonging: The Harbor of the Soul

6.1. What is a Sense of Belonging

A sense of belonging refers to an individual's perception and identification with belonging to a particular group or society. It reflects the individual's sense of connection and affinity with others, organizations, or communities, as well as their emotional experiences in these relationships. Individuals with a strong sense of belonging typically feel accepted, understood, and supported. They establish close emotional connections with members of the group, thereby gaining a sense of security and fulfillment. One notable researcher in this field is Baumeister and Leary (1995), who proposed the need to belong theory.

Sense of belonging has a significant impact on an individual's development and well-being. In the fields of psychology and sociology, belongingness is considered one of the fundamental psychological needs of humans, closely related to happiness, mental health, and social adaptation. Individuals with a strong sense of belonging tend to exhibit higher self-esteem, stronger social support networks, more positive psychological states, and better adaptability. Conversely, individuals lacking a sense of belonging may experience loneliness, isolation, and insecurity, leading to mental health issues.

6.2. How Does a Sense of Belonging Develop

The development of a sense of belonging typically begins in infancy, although it may not be very evident at this stage, as children start to establish connections and attachments to their surrounding environment and people. Here are the general stages of development for a sense of belonging:

Infancy (0-2 years): During this stage, children start to form secure attachment relationships with primary caregivers (usually parents or primary caregivers). Their dependence on and trust in primary caregivers lay the foundation for the development of a sense of belonging, which is crucial for their sense of security and belonging.

Early Childhood (3-6 years): In this stage, children begin to recognize themselves as members of the family and social groups more clearly. They gradually establish connections with peers and adults in family, school, and other social environments, developing a sense of belonging to these groups. During this stage, children may show a strong need for belongingness and an interest in social interaction and cooperation.

Middle Childhood (7-11 years): In this stage, children gradually develop an understanding of their position and role in social groups. They become more aware of their importance in family, school, and community settings, as well as the impact of their relationships and interactions with others on their identity and sense of belonging. During this stage, children may strengthen their sense of belonging and identity in social groups through participation in group activities and social games.

Adolescence (12-18 years): In this stage, adolescents start to explore and challenge their identity and sense of belonging in social groups, attempting to find their place and role in society. They may experience identity exploration and challenges, as well as reflect on their relationships with peers and social groups. Family, peers, school, and social environments all have significant impacts on adolescents' sense of belonging and identity, which, in turn, affects their social adaptation and mental health.

In summary, a sense of belonging is an emotional connection and identification gradually formed by individuals during their growth process, influenced by factors such as family environment, social interactions, culture, and social experiences. Through interactions with others and social participation, individuals gradually establish a sense of identity and belonging to social groups, thus forming their social identity and self-identification.

6.3. Undermining and Rebuilding a Sense of Belonging

A sense of belonging may be undermined by various factors, affecting an individual's emotions, behavior, and social relationships. Here are some factors that may

undermine a sense of belonging and methods to rebuild it:

6.3.1. Factors Undermining a Sense of Belonging:

Social Rejection and Isolation: Social rejection and isolation are among the most significant factors undermining a sense of belonging. Being rejected or isolated can cause individuals to feel rejected, overlooked, and isolated, thus reducing their sense of belonging.

Interpersonal Conflicts and Disputes: Interpersonal conflicts and disputes may affect the relationships between individuals and others, leading to a loss of a sense of belonging. Conflict and dispute can disrupt the harmony of interpersonal relationships, making individuals feel excluded and isolated emotionally.

Loss of Significant Social Support: Losing significant social support can make individuals feel isolated and helpless, reducing their sense of belonging. Losing support and recognition from family, friends, or social groups can make individuals feel isolated and helpless.

Self-Isolation and Self-Exclusion: Self-isolation and self-exclusion from others can also affect an individual's sense of belonging. Self-isolation and self-exclusion are internal forms of social isolation that distance individuals from others, leading to a sense of estrangement and indifference in relationships.

6.3.2. Methods to Rebuild a Sense of Belonging:

Building Supportive Social Relationships: Encouraging individuals to build supportive social relationships enhances their sense of belonging. Supportive social relationships can provide emotional support and recognition, making individuals feel understood, accepted, and supported.

Cultivating Positive Interpersonal Relationships: Helping individuals cultivate positive interpersonal relationships strengthens their sense of connection and belonging with others. Positive interpersonal relationships create an environment of friendliness, mutual assistance, and cooperation, making individuals feel respected and valued.

Participating in Social and Group Activities: Encouraging individuals to participate in social and group activities enhances their sense of connection and belonging to society and groups. Participation in social and group activities provides social support and recognition, making individuals feel accepted and included.

Providing Psychological Support and Counseling: Providing psychological support and counseling helps individuals cope with a sense of belonging and rebuild it. Psychological support and counseling offer emotional support and guidance, helping individuals address interpersonal problems and social concerns, thus rebuilding their sense of belonging.

Cultivating Positive Self-Identity: Helping individuals cultivate a positive self-identity enhances their self-identification and confidence. Positive self-identity helps individuals establish a sense of inner security and belonging, thereby improving their mental health and happiness.

Through these methods, individuals can rebuild their undermined sense of belonging, strengthen their connections and sense of belonging with others, society, and groups, thus

enhancing their mental health and happiness.

In conclusion, a sense of security, autonomy, self-efficacy, self-worth, and belongingness constitute the foundation of a child's inner world. They serve as a sturdy fortress, bearing the responsibility of a child's growth. These elements play a crucial role in a child's emotions, behavior, and interpersonal relationships, determining their future developmental trajectory. Therefore, during a child's growth process, we should give sufficient attention and cultivation to these core feelings.

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